

**GORHAM-MIDDLESEX CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION
AGENDA**

MEETING: REGULAR
DATE: November 12, 2019
TIME: 6:30 PM
PLACE: Board Room

**Board Action Items*

A. CALL MEETING TO ORDER/PLEDGE OF ALLEGIANCE

***B. EXECUTIVE SESSION:** *I move that the Board enter executive session to discuss employment history of particular employees.*

C. PUBLIC ACCESS TO THE BOARD OF EDUCATION

Thank you for coming. We appreciate your taking the time to attend our meeting and welcome your comments. If you would like to share your thoughts with the board, please state your name and address and please limit your comments to 3 minutes. This will keep the comment period to a reasonable length and still allow everyone who wishes an opportunity to speak. Please understand we will not respond to your comments or questions at this time, but if you would like a response please be sure to include your phone number or email address on the sign in sheet. Please turn cell phones off or to silent and no texting.

***D. APPROVAL OF AGENDA**

E. ACCEPTANCE OF MINUTES

- E.1. Minutes of the October 15, 2019 Regular Meeting

F. ACCEPTANCE OF TREASURER'S REPORT

G. PRESENTATIONS:

- Paul Lahue-scholar athletes
- Brenda Lehman and Erica Hasselstrom-1:1 initiative

H. ADMINISTRATORS' REPORTS

H.1. Dr. Christopher Brown

- School Paraprofessionals Day Nov. 19
- Unified Bowling
- Whitman All Staff Appreciation Day
- Special Education Financial Audit

H.2. Zoe Kolczynski

- School Tax Collection

***I. CONSENT AGENDA:**

In an effort to expedite the business of the Board of Education, but in no way meant to diminish the importance of each item, a Consent Agenda has been developed.

The personnel appointments are pending clearance of NYS fingerprinting requirements.

I.1.a. Substitute Social Worker: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Christine Helmer** as Substitute Social Worker for the 2019-20 school year.

I.1.b. Substitute Teacher Aide: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Erin Clark** as Substitute Teacher Aide for the 2019-20 school year.

I.1.c. Substitute Bus Monitor: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Rachel Clark** as Substitute Bus Monitor for the 2019-20 school year.

I.1.d. Substitute Cleaner: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Michael Cupp** as Substitute Cleaner for the 2019-20 school year.

I.1.e. Appoint Groundskeeper-Matthew Hulse: Be it resolved that upon the recommendation of Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby grant **Matthew Hulse** full time probationary civil service appointment as a Groundskeeper, at the rate per Custodial, Maintenance and Food Service Employees Association, effective November 12, 2019, with a probationary period from November 12, 2019 through November 12, 2020.

I.1.f. Resignation-Wellness Coordinator Stephanie Bode: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby accept the resignation of **Stephanie Bode** as Wellness Coordinator effective October 31, 2019.

I.1.g. Amend Activity Advisor: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby approve the following for the 2019-20 school year:

Activity Advisor	Teacher	Stipend
Spelling Bee Coordinator	Gwen Winkler	\$315.00

I.1.h. Amend Winter Coach Appointments: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint the following people:

Team	Coach	Base	Longevity	Stipend
Unified Bowling Coach	Patrick Prusinowski	\$1028	0	\$1028

I.1.i. Winter Percussion/Winter Guard Appointments: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint the following:

Position	Name	Stipend
Winter Guard Director	Heather Clark	\$2606
Winter Percussion Director	Aaron Scott	\$1092

I.1.j. Mentor: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint the following mentors for the 2019-20 school year:

Mentor	New Teacher	Year
Michelle Frieda	Ashley Watson	3
Naomi Pritchard	Tessa Stone	2

I.1.k. Rescind Mentor: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby rescind the Mentor appointment for Andrea Robertson.

I.1.l. Amend REACH Appointments: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby make the following appointments for the 2019-20:

Position	Name	Stipend
McKinney Vento Teacher Aide	Jan Lewis	\$11.43per hour

I.1.m. PASS Tutors: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Holly Blueye, Matthew Bond, John Mirras, Catrina Oswald, Tessa Stone and Lisa Wizeman** as PASS program tutors for the 2019-20 school year.

I.1.n. Appoint Supervisor of 3-5PM Structured Secondary Student Period: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby approved **Tom Barden, Sarah Betrus, Andrea Bush and Amanda Cooney** as Supervisor of 3-5pm Structured Secondary Student Period per hourly rate in MW Teacher contract.

i.1.o. Yearly Building Per Diem Substitute: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint Gorham Intermediate yearly building per diem substitute, **Nicole Barber**.

i.1.p. College Student Placement: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby approve the following for the 2019 Winter semester:

Keuka College

Valerie Boudrieau	Field Experience	Lisa Orlando
Duration: December 9, 2019 through January 17, 2020		

Jordan Cole	Observing	Paul Lahue
Duration: December 9, 2019 through January 17, 2020		

Crane School of Music

Jonathan Lasek	Observing	Corrine DeRue
Duration: December 16-18, 2019		

Empire State College

Erin (Becca) Jensen	Observing	Science Dept.
Duration: October 31, 2019 through January 17, 2020		

i.2. Donation: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby accept the **Elementary PTO** donation of school supplies valued at \$150.00.

i.3. Volunteers: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby approve the submitted list of volunteers for the 2019-20 school year.

i.4. Accept Memorandum of Agreement: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Marcus Whitman Central School District does hereby approve a memorandum of agreement with the Marcus Whitman Teachers' Association addressing **Evaluators**.

i.5. Accept Memorandum of Agreement: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Marcus Whitman Central School District does hereby approve a memorandum of agreement with the Marcus Whitman Teachers' Association addressing **Parent-Teacher Conferences Grades PreK-6**.

I.6. Accept Memorandum of Agreement: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Marcus Whitman Central School District does hereby approve a memorandum of agreement with the Marcus Whitman Teachers' Association addressing **Modified Track Coach**.

I.7. Accept Memorandum of Understanding: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Marcus Whitman Central School District does hereby approve a memorandum of understanding with the Marcus Whitman Central School District and **Finger Lakes Child Abuse Response Team/Multidisciplinary Child Abuse Team** of Ontario County, NY.

I.8. Tax Roll Correction: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Marcus Whitman Central School District does hereby approve the applications from the following townships for a correction on the tax roll:

Town of Middlesex	Original Bill	Revised Bill	Difference	Reason for the Change
13.01-1-5.2	\$1541.01	\$ 293.80	\$ (1,247.21)	Ag exemption correction
Town of Gorham				
130.00-1-14.110	\$ 729.60	\$ 240.15	\$ (489.45)	Good Cause STAR Exempt
141.17-2-7.000	\$ 14,054.35	\$ 13,150.17	\$ (904.18)	Lower Assessment Correction
113.158-1-1.000	\$ 13,549.17	\$ 12,187.44	\$ (1,361.73)	Lower Assessment Correction
Village of Rushville				
4.29-1-5	\$ 1,210.95	\$ 713.95	\$ (497.00)	Good Cause STAR Exempt
School Difference	\$ (4,484.28)			
Library	\$ (15.29)			
Total Warrant Change	\$ (4,499.57)			

I.9. Tax Collector's Report: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby accept the submitted Tax Collector's Report and does authorize the Tax Collector to forward the unpaid taxes to Ontario and Yates Counties as per the report.

Zoe will have this report Tuesday night.

H.19. Approve Amended Policies: Be it resolved that upon the recommendation of the Policy Committee the Board of Education of the Gorham-Middlesex Central School District does hereby approve the first reading and waive the second reading of the following amended Policies:

4311.1 Display of the Flag

4315.1 AIDS Instruction

4321 Programs for Students with Disabilities Under the IDEA and NY Education Law Article 89

4321.7 Districtwide and Statewide Assessments of Students with Disabilities

1500 Public Use of School Facilities

4321.1 Provision of Special Education Services in the Least Restrictive Environment

4321.2 School Wide Pre-Referral Approaches and Interventions

4321.3 Allocation of Space for Special Education Programs

4321.4 Independent Educational Evaluations

4321.6 Availability of Alternative Format Instructional Materials for Students with Disabilities

I.10. Approve CSE & CPSE Recommendations: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby approve the CPSE/CSE recommendations as submitted and filed in the minute file.

J.1. BOND RESOLUTION DATED NOVEMBER 12, 2019. (ROLL CALL VOTE NEEDED)

A RESOLUTION AUTHORIZING THE ISSUANCE OF AN ADDITIONAL \$5,000,000 BONDS OF THE GORHAM-MIDDLESEX CENTRAL SCHOOL DISTRICT, ONTARIO AND YATES COUNTIES, NEW YORK, TO PAY PART OF THE COST OF THE RECONSTRUCTION OF VARIOUS SCHOOL DISTRICT FACILITIES, IN AND FOR SAID SCHOOL DISTRICT.

WHEREAS, at the Special District Meeting of the qualified voters of the Gorham-Middlesex Central School District, Ontario and Yates Counties, New York (the "School District"), held on September 17, 2019, a proposition was duly adopted authorizing the Board of Education to expend an additional \$5,000,000, in addition to the previously authorized \$28,994,000, for the reconstruction of and construction of improvements to School District buildings and facilities (including a new addition to the Middle/High School and a new High School concession stand), together with site work, furnishings, equipment, machinery, apparatus, appurtenances, and incidental improvements and expenses in connection therewith, to be funded through the levy of a tax therefor to be collected in annual installments provided by Section 416 of the Education Law, with obligations of said School District to be issued in anticipation thereof; and

WHEREAS, the Board of Education has heretofore authorized the issuance of \$26,670,600 bonds and the expenditure of \$2,323,400 Capital Project Reserve Fund monies therefor and now wishes to authorize an additional \$5,000,000 bonds therefor; and

WHEREAS, all conditions precedent to the financing of said capital project, including compliance with the provisions of the State Environmental Quality Review Act ("SEQRA") as a "Type I Action", have been performed and it has been determined that said capital project will not result in any significant adverse environmental impact; NOW, THEREFORE, BE IT

RESOLVED, by the affirmative vote of not less than two-thirds of the total voting strength of the Board of Education of Gorham-Middlesex Central School District, Ontario and Yates Counties, New York, as follows:

Section 1. For the purpose of paying part of the cost of the reconstruction of and construction of improvements to School District buildings and facilities (including a new addition to the Middle/High School and a new High School concession stand), together with site work, furnishings, equipment, machinery, apparatus, appurtenances, and incidental improvements and expenses in connection therewith, in and for Gorham-Middlesex Central School District, Ontario

and Yates Counties, New York, there are hereby authorized to be issued an additional \$5,000,000 bonds of said School District.

Section 2. The maximum estimated cost of the aforesaid class of objects or purposes is now determined to be \$33,994,000, which class of objects or purposes is hereby authorized at said revised maximum estimated cost, and the plan for the financing thereof is as follows:

- a) by the issuance of not exceeding \$26,670,600 bonds and the expenditure of \$2,323,400 Capital Project Reserve Fund monies of said School District authorized in accordance with the provisions of the bond resolution duly adopted by the Board of Education of said School District on October 15, 2018; and
- b) by the issuance of an additional \$5,000,000 bonds herein authorized.

Section 3. It is hereby determined that the period of probable usefulness of the aforesaid class of objects or purposes is 30 years, pursuant to subdivision 97 of paragraph a of Section 11.00 of the Local Finance Law, computed from June 27, 2019, the date of issuance of the first bond anticipation note for said class of objects or purposes.

Section 4. The faith and credit of said Gorham-Middlesex Central School District, Ontario and Yates Counties, New York, are hereby irrevocably pledged for the payment of the principal of and interest on such bonds as the same respectively become due and payable. An annual appropriation shall be made in each year sufficient to pay the principal of and interest on such bonds becoming due and payable in such year. There shall annually be levied on all the taxable real property in said School District, a tax sufficient to pay the principal of and interest on such bonds as the same become due and payable.

Section 5. Subject to the provisions of the Local Finance Law, the power to authorize the issuance of and to sell bond anticipation notes in anticipation of the issuance and sale of the bonds herein authorized, including renewals of such notes, is hereby delegated to the President of the Board of Education, the chief fiscal officer. Such notes shall be of such terms, form and contents, and shall be sold in such manner, as may be prescribed by said President of the Board of Education, consistent with the provisions of the Local Finance Law.

Section 6. All other matters except as provided herein relating to the bonds herein authorized including the date, denominations, maturities and interest payment dates, within the limitations prescribed herein and the manner of execution of the same, including the consolidation with other issues, and also the ability to issue bonds with substantially level or declining annual debt service, shall be determined by the President of the Board of Education, the chief fiscal officer of such School District. Such bonds shall contain substantially the recital of validity clause provided for in Section 52.00 of the Local Finance Law, and shall otherwise be in such form and contain such recitals, in addition to those required by Section 51.00 of the Local Finance Law, as the President of the Board of Education shall determine consistent with the provisions of the Local Finance Law.

Section 7. The validity of such bonds and bond anticipation notes may be contested only if:

- 1) Such obligations are authorized for an object or purpose for which said School District is not authorized to expend money, or

2) The provisions of law which should be complied with as of the date of publication of this resolution are not substantially complied with, and an action, suit or proceeding contesting such validity is commenced within twenty days after the date of such publication, or

3) Such obligations are authorized in violation of the provisions of the Constitution.

Section 8. This resolution shall constitute a statement of official intent for purposes of Treasury Regulations Section 1.150-2. Other than as specified in this resolution, no monies are, or are reasonably expected to be, reserved, allocated on a long-term basis, or otherwise set aside with respect to the permanent funding of the object or purpose described herein.

Section 9. This resolution, which takes effect immediately, shall be published in summary form in the official newspaper of said School District for such purpose, together with a notice of the School District Clerk substantially in the form provided in Section 81.00 of the Local Finance Law.

K. Public Access to the Board

L. Board Member Items:

Safety Committee Minutes

4CSBA General Membership Meeting 11/19:Chris, John and Cindy attending

NYSSBA Convention

Upcoming Meetings:

Audit Committee Nov. 26 5pm

Genesee Valley School Boards Assn.

November 21 Creating LGBTQ and Inclusive Schools Training

M. Executive Session: *I move that the Board enter executive session to discuss employment history of particular employees.*

N. Adjourn Meeting

GORHAM-MIDDLESEX CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING MINUTES

October 15, 2019
HS Library

Board Members Present: Sheila Brown, Cindy Hall, Jeff Allen, John Foust, Phyllis Frantel, Sue Campbell, Cory Clark, and Keri Link.

Absent: Chad Hunt

Administrators Present: Dr. Christopher Brown, Sharene Benedict, Bonnie Cazer, Clayton Cole, Erica Hasselstrom, Gil Jackson, Zoe Kolczynski, Paul Lahue, Eric Pasho, Scott Robinson, Lee Ann Shipman, Andrea Smith and Jenn Taft

Sheila Brown called the meeting to order at 6:30pm.

PUBLIC ACCESS TO THE BOARD OF EDUCATION

No comments.

Motion by Jeff Allen, seconded by Keri Link to approve the agenda.

APPROVAL OF AGENDA

Yes 8 No 0 (absent Chad Hunt) MC

ACCEPTANCE OF MINUTES

Minutes of the September 9, 2019 Regular Meeting were accepted as submitted.
Minutes of the Referendum Vote September 17, 2019 were accepted as submitted.

ACCEPTANCE OF TREASURER'S REPORT

Treasurer's reports were accepted as submitted.

BOARD REPORTS

Dr. Christopher Brown- Dr. Brown recognized our School Board for School board Appreciation Week. Jr. High and HS Area All State Band and Tenure recipients were recognized.

6:34pm to 6:50pm break to celebrate the board, students and tenure recipients with refreshments.

Gil Jackson-Mr. Jackson presented to the Board about McKinney Vento program. This is a Federal funded grant. McKinney Vento is to keep students in a stable environment. Mr. Jackson also presented on homeless and the poverty in our District. Over 50% of our students are receiving free or reduced lunch. He shared how parents register their children in the District and how the District set up supports to assist the student and/or family.

Motion by John Foust, seconded by Keri Link to approve the consent agenda.

CONSENT AGENDA:

The personnel appointments are pending clearance of NYS fingerprinting requirements.

Substitute Teachers: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Teresa Cerino, Erin Clark, Jamie Fritz, Daniel Green and Pamela Scutt** as Substitute Teachers for the 2019-20 school year.

Substitute Teaching Assistants: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Erin Clark, Jamie Fritz, Kathleen Gikis, Amanda Lee and Catherine Young** as Substitute Teaching Assistants for the 2019-20 school year.

Substitute Teacher Aides: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Amanda Lee, Martha Silver and Catherine Young** as Substitute Teacher Aides for the 2019-20 school year.

Substitute Bus Drivers: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Marilyn Boothe and Kelly Hutchinson** as Substitute Bus Drivers for the 2019-20 school year.

Substitute Bus Monitor: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Linda Reynolds** as Substitute Bus Monitor for the 2019-20 school year.

Create Teacher Aide Position: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby create one (1) 1.0 FTE civil service position of Teacher Aide effective September 30, 2019.

Appoint Teacher Aide-Amanda Lee: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby grant **Amanda Lee** a full time probationary Civil Service appointment as a Teacher Aide, at an hourly rate per contract, effective September 30, 2019 with a probationary period from September 30, 2019 through September 30, 2020.

Abolish Two Head Custodian Positions:

Whereas, the Gorham-Middlesex Central School District, has determined that for reasons of economy and efficiency it is necessary to abolish certain positions.

Upon the recommendation of the Superintendent, Dr. Christopher R. Brown

Be it resolved, that the Board of Education hereby abolishes two Head Custodian positions as follows:

Section 1. Be it resolved that the Board of Education hereby abolishes two full time equivalent Civil Service positions of Head Custodian effective October 11, 2019.

Section 2. Be it further resolved, that the Board has determined that the services of **Tyler Bermon** shall be discontinued effective October 11, 2019, in accordance with Civil Service Law and the Yates County Civil Service Rules and Regulations, as he is determined to have the least seniority in the position of Head Custodian.

Section 3. Be it further resolved, that **Tyler Bermon** shall be placed upon a list for recall to a Head Custodian position for a period of four (4) years from the effective date of the layoff pursuant to the Marcus Whitman Custodial, Maintenance and Food Service Employee Association Contract, Article IX.

Section 4. Be it further resolved, that the Superintendent is hereby directed to notify **Tyler Bermon**, in writing, the above of the information contained in this resolution, including placement of his name on a recall list for re-employment.

Create Maintenance Mechanic Position: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby create one Maintenance Mechanic Position effective October 15, 2019.

Appoint Maintenance Mechanic-Tyler Bermon: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby grant **Tyler Bermon** a full time probationary Civil Service appointment as a Maintenance Mechanic, at an hourly rate per contract, effective October 15, 2019 with a probationary period from October 15, 2019 through October 15, 2020.

Appoint Custodian-Edgar Savage: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby grant **Edgar Savage** a permanent Civil Service appointment, effective October 4, 2019, with a probationary period starting October 4, 2019 through November 29, 2019, as a Custodian.

Resignation-Michael McCrobie: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby accept the resignation from **Michael McCrobie**, Groundskeeper, effective October 24, 2019.

Create Online/Social Media Position: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby create one Online/Social Media position effective November 1, 2019.

Appoint Online/Social Media Position-Amy Carroll: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Amy Carroll** to the Online/Social Media position, effective November 1, 2019, with a \$4,000 stipend that will be prorated for the 2019-20 school year.

Amend Activity Advisor: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby approve the following for the 2019-20 school year:

Activity	Advisor	Stipend
Art Club (HS)	Mark Rowe	\$294.00
Yearbook (MS)	Stephanie Ellerstein	\$400.00
Yearbook (MS)	Katie Stamm	\$400.00
Student Council (Gorham)	Michelle Miller	\$525.00
Student Council (HS)	Amanda Cooney	\$525.00
Student Council (HS)	Amanda Angel	\$525.00
Yearbook (HS)	Mark Rowe	\$3360.00

Mentor: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint the following mentor for the 2019-20 school year:

Mentor	New Teacher	Year
Lisa Carey	Shawna Turco	1
Kay Muscato	Bonnie Stathis	2

EPC Appointments: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint the following to EPC for the 2019-20 school year:

EPC Committee	Members	Stipend
EPC Chairperson	Sean Horan	\$1025.30
HS Teacher	Lisa Carey	\$759.24
HS Teacher	Christopher Sohn	\$826.49
High School	Mark Rowe	\$932.25
Middle School	Kristen Hare	\$688.34
Gorham Intermediate	Alexandra Schenk	\$738.12
Gorham Intermediate	Corrine DeRue	\$805.25
Middlesex Valley Primary	Christopher Clark	\$779.45
Middlesex Valley Primary	Erin Vanderpool	\$895.78

REACH Appointments: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby make the following appointments for the 2019-20:

Position	Name	Stipend
McKinney Vento Case Manager –MS	Jennifer Twomey	\$36.77per hour
McKinney Vento Case Manager-Valley	Kerri Mitchell-DePorter	\$36.77 per hour
McKinney Vento Case Manager-Gorham	Morgan Drake	\$36.77 per hour
McKinney Vento Case Manager-HS	Michelle Rohring	\$36.77 per hour
McKinney Vento Counselor	Morgan Drake (Thursdays)	\$36.77 per hour
McKinney Vento Counselor	Jennifer Twomey (Tuesdays)	\$36.77 per hour
McKinney Vento Tutor	Matt Bond (Tuesdays)	\$36.77 per hour
McKinney Vento Tutor	Gary Beach (Thursdays)	\$36.77 per hour
McKinney Vento Tutor	Kacie Burnett	\$36.77 per hour
McKinney Vento Tutor	Lisa Carey	\$36.77 per hour
McKinney Vento Tutor	Shawna Turco	\$36.77 per hour
McKinney Vento Tutor	Deanne McLellan-Tuck	\$36.77 per hour
McKinney Vento Substitute Tutor	Wendy Kierst	\$36.77 per hour

Coach Appointments: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint the following people:

Team	Coach	Base	Longevity	Stipend
Boys Varsity Basketball	Greg O'Connor	\$4,626	\$600	\$5,226
Boys JV Basketball	Justin Devlin	\$4,112	\$100	\$4,212
Boys Modified Basketball	David Helling	\$2,056	\$100	\$2,156
Girls Varsity Basketball	Greg Parzych	\$4,626	\$150	\$4,776
Girls JV Basketball	Brandon Herod	\$4,112	\$150	\$4,262
Girls Modified Basketball	Kristen Hare	\$2,056	\$200	\$2,256
Boys Varsity Swimming	Curt Hey	\$4,369	\$400	\$4,769
Boys Varsity Swimming Asst	Neal Webster	\$3,598	\$0	\$3,598
Boys Modified Swimming	Mike Smith	\$2,570	\$1,340	\$3,910
Varsity Bowling (Co-coach)	Bryan Law	\$2,056	\$150	\$2,206
Varsity Bowling (Co-coach)	Matthew Silco	\$2,056	\$150	\$2,206
Varsity Wrestling	Terry Lucero	\$4,112	\$450	\$4,562
Varsity Wrestling Asst	Clayton Mack	\$3,598	\$300	\$3,898
Modified Wrestling	Jeremiah Grisa	\$2,827	\$150	\$2,977
Varsity Winter Track	Jody McLaughlin	\$4,626	\$850	\$5,476
Varsity Winter Track Asst	Seth Pritchard	\$3,855	\$749	\$4,604
Varsity Cheerleading	Wendy Kierst	\$4,626	\$450	\$5,076
Modified Cheerleading	Cassandra Gillette	\$2,313	\$0	\$2,313
Girls Varsity Lacrosse	James Morse	\$3,598	\$150	\$3,748

Amend Fall Coach Appointment: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby approve the following for the 2019-20 school year:

Team	Coach	Base	Longevity	Stipend
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Varsity Football Asst.	John Mirras	\$2827	\$450	\$3277
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Amend Field Band Appointment: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint the following people:

Field Band Pit **Polly Simmons** \$546

Volunteers: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby approve the 2019-20 list of volunteers.

Field Trip: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby acknowledge the initial proposal of the **Eighth Grade** going to Washington, DC May 7-9, 2020.

Field Trip: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby acknowledge the final proposal of **FFA** going to National FFA Convention in Indianapolis, IN October 28, 2019 through November 2, 2019.

Field Trip: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby acknowledge the final proposal of the **MW Visual and Performing Arts** going to NYSTEA High School Conference in Callicoon, NY January 10-12, 2020.

Field Trip: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby acknowledge the initial proposal of the **HS Student Council** going to NYS CSLA Leadership Conference in Lake Placid, NY November 24, 2019 through November 26, 2019.

Appoint Long Term Substitute Elementary Special Education Teacher-Pamela Mason: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Marcus Whitman Central School District does hereby appoint, **Pamela Mason** as long term substitute elementary Special Education Teacher from September 16, 2019 to December 19, 2019 at step 5 of the current teacher contract.

Appoint Long Term Substitute Elementary Special Education Teacher-Tessa Stone: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Marcus Whitman Central School District does hereby appoint, **Tessa Stone** as Long Term Substitute Elementary Special Education Teacher effective October 28, 2019 at step 2 of the current teacher contract.

Amend Appointment for Yearly Per Diem Substitute-Linda Tripp: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby appoint **Linda Tripp**, as yearly per diem substitute for Gorham Intermediate effective September 3, 2019 through November 1, 2019.

Create 1.0 FTE Elementary Special Education Teacher: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby create 1.0 FTE Elementary Special Education Teacher effective October 15, 2019.

Accept Memorandum of Agreement: *This item was pulled from the consent agenda for further discussion.*

Accept the Annual External Audit: Be it resolved that upon the recommendation of the Audit Committee, the Board of Education of the Gorham-Middlesex Central School District does hereby accept the Annual External Audit and the Communicating Internal Control Related Matters Identified in an Audit for the 2018-2019 school year.

Accept the Annual External Audit Corrective Action Plan: Be it resolved that upon the recommendation of the Audit committee, the Board of Education of the Gorham-Middlesex Central School District does hereby accept the Annual External Audit Corrective Action Plan for the 2018-2019 school year.

Approve Budget Development Calendar: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby approve the Budget Development Calendar as submitted for the proposed 2020-21 budget.

Amend Professional Services Contract: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby accept the Professional Services Contracts for **Gail Arnold**.

Approve School Resource Officer Contract: *This item was pulled from the consent agenda for further discussion.*

Approve Issuing School Attorney RFP: Be it resolved upon the recommendation of the Board of Education of the Gorham-Middlesex Central School District agrees to issue a Request for Proposals to contract a school attorney.

Approve CSE and CPSE Recommendations: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby approve the CPSE/CSE recommendations as submitted and filed in the minute file.

Approve Amended Policies: Be it resolved that upon the recommendation of the Policy Committee the Board of Education of the Gorham-Middlesex Central School District does hereby approve the first reading and waive the second reading of the following amended Policies:

0110 Sexual Harassment

1900 Parent and Family Engagement

4600 Counseling and Guidance Programs

5100 Student Attendance

5420 Student Health Services

Yes 8 No 0 (absent Chad Hunt) MC

Motion by John Foust, seconded by Corey Clark to approve the following resolution.

Accept Memorandum of Agreement: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Marcus Whitman Central School District does hereby approve a memorandum of agreement with the Marcus Whitman Teachers' Association addressing **Unified Sports**.

Discussion why the Board is approving the agreement when it was already signed. Brian Ayers and Dr. Brown came to an agreement late Friday afternoon. Board needs to approve because there's a stipend with the position.

Yes 8 No 0 (absent Chad Hunt) MC

Motion by John Foust, seconded by Corey Clark to lay aside temporarily.

Approve School Resource Officer Contract: After discussion this was tabled for Executive Session

Board questioned this agreement starts Sept. 1. Our school attorney and the county attorney have been working on the agreement since July/August. Dr. Brown was frustrated with the

process it took to come to an agreement. After discussion this item was tabled for executive session.

Yes 8 No 0 (absent Chad Hunt) MC

PUBLIC ACCESS TO THE BOARD

Mabel Deal, Stanley: Mabel celebrated her 85th Birthday at Letchworth State Park. Beautiful area and good luck to everyone.

BOARD MEMBER ITEMS:

1. Audit Committee Minutes 10-10
2. Superintendent Evaluation executive session 11/12 meeting
3. Friendship House-Christmas
Sharene is reaching out to get a list of items that are needed for their family Christmas shopping event.
4. Yearbook Board Photo- 11/12 Board meeting
5. Four County General Membership Meeting 9/30
Panel from Penfield, Geneseo, Brockport and the topic was on mental health
6. Policy Committee Meeting Nov. 12 5:30-6:30
7. NYSSBA Conference
Sharene to email the Board an itemized agenda for the conference.

EXECUTIVE SESSION Motion by Keri Link, seconded by Cory Clark at 7:40pm for the Board to enter executive session to discuss School Resource Officer contract.

Yes 8 No 0 (absent Chad Hunt) MC

Meeting reconvened at 8:17pm.

Motion by Keri Link, seconded by Cory Clark to approve the following resolution.

Approve School Resource Officer Contract: Be it resolved that upon the recommendation of the Superintendent, the Board of Education of the Gorham-Middlesex Central School District does hereby approve the contract with Ontario, County, for the School Resource Officer Program at the Gorham-Middlesex Central School District for the dates of September 1, 2019 through June 30, 2020.

Yes 8 No 0 (absent Chad Hunt) MC

Motion by Jeff Allen, seconded by Keri Link to adjourn the meeting at 8:28pm.

Respectfully Submitted,

Sharene Benedict
District Clerk

(X) Required

() Local

() Notice

DISPLAY OF THE FLAG

The Board of Education believes that the flag of the United States is a symbol of the values of our nation, the ideals embedded in our Constitution and the spirit that should animate our district.

The district shall purchase a United States flag, flag staff and the necessary appliances for its display upon or near every school building. There shall be a flag on display in every assembly room of every school.

The flag shall be flown at full- or half-staff pursuant to law. In addition, the flag may be flown at half-staff to commemorate the death of a present or former Board member, present employee or student.

Consistent with national and state law and regulations and this policy, the Superintendent of Schools shall develop rules and regulations for the proper custody, care and display of the flag.

Ref: 4 USC §§5-9 (display of the flag)
Education Law §§418; 419; 420 (requirement for the school to purchase,
display and develop rules and regulations for the care and custody of the flag)
Executive Law §§400-403 (rules for display of the flag)
8 NYCRR Part 108 (flag regulations)

Adoption date:

() Required

() Local

(X) Notice

AIDS INSTRUCTION

The district will provide age appropriate classroom instruction in compliance with commissioner's regulations, for all students K-12 concerning Acquired Immune Deficiency Syndrome (AIDS). Instruction will be provided as part of the sequential and comprehensive health program and shall include the following information:

1. the nature of the disease;
2. methods of transmission of the disease; and
3. methods of prevention of the disease stressing abstinence as the most effective and appropriate protection against AIDS.

A student shall be excused from that segment of AIDS instruction regarding methods of prevention of the disease if his/her parent/guardian files a request with the Building Principal. The request must give assurance that such instruction will be given at home.

The Board of Education shall be responsible for determining the content of the district's AIDS curriculum, approving its implementation and evaluating the AIDS instructional program. In addition, the Board will ensure appropriate training and curriculum materials are provided for the instructional staff providing AIDS instruction and to parents who request such materials.

The Board ~~shall~~ **may** establish an advisory council which shall be responsible for making recommendations on content, implementation, and evaluation of the AIDS instructional program. The advisory council ~~must~~ **may** consist of Board members, appropriate school personnel, parents and community representatives, including representatives from religious organizations.

Ref: Education Law §3204(5)
 8 NYCRR §135.3 (Health Education incl. AIDS instruction)
Ware v. Valley Stream High School District, 75 NY2d 114 (1989)
New York State School Boards Association v. Sobol, 168 AD2d 188 (1991)
Matter of Knowledge, 32 EDR 451 (1993) (function of advisory councils)

Adoption date:

Required

Local

Notice

**PROGRAMS FOR STUDENTS WITH DISABILITIES
UNDER THE IDEA AND NEW YORK'S EDUCATION LAW ARTICLE 89**

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

The Board also shall make available special education and related services to eligible students with disabilities parentally placed in a nonpublic school located within the district, regardless of whether they are residents of the district. However, this obligation does not extend to resident students with disabilities who are placed by their parents in a nonpublic school within district boundaries because of a disagreement between the parents and the school district over the provision of a free appropriate public education. Nonpublic school students with disabilities who are not district residents but who reside within New York State will be provided programs and services in accordance with their individualized education services program (IESP). Nonpublic school students with disabilities who reside out-of-state will be provided services in accordance with their services plan (SP). (Refer to policy 4321.10, Programs and Services for Parentally-placed Nonpublic School Students with Disabilities under the IDEA and New York's Education Law Article 89 for more guidance on this topic).

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

individuals with disabilities and the employment of students (including both employment by the school district and assistance in making outside employment available).

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

For purposes of this policy and others related to the provision of services to eligible students with disabilities, and consistent with applicable law and regulation, the word parent means a birth or adoptive parent, a legally appointed guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child; a person in parental relationship to the child as defined in section 3212 of the Education Law; an individual designated as a person in parental relation pursuant to title 15-A of the General Obligations Law, including an individual so designated who is acting in the place of a birth or adoptive parent (including a grandparent, stepparent, or other relative with whom the child resides; or a surrogate parent who has been appointed in accordance with commissioner's regulations.

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

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

To ensure the provision of a free appropriate public education to all eligible students with disabilities:

1. The Board will adopt and maintain a district special education services plan in conformance with Commissioner's Regulations (8 NYCRR §200.2(c)). The plan will be available for public inspection and review by the Commissioner of Education.
2. School district staff will take steps to locate, identify, evaluate and maintain information about all children with disabilities within the district, including homeless children and children who are wards of the state, and children attending nonpublic school within the district (including religious schools), who are in need of special education.
3. The district will establish a plan and practice for implementing school-wide approaches and interventions in order to remediate a student's performance prior to referral for

special education services. The district will provide general education support services, instructional modifications, and/or alternative program options to address a student's performance before referring the student to the Committee on Special Education (CSE). The RTI/MTSS Team will develop, implement and evaluate pre-referral intervention strategies (4321.2, School-wide Pre-referral Approaches and Interventions).

4. School district staff will initiate a request for evaluation of a student who has not made adequate progress after an appropriate period of time when provided instruction under a response to intervention program. In making the request the staff person will describe in writing intervention services, programs and methodologies used to remediate the student's performance prior to referral. In addition, the extent of parental contact will be described as well.
5. The Board will appoint a committee on special education (CSE), and, as appropriate, CSE subcommittees, to assure the timely identification, evaluation and placement of eligible students with disabilities.
6. The Board will arrange for special education programs and services based upon the recommendation of the CSE or CSE subcommittee.
7. The Superintendent shall establish a plan for the recruitment, hiring and retention of staff appropriately and adequately prepared to meet the needs of students with disabilities including, but not limited to, highly qualified special education teachers.
8. The Superintendent shall establish a comprehensive professional development plan designed to ensure that personnel necessary to carry out IDEA and Article 89 possess the skills and knowledge required to meet the needs of students with disabilities.
9. The Superintendent will establish a process for ensuring that district staff understand the right of students with disabilities to access and participate in the same academic, cocurricular and extracurricular programs and activities as all other students enrolled in the district's public schools, to the maximum extent appropriate to their individual needs.

Locate and Identify Students with Disabilities

The district will conduct an annual census to locate and identify all students with disabilities who reside in the district, and establish a register of such students who are entitled to attend the public schools of the district during the next school year, including students with disabilities who are homeless or wards of the State. The census shall be conducted, and the registry maintained, in accordance with the requirements established in Commissioner's regulations.

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

(Refer to policy 4321.10, Programs and Services for Parentally-placed Nonpublic School Students with Disabilities under the IDEA and New York's Education Law Article 89, for more information regarding how to locate and identify nonpublic school students with disabilities).

Evaluation of Students with Disabilities

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

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

Parental Consent for Student Evaluations

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

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

Conduct of Evaluations

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

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

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

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

Eligibility Determination

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

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

Committee on Special Education

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

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

1. CSE and CSE subcommittee meetings will be scheduled at a time and place that is mutually agreeable to the parent and the district.
2. The parent will be given at least five days notice of the time and place of a CSE or CSE subcommittee meeting, except as otherwise provided in law and regulation, along with notice of the purpose of the meeting, those who will attend (including name and title), and the parent's right to be accompanied to the meeting by person(s) the parent considers to have knowledge and special expertise about their child.
3. The parent and the district may agree to use alternative means of participation at CSE meetings, such as videoconferences or telephone conference calls.

4. District staff will take any action necessary to ensure that the parent understands the proceedings at CSE meetings, including arranging for an interpreter for deaf parents or parents whose native language is other than English.

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

Provision of Services

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

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

Parental Consent for the Provision of Services

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

Transition Service and Diploma/Credential Options

In accordance with law and regulation, the Board will ensure the provision of transition services, which are a coordinated set of activities for students with disabilities that facilitates movement from school to post-school activities, which may include but are not limited to post-

secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living or community participation. At age 15, or younger if appropriate, the student's IEP will include a statement of transition service needs and will include undertaking activities in the following areas:

- Instruction
- Related services
- Community experiences
- The development of employment and other post-school adult living objectives; and

When appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

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

Cross ref: 1900, Parental Involvement (Title I)
4000, Student Learning Objectives and District Instructional Goals
4773, Diploma and Credential Options for Students with Disabilities
5500, Student Records
6700, Purchasing
9700, Staff Development

Ref: The Individuals with Disabilities Education Act (IDEA), 20 USC §§1400 *et seq.*;
34 CFR Part 300
N.Y. Education Law Article 89, §§4401 *et seq.*
8 NYCRR Part 200

Adoption date:

(X) Required Local Notice**DISTRICTWIDE AND STATEWIDE ASSESSMENTS OF STUDENTS WITH DISABILITIES**

The Board of Education recognizes the importance of offering access and appropriate testing accommodations to eligible students so that they can participate in assessment programs on an equal basis with their nondisabled peers. Two elements that contribute to an effective assessment program are proper use of accommodations and use of universal design principles in developing and administering tests.

Testing Accommodations

Testing accommodations provide an opportunity for students with disabilities to:

- Participate in the instructional and assessment program;
- Demonstrate their strengths, knowledge and skills without being restricted by their disability; and
- Provide an accurate measure of the standards being assessed so that appropriate instruction and services can be provided.

Testing accommodations are changes made in the administration of the test in order to remove obstacles to the test-taking process that are presented by the disability without changing the constructs being tested. Examples of testing accommodations are: flexibility in scheduling/timing; flexibility in the setting for the administration of the test; changes in the method of presentation and changes in the method of response. Testing accommodations are neither intended nor permitted to: alter the construct being measured or invalidate the results, provide an unfair advantage for students with disabilities over students taking the test under standard conditions or substitute for knowledge or abilities that the student has not attained.

The Committee on Special Education, the Subcommittee on Special Education or the Committee on Preschool Special Education is responsible for recommending the appropriate test accommodations and including those recommendations on the student's Individualized Education Program (IEP), Individualized Education Services Program (IESP) or Service Plan (SP). If it is determined that a student should participate in alternative assessments instead of the standard statewide or districtwide tests, the CSE must indicate the reasons for doing so on the

IEP, IESP or SP. The Committee on Special Education will include the appropriate test accommodations as part of the 504 plan.

The recommendations will be reviewed annually by the CSE, CSE subcommittee, CPSE or 504 team. The Board acknowledges the importance of integrating the assessment program with the instructional program and, to that end, encourages effective communication among district staff so that implementation is consistent and fair. The goal is to provide effective assessments that allow students to benefit from their educational program.

In some situations, a building principal may authorize the use of testing accommodations in accordance with this policy. Those instances are limited to cases where a regular education student incurs a disability, such as, but not limited to, a broken arm, without sufficient time for the CSE, CPSE and/or Section 504 Committee to make a recommendation prior to a test. They do not include cases where the student is already being evaluated to determine his or her eligibility for status as a student with a disability. In exercising this authority, the building principal will rely on his or her professional judgment. He or she also may confer with CSE, CPSE and/or Section 504 Committee members.

Universal Design Principles in Districtwide Assessments

The Board of Education recognizes the benefits of using the principles of universal design to further the goal of ensuring equal access to districtwide assessments and to ensure the most accurate measure of the performance of all students. The Board directs the Superintendent, in consultation with appropriate school staff, to examine how universal design principles can be incorporated into the district's assessment program, and to facilitate its use to the extent feasible. Any steps taken in this regard will be consistent with this policy and applicable State Education Department policy and/or guidance on the use of universal design principles.

At a minimum, the Superintendent will explore how district assessments can be:

1. Made more usable by students with diverse abilities.
2. Designed to better accommodate a wide range of individual preferences and abilities.
3. Made more understandable.
4. Made to communicate necessary information to students more effectively.
5. Designed to minimize adverse consequences of accidental or unintended actions.
6. Used more efficiently and comfortably and with a minimum of student fatigue.

Cross-ref: 4321, Programs for Students with Disabilities

4321.5, Confidentiality and Distribution of IEP, IESP and SP
5020.3 Students with Disabilities and Section 504

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1401(35); 1412(a)(16)(E);
34 CFR §§ 300.44
Assistive Technology Act, 29 USC 3002(19)
8 NYCRR §§ 200.1(jjj); 200.2(b)(13,14); 200.4(d)(2)(vi)

Adoption date:

Policy Information

Series 1000 - By-Laws

PUBLIC USE OF SCHOOL FACILITIES

Policy # 1500

While the district's school buildings and grounds are maintained primarily for the purpose of educating students within the district, the Board of Education recognizes that the buildings and grounds are a valuable community resource and believes that this resource should be available to the community for specific uses that will not interfere with educational activities. This policy is intended to identify the uses that community groups may make of those facilities.

Permitted Uses

District facilities may be used for the purposes listed below, subject to the conditions and restrictions set forth in this policy.

- A. Instruction in any branch of education, learning or the arts.
- B. Public library purposes, subject to provisions of the Education Law, or as stations of public libraries.
- C. Social, civic (including but not limited to meetings of parent associations and parent-teacher associations) and recreational meetings and entertainments, or other uses pertaining to the welfare of the community, so long as such uses are non-exclusive and open to the general public.
- D. Meetings, entertainment and occasions where admission fees are charged, when the proceeds are to be spent for an educational or charitable purpose.
- E. Polling places for holding primaries and elections, and for the registration of voters.
- F. Civic forums and community centers.
- G. Recreation, physical training and athletics, including competitive athletic contests of children attending a private, nonprofit school.
- I. Licensed school-based health, dental or mental health clinics as defined in Education Law §414, operated by an entity other than the school district.
- J. Graduation exercises held by not-for-profit elementary and secondary schools, provided that no religious service is performed.
- K. Classes of instruction for intellectually disabled minors operated by a private organization approved by the Commissioner of Education.

Additionally, as a condition of receiving state funding, the district permits access to military recruiters to school buildings, grounds and facilities to the same extent it provides access to those who inform students of educational, occupational or career opportunities.

Prohibited Uses

Any use not permitted by this policy is prohibited. In addition, the following uses are specifically prohibited.

- A. Meetings sponsored by political organizations.
- B. Meetings, entertainments and occasions, where admission fees are charged, that are under the exclusive control of and the proceeds are to be applied for the benefit of a society, association or organization of a religious sect or denomination or of a fraternal, secret or exclusive society or organization, other than veterans' organizations or volunteer fire fighters or volunteer ambulance workers.

Conditions of Use for District Facilities

- A. Use of district facilities may be permitted unless such facilities are in use for school purposes, or during educational programs. The district reserves exclusive and non-reviewable judgment to determine if a requested use would interfere with or disturb the district's educational programs.
- B. To ensure that district facilities are preserved for the benefit of the greater district community, only community based groups and organizations (that is, groups which are located within the geographic area covered by the district) may be granted access to district facilities.
- C. Use of district facilities will be permitted only where the applicant agrees to pay the district a user fee according to a schedule adopted by the district to cover the costs of heat, electricity, maintenance, custodial services and any other expenses associated with the requested use. Use is further conditioned upon the applicant's agreement to pay additional fees associated with the use of any additional services or equipment. The district retains the right to condition use upon an applicant depositing with the district a sum equaling the estimated costs and fees associated with the proposed use 10 days in advance of the requested use. The district retains the further right to waive user fees for groups that are associated with or sponsored by the district.
- D. Where, in the judgment of the district, the requested use of district facilities requires special equipment or supervision, the district reserves the right to deny such use, or in the alternative, to condition such use upon the applicant's payment of additional fees in accordance with paragraph C above. Only authorized personnel shall operate district equipment.
- E. Use of district facilities will only be permitted where the organization provides the district ~~timely~~ evidence of adequate insurance coverage (\$1,000,000 minimum) to save the district harmless from all liability, property damage, personal injuries and/or medical expenses. The district will exercise complete and unreviewable discretion regarding what constitutes adequate insurance coverage for each proposed use.
- F. The Board reserves the discretion to deny use of district facilities described ~~above~~ below, or to terminate use of district facilities.

1. By an applicant who has previously misused or abused district facilities or property or who has violated this policy;
2. For any use which could have the effect of violating the Establishment Clause of the United States Constitution or other provisions of the United States or New York State Constitutions;
3. For any use which, in the estimation of the Board, could reasonably be expected to or actually does give rise to a riot or public disturbance;
4. For any use which the Board deems inconsistent with this policy;
5. For any use by a private for-profit entity that has the direct or indirect effect of promoting the products or services of such entity;
6. In any instance where alcoholic beverages or unlawful drugs are sold, distributed, consumed, promoted or possessed;
7. For any use prohibited by law.

Application Procedure for Use of District Facilities

- A. All applications for use of school facilities shall be made requested through a [facility use software program](#) in writing and submitted to the Superintendent of Schools or designee at least 30 days prior to the date of the requested use. ~~A use permit application is available on the school website or at each school building.~~ B. ~~The applicant must clearly and completely describe the intended use of the district facility in the application.~~
- B. [Once the request has been submitted. The request goes through an Administrative approval process.](#) ~~All applicants must review this policy prior to submitting the application. All applications must be signed by an authorized agent of the group or organization requesting use. The applicant's signature on the application shall attest to the group or organization's intent to comply with all Board policies and regulations and to use district facilities strictly in accordance with the use described in the application.~~
- C. All applicants must agree to assume responsibility for all damages resulting from its use of district facilities. Proof of adequate insurance must be provided [electronically when the request is submitted](#). ~~by the applicant at least 10 days before the date of the requested use.~~
- D. Permits shall be valid only for the facility, use, dates and time specified in the permit. No adjustment to the permit is allowed except with the prior written approval of the Superintendent or designee. Permits shall not be transferable.
- E. The Superintendent is authorized to alter or cancel any permit if it becomes necessary to use the facility for school purposes or for other justifiable reason.

- F. With regard to scheduling activities, the district retains the right to give preference to groups and organizations which are associated with or sponsored by the district.
- G. Issuance of a permit shall not limit the right of access to the facility by district staff.

Ref: Education Law §§2-a; 414

(X) Required Local Notice

**PROVISION OF SPECIAL EDUCATION SERVICES
IN THE LEAST RESTRICTIVE ENVIRONMENT**

The Board of Education recognizes its responsibility to ensure that students with disabilities eligible for special education programs and services under the IDEA and Article 89 of New York's Education Law receive those services in the least restrictive environment appropriate to meet their individual educational needs.

Therefore, the district will not place students with disabilities in special classes or separate schools, or otherwise remove them from the regular educational environment unless the nature or severity of their disability is such that their education cannot be achieved satisfactorily in regular classes, even with the use of supplementary aids and services. In addition, the district will provide special services or programs to enable students with disabilities to be involved in and progress in the general curriculum, to the extent appropriate to their needs.

To fulfill its responsibility to educate students with disabilities in the least restrictive environment, the district will implement the provisions of section 200.6 of commissioner's regulations.

Furthermore, and pursuant to those provisions, students with disabilities placed together for purposes of receiving special education will be grouped by similarity of individual needs including their range of academic achievement, functional performance and learning characteristics; social and physical development, and management needs.

The Superintendent will establish a process for ensuring that the CSE or CSE subcommittee Chairperson, as appropriate, obtains an up-to-date copy of those provisions at the beginning of each school year, and copies of any amendments that become effective during the school year.

The Board also recognizes that the least restrictive environment requirements established by applicable law and regulations also extend to nonacademic settings. Therefore, the district will provide students with disabilities the opportunity to participate with non-disabled students in school-sponsored co-curricular and extracurricular activities, to the maximum extent appropriate to each individual student's needs. The district also will provide students with disabilities with supplementary aids and services the CSE or CSE subcommittee, as applicable, determines to be appropriate and necessary for the students to participate in such activities.

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1400 et seq.
8 NYCRR §§200.2(b)(4); 200.6

Adoption date:

Required

Local

Notice

SCHOOL-WIDE PRE-REFERRAL APPROACHES AND INTERVENTIONS

The Board of Education recognizes that the provision of academic and behavioral supports and targeted interventions for students who are not making academic progress at expected levels in the general curriculum may improve a student's performance, and help avert the need for referral for possible classification as a student with a disability. Therefore, the district will implement school-wide best practices appropriate to enable all of the district's students to succeed in the general education environment.

The Superintendent will identify and take steps to implement a variety of practices appropriate to comply with this policy. Consistent with applicable law and regulation, those practices may include, for example:

1. Providing early intervention services with funds available under the IDEA, which may be coordinated with similar activities conducted under the Elementary and Secondary Education Act. Such services would be made available to students not currently identified as needing special education and related services, but who need additional support to succeed in a general education setting. This may include professional development that enables teachers and other staff to deliver scientifically based academic instruction and behavioral interventions, such as scientifically based literacy instruction and, where appropriate, instruction on the use of adaptive instructional software. It also may include educational and behavioral evaluations, services and supports.
2. Implementation of a response to intervention (RTI) program that includes the minimum requirements established by commissioner's regulations, and allows teachers and other staff to determine whether a student responds to scientific, research-based instruction or requires interventions beyond those provided to all students in the general education classroom.
3. Implementation of a positive behavioral intervention and support (PBIS) system that reduces school and classroom behavioral problems, and creates and maintains a safe and positive learning environment by promoting positive behavior in all students.

District implementation of any of the above practices will not impede or delay the appropriate evaluation of a student suspected of having a disability, and the student's right to a free appropriate public education.

Cross-ref: 4000, Student Learning Standards and Instructional Guidelines

4325, Academic Intervention Services

Ref: Individuals with Disabilities Education Act, 20 USC §§1413(f); 1414(b)(6)(B)
34 CFR §§300.226; 300.307(a)(2)
8 NYCRR §§100.2(ii); 200.2(b)(7)

Adoption date:

Required Local Notice

ALLOCATION OF SPACE FOR SPECIAL EDUCATION PROGRAMS

The Board of Education recognizes its responsibility to ensure that appropriate space is available for:

1. Special programs and services provided to meet the needs of students and preschool students with disabilities both within its own facilities, and in programs provided by the board of cooperative educational services (BOCES) and attended by district residents; and
2. Serving students with disabilities in settings with non-disabled peers, as well.

The district will address such space allocation needs as part of its annual budget cycle, during the annual or any more frequent re-evaluation of its long-range educational facilities plan, and as part of the district's special education services plan.

Through the Superintendent, the district also will share with the BOCES District Superintendent information relevant for the BOCES to determine the regional space needs for serving the district's resident students and preschool students with disabilities.

As part of the process for ensuring the allocation of appropriate space for special education programs and services and serving students with disabilities in settings with non-disabled peers, the Superintendent, in consultation with appropriate school personnel will, at a minimum:

1. Periodically gather information regarding the number of students and preschool students with disabilities presently participating and anticipated to continue to participate in the district's special education programs and services, the type of programming they presently receive and may receive in the future, as well as the setting in which those services are and/or will be provided.
2. Review the results of the district's latest census, and other district child find efforts, including child find activities conducted with respect to parentally-placed nonpublic school students with disabilities.
3. Anticipate any projected increase in the number of students and preschool students with disabilities the district will be responsible for providing special education programs and services to, the anticipated type of services they will be receiving and the settings in which those services will be provided.

4. Based on the above information, review current space capacity, and identify any additional space requirements to meet both current and future needs.

Cross-ref: 4321, Programs and Services for Students with Disabilities under the IDEA and New York's Education Law Article 89

4321.10, Programs and Services for Parentally-Placed Nonpublic School Students with Disabilities under the IDEA and New York's Education Law Article 89

Ref: Individuals with Disabilities Education Act (IDEA) 20 USC
Education Law §§3602(10)

8 NYCRR §§155.1(a); 200.2(c)(2)(iv),(v); 200.2(g)

Adoption date:

Required Local Notice

INDEPENDENT EDUCATIONAL EVALUATIONS

The Board of Education recognizes the right of parents or guardians of a student who has or is thought to have a disability to receive an independent evaluation at public expense if they disagree with the evaluation obtained by the Committee on Special Education (CSE) or the Committee on Preschool Special Education (CPSE).

The independent examination shall be conducted by a qualified examiner who is not employed by the school district responsible for the child's education. Upon request, parents will be provided with a list of public and private agencies and professional resources where independent evaluations may be obtained. These publicly-funded independent evaluations shall be limited to the same geographic and fiscal limitations as used by the district when it initiates an evaluation. [The cost of the evaluation that the district will cover is up to \\$750.00.](#)

The district has the right to initiate an impartial hearing to demonstrate that its evaluation is appropriate. If the hearing officer determines that the district's evaluation was appropriate, a parent or guardian is not entitled to reimbursement at public expense.

~~The Board directs the Superintendent of Schools to develop regulations establishing maximum allowable fees for specific tests,~~ The geographic area in which such evaluations may take place, and minimum qualifications of the professionals who administer and interpret various tests are listed below:

Psychoeducational Evaluation Providers:

Megan Fox, Licensed Clinical Psychologist
1580 Elmwood Ave. Rochester, NY 14620
585-229-2480

Leon Scholfield, Ph.d.
Licensed Clinical Psychologist
645 Cross Keys Office Park
Rochester, NY 14450
585-425-2480

P. Richard Fauth, Ph.D.
Licensed Clinical Psychologist
920 Winton Road
Rochester, NY 14618

Boike Associates
3180 West Street
Canandaigua, NY 14424
585-394-1442

585-256-3050

Colleen Saar, Ph.D.
6780 Pittsford Palmyra Road
Building 3 Suite D4
Fairport, NY 14450
585-563-8150

Kirch Developmental Center
Golisano Children's Hospital
Box 671, 607 Elmwood Ave.
Rochester, NY 14642
585-275-2986

Speech and Language Evaluations:
Clinical Associates of the Finger Lakes
590 Fishers Station Drive Suite 130
Victor, NY 14564
585-924-7207

Rochester Hearing and Speech
1000 Elmwood Ave.
Rochester, NY 14620
585-271-0680

Bright Start Pediatrics
149 North Main Street
Fairport, NY 14450
585-377-2230

Cross-ref: 4321, Programs for Students with Disabilities

Ref: 20 USC §1415(d)(2)(A)
34 CFR §300.502
8 NYCRR §§200.1(z); 200.5(a); 200.5(b); 200.5(c); 200.5(g)

Adoption date:

Required

Local

Notice

AVAILABILITY OF ALTERNATIVE FORMAT INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES

The Board of Education recognizes its responsibility to ensure that all the instructional materials used in the district's schools are made available in a usable alternative format for students with disabilities in accordance with their individual educational needs and course selection at the same time as those materials are available to non-disabled students. In accordance with applicable law and regulations, any such alternative format procured by the district will meet the National Instructional Materials Accessibility Standard.

For purposes of this policy, alternative format will 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 student with a disability enrolled in the school district, including but not limited to Braille, large print, open and closed captioned, audio, or an electronic file. An electronic file must be compatible with at least one alternative format conversion software program.

The Superintendent will develop a plan to ensure the availability of alternative format materials in accordance with the timeliness requirements of this policy. Such a plan will provide for:

1. Preference to vendors who agree to provide instructional materials in alternative formats, and to reflect this requirement in the bidding specifications used for the procurement of instructional materials. The same preference will be given to vendors of instructional materials ordered for the school library.
2. Consultation with appropriate school personnel regarding how students will access electronic files. The district's technology staff will be notified of any need to convert electronic files into an accessible format such as Braille, large print, audio, or alternative display.
3. The availability of hardware and/or software a student with disabilities in need of alternative format materials might require to access the instructional material.
4. The yearly review of the district's ordering timelines for the purchase of instructional materials to ensure sufficient lead time for obtaining needed alternative format materials.
5. Notification to appropriate school personnel by the CSE, CSE subcommittee, CPSE and Section 504 Committee Chairperson whenever it is determined that a student needs instructional materials in alternative format. Such notice also will identify the particular alternative format

- needed, and any assistive technology devices or services the student might need to access the alternative format materials.
6. Notification by classroom teachers of the books they will be using in class and any list of required readings with sufficient lead time in anticipation of the district's timelines for the purchase of instructional materials.
 7. Consultation with the school librarian to make sure that specific library resources required by a student in need of alternative format materials to participate and progress in his or her selected courses are made available to the student in an accessible format.
 8. Timely request of state assessments in alternative format.

Cross-ref: 6700, Purchasing

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1474(e)(3)(B)
Education Law §§1604(29-a); 1709(4-a) 1950(4-a); 2503(7-a); 2554(7-a); 3602(10)(b)
8 NYCRR §§200.2(b)(10)

State Education Department, Office of Special Education, Policy 02-05 Amendment to Section 200.2 of the Regulations of the Commissioner Implementing Chapter 377 of the Laws of 2001: Plans to Provide Instructional Materials in Alternative Formats for Students with Disabilities, May 2002, available electronically from the SED website at www.p12.nysed.gov/specialed/publications/policy/alterformat502.htm

Adoption date:

Safety Committee Minutes

October 17, 2019

HS Mac Lab 3pm

Attendance: Clay Cole, Lee Ann Shipman, Eric Pasho, Bonnie Cazer, Jenn Taft, Zoe Kolczynski, Dan Blankenberg, Beth Mineo, Sharene Benedict, Dr. Christopher Brown, Brenda Lehman and Scott Lambert

Absent: Amy Carroll and Cory Clark

There was a roundtable discussion about the evacuation drill for Gorham, MS/HS had on October 10. Concerns were addressed and how the Admin will move forward in the future.

Meeting ended at 4:08pm.

Respectfully Submitted by:

Sharene Benedict