

Victor Central School
Board of Education
PROPOSED AGENDA
Regular/Organizational Meeting, Thursday, July 11, 2019 – 6:45 P.M.
Early Childhood School Boardroom

<i>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</i>

✓ = Board Action Expected

1. Meeting Called to Order by District Clerk Maureen Goodberlet

A. Oath of Office

1. Administer to the Superintendent of Schools;
2. Signing the Oath of Office by the Superintendent of Schools;

- ✓ • *Motion to enter executive session to discuss the employment history of specific individuals.*
- ✓ • *Motion to return to regular session.*

B. Moment of Silence

C. Pledge to the Flag

D. Greetings to Visitors

E. Reading of Fire Evacuation Procedure

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

F. Election of Officers

1. Nominations for the Office of President
 - ✓ **a. Election of President**
2. Nominations for the Office of Vice President
 - ✓ **a. Election of Vice President**
3. Administer and Sign the Oath of Office

✓ **2. Approval of Agenda**

✓ **3. Organizational Items (15 min.)**

- 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.

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

- A. Minutes of the regular meeting of June 13, 2019, the Victor Farmington Library Vote on June 24, 2019, and the special meeting of July 1, 2019;
- B. Treasurer's Report and Financial Statements for the month ending May 31, 2019;
- C. Personnel Agenda;
- D. Recommendations of the Committee on Special Education from the meetings of January 8, 11, 17, 28, 2019, February 1, 15, 26, 27, 2019, March 5, 8, 11, 13, 26, 27, 29, 2019, April 9, 11, 25, 26, 30, 2019, May 1, 3, 4, 7, 8, 14, 15, 21, 22, 23, 30, 31, 2019, June 3, 5, 6, 7, 10, 12, 13, 14, 17, 18, 19, 20, 21, 25, 26, 27, 2019 and of the Committee on Preschool Special Education from the meetings of April 30, 2019, May 21, 28, 2019, June 12, 13, 2019;
- E. Board members to attend standing committee meetings;
- F. Approve the following donations:
 - \$1,870.82 from PTSA to the Intermediate School to support a first fourth grade field trip to Ganondagan;
 - \$1,307.92 from PTSA to the Early Childhood School and the Primary School to support field trip transportation;
- G. 2019-2020 Budget Development Process Calendar as submitted;
- H. Chris Eckhardt's 2019-2020 New York State School Boards Association on-line training for New School Board Members;
- I. Acceptance of the Internal Audit Report and Corrective Action Plan for year ended June 30, 2019;
- J. Resolution to approve the amendment to the Finger Lakes Area School Health Plan Municipal Cooperative Agreement;
- K. Award the 2019-20 food service bid to Renzi Food Services as the lowest responsible bidder meeting specifications;
- L. Approve the Professional Development Plan for the 2019-2020 School Year; and
- M. Appoint Curriculum Council to review/revise Professional Development Plan for 2020-2021;

6. A. Campus News

B. Capital Project Update (*Chris Marshall, George Spinaris; 15 min.*)

C. Proposed 2020 Capital Project Presentation (*Chris Marshall, Dave Phelps; 20 min.*)

✓

D. Approve the following trips:

- 8th Grade French Trip to Quebec City, Canada from 5/21/20 – 5/24/20;
- Varsity Girls Volleyball Team to Clifton Park, NY from 10/18/19 – 10/19/19 to participate in a tournament;
- Varsity Wrestling to Valatie, NY from 1/17/20 – 1/18/20

E. Review and sign policy 2160, School District Officer and Employee Code of Ethics.

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

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

(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. **Next Regular Board Meeting, August 8, 2019 at 7:15 PM in the Early Childhood School Boardroom;**
 - B. **New Teacher Orientation; August 19, 2019 from 8:00 AM – 8:30 AM in the Boardroom**
 - C. **Superintendent's Conference Day (Opening Day for Staff) August 28, 2019 from 8:00 AM – 9:00 AM in the JH/SH Performing Arts Center;**

- ✓ 10. **Adjourn**

**Victor Central School District
Organizational Meeting for 2019-2020 School Year
Thursday, July 11, 2019
Proposed Agenda**

I. Appointment of District Officers:

- a. Maureen Goodberlet as Clerk of the Board of Education
- b. Lynne Lubaszewski as District Treasurer
- c. Jill Smith as Deputy District Treasurer
- d. Nicole Ritz as Tax Collector
- e. Susan Reed as Claims Auditor

(District Clerk, District Treasurer, Deputy District Treasurer and Tax Collector may sign the oath at the convenience of the Superintendent.)

II. Appointment of Other Positions:

- a. Dr. Robert J. Tuite as school physician and medical director, and Barbara Sullivan as nurse practitioner for the 2019-2020 school year
- b. Harris Beach PLLC, Ferrara Fiorenza PC, and Monroe 2 Orleans BOCES as attorneys for the 2019-2020 school year
- c. Veronica Puglisi as Attendance Officer
- d. Joseph Dougherty as Purchasing Agent
- e. R.L. Anderson - Van Horne Agency as Insurance Consultant
- f. Raymond F. Wager, C.P.A., P.C. as External Auditor
- g. EFPR Group as Internal Auditor
- h. Maureen Goodberlet as Records Access/Management Officer
- i. Christopher Marshall as Asbestos (LEA) Designee
- j. Veronica Puglisi as Title IX/Section 504 Officer
- k. Committee on Preschool Education and Special Education Members:
Julie Bitely, Julie Branieki, Jennifer Check, Anne Clark, Leah Daniels-Farren, Dorothy DiAngelo, Karl Dubash, Brian Gee, Melissa Goho, Carrie Goodell, Kirra Guard, Emily Hopkins- Ives, Tara Hopson, Leah Kedley, Hannah Knight, Michele Maloney, Kathryn Mandile, Sheila McCarthy, Scott Miller, Veronica Puglisi, Amy Shannon, Brian Siesto, Kristin Swann, Kevin Swartz, David Thering, Staci Thibodeau, Amanda Tripp, Dr. Robert Tuite, and Tania Zazulak-Angelini.
- l. Betty Post as Treasurer-Extra Classroom Activities Account
- m. Melissa Goho, Leah Kedley, Michele Maloney, John Ryan, Veronica Puglisi, Amy Shannon, Kristin Swann, and David Thering as Dignity Act Coordinators
- n. John Ryan as the Designated Education Official for the 2019-2020 school year.

III. Bonding of Personnel:

- a. \$100,000 coverage endorsement from a blanket bond for each employee
- b. \$1 million policy for District Treasurer, Deputy District Treasurer, Tax Collector, and Claims Auditor
- c. \$500,000 coverage from faithful performance bonds for Accounts Payable Clerk, Payroll Clerk, Assistant Superintendent for Business

IV. Designations:

- a. BE IT RESOLVED, that any commercial bank and/or trust company, including but not limited to Canandaigua National Bank, Five Star Bank, Genesee Regional Bank and JP Morgan Chase having

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offices in New York State or any bank participating in the Insured Cash Sweep (ICS) or Certificate of Deposit Account Registry Services (CDARS) programs be and hereby are designated as the official depositories for the school district funds during the school year 2019-20 and that the maximum amount which may be kept on deposit in any one bank shall not exceed the district's annual general fund budget.

- b. Designation of The Daily Messenger as official newspaper of the District;
- c. Designation of the second Thursday of each month at 7:15 P.M. as the regular meeting time for the Board of Education with the following exceptions; the January 2020 Board meeting will be held on Thursday, January 16, 2020, the March 2020 Board meeting will be held on Wednesday, March 11, 2020, and the April 2020 Board meeting will be held on Thursday, April 16, 2020. The Board of Education work sessions will be scheduled for the fourth Thursday of the month as necessary;
- d. Designation of Thursday, July 10, 2020, as the date of the organizational meeting for the 2020-2021 school year;
- e. Establishment, pursuant to Section 2118 of the Education Law, of the mileage reimbursement rate for employees at an amount equal to the Internal Revenue Service rate.

V. **Authorizations:**

- a. Authorization for the Assistant Superintendent for Business to certify the payroll
- b. Authorization for the Superintendent or designee and Board President or Vice President to sign contracts for student services (such as health), and tuition contracts, when necessary
- c. Authorization for the Superintendent or designee to approve attendance of instructional and non-instructional staff at conferences for the 2019-2020 school year
- d. Authorization for the Assistant Superintendent for Business to establish the following Petty Cash Accounts:

<u>Account</u>	<u>Amount</u>	<u>Custodian</u>
Senior High School	\$50.00...	Senior High Principal
Junior High School	\$50.00...	Junior High Principal
Intermediate School.....	\$50.00...	Intermediate School Principal
Primary School	\$50.00...	Primary School Principal
Early Childhood School	\$50.00...	Early Childhood School Principal
District Office.....	\$50.00...	School Business Administrator
Transportation Office.....	\$50.00...	Director of Transportation
Event Admissions (competition start-up cash)...	\$2500.00.	Athletic Director
School Lunch Fund (start-up cash)	\$175.00...	Director of Food Service

- e. Authorization for the following individuals to sign checks on behalf of the School District for the accounts designated:
 - General and School Lunch, Special Aid, Capital Funds: Assistant Superintendent for Business, District Treasurer, Deputy District Treasurer
 - Payroll Account: Assistant Superintendent for Business, District Treasurer, Deputy District Treasurer
 - Extra-Curricular Account: Treasurer-Extra Classroom Activities Account, Assistant Superintendent for Business, District Treasurer, Deputy District Treasurer, and Senior High School Guidance Secretary
- f. Authorization of Board and District members to participate in professional organizations
- g. Authorize School District employee and officer indemnification under Public Officer's Law §18
- h. Approval of the following job titles/departments requiring District-owned cell phones:
technology department, night custodian, director of transportation, and substitute caller

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- i. Authorization for the President or a Vice President of the Board of Education to independently appoint an Impartial Hearing Officer as necessary for any impartial hearing regarding the placement of a special education student
- j. Authorization for the Superintendent or designee to make all necessary budget transfers in accordance with Section 170.2 (1) of the Commissioner's Regulations and Board Policy 6150

VI. Other Items:

- a. Authorization for the Assistant Superintendent for Business, District Treasurer or Deputy District Treasurer to execute wire transfers of District funds
- b. Authorization for the Superintendent to employ staff members pending Board approval at its next regular meeting
- c. Authorization for the District to participate in all BOCES Cooperative and County Bids for the 2019-2020 school year
- d. Authorization of the Superintendent and the Assistant Superintendent for Business, District Treasurer or Deputy District Treasurer to jointly confer, and then invest - if deemed appropriate - such portions of the District money available for time deposit accounts, certificates of deposit, short term government securities, or other investments permitted by law
- e. Authorization of the Superintendent to apply for State and Federal Grants in Aid
- f. Authorization for Board of Education members to attend conferences, conventions and workshops with expenses paid by the School District
- g. Authorization for Superintendent to purchase consultant and professional services;
- h. Authorization for Assistant Superintendent for Personnel, or (alternate) Assistant Superintendent for Business to sign Civil Service Reports of Personnel Change
- i. Establishment of the compensation rate for members of the Board of Registration and for election inspectors and clerks at minimum wage
- j. Appointment of the following individuals to the Board of Registration for the 2019-2020 school year: Nancy Mancuso and Carrie Fagan
- k. Establishment of the following substitute rates for the 2019-2020 school year:

<u>Position</u>	<u>2019-2020</u>
Aide Substitute	\$11.10 per hour (\$11.80 per hour 12/30/19)
Accompanist	\$50.00 per hour (2 hour maximum)
Auto (Bus) Mechanic Substitute	\$17.59 per hour
Business Office Support	\$14.50 per hour
Bus Driver Substitute	\$14.50 per hour
Bus Monitor Substitute	\$11.10 per hour (\$11.80 per hour 12/30/19)
Cleaner Substitute	\$11.15 per hour (\$11.80 per hour 12/30/19)
Clerk/Secretary Substitute	\$13.36 per hour
Driver Education Teacher	\$38.25 per hour
Driver Education Coordinator	\$500.00 per session (3 sessions total)
Food Service Helper Substitute	\$11.10 per hour (\$11.80 per hour 12/30/19)
Food Service Laborer Substitute	\$11.30 per hour (\$11.80 per hour 12/30/19)
Groundskeeper Substitute	\$11.60 per hour (\$11.80 per hour 12/30/19)
Life Guard (Junior Per Diem Status)	\$11.40 per hour (\$11.80 per hour 12/30/19)
Life Guard (Senior Per Diem Status)	\$14.57 per hour
Messenger Substitute	\$11.80 per hour
Nurse Substitute	\$133.00 per day
Pool Supervisor	\$16.83 per hour

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Summer Grounds Helper	\$11.10 per hour (\$11.80 per hour 12/30/19)
Student Worker	\$11.10 per hour (\$11.80 per hour 12/30/19)
Teacher (Per diem) NYSTRS Retiree	\$130.00 per day
Teacher (Per diem) Certified Substitute	\$105.00 per day
Teacher (Per diem) Un-Certified Substitute	\$95.00 per day
Teacher (Short-term Substitute)	\$198.00-\$208.00 per day
Traffic Support	\$12.51 per hour
Translator (Temporary Assignment)	\$39.75 per hour

- l. Review of all Board of Education Policies
- m. Review policies including Investments (6240), Purchasing (6700), Code of Conduct (5300), and Parent and Family Engagement (1900) as required by law
- n. The Board shall also review building-level student attendance data as required under Commissioner's Regulations section 104.1, and if the data shows a decline in attendance rates, shall review its policy on Attendance (5100)
- o. Adopt District-level School Safety Plan and Building-level Safety Plan
- p. Authorization of the Annual Professional Performance Review (APPR) Principal/Teacher Lead Evaluator Resolutions
- q. Civil Service Standard Work Hours Resolution; BE IT RESOLVED, that the Victor Central School District hereby establishes standard work days for its employees and will report days worked to the New York State and Local Employees' Retirement System based on the time keeping system.

Investments

The objectives of the District's investment policy are to safeguard District funds and to minimize risk, so that investments mature when cash is required to finance operations and to receive a competitive rate of return. In accordance with this policy, the Treasurer or his/her designee is authorized to invest and/or deposit all funds, including proceeds of obligations and reserve funds, in time-deposit accounts, certificates of deposit, short-term government securities, repurchase agreements or other investment instruments permitted by law, subject to the investment regulations approved by the Board of Education.

To the extent feasible, investments and deposits shall be made in and through local or regional financial institutions. Concentration of investments in a single financial institution should be avoided. Diversification of investments and deposits is encouraged. Investments may be made either directly from an authorized trading partner, or by participation in a cooperative investment agreement with other authorized municipal corporations pursuant to General Municipal Law Article 5-G and in accordance with General Municipal Law Article 3-A.

This policy will be annually reviewed by the Board and may be amended from time to time in accordance with the provisions of section 39 of the General Municipal Law.

Policy References:

Education Law 1604-a; 1723-a; 3651; 3652

Local Finance Law 24.00, 25.00, 65.00

General Municipal Law 6-d; 6-j; 6-1-n; 6-p; 6-r; 10;11;39

Adoption Date: 1/12/2006, Revised: 11/10/2010, 3/8/2018

6000 - Fiscal Management

Purchasing

The Board of Education views purchasing as serving the educational program by providing necessary supplies, equipment and related services. Purchasing will be centralized in the business office under the general supervision of the Purchasing Agent designated by the Board. The Purchasing Agent (School Business Administrator) has the authority to prepare, advertise and open bids for all purchase contracts and contracts for public work, if formal competitive bidding is required by Section 103 of the General Municipal Law. The authority to sign purchase orders for the District is vested in the School Business Administrator. The School Business Administrator shall approve all bills before they are presented to the Board for payment approval.

It is the goal of the Board to purchase competitively, without prejudice or favoritism, and to seek the maximum educational value for every dollar expended. Competitive bids or quotations shall be solicited in connection with purchases pursuant to law. The General Municipal Law requires that purchase contracts for materials, equipment and supplies involving an estimated annual expenditure exceeding \$20,000 and public work contracts involving an expenditure of more than \$35,000 will be awarded only after responsible bids have been received in response to a public advertisement soliciting formal bids. Purchases of the same commodity cannot be artificially divided for the purpose of avoiding the threshold. Similar procurements to be made in a fiscal year will be grouped together for the purpose of determining whether a particular item must be bid.

The District's purchasing activity will strive to meet the following objectives:

1. to effectively supply all administrative units in the school system with needed materials, supplies, and contracted services;
2. to obtain materials, supplies and contracted services at the lowest prices possible consistent with the quality and standards needed as determined by the Purchasing Agent in conformance with state law and regulation and in cooperation with the requisitioning authority. The educational and physical welfare of the students is the foremost consideration in making any purchase;
3. to determine that all purchases fall within the framework of budgetary limitations and that they are consistent with the educational goals and programs of the District;
4. to maintain an appropriate and comprehensive accounting and reporting system to record and document all purchasing transactions; and
5. to, verify through the use of proper internal controls, that loss and/or diversion of District property is prevented.

Opportunities shall be provided to all responsible suppliers to do business with the School District. Suppliers whose place of business is situated within the District may be given preferential consideration only when bids or quotations on an item or service are identical as to price, quality and other factors.

Where permitted by law, purchases may be made through available cooperative BOCES bids, or by "piggybacking" onto contracts of the United States or agencies thereof or the federal General Services Administration (GSA), the New York State Office of General Services (OGS), departments or agencies of New York State, any New York State county, or any state or any county or political subdivision or district therein, whenever such purchases are in the best interests of the District or will result in cost savings to the District. In addition, the District will make purchases from correctional institutions and severely disabled persons through charitable or non-profit-making agencies, as provided by law.

It is the District's responsibility to review each "piggybacking" contract corresponding to a proposed purchase, upon the advice of counsel as necessary, to determine whether the original contract does not conflict with state law or regulation, and meets the following requirements:

1. The contract must have been let by the United States, or any agency thereof, any state, or any other political subdivision or district therein;
2. The contract must have been made available for use by other governmental entities; including New York State local governments;
3. The contract must have been let to the lowest responsible bidder or on the basis of best value, in a manner consistent with General Municipal Law §103. Those main elements are: (a) public solicitation of bids or offers; (b) secure or confidential bids or offers; (c) use of a common standard for bidders or offers to compete fairly; and (d) awarded to the lowest responsible bidder, or responsible offeror of best value, which optimizes quality, cost and efficiency.

In accordance with law, the District shall give a preference in the purchase of instructional materials to vendors who agree to provide materials in alternative formats. The term "alternative format" shall mean any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the District (or program of a BOCES), including but not limited to Braille, large print, open and closed captioned, audio, or an electronic file in a format compatible with alternative format conversion software that is appropriate to meet the needs of the individual student.

The Board is also aware of the need to reduce exposure of students and staff to potentially harmful chemicals and substances used in cleaning and maintenance. In accordance with law, regulation and guidelines set forth by the Office of General Services (OGS), the District will purchase and utilize environmentally sensitive cleaning and maintenance products in its facilities whenever feasible. Cleansers purchased must, first and foremost, be effective so that the District may continue to purchase non-green products as necessary. Environmentally sensitive cleaning and maintenance products will be procured in accordance with standard purchasing procedures as outlined in this policy and regulation.

In order to maintain that the District avails itself of advantageous purchasing opportunities, the Board authorizes the Purchasing Agent to represent the District in applying for federal programs designed to discount prices for goods and services. Specifically, the Purchasing Agent will abide by the rules and regulations associated with applying for telecommunications service discounts through the Universal Service Fund (E-Rate), in addition to complying with the local purchasing policies set forth by the Board. As with all purchasing activity, appropriate documentation of the application and purchase through any federal program will be maintained by the business office.

Competitive Bidding

Purchase contracts and public works contracts subject to competitive bidding will be awarded to the lowest responsible bidder, however, the Board authorizes that the purchase contracts may be awarded on the basis of best value, as defined in State Finance Law §163. Other exceptions to competitive bidding are outlined below.

In addition, the Board authorizes the receipt of sealed bids for purchase contracts in electronic format, pursuant to the provisions of General Municipal Law §103(1) which addresses proper documentation, authentication, security, and confidentiality of electronic bids.

The District shall comply with the requirements of General Municipal Law §103-g, which prohibits, with few exceptions, competitive bidding contracts with entities that invest significantly in the Iranian energy sector, as outlined in the regulation.

Exceptions to Competitive Bidding

Competitive bidding, even if the dollar value of the purchase meets the threshold established above, is not required in the following circumstances:

1. emergencies where time is a crucial factor;
2. procurements for which there is no possibility of competition (sole source items);
3. professional services that require special skill or training (see policy 6741 for guidance on purchasing professional services);
4. purchases such as surplus or second-hand items from governmental entities, certain food and milk items, or goods and services from municipal hospitals; or
5. where the District is purchasing through (or is "piggybacking" onto) the contract of another governmental entity, where the original contract complies with the requirements of New York State law for competitive bidding.

Purchasing when Competitive Bidding Not Required

Goods and services which are not required by law to be procured by the District through competitive bidding will be procured in a manner so as to maintain the prudent and economical use of public monies, in the best interests of the taxpayers, to facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances, and to guard against favoritism, improvidence, extravagance, fraud and corruption.

Alternative proposals or quotations will be secured by requests for proposals, written or verbal quotations or any other appropriate method of procurement, except for procurements:

1. under a county contract;
2. under a BOCES contract;
3. under a state contract;
4. under a federal contract;
5. under a contract of another political subdivision;
6. of articles manufactured in state correctional institutions; or
7. from agencies for the blind and severely disabled.

"Piggybacking" onto the contract of other governmental agencies is permitted where the original contract is in conformance with the goals of this section.

The District will provide justification and documentation of any contract awarded to an offeror other than the lowest responsible dollar offeror, setting forth the reasons why such award is in the best interests of the District and otherwise furthers the purposes of section 104-b of the General Municipal Law.

General Purchasing Provisions

The Superintendent of Schools, with the assistance of the Purchasing Agent, shall be responsible for the establishment and implementation of the procedures and standard forms for use in all purchasing and related activities in the District. Such procedures shall comply with all applicable laws and regulations of the state and the Commissioner of Education.

Comments will be solicited from those administrators involved in the procurement process before enactment of the District's policies regarding purchasing and from time to time thereafter. The policies must then be adopted by Board resolution. All District policies regarding the procurement processes will be reviewed by the Board at least annually.

The unintentional failure to fully comply with the provisions of section 104-b of the General Municipal Law or the District's policies regarding procurement will not be grounds to void action taken nor give rise to a cause of action against the District or any officer or employee of the District.

Conflict of Interest

No District officer or employee will have an interest in any contract with the District when such employee has the authority or the responsibility to negotiate, prepare, authorize or approve a contract or authorize or approve its payment, audit bills or claims, or appoint an officer or employee who has any of these responsibilities. Any officer or employee who has or acquires an interest in any actual or proposed contract with the District shall publically disclose the nature and extent of such interest in writing. This written disclosure will be kept on file.

No employee, officer or agent may participate in the selection, award, or administration of a contract supported by a Federal award if there is a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer or agent, or any member of his or her immediate family, partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees or agents can neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Disciplinary actions will be applied for violations of such standards.

Policy References:

Comprehensive Iran Sanctions, Accountability, and Divestment Act of 2010 (Public Law 111-195)

Education Law §§305(14); 409-i; 1604(29-a); 1709(4-a), (9), (14), (22); 2503(7-a); 2554(7-a)

General Municipal Law Sections §§102; 103-g; 104, 104-b; 109-a; 800 et seq.

State Finance Law §§97-g(3), (4), (5); 163; 163-b; 165-a

County Law §408-a(2)

8 NYCRR Part 114

Cross Ref:

6710 - Purchasing Authority

6740 - Purchasing Procedures

6741 - Contracting For Professional Services

Adoption Date: 1/12/2006, Revised 5/13/2010, 09/09/2010, 07/12/2018

6000 - Fiscal Management

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

5300.05 Introduction

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

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

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

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

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

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

5300.10 Definitions

For purposes of the code, the following definitions apply.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- race
- color

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

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

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

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

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

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

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

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

“Violent student” means a student under 21 who:

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

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

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

5300.15 Student Rights and Responsibilities

A. Student Rights

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

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

B. Student Responsibilities

All District students have the responsibility to:

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

5300.20 Essential Partners

A. Parents

All parents are required to:

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

B. Teachers

All District teachers are required to:

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

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

C. School Counselors, School Psychologists and School Social Workers

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

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

D. School Resource Officer ("SRO")

The School Resource Officer is required to:

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

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

E. Other School Personnel

All other school personnel are required to:

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

F. District Administrators

District administrators are required to:

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

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

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

G. Superintendent

The Superintendent is required to:

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

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

H. Board of Education

Members of the Board of Education are required to:

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

I. The Dignity Act Coordinators

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

The Dignity Act Coordinator is expected to:

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

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

The Dignity Act Coordinators are as follows:

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

5300.25 Student Dress Code

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

In addition, student dress shall:

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

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

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

shall be subject to further discipline, up to and including out of school suspension.

5300.30 Prohibited Student Conduct

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

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

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

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

A. Engage in conduct that is disorderly

Examples of disorderly conduct include but are not limited to:

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

B. Engage in conduct that is insubordinate

Examples of insubordinate conduct include but are not limited to:

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

C. Engage in conduct that is disruptive

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

1. Continually impeding the teaching and learning process.
2. Continually interfering with the teacher's authority over the classroom.
3. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
4. Inappropriate public sexual contact.

5. Display or use of personal electronic devices, such as, but not limited to cell phones, iPods, digital cameras, in a manner that is in violation of District policy.

D. Engage in conduct that is violent

Examples of violent conduct include but are not limited to:

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

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

Examples of such conduct include but are not limited to:

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

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

F. Engage in misconduct while on a school bus

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

G. Engage in any form of academic misconduct

Examples of academic misconduct include but are not limited to:

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

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

Examples of such misconduct include but are not limited to:

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

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

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

5300.35 Reporting Violations

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

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

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

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

5300.40 Disciplinary Consequences, Procedures and Referrals

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

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

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

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

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

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

A. Disciplinary Consequences

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

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

B. Procedures

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

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

1. Detention

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

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

2. Suspension from transportation

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

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

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

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal meeting with the appropriate District official and/or the Athletic 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 present their ID for verification through our electronic check-in system and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the office before leaving the building.
3. Visitors attending school functions that are open to the public outside of the regular school day, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to get permission from the building administrator to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.
8. Using an unmanned aerial vehicle (also known as a drone) or any remote controlled aircraft on school property or during any school functions without the prior written authorization from the District's Superintendent is prohibited. Prior to such use, users must also demonstrate compliance with any and all applicable Federal Aviation Administration rules and regulations.

5300.70 Public Conduct on School Property

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

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

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

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

A. Prohibited Conduct

No person, either alone or with others, shall:

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

B. Penalties

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

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they

refuse to leave, they shall be subject to ejection and/or police action. Visitors may be banned from being physically present on District property by the Superintendent.

2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 3 and 4. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

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

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

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

5300.75 Dissemination and Review

A. Dissemination of Code of Conduct

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

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

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

B. Review of Code of Conduct

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

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

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

5300.80 Compliance

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

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

Approved by the Board of Education as Revised May 9, 2019

Parent and Family Engagement

The Board of Education believes that positive parent and family engagement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. Parent and family engagement may take place either in the classroom or during extra-curricular activities. However, the Board also encourages parent and family engagement at home (e.g., planned home reading time, informal learning activities, and/or homework "contracts" between parents, family members and children). The Board directs the Superintendent of Schools or his/her designee to develop a home-school communications program in an effort to encourage all forms of parent and family engagement.

Title I Parent and Family Engagement – District Level Policy

Consistent with the parent and family engagement goals of Title I, Part A of the federal No Child Left Behind Act of 2001 (NCLB) and its reauthorization in the Every Student Succeeds Act (ESSA), the Board of Education will develop and implement programs, activities and procedures that encourage and support the participation of parents and family members of students eligible for Title I services in all aspects of their child's education. The Board will also ensure that all of its schools receiving Title I, Part A funds develop and implement school level parent and family engagement procedures, as further required by federal law.

For purposes of this policy, parental involvement refers to the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

At a minimum, parent and family engagement programs, activities and procedures at both the District and individual school level must ensure that parents and family members:

- Play an integral role in assisting their child's learning;
- Are encouraged to be actively involved in their child's education at school; and
- Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The federal definition of the term "parents" refers to a natural parent, legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

District and school level Title I parent and family engagement programs, activities and procedures will provide opportunities for the informed participation of parents and family members including those who have limited English proficiency, parent and family members with disabilities, and parents and family members of migratory children.

As further required by federal law, parents and family members of students eligible for Title I services will be provided an opportunity to participate in the development of the District's Title I plan, and to submit comments regarding any aspect of the plan that is not satisfactory to them. Their comments will be forwarded with the plan to the State Education Department.

Parents and family members also will participate in the process for developing either a comprehensive or targeted "support and improvement plan" when the school their child attends is identified by the State as needing this plan.

Parent and family member participation in development of District-wide Title I plan

The Board, along with its Superintendent of Schools and other appropriate District staff will undertake the following actions to ensure parent and family member involvement in the development of the District-wide Title I plan:

- Building level shared decision making committees will work on the development of the Title I plan each spring;
- On topics as needed, District-wide survey soliciting parent feedback will be distributed via the District listserv;
- Parents will provide feedback through the District's shared decision making committees;
- Parent meeting times will be determined by the shared decision making teams through a consensus process; and
- Meetings will be held in respective building.

Development of school level parent and family engagement approaches

The Superintendent of Schools will ensure that all District schools receiving federal financial assistance under Title I, Part A are provided coordination, technical assistance and all other support necessary to assist them in planning and implementing effective parent and family engagement programs and activities that improve student achievement and school performance. As appropriate to meet individual local needs, the superintendent will:

- Support building capacity for parental involvement;
- Coordinate parental involvement strategies; and
- Review the District wide parent and family engagement policy annually.

Building capacity for parental involvement

To build parent capacity for strong parental involvement to improve their child's academic achievement, the District and its Title I, Part A schools will, at a minimum:

1. Assist parents in understanding such topics as the state's academic content and standards, state and local academic assessments, Title I requirements, how to monitor their child's progress and how to work with educators to improve the achievement of their child. To achieve this objective, the District and its Title I schools will:
 - communicate, via monthly newsletters, information regarding learning experiences and strategies for supporting students at home;
 - communicate academic progress in a consistent manner. Elementary schools will provide trimester progress reports and two annual parent conference days. Secondary school will provide either a progress monitoring and/or progress report every ten weeks;
 - provide quarterly reports to those students receiving additional support services;
 - utilize parent volunteers to support instruction, extra activities and specific events throughout the school year; and
 - provide parents of secondary students access to a live parent portal that includes up to date attendance, discipline and academic achievement data.
2. Provide materials and training to help parents work to improve their child's academic achievement such as literacy training and using technology (including education about the harms of copyright piracy). To achieve this objective, the District and its Title I schools will:

- provide leveled text and or extra copies/textbooks of educational materials;
- provide curriculum information on the District website;
- provide curriculum and instructional forums in collaboration with parent groups; and
- provide literacy programs that encourage daily reading and the use of school and/or public libraries.

3. Educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in understanding the value and utility of a parent's contributions and on how to:

- reach out to, communicate with, and work with parents as equal partners;
- implement and coordinate parent programs; and
- build ties between parents and the schools.

To achieve this objective, the District and its Title I schools will:

- provide yearly shared decision making training; and
- meet regularly with members of Partners in Education (PIE), Parent Teacher Student Association (PTSA) and Victor's Outreach in Children's Education (VOICE) to seek feedback.

4. Ensure that information related to school and parent-related programs, meetings and other activities is sent to the parents of children participating in Title I programs in an understandable and uniform format, including alternative formats, upon request, and to the extent practicable, in a language the parents can understand.

Coordination of parental involvement strategies

The District will coordinate and integrate strategies adopted to comply with Title I, Part A parental involvement requirements with parental involvement strategies adopted in connection with other Federal, State, and local programs, including public preschool programs.

Review of the District-wide parental involvement policy

The Board, along with the Superintendent of Schools and other appropriate staff will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of Title I schools, including the identification of barriers to greater participation by parents in activities under this policy, and the revision of parent and family engagement policies necessary for more effective involvement. To facilitate this review, the District will conduct the following activities:

- gather feedback from shared-decision making groups and Title I parents/guardians; and
- use the Board of Education's policy review process to review this policy annually.

Policy References:

20 USC §6318(a)(2), Every Student Succeeds Act (§1116 of the Elementary and Secondary Education Act)

U.S. Department of Education, *Parental Involvement, Title I, Part A, Non-Regulatory Guidance*, April 23, 2004

Adoption Date: 12/9/1999, Revised: 7/11/2013, 2/9/2017

District Wide School Safety Plan
Project S.A.V.E.
(Safe Schools Against Violence in Education)
Outline for Victor Central School District School Safety Plan
(Commissioner's Regulation 155.17)

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school emergency management plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and man-made disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (S.A.V.E.) law. Project S.A.V.E. is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

Section I: General Considerations and Planning Guidelines

A. Purpose

The Victor Central School District Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Victor Central School Board of Education, the Superintendent of the Victor Central School District appointed a District-wide School Safety Committee and charged it with the development and maintenance of the District-wide School Safety Plan.

B. Identification of School Teams

The Victor Central School District has created School Safety Committees consisting of, but not limited to, teachers, administrators, parent representation, school resource officer, and other school personnel.

C. Concept of Operations

1. The District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plans for each school building. Protocols reflected in the District-wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response Plans.

2. In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
3. Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
4. Efforts may be supplemented by county and state resources through existing protocols.

D. Plan Review and Public Comment

1. This plan shall be reviewed and maintained by the District-wide School Safety Committee and reviewed on an annual basis on or before July 1 each year.
2. While linked to the District-wide School Safety Plan, Building-level Emergency Response Plans shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provisions of law, in accordance with Education Law Section 2801-a.

Section II: General Emergency Response Planning

(The District-wide School Safety Plan should provide the framework for the Building-level emergency Response Plan.)

A. Identification of sites of potential emergency, including:

1. The process for identifying the sites: The sites listed below were identified by the planning team in consultation with participating school personnel and outside agency representatives:
 - a. External List: (examples include hazardous railroad location, airports, industrial sites with potential for chemical spills, dams or waterways with flood potential, nuclear power plants, etc.)
 - Empire Natural Gas Line
 - New York State Thruway for spills
 - b. Internal List: (chemical storage location, swimming pools, boiler rooms, etc.)
 - Swimming Pool (Junior/Senior High School) – associated chemicals
 - Boiler Rooms in each building
 - Science Prep Rooms

Section III: Victor District-Wide Safety Plan

A. Policies and procedures for responding to implied or direct threats by students, staff, and visitors

Anyone issuing an implied or direct threat is required to be escorted by a staff member to the building administrator. The building administrator will evaluate the seriousness of the threat and follow-up with necessary actions including but not limited to:

1. disciplinary action as outlined in the District's Code of Conduct Policy
2. referral to counseling
3. law enforcement involvement
4. superintendent's hearing and possible suspension for students or State Education Department sanctions for staff

B. Procedures for restricting access to the violent crime scene to preserve evidence

Prior to the arrival of law enforcement representatives, the building administrator will make every effort to restrict access to the crime scene in order to preserve evidence. Upon arrival of law enforcement officials, they will take over this responsibility with the full support of the building administrator.

C. Prevention and Intervention Strategies

Methods used in the Victor Central School District include:

1. Recruitment and training of school safety staff to de-escalate potentially violent students.

D. Procedures for involving law enforcement for violent incidences

All staff are required to notify the building administrator of any violent incidences. The building administrator will determine the seriousness of the situation, refer to the Emergency Management Plan, and contact law enforcement immediately if the situation warrants.

E. Procedures for contacting parents/guardians regarding violent incidences

For incidences involving individual or several students, the parents/guardians of all students involved will be notified as soon as possible by the building administrator regarding the details of the incident. Whenever the safety of the general student population has been jeopardized, all parents/guardians will be notified of the circumstances of the incident as soon as possible.

F. Procedures outlining the role of school personnel and equipment in school safety measures

All staff are required to actively participate in measures outlined by the administration for providing school safety and security. These include:

1. Limiting access for all persons to one main entrance during regular instructional hours.

2. Being cognizant of strangers in the building and stopping visitors who have not properly registered.
3. Providing adequate lighting in all areas.
4. Reducing and controlling traffic flow on campus.

G. Procedures for disseminating information following a violent incident at school

The Superintendent, in conjunction with the School and Community Relations office and building principal, will issue to the appropriate office staff a written media release statement to be shared with the public as needed. A statement to parents/guardians regarding the nature of the incident, the response used, and any follow-up procedures required will also be issued.

H. Procedures for annual safety training for staff and students

Appropriate training will be held for the following:

1. New teacher/ staff at respective orientations
2. Bus drivers at regularly planned training
3. Students at the beginning of the school year
4. All other staff annually

I. Protocols for responding to emergency situations

(Refer to the Emergency Management Plan)

J. Strategies for improving communication among students and between students and staff regarding reporting bullying and violence (Refer to the Code of Conduct)

K. Description of duties of hall monitor and other safety personnel, training required and the hiring/screening process

1. School Resource Officer – Job Responsibilities
 - a. Serves as an active member of the District Emergency Response Team for health-related issues
 - b. Serves as an active member of the District’s Safety Committee
 - c. Works in conjunction with District social workers on all truancy-related concerns
 - d. Develops violence prevention strategies and acts as a consultant to the school community on related issues
 - e. Serves as a liaison with local law enforcement agencies
 - f. Serves as a positive role model for students PreK-12
 - g. Serves as a resource to faculty and staff on crime prevention issues
 - h. Promotes the development of positive attitudes toward law enforcement personnel

2. Hall Monitor Supervision – Job Responsibilities
 - a. Assists teachers in cafeteria study hall with attendance procedures, passes, and maintenance of order
 - b. Assists with corridor and parking lot supervision before school, during lunch periods, and activity period as assigned by the assistant principal
 - c. Assists with attendance procedures as requested by the assistant principal
 - d. Assists teachers with other such duties as deemed appropriate by the principal or his/her designee

L. Evacuation procedures, sheltering sites, medical assistance, transportation arrangements, emergency notification to parents in response to a “serious violent incident”

1. Evacuation Procedure (Refer to the Emergency Management Plan)
2. Sheltering Sites (Refer to the Emergency Management Plan)
3. Medical Assistance:
 - a. All school buildings have a nurse on duty during regular instructional hours
 - b. The 911 system is used to secure additional needed assistance
4. Transportation Arrangements (Refer to the Emergency Management Plan)
5. Emergency notification to parents/guardians in response to a “serious violent incident”:
 - a. At the beginning of each year, parents/guardians provide the school with emergency phone numbers where they can be reached during school hours. Parents/Guardians are directed to listen to designated radio stations, television stations and Blackboard Connect for emergency information such as early dismissal, pick-up areas and debriefing areas, if necessary.

M. Procedures for assuring that response agencies have access to floor plans, blue prints and schematics of interior and exterior properties and access areas.

Each year as the plan is updated, and at anytime significant changes occur, the Director of Facilities will provide floor plans, blue prints, and schematics of interior and exterior areas to the local fire chief, ambulance corps, police department and the county emergency management coordinator for each respective facility.

N. Description of Internal and External Communication Systems

1. Internal: Two-way communication is provided from all building areas and rooms to the main office.
 - a. Key administrators have two-way radios within the buildings.
2. External: The 911 system directly links all phones to the County Emergency Management Office.
 - a. Administrators have cell phones for external and internal use.

b. Fire and burglar alarms are linked directly to the 911 system.

O. Chain of command consistent with the national incident command system

The chain of command will follow the guidelines as set forth in the Victor Emergency Management Plan. Additionally, in accordance with the national Incident Command System, the chain of command will include local agencies which have jurisdiction over the incident.

P. Procedures for coordinating the plan with the county and statewide plans

The Director of Facilities will submit a copy of the plan to the affected County Emergency Management Coordinator for review to insure compatibility with the county plan and statewide plan on an annual basis.

Q. Procedure for review and conduct of drills to test components of the plan

Each year, the Superintendent will conduct at least one test of the emergency response procedures for each student occupied facility. All tests will be conducted in cooperation with local and county emergency management officials to the extent possible.

APPR Teacher Lead Evaluator Resolution

BE IT RESOLVED THAT, Jennifer Check, Dorothy DiAngelo, Brian Gee, Brian Siesto and Kevin Swartz are hereby certified as a Qualified Lead Evaluator of Teachers having successfully completed the training requirements prescribed in 8 NYCRR§30-2.9(b), including:

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

Date

District Clerk

APPR Principal Lead Evaluator Resolution

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

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

Date

District Clerk

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**
Unapproved Minutes of the Regular Meeting of June 13, 2019
Early Childhood School Boardroom
953 High Street
Victor, New York 14564

CALL TO ORDER	President Deborah Palumbo-Sanders called the meeting to order at 5:36 PM.
Members Present	Tim DeLucia, Kristin Elliott, Debbie Palumbo-Sanders, Christopher Parks (arrived at 5:54 PM), Mike Vistocco, Mike Young (arrived at 7:10 PM)
Member Absent	Karen Ballard
ENTER EXECUTIVE SESSION	A motion was made by T. DeLucia, seconded by M. Vistocco, to enter executive session at 5:36 PM to discuss the employment history of specific individuals. The motion was carried. 4 yes 0 no
REGULAR SESSION AND ADJOURN	A motion was made by C. Parks, seconded by K. Elliott, to return to regular session and adjourn the meeting at 6:43 PM. The motion was carried. 5 yes 0 no
CALL TO ORDER	President Deborah Palumbo-Sanders called the meeting to order at 7:15 PM.
APPROVE AGENDA	A motion was made by K. Elliott, seconded by M. Vistocco to approve the revised agenda. The motion was carried. 6 yes 0 no.
RECOGNITIONS: 2018-2019 Tenure Recipients	Each of the tenure recipients were asked to stand and be recognized by their respective administrators. Dr. Santiago-Marullo congratulated everyone who earned tenure this year.
Permanent Art Display	Superintendent Santiago-Marullo introduced Art Teacher Dave Denner who presented individual certificates to the following students whose artwork will be placed in the Boardroom: Grace Daniels, Aryana Smith-Rienholtz, Kaitlyn Moran, Lillian Morell and Lucy Haggerty. Sherri Lasky from the Community Relations Department, described how each piece of artwork is chosen and that they are now a part of the permanent art collection for the Victor Central School District.
Athletics	Dr. Santiago-Marullo introduced Director of Health, Physical Education and Athletics Duey Weimer who spoke about the accomplishments of all of the varsity teams as a whole. He said 100% of the varsity teams have achieved scholar athlete status. This means the team's average GPA for 75% of the roster must be greater than or equal to 90.00. Victor is now on the School of Distinction list. He thanked the students, coaches and parents for keeping academics a paramount priority in the District.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

Varsity Softball Section V Champions

Mr. Weimer introduced Varsity Softball Coach Shelly Collins. Coach Collins said the team was very well-rounded. The team became the Monroe County Division I Champions, Class AA Section V Champions for their third straight season, and Far West Regional Champions. She said each player put the team over themselves and grasped and embraced the fact that after winning the state title last season there is a little more pressure. On behalf of the team, Coach Collins thanked the Board of Education for the recognition and the invitation. The captains of the team thanked the parents, the coaches and Mr. Weimer for the support. They said it is the third year in a row making it to the State Championship weekend and the only constant is the coaching staff. 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.

Boys Varsity Lacrosse Section V and New York State Champions

Mr. Weimer introduced Varsity Boys Lacrosse Coach Jim Andre. The team became the Monroe County Division II Champions, Section V Class B Champions and New York State Champions. Coach Andre thanked booster club president Julie LaRue and Superintendent Santiago-Marullo for their support. He also thanked the Board for the recognition. Coach Andre said he has a dedicated coaching staff that help to make the championships happen. 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.

Section V Track and Field Champions and NYS Champion

Mr. Weimer introduced Boys Track and Field Coach Ross Hunkovic. Coach Hunkovic thanked the outdoor coaching staff for a successful season. He then spoke about the sectional winners and the state winner. Connor Preston won the Section V Championship in the 800 Meter Run with a time of 1:55.70. He has had a very successful career. He said the moto of the team is to be a good person first and then a good athlete. Connor was selected as the one athlete in Section V that had the best character. Greg Cole-Allen was on his way to the National Championships in North Carolina. He was the Section V Champion in the Shot Put with a mark of 53'7" and the Section V Champion in the Discus Throw with a mark of 133'11". He came in 8th place in Shot Put in the New York State Championships. He is modest and humble in his accomplishments. Michael Bayley was the Section V Champion in the 110 Meter Hurdles with a time of 14:36 and the Section V Champion in the 400 Meter Hurdles with a time of 57.37. Coach Hunkovic said every single school record that entails a hurdle Michael Bayley has it. The athletes were presented with certificates recognizing their accomplishments.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

Board Member Recognition Mike Young

Superintendent Santiago-Marullo recognized outgoing Board of Education Member Mike Young for his years of service. Dr. Santiago-Marullo said that Dr. Young has been on the Board of Education for nine years and she appreciated the dedication over those years. She said he was a focused and committed Board of Education Member who always put children first. She highlighted Dr. Young's career on the Board of Education. Dr. Young said tonight is one of the nights that makes it all worthwhile. Seeing all of the accomplishments of the kids is wonderful. He said to the people sitting in the audience the kids is what Victor Schools is all about. He said to the Board of Education the one thing to keep remembering is remembering what the Board's role is and keep that role in your mind. He said to the parents, fight the apathy and get the message out there that education is important. Individual Board members then thanked Dr. Young for his service. Mrs. Palumbo-Sanders thanked Dr. Young for his common sense approach and analysis. Mr. DeLucia said the one skill that stands out is his diplomacy and intelligence. Mrs. Elliott thanked him for reminding her that there is a job to do and how to do it well. She said Dr. Young models it well. Dr. Parks said Dr. Young is a man who has a very exquisite handle on being measured. He said he is one of honor, courage and commitment. He said to Victor, Dr. Young has always been faithful. Mr. Vistocco said he will miss Dr. Young bringing the Board back to realizing what the Board's job is.

Superintendent Santiago-Marullo Recognition

Board of Education President, Mrs. Palumbo-Sanders recognized Dr. Santiago-Marullo for her retirement. She said she had the privilege of recognizing her on behalf of the Board. She said her 36 years with the District and 10 years as Chief School Officer is a testimony to her dedication to the youth of the community. Her decisions over the past 10 years were challenging. The economy tanked just as she transitioned into the position of Superintendent. Foundation aid was frozen and the GAP Elimination Adjustment was an additional blow to the District's resources, yet families kept coming to Victor Schools. The District's needs grew but the resources were limited. Through it all Dr. Santiago-Marullo would weigh the benefits to the students as she made tough decisions. She spearheaded the establishment of the VCS Educational Foundation, which raises money to support District programs. To highlight accomplishments of staff she was also instrumental in creating several recognition programs. She collaborated with the Victor Teachers' Association to establish the Volunteer Committed to Service Award, established the True Blue Hero, the Superintendent's Civic Engagement Award and the Visual and Performing Arts Hall of Fame. She enjoyed attending events to experience student's accomplishments beyond the classroom. On behalf of the staff, students, community and Board of Education she thanked Dr. Santiago-Marullo for her service to the Victor Central School District.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

Superintendent Santiago-Marullo Recognition Continued

On behalf of the Monroe County School Boards Association, Board of Education Vice-president Tim DeLucia presented Dr. Santiago-Marullo with a plaque recognizing her distinguished service to public education.

Victor Town Supervisor Jack Marren and Deputy Supervisor Dave Condon congratulated Dr. Santiago-Marullo on her retirement. Supervisor Marren thanked Dr. Young for his years on the School Board and giving back to the community. He also thanked the entire Board of Education for serving and giving back to the community as well. On May 28th a proclamation became part of town history as it was read recognizing Dr. Santiago-Marullo's retirement. Mr. Condon then read the following proclamation:

WHEREAS, Dawn Santiago-Marullo has announced her decision to retire after 36 years at VCS, and

WHEREAS, Dawn Santiago-Marullo has served as the Superintendent of Schools for the Victor Central School (VCS) District since 2009, and

WHEREAS, prior to being appointed Superintendent, Dawn Santiago-Marullo was the District's Director of Special Projects and Programs, Director of the Victor Teacher Center, Coordinator of the K-8 Enrichment Program, a Staff Developer, and founding coordinator of the International Baccalaureate Diploma Program – a rigorous world-view academic program, and

WHEREAS, Dawn Santiago-Marullo served as a Spanish teacher for 18 years prior to her leadership positions, and

WHEREAS, under Dawn Santiago-Marullo's leadership, VCS has grown steadily over the past decade, despite challenging economic times that included a recession and millions of dollars in state aid reductions, and

WHEREAS, Dawn Santiago-Marullo was involved in many new and exciting changes at VCS during her tenure as Superintendent. Among them was the addition of approximately 25 new classrooms campus wide, a new playground, parking lot and a reengineered bus loop at the Early Childhood School, a state of the art aquatics center at the Senior High School and a new gymnasium and a large group music ensemble room at the Intermediate School, and

WHEREAS, among the major accomplishments she oversaw were the addition of a full day Universal Pre-Kindergarten Program, the reframing of the District Inquiry Program, the implementation of an 8-1-1 Program at the Primary School, expanded Math and English Language Arts Teacher Coaches for grades K-6, and the addition of Standards Leaders in English, Math, Science and Social Studies for grads 7-12, the introduction of a dynamic performing arts connection between the District and the Merry-Go-Round Theatre company, a Family Support Center that connects families with professional counseling, and LifePrep@Naz that provides 18-21 year old students with disabilities a college experience, and

WHEREAS, her philosophy was that "every student deserves to be prepared for his/her future with a high quality education," and

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

Superintendent Santiago-Marullo Recognition Continued

WHEREAS, in 2014 she founded the VCS Educational Foundation which raises money to support District programs, and

WHEREAS, she was also instrumental in creating several recognition programs including, True Blue Hero, the Volunteer Committed to Service Award (in collaboration with the Victor Teacher's Association), the Superintendent's Civic Engagement Awards and the Visual and Performing Arts Hall of Fame, and

WHEREAS, she established the District's first ever social media presence on Facebook in 2010 and Twitter in 2011, and the creation and implementation of the District's new ADA compliant website, and

WHEREAS, Dawn Santiago-Marullo was unselfishly and tirelessly served the students and community of VCS saying she never saw it as a job, rather as a gift, and

WHEREAS, Dawn Santiago-Marullo has done all of the above and more with compassion, enthusiasm, thoughtfulness and dedication to all sectors of the population of Victor and Farmington, and

WHEREAS, Dawn Santiago-Marullo served as a member of the Town of Victor's Strategic Plan Committee and also a member of the Victor Roundtable, and

WHEREAS, Dawn Santiago-Marullo is wished a happy, healthy and restful retirement with family and friends, and

NOW THEREFORE, BE IT PROCLAIMED by the Victor Town Board this 28th day of May 2019, that Dawn Santiago-Marullo be, and is hereby, congratulated on her retirement after 36 years of service to the Victor Central School District and we appreciate her many years of service to the community, students, staff and the Board of Education, and ask all Victor residents to wish her all the best in her retirement.

PUBLIC PARTICIPATION

Karen Black, a parent, raised a concern about the District's Cross Country Running Program.

Carol Prescott, a parent, thanked Dr. Santiago-Marullo for her years of service. She then expressed a concern regarding the meeting process of the 2020 Capital Project meetings.

Claire Noonan, Victor Teachers' Association Grievance Chair, thanked the Board of Education for celebrating the tenure teachers. She also thanked Board of Education Member Mike Young for his years of service.

Tom Meilutis, a parent, proposed that if the old bus garage is being replaced in the next capital project please consider it to be refurbished for the Robotics team or a STEM Facility.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

CONSENT ITEMS

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

MINUTES

Minutes of the regular Board Meeting on May 9, 2019, the Annual Vote and Election on May 21, 2019, and special Board Meeting on May 23, 2019

FINANCIAL STATEMENTS

Treasurer's Report for the month ending April 30, 2019;

PERSONNEL

The following personnel items:

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

Instructional Probationary Appointments:

The probationary appointment of **Erin Hussey**, who has pending Certifications in Physical Education Kindergarten-Grade 12 and Health Kindergarten-Grade 12, to a probationary position as a Physical Education Teacher effective September 1, 2019, at an annual salary of \$44,300 (Step 1M+15), leading toward tenure in Physical Education.

The probationary appointment of **Naomi Foley**, who has Certification in Music Kindergarten-Grade 12, to a probationary position as a Music Teacher effective September 1, 2019, at an annual salary of \$50,100 (Step 8M+13), leading toward tenure in Music Education.

The probationary appointment of **Molly Glanville**, who has Certifications in Childhood Education Grades 1-6, Early Childhood Education Birth-Grade 2, Students with Disabilities Grades 1-6, and Literacy Birth-Grade 6, to a probationary position as an Elementary Teacher effective September 1, 2019, at an annual salary of \$50,050 (Step 9M), leading toward tenure in Elementary Education.

The appointment of **Staci Thibodeau**, who holds Certifications as School Building Leader, School District Leader, and School Psychologist, to a probationary position as Intermediate School Assistant Principal, beginning July 1, 2019, at an annual salary of \$75,000.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

The appointment of **Julie Bitely**, who holds Certifications as School District Leader, Special Education Kindergarten-Grade 12, and Speech and Language Disabilities, to a probationary position as Assistant Director of Special Education, beginning July 15, 2019, at an annual salary of \$83,950.

The probationary appointment of **Katherine Jerabeck**, who has Certifications in English Grades 7-12, Literacy Grades 5-12, and Literacy Birth-Grade 6, to a probationary position as an English Teacher effective September 1, 2019, at an annual salary of \$44,600 (Step 2M+6), leading toward tenure in English Education.

The probationary appointment of **Leah Marvin**, who has Certification in Visual Arts Kindergarten-Grade 12, to a probationary position as an Art Teacher effective September 1, 2019, at an annual salary of \$45,000 (Step 2M+15), leading toward tenure in Art Education.

The probationary appointment of **Lindsay Johnson**, who has Certifications in Childhood Education Grades 1-6, Students with Disabilities Grades 1-6, and Literacy Birth-Grade 6, to a probationary position as a Special Education Teacher effective September 1, 2019, at an annual salary of \$46,050 (Step 5M), leading toward tenure in Special Education.

Part Time Appointments:

The appointment of **Megan Mancini**, who holds an Internship Certification in English to Speakers of Other Languages, and Certifications in Mathematics Grades 7-12 and Childhood Education Grades 1-6, to a part-time (.8fte) position as an English Language Learners Teacher effective September 1, 2019, and ending June 30, 2020, at an annual salary of \$35,840 (Step 4B+31).

The appointment of **Bethany Bowe**, who holds Certification in Physical Education, to a part-time (.6fte) position as a Physical Education Teacher effective September 1, 2019, and ending June 30, 2020, at an annual salary of \$26,640 (Step 3M).

Appointments:

The appointment of the following as Extended School Year Teachers at a rate of 1/200th of 2019/2020 salary: **Tom Cheevers, Timothy DiSanto, Charles Loray, and Jeffrey Pistritto**

The appointment of the following as Extended School Year Teachers at an hourly rate of \$39.75: **Kaitlyn Cooper and Mackenzie DeLeo**

The appointment of the following as Extended School Year Related Service Providers at an hourly rate of \$39.75: **Angelica Coudriet, Kaitlyn O'Brien, Ariana Perez, and Ashley Wuest**

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

The appointment of the following as Extended School Year Nurse at an hourly rate of \$21.22: **Christine Berardino**.

The appointment of the following as an Extended School Year Teacher at an hourly rate of \$39.75: **Carly Camp**

Long Term Substitute Appointments:

The appointment of **Jennifer Ocello**, who has Certification in Childhood Education Grades 1-6, to a long term substitute position as a Special Education Teacher, effective September 1, 2019, and ending June 30, 2020, at an annual salary of \$50,050 (Step 9M).

The appointment of **Kristina Back**, who has Certifications in Childhood Education Grades 1-6, Early Childhood Education Birth-Grade 2, Students with Disabilities Grades 1-6, and Students with Disabilities Birth-Grade 2, to a long term substitute position as an Elementary Teacher, effective September 1, 2019, and ending June 30, 2020, at an annual salary of \$45,500 (Step 3M+18).

The appointment of **Deagan Voorheis**, who has Certifications in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a long term substitute position as an Elementary Teacher, effective September 1, 2019, and ending June 30, 2020, at an annual salary of \$41,750 (Step 2B).

The appointment of **Nancy Williamson**, who has Certification in Nursery, Kindergarten, and Grades 1-6, to a long term substitute position as an Elementary Teacher, effective September 1, 2019, and ending June 30, 2020, at an annual salary of \$51,880 (Step 10M+6).

The appointment of **Denise DiMarzo**, who has pending Certification in Childhood Education Grades 1-6, to a long term substitute position as an Elementary Teacher, effective September 1, 2019, and ending June 30, 2020, at an annual salary of \$53,480 (Step 10M+35).

The appointment of **Holly Devito**, who has pending Certifications in Childhood Education Grades 1-6 and Early Childhood Education Birth-Grade 2, to a long term substitute position as an Elementary Teacher, effective on or about September 15, 2019, and ending June 30, 2020, at a prorated annual salary of \$43,100 (Step 1B+27).

The appointment of **Michelle Amadio**, who has Certifications in Pre-Kindergarten, Kindergarten, and Grades 1-6 and Reading, to a long term substitute position as an Elementary Teacher, effective September 1, 2019, and ending June 30, 2020, at an annual salary of \$49,300 (Step 8M).

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

The appointment of **Andrea Germain**, who has Certification in Childhood Education Grades 1-6, to a long term substitute position as an AIS Teacher, effective September 1, 2019, and ending June 30, 2020, at an annual salary of \$45,600 (Step 4M+9).

Leaves of Absence: The granting of a maternity leave and subsequent childcare leave of absence for **Caitlin Mack-Elliott**, Special Education Teacher, effective approximately May 31, 2019, and extending to October 1, 2019.

The granting of a maternity leave and subsequent childcare leave of absence for **Jennifer Geartz**, Elementary Teacher, effective approximately September 18, 2019, and extending to June 30, 2020.

The granting of an extension of childcare leave of absence for **Stephanie Licata**, Elementary Teacher, effective July 1, 2019, and extending to June 30, 2020.

The granting of a maternity leave and subsequent childcare leave of absence for **Jennifer Harris**, Mathematics Teacher, effective approximately October 2, 2019, and extending to January 6, 2020.

The granting of a maternity leave and subsequent childcare leave of absence for **Erin Fittipaldi**, Elementary Teacher, effective approximately August 28, 2019, and extending to December 12, 2019.

The granting of an extension of childcare leave of absence for **Katie Roto**, Mathematics Teacher, effective August 28, 2019, and extending to June 30, 2020.

Resignations: The resignation of **Katherine Guyton**, School Psychologist, effective June 30, 2019.

The resignation of **Elena Ryck**, Music Teacher, effective June 30, 2019.

Benefits: Benefits for non-affiliated District Office Managerial Staff members as described in the Managerial Staff Handbook as submitted.

Benefits for non-affiliated District Office Confidential Staff as described in the Confidential Staff Handbook as submitted.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

Salaries: The following salaries for non-affiliated district office staff will be effective for the 2019-2020 school year:

Managerial Staff	Joe Dougherty	Assistant Superintendent for Business	\$127,613
	Jim Haugh	Assistant Superintendent for Personnel	\$153,458
	Kristin Swann	Associate Superintendent for Educational Services	\$163,272
Confidential Staff	Maureen Goodberlet	District Clerk	\$85,351
	Lisa Hagen	Payroll Clerk, Part Time	\$18.50/hour
	Katie Lew	Employee Relations Assistant	\$44,075
	Lynne Lubaszewski	District Treasurer	\$107,583
	Sheila Mastin	Payroll Clerk	\$60,868
	Jill Smith	Deputy District Treasurer	\$43,307
	Linda Tice	Employee Relations Assistant	\$55,115

Athletics:	<u>Position</u>	<u>Name</u>	<u>Level</u>	<u>Years</u>
Cross Country	Head Varsity	Ross Hunkovic	2	5
	Modified B	Matt Bauerlein	5	35
	Assistant	Erika Eberhardt	5	5
Cheerleading Football	Head Varsity	Courtney Tortarella	3	16
	Head Varsity	Geoff Mandile	1	24
	Varsity Assistant	Sean Rucker	2	24
	Varsity Assistant	Dave Condon	4	36
	Varsity Assistant	Chris Schoff	4	18
	Varsity Assistant	Paul Ojeda	4	18
	JV	Mark Cain	4	31
	Modified A	Jim Andre	4	29
	Modified A Assistant	Mark Foeder	4	25
	Modified B	Craig Kaper	4	14
	Modified B Assistant	Pat Lawley	4	21
	Modified B Assistant	Kevin Geno	4	10
	Volunteer	Matt Halloran		
	Volunteer	Jim Haugh		
	Volunteer	Bryan Kavanaugh		
	Volunteer	David Vistocco		
Golf – Girls	Head Varsity	Trevor Sousa	4	12
	Head Varsity	Steve Fish	2	26
	Varsity Assistant	Chris Wuest	5	13
Soccer – Boys	JV	Chris Stock	5	11
	Modified A	Bryan Lischerelli	6	6
	Modified B	Mike Schlueter	6	17
	Head Varsity	Kelly Ahern	2	17
	Varsity Assistant	Rena Lindsay	5	11
	Modified B	Blake Smith	6	11
	Modified B	Jill Clapp	6	14

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

Swimming – Girls	Modified B	Christine Judge	4	6
Tennis – Girls	JV	Steve Cronmiller	5	20
	Modified A	Andrea Tait	6	4
Volleyball – Girls	Head Varsity	Matt Glover	2	21
	JV	Bethany Bowe	5	10
	Modified B	Shelly Collins	6	33
Strength & Conditioning		Nate VanKouwenberg	2	6

Co-Curriculars:

	<u>Teacher Leaders</u>	<u>Name</u>
Strand 1	K-12 Bilingual Education & World Languages	Anne Stekl
	Career Occupational Studies	Constance Bertucci
	ELA Building Level (K-3)	Mary Anne Buckley
	ELA Building Level (K-3)	Jamie Fraser
	Library Media	Maggie Elliott
	Math Building Level (K-3)	Kimberly McConnell
	Math Building Level (K-3)	Leslie Summerson
	Math (9-12 Grade)	Dawn Knapp
	Music (K-12)-Split Position	Laura Brewer
	Music (K-12)-Split Position	Amy Oldfield
	PE & Health (K-6)	Jill Clapp
	PE & Health (7-12)	Mike Ferreri
	School Counseling (K-12)	Mary Banaszak
	Science (9-12)	Kristina Sykes
	Social Studies (9-12)	Laura Sarra
	Special Education (K-12)	Caitlin Mack-Elliott
	Theater Arts (K-12)	Jeremy Hawkinson
	Visual Arts (K-12)	Shawn Duckworth
Strand 2	Elementary Grade T.L. K-3	Samantha Monagan
	Elementary Grade T.L. K-3	Marcie Gilsinan-Hooper
	Elementary Grade T.L. K-3	Steve Fish
	Elementary Grade T.L. K-3	Amy Scata
	Science & Social Studies (K-3)	Adrienne Dahlstrom
	Science & Social Studies (K-3)	Dana DiSabato
	Special Education (Pre K-3)	Jeff Pistrutto
	Special Education (Intermediate)	Tom Cheevers
	Special Education (Jr. High)	Charles Loray
	Special Education (Sr. High)	Kelly Nestler
Strand 3	Chemical Hygiene Officer	Jeff Schraever
	Instructional Technology/Computer (Primary)- Shared Position	Christina Burke
	Instructional Technology/Computer (Primary)- Shared Position	Michele Linse

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

Instructional Technology/Computer (Intermediate)- Shared Position	Kylie Hegeman
Instructional Technology/Computer (Intermediate)- Shared Position	Maggie Elliott
Instructional Technology/Computer (Jr. High)	Linda Tabit
Instructional Technology/Computer (Sr. High)	Christopher Wuest
Nursing (K-12)	Corinne Fox
Math AIS (K-6)	Kylie Hegeman
ELA AIS (4-6)	Dawn Landes
Social Studies (4-6)	Jamie Condon
Science (4-6)	Heather Hyer
ELA Building Level (4-6)	Katie Raby
Math Building Level (4-6)	Haley Erwin
Intermediate ELA-4 th Grade	Kristin Munski
Intermediate ELA- 5th Grade	Jo Ellen Hill
Intermediate ELA 6 th Grade- Shared Position	Lisa Shaw
Intermediate ELA 6 th Grade- Shared Position	Rachel Lowe
Intermediate Math- 4 th Grade	Matthew Schosek
Intermediate Math- 5 th Grade	Michelle Ricigliano
Intermediate Math- 6 th Grade- Shared Position	James Mauro
Intermediate Math- 6 th Grade- Shared Position	Erin Heberger
English Language Arts (7-8)	Melissa VanRensselaer
Math (7-8)	Tyler Spitz
Science (7-8)	Paula Smith
Social Studies (7-8)	Jennifer Valentine
Bilingual Education & World Languages (K-12)	Cristie Rydzynski
Strand 4 Intermediate Elementary Grade- 4th Grade	Matthew Schosek
Intermediate Elementary Grade- 5th Grade	Kimberly Farrington
Intermediate Elementary Grade- 6th Grade	Joy Volkmuth

Aquatics Director	Fall 2019, Winter 2019, & Spring 2020	Gina Potenza
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Driver Education Coordinator	Summer 2019 Fall 2019, & Spring 2020	Andrew Purdie
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Co-Curriculars:

<u>Clubs & Advisors</u>	<u>Name</u>	<u>Group</u>
Int. Math Olympiad	Amy Smith-Faczan	1
Int. Math Olympiad	Kim Farrington	1
Int. Student Council	Kathleen Goodberlet	1
Int. Student Council	Shawna Spriggs	1
Jr. High Academic Challenge Bowl	Matthew Halloran	2
Jr. High Big Time Friends Co-Advisor	Cathy White	1
Jr. High Big Time Friends Co-Advisor	Catherine Bossard	1
Jr. High Culinary Club	Karen Ierlan	1
Jr. High First Robotics Asst	Melissa Gydsen	1

VICTOR CENTRAL SCHOOL

BOARD OF EDUCATION

Jr. High French Club	Anne Marie Crye	1
Jr. High Garden Club	Maureen Bolger	2
Jr. High Jazz Band	Zach Pelton	1
Jr. High Math Olympiad	Sue Ibrsimovic	1
Jr. High Yearbook Co-Advisor	Anne Marie Crye	3
Jr. High Yearbook Co-Advisor	Sue Ibrsimovic	3
Jr. High Young Men's Leadership Club Co-Advisor	Nick Sculli	1
Jr. High Young Men's Leadership Club Co-Advisor	Bryan Kavanaugh	1
Jr. High Young Men's Leadership Club Co-Advisor	Tom Zaccardo	1
Jr. High Young Women's Leadership Club Co-Advisor	Darlene Cowles	1
Jr. High Young Women's Leadership Club Co-Advisor	Christie Gordon	1
Jr. High Student Council	Ashley Fotopoulous	3
Jr. High Student Council	Katherine Potter	3
Sr. High Academic Team Advisor (Decathlon)	Andrew Purdie	4
Sr. High Academic Team Assistant (Decathlon)	Stephanie Schlueter	1
Sr. High Aquatics Leaders	Gina Potenza	1
Sr. High Art Club	Andrew Reddout	1
Sr. High DECA (Business Club)	Sue Utz	3
Sr. High DECA (Business Club)	Mike Cutia	3
Sr. High Chess Club	Ryan Horst	1
Sr. High Dollars for Scholars	Laura Fiorito	3
Sr. High Dollars for Scholars	Julie Merges	3
Sr. High Drama Club Co-Advisor	Jeremy Hawkinson	1
Sr. High Drama Club Co-Advisor	Matthew Mayne	1
Sr. High French Club Co-Advisor	Anne Stekl	1
Sr. High French Club Co-Advisor	Andrew Buttram	1
Sr. High Freshman Class Co-Advisor	Joe Carey	1
Sr. High Freshman Class Co- Advisor	Mike Modleski	1
Sr. High Global Competency Assistant	Cristie Rydzynski	1
Sr. High International Club	Angelica Sanzotta	1
Sr. High Junior Class Advisor	Anne Stekl	2
Sr. High Junior Class Advisor	Danyelle Westbrook	2
Sr. High Key Club	Eric Waples	3
Sr. High Key Club	Michele Urban	3
Sr. High Link Crew	Amy Rotoli	3
Sr. High Link Crew	Laura Avissato	3
Sr. High Literacy Magazine	Mallory Horsfall	1
Sr. High Math Academic Team Co-Advisor	Dawn Knapp	3
Sr. High Math Academic Team Co-Advisor	Kyli Knickerbocker	3
Sr. High Medical Explorers	Kim Spitzer	2
Sr. High National Honor Society Co-Advisor	Todd Thompson	2
Sr. High National Honor Society Co-Advisor	Karen Brion	2
Sr. High Outdoor Activity	Kelly Ahern	2
Sr. High SEAS Club	Steve Cronmiller	2
Sr. High Senior Class Advisor	Timothy Caughlin	3
Sr. High Senior Class Advisor	Eric Waples	3

VICTOR CENTRAL SCHOOL

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Sr. High Yearbook Advisor/ Yearbook Asst. Co-Advisor	Meaghan Fatzinger	4/ 2
Sr. High Yearbook Advisor/ Yearbook Asst. Co-Advisor	Betty Post	4/ 2
Sr. High Yearbook Advisor/ Yearbook Asst. Co-Advisor	Heather Page	4/ 2
Sr. High Sophomore Class Co-Advisor	Andrew Buttram	1
Sr. High Sophomore Class Co-Advisor	Michelle Merkley	1
Sr. High Spanish Club	Vivian Richelsen	1
Sr. High Student Council	Kyli Knickerbocker	3
Sr. High Student Council	Heather Page	3
Tri-M Honor Society Co-Advisor	Laura Brewer	1
Tri-M Honor Society Co- Advisor	Eric Everhart	1
Tri-M Honor Society Co- Advisor	Kristin Mellema	1
Tri-M Honor Society Co- Advisor	Elena Ryck	1
Sr. High Victor Cares Advisor	Deb McManis	2
Sr. High Victor Cares	LeeAnne Birkemeier	2
Sr. High Global Competency	Laurie Estochen	3
Sr. High Quiddich Club	Laura Dunbar	1

Co-Curriculars:	<u>Music</u>	<u>Name</u>	<u>Group</u>
	Jazz Ensemble	Zach Pelton	1
	Marching Band Color Guard	Camaryn Speranza	3
	Marching Band Asst	Tom Cheevers	2
	Marching Band Asst	Kalina Palomaki	2
	Marching Band Brass Instructor	Jake Everett	2
	Marching Band Color Guard Tech	Megan Morris	1
	Marching Band Director	Eric Everhart	5
	Marching Band Drill Designer	Mark Rider	4
	Marching Band Drill Instructor	Elizabeth Gowman	1
	Marching Band Percussion	Mark Gowman	3
	Marching Band Summer Asst	Joseph Palomaki	1
	SH Fall Play Stage Technician	Timothy Caughlin	1
	SH Fall Play Assistant	Aaron Isaacs	1
	SH Fall Play Assistant	Dave Denner	1
	SH Fall Play Assistant	Nathan Wolf	1
	SH Spring Musical Asst	Aaron Isaacs	2
	SH Spring Musical Asst	Dave Denner	2
	SH Spring Musical Asst	Nathan Wolf	2

Pursuant to contract language the following advisor change is made: **Spanish Club Advisor** will be assigned to band 2

Per Diem Substitutes:	<u>Candidate</u>	<u>Area of Certification</u>
	Olivia Hanno	Uncertified
	Christopher Harloff	Uncertified
	Emily Spina	Uncertified
	Jacob Dirx	Uncertified

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

Sharon Mikulec	Uncertified
Sharon Smith	Elementary/Special Education
Lindsey Stear	Uncertified
Daniel Iadanza	Uncertified
Jennifer Cesarski	Uncertified
Amy Tichacek	Uncertified
Maddison Penrose	Uncertified
Annabelle Kedley	Uncertified
Hannah Madden	Uncertified
Lauren LaDue	Uncertified

Non-Instructional

Appointments:

The appointment of **Luis Astacio-Lopez**, Cleaner, effective May 20, 2019, at an hourly rate of \$11.38.

The appointment of **Larry Abbott**, Cleaner, effective May 20, 2019, at an hourly rate of \$11.38.

The appointment of **Annie Ronalds**, Food Service Helper, effective May 20, 2019, at an hourly rate of \$11.10.

The appointment of the following as Teacher Aides in the Extended School Year Program, effective July 8, 2019 and ending August 16, 2019, at their 2019/2020 rate of pay: **Kelly Gelinas, Elizabeth Temple, Antwennette Brady, Sarah Coene, Christine Evans, Amy Hotto, Kealan Devanny, Margaret Lynch, Joanne Chappell, Sallieann Orlando-Cataldi, Melissa Hunt, Eric Wachob, Cory Grant, Lori Reynolds, Suzanne Grow, Emily Miller, Karin Ludwig, and Laura Drier.**

The appointment of the following as Teacher Aides in the Extended School Year Program, effective July 8, 2019 and ending August 16, 2019, at the rate of \$11.10 hourly: **Jacob Dirkx, Emily Cook, and Corinne Marino.**

The amended appointment of **Wendy Schlesing-Oseguera**, Part Time Cleaner, effective April 25, 2019, at an hourly rate of \$11.38.

Resignations:

The resignation of **Henry Benschop**, Cleaner, effective May 10, 2019.

The resignation of **Nathan Barnes**, Cleaner, effective May 23, 2019.

The resignation, due to retirement, of **Paul Mangiamele**, Teacher Aide, effective December 31, 2019.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

The resignation of **Ryan Samuels**, Full Time Teacher Aide, effective June 14, 2019.

The resignation of **Marcella Bennett**, Part Time Teacher Aide, effective June 30, 2019.

The resignation of **Julie Pixley**, Part Time Teacher Aide, effective June 5, 2019.

The resignation of **Kristin Power**, School Bus Driver, effective June 30, 2019.

The resignation, due to retirement, of **Larissa Foster**, Teacher Aide, effective August 30, 2019 (amended date of resignation).

The resignation of **Norman Minnamon**, Cleaner, effective June 12, 2019.

**Per Diem and
Substitute Positions:**

<u>Candidate</u>	<u>Position</u>
Ruby Verstrete	Bus Driver
Blake Hildman	Summer Groundsperson
Chastiny Nevarez Matos	Teacher Aide
Payton Elliott	Teacher Aide
Mary Allen	Teacher Aide
Louis Schafer	Summer Groundsperson
Jacob DiSanto	Summer Groundsperson
Johannes Ginder	Lifeguard
David Allen	Teacher Aide
David Allen	Lifeguard
Henry Stone	Summer Groundsperson
Shannon Hay	Typist
Christina Eames	Teacher Aide
Allison Heltz	Student Worker
Kristin Power	School Bus Driver
Aubrey Ahern	Student Worker
Douglas Lundberg	Groundskeeper

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**BOARD MEMBER
COMMITTEE
MEETINGS**

Board members to attend standing committee meetings;

**CSE/CPSE
RECOMMENDATIONS**

Recommendations of the Committee on Special Education from the meetings of January 29, 2019, February 7, 28, 2019, March 8, 14, 22, 2019, April 3, 8, 10, 25, 29, 30, 2019, May 2, 7, 8, 9, 13, 14, 15, 16, 17, 20, 21, 23, 2019, June 4, 5, 7, 10, 11, 12, 13, 2019 and from the Committee on Preschool Special Education from the meetings of March 28, 2019, April 3, 23, 26, 2019 and May 3, 7, 2019;

SURPLUS

The following items as surplus:

- Projectors with VCS tag #s 010000, 010091, 012061;
- Hewlett Packard LaserJet 1320n Printer with VCS tag #02682;
- Elmos with VCS tag #s 010455, 038482, 512413;
- Smart Airliners with VCS tag #s 010426, 010427, 010430, 010432, 010433, 010434, 010436, 010437, 010441;
- Google Nexus 9 with VCS tag #s 014537, 014538, 014539, 014540, 014541, 014542;
- Apple iPad with VCS tag #s 014248, 014249, 014250, 014251, 014254, 014255, 014256, 014243, 014244, 014258, 014259, 014705, 014706, 014707, 014708;
- Hewlett Packard HP11 Chromebook with VCS tag # 014565;
- Dell 11 Chromebook with VCS tag #s 014272, 014280;
- Hewlett Packard Scanjet 4850 with VCS tag # 013915;
- Epson Perfection 4490 Scanner with VCS tag #s 010412, 010413; 010414;
- Canon CanoScan 8800F Scanner with VCS tag #s 012101, 012311;

**CONFERENCE
ATTENDANCE**

Board Member Tim DeLucia to attend the following conferences:

- Monroe County School Boards Association Annual Meeting in Rochester, NY on 5/29/19; and
- New York State School Board Association Annual Convention in Rochester, NY from 10/24/19 – 10/26/19;

BOND RESOLUTION

The attached Bond Resolution authorizing borrowings for the purchase of various school buses and vehicles for use by the District;

**ELECTION
INSPECTORS**

Election inspectors for the Victor Farmington Library Vote on June 24, 2019, as submitted;

**CORRECTIVE
ACTION PLAN**

Approve the Corrective Action Plan based on the Comptroller's Report of Examination 2019-M-62 as submitted;

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

RETIREMENT CONTRIBUTION RESERVE SUB-FUND

Approve the following resolution establishing a Retirement Contribution Reserve Sub-fund for TRS Contributions:

WHEREAS, on August 16, 2007, the Victor Central School District (the “District”) established a Retirement Contribution Reserve Fund pursuant to General Municipal Law (“GML”) § 6-r to fund contributions to the New York State and Local Employees' Retirement System; and

WHEREAS, the Board of Education (the “Board”) has determined it is also appropriate to establish a sub-fund within the Retirement Contribution Reserve Fund to fund contributions to the New York State Teachers' Retirement System (“TRS”) pursuant to GML § 6-r.

NOW THEREFORE, BE IT RESOLVED, by the Board of Education of the Victor Central School District, pursuant to GML § 6-r, as follows:

1. The Board hereby establishes a sub-fund within the Retirement Contribution Reserve Fund to be known as the “Retirement Contribution Reserve TRS Sub-Fund”;
2. The source of funds for this Sub-Fund shall be (1) such amounts as may be provided therefor by budgetary appropriation or raised by tax therefor; (2) such revenues as are not required by law to be paid into any other fund or account; (3) such other funds as may be legally appropriated; and (4) such amounts as may be transferred from other reserve funds as authorized by applicable law.
3. The Board may authorize expenditures from this Sub-Fund by resolution. Except as otherwise provided by law, moneys in this Sub-Fund may only be appropriated to finance retirement contributions to the TRS, and/or to offset all or a portion of the amount deducted from the moneys apportioned to the District from the State for the support of schools pursuant to Education Law § 521.
4. No member of the Board or employee of the District shall: (a) authorize a withdrawal from this Sub-Fund for any purpose except as provided in GML § 6-r; or (b) expend money withdrawn from the Sub-Fund for a purpose other than as provided in GML§6-r.
5. The moneys contributed to the Sub-Fund during any fiscal year shall not exceed 2% of the total compensation or salaries of all teachers employed by the District who are members of TRS paid during the immediately preceding fiscal year, and the balance of the Sub-Fund shall not exceed 10% of the total compensation or salaries of all teachers employed by the District who are members of TRS paid during the immediately preceding fiscal year.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

RETIREMENT CONTRIBUTION RESERVE SUB-FUND Continued

6. The Treasurer is hereby authorized and directed to deposit and invest the monies of such Fund in accordance with Sections 10 and 11 of the GML and other applicable law;
7. The District shall account for the Sub-Fund separate and apart from all other funds of the District to show: the source, date and amount of each sum paid into the Sub-Fund; the interest earned by the Sub-Fund; capital gains or losses resulting from the sale of investments of the Sub-Fund; the order, purpose, date and amount of each payment from the Sub-Fund; the assets of the Sub-Fund, indicating cash balance and a schedule of investments. The District, within sixty (60) days of the end of each fiscal year, shall furnish a detailed report of the operation and condition of the Sub-Fund to the Board.
8. The sum of \$200,000 is hereby appropriated to the Sub-Fund; the source of funds shall be the Employee Retirement System Reserve;
9. This Resolution shall take effect immediately.

DONATIONS

The following donations:

- \$500.00 from PTSA to the Intermediate School to support the Community Read;
- \$2,940.27 from PTSA to the Victor Central School District to support K-2 field trips transportation;
- \$500.00 from the Victor Boys Tennis Booster Club to support boys Tennis indoor facilities fees;
- Baseball cages and other materials including 12'X14'X70' Premium Nylon Cage Kit – 12 Gauge Piping Package, Zebra turf, second quality unpadding, with streaks 15'X70', Premium Series L-screen, ProMounds Collegiate Mound with clay turf valued at \$5,588.75 from the Tom Delaney family; ,

Mrs. Palumbo-Sanders thanked the community for the donations that have come into the District. Mrs. Elliott said there has been tens of thousands of dollars donated over the years all with the intent of enhancing the District.

VICTOR ADMINISTRATOR AND SUPERVISORS ASSOCIATION AGREEMENT

The Contractual Agreement between the Superintendent of Schools and the Victor Central School District and the Victor Administrator and Supervisor Association effective July 1, 2019 – June 30, 2022.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

INTERIM SUPERINTENDENT APPOINTMENT

Resolution approving appointment of Interim Superintendent of Schools and Acceptance of Employment Agreement

WHEREAS, the Board of Education, after careful consideration, has determined that Mr. Dennis D. Ford possesses the experience and necessary qualifications to serve as the Victor Central School District's Interim Superintendent of Schools so as to assist in the efficient operation of the District and to continue the orderly administration of the District's ongoing programs and projects until the effective appointment date of its new Superintendent of Schools; and

WHEREAS, has agreed to accept the Board's offer of appointment to serve as the Interim Superintendent of Schools effective July 18, 2019.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby appoints Mr. Dennis D. Ford as the Interim Superintendent of Schools of the Victor Central School District for a term commencing on or about July 18, 2019 through February 28, 2020 during which he shall be compensated on a *per diem* basis of \$850/day for services rendered; and

BE IT FURTHER RESOLVED that the Board of Education hereby ratifies and adopts a written Employment Agreement containing all of the relevant and applicable benefits, terms and conditions of employment for the Interim Superintendent; and

BE IT FURTHER RESOLVED that the Board of Education hereby authorized the President of the Board, or the Vice President in her absence, to execute said Agreement on behalf of the District and to file same with the District Clerk.

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

CAMPUS NEWS

VCS administrators summarized campus news and events.

Christopher Parks left the meeting at 8:41 PM.

CONSTRUCTION UPDATE

Superintendent Santiago-Marullo introduced Director of Facilities Chris Marshall and Dave Phelps from SWBR Architects who provided a construction update. Mr. Phelps went over the 2017 Capital Improvement Project. He talked about the approved referendum of \$25,000,000. Out of that \$4,000,000 is for the energy performance contract, \$3,255,000 is the incidental budget, \$825,969 is the adjusted construction contingency budget, there is an approved change order total of \$375,032 so the remaining contingency budget is \$450,937. The construction project is approximately 79% complete. He then provided a project status update.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

CONSTRUCTION UPDATE Continued

At the Early Childhood School the site restoration work has been completed. There are some small additions still taking place such as door and hardware replacements, and they are working on exterior window cleaning. Interior renovations including casework is taking place. The Occupational/Physical Therapy area has been turned over to the District and is currently occupied by staff and students. At the Primary School all of the site work has been completed. The removal of one of two boilers and their associated parts has been completed. The removal of the second boiler will take place when weather permits. At the Intermediate School the exterior work in the front loop has been completed. Brick installation is complete. Phenolic panel installation and roof detail work is ongoing. For the new gymnasium the hardwood flooring has been installed with the finishes to follow in mid-June. Gym equipment has been installed with the new associated electrical work. Scoreboards will be installed in late June. Flooring is complete in the music room and surrounding areas. Punch list items need to be completed. The storage room is complete and will be turned over to the District. At the Junior/Senior High School the tennis court work has been completed just waiting on the nets and poles. Long jump track work has been completed. Rip rap drainage work at the retention pond will take place in June, weather permitting. All mechanical, engineering and plumbing rough-in work and drywall has been completed in the Senior High School nurse's office.

PROPOSED 2020 CAPITAL IMPROVEMENT PROJECT UPDATE

Director of Facilities Chris Marshall, Dave Phelps from SWBR Architects and Ben Maslona from Fiscal Advisors and Marketing presented on the proposed 2020 Capital Improvement Project. Mr. Phelps discussed the pre-referendum schedule. He said assuming a vote date of October 8, 2019 the design would then take place between October 2019 and July 2020. The Stated Education Department submission would take place in July 2020 with bidding taking place in November 2020. Construction would start the winter of 2021. Mr. Phelps said these dates may vary based on the final scope, State Education Department review times and material availability. He then went over the proposed project scope of the project. In the Early Childhood School carpet will be replaced in the basement corridor, stair tread will be replaced, renovations to the gymnasium lobby and the corridor, renovation to the serving line in the cafeteria, sound attenuation in the music room, construct a third floor addition and complete a full roof replacement. Dr. Santiago-Marullo said there are currently 59 students on the Universal Pre-K waiting list. The classroom addition could be filled if the District receives grant money. In addition there will be

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

PROPOSED 2020 CAPITAL IMPROVEMENT PROJECT UPDATE Continued

PA/clock/lockdown system replacement, complete window replacement (with the exception of recent additions), the addition of student and adult toilet rooms, drinking fountain replacement, insulating exposed piping beneath accessible sinks, HVAC controls replacement, replace backflow preventer, provide crawlspace ventilation and re-circuit data closets to be powered by generator. The proposed cost of the work at the Early Childhood School is \$10,471,434. The proposed scope at the Primary School includes kitchen and serving line renovations, tile wall will be installed in the corridor near the cafeteria, ventilation will be added to the kiln room, exposed piping will be painted on the roof and a full system roof replacement will take place. Also in the Primary School PA/clock/lockdown system replacement will take place, adult toilet rooms will be added, automatic hand dryers will be installed throughout, drinking fountain replacement in the corridors only, basement ventilation and re-circuit data closets to be powered by generator. Exterior site work proposed includes masonry repairs and a playground replacement with all-inclusive design. The proposed cost of the work at the Primary School is \$7,540,274. Mrs. Palumbo-Sanders said you are not adding an additional playground? Dr. Santiago-Marullo said it will be a re-conception of the playground. Mr. Phelps said it is more replacing and expanding. The proposed scope at the Intermediate School includes stair tread replacement, renovate and expand the serving line capacity in the kitchen, remove locker room ceilings and paint exposed structure, remove and replace TMV, second floor air conditioning unit replacement, re-pipe second floor UVs to allow for convection heat transfer, and construct a four classroom addition. Also in the Intermediate School PA/clock/lockdown system replacement will take place, carpet replacement throughout the building, re-circuit data closets to be powered by generator and replace older panel boards. Exterior site work proposed includes masonry repairs and a playground replacement with all-inclusive design. The proposed cost of the work at the Intermediate School is \$7,072,813. Dr. Santiago-Marullo asked Intermediate School Principal Kevin Swartz to explain how the lunches work. Mr. Swartz said there are over 1000 students with two serving lines. Lunches run from 10:40 AM – 1:30 PM with 20 minutes for lunch. Mr. Vistocco asked if another addition can be added on top of the four classroom addition that was done years ago. Mr. Phelps said that wing is not designed to hold a second layer. Mrs. Elliott asked if the new addition will be designed so another addition can be added on top of it. Mr. Phelps said it can be. The proposed scope at the Junior/Senior High School includes stair tread replacement, replace casework and finishes in Senior High art rooms, add a paint booth to the art room, renovate the Senior High School boys and girls locker rooms with the goal to add more lockers, add dedicated exhaust to the kitchen, locker room, toilet room, and janitor closet, add dedicated exhaust to the science storage room, and add dedicated ductless split air conditioning system to the computer classroom. Also in the Junior/Senior High School

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

PROPOSED 2020 CAPITAL IMPROVEMENT PROJECT UPDATE Continued

PA/clock/lockdown the system replacement will take place, replace HVAC equipment and air handlers, upgrade HVAC controls, replace a portion of the hot water supply and return piping and re-balance system, re-circuit data closets to be powered by generator, and replace damaged exit signs with LED signs. Exterior site work proposed includes masonry repairs, add a roof access ladder to fly loft, replace the track surface, and add exterior toilet rooms at clover fields. The proposed cost of the work at the Junior/Senior High School is \$7,780,795. Mrs. Elliott asked if the District has been cited for unsafe stair treads. Mr. Phelps said not to his knowledge. Mrs. Elliott said so if we were not cited could they just be phased in. Mr. Phelps said it could be, however they are trying to plan ahead for the District's safety. Mrs. Elliott said for a very long time by the Varsity Soccer field there was a small pavilion with a porta potty and that was never really a problem. Has there been a consideration that in lieu of building the bathrooms at the clover leaf use that idea so the money could be used to meet the needs of some of the other academic items that make the list. She said if you look at the pie chart you can see how much is athletics and how much is academic and how much is building. Mr. Phelps said the whole purpose of presenting today is to give the opportunity to change something if the Board asks for change. Mrs. Palumbo-Sanders asked for clarification on exterior toilet room. Mr. Phelps said it is an actual building in the vicinity of the clover leaf fields for the toilets. Dr. Santiago-Marullo said this item came highly prioritized because of the young students using the building. Mrs. Elliott asked if there is already water out there. Mr. Marshall said there is water and sewer out there. Mrs. Elliott said I think there may be other intermediate options. She then asked if the masonry repairs is upkeep. Mr. Marshall said yes it is. The proposed scope of work for the Transportation Building is to construct a new Transportation Center. The cost to enlarge the current bus garage to meet the needs included a vertical addition. There would also have to be mechanical upgrades all of which total \$4,000,000. The current building is 60 years old. If you look at building a new building the cost would be approximately \$3,500,000 because it is 100% is aidable. This center will have five service bays, one wash bay, toilet and locker room facilities, parts storage, an office suite with hard-walled offices, reception, dispatch and storage, driver lounge/training center. The total proposed cost for the new Transportation Center before aid would be \$12,000,000. Mr. Phelps said the proposal is to relocate the bus garage on the other side of the facilities storage building that way the same bus parking lot can be utilized. Mrs. Elliott asked how a brand new space is aidable. Mr. Maslona from Fiscal Advisors and Marketing said the new space is considered a new bucket of money. Generally the state will give you a certain dollar amount for additions. They limit you \$2,000,000 other than transportation, which receives full aid with a different set of rules. By taking the existing bus garage and moving

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

PROPOSED 2020 CAPITAL IMPROVEMENT PROJECT UPDATE Continued

services into it frees up classrooms and the new transportation center would be 100% aidable. Mrs. Elliott said the state is struggling with money and at some point they have to say we don't have that kind of money. Mr. Maslona said the state does have money issues but they have held money for building aid and construction aid. If the state really wanted to withhold funding they would slow down the approval process. Dr. Young said with the existing bus garage being there as long as it has been do we have to worry about environmental issues. Mr. Phelps said once the environmental abatement starts happening they will deal with any of the issues that arise. The projected scope for campus wide renovations will include information technology/computer technology upgrades, and field #7 press box roof replacement. Miscellaneous campus site work includes Lane Road exit re-design, improve the drainage along the east side of the property, and damaged pavement replacement on roads around campus. The proposed cost for campus wide improvements is \$1,991,009. Mr. Phelps went over the next steps. He said immediately the project team and District representatives will be in discussions with the State Education Department to finalize the potential aid for the project. The goal is to improve the aidability of the project and lower the local share. He said they are proposing a \$46.8 million project. Assuming 100% aid on the transportation center and 85% aid on the rest of the scope it will be less of a tax impact on the community. The worst case scenario is \$.29 per \$1,000. Mr. Vistocco asked if the addition to the Early Childhood School is aidable. Mr. Phelps said yes it is. Mr. Maslona said the way it is being run is reconstruction, but unfortunately there is only \$6.2 million in cost allowance and we are requesting \$10.4 million. Mr. Vistocco said would they include the Universal Pre-K kids. Dr. Santiago-Marullo said that would be our argument. Mr. Vistocco said when enrollment projections are completed we send it to Albany. Has it been sent yet? Mr. Phelps said not yet, however they are in the process. Mr. Vistocco said the Intermediate School is an addition. Mr. Maslona said the Intermediate School is the other building that half is covered by aid. Mrs. Palumbo-Sanders said for quite a while we have done a 0% impact on capital projects. This is the first increase in about 25 years. Mr. Vistocco said the cost of the Building Condition Survey items are about \$16.5 million. He asked if the committee looked at the last project. Something that fell off the radar was the parking lot at the Senior High School, which was being looked at for safety reasons. Mr. Phelps said it was reviewed at the administrative level. Mr. Marshall said the relocation of the road was tied to the proposed addition of more classrooms at the Senior High School. This would have been about a 14 classroom addition conceptually going off the east side of the building, which would cause the parent drop off area to be relocated and redesigned. That is something that will be on the radar in the next 10 years. It wasn't worth investing in it now to only have to demolish it and move it in the

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

PROPOSED 2020 CAPITAL IMPROVEMENT PROJECT UPDATE Continued

future. Mr. Vistocco said we are always putting small additions on and we have to look at what the big picture is. Where do we want to be in 10 years? Are we just putting bandaids on now? Dr. Santiago-Marullo said the big picture was considered when looking at all of the work. Mr. Vistocco said I think we need to repair items that need to be repaired. Mrs. Palumbo-Sanders asked Mr. Vistocco if he is alluding to the fact that the classrooms might not be needed. Mr. Vistocco said no, just making sure the classrooms are all in the right spot. He said he is just looking at the long-term goal. Mrs. Elliott said there was a field house proposed and a new gym for the Senior High School. Dr. Santiago-Marullo said all of those things were considered and the committee voted on them. Dr. Santiago-Marullo said we cannot avoid the issue of storage anymore. The Early Childhood School needs classrooms and the Intermediate School needs more classrooms. We also need a new transportation department, which would free up classrooms in the Primary School. Mr. Vistocco asked if any of the proposed project be placed as an Energy Performance Project. Mr. Phelps said the issue with the Energy Performance Project is there is a pay back the state looks at and they may not give the aid back. There is a formula that would have to be calculated out. Mr. DeLucia said it is his understanding that new construction is more aidable than reconstructing. Mr. Maslona said taking the bus garage out of the equation, the reconstruction is more aidable. Mr. Vistocco asked if the Primary School has more allowance than the Intermediate School. Mr. Maslona said the Intermediate School has more. Mr. Vistocco said years ago there was discussion about a bridge that would go from the Primary School to the Intermediate School over the bus loop and classrooms could be in that and shifted from the Primary to the Intermediate School based on who needed the space at the time. Mrs. Palumbo-Sanders said there was a lot of negative comments in the community about that idea with the busses being right underneath the bridge. Dr. Young said why make it a bridge why not put connecting classrooms at the end of the bus loop parking lot. Mr. Phelps went on to talk about the next steps. The Board will vote on the final project at the August 8, 2019 Board meeting. The Board will also vote on the SEQRA Determination Resolution and Proposition Resolution. In September 2019 a Community Forum will be held. October 8, 2019 is the assumed vote date with designing to begin that month if the vote is passed.

NAVIGATE PREPARED

Superintendent Santiago-Marullo introduced Senior High School Assistant Principal Amy Shannon who presented NaviGate Prepared. This program is a virtual emergency preparedness solution uniquely designed for K-12 schools. With a holistic suite of emergency preparedness tools, NaviGate Prepared empowers schools to develop and execute effective safety programs that prepare staff and students to confidently respond in emergency situations. Mrs. Shannon said before NaviGate Prepared attendance taken in emergency situations was done on paper. Over the

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

NAVIGATE PREPARED Continued

course of the last year the Building Safety Team has reviewed NaviGate Prepared to learn about it. The District purchased the software system and the Senior High School was the first school to implement it. It was presented to the faculty on three different occasions. The idea is with an app (respond) or from the website you can take attendance during a drill or emergency situation with greater reliability. It connects to SchoolTool with live student data and updates daily to sync with School Tool. NaviGate allows teachers to account for the students in front of them. Staff and teachers can be accounted for by using the chat with admin feature. Custom rosters can also be created. Mr. DeLucia asked who is currently using it. Mrs. Shannon said the Senior High School, Intermediate School, and the Early Childhood School. Dr. Santiago-Marullo said there is also a whole reunification module with NaviGate as well. Mrs. Palumbo-Sanders said so every staff member has to have an electronic device on them at all times. Mrs. Shannon said yes and they can use their phones or their chromebooks or computers.

DISTRICT GOALS UPDATE Transportation

Director of Transportation Darren Everhart, Director of School Facilities Chris Marshall and Assistant Superintendent of Personnel Jim Haugh provided District Goals updates. Mr. Everhart talked about the Transportation Department goal of staying current on the best practices related to the transportation of students. He said the biggest challenge is to stay current with laws and regulations as they are continuously changing. The office staff subscribes to a service that sends updates to the New York State Vehicle and Traffic Law. They also subscribe to numerous periodicals that provide articles on the latest trends and challenges facing the industry, including student discipline, driver retention, and safety and security. You get some of your best learning by networking and speaking with other transportation professionals or speaking directly with the Department of Motor Vehicles, the Department of Transportation or the State Education Department. He then talked about the goal of monitoring the efficiency and the performance of the parent portal featuring the computer routing program. There have been very few problems. Victor is growing and the routes change. Those changes can be easily adjusted through this system. The third goal is about investigating the feasibility of providing parents with an app that will tell them where their child's bus is in real time. In looking at the program it is cost prohibitive at this point. Mr. Vistocco asked about the stop arm camera regulations. Mr. Everhart said it is pretty complicated. The District will have to partner with the Ontario County Sheriff's office or the New York State Troopers.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

DISTRICT GOALS UPDATE Continued Facilities and Grounds

Mr. Marshall talked about the goal of continuing to ensure that all of the buildings and campus are safe and welcoming. He continues to implement the capital project plan in collaboration with the Superintendent and the Assistant Superintendent for Business. Mr. Marshall said he also continues to implement the Smart Schools Bond Act project in collaboration with the Director of Computer Services.

Human Resources

Mr. Haugh talked about the Human Resources Office Target around remaining effective and efficient. By June 30, 2019 the Victor Central School District will have a review cycle established to revise instructional, non-instructional and administrative job descriptions. Templates are complete for Civil Service, certified and stipend positions. Mr. Haugh said the second goal is around the Affordable Health Care Act tracking process. By June 30, 2019 the District will have developed Affordable Health Care Act implementation and monthly compliance process that is aligned with how employees are brought onboard. Affordable Health Care Act tracking process impacts each payroll. There is a separate tracking for stipend positions. Submissions have to be made to Paragon Compliance and 1095c documents have to be sent out to more than 1,000 employees each March.

FIELD TRIP REQUEST

A motion was made by T. DeLucia, seconded by M. Young, to approve the following field trips:

- Varsity Cheerleading to Orlando, Florida from 3/19/20 – 3/23/20 to participate in a National Competition;
- Varsity Ice Hockey to Buffalo, NY from 11/22/19 – 11/23/19 to participate in a scrimmage

The motion was carried. 5 yes 0 no

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

Mr. DeLucia attended the Monroe County School Boards Association 50th Annual Meeting on May 29, 2019. He said they elected officers that evening. Mr. DeLucia said Monroe County School Board Association mentioned they are very glad Victor has joined them.

Monroe County School Boards Association Membership

District Clerk, Maureen Goodberlet informed the Board the annual dues for Monroe County School Boards Association (MCSBA) for the 2019-2020 school year will remain the same as the year before \$9,800.00. After discussion the Board unanimously agreed to continue with MCSBA for the 2019-2020 school year.

PUBLIC PARTICIPATION

Melissa Gydsen, a parent, talked about the Robotics Program and proposed a Robotics STEM Center for the next capital project.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

UPCOMING EVENTS

Graduation

Class of 2019 Graduation; Friday, June 28, 2019 at 7:00 PM at the Blue Cross Arena.

Next Board Meeting

The next Board meeting will be the organizational meeting and take place on Thursday, July 11, 2019 at 7:15 PM in the Early Childhood School Boardroom.

ADJOURN

A motion was made by M. Young, seconded by M. Vistocco, to adjourn the meeting at 10:40 PM. The motion was carried. 5 yes 0 no

Respectfully submitted,

Maureen A. Goodberlet
District Clerk

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**Victor Farmington Library Funding Proposition
VICTOR VILLAGE HALL
60 E. Main Street, Victor, NY 14564**

Monday, June 24, 2019

The meeting of the qualified voters of Victor Central School District was held on June 24, 2019, at the Victor Village Hall, 60 E. Main Street, Victor, New York.

Chairperson Nancy Mancuso convened the meeting at 12:00 Noon, and declared the polls open.

Chairperson Mancuso closed the polls at 8:00 P.M.

RESULTS OF VOTING

Funding Proposition:	Total YES	228
	Total NO	47
Total Voters:		275

The funding proposition was declared passed.

Respectfully submitted,

Maureen A. Goodberlet
District Clerk
Victor Central School District

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION
Unapproved Minutes of a Special Meeting of July 1, 2019
District Office
953 High Street
Victor, New York 14564**

CALL TO ORDER

Board President Debbie Palumbo-Sanders called the meeting to order at 5:58 PM.

Members Present

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

OATH OF OFFICE

*C. Eckhardt
T. DeLucia
K. Elliott*

District Clerk Maureen Goodberlet administered the Oath of Office to newly elected Board member Christopher Eckhardt and re-elected Board members Timothy DeLucia and Kristin Elliott. The Oath of Office was signed by Mr. Eckhardt, Mr. DeLucia and Mrs. Elliott.

APPROVE AGENDA

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

**ENTER EXECUTIVE
SESSION**

A motion was made by K. Ballard, seconded by K. Elliott, to enter executive session at 6:10 PM to discuss the employment history of a specific individual. 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 6:54 PM. The motion was carried. 7 yes 0 no

A motion was made by T. DeLucia, seconded by C. Parks, to adopt the Superintendent search specifications.
The motion was carried. 7 yes 0 no

A motion was made by M. Vistocco, seconded by C. Eckhardt, to authorize the funding for the advertisement of the Superintendent vacancy. The motion was carried. 7 yes 0 no

ADJOURN

A motion was made by T. DeLucia, seconded by C. Parks, to adjourn the meeting at 8:10 PM. The motion was carried. 7 yes 0 no

Respectfully submitted,

Maureen A. Goodberlet
District Clerk

RESOLUTION**TREASURER'S REPORTS**

RESOLVED That, upon the recommendation of the Superintendent, the following Treasurer's reports for the month ending May 31, 2019 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

5/1/2019

23,213,006.73

RECEIPTS:

ACCOUNTS RECEIVABLE	0.00
TAXES (INCLUDING LIBRARY TAX)	0.00
STATE AID	2,280,442.87
INTEREST & PENALTIES ON TAXES	0.00
ADMISSIONS	160.00
IN LIEU OF TAXES	0.00
INTEREST AND EARNINGS	56,766.14
BUILDING USE	1,550.00
USE OF BUSES	397.51
TUITION	0.00
BOCES - ERATE PR YR	7,072.14
MISC.	867.49
DUE FROM OTHER FUNDS	4,770.00
ENERGY PERFORMANCE REBATES	0.00
REFUND PRIOR YEARS EXPENSE	192.92
MONROE CO. SALES TAX	14,549.36
WAYNE CO. SALES TAX	3,862.36
MEDICAID	12,217.32

— TOTAL RECEIPTS

2,382,848.11TOTAL RECEIPTS & BAL.
DISBURSEMENTS25,595,854.84
5,232,652.77

BAL. ON HAND 5/31/19

20,363,202.07BANK RECONCILIATION

BAL./BANK STATEMENT	1,193,284.09
IN TRANSIT	0.00
BANK ERROR	0.00
LESS CHECKS OUTSTANDING	901,261.32
RETURNED CHECKS	0.00
DEPOSIT IN TRANSIT	0.00

BAL. IN NOW ACCOUNT/CDGA NAT.

292,022.77

BAL. IN CERTIFICATES/MM

20,071,179.30

IN TRANSIT

0.00

IN TRANSIT

0.00

TOTAL BALANCE

5/31/2019

20,363,202.07LYNNE LUBASZEWSKI
DISTRICT TREASURER

EXTRACLASS TREASURER'S REPORT

II.

5/31/2019

0.00

ACTIVITIES	BEG. BAL.	RECEIPTS	TOTAL	DISBURSMTS	END. BAL.
CLASS OF 2018-	0.00	0.00	0.00	0.00	0.00
CLASS OF 2019	7,561.06	15,140.00	22,701.06	16,743.44	5,957.62
CLASS OF 2020	13,997.57	70.00	14,067.57	5,673.58	8,393.99
CLASS OF 2021	2,459.13	0.00	2,459.13	0.00	2,459.13
CLASS OF 2022	2,275.53	0.00	2,275.53	0.00	2,275.53
AQUATIC L.	1,894.50	301.84	2,196.34	0.00	2,196.34
ART CLUB	208.36	100.00	308.36	0.00	308.36
BUSINESS CLUB	3,702.03	1,621.40	5,323.43	2,343.17	2,980.26
DRAMA CLUB	16,479.79	555.00	17,034.79	2,450.12	14,584.67
FRENCH CLUB	17,456.09	0.00	17,456.09	0.00	17,456.09
GO GREEN GARDEN TEAM	99.37	0.00	99.37	0.00	99.37
GLOBAL COMPETENCY	4,171.46	149.67	4,321.13	0.00	4,321.13
INTERNATIONAL CLUB	313.08	0.00	313.08	0.00	313.08
J.H. MUSICAL	22,804.40	0.00	22,804.40	0.00	22,804.40
J.H. STORE	2,373.95	0.00	2,373.95	170.46	2,203.49
J.H. ST. CO.	6,671.58	1,134.03	7,805.61	225.45	7,580.16
J.H. YEARBOOK	38.46	1,263.00	1,301.46	0.00	1,301.46
KEYCLUB	3,706.45	5,581.06	9,287.51	563.97	8,723.54
MANUFACTURING SYSTEMS	0.26	0.00	0.26	0.00	0.26
MEDICAL EXPLORERS	183.32	0.00	183.32	22.57	160.75
MENTORING CLUB	5,946.07	0.00	5,946.07	95.87	5,850.20
N.H.S.	1,920.84	0.00	1,920.84	0.00	1,920.84
OUTDOOR ACTIVITY	80.98	0.00	80.98	0.00	80.98
POSITIVE SCHOOL CLIMATE	1,965.69	0.00	1,965.69	232.25	1,733.44
SALES TAX	0.00	0.00	0.00	0.00	0.00
SEAS	930.51	3,240.00	4,170.51	3,744.14	426.37
S.H. ORCHESTRA	10,043.38	1,597.94	11,641.32	1,759.20	9,882.12
SH SCHOOL STORE	2,452.28	465.00	2,917.28	301.72	2,615.56
S.H. ST. CO.	8,618.67	11.35	8,630.02	897.80	7,732.22
SH YEARBOOK	11,134.00	0.00	11,134.00	0.00	11,134.00
SPANISH CLUB	2,004.90	594.00	2,598.90	78.24	2,520.66
TRI-M HONOR SOCIETY	1,337.50	0.00	1,337.50	0.00	1,337.50
VICTOR CARES	6,168.41	7,834.70	14,003.11	1,942.89	12,060.22
TOTALS	158,999.62	39,658.99	198,658.61	37,244.87	161,413.74
BAL/BANK	172,696.33				
CKS OUT	11,361.21		5/31/2019		161,413.74
INT. NOT POSTED	11.38				
BANK ERROR	0.00				
RETURNED CHECKS	90.00				
IN TRANSIT	0.00				
BAL. 5/31/2019	161,413.74				

Betty Post, Extraclass Treasurer

TREASURER'S REPORT

SCHOOL LUNCH

III.

BALANCE ON HAND 5/1/2019		811,270.53
RECEIPTS:		
ACCOUNTS RECEIVABLE	0.00	
A LUNCHES	71,247.75	
A BREAKFAST	3,823.50	
OTHER SALES	39,082.03	
SALES TAX	335.23	
INTEREST POSTED	57.13	
DUE FROM OTHER FUNDS	0.00	
MISC	0.00	
STATE AND FEDERAL AID	52,980.00	
		<u>167,525.64</u>
TOTAL RECEIPTS		167,525.64
TOTAL RECEIPTS AND BAL.		978,796.17
DISBURSEMENTS		<u>130,589.57</u>
BALANCE ON HAND 5/31/2019		<u><u>848,206.60</u></u>
BANK RECONCILIATION		
BAL. PER BANK STATEMENT 5/31/2019 AND CD'S		844,384.59
IN TRANSIT	0.00	
BANK ERROR	0.00	
IN TRANSIT ON LINE PAYMENTS	3,840.51	
RETURNED CHECK	0.00	
OUTSTANDING CHECKS (6509)	18.50	
		<u>18.50</u>
BALANCE IN SCHOOL LUNCH FUND		<u><u>848,206.60</u></u>

LYNNE LUBASZEWSKI
DISTRICT TREASURER

BALANCE ON HAND 5/01/2019	542,879.95
TOTAL RECEIPTS:	<u>3,619,377.92</u>
TOTAL RECEIPTS AND BAL.	4,162,257.87
DISBURSEMENTS:	<u>3,628,727.89</u>
ENDING BALANCE 5/31/2019	<u><u>533,529.98</u></u>

BANK RECONCILIATION

BAL. PER STATEMENT	TRUST & AGENCY ACCOUNT	707,644.65
P/R INTEREST-CNB		0.49
BANK ERROR		15.00
RETURNED CHECK		21.48
OUTSTANDING CHECKS		165,665.31
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		1,793.61
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		2,790.63
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		300.00
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		984.19
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		2,575.36
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		42.54
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		0.00
BAL. IN T & A ACCOUNT	5/31/2019	<u><u>533,529.98</u></u>

PAYROLL ACCOUNT...BAL. PER BANK STATEMENTS	31,261.58
LESS INTEREST NOT POSTED	0.49
IN TRANSIT	0.00
DEPOSIT IN TRANSIT	0.00
BANK ERROR	<u>0.00</u>

BALANCE IN PAYROLL ACCOUNT	<u><u>31,261.09</u></u>
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OUTSTANDING CHECKS IN PAYROLL ACCOUNT	<u><u>31,261.09</u></u>
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LYNNE LUBASZEWSKI
DISTRICT TREASURER

TREASURER'S REPORT

SPECIAL AID FUND

V.

BALANCE ON HAND	5/1/2019	560,039.42
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RECEIPTS:

INTEREST	36.83
DUE FROM OTHER FUNDS	0.00
STATE OF NY	103,487.00
MISC.	<u>0.00</u>

TOTAL RECEIPTS	<u>103,523.83</u>
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TOTAL RECEIPTS AND BALANCE	663,563.25
DISBURSEMENTS	<u>191,152.71</u>

BAL. ON HAND 5/31/2019	<u><u>472,410.54</u></u>
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BANK RECONCILIATION

<u>BAL./BANK STATEMENT</u>	483,989.37
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OUTSTANDING CHECKS (5560, 5563, 5587, 5588, 5589)	11,578.83
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IN TRANSIT	<u>0.00</u>
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BALANCE IN NOW/MM ACCOUNT 5/31/2019	<u><u>472,410.54</u></u>
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LYNNE LUBASZEWSKI
DISTRICT TREASURER

BALANCE ON HAND	5/1/2019	211.24
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RECEIPTS:

INTEREST	2.08
AID	252,719.96
DUE TO OTHER FUNDS	<u>0.00</u>

TOTAL RECEIPTS	<u>252,722.04</u>
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TOTAL RECEIPTS AND BALANCE	252,933.28
DISBURSEMENTS	<u>0.00</u>

BAL. ON HAND 5/31/2019	<u><u>252,933.28</u></u>
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BANK RECONCILIATION

<u>BAL./BANK STATEMENT</u>	252,933.28
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LESS CHECKS OUT	0.00
DEPOSIT IN TRANSIT	<u>0.00</u>
BALANCE IN CHECKING ACCOUNT	252,933.28
BALANCE IN CERTIFICATES OF DEPOSIT/MONEY MARKET	0.00
IN TRANSIT	<u>0.00</u>
BALANCE IN CAPITAL SMART SCHOOLS BOND ACT 5/31/2019	<u><u>252,933.28</u></u>

LYNNE LUBASZEWSKI
DISTRICT TREASURER

BALANCE ON HAND	5/1/2019	3,326,209.92
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RECEIPTS:

INTEREST	5,786.53
BAN FUNDS & PREMIUM	0.00
DUE TO OTHER FUNDS	<u>0.00</u>

TOTAL RECEIPTS	<u>5,786.53</u>
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TOTAL RECEIPTS AND BALANCE	3,331,996.45
DISBURSEMENTS	<u>326,270.83</u>

BAL. ON HAND 5/31/2019	<u><u>3,005,725.62</u></u>
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BANK RECONCILIATION

<u>BAL./BANK STATEMENT</u>	16,790.74
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LESS CHECKS OUT (2232)	11,364.00
DEPOSIT IN TRANSIT	<u>126.00</u>
BALANCE IN CHECKING ACCOUNT	5,552.74
BALANCE IN CERTIFICATES OF DEPOSIT/MONEY MARKET	3,000,172.88
IN TRANSIT	<u>0.00</u>
BALANCE IN CAPITAL CAMPUS IMPROVEMENT PROJECT 5/31/2019	<u><u>3,005,725.62</u></u>

LYNNE LUBASZEWSKI
DISTRICT TREASURER

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**
Personnel Agenda, July 11, 2019

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

**Part Time
Appointments:**

The appointment of **Julie Saunders**, who holds Certification in Pre-Kindergarten, Kindergarten and Grades 1-6, to a part-time (.6fte) position as an Elementary Teacher effective September 1, 2019, and ending June 30, 2020, at an annual salary of \$40,345 (Step 18M+23).

The appointment of **Melissa Murphy**, who holds Certification in Art, Childhood Education Grades 1-6, and Students with Disabilities Grades 1-6, to a part-time (.8fte) position as an Art Teacher effective September 1, 2019, and ending June 30, 2020, at an annual salary of \$39,340 (Step 7M+14).

The appointment to a job share of **Julie Santarone**, who is licensed as a Registered Professional Nurse, to a part-time (.6fte) position as a School Nurse effective July 1, 2019, and ending June 30, 2020, at an annual salary of \$22,378 (Step 11).

Appointments:

The appointment of **Amanda Tripp**, Extended School Year Coordinator, effective July 1, 2019, at a stipend of \$5,000.

The appointment of **Joyce Prockton**, who holds Permanent Certification in Childhood Education 1-6 and Special Education, as Teacher Center Director Part-Time, effective July 1, 2019, and ending June 30, 2020, at an annual rate of \$17,600.

The appointment of the following as an Extended School Year Teacher at an hourly rate of \$39.75: **Marcia Tobin**

The re-appointment of **Alan Granger, Jamie Coles, Stephen Schreib, Jacob Herendeen, and Andrew Purdie**, as part-time Driver Education Teachers, for the 2019/2020 school year at an hourly rate of \$38.25.

**Long Term
Substitute
Appointments:**

The appointment of **Jocelyn Danieluk**, who has Certifications in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a long term substitute position as a Special Education Teacher, effective September 1, 2019, and ending June 30, 2020, at an annual salary of \$50,050 (Step 9M).

Leaves of Absence: Pursuant to the Uniformed Services Employment and Reemployment Rights Act (USERRA), the granting the extension of unpaid military leave of absence for **Steven Metzger**, Science Teacher, through December 31, 2019.

Resignations: The resignation of **Abigail Gisondi**, School Nurse, effective June 30, 2019.

The resignation, due to retirement, of **Sara Camp**, Elementary Teacher, effective June 3, 2020.

Co-Curriculars:

	<u>Teacher Leaders</u>	<u>Name</u>
Strand 1	English Language Arts (9-12)	Craig Kaper

Co-Curriculars:

<u>Clubs & Advisors</u>	<u>Name</u>	<u>Group</u>
Sr. High Positive School Climate Club Co-Advisor	Johanna Arnitz	2/2
Sr. High Positive School Climate Club Co-Advisor	Todd Forrest	2/2

Co-Curriculars:	Music	Name	Group
	JH Musical Assistant	Sarah Reilly	2
	JH Musical Assistant	Aaron Isaacs	2
	JH Musical Assistant	Anthony D'Agostino	2
	JH Musical Assistant	Laura Brewer	2
	JH Musical Assistant	Steve Cronmiller	2
	JH Musical Assistant	Mary Sue Hartz-Holtz	2
	JH Musical Assistant	Matthew Mayne	2
	JH Musical Assistant	Karen Mellema	2
	JH Musical Assistant	Kaitlyn Barthelmes	2
	JH Musical Director	Lee Anne Birkemeier	5
	SH Spring Musical Assistant	Erin Fetzner	2
	SH Fall Play Director	Jeremy Hawkinson	4
	SH Spring Musical Director	Jeremy Hawkinson	5

Per Diem Substitutes:	<u>Candidate</u>	<u>Area of Certification</u>
	Abigail Gisondi	School Nurse
	Margaret Daly	Mathematics
	Ariana Perez	Speech/Language
	Chad Dominic	Elementary/Special Education
	Erin Maloney	Music
	Samantha German	Elementary/Special Education
	Peter Fleckenstein	Technology

Non-Instructional

Position Action:

The Board of Education authorizes the following action to be effective on July 1, 2019:

- Create a position of Audio Visual Technician at an hourly rate of \$22.26. This position is assigned to the Civil Service Employee's Association unit.

Appointments:

The promotional appointment of **Heidi Peone**, from Full Time Teacher Aide to Typist, effective July 1, 2019, at an hourly rate of \$14.06.

The appointment of the following as Teacher Aides in the Extended School Year Program, effective July 8, 2019 and ending August 16, 2019, at their 2019/2020 rate of pay: **Michele Alden, Jacob Dirkx, Paula Quirk & Marleah Holmes.**

The appointment of **Jacob Dirkx**, from Substitute Teacher Aide to Full Time Teacher Aide, effective June 25, 2019, at an hourly rate of \$11.80.

The appointment of **Aaron Isaacs**, from Audio Visual Assistant to Audio Visual Technician, effective July 1, 2019, at an hourly rate of \$24.73.

The re-appointment of **Chuck Callari** as Records Clerk Part-Time, effective July 1, 2019, at an hourly rate of \$19.45.

The re-appointment of **Susan Reed** as School Auditor, effective July 1, 2019, at an annual rate of \$5,892.

The re-appointment of **Sherri Lasky** as Continuing Education Instructor Part-Time, effective July 1, 2019, at an hourly rate of \$29.14.

Resignations:

The resignation of **Lavern Beech**, School Bus Monitor, effective June 18, 2019.

The resignation of **Kathleen Lacagnina**, Food Service Helper, effective June 24, 2019.

The resignation of **Tyler Moulton**, Part Time Teacher Aide, effective June 9, 2019.

The resignation of **Barbara Williams**, Food Service Helper, effective Jun 24, 2019.

The resignation of **Margaret Frank**, Part Time Teacher Aide, effective July 8, 2019.

The resignation of **Jose Ruiz Dominguez**, Cleaner, effective June 14, 2019.

The resignation of **Maria Nitche**, Part Time Teacher Aide, effective June 25, 2019.

The resignation of **Sarah Crowley**, Part Time Teacher Aide, effective June 30, 2019.

The resignation of **Jesus Juarez**, Cleaner, effective July 1, 2019.

**Per Diem and
Substitute Positions:**

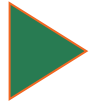
<u>Candidate</u>	<u>Position</u>
Kathleen Lacagnina	Food Service Helper
Tyler Moulton	Teacher Aide
Barbara Williams	Food Service Helper
Margaret Frank	Teacher Aide
John Messersmith	School Bus Driver
Heather Ochs	Cleaner

**VICTOR CENTRAL SCHOOL DISTRICT
2020-21 BUDGET DEVELOPMENT PROCESS
BUDGET CALENDAR**

<u>DATE</u>	<u>ACTIVITY</u>
November 14, 2019	Regular Board of Education Meeting <ul style="list-style-type: none"> • Budget history • Current year budget status • Audit committee results and reserve levels • Rollover budget amount moving forward
December 12, 2019	Regular Board of Education Meeting <ul style="list-style-type: none"> • Enrollment projections • Building Per Pupil Allowance • Debt service
January 16, 2020	Regular Board of Education Meeting <ul style="list-style-type: none"> • Building leader budgets • Benefit rates
February 13, 2020	Regular Board of Education Meeting <ul style="list-style-type: none"> • Initial revenue projections- part 1 • Instructional and PPS reports
March 1, 2020	Tax Cap Form sent to NYS
March 5, 2020	Special Board of Education Meeting <ul style="list-style-type: none"> • Preliminary personnel recommendations • Director's budgets- Transportation, Athletics, Technology and Facilities • Revenue projections- part 2
March 11, 2020	Regular Board of Education Meeting <ul style="list-style-type: none"> • Full budget Summary presented for discussion • Approve Legal Notice for Public Hearing & Annual Vote
March 19, 2020 (If Necessary)	Special Board of Education Meeting
April 3, 2020	First publication in <i>Official Newspaper</i>

April 16, 2020	Regular Board of Education Meeting <ul style="list-style-type: none"> • Final discussion/Board adoption of 2020-21 District Budget
April 17, 2020	Board candidate petitions due
April 20, 2020	Property Tax Report Card submitted to NYS & newspaper
May 5, 2020 at 7:00pm	Public Hearing on Budget
May 6, 2020	Budget Newsletter/Board of Education Candidate/Tax Info. Mailed
May 14, 2020	Regular Board of Education Meeting
May 12, 2020	Voter Registration in the District Office Conference Room
May 19, 2020	Annual Budget Vote/Board of Education Elections

Bold type indicates Board of Education activities.



Control Cycle Audit of Transportation

VICTOR CENTRAL SCHOOL DISTRICT



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

April 26, 2019



To the Audit Committee
Victor Central School District
Victor, New York

We have performed a review of the internal controls of the District's Transportation services. We obtained an understanding of these internal controls by inquiry, observation and the inspection of documents and records. Our review of Transportation included examining its budget and year to date expenditures, fuel consumption, parts inventory, and the hiring processes for employees. We also performed testing on fuel usage reports, fuel reconciliation procedures, and expense approvals for parts and other departmental purchases.

This consulting engagement was conducted in accordance with Statements on Standards for Consulting Services as issued by the American Institute of Certified Public Accountants Management Consulting Services Executive Committee. The sufficiency of these procedures is solely the responsibility of those parties specified in the report. Consequently, we make no representation regarding the sufficiency of the procedures described either for the purpose for which this report has been requested or for any other purpose.

Our procedures consisted of a review of financial reports and documentation as well as interviews with pertinent District personnel. We were not engaged to, and did not, conduct an audit, the objective of which would be the expression of an opinion on the accounting records. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you. It should be noted that the comments herein may be critical by nature and do not include the many strengths inherent within the District.

This report is intended solely for the information and use of the Victor Central School District and is not intended to be, and should not be used by anyone other than those specified parties.

EFPR Group, CPAs, PLLC

EFPR Group, CPA's, PLLC
Rochester, New York

BACKGROUND:

The Victor Central School District (District) is located in Ontario County and has a total enrollment of approximately 4,300 students. During the most recently audited school year (2017-18), the District had general revenues of approximately \$66 million.

The District's 2018-19 Transportation budget was approximately \$2.8 million of which \$2.1 million was for salary expenses, \$407,000 represented fuel purchases, \$102,000 represented automotive supplies, and approximately \$225,000 represented other operating expenses including equipment, utilities, and insurance.

OBJECTIVE:

The objective of our audit was to evaluate the internal controls over Transportation services and determine whether assets are adequately safeguarded by the Victor Central School District.

AUDIT SCOPE, PROCEDURES AND FINDINGS:

In performing our review of this area, we started by meeting with the Transportation Director, Darren Everhart. He provided us with information on departmental policies and procedures and outlined the responsibilities of various departmental positions. We also obtained a variety of financial reports related to the department's operations for the current fiscal year and the three preceding fiscal years.

Using the information gathered, our examination included the following procedures:

AUDIT SCOPE, PROCEDURES AND FINDINGS (Continued):

District Policies & Procedures

- Ensured the District has policies defining student eligibility for transportation services.
- Ensured that proper pre-employment verifications are performed for all applicants, such as DMV checks, criminal history background checks, and drug tests.
- Evaluated departmental policies regarding the physical security procedures for the facility, including the bus garage, departmental offices, and fuel depot.
- Verified the District contracts with vendors that have been awarded a state contract and offer discounted pricing (i.e. fuel purchases and bus parts).
- Verified the District monitors bus driver qualifications and ensures compliance with Article 19-A requirements (i.e. written drivers tests, road tests of driving skills and the proper operation of school buses, DMV abstracts, random drug/alcohol testing).
- Reviewed reporting from the Department of Motor Vehicles that demonstrates the District's buses regularly pass safety inspections.
- Determined whether Transportation is aware of school trips involving charter buses and whether appropriate safety inspections are performed prior to the trip.
- Determined whether Transportation maintains adequate documentation to substantiate that required safety drills with students have been completed and observed.

FINDING:

The controls over District policies are operating effectively with the following exception noted:

1. Transportation has developed a formal process to evaluate the drivers and buses involved when the District charts a bus for a school related trip. A checklist is completed to document the condition and safety inspection of the bus. However, our review of the checklist revealed that it does not include a section to document whether the driver's DMV records were obtained and reviewed.

RECOMMENDATION:

1. We recommend that a section be added to the checklist to document the name of the driver and that his qualifications and driving record were reviewed. This would provide a historical record to substantiate that established procedures for completing appropriate safety inspections are being followed.

AUDIT SCOPE, PROCEDURES AND FINDINGS (Continued):

District Policies & Procedures (Continued)

DISTRICT'S RESPONSE:

It has been the District's practice to always obtain and review the DMV records of the driver of a charter bus company that will be providing transportation for a school related trip. However, this review was not included on the District's inspection checklist. The review of driver DMV records is now listed as an item on the inspection checklist.

COMMENT:

The District's records related to compliance with Article 19-A requirements were recently reviewed by the Department of Motor Vehicles. We observed reporting issued by the DMV indicating the District was found to be in compliance and that no areas of concern were noted. As such, we relied on the results of this review rather than performing our own testing procedures in this area. We determined, and the District concurred, that additional testing would have been redundant and unnecessary.

Financial Reporting and Accounting

- Reviewed the Transportation department's current fiscal year budget and year-to-date expenses to identify significant variances and existing or potential deficits.
- Verified the accuracy of all fuel pricing invoiced to the District by their vendor for related fuel deliveries. Amounts were confirmed to daily pricing that vendors are required to post on the internet to facilitate contract compliance and price checks.

FINDINGS:

The controls over the Financial Reporting and Accounting aspects of the Transportation department are operating effectively with the following exceptions noted:

1. During our review of invoices from the District's vendor for diesel fuel, we noted that the District is accurately being charged the state contract price per gallon published at the time of the purchase. However, we did identify one exception where it appears the District was overcharged for a winter purchase of diesel/kerosene fuel. The vendor appears to have overcharged the District approximately \$190 in this instance.

AUDIT SCOPE, PROCEDURES AND FINDINGS (Continued):

Financial Reporting and Accounting (Continued)

2. During our review of invoices from the District's vendor for unleaded gasoline, we noted that the District had been accurately charged the state contract price per gallon published at the time of the purchase throughout most of this fiscal year. However, we identified two recent purchases for which the price charged exceeded the state contract pricing. Transportation informed us that the local vendor who has been awarded the state contract bid has recently changed. Transportation has some bad past experiences with this newly authorized vendor and has chosen to temporarily continue to receive its supply of unleaded gasoline from the prior vendor. As a result, they are now paying a higher price per gallon for this fuel. It appears this added expense amounts to approximately \$547 in these two instances.

RECOMMENDATIONS:

1. We suggest the District communicate with its vendor and confirm that the District was overcharged in this instance. If so, the vendor should issue a credit to the District for the excess charges.
2. We suggest the District work withpg6pg Transportation to develop a plan for determining how and when it will choose which gasoline vendor will be used going forward.

DISTRICT'S RESPONSE:

1. The district has reviewed this instance, contacted the vendor, and has received a credit for the \$190 overcharge.
2. The district has had issues in the past with the vendor that now has the local state contract. Past issues included fueling delays that directly impacted the transportation services of the district. The district has the opportunity to choose an alternate vendor when the awarded vendor is not acceptable. The district chose to temporarily continue with a preferred vendor while determining best practice going forward. The district recently negotiated with the preferred vendor to match the state contract price, allowing the district to receive the timely service it requires without incurring additional charges for fuel.

AUDIT SCOPE, PROCEDURES AND FINDINGS (Continued):

Fuel Depot

- Evaluated the adequacy of existing internal controls related to the physical security over the fuel inventory.
- Evaluated the adequacy of existing internal controls used by the Transportation department in accounting for fuel transactions in the Fuel Master system.
- Verified the accuracy/reasonableness of the current fuel inventory by reconciling the current year's net fuel usage (deliveries less fuel pumped) with fuel inventory at the beginning of the fiscal year.
- Analyzed the detail of fuel transactions to identify unusual transactions and/or patterns of transactions that may require further investigation and explanation.

FINDING:

The controls over the Fuel Depot are operating effectively with the following exceptions noted:

1. In addition to Transportation, the Facilities and Operations Department also utilize the fuel depot to fuel its vehicles and equipment. However, it does not appear that they are being provided with reporting of their fueling transactions in order to ensure that activity is appropriate and represents official District use.

RECOMMENDATION:

1. We recommend that Transportation regularly provide Facilities and Operations with reporting from the fuel system that summarizes their fuel transactions. Facilities and Operations management should review this activity for propriety, paying particular attention to transactions that may occur during the overnight hours and/or weekends and holiday.

DISTRICT'S RESPONSE:

1. The district has multiple processes in place to mitigate risk in this area including use of a fueling fob assigned to each vehicle to track gallons used per vehicle, the requirement of odometer readings to be entered prior to fueling, a unique four digit pin is assigned to each individual that must be entered in order for fueling to be activated, as well as having active cameras at the fueling stations. To further mitigate fueling risks, a process will be put in place immediately to submit reports on a monthly basis from the fueling station to the facilities department to review to ensure the quantity of fuel used is reasonable compared to the travel/use that was scheduled for each vehicle during the course of the month.

AUDIT SCOPE, PROCEDURES AND FINDINGS (Continued):

Parts Inventory

- Obtained parts inventory listing and confirmed that a perpetual system of the physical inventory is maintained. Reviewed the inventory listing to evaluate high cost items and assess the reasonableness of inventory levels.
- Tested a sample of Transportation's supply invoices paid during this fiscal year for proper approval and reasonableness.
- Perform analytical procedures to determine annual parts/supplies costs and assess reasonableness.

FINDING:

1. Although it is standard procedure for Transportation to formally perform a physical count of its parts inventory annually, it appears that this was not completed last year. Transportation has corrected this oversight by recently performing a physical count of the parts inventory during this school year.

RECOMMENDATION:

1. We encourage Transportation to perform a full physical inventory of the parts on hand annually. This will provide an accounting that can be used to assess the accuracy of the perpetual inventory records, identify errors or other anomalies which may require investigation and/or corrections, and determine which parts are still necessary and useful for maintaining the fleet.

DISTRICT'S RESPONSE:

1. It is standard procedure for the district to conduct a physical parts inventory on an annual basis. This process was completed during April 2019, however, was not completed in the prior year. A physical parts inventory will be planned on an annual basis going forward.

CLOSING REMARKS:

We would like to thank Darren Everhart and his staff for their assistance and cooperation in regards to our audit of the Transportation Department of the District.

**RESOLUTION TO APPROVE AMENDMENT TO FINGER LAKES AREA SCHOOL HEALTH PLAN
("FLASHP") MUNICIPAL COOPERATIVE AGREEMENT**

WHEREAS, the Finger Lakes Area School Health Plan ("FLASHP") was established pursuant to a Municipal Cooperative Agreement to Provide Health Benefits, which was last revised and adopted July 1, 2018 (the "Agreement"); and

WHEREAS, Victor Central School District is currently a participant in FLASHP ("Participant"); and

WHEREAS, Section V of the Agreement provides that the Agreement may be amended by an affirmative vote of 2/3 of all Directors then appointed and serving on the FLASHP Board of Directors ("FLASHP Board"); and

WHEREAS, the FLASHP Board voted by a 2/3 majority at a meeting held on May 2, 2019, to amend the Agreement and the By Laws to permit Superintendent-Advisors to have voting rights, effective January 1, 2020; and

WHEREAS, Article 5-G Section 119-O of the New York General Municipal Law, and Section V of the Agreement, require that changes to the Agreement must also be adopted by a majority vote of each Participant's governing body;

WHEREAS, Victor Central School district desires to approve the FLASHP Board's changes to the Agreement;

NOW THEREFORE, the Board of Education of the Victor Central School District has voted to approve the proposed changes to the Agreement, as described in the attached "First Amendment to 2018 Restatement of Municipal Cooperative Agreement to Provide Health Benefits."

Victor Central School District

by: _____
Signature

Print name: _____

its: _____
Title

Dated: _____

VICTOR CENTRAL SCHOOL DISTRICT

Professional Development Plan

July 1, 2019 - June 30, 2020

Section 100.2(dd) of
Part 100
Commissioner's Regulations

Presented to the Board of Education for Approval: June 2019

Victor Central School District
2018-2019 Curriculum Council Members

Ms. Jen Check	Principal
Mr. Tom Cheevers	Teacher
Ms. Krista Cooper	Teacher
Ms. Luciana Cursino	Parent
Mr. Karl Dubash	Administrator
Ms. Robin Halladay	Teacher
Ms. Linda Izzo	Teacher
Mr. Katherine Kopp	Student
Ms. Necia Marchetti	Parent
Mr. Mike Myers	Teacher
Ms. Carol Prescott	Parent
Ms. Kristin Swann	Associate Superintendent
Ms. Stacie Thibodeau	School Psychologist
Ms. Danyelle Westbrook	Librarian
Mr. Tom Zaccardo	Teacher

Victor Central School District
2017-2018 Professional Development Committee

Ms. Karen Brion	Teacher and Science Standard Leader
Ms. Colleen Collier	Teacher and ELA Standard Leader
Ms. Peg Daly	Teacher and Math Standard Leader
Ms. Lauren Forget	ELA Coach
Ms. Carrie Goodell	Assistant Principal
Ms. Linda Izzo	Mentor Teacher
Ms. Julie Johnson	ELA Coach
Ms. Holy Knox	Math Coach
Ms. Sheila McCarthy	Interim Director of Special Education and Compliance
Ms. Claire Noonan	ELA Coach
Ms. Joyce Procton	Director of Victor Teacher Center
Ms. Roni Puglisi	Director of Educational Services
Ms. Stephanie Schlueter	Teacher and Social Studies Standard Leader
Ms. Natalie Sonnevile	Math Coach
Dr. Jan Soucier	Mentor Teacher
Ms. Kristin Swann	Associate Superintendent of Educational Services

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I. Vision & Introduction

This professional development plan for the Victor Central School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement for all students. This model builds on and strengthens the successes already evident in the district. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Throughout this document, we reference the ultimate goal of professional development: improved student learning for all. While being mindful of that core purpose, it is important to acknowledge the additional benefits of this comprehensive professional development plan:

- improving job satisfaction
- improving our ability to recruit and retain new educators
- increase our knowledge of innovative practices
- meeting the NYSED requirements of professional development
- promoting shared decision-making and inclusive leadership

The scope of professional development of the Victor Central School District will not be limited to attending workshops or participating in seminars with a visiting expert. Professional development will be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student and teacher performance, identifying systemic gaps and courses of action, testing new approaches, assessing results and then beginning the process anew. This work is best done with colleagues and not alone, because each of us brings our own understanding of the problem and knowledge of possible solutions.

In the Office of Educational Services, our vision is to help everyone rise to a higher standard. Our approach to professional development is to make certain that all educators have the best possible skills, content knowledge and preparation for teaching. The needs of twenty-first century learners demand critical thinking, creativity, collaboration, strong communication skills, character development and civility. As such, the quality of our professional development programs is influenced by these student learning outcomes.

II. New York State Education Department Regulations and Requirements

This professional development plan meets the requirements of the Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by the Board of Regents in subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

The Victor Central School District will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic and type of activity or program.

III. Philosophy

The purpose of the Victor Central School District's professional development plan is to improve the quality of teaching and learning, and to directly align this plan with our continued commitment to putting students first. Our professional development program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical professional development programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum/assessment content, design and delivery.

Research in the field of education and professional development has revealed a series of characteristics and practices observed in exemplary programs. These principles focus a school district's attention and resources on professional development strategies for improving student learning and achievement. As such, professional development in Victor will:

- be designed to address the learning needs of specific departments, classrooms, grade levels, and teachers.
- be job-embedded to engage teachers in learning through their daily activities and responsibilities.
- be instructionally-focused by emphasizing subject area content and pedagogy as well as student outcomes. Research has shown that teachers must know their subject area content well enough to anticipate student misconceptions and engage students in learning through a wide range of instructional strategies (King & Newmann, 2004).
- be collaborative in order to engage teachers physically, cognitively, and emotionally through activities such as problem solving, sharing and discussion, simulations and role play, visual representations, application and follow through, and reflection.
- be ongoing and reflect a commitment to include sufficient time and follow up support to staff so that they may master new content and strategies.
- be differentiated in order to meet individual and district needs relating to the teaching and learning process. Teachers will be involved in the identification of what they need to learn and in the development of the learning experiences in which they will be involved.

IV. Methodology

Although professionals in Victor are continually improving their craft and honing their skills through their own self-improvement efforts, systemic change and growth requires collective and sustained efforts. Our comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that are aligned with district and/or school building goals. Professional development goals are identified through a needs assessment and professional development planning process. The professional development planning process is:

1. Identify district/school goals
 - Review existing educational goals for state, district and schools
 - Analyze student achievement data (past, present, and projected trends)
 - Diagnose areas of student need
 - Establish improvements with measurable goals
2. Plan for implementation
 - Outline flexible and integrated professional development strategies and activities that address the needs as identified through school and district goals
 - Identify sources of expertise to assist with identified goals
 - Select PD content and process at each level (district, school, team or individual)
 - Identify sources and use of financial resources
3. Implement professional development strategies
 - Integrate learning models that provide choice, differentiated learning, sustained collaboration and ongoing support
 - Incorporate best practices into teaching, learning and leadership
 - Identify critical factors for successful implementation
4. Monitor progress
 - Identify success measures for professional development activities
 - Identify data sources and gathering methods and plan for articulation of findings
 - Keep records of professional development implementation, participation and feedback
 - Administer feedback surveys and collectively analyze results

V. Needs Assessment

As part of the ongoing professional development planning cycle, the Victor Central School District reviews multiple sources of data. The following items may be analyzed annually to determine the focus and content of the professional development plan.

STUDENT ACHIEVEMENT DATA

- APPR Data
- School Report Card
- Disaggregated Student Achievement Data
- NYS and District Assessments (i.e., 3-8 testing and Regents exams)
- College Boards (AP, SAT, IB)
- Report Cards
- Student Attendance and Discipline Reports
- Graduation and Drop-out Rates
- College Placement Rates
- Special Education Reports
- Academic Intervention Service Records and Benchmark Reading Assessments

SURVEYS

- Professional Development Evaluations/Feedback Surveys
- Professional Development Needs Assessments

ADDITIONAL DATA

- BEDS Data
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Mentor Program Evaluation Data
- Feedback from Curriculum Council and Building Councils
- SED Regulations and Mandates

VI. Goals

The data collected, generated and analyzed by the Victor Central School District in conjunction with district and school level plans will support the goals and evaluation of this professional development plan. The following professional development goals have been identified for the 2018-2019 school year:

Goal 1: Mentor Teacher Intern Program: Provide mentoring and support for teachers new to the district.

Goal 2: Instructional Practices: Provide professional development activities to all professional staff and supplementary school personnel that focuses on specific teaching strategies and content supports. Training will be provided in the areas of Annual Professional Performance Review, Next Generation Standards and Data Driven Inquiry Teams.

Goal 3: Safety, Health and Wellness: Provide training to all staff in the areas of health, wellness and safety procedures. Training will be provided to ensure that teachers and staff understand how to integrate health and wellness into their interactions with students. In addition, training in school safety may include but is not limited to, school violence prevention and intervention; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques that promote a nonviolent school climate; the integration of social and problem solving skill development for students; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Goal 4: Technology Integration: Provide training in order to promote technological literacy and facilitate the effective use of all appropriate technology.

VII. Continuing Teacher and Leader Education Guidelines

Any holder of a teaching certificate in the classroom teaching service, teaching assistant or educational leadership that is valid for life is to register with the Department of Education every five years. These certificate holders must be registered in order to engage in the practice of his or her certificate area in New York State.

Holders of a professional certificate in the classroom teaching service or educational leadership service, and holders of a Level III Teaching Assistant certificate who are practicing in a New York Public School or BOCES must complete 100 hours of Continuing Teacher and Leader Education (CTLE) during a 5 year registration period.

The school district will annually update teacher professional development records on the state certification database (TEACH). It is then the teacher's responsibility to verify the status of professional hours. The ultimate goal of these efforts is to increase the capacity of teachers to assist students in reaching higher academic achievement. In keeping with that goal, the following categories of professional development are acceptable toward this requirement:

- Attendance at professional meetings including; faculty, department, grade level, Professional Learning Communities, Colleague Consultations, Inclusion Consultation Team, and student staffings
- Service as a cooperating teacher for a student teacher (15 hours annually)
- Successful completion of National Board Certification (45 hours) or successful completion of recertification (15 hours)
- Service as a Curriculum Coordinator, Department Chairperson or Grade Level Chairperson
- All district sponsored professional development
- Victor Teacher Center Offerings
- Mentor Program training classes including New Teacher Orientation and periodic seminars
- Approved graduate level college course work (1 credit = 15 hours)
- Scoring of New York State assessments including Regents and NYSAA exams
- Approved off-campus, online conferences and workshops
- Consistent attendance and participation in district facilitated committees including but not limited to District Council, Curriculum Council and program reviews.
- Publishing in education journals (15 hours annually)
- Pre-approved teacher collaborative projects, study groups or Alternate Supervisory Assessment
- Participation in regional and state curriculum-related committees or projects (15 hours annually)
- Coaching Cycles and/or Teacher Awards

Mentor Teacher Intern Program

Victor Central School

Overview

Program Expectations

The Mentor Position

Program Management

I. Overview of the VCS Mentor Teacher Intern Program

A. Purpose

The purpose of the Mentor Teacher Intern Program (MTIP) is to provide support and guidance to teachers who are new to the Victor Central School District (VCS). It is the intent of the program to:

- Improve teaching performance by assisting teachers new to the district in developing or enhancing effective teaching skills
- Increase the retention of promising teachers who are new to the district
- Promote the personal and professional well-being of teachers who are new to the district
- Transmit the culture of Victor Central School to teachers new to the district

Victor retains mentor(s) who work with multiple interns across content areas.

B. Participants and Expectations

It is an expectation that all untenured teachers will participate in the VCS MTIP upon being hired by the district. There are two levels in the VCS MTIP. They are as follows:

LEVEL ONE

Participants:

- Teachers who have three years or less of teaching experience and who are new to VCS
- Other non-tenured teachers as recommended by their administrators

It is an expectation that all untenured teachers will participate in the VCS MTIP upon being hired by the district. There are two levels in the VCS MTIP. They are as follows:

Expectations:

- Attendance at New Teacher Orientation during the month of August
- Attendance at a minimum of 12 hours of MTIP in-service staff development
- Attendance at any mandatory MTIP in-service staff development (up to two seminars per year)
- Participation in other staff development as arranged by the Mentor Panel
- Conferences with the mentor as arranged/needed
- Formal and drop-in observations by the mentor
- Participation in the MTIP for two years (second year at Level II)

LEVEL TWO**Participants:**

Teachers who have more than three years teaching experience and who are new to the Victor Central School District ('interns')

- Teachers who were on Level One of the VCS MTIP the previous year
- Other non-tenured teachers within the district as recommended by their administrators

Expectations:

- Attendance at New Teacher Orientation during the month of August
- OPTIONAL Attendance at MTIP in-service staff development
- Attendance at any mandatory MTIP in-service staff development
- Participation in other staff development as arranged by the Mentor Panel
- Conferences with the mentor as arranged/needed
- Formal and drop-in observations by the mentor
- Participation in the MTIP for one year, unless otherwise recommended by their administrators

II. Program Expectations**A. Program Information**

Teacher candidates will be informed of the expectations of the MTIP by their building administrators and the Director of Human Resources.

B. New Teacher Orientation (NTO)

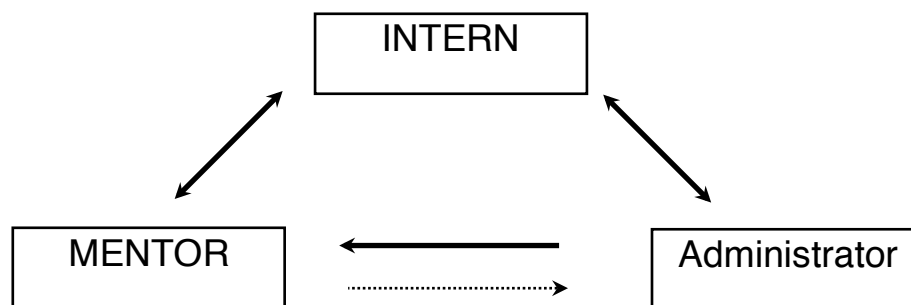
The introduction of the mentors and the interns will occur during a district- sponsored orientation before the opening of school. Time will be provided during this orientation for the mentor(s) to begin establishing relationships with the interns [and to establish common concerns for a general orientation to the MTIP and the district]. The confidential nature of the relationship between the mentor and new teacher will be emphasized during this orientation as a central part of the program. During this orientation, previous interns may be present to share first-year experiences with our new teachers. Members of the Mentor Pool and Mentor Panel may assist as needed.

Goals for New Teacher Orientation include:

- Conveying to new teachers that they are an important part of the VCS faculty/staff community
- Helping new teachers become familiar with the culture of the district and the district's expectations.
- Providing new teachers with ideas for preparing for the first and subsequent weeks of school.
- Allowing new teachers the time to get to know and become comfortable with their mentor(s).

C. Intern Needs

To determine the needs of interns in the beginning of and throughout the school year, both formal and informal needs assessments may be completed. This begins with a needs survey and general discussion during New Teacher Orientation. As the relationship between the mentor and intern develops and matures, additional needs will become evident from observations, conferences, and general professional dialogue. The mentor will help the interns identify areas of strength upon which they can build and the areas of support which will require additional attention. The mentor will also receive input on the interns' progress from the appropriate school principal. These discussions may aid in identifying other areas in which the intern would benefit from assistance from the mentor. The program design, however, incorporates the essential component of confidentiality of the intern and separates the concepts of the mentor program from the assessment and evaluation of the intern by administrators. These conferences are non-evaluative on the part of the mentor. The communication triangle below delineates the confidential nature of the VCS MTIP:



ONLY if advocacy is necessary!

D. Conferences and Observations

Drop -in observations will occur during the month of September in order for the mentor to determine strengths and possible areas of focus. As the year progresses, formal and informal observations may focus on a specific element or principle of learning rather than the lesson entirely, if this is determined to be appropriate. The mentor(s) will schedule initial goal-setting meetings with the interns during September and October. Subsequent meetings/conferences will occur on an as-needed basis. Topics during these meetings may include lesson planning, parent conferences, assessing student progress, school culture, collegial relationships, instructional strategy, classroom management, curriculum, and other pertinent issues related to the classroom or district.

E. Staff Development

An integral part of the MTIP is monthly staff development. Each month the mentor(s) will conduct a one-hour "chat" and a two-hour seminar. Interns may choose the sessions they desire and will receive in-service credit for the hours attended. Mentor Pool members will be invited to these staff development sessions in order to work with new teachers and establish relationships with them. The mentor(s), members of the Mentor Pool, other staff members, or outside

consultants will facilitate these sessions. Some topics will be developed by the start of the school year, while others will be determined later as a result of emerging intern needs.

The mentor(s), the Mentor Panel, or an administrator may recommend other staff development as the year progresses. The Framework for Teaching, based on Charlotte Danielson, are the recognized professional practices of VCS. Emphasis is also placed on the New York State Teaching Standards (released 1/2011), VCS curriculum, NYS Standards and the Common Core.

III. Mentor Teacher Intern Program Management

A. Mentor Pool Application Process

Applicants for Mentor Teacher Pool must submit the following to the Mentor Panel Chairperson:

1. Application form is available on the District Server.

2. Narrative Essay

Each applicant must complete a written narrative that addresses the following four areas:

- *Superior Teaching Ability*

The applicant needs to address qualities that identify him/her as a superior teacher. Final determination will be ascertained through the interview process and references.

- *Interpersonal Qualities*

The applicant will be required to demonstrate the ability to apply effective skills of cooperation and collaboration with professional faculty, ancillary staff, administrators, and parents.

- *Willingness and Interest to Participate*

The applicant needs to demonstrate a history of participation in community and school district activities and an enthusiasm for the program.

- *Communication Skills*

Written and oral communication skills must be validated through the quality of the application as well as professional work, references, and the interview process.

Letters of Recommendation

The applicants are also required to submit letters of recommendation from the following people:

- School principal
- Department head/coordinator, or colleague employed at Victor Central School, who is a member of the bargaining unit
- One parent or community member who is not a district employee

The Mentor Panel will interview candidates who submit applications. Individuals who are accepted are those identified as representing the highest standards for instruction and learning in our district. These individuals are then appointed to the Mentor Pool for a period of five years. Mentor Pool members may re-apply by submitting a letter of request to remain in the pool along with a letter of recommendation from a VCS administrator who has observed them in the classroom. Appointment to the Mentor Pool indicates that an individual is qualified to serve as a mentor and is so willing if the Mentor Panel determines an appropriate match with an identified group of interns.

It is expected that the Mentor Pool members will attend, when asked to, the general session of monthly Mentor Panel meetings. They are also expected to participate, if asked, at the orientation and workshops as appropriate for their preparation as mentors at some future time. The mentors are encouraged to utilize the skills and talents of Mentor Pool members to supplement whenever necessary to meet the needs of interns.

B. Mentor Teacher

A Mentor Teacher is a teacher who has been selected from the Mentor Pool to be released from classroom duties in order to work with teachers new to the district. Mentor Teacher Candidates must apply annually, in writing, to Mentor Panel Chairperson. Candidates for Mentor Teachers are interviewed by the Mentor Panel and annually appointed by the Superintendent. Provisions need to accommodate the transition from a current/experienced mentor to a newly hired mentor. This can include, but is not limited to, summer meetings, ongoing mentor professional development and additional training throughout the year as needed.

In the event that a Mentor Teacher is unable to fulfill his/her duties during the course of the school year, the Mentor Panel will meet with the Director of Human Resources and the Assistant Superintendent for Instruction to select another teacher from the Mentor Pool to serve in his/her place.

C. Mentor Panel

The Mentor Panel coordinates the activities for the MTIP. The Mentor Panel is comprised of six individuals appointed by the President of the Victor Teachers' Association (a teacher representative from each building whenever possible) and two individuals appointed by the President of the Victor Administrators and Supervisors Association, one representing K-6 and one representing 7-12. The panel will meet on a monthly basis with the mentor(s). Mentor Pool teachers may attend the general session.

D. Mentor Pool

The Mentor Pool is comprised of those individuals appointed by the Mentor Panel who have, by virtue of their qualifications, performance, and interest, been designated as eligible for appointment as a mentor teacher. A Mentor Pool appointment is effective for five (5) years from the time of appointment by the Mentor Panel.

1. The purpose of the Mentor Pool is to function as a reserve in the event that a mentor needs to be appointed.
2. Mentor Pool members may be asked to demonstrate lessons for colleagues and/or to serve as resource for new teachers as needed.

Responsibilities:

1. Manage the MTIP regarding content and direction, based on the NYS Mentoring Standards and continual evaluation of the program.
2. Select and appoint teachers to the Mentor Pool.
3. Select and recommend the mentor(s) to the Superintendent of Schools.
4. Select the Mentor Panel Chairpersons/Leaders.
5. Evaluate the performance of the mentor.
6. Establish criteria for program assessment.
7. Manage the formal Plans for Improvement per VTA Contract Article XIII and per APPR guidelines.

E. Mentor Panel Chairperson

This individual is selected annually by the Mentor Panel from its membership.

Responsibilities:

1. Prepare written notification to the following individuals as specified: candidates for the Mentor Pool as to the status of their applications; and the candidates selected for mentors that year.
2. Determine, prepare, and distribute all agendas and correspondence from the Mentor Panel.
3. Coordinate the evaluation of the mentor(s), including completion of the survey results from administrator and mentee surveys for the personnel file of the mentor in timelines congruent with the VTA/BOE Agreement.
4. Notify the President of the VTA, VASA, and the Assistant Superintendent of Instruction regarding the selection of individuals to the Mentor Pool and the Mentors.
5. Approve all expenditures as appropriate.
6. Develop meeting agendas with input from panel members and mentor(s)
7. Select and appoint the following individuals to fulfill these responsibilities:
 - Facilitator: facilitate Mentor Panel meetings
 - Minutes Recorder: prepare and distribute meeting minutes as approved by the Mentor Panel
7. Coordinate press release information, media, and VCS Newsmagazine information through the Assistant Superintendent. As a part of the VCS District, the Mentor Panel will abide by the district's existing procedures concerning informational releases.

F. Documentation

The proposed methods for documenting the activities of the mentor and interns will include:

- Formal documentation through Mentor Panel meeting minutes
- The chairperson will also maintain all program meeting and procedural modifications that may be developed as part of the working permanent file of the chairperson.

G. MTIP Meetings

- New Teacher Orientation
- General faculty meetings and/or Teaching Center seminars relative to the application process to the Mentor Pool
- Mentor Panel meetings on a monthly basis
- Principal-mentor meetings that are scheduled monthly for the mentor(s) and respective principals
- Intern seminars and chats
- Courses for interns and mentor(s) to further enhance their professional repertoires

H. Role of the Principal

The principals are involved in the implementation of the MTIP by facilitating faculty awareness through specified agenda items at faculty meetings, encouraging and supporting both the mentor(s) and the interns in their respective roles within the school culture, articulating the program to the community and to parents within the school setting, and participating directly in the selection of the replacement teachers for the mentor(s).

Two administrators will serve on the Mentor Panel as the administrative representatives. The principals in schools where interns are assigned will meet on a monthly basis with the

mentor(s) to discuss progress in a non-evaluative manner. During this time mentor(s) will be able to ascertain additional information that will assist the interns with their professional growth.

I. Selection of Interns

All teachers new to Victor Central School are selected as interns for at least their first year in the district. Interns are matched to mentor(s) based on a variety of factors, including mentor strengths, certification areas, and balance within the program.

The Mentor Intern Program Evaluation

The Victor Central School District will assess the extent to which the MTIP has benefited both mentor(s) and interns and include the interns' perceptions of changes in their teaching skills and attitudes. This will be accomplished through monthly Mentor Panel meetings, during which information relative to the professional benefits gained through participation in staff development activities and monthly meetings with the principals will be obtained. Interns will complete evaluation for the orientation activities, staff development sessions, and other activities related to the MTIP, which will ascertain both quantitative and qualitative information. In addition, the mentor(s) will hold intern focus groups toward the end of the school year. The district will also ascertain benefits to the interns as measured by the teacher intern retention rate due to successful practices by the intern within VCS.

Training for the mentor(s), as available, will be reviewed by the Mentor Panel, members of the Mentor Pool and former mentors. Based on the selection of mentor(s) and interns, training needs will be assessed on an annual basis. Another factor in training will be the continuation of a previous mentor or the assignment of a new mentor to a position. The district will also ascertain benefits to the interns as measured by the teacher intern retention rate due to successful practices by the intern within VCS.

The mentor(s) will evaluate intern staff development through written feedback on evaluation forms and informal conversations.

IV. The Mentor Position

A. The Role of the Mentor

Confidentiality

The Mentor Panel has designed specific program assurances to protect confidentiality between the mentor and intern. During the initial interview, the Mentor Panel places a high priority on the potential mentor's understanding that the position of mentor is a highly confidential position. Potential mentor(s) must clearly understand it is not an administrative position. Information provided to them by the interns is to be maintained in strict confidence. When a mentor observes an intern, the data collected during the observation will be provided only to the intern, and the mentor will provide feedback from the observation in a confidential setting with the intern.

Support

It is crucial that the intern sees the mentor in a supportive role. This relationship is developed through activities during New Teacher Orientation, conferences, informal discussions, and on-going staff development. In addition, the mentor attends post-observation conferences with the intern, as well as other conferences with administrators as requested.

Facilitation

The mentor(s) facilitate on-going seminars and chats. At these staff development sessions, the group is able to focus on topics of broad concern or importance. An added benefit to such group discourse is the development of personal friendships and professional networks. The mentor(s) may also make specific referrals to support groups, individuals, and faculty/administration that may provide additional or more specific information on a topic of interest.

Professional Growth

The mentor(s) are expected to conduct observations of the interns and meet with them to discuss instruction and other pertinent issues. The purpose of these activities is to develop or enhance effective teaching skills and to encourage the habit of self-reflection, an integral component of effective teaching.

Collaboration

The mentor(s) are expected to work closely with each other (if applicable), their interns, Mentor Pool members, Mentor Panel members, and district administrators. A high degree of collaboration is required.

Improvement Plans

In addition to working with teachers new to the district, the mentors work with tenured teachers who have been identified as those in need of a Plan for Improvement, per the VTA/BOE agreement and/or the current VCSD APPR document.

B. Mentor Teacher Performance Expectations

Title: Mentor Teacher

Qualifications: The successful candidate will have

1. Demonstrated outstanding instructional abilities in the classroom
2. Demonstrated effective written and oral communication skills
3. Completed a minimum of seven years (five at VCS) of successful teaching experience
4. Developed and expanded one's knowledge of a variety of instructional and classroom management techniques

Reports to: Mentor Panel

Responsible for: Intern teachers

Required training: As determined by the Mentor Panel and NYS Mentoring Standards

Specific Duties:

1. Meet with interns as needed.
2. Observe the interns both formally and informally as needed.
3. Provide data as requested and feedback to the interns regarding their lessons in written form or in a post-conference setting.
4. Assist in the development of daily and long-range planning as necessary.
5. Communicate with the appropriate school principals at least monthly.
6. Clarify and reinforce administrative expectations for interns as needed.
7. Attend post-observation conferences with interns.
8. Conduct and/or plan on-going seminars and chats.
9. Assist the intern in developing appropriate interpersonal skills within the professional community including teachers, ancillary staff, and administrators.

10. Meet with the Mentor Panel and/or the Teaching Center Director to discuss the needs of interns and facilitate appropriate activities.
11. Formally report to the Mentor Panel on a monthly basis.
12. Assist the Mentor Panel in preparation of reports as needed.
13. Organize, run, and participate in New Teacher Orientation.
14. Utilize the skills and talents of the Mentor Pool members to assist whenever necessary to meet the needs of the interns.

Terms of Employment:

The employment category will be “Teacher on Special Assignment” with any additional time or remuneration provided as specified in the VTA/Board of Education agreement. The mentor will accrue all benefits as applicable during the course of his/her mentorship.

Performance Evaluation of the Mentor:

1. The Mentor Panel will solicit feedback from the interns in written form.
2. The school principals may conference with Mentor Panel members or submit narrative summaries.
3. The information garnered from the intern surveys and school principals is shared with mentor(s) at the end of the academic year.
4. As per the VTA contract, the mentor(s) is/are observed by an administrator.

The Victor Central School District is an equal opportunity employer and is in compliance with all Federal Title IX regulations. The District does not discriminate on the basis of race, color, creed, national origin, sex, age, or handicap as defined by law.

Quebec Trip 2020

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: Darcy Ross School: Junior High
Course/ Grade Level of students/club for trip: 8th grade French

Check appropriate type of field trip:

 required curricular trip ✓ non-required co-curricular extra curricular

Logistics of Trip

Destination (include exact address): Quebec City, Canada

Estimated Number of Students: 45-55 Round Trip Mileage: 1,000 miles

Departure: Date May 21, 2020 Time 6:30am Return: Date May 24, 2020 Time 6:00pm

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

Estimated Number of Chaperones: Teachers: 5 ^{*including school nurse} Parents: Other:
Names of Chaperones will be submitted to the Building Principal for approval prior to the trip.

Type of Transportation: motor coach

Arrangement for meals (if necessary): Breakfasts + dinners included in price of the trip. Students are responsible for purchasing lunches.

Cost:

Estimated Cost Per Student:

* Event Fee: \$560 - \$650 Meals: ~ \$50 Total: \$660 - \$750
Travel: included Other: ~ \$50

If fundraising is involved, please describe: There are 4 optional fundraisers prior to the trip (2 in 7th grade, 2 in 8th grade): magazines, Niagra Chocolates

* \$560 with 50 students / bus
\$595 with 40 students / bus
\$650 with 30 students / bus] based on 2019 pricing

Curricular/Instructional Plan

N/A

Instructional Objectives: Be specific, include outcomes and how you will measure what standards and district curriculum goals it meets.

Activities

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

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

Follow-Up: Upon return, what activities will occur to enrich the experience and to determine if the objectives were accomplished?

Provisions for Continuity of School Work

What instructional provisions have been made to help participants keep up with other classes that they will miss?

What specific instructional plans have been made for the any student missing the field trip?

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

Substitute teachers for teacher chaperones +
school nurse on Thurs. May 21

TO BE COMPLETED BY THE BUILDING PRINCIPAL

Approved ☒ Not Approved ☐

[Signature]
Principal's Signature

6-26-19
Date

Approved ☒ Not Approved ☐

[Signature]
Director of Transportation's Signature

6-27-18
Date

Approved ☒ Not Approved ☐

K. Swann 6/2/19
Associate Superintendent's Signature

RECEIVED
JUN 28 2019
Victor Central School
Assoc. 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)

see attached itinerary

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?

During the trip, students are immersed in the French language + Québecois culture. Students have the opportunity to use what they have learned in French class + French club in a real-life authentic setting. They will hear, read, + speak French for 4 days.

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

Students will learn about the history + culture of Quebec + Quebec City during class + French club.

* Transportation will be provided by Cultural Connections / Group Tours, Inc.

Date

In case of Emergency:

Special Transportation Request

Please complete in triplicate

Destination: Quebec City, Canada Date of Request 6/26/19

Name of Group 8th grade French

Name of person supervising on the bus: Darcy Ross

Has this field trip been previously approved under the Filed Trip Regulation? YES ☐ NO ☐

Requisitions for special transportation during school hours or other than school hours must be in the hands of the Transportation Department **at least two weeks prior to the trip.**

Date of trip: May 21-24, 2020

Place of Departure: Junior High

Load Time: 6:30 am Leave Time: 6:45 am
(Please allow 10 minutes to load)

Hour at which you wish to **reach** your destination: N/A

Hour at which you wish to **leave** your destination: N/A

Anticipated time of return: 6:00 pm

Estimated Mileage RT: 1000 miles Number of Students: ~45-55

Age group: 8th grade Number of Attending Adults: 5

Would you like the bus to stay with the group, or may it return at a different time? N/A

Special arrangement, instructions or comments: N/A

Teacher Signature [Signature] Principal Signature [Signature]

Transportation Department Use:

Date Received: _____ Number of Buses: _____

Approval: _____

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: MATT GLOVER School: VICTOR HIGH SCHOOL

Course/ Grade Level of students/club for trip: VARSITY GIRLS VOLLEYBALL TEAM

Check appropriate type of field trip:

☐ required curricular trip ☐ non-required co-curricular ☒ extra curricular

Logistics of Trip

Destination (include exact address): STENENDE HOOGA HS 970 NY-146 CLIFTON PARK, NY

Estimated Number of Students: 16-18 Round Trip Mileage: 406

Departure: Date 10/18/19 Time 3:00pm Return: Date 10/19/19 Time 10:00pm

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

Estimated Number of Chaperones: Teachers: 4 Parents: _____ Other: _____
Names of Chaperones will be submitted to the Building Principal for approval prior to the trip.

Type of Transportation: ALTERNATIVE TRANSPORTATION by parent/guardian

Arrangement for meals (if necessary): BOOSTER CLUB WILL PROVIDE ALL MEALS AT NO COST TO STUDENTS

Cost:

Estimated Cost Per Student:

Event Fee:	<u>\$0</u>	Meals:	<u>\$0</u>	Total:	<u>\$0</u>
Travel:	<u>\$0</u>	Other:	<u>\$0</u>		

If fundraising is involved, please describe: _____

Curricular/Instructional Plan

Instructional Objectives: Be specific, include outcomes and how you will measure what standards and district curriculum goals it meets.

Activities

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

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

Follow-Up: Upon return, what activities will occur to enrich the experience and to determine if the objectives were accomplished?

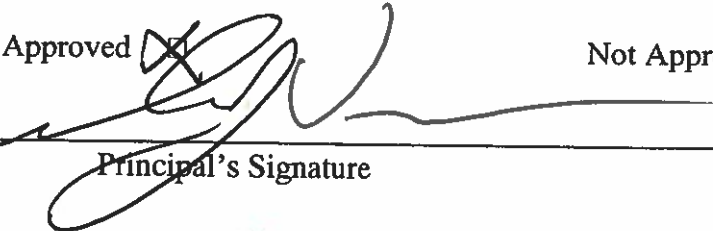
Provisions for Continuity of School Work

What instructional provisions have been made to help participants keep up with other classes that they will miss?


What specific instructional plans have been made for the any student missing the field trip?

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

TO BE COMPLETED BY THE BUILDING PRINCIPAL

Approved ☒ Not Approved ☐

Principal's Signature

6-13-19
Date

Approved ☒ Not Approved ☐

Director of Transportation's Signature

6-14-19
Date

Approved ☒ Not Approved ☐

Associate Superintendent's Signature

RECEIVED
JUN 21 2019
Victory Central School
Assoc. Superintendent's Office

Date _____

In case of Emergency:

Special Transportation Request
Please complete in triplicate

Destination: _____ Date of Request _____

Name of Group _____

Name of person supervising on the bus: _____

Has this field trip been previously approved under the Filed Trip Regulation? YES ☐ NO

Requisitions for special transportation during school hours or other than school hours must be in the hands of the Transportation Department **at least two weeks prior to the trip.**

Date of trip: _____

Place of Departure: _____

Load Time: _____ Leave Time: _____
(Please allow 10 minutes to load)

Hour at which you wish to **reach** your destination: _____

Hour at which you wish to **leave** your destination: _____

Anticipated time of return:

Estimated Mileage RT: _____ Number of Students: _____

Age group: _____ Number of Attending Adults: _____

Would you like the bus to stay with the group, or may it return at a different time?

Special arrangement, instructions or comments:

Teacher Signature _____

Principal Signature _____

Transportation Department Use:

Date Received: _____ Number of Buses: _____

Approval: _____

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: Craig Kaper School: High School

Course/ Grade Level of students/club for trip: Varsity Wrestling 9-12 22 Athletes

Check appropriate type of field trip:

_____ required curricular trip _____ non-required co-curricular X extra curricular

Logistics of Trip

Destination (include exact address): Leabod Crane M. Hb school / 2910 us 9 Valatie NY 12184

Estimated Number of Students: 22 Round Trip Mileage: 228 miles

Departure: Date 1/17 Time 8:00 A.M. Return: Date 1/18 Time 8:00 p.m.

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

Estimated Number of Chaperones: Teachers: 1 Parents: _____ Other: 1

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

Craig Kaper & Ian Ammons

Type of Transportation: BUS

Arrangement for meals (if necessary): N/A

Cost:

Estimated Cost Per Student:

Event Fee: _____

Meals: _____

Total: \$0.

Travel: _____

Other: _____

If fundraising is involved, please describe: Hotel costs will be

covered by Booster Club.

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

Friday classes. (2 classes)

TO BE COMPLETED BY THE BUILDING PRINCIPAL

Approved ☒


Not Approved ☐


Principal's Signature

6/12/19
Date

Approved ☒

Not Approved ☐


Director of Transportation's Signature

6-10-19
Date

Approved ☒

Not Approved ☐

 6/12/19
Associate Superintendent's Signature

6-10-19
Date

RECEIVED

JUN 11 2019

Victor Central School
Assoc. Superintendent's Office

Date

In case of Emergency:

Special Transportation Request

Please complete in triplicate

Destination: Ichabod Crane Middle School Date of Request 12/6/19

Name of Group Victor Wrestling

Name of person supervising on the bus: Craig Kaper

Has this field trip been previously approved under the Filed Trip Regulation? YES ☒ NO ☐

Requisitions for special transportation during school hours or other than school hours must be in the hands of the Transportation Department **at least two weeks prior to the trip.**

Date of trip: 1/17/2020 - 1/18/2020

Place of Departure: North Wing

Load Time: 8:00 A.M. 1/17 Leave Time: 8:15 A.M.

(Please allow 10 minutes to load)

Hour at which you wish to **reach** your destination: 12:00 - 12:30 P.M.

Hour at which you wish to **leave** your destination: 8:00 p.m. 1/18

Anticipated time of return: 11:30 p.m. 1/18

Estimated Mileage RT: 460 mi. Number of Students: 22

Age group: 9th - 12th grade Number of Attending Adults: 2-3

Would you like the bus to stay with the group, or may it return at a different time?

Stay

Special arrangement, instructions or comments:

None

Teacher Signature [Signature] Principal Signature [Signature]

Transportation Department Use:

Date Received: _____ Number of Buses: _____

Approval: _____

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)

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?

Non-league and Section competitions

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

School District Officer and Employee Code of Ethics

The Board of Education is committed to avoiding any situation in which the existence of conflicting interests of any Board member, officer or employee may call into question the integrity of the management or operation of the School District. The Board recognizes that sound, ethical standards of conduct serve to increase the effectiveness of District officers and staff as educators and public employees in the community. Adherence to a code of ethics promotes public confidence in the schools and furthers the attainment of District goals.

The Board also recognizes its obligation to adopt a code of ethics setting forth the standards of conduct required of all Board members, District officers and employees under the provisions of the General Municipal Law. Therefore, every Board member, officer and employee of the District, whether paid or unpaid, shall adhere to the following code of ethics.

Statutory Conflicts of Interest

It is a conflict of interest for a Board member, officer or employee to benefit personally from contracts made in their official capacity.

- "Contract" is defined broadly to include any claim or demand against the District or account or agreement with the District, whether expressed or implied, which exceeds the sum of \$750.00 in any fiscal year.
- An "interest" is defined as a direct or indirect benefit that runs to the employee as a result of a contract with the District.

No Board member, officer or employee shall have an "interest" (i.e., receive a direct or indirect benefit as the result of a contract with the District) in:

1. a firm, partnership or association in which he/she is a member or employee;
2. a corporation in which he/she is an officer, director or employee;
3. a corporation in which he/she, directly or indirectly, owns or controls 5% or more of the stock;
4. a contract between the District and his/her spouse, minor child or dependents, except for an employment contract between the School District, a spouse, minor child or dependent of a Board member authorized by §800(3) of the General Municipal Law or §3016 of the Education Law.

1. Gifts: A Board member, officer, or employee shall not directly or indirectly solicit any gift, or accept or receive any gift having a value of \$75 or more, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. Confidential information: A Board member, officer, or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or

use such information to further his or her personal interest. This includes matters discussed in executive session. However, the Board, acting as a whole, may decide to disclose such information where disclosure is not prohibited under the law.

3. Representation before the Board or District: A Board member, officer, or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the School District.

4. Disclosure of interest in matters before the Board: A Board member, officer, or employee of the District, whether paid or unpaid, must publicly disclose the nature and extent of any interest he/she or his/her spouse has, will have or later acquires in any actual or proposed contract, purchase agreement, lease agreement or other agreement involving the School District (including oral agreements), to the governing body and his/her immediate supervisor (where applicable) even if it is not a prohibited interest under applicable law. Such disclosure must be in writing and made part of the official record of the School District. Disclosure is not required in the case of an interest that is exempted under Section 803(2) of the General Municipal Law. The term "interest" means a pecuniary or material benefit accruing to an officer or employee.

5. Investments in conflict with official duties: A Board member, officer, or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties. Exceptions to the conflict of interest law can be found in Section 802 of the General Municipal Law (see 2160-E.1).

6. Private employment: A Board member, officer, or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

7. Future employment: A Board member, officer, or employee shall not, after the termination of service or employment with the District, appear before the Board in relation to any action, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration.

8. Involvement with charitable organizations: A Board member, officer, or employee may be involved as a volunteer, officer or employee in a charitable organization, which has a relationship with the District. If a Board member is a board member, officer or employee of the charitable organization the Board member must disclose such relationship in writing to the District, and the Board member must recuse himself or herself from any discussions or votes relating to the charitable organization which may come before the Board. When participating in the activities of the charitable organization, the Board member, officer, or employee shall not disclose any confidential information learned in the course of his or official duties or use such information to further personal interests. Additionally, the Board member, officer or employee shall not make representations on behalf of the District unless specifically authorized to do so by the Board.

Distribution of Code of Ethics

The Superintendent of Schools shall cause a copy of this Code of Ethics to be distributed to every member of the Board, every officer and employee of the School District. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment. In addition, the Superintendent shall ensure that a copy of Article 18 of the General Municipal Law shall be kept posted in each public building under the District's jurisdiction in a place conspicuous to the District's officers and employees.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics and its regulation may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Policy References:

General Municipal Law, §§806-808

Opn. St. Comp. 2008-01

Application of the Board of Education, 57 EDR Dec. No. 17,147 (2017)

Application of Nett and Raby, 45 EDR 259 (2005)

Policy Cross References:

» 6700 - Purchasing

Adoption Date: 9/13/2007, Revised: 3/14/2013, Revised 1/11/2018

2000 - Governance and Operations

Karen Ballard

Date

Timothy DeLucia

Date

Christopher Eckhardt

Date

Kristin Elliott

Date

Deborah Palumbo-Sanders

Date

Christopher Parks

Date

Michael Vistocco

Date