

Victor Central School
Board of Education
PROPOSED AGENDA
Regular Meeting, Thursday, February 13, 2020 – 5:30 PM
Early Childhood School Boardroom

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

✓ = Board Action Expected

1. Meeting Called to Order by President Deborah Palumbo-Sanders

A. Oath of Office

1. Administer to the Superintendent of Schools by the District Clerk;
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!)

✓ **2. Approval of Agenda**

3. Recognitions

- National Board Certification; Kathleen Goodberlet

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

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

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

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

- A. Minutes of the regular meeting of January 16, 2020 and the special meeting of January 22, 2020;**
- B. Treasurer's Report for the month ending December 31, 2019;**
- C. Personnel Agenda;**

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- D. **Recommendations of the Committee on Special Education from the meetings of December 13, 19, 2019, January 7, 10, 13, 15, 16, 17, 21, 22, 23, 24, 27, 28, 29, 30, 2020, February 4, 6, 7, 10, 11, 12, 13, 2020 and from the Committee on Preschool Special Education from the meetings of January 21, 29, 2020 and February 4, 2020;**
 - E. **Board members to attend standing committee meetings;**
 - F. **Declare the following as surplus:**
 - **Apple iPad with VCS tag # 015908;**
 - **SMART Board SB680-R2 with VCS tag #s 010537, 010542, 010544, 011986, 011988, 101517;**
 - **SMART Board SB680-M2 with VCS tag #s 012440, 012987;**
 - **SMART Board SBX880-M2 with VCS tag # 014284;**
 - **SMART Board SBM680 with VCS tag # 014496;**
 - **Hewlett Packard LaserJet 1320n Printer with VCS tag # 02034;**
 - **Hewlett Packard LaserJet P2015dn Printer with VCS tag # 04516;**
 - **Document Cameras with VCS tag #s 012333, 013147, 013629;**
 - G. **Visual and Performing Arts Hall of Fame By-laws;**
 - H. **Graduates of Distinction By-laws;**
 - I. **School calendar for the 2020-2021 school year;**
 - J. **Resolution to join the New York State Cooperative Liquid Assets Securities System; and**
 - K. **Lauree Meehan to participate on the District-wide School Safety Team for a term of two years (2019-2020, 2020-2021).**
6. A. **Campus News**
- ✓ B. **Cooperative Bid Resolution to participate in Educational Data Services, Inc. (Jay Schickling; 5 min.)**
 - C. **Overview of the Reserve Plan – First Reading (Jay Schickling; 10 min.)**
 - D. **Budget Process Update (Jay Schickling)**
 - ✓ E. **Rescind the following trip:**
 - 1. **Grades 9-12 Art Club to Pittsburgh, PA from 4/24/2020 – 4/26/2020;**
 - ✓ F. **Approve the following trip:**
 - 1. **Grades 9-12 Art Club to Pittsburgh, PA from 4/23/2020 – 4/24/2020;**
 - G. **Policy Review; First reading of the following policy:**
 - 1. **Code of Conduct; Policy 5300**

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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

- **Special Board of Education Meeting, Thursday, March 5, 2020 @ 7:15 PM – Budget Meeting**
- **Regular Board of Education Meeting, Wednesday, March 11, 2020 @ 7:15 PM**
- **Special Board of Education Meeting, Thursday, March 19, 2020 @ 7:15 PM– Budget Meeting**

✓ **10. Adjourn**

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**Unapproved Minutes of the Regular Meeting of January 16, 2020
Early Childhood School Boardroom
953 High Street
Victor, New York 14564**

- CALL TO ORDER** President Deborah Palumbo-Sanders called the meeting to order at 5:07 PM.
- Members Present** Karen Ballard, Chris Eckhardt, Kristin Elliott, Debbie Palumbo-Sanders, Christopher Parks, Mike Vistocco
- Member Absent** Tim DeLucia
- ENTER EXECUTIVE SESSION** A motion was made by C. Parks, seconded by K. Ballard, to enter executive session at 5:07 PM to discuss the employment history of specific individuals. The motion was carried. 6 yes 0 no
- REGULAR SESSION** A motion was made by C. Parks, seconded by K. Elliott, to return to regular session at 7:20 PM. The motion was carried. 6 yes 0 no
- APPROVE AGENDA** A motion was made by M. Vistocco, seconded by C. Parks, to approve the revised agenda. The motion was carried. 6 yes 0 no
- RECOGNITIONS** None at this time
- PUBLIC PARTICIPATION**
- Community member Judy Grebner addressed the procedures for the bomb threats. She raised a concern about students taking personal possessions to the Intermediate School and Primary Schools. She also raised a concern about students wandering the schools and not being supervised.
- Victor Teachers' Association President, teacher and parent Mike Modleski thanked the teachers that came to the Board meeting to support the work of the Social Emotional Committee. He said he is proud to work at the District and lead the teachers'-- association. He said he is also proud to send his daughter to this school.
- Parent Heidi Larick raised concerns about the evacuation procedures for the bomb threat. She was concerned about pack packs being taken to the schools and felt the robo call was giving too much information, such as where the kids were moved to. Ms. Larick said she would be interested in being part of the Safety Committee the school has to help brainstorm better ways to handle that type of situation.
- Community member Carol Birdsall said she had three kids go through the District and wants to know how the District will clamp down on the kids doing the bomb threats.
- PTSA President and parent, Cindy Riley thanked every staff member who worked so hard in the unfortunate bomb threat incident to keep the kids safe,

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

warm and fed. She invited the parents, Board and Administrators to reach out to PTSA, PIE and VOICE for help in any of these situations.

Parent John Lloyd, raised a concern that this is the second bomb threat in less than a month and a half. He said he has had issues with the Board in the past and it is getting worse. He said kids are making terroristic threats towards other students and it is getting out of hand.

CONSENT ITEMS

MINUTES

A motion was made by C. Eckhardt, seconded by K. Ballard, to approve, upon recommendation of the Superintendent, the following consent items:

**FINANCIAL
STATEMENTS**

Minutes of the regular meeting of December 12, 2019;

Treasurer’s Report for the month ending November 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
Certified**

Substitutes:

The amended appointment of **Mark Mazzatti**, who has Certifications in Special Education Kindergarten-Grade 12 and School Counselor, to the positions of Special Education Teacher and School Counselor effective September 1, 2019, and ending January 17, 2020, retroactively to a combined salary of \$26,110.50.

**Long Term
Substitute
Appointments:**

The appointment of **Olivia Cosquer**, who has Certification in Childhood Education Grades 1-6, to a long term substitute position as an Elementary Teacher, effective January 16, 2020, and ending June 30, 2020, at a prorated annual salary of \$49,830 (Step 10B+15).

The appointment of **Jennifer Cesarski**, who has Certification in Childhood Education Grades 1-6, to a long term substitute position as an Elementary Teacher, effective February 1, 2020, and ending June 30, 2020, at a prorated annual salary of \$41,500 (Step 1B).

Leaves of Absence:

The granting of a maternity leave and subsequent childcare leave of absence for **Kristina Buschang**, Special Education Teacher, effective approximately April 2, 2020, and extending to May 28, 2020.

The granting of a maternity leave and subsequent childcare leave of absence for **Megan Mancini**, ELL Teacher, effective approximately March 24, 2020, and extending to December 14, 2020.

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The granting of a maternity leave and subsequent childcare leave of absence for **Erin Heberger**, Elementary Teacher, effective approximately February 6, 2020, and extending to June 30, 2020.

The granting of an extension of childcare leave of absence for **Katie Ward**, Elementary Teacher, effective November 1, 2019, and extending to June 30, 2020.

Resignations:

The resignation of **Colleen Burrell**, Elementary Teacher, effective January 19, 2020.

The resignation, due to retirement, of **Dave Henderson**, Director of Math, Science, and Technology, effective June 30, 2020.

The resignation, due to retirement, of **Constance Bertucci**, Technology Teacher, effective June 30, 2020.

The resignation, due to retirement, of **Maureen Bolger**, Home and Careers Teacher, effective June 30, 2020.

The resignation, due to retirement, of **Mary Beth Brendel**, School Nurse, effective June 30, 2020.

The resignation, due to retirement, of **Brian Burley**, Elementary Teacher, effective June 30, 2020.

The resignation, due to retirement, of **Wendy Chiasson**, Reading Education Teacher, effective June 30, 2020.

The resignation, due to retirement, of **Shelly Collins**, Physical Education Teacher, effective June 30, 2020.

The resignation, due to retirement, of **Diane DiGiacomandrea**, Elementary Teacher, effective June 30, 2020.

The resignation, due to retirement, of **Timothy DiSanto**, Special Education Teacher, effective June 30, 2020.

The resignation, due to retirement, of **David Labman**, Music Teacher, effective June 30, 2020.

The resignation, due to retirement, of **Heidi Nelson**, School Counselor, effective June 30, 2020.

The resignation, due to retirement, of **Heather Zollo**, Teacher Assistant, effective June 30, 2020.

**VICTOR CENTRAL SCHOOL
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**Per Diem
Substitutes:**

| <u>Candidate</u> | <u>Area of Certification</u> |
|-------------------|----------------------------------|
| Brett Neddo | Uncertified |
| Charlotte Collins | Uncertified |
| John Himes | Uncertified |
| Robert Grasso | Uncertified |
| Miranda Dunton | Uncertified |
| Alexa Wandy | Uncertified |
| Catherine Sentiff | Special Education/Music |
| Jessica Kromer | Uncertified |
| Michele Harris | Uncertified |
| Sarah Farnand | Elementary/ELL/Special Education |

**Non-Instructional
Appointments:**

The appointment of **Kevin Woolever**, Cleaner, effective January 6, 2020, at an hourly rate of \$12.18.

The appointment of **Shawn Stalker**, Full Time Teacher Aide, effective January 21, 2020, at an hourly rate of \$11.80.

The appointment of **David Jungjohann**, Cleaner, effective January 6, 2020, at an hourly rate of \$12.18.

The appointment of **Linda Miller**, Part Time Teacher Aide, effective January 6, 2020, at an hourly rate of \$11.80.

The appointment of **Ramonita Luciano**, Full Time Teacher Aide, effective January 8, 2020, at an hourly rate of \$11.80.

The appointment of **Jason Swarts**, Food Service Helper, effective January 21, 2020, at an hourly rate of \$11.80.

The appointment of **Darlene Guck**, Typist, effective January 21, 2020, at an hourly rate of \$15.40.

Resignations:

The resignation of **Allison Hartley**, Food Service Helper, effective December 19, 2019.

The resignation of **Terry Washington**, School Bus Monitor, effective December 18, 2019.

The resignation of **Ruby Verstreate**, School Bus Driver, effective January 17, 2020.

The resignation of **David Jungjohann**, Cleaner, effective January 9, 2020.

**VICTOR CENTRAL SCHOOL
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Leave of Absences: The granting of a discretionary leave of absence for **Kealan Devanny**, Part Time Teacher Aide, effective January 13, 2020, and extending to May 1, 2020.

**Per Diem and
Substitute Positions:**

| <u>Candidate</u> | <u>Position</u> |
|--------------------|----------------------------|
| Megan Hems | School Bus Monitor |
| Grace Flansburg | Lifeguard |
| Allison Hartley | Food Service Helper |
| Maria Nitche | Teacher Aide |
| Kelsey Sackett | Lifeguard |
| Hollie Joseph | School Bus Driver Trainee |
| Korey Bartron | Automotive Mechanic Helper |
| Abigail Richards | Teacher Aide |
| Megan Hems | School Bus Driver |
| Jaden White | Lifeguard |
| Hollie Joseph | School Bus Monitor |
| Amanda Mott | Lifeguard |
| Kelsey Flaitz | Lifeguard |
| Rosalie Jones | Teacher Aide |
| Anthony Pezzimenti | Teacher Aide |
| Jared Ritz | Teacher Aide |
| Robert Grasso | Teacher Aide |
| Nathaniel Connors | Lifeguard |
| Michele Harris | Teacher Aide |
| Igor Polotai | Lifeguard |

**CSE/CPSE
RECOMMENDATIONS** Recommendations of the Committee on Special Education from the meetings of November 20, 2019, December 5, 6, 10, 11, 12, 13, 16, 17, 18, 19, 2019, January 2, 6, 7, 8, 10, 13, 14, 15, 16, 2020 and from the Committee on Preschool Special Education from the meeting of November 12, 2019, December 10, 16, 17, 2019 and January 7, 2020;

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

**CONFERENCE
ATTENDANCE** K. Ballard, T. DeLucia, K. Elliott, and C. Parks to attend the Monroe County School Boards Association Legislative Breakfast on 2/8/20 in Henrietta, NY;

SURPLUS The following are declared as surplus:

- NEC VT585 Projector with VCS Tag #010015;
- Hewlett Packard LaserJet 1320nPrinter with VCS Tag #02570;

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DONATIONS

The following donations:

- \$1,000.00 from PTSA to the Primary School in support of Field Days;
- \$500.00 from ExxonMobil’s 2019 Educational Alliance to the Early Childhood School;
- HP Laserjet M402dn Printer from Dave Henderson to the Victor Central School District valued at \$200;

Mrs. Elliott thanked PTSA and other groups who continue to support the District where we continue to fall short.

**RESOLUTION
ACCEPTING GIFT
FROM VICTOR
COMMUNITY
BASEBALL/SOFTBALL**

WHEREAS, the Victor Community Baseball / Softball (“VCBS”) has offered a donation to the Victor Central School District in the amount of \$6,000.00 to fund a second Baseball Modified B team for the 2019-20 baseball season; and

WHEREAS, the Board of Education has considered the impact on the School budget and recognizes that the donation is sufficient to cover all of the expenditures necessary to operate the Baseball Modified B team.

NOW, THEREFORE, the Board of Education hereby resolves:

1. To graciously accept the donation from VCBS and to operate a second Baseball Modified B team for the 2019-20 baseball season.
2. This resolution shall take effect immediately.

Mrs. Ballard said the resolution is to fund the modified baseball team with no cost to the District. She said she wants to make sure the \$6,000 is accounted for at the end of the season. She asked Assistant Superintendent for Business Jay Schickling if the Board can get a report at the end of the season. Mr. Schickling said yes. Dr. Parks said earlier in the year there was an agreement that the Victor Community Baseball and Softball Teams would support a Modified B Baseball Team by providing a donation to the District. This agreement took place after a group of parents and the Athletic Director came requesting this. Dr. Parks said again, there would be at no additional cost to the District.

BUDGET TRANSFERS

Approve the budget transfer recommendations per the memorandum from Assistant Superintendent for Business Jay Schickling to Interim Superintendent Dennis Ford dated December 31, 2019; and

**CONFERENCE
ATTENDANCE**

C. Parks to attend the Monroe County School Boards Association Information Exchange Committee Meeting on 1/15/2020 in Henrietta, NY.

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

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

CAMPUS NEWS

Interim Superintendent Dennis Ford said he is remarkably impressed with the Victor School community. This will be his last Board meeting as Dr. Terranova will be starting on February 13th. He said he has been in this business for 45 years. He started his career in Newark in 1974 and he said it is great to end his 45-year career in the area where he started. He said he is proud to say that he has had the opportunity to work with some great people at Victor Schools.

Board President Palumbo-Sanders publically thanked Mr. Ford for getting the District through a challenging transition. She told Mr. Ford we are in a business of education and he has educated us on many different aspects.

Board Vice President Parks said he feels that he is a better Board Member because of the experience Mr. Ford brought to the Board with his knowledge, transparency and the grit he modeled.

VCS administrators summarized campus news and events at this time.

SOCIAL EMOTIONAL LEARNING PRESENTATION

Director of Educational and Support Services Roni Puglisi, Primary School Principal Jen Check, Senior High School Assistant Principal Carrie Goodell, Primary School Counselor Kara Kupinski, Intermediate School Psychologist Anne Clark, Junior High School Counselor Nick Sculli and Senior High School Science Teacher Karen Brion presented on social emotional learning. Ms. Puglisi lead the charge to develop a 3-year plan to address the social emotional needs across the District. She introduced the 14 members of the team and she was the facilitator. The team became known as the Social Emotional Learning (SEL) Think Tank. On December 4th they held a meeting at Wayne-Finger Lakes BOCES. They started out with introductions since not everyone knew one another. They then engaged in a Brain Dump activity and categorized their thoughts. Ideas were labeled by tiers with tier 1 targeting 80-85% of the students, tier 2 targeting 10-15% of the students and tier 3 the top 5-10% of the student population. After placing the ideas into tiers, the team tried to assess what the broad financial implications would be for each intervention and where each intervention would fit in a 3-year plan. The meeting on December 19th was to prioritize the top five items. The group consensus was the number one priority in tier 1 is to hire a SEL Director PreK-12. This person would provide the vision for the SEL work in the District. It is important to have a vision. The second priority in tier 1 is to hire a School Counselor. This will help the District work toward the American School Counselor Association recommended ratio of 1:250. The third priority in tier 1 is SEL Programming and Monitoring. This

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BOARD OF EDUCATION**

**SOCIAL EMOTIONAL
LEARNING
PRESENTATION
Continued**

will include instruction, scheduling, restorative practices, structure, and curriculum. The fourth priority is in tier 2 and that is hiring an Elementary Behavior Intervention Specialist. The fifth priority is in tier 3, which is working with a Delphi Counselor. The Delphi Counselor would work with a small group of students with significant challenges. This process was thoughtfully done by a group of passionate people who want to bring this to the District to improve the District in the social emotional learning area. Ms. Puglisi publically thanked the people who worked on the committee. She said they completed the work because they want to make things better for the students and provide more support for the staff to make the Victor School community better. Mrs. Palumbo-Sanders asked if the SEL Director position is a 12-month position. Ms. Puglisi said there is a lot of general information out there and that level of detail has not been determined yet. Mr. Ford said there have been conversations with Mr. Haugh and Mr. Schickling regarding how the position could look. Right not it is just in the discussion stage. Dr. Parks appreciated the committee saying they do not have a vision yet and they do not know what that it. He said it is important to recognize that. He asked if the Delphi Counselor is contracted through Delphi? Mrs. Goodell said yes, the counselor would be contracted through Delphi but would work full time with the District. Dr. Parks said similar to a School Resource Officer. Mrs. Goodell said yes. Mrs. Ballard said the District has a Drug and Alcohol Counselor now, John Ryan. Mrs. Goodell said he is but he is also a Dignity for All Students Act (DASA) Coordinator and a Social Worker. Dr. Parks said it is important to bring the incoming Superintendent, Dr. Terranova, up to speed. Mr. Vistocco thanked the entire committee. He said they did a tremendous amount of work in a short amount of time and it is appreciated very much.

BUDGET WORKSHOP

Assistant Superintendent for Business Jay Schickling provided an update on the budget planning process. He said they have received building level and department level requests and have been able to aggregate and review them at this time. There is a rollover budget projection deficit of \$1.6 million. Taking into consideration some of the mandates, that deficit could potentially get to roughly \$2.5 million. The Board of Education will be holding a public workshop on Thursday, January 30, 2020 at 5:30 PM in the Boardroom. Dr. Parks indicated the date has been changed to January 30th because the Board would like to have the incoming Superintendent, Dr. Terranova, be part of the workshop.

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

APPROVE TRIPS

A motion was made by K. Ballard, seconded by C. Eckhardt, to approve the following trips:

- Outdoor Activities Club 9-12 to the Adirondack Mountains from 3/5/2020 – 3/8/2020;
- Outdoor Activities Club 9-12 to the Adirondack Mountains from 5/14/2020 – 5/17/2020;

The motion was carried. 6 yes 0 no

**MEETING REPORTS
Monroe County School
Board Association
Committee Reports
(MCSBA)**

Dr. Parks attended the Monroe County School Boards Association Information Exchange Meeting on January 15, 2020. The meeting was about restorative practices. Dr. Parks said our District may already be doing parts of it. Dr. Parks said Mr. DeLucia also attended the meeting.

PUBLIC COMMENT

Parent and President of PIE Carol Prescott said she has two children in the District. She was disappointed that the parents who spoke earlier in the meeting did not see the presentation on Social Emotional Learning. She said she is grateful for the counselors that have been added over the past few years to reach out to children. Mental health is important.

Jason Swarts a new employee said he was appointed earlier in the night as a Food Service Helper. Jason was welcomed by the Board.

Parent Kristin Elliott talked about Staff Appreciation Night at the Varsity Girls Basketball Game. She thanked the staff for their hard work.

**UPCOMING EVENTS
Budget Workshop**

Budget Workshop, Thursday, January 30, 2020 at 5:30 PM in the Boardroom.

**Next Regular Board
Meeting**

The next regular Board meeting will take place on Thursday, February 13, 2020 at 7:15 PM in the Early Childhood School Boardroom.

ADJOURN

A motion was made by M. Vistocco, seconded by K. Elliott, to adjourn the meeting at 8:57 PM. The motion was carried. 6 yes 0 no

Respectfully submitted,

Maureen A. Goodberlet
District Clerk

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**Unapproved Minutes of a Special Meeting of January 22, 2020
District Office Conference Room
953 High Street
Victor, New York 14564**

CALL TO ORDER

President Deborah Palumbo-Sanders called the meeting to order at 5:38 PM.

Members Present

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

APPROVE AGENDA

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

**ENTER EXECUTIVE
SESSION**

A motion was made by K. Elliott, seconded by C. Eckhardt, to enter executive session at 5:39 PM to discuss the employment history and matters leading to the employment of a particular person. The motion was carried. 7 yes 0 no.

Recess from 7:25 PM – 7:35 PM

T. DeLucia left the meeting at 10:03 PM and returned at 10:06 PM.

**RETURN TO REGULAR
SESSION**

A motion was made by C. Parks, seconded by M. Vistocco, to return to regular session at 10:08 PM. The motion was carried. 7 yes 0 no

ADJOURN

A motion was made by T. DeLucia, seconded by K. Ballard, to adjourn the meeting at 10:09 PM. The motion was carried. 7 yes 0 no

Respectfully submitted,

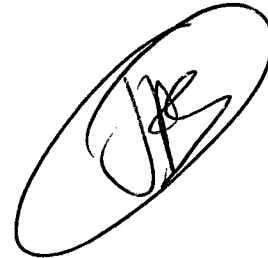
Maureen A. Goodberlet
District Clerk

RESOLUTION

TREASURER'S REPORTS

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

A handwritten signature, possibly initials, enclosed within a hand-drawn oval shape.

12/1/2019

42,845,737.79

RECEIPTS:

| | |
|-------------------------------|------------|
| ACCOUNTS RECEIVABLE | 0.00 |
| TAXES (INCLUDING LIBRARY TAX) | 0.00 |
| STATE AID | 819,378.66 |
| INTEREST & PENALTIES ON TAXES | 0.00 |
| ADMISSIONS | 40.00 |
| IN LIEU OF TAXES | 0.00 |
| INTEREST AND EARNINGS | 75,640.91 |
| BUILDING USE | 0.00 |
| USE OF BUSES | 0.00 |
| DASNY ESCROW EARNINGS | 0.00 |
| BOCES AID | 0.00 |
| MISC. | 4,889.24 |
| DUE FROM OTHER FUNDS | 0.00 |
| ENERGY PERFORMANCE INCENTIVES | 11,685.00 |
| REFUND PRIOR YEARS EXPENSE | 8,076.72 |
| MONROE CO. SALES TAX | 0.00 |
| WAYNE CO. SALES TAX | 0.00 |
| MEDICAID | 1,815.97 |

TOTAL RECEIPTS 921,526.50

TOTAL RECEIPTS & BAL. 43,767,264.29
 DISBURSEMENTS 7,376,914.43

BAL. ON HAND 12/31/19 36,390,349.86

BANK RECONCILIATION

| | |
|-------------------------|------------|
| BAL./BANK STATEMENT | 857,497.13 |
| IN TRANSIT | 0.00 |
| BANK ERROR | 0.00 |
| LESS CHECKS OUTSTANDING | 815,234.11 |
| RETURNED CHECKS | 0.00 |
| DEPOSIT IN TRANSIT | 0.00 |

BAL. IN NOW ACCOUNT/CDGA NAT. 42,263.02

BAL. IN CERTIFICATES/MM 36,346,527.10

RETURNED CHECKS - FIVE STAR TAX ACCOUNT 0.00

IN TRANSIT FROM TRUST & AGENCY 1,559.74

IN TRANSIT 0.00

IN TRANSIT 0.00

TOTAL BALANCE 36,390,349.86

12/31/2019

LYNNE LUBASZEWSKI
 DISTRICT TREASURER

EXTRACLASS TREASURER'S REPORT

II.

12/31/2019

0.00

| ACTIVITIES | BEG. BAL. | RECEIPTS | TOTAL | DISBURSMTS | END. BAL. |
|-------------------------|------------|-----------|------------|------------|------------|
| CLASS OF 2019 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| CLASS OF 2020 | 6,067.59 | 0.00 | 6,067.59 | 0.00 | 6,067.59 |
| CLASS OF 2021 | 2,401.53 | 0.00 | 2,401.53 | 0.00 | 2,401.53 |
| CLASS OF 2022 | 2,148.28 | 0.00 | 2,148.28 | 0.00 | 2,148.28 |
| CLASS OF 2023 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| AQUATIC L. | 1,640.54 | 149.45 | 1,789.99 | 0.00 | 1,789.99 |
| ART CLUB | 308.36 | 0.00 | 308.36 | 0.00 | 308.36 |
| BUSINESS CLUB | 13,689.49 | 469.45 | 14,158.94 | 654.93 | 13,504.01 |
| DRAMA CLUB | 12,135.83 | 0.00 | 12,135.83 | 1,611.21 | 10,524.62 |
| FRENCH CLUB | 8,651.70 | 3,627.38 | 12,279.08 | 2,111.16 | 10,167.92 |
| GO GREEN GARDEN TEAM | 96.27 | 0.00 | 96.27 | 0.00 | 96.27 |
| GLOBAL COMPETENCY | 1,880.49 | 6.10 | 1,886.59 | 1,250.04 | 636.55 |
| INTERNATIONAL CLUB | 253.02 | 0.00 | 253.02 | 0.00 | 253.02 |
| J.H. MUSICAL | 30,432.01 | 18,042.66 | 48,474.67 | 1,578.09 | 46,896.58 |
| J.H. STORE | 1,546.43 | 0.00 | 1,546.43 | 173.80 | 1,372.63 |
| J.H. ST. CO. | 3,858.01 | 342.40 | 4,200.41 | 250.32 | 3,950.09 |
| J.H. YEARBOOK | 26.43 | 0.00 | 26.43 | 0.00 | 26.43 |
| KEYCLUB | 8,001.39 | 0.00 | 8,001.39 | 250.55 | 7,750.84 |
| MANUFACTURING SYSTEMS | 0.26 | 0.00 | 0.26 | 0.00 | 0.26 |
| MEDICAL EXPLORERS | 160.75 | 0.00 | 160.75 | 0.00 | 160.75 |
| MENTORING CLUB | 8,260.90 | 0.00 | 8,260.90 | 519.72 | 7,741.18 |
| N.H.S. | 2,166.59 | 179.55 | 2,346.14 | 299.55 | 2,046.59 |
| OUTDOOR ACTIVITY | 136.48 | 0.00 | 136.48 | 0.00 | 136.48 |
| POSITIVE SCHOOL CLIMATE | 9,156.07 | 5.86 | 9,161.93 | 243.85 | 8,918.08 |
| SALES TAX | 0.00 | 820.67 | 820.67 | 820.67 | 0.00 |
| SEAS | 5,867.00 | 5,780.00 | 11,647.00 | 11,458.00 | 189.00 |
| S.H. ORCHESTRA | 9,825.87 | 0.00 | 9,825.87 | 0.00 | 9,825.87 |
| SH SCHOOL STORE | 3,279.82 | 1,466.04 | 4,745.86 | 669.84 | 4,076.02 |
| S.H. ST. CO. | 10,026.08 | 16.37 | 10,042.45 | 160.32 | 9,882.13 |
| SH YEARBOOK | 8,978.01 | 0.00 | 8,978.01 | 12.92 | 8,965.09 |
| SPANISH CLUB | 1,423.16 | 1,336.46 | 2,759.62 | 25.13 | 2,734.49 |
| TRI-M HONOR SOCIETY | 1,287.50 | 0.00 | 1,287.50 | 0.00 | 1,287.50 |
| VICTOR CARES | 7,225.22 | 100.00 | 7,325.22 | 104.88 | 7,220.34 |
| TOTALS | 160,931.08 | 32,342.39 | 193,273.47 | 22,194.98 | 171,078.49 |
| BAL/BANK | 185,403.28 | | | | |
| CKS OUT | 14,332.27 | | 12/31/2019 | | 171,078.49 |
| INT. NOT POSTED | 12.52 | | | | |
| BANK ERROR | 0.00 | | | | |
| RETURNED CHECKS | 20.00 | | | | |
| IN TRANSIT | 0.00 | | | | |
| BAL. 12/31/2019 | 171,078.49 | | | | |

Betty Post, Extraclass Treasurer

| | | |
|---|-----------|--------------------------|
| BALANCE ON HAND 12/1/2019 | | 708,109.55 |
| RECEIPTS: | | |
| ACCOUNTS RECEIVABLE | 0.00 | |
| A LUNCHES | 43,337.75 | |
| A BREAKFAST | 2,706.00 | |
| OTHER SALES | 30,808.64 | |
| SALES TAX | 261.91 | |
| INTEREST POSTED | 50.44 | |
| DUE FROM OTHER FUNDS | 0.00 | |
| MISC | 0.00 | |
| STATE AND FEDERAL AID | 54,202.00 | |
| TOTAL RECEIPTS | | <u>131,366.74</u> |
| TOTAL RECEIPTS AND BAL. | | 839,476.29 |
| DISBURSEMENTS | | <u>178,178.95</u> |
| BALANCE ON HAND 12/31/2019 | | <u><u>661,297.34</u></u> |
| BANK RECONCILIATION | | |
| BAL. PER BANK STATEMENT 12/31/2019 AND CD'S | | 661,241.48 |
| IN TRANSIT | 0.00 | |
| BANK ERROR | 0.00 | |
| IN TRANSIT ON LINE PAYMENTS | 120.00 | |
| RETURNED CHECK | 0.00 | |
| OUTSTANDING CHECKS (6675, 6694) | 64.14 | |
| BALANCE IN SCHOOL LUNCH FUND | | <u><u>661,297.34</u></u> |

LYNNE LUBASZEWSKI
DISTRICT TREASURER

| | |
|----------------------------|--------------------------|
| BALANCE ON HAND 12/01/2019 | 456,036.30 |
| TOTAL RECEIPTS: | <u>4,364,684.30</u> |
| TOTAL RECEIPTS AND BAL. | 4,820,720.60 |
| DISBURSEMENTS: | <u>3,853,039.77</u> |
| ENDING BALANCE 12/31/2019 | <u><u>967,680.83</u></u> |

BANK RECONCILIATION

| | | |
|--|------------------------|--------------------------|
| BAL. PER STATEMENT | TRUST & AGENCY ACCOUNT | 1,158,827.90 |
| BAL. PER DIRECT DEPOSIT STATEMENT - P/R 14 | | 1,151.46 |
| P/R INTEREST - CNB | | 0.66 |
| P/R INTEREST - FIVE STAR | | 7.18 |
| IN TRANSIT TO GENERAL | | 1,559.74 |
| OUTSTANDING CHECKS | | 177,783.68 |
| IN TRANSIT (BENEFIT RESOURCE PAYMENTS) | | 5,938.20 |
| IN TRANSIT (BENEFIT RESOURCE PAYMENTS) | | 3,203.47 |
| IN TRANSIT (BENEFIT RESOURCE PAYMENTS) | | 3,821.28 |
| IN TRANSIT (BENEFIT RESOURCE PAYMENTS) | | 0.00 |
| IN TRANSIT (BENEFIT RESOURCE PAYMENTS) | | 0.00 |
| IN TRANSIT FROM SCHOOL LUNCH | | 0.00 |
| BAL. IN T & A ACCOUNT | 12/31/2019 | <u><u>967,680.83</u></u> |

| | |
|--|-----------|
| PAYROLL ACCOUNT...BAL. PER BANK STATEMENTS | 38,299.49 |
| LESS INTEREST NOT POSTED | 0.66 |
| IN TRANSIT TO GENERAL | 0.00 |
| DEPOSIT IN TRANSIT | 0.00 |
| BANK ERROR | 0.00 |

| | |
|----------------------------|-------------------------|
| BALANCE IN PAYROLL ACCOUNT | <u><u>38,298.83</u></u> |
|----------------------------|-------------------------|

| | |
|---------------------------------------|-------------------------|
| OUTSTANDING CHECKS IN PAYROLL ACCOUNT | <u><u>38,298.83</u></u> |
|---------------------------------------|-------------------------|

LYNNE LUBASZEWSKI
DISTRICT TREASURER

TREASURER'S REPORT

SPECIAL AID FUND

V.

| | | |
|---|-------------|--------------------------|
| BALANCE ON HAND | 12/1/2019 | 396,771.88 |
| RECEIPTS: | | |
| INTEREST | 35.44 | |
| DUE FROM OTHER FUNDS | 0.00 | |
| STATE OF NY | 274,423.00 | |
| MISC. | <u>0.00</u> | |
| TOTAL RECEIPTS | | <u>274,458.44</u> |
| TOTAL RECEIPTS AND BALANCE | | 671,230.32 |
| DISBURSEMENTS | | <u>154,226.58</u> |
| BAL. ON HAND 12/31/2019 | | <u><u>517,003.74</u></u> |
| BANK RECONCILIATION | | |
| <u>BAL./BANK STATEMENT</u> | | 522,854.84 |
| OUTSTANDING CHECKS (5646, 5706, 5709, 5720) | | 5,851.10 |
| IN TRANSIT | | <u>0.00</u> |
| BALANCE IN NOW/MM ACCOUNT 12/31/2019 | | <u><u>517,003.74</u></u> |

LYNNE LUBASZEWSKI
DISTRICT TREASURER

TREASURER'S REPORT

CAPITAL FUND-SMART SCHOOLS BOND ACT

VI.

| | | |
|----------------------------|-------------|--------------------|
| BALANCE ON HAND | 12/1/2019 | 4.57 |
| RECEIPTS: | | |
| INTEREST | 0.00 | |
| AID | 0.00 | |
| DUE TO OTHER FUNDS | <u>0.00</u> | |
| TOTAL RECEIPTS | | <u>0.00</u> |
| TOTAL RECEIPTS AND BALANCE | | 4.57 |
| DISBURSEMENTS | | <u>0.00</u> |
| BAL. ON HAND 12/31/2019 | | <u><u>4.57</u></u> |

BANK RECONCILIATION

| | |
|---|--------------------|
| <u>BAL./BANK STATEMENT</u> | 4.57 |
| LESS CHECKS OUT | 0.00 |
| DEPOSIT IN TRANSIT | <u>0.00</u> |
| BALANCE IN CHECKING ACCOUNT | 4.57 |
| BALANCE IN CERTIFICATES OF DEPOSIT/MONEY MARKET IN TRANSIT | <u>0.00</u> |
| BALANCE IN CAPITAL SMART SCHOOLS BOND ACT 12/31/2019 | <u><u>4.57</u></u> |

LYNNE LUBASZEWSKI
DISTRICT TREASURER

| | | |
|----------------------------|-------------|--------------------------|
| BALANCE ON HAND | 12/1/2019 | 1,163,117.65 |
| RECEIPTS: | | |
| INTEREST | 1,470.12 | |
| BAN FUNDS & PREMIUM | 0.00 | |
| DUE TO OTHER FUNDS | <u>0.00</u> | |
| TOTAL RECEIPTS | | <u>1,470.12</u> |
| TOTAL RECEIPTS AND BALANCE | | 1,164,587.77 |
| DISBURSEMENTS | | <u>665,244.08</u> |
| BAL. ON HAND 12/31/2019 | | <u><u>499,343.69</u></u> |

BANK RECONCILIATION

| | |
|--|--------------------------|
| <u>BAL./BANK STATEMENT</u> | 892,923.17 |
| LESS CHECKS OUT (2334, 2336, 2340, 2348, 2349, 2350, 2351) | 393,579.48 |
| DEPOSIT IN TRANSIT | <u>0.00</u> |
| BALANCE IN CHECKING ACCOUNT | 499,343.69 |
| BALANCE IN CERTIFICATES OF DEPOSIT/MONEY MARKET | 0.00 |
| IN TRANSIT | <u>0.00</u> |
| BALANCE IN CAPITAL CAMPUS IMPROVEMENT PROJECT 12/31/2019 | <u><u>499,343.69</u></u> |

LYNNE LUBASZEWSKI
DISTRICT TREASURER

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**
Personnel Agenda, February 13, 2020

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

**Long Term
Substitute
Appointments:**

The appointment of **Sarah Farnand**, who has Certifications in English to Speakers of Other Languages, Students with Disabilities Birth-Grade 2, Students with Disabilities Grades 1-6, Early Childhood Education Birth-Grade 2, Childhood Education Grades 1-6, Generalist in Middle Childhood Education Grades 5-9, and Students with Disabilities Grades 5-9, to a long term substitute position as an ELL Teacher, effective on or about February 10, 2020, and ending June 30, 2020, at a prorated annual salary of \$51,250 (Step 9M+20).

The appointment of **Kyle Kita**, 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 on or about February 10, 2020, and ending June 30, 2020, at a prorated annual salary of \$46,000 (Step 4M+15).

Leaves of Absence:

The granting of a maternity leave and subsequent childcare leave of absence for **Valerie Leggett**, Special Education Teacher, effective approximately April 10, 2020, and extending to June 30, 2021.

| Athletics: | <u>Position</u> | <u>Name</u> | <u>Level</u> | <u>Years</u> |
|------------------------|------------------------|--------------------|---------------------|---------------------|
| Baseball | Varsity Head | Sean Rucker | 2 | 25 |
| | Varsity Assistant | Mike Ferreri | 5 | 20 |
| | JV | Joe Kurnath | 5 | 9 |
| | Modified A | Pat Lawley | 6 | 24 |
| | Modified B | Tim Clapp | 6 | 14 |
| | Volunteer | Eric Fisk | - | - |
| | Softball | Varsity Head | Shelly Collins | 2 |
| Varsity Assistant | | Denise Dillman | 5 | 21 |
| Modified A | | Gina Potenza | 6 | 9 |
| Volunteer | | Jenna Mausolf | - | - |
| Volunteer | | Jessica Palmer | - | - |
| Volunteer | | David Prong | - | - |
| Volunteer | | Erica Valente | - | - |
| Lacrosse - Boys | Head Varsity | Jim Andre | 2 | 25 |
| | Varsity Assistant | Mark Foeder | 5 | 24 |
| | JV | Bryan Lischerelli | 5 | 26 |

| | | | | |
|----------------------------------|---------------------|-------------------|---|----|
| | Modified B | Kevin Geno | 6 | 10 |
| | Modified B | Dan Stone | 6 | 20 |
| | Volunteer | Mark Cain | - | - |
| | Volunteer | Todd Thompson | - | - |
| Lacrosse – Girls | Head Varsity | Niki Frunzi | 2 | 11 |
| | JV | Madeline Haggerty | 5 | 2 |
| | Modified B | Jamie Smith | 6 | 12 |
| | Volunteer | Jennifer Haggerty | - | - |
| | Volunteer | Hannah Savage | - | - |
| Track & Field – Boys | Varsity Assistant | Jerry O’Dell | 5 | 36 |
| | Modified B | Matt Bauerlein | 6 | 34 |
| Track & Field – Girls | Head Varsity | Austin Donroe | 2 | 3 |
| | Varsity Assistant | Erika Eberhardt | 5 | 9 |
| | Modified B | Chris Levy | 6 | 21 |
| Tennis – Boys | JV | Jeff Pistrutto | 5 | 3 |
| | Modified A | Chris Stock | 6 | 1 |
| Golf | Head Varsity | Trevor Sousa | 4 | 12 |
| | JV | Chris Wuest | 5 | 11 |
| | Volunteer | William Wuest | - | - |
| Unified Basketball | Head Coach | David Vistocco | 4 | 5 |
| | Volunteer Assistant | Andy Reddout | - | - |
| | Volunteer | Daniel Hart | - | - |

Co-Curriculars:

Clubs and Advisors

| | <u>Name</u> | <u>Group</u> |
|--|--------------------|---------------------|
| Sr. High Yearbook Advisor/ Yearbook Asst. Co-Advisor | Dave Denner | 4/ 2 |

Resignations:

The resignation of **Meghan Fatzinger**, Sr. High Yearbook Co-Advisor and the Sr. High Yearbook Assistant Co-Advisor, effective 2/23/20.

Per Diem Substitutes:

| <u>Candidate</u> | <u>Area of Certification</u> |
|-------------------------|-------------------------------------|
| Alexandra Lambert | Elementary Education |
| Meghan Roberts | Elementary Education |

Non-Instructional

Appointments:

The appointment of **Nicholas Cook**, Temporary Part Time Teacher Aide, effective February 3, 2020, at an hourly rate of \$11.80.

Resignations: The resignation of **Kim Dodds**, Cleaner, effective February 4, 2020.

The resignation of **Steven Peck**, Building Maintenance Mechanic, effective January 24, 2020.

**Per Diem and
Substitute Positions:**

Candidate

Position

Sarah Maslyn
Reagan Mayer
Faith Desassure
Leah Thomas
Keith Kolaczyk

Cleaner
Lifeguard
Lifeguard
Teacher Aide
Lifeguard

Victor Central School District
Visual and Performing Arts
Hall of Fame Program
Selection Committee By-Laws

Mission Statement

It is the mission of the Victor Central Schools Hall of Fame to:

- Celebrate and honor the accomplishments of outstanding alumni, staff and community members who have excelled in the arts.
- Inspire current students to make contributions to the arts by reconnecting those selected for the hall of fame with our students, staff and community.

Membership

The Victor Central School Hall of Fame Committee shall be comprised of no more than eleven (11) voting members.

- The Director of Educational and Support Services shall be a permanent member and serve as the chairperson.
- A VCS Board of Education member or designee, selected by the Board of Education.
- The K-12 Chairpersons of Art, Music and Theater departments or designees.
- Three high school students, selected by the Senior High School Principal.
- One community member, selected by the Board of Education
- One representative from the CSEA, selected by the president of CSEA.
- A liaison from the Office of School and Community Relations (non-voting member).

Term of membership on the committee shall be two (2) years with a two (2) consecutive term limit.

Duties

The mission statement is accomplished by, but not limited to, the following:

- Encouraging a wide range of people to nominate individuals.
- Selecting worthy candidates for induction into the Hall of Fame
- Recognizing the inductees at the Hall of Fame Recognition Ceremonies.
- Highlighting the accomplishments of the inductees by displaying their accomplishments and awards on the school property.

Meetings

The committee shall meet at the discretion of the membership.

Nominating and Selection Process

Eligibility

In order to qualify for induction into the Victor Central School Hall of Fame, a nominee must meet one or more of the following:

- Graduated from Victor Senior High School at least ten (10) years ago and have been affiliated with arts programming sponsored by Victor Central Schools.
- Serve as a staff member in a Victor Central Schools' arts program for a minimum of five years.
- Made significant contributions to the students of Victor Central through the District's arts programming.
- Graduated from Victor Senior High School (at least 10 years ago) and made significant contributions in the Arts, but may not have necessarily participated in a program at Victor Central Schools.

Categories

The following categories are to be considered in qualifying for the Hall of Fame:

- Creators - Individuals and/or groups of Victor Senior High School alumni who graduated a minimum of ten (10) years ago.
- Performers- Individuals and/or groups of Victor Senior High School alumni who graduated a minimum of ten (10) years ago.
- Practitioners - Staff and community members who have made significant and extraordinary contributions to the Victor Central Schools' Arts programming for a minimum of five (5) years.
- Contributors- Individuals who have made a significant impact on Victor Central Schools' Arts programming, administration, and/or on regional, state, national, professional, or international levels. This honorary category may include, but is not limited to, VCS staff and local community supporters.

Nominations

- Nominations may be made by **any** individual to the Hall of Fame Committee.
- All nominations must be submitted on the official Hall of Fame application form.
- All application forms must be complete and either delivered or postmarked on or before the deadline set by the Selection Committee.

Current selection committee members and their immediate family are not eligible for induction during a committee member's term of service.

Voting

- Each committee member will receive a copy of each application under consideration.
- The committee will meet to discuss all candidates and to select inductees.
- Inductees shall be determined using a process developed by committee members.
- The committee shall select a maximum of four (4) nominees for induction each year from any of the three areas (music, theater and visual arts), unless an extraordinary situation exists, which warrants recognizing more than four individuals.
- In the event no nominee qualifies, no one will be selected for that year.

Induction Process

All candidates selected will receive a cover letter outlining the award and committee procedures.

Hall of Fame inductees shall be required to attend the induction ceremony and to contribute to or participate in a program in the District's schools for the benefit of students.

An induction ceremony and reception shall be held for friends and relatives with the presentation of plaques by the Director of Educational and Support Services and the appropriate K-12 Chairperson.

Recipients shall be given up to three-years to attend the induction ceremony and receive the award, after which they may be re-nominated.

Amendments of By-Laws

Written proposals for amendments must be submitted at least 30 days prior to any vote. The By-Laws shall be amended by a two-thirds majority of the total committee. All by-law changes must be submitted to the Victor Board of Education for final approval.

Regardless of whether amendments are made or not, the Committee By-laws must be approved by the Victor Board of Education on an annual basis. It shall be the responsibility of the Director of Educational and Support Services to submit current by-laws to the Victor Board of Education by March 1st of each year, except for the first year of existence, 2017-2018.

Victor Central School District
Graduates of Distinction Program
Selection Committee By-Laws

Purpose

The Graduates of Distinction Selection Committee exists for the purpose of recognizing Victor Central School District alumni who have achieved distinction through exceptional or lifetime achievement with significant contribution within their school, family, career, community or personal life; and sharing these accomplishments with the community at large as inspiration for current and future students. The Graduates of Distinction Selection Committee may also recognize students who attended Victor schools before there was a high school. (The first graduating senior class at VCS was in 1894.) Such former students will be given the title of Honorary Recognition.

Membership

The Graduates of Distinction Selection Committee shall consist of graduates of Victor Central School.

- No more than seven voting members
- No more than two from any one graduating class if possible
- A current student (should be a Junior and will hold a two-year term) shall serve as a voting member
- A VCS Board of Education member or designee shall serve as a voting member (one-year term)
- The VCS School and Community Relations Coordinator will serve as a non-voting member

An organizational meeting of the School Committee shall be held after July 1 of each year where a Chairperson shall be elected for the following year by quorum. The School and Community Relations Coordinator shall serve as the Secretary-Treasurer for the committee.

Terms of membership on the committee shall be three (3) years (unless otherwise stated) with a two consecutive term limit.

The VCS Board of Education will solicit volunteers from the community to serve as members of the committee. As committee membership vacancies occur, the VCS Board of Education will select from the list of volunteers and appoint new members to the committee.

Duties

The chairperson shall preside at all meetings. The School and Community Relations Coordinator shall record minutes of the meetings, send mailings to the membership and assist in gathering information about candidates, oversee the financial matters of the committee, coordinate induction activities, i.e. make arrangements for reception, order plaques. The committee will work with the School and Community Relations Coordinator to address public relations needs, recommendations to the VCS Board of Education, and fund expenditure approval. It shall be the sole responsibility of the committee to check references and verify information on nominees.

Meetings

The committee shall meet at the discretion of membership.

Voting

- Attendance at all meetings shall be encouraged with the selection of the candidates requiring voting by all members of the committee.
- The inductees shall be determined by a rating process developed by the committee.
- The chairperson shall forward the names of the Graduate(s) of Distinction (with the rating sheet) to the VCS Board of Education for confirmation.

**Victor Central School District
Graduates of Distinction Program – Selection Committee By-Laws**

Nominating and Selection Process

I. Nominees to the Victor Central School District Graduates of Distinction program shall be selected based upon the following criteria:

A. Nominees must have graduated from Victor Senior High (or have attended Victor Schools BEFORE there was a high school in the case of Honorable Recognition) at least 15 years before they are eligible for selection. The committee may waive the graduation time limit requirements in certain circumstances, as it deems necessary;

B. Significant achievement after attending Victor Schools which include:

1. Educational achievements;
2. Professional achievements;
3. Job related achievements;
4. Honors, awards, professional affiliations, publications;
5. Civic or community involvement;
6. Other appropriate qualifications, which the committee believes merit consideration;

II. The committee shall solicit nominees from the community at large. Anyone may submit a nomination for any person meeting the criterion. Every person nominated shall be eligible for a period of one year. They may be re-nominated.

III. The committee shall select a maximum of three (3) nominees for induction yearly. In the event no nominee qualifies, no one will be selected for that year.

IV. No member of the selection committee may submit a nomination, be nominated or inducted during his or her term of office.

Induction Process

The annual/biennial Graduates of Distinction induction ceremony will be held at a time agreed upon by the District and the Graduates of Distinction. Graduates of Distinction recipients shall be required to attend an induction ceremony with the Board of Education and to contribute to or participate in a program in the District schools for the benefit of students. The structure of such programs is left to the discretion of the District.

Recipients shall be given up to three-years to attend and receive the award, after which they may be re-nominated.

Amendments of By-Laws

The By-Laws shall be amended by a two-thirds majority of the total committee. Written proposals for amendments must be submitted at least 30 days prior to any vote. All by-law changes must be submitted to the VCS Board of Education for final approval.

Regardless of whether amendments are made or not, the Committee By-laws must be approved by the VCS Board of Education on an annual basis. It shall be the responsibility of the chairman to submit current Graduates of Distinction by-laws to the VCS Board of Education after the first committee meeting, but no later than March 1st of each year.

Victor Central School 2020-2021 School Calendar

BOE Approved _____

| S | M | T | W | TH | F | S |
|------------------|----|----|----|----|----|----|
| <i>July 2020</i> | | | | | | |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| S | M | T | W | TH | F | S |
|--------------------|----|----|----|----|----|----|
| <i>August 2020</i> | | | | | | |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| S | M | T | W | TH | F | S |
|-----------------------|----|----|----|----|----|----|
| <i>September 2020</i> | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| | | | | | | |
|---------------------|----|----|----|----|----|----|
| <i>October 2020</i> | | | | | | |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| | | | | | | |
|----------------------|----|----|----|----|----|----|
| <i>November 2020</i> | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| | | | | | | |
|----------------------|----|----|----|----|----|----|
| <i>December 2020</i> | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| | | | | | | |
|---------------------|----|----|----|----|----|----|
| <i>January 2021</i> | | | | | | |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| | | | | | | |
|----------------------|----|----|----|----|----|----|
| <i>February 2021</i> | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

| | | | | | | |
|-------------------|----|----|----|----|----|----|
| <i>March 2021</i> | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| | | | | | | |
|-------------------|----|----|----|----|----|----|
| <i>April 2021</i> | | | | | | |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| | | | | | | |
|-----------------|----|----|----|----|----|----|
| <i>May 2021</i> | | | | | | |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| | | | | | | |
|------------------|----|----|----|----|----|----|
| <i>June 2021</i> | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| | |
|------------------------------|--|
| <i>August 17-19</i> | <i>New Teacher Orientation</i> |
| <i>September 1-3</i> | <i>Superintendent Conference Days**</i> |
| <i>September 7</i> | <i>Labor Day</i> |
| <i>September 8</i> | <i>Classes Begin</i> |
| <i>October 9</i> | <i>Fall Superintendent Conference Day**</i> |
| <i>October 12</i> | <i>Columbus Day</i> |
| <i>November 11</i> | <i>Veterans Day</i> |
| <i>November 25-27</i> | <i>Thanksgiving Recess</i> |
| <i>December 23-January 1</i> | <i>Holiday Recess</i> |
| <i>January 18</i> | <i>Martin Luther King, Jr. Day</i> |
| <i>February 15-19</i> | <i>President's Recess</i> |
| <i>March 12</i> | <i>Spring Superintendent Conference Day**</i> |
| <i>March 29-April 2</i> | <i>Spring Recess (3/29 Potential Snow Day Makeup)</i> |
| <i>May 31</i> | <i>Memorial Day Holiday</i> |
| <i>June 16-24</i> | <i>Regents Testing</i> |
| <i>June 25</i> | <i>Regents Rating Day - VTA Must Report No 10 month CSEA^^</i> |

| Month | Student Days | Teacher Days |
|---------------|--------------|--------------|
| August | 0 | 0 |
| September | 17 | 20 |
| October | 20 | 21 |
| November | 17 | 17 |
| December | 16 | 16 |
| January | 19 | 19 |
| February | 15 | 15 |
| March | 19 | 20 |
| April | 20 | 20 |
| May | 20 | 20 |
| June | 18 ^^ | 19 |
| TOTALS | 181^^ | 187* |

** Conference Days Subject to NYSED Testing Schedules: VSCD 10 & 11 month non-teaching staff will be notified if attendance is required. **

^^ Regents Rating Day can be considered a student day of attendance if necessary. VSCD 10 month non-teaching staff will be notified if attendance is required. ^^

* Includes Conference Days but not professional days for new teaching staff or the new-year preparation day for returning teachers.

Municipal Cooperation Resolution

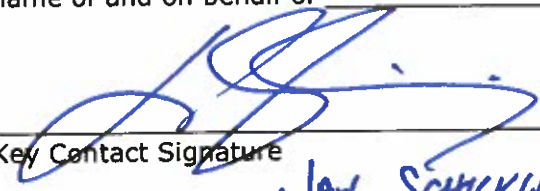
WHEREAS, New York General Municipal Law, Article 5-G, Section 119-o (Section 119-o) empowers municipal corporations [defined in Article 5-G, Section 119-n to include school districts, boards of cooperative educational services, counties, cities, towns and villages, and districts] to enter into, amend, cancel, and terminate agreements for the performance among themselves (or one for the other) of their respective functions, powers, and duties on a cooperative or contract basis;

WHEREAS the Victor Central School District (entity name) wishes to invest portions of its available investments funds in cooperation with other corporations and/or districts pursuant to the NYCLASS Municipal Cooperation Agreement Amended and Restated as of March 28, 2019;

WHEREAS the Victor Central School District (entity name) wishes to assure the safety and liquidity of its funds;

Now, therefore, it is hereby resolved as follows:

That Jay Schickling, Assistant Superintendent for Business (key contact name) is hereby authorized to execute and deliver the NYCLASS Municipal Cooperation Agreement Amended and Restated as of March 28, 2019 in the name of and on behalf of Victor Central School District (entity name).



Key Contact Signature
JAY SCHICKLING

Printed Name

Assistant Superintendent for Business

Title
2/13/2020

Date

**NEW YORK/ISLAND
COOPERATIVE BID RESOLUTION:**

WHEREAS, it would be in the joint interest of the Victor Central School District and the following:

SEE ATTACHED LISTING

To participate in cooperative bids for the purchase of various supplies, services, materials and equipment, as Advertised by and awarded by the Clarkstown Central School District acting as the Lead Agency, as provided by General Municipal Law Section 119-0 and,

WHEREAS, each BOARD retains the legal authority to contract with the successful Vendor(s) and shall not be bound by purchase contracts or other agreements made by the other BOARD(S), therefore

BE IT RESOLVED, that the BOARD OF EDUCATION of Victor Central School District hereby agrees to participate with the attached named school districts in such cooperative bids.

**Business Administrator
Victor Central School District**

Date of Board Meeting: _____

NY/ISLAND COOPERATIVE BID PROGRAM

AGREEMENT

WHEREAS, General Municipal Law Section 119-0 specifically authorizes municipal Corporations and school districts to enter into agreements for “purchasing and making of contracts;” and

WHEREAS, the attached school district listing has explored and supported the establishment of a municipal cooperative purchasing group; and

WHEREAS, the parties hereto desire a municipal cooperative purchasing group to effect economies in the purchasing and making contracts for materials, supplies and public works; and

WHEREAS, the governing bodies of the parties hereto have approved this cooperative purchasing arrangement by appropriate resolution.

NOW, THEREFORE, in consideration of the promises and covenants set forth herein, it is mutually agreed as follows:

A municipal cooperative purchasing group to be known as the “NY/Island Cooperative Bid” (Purchasing Group) has been established.

Membership in such Purchasing Group shall be available to any school district or municipal Corporation in New York State, which, by appropriate resolution, adopts the provisions of this agreement.

The members of the Purchasing Group shall adopt such rules, regulations and procedures in the conformity with New York State bidding laws to effectuate the purposes of this Agreement.

The Purchasing Group may enter into agreements with contractors to assist the Purchasing Group in carrying out the purposes of this Agreement.

- 1. The Clarkstown Central School District shall serve as Lead Agency for the Purchasing Group.**

Educational Data Services will serve as the Administrative Agent for the Purchasing Group to perform those ministerial functions required as per the Lead Agency.

New York/Long Island Cooperative Members

ALBANY COUNTY
Bethlehem
South Colonie
Ravena-Coeymans-Selkirk

ALLEGANY
Canaseraga

CATTARAUGUS COUNTY
Salamanca City

CAYUGA
Auburn
Port Byron
Southern Cayuga

COLUMBIA
New Lebanon

CORTLAND
Cortland

DUTCHESS COUNTY
Arlington
Dover Plains
Poughkeepsie
Pawling
Red Hook

ESSEX COUNTY
Elizabethtown-Lewis
Ticonderoga

FULTON COUNTY
Broodalhin-Perth
Gloversville
Johnstown

FRANKLIN COUNTY
Brushton-Moira
Chateaugay
Malone
Salmon River
Saranac Lake
St. Regis Falls

JEFFERSON COUNTY
Alexandria Bay

MADISON COUNTY
De Ruyter

NASSAU COUNTY
Bellmore
Bellmore-Merrick
Bethpage
Carle Place
East Meadow
East Rockaway
East Williston
Elmont
Farmingdale

NASSAU COUNTY (cont.)
Franklin Square
Freeport
Garden City
Great Neck
Herricks
Hewlett/Woodmere
Hicksville
Island Park
Island Trees
Jericho
Lawrence
Levittown
Locust Valley
Long Beach City
Malverne
Manhasset
Massapequa
Merrick
Mineola
North Merrick
North Shore
Oyster Bay/E. Norwich
Plainedge
Plainview
Port Washington
Roslyn
Seaford
Valley Stream S.D.
Valley Stream H.S.D.
Wantagh
Westbury

ONONDAGA
Onondaga
Marcellus
Skaneateles
Solvay

ONTARIO COUNTY
Bloomfield
Canandaigua
Gorham-Middlesex
Phelps-Clifton Springs

ORANGE COUNTY
Minisink Valley
Newburgh
Pine Bush

PUTNAM COUNTY
Brewster
Carmel
Haldane
Mahopac

RENSSELAER COUNTY
Averill Park
Brunswick
Lansingburgh
Troy

ROCKLAND COUNTY
Clarkstown
East Ramapo
Nanuet
North Rockland
Nyack
Pearl River
Ramapo
Rockland BOCES
South Orangetown

SARATOGA COUNTY
Burnt Hills-Ballston Lake
Corinth
Galway
Saratoga Springs
Schuylerville
South Glens Falls
Stillwater
Waterford-Halfmoon

SCHENECTADY COUNTY
Mohonasen
Scotta-Glenville

SCHOHARIE COUNTY
Cobleskill-Richmondville
Middleburgh

STEUBEN COUNTY
Addison
Arkport
Bath
Hornell

SUFFOLK COUNTY
Amityville
Babylon
Bay Shore
Bayport Blue Point
Brookhaven-Comsewoque Unified
Center Moriches
Central Islip
East Hampton
Elwood
Half Hollow Hills
Hampton Bays
Huntington
Lindenhurst
Medford Fire District
Middle Country
Miller Place
Mt. Sinai
North Babylon
Patchogue-Medford
Port Jefferson
Sag Harbor
Shoreham-Wading
Smithtown
South Country
South Huntington
Three Village
West Babylon

New York/Long Island Cooperative Members (cont.)

ULSTER COUNTY

*New Paltz
Saugerties
Wallkill*

WARREN COUNTY

*Bolton
Glen Falls
Hadley-Luzerne
Lake George
Queensbury
Warrensburg*

WASHINGTON COUNTY

*Argyle
Ft. Ann
Ft. Edward
Greenwich
Granville
Hartford
Whitehall*

WAYNE COUNTY

*Gananda
North Rose-Walcott*

WESTCHESTER COUNTY

*Ardsey
Bedford Hills
Blind Brook
Boces So. W. Chester
Briarcliff Manor
Bronxville
Byram Hills
Chappaqua
Dobbs Ferry
Eastchester
Edgemont
Harrison
Hastings On Hudson
Hendrick Hudson
Irvington
Katonah-Lewisboro*

WESTCHESTER COUNTY (cont.)

*Mt. Pleasant
New Rochelle
North Salem
Ossining
Peekskill
Pelham
Portchester
Pleasantville
Rye City
Rye Neck
Somers
Tarrytown
Tuckahoe
Yorktown*

Awarded Vendors List

| | |
|---|---|
| Athletic Supplies | ALUMINUM ATHLETIC EQUIPMENT CO. , PASSON'S SPORTS & US GAMES / BSN SPORTS , S & S WORLDWIDE, INC. |
| Audio Visual Supplies | ACCO BRANDS USA LLC d/b/a GBC , CAMCOR, INC. , PAPER CLIPS, INC. , VALIANT NATIONAL / ALLTEC |
| Cosmetology | THE BURMAX CO., INC. |
| Custodial Supplies | COOPER ELECTRIC SUPPLY CO. , DONNA JANA ENTERPRIZES LLC/MY PRICE SUPPLY , E.A. MORSE & CO., INC. , GENERATIONS ELECTRICAL COMPANY , INTERBORO PACKAGING CORPORATION . JOHN A. EARL, INC. , OCEAN JANITORIAL SUPPLY, INC. , REAL LIGHTING INC. , STAPLES CONTRACT & COMMERCIAL, INC. |
| Elementary Science Grade Level Materials List | CAROLINA BIOLOGICAL SUPPLY COMPANY , FISHER SCIENTIFIC COMPANY LLC , FREY SCIENTIFIC (SCHOOL SPECIALTY COMPANY) |
| Elementary Science Supplies | CAROLINA BIOLOGICAL SUPPLY COMPANY , EAI EDUCATION / ERIC ARMIN INC. , FREY SCIENTIFIC (SCHOOL SPECIALTY COMPANY) , NASCO EDUCATION LLC , WARD'S SCIENCE / VWR International, LLC |
| Family / Consumer Science Supplies | NASCO EDUCATION LLC . S.A.N.E. |
| Fine Art Supplies | BLICK ART MATERIALS LLC . CASCADE SCHOOL SUPPLIES, INC. . CERAMIC SUPPLY, INC. , NASCO EDUCATION LLC , SCHOOL SPECIALTY/SAX ARTS EDUCATION . TRIARCO ARTS & CRAFTS, LLC , W.B. MASON CO., INC. |
| General Classroom Supplies | CASCADE SCHOOL SUPPLIES, INC. |
| Health and Trainer Supplies | HENRY SCHEIN, INC. , SCHOOL HEALTH CORPORATION |
| Library Supplies | ACCO BRANDS USA LLC d/b/a GBC , CASCADE SCHOOL SUPPLIES, INC. . DEMCO, INC. , THE LIBRARY STORE, INC. |
| Math Supplies | DISCOUNT SCHOOL SUPPLY / EARLYCHILDHOOD, LLC , EAI EDUCATION / ERIC ARMIN INC. , ETA / HAND2MIND , NASCO EDUCATION LLC |
| Music | K & S MUSIC INC. , MUSIC IN MOTION , SHAR PRODUCTS COMPANY |
| Office/Computer Supplies | STAPLES CONTRACT & COMMERCIAL, INC. |
| Photography Supplies | VALLEY LITHO SUPPLY CO. |
| Physical Education Supplies | NASCO EDUCATION LLC , PASSON'S SPORTS & US GAMES / BSN SPORTS , SCHOOL SPECIALTY, INC/SPORTIME |
| Rocketry | MIDWEST TECHNOLOGY PRODUCTS , PITSCO EDUCATION / HEARLIHY |
| Science Supplies | ARBOR SCIENTIFIC , CAROLINA BIOLOGICAL SUPPLY COMPANY , EAI EDUCATION / ERIC ARMIN INC. , FISHER SCIENTIFIC COMPANY LLC , FLINN SCIENTIFIC, INC. , FREY SCIENTIFIC (SCHOOL SPECIALTY COMPANY) , NASCO EDUCATION LLC , PARCO SCIENTIFIC COMPANY , PITSCO EDUCATION / HEARLIHY , SARGENT WELCH / VWR International, LLC , WARD'S SCIENCE / VWR International, LLC |
| Special Needs | NASCO EDUCATION LLC , SCHOOL HEALTH CORPORATION , SCHOOL SPECIALTY/ABILITATIONS |
| Teaching Aids | CASCADE SCHOOL SUPPLIES, INC. , CHARLES J. BECKER & BRO./BECKER'S SCHOOL SUPPLIES , DISCOUNT SCHOOL SUPPLY / EARLYCHILDHOOD, LLC , EAI EDUCATION / ERIC ARMIN INC. , ISLAND SCHOOL & ART SUPPLY , KAPLAN EARLY LEARNING COMPANY , KURTZ BROS., INC. , LAKESHORE LEARNING MATERIALS , NASCO EDUCATION LLC . REALLY GOOD STUFF, LLC , SCHOOL SPECIALTY/CHILDCRAFT |
| Technology Supplies | ELECTRONIX EXPRESS (R.S.R. Electronics Inc.) , MIDWEST TECHNOLOGY PRODUCTS , PAXTON/PATTERSON LLC , PITSCO EDUCATION / HEARLIHY |
| World Languages | TEACHER'S DISCOVERY INC / AMERICAN EAGLE CO. |

If you need additional assistance your Ed-Data Customer Service Representative is Patrice Abate and can be reached at Phone: (973) 321-9398 or Email: patricea@ed-data.com



VICTOR CENTRAL
SCHOOL DISTRICT

ANNUAL RESERVE AND FINANCIAL PLAN REVIEW

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Budgeting Principles

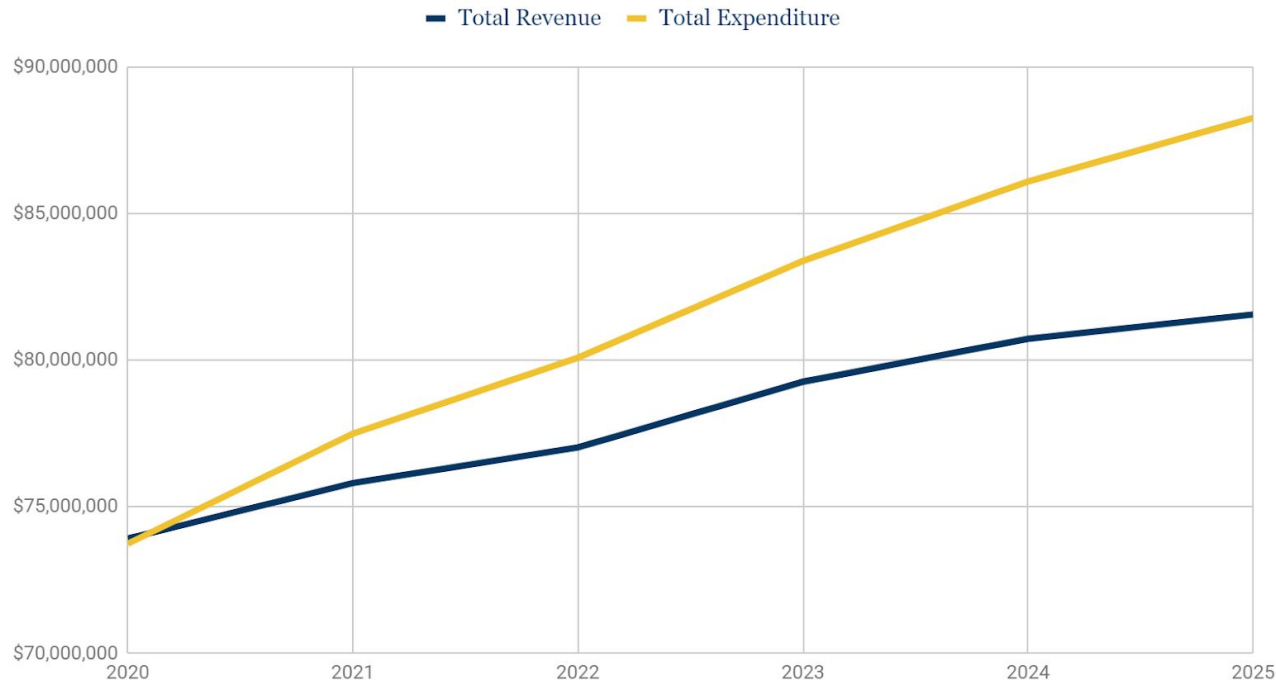
“Planning today and saving incrementally for expected future events can help mitigate the financial impact of major, nonrecurring or unforeseen expenditures on your annual operating budget.” - “Reserve Funds”, Office of State Comptroller Local Government Management Guide, January, 2010

Long-Term Budgeting

School districts have the difficult task of budgeting in an environment of economic uncertainty. For example, the District’s revenues will be impacted by the state’s budget and state aid increases are highly variable, while the tax cap law constrains revenue in relation to the performance of the state’s economy. Variables that can impact expenses range from health care prices, to commodity market prices, to variations in the contribution rate for employee pension systems. As a result, a long-term budget plan that adopts certain conservative principles for managing fund balance and utilizing reserves can help districts provide stability as these external variables change. Some of these conservative principles to long-term budgeting include but may not be limited to:

- Budgeting conservatively for a reasonable amount of risk contingency
- Judicious use of reserve funds as a revenue source
- Maintain the maximum amount of unrestricted fund balance allowed by NYS law
- Strive to utilize the “matching principle” of ensuring aggregate recurring revenues are sufficient to support aggregate recurring expense without sacrificing fluidity of operations
- Analyzing supplemental grant funds to ensure that grants are self supporting to the fullest extent possible

5 Year Forecast Revenue vs Expense



Long-Term Assumptions Include:

- Known or potential contractual salary increases
- Assumed benefit and pension system rate increases
- Revenue assumptions based upon tax cap and state aid trends
- Stable contractual and supply expenses with minimal year-to-year increases

The sample forecasting chart above depicts a long-term projection in which expense growth outpaces revenue growth for VCS. When this imbalance exists between revenue and expenditures, future budgets should utilize the principles previously listed as a means to better match expenditures and revenues.

Budget Surplus

In accordance with NYS Law, a school district may not expend more than its voter approved budget in any given fiscal year. As such, it is vital that the voter approved budget allocates sufficient funds to not only provide the programs and services expected (and approved) by the school community, but also to provide a contingency for any unforeseen risks, changes in student enrollment, disruptions to commodity and utility prices, and so forth. The list of variables that can impact a school budget throughout a year of operations is expansive. A programmed (budgeted) surplus with an appropriate level of risk contingency ensures the District has the capacity to absorb any such unforeseen circumstances without any impact to the viability of its current programs and services. At the end of a year’s operations if such risks do not materialize, the District is left with a surplus that can benefit the taxpayers of the community by being allocated to reserve funds to help provide budget stability in uncertain economic times, or offset the cost of future expenses. There is no formal guidance on the appropriate level of risk contingency in a budget, however, in a recent audit of a NYS School District in 2018, the comptroller issues the following statement:

“District officials adopted reasonable budgets (with average revenue variances of less than 3.7 percent and average expenditure variances of less than 6.4 percent)...”
 - NYS Comptroller’s Office, Audit Report of Marathon Central Schools (2018)

Audited results of comparison districts with budgets and enrollments of a comparable size to VCS show that it is common for school districts to determine between 4 and 6 percent to be an appropriate level of contingency for risk within the appropriation budget. The current projected budget variance for 2019-20 is approximately 1.3%, and the target variance for the 2020-21 budget is 2.75%. Moving closer to a targeted variance of 4-5% in future years will allow the district to further insulate itself from mid-year budgetary risks.

Reserve Funds

Reserve funds are a valuable tool for budget stabilization over the long term. Reserves are restricted fund balance that can only be utilized for specific purposes as each is defined by NYS law. While reserve types and purposes are defined in detail later in this document, reserves can be utilized in the following ways:

- Save funds to offset future taxpayer expense
- Insulate the district from liability and financial loss
- Prepay certain types of expenses from current year’s funds
- Provide a buffer against spikes in certain areas of contractual benefit costs

While outside entities may opine as to the level of reserves a district chooses to carry, the “appropriate balance” of each reserve funds is determined solely by the Board of Education. ***It is important to note that in most cases a district’s sole source of funding for reserves is from unexpended appropriations.*** Therefore, the section of this document regarding budgeted surplus must be interpreted through the lens of maintaining appropriate reserve balances as determined by the Board of Education.

Fund Balances and Debt Service

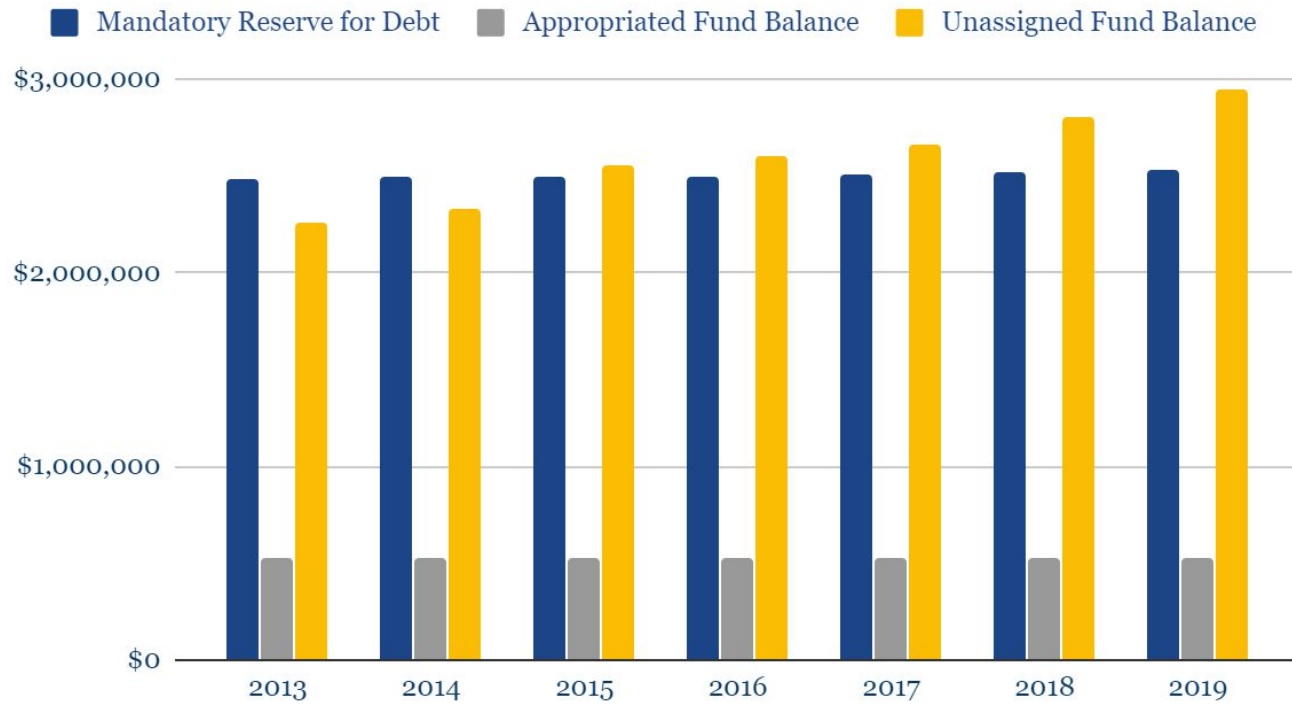
Assigned Appropriated Fund Balance - These funds are appropriated from unspent surplus in any given fiscal year for a subsequent year’s budget as a method to close any deficit between expenditures and revenues, effectively reducing the sum of taxes necessary to support school operations. VCS has historically appropriated \$529,000 each year. Since this is a nonrecurring revenue, it is desirable to minimize any reliance upon appropriated fund balance as a revenue source for recurring operating expenses.

Assigned Unappropriated Fund Balance - These funds are unrestricted and may be used for any ordinary, contingent expense. This balance is limited to 4% of the ensuing year’s budget per Real Property Tax law 1318. Any year in which the District is unable to carry over 4% fund balance into an ensuing year, could be an indication of a structural imbalance between revenues and expenditures. This should be closely monitored as school districts are the only municipal entity in NYS subject to this 4% limit (state law allows contingency appropriations of up to 10% for counties, towns, and villages), which has the potential to limit the District’s ability to absorb unknown risks, loss, or economic downturns.

Mandatory Reserve for Debt - This reserve is not specifically created by the District. It contains all funds on deposit in the Debt Service fund. Information in this section about transactions refer to the Debt Service fund, not to the Reserve for Debt. The authorization to create this reserve is pursuant to the Uniform System of Accounts (Office of the State Comptroller). The balance in this reserve is the accumulated sum of monies unexpended from prior capital project authorizations. The funds in this reserve must be utilized to pay off the debt obligations associated with the introduction of these monies. If the obligations have been retired and a balance remains, the funds are available for any other legal purpose. The District has a schedule for planned use of these funds in conjunction with the Campus Improvement Project approved in 2017 and closed out in December of 2019.

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Mandatory Reserve for Debt | \$2,479,049 | \$2,491,497 | \$2,493,850 | \$2,496,558 | \$2,500,406 | \$2,520,304 | \$2,530,848 |
| Appropriated Fund Balance | \$529,000 | \$529,000 | \$529,000 | \$529,000 | \$529,000 | \$529,000 | \$529,000 |
| Unassigned Fund Balance | \$2,258,963 | \$2,329,793 | \$2,558,787 | \$2,604,114 | \$2,654,116 | \$2,798,915 | \$2,949,304 |

Debt Reserves and Fund Balances



Intended Use of Reserve Funds

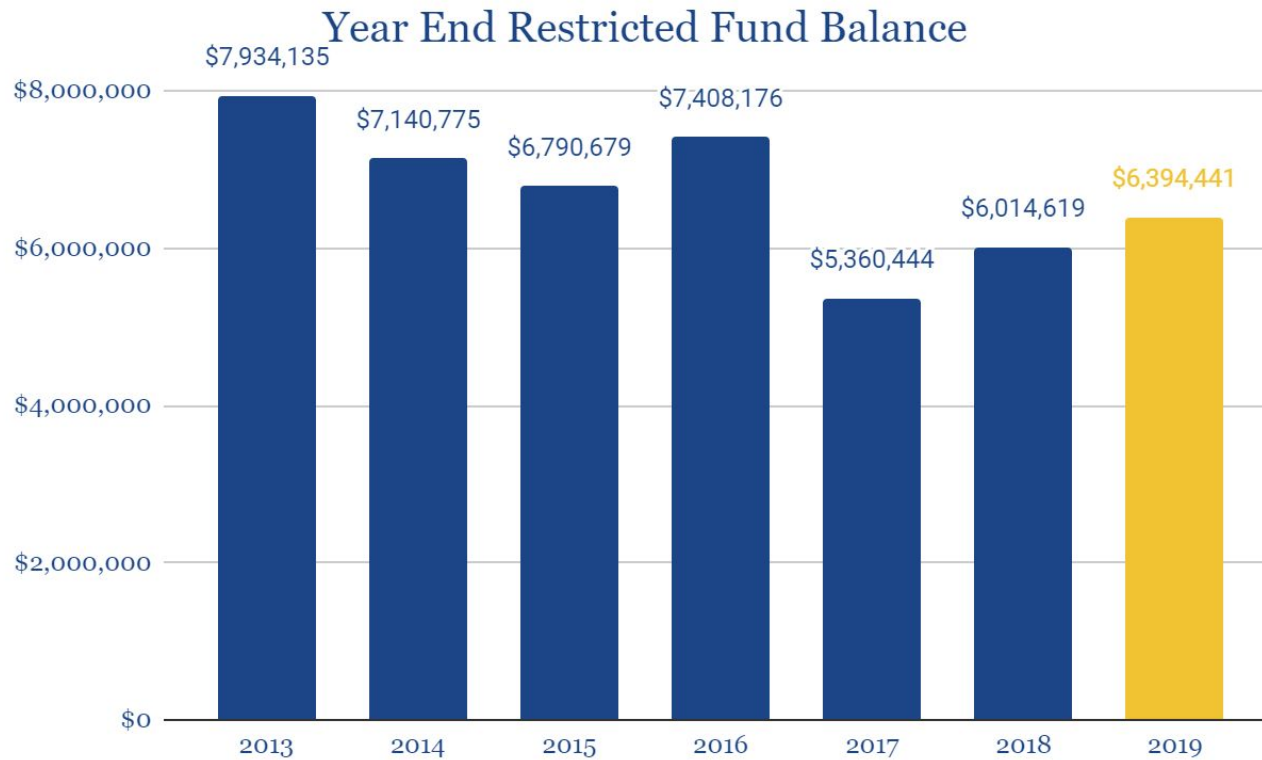
Reserve funds, like other savings plans, are mechanisms for accumulating cash for future capital outlays and other allowable purposes. The practice of planning ahead and systematically saving for capital acquisitions and other contingencies is considered prudent management. Saving for future capital needs can reduce or eliminate interest and other costs associated with debt issuances. Similarly, certain reserve funds can be utilized to help protect the budget against known risks (a potential lawsuit) or unknown risks (a major ice storm).

Most reserve funds are established to provide resources for an intended future use. An important concept to remember is that a reserve fund should be established with a clear intent or plan in mind regarding the future purpose, use and, when appropriate, replenishment of funds from the reserve. Reserve funds should not be merely a “parking lot” for excess cash or fund balance. Local governments and school districts should balance the desirability of accumulating reserves for future needs with the obligation to make sure taxpayers are not overburdened by these practices. There should be a clear purpose or intent for reserve funds that aligns with statutory authorizations.

Each statute that authorizes a reserve fund sets forth a particular underlying purpose for the fund. For example, provisions of the General Municipal Law (the GML) and the Education Law allow municipalities and school districts, respectively, to establish capital reserves for future equipment purchases and capital improvements. The GML also authorizes the establishment of an employee benefit accrued liability reserve for the payment of the monetary value of accumulated, unused leave time to employees upon separation from service. Planning today and saving incrementally for expected future events can help mitigate the financial impact of major, nonrecurring or unforeseen expenditures on your annual operating budget. Establishing and funding allowable reserve funds for a clear purpose can help smooth out spikes in the annual budget and in the real property tax levy.

Source: *Office of the New York State Comptroller – Local Management Guide for Reserves*
<http://www.osc.state.ny.us/localgov/pubs/lmgmg/reservefunds.pdf>

Reserve Fund History



* 2019 includes \$2,500,036 in Capital Reserve that is slated to be expended by July of 2020

* 2019 includes the dissolution of a prior reserve for repairs into the capital reserve in the sum of \$1,000

* 2019 includes the first year of the Teachers Retirement subfund (TRS)

2018-19 Activity : Ending Restricted Fund Balances

| | 2018 End Balance | 2019 Utilization | 2019 Interest Earned | 2019 Funding | 2019 End Balance |
|------------------------------------|--------------------|------------------|----------------------|------------------|--------------------|
| Employee Retirement System (ERS) | \$443,965 | \$200,000 | \$9,767 | \$11,950 | \$265,682 |
| Teachers Retirement System (TRS) | \$0 | \$0 | \$0 | \$533,200 | \$533,200 |
| Capital Reserve | \$2,264,497 | \$0 | \$46,539 | \$189,000 | \$2,500,036 |
| Reserve for Unemployment Insurance | \$510,149 | \$40,000 | \$11,223 | \$0 | \$481,372 |
| Employee Benefit Liability (EBALR) | \$1,192,613 | \$146,696 | \$26,237 | \$0 | \$1,072,154 |
| Workers Compensation Reserve | \$311,062 | \$50,000 | \$6,843 | \$0 | \$267,905 |
| Tax Certiorari Reserve | \$436,993 | \$0 | \$9,614 | \$0 | \$446,607 |
| Reserve for Liability | \$855,340 | \$45,673 | \$18,817 | \$0 | \$828,484 |
| Total | \$6,014,619 | \$482,370 | \$129,041 | \$734,150 | \$6,395,441 |

2018-2019 audited figures provided by Mengel, Metzger, Barr, LCC

* 2019 includes \$2,500,036 in Capital Reserve that is slated to be expended by July of 2020

* 2019 utilization of ERS was re-allocated to build TRS balance

Retirement Contribution Reserve(s) (GML Section 6-r)

Purpose

For the payment of “retirement contributions,” which are defined as all or any portion of the amount payable to either the New York State and Local Employee Retirement System or the New York State and Local Police and Fire Retirement System, pursuant to Sections 17 or 317 of the Retirement and Social Security Law. In 2019, authorization for a subfund for contributions to the New York State Teachers Retirement System was enacted by the state legislature. The Board of Education passed a resolution to establish this subfund on June 13, 2019.

Sources of Funds

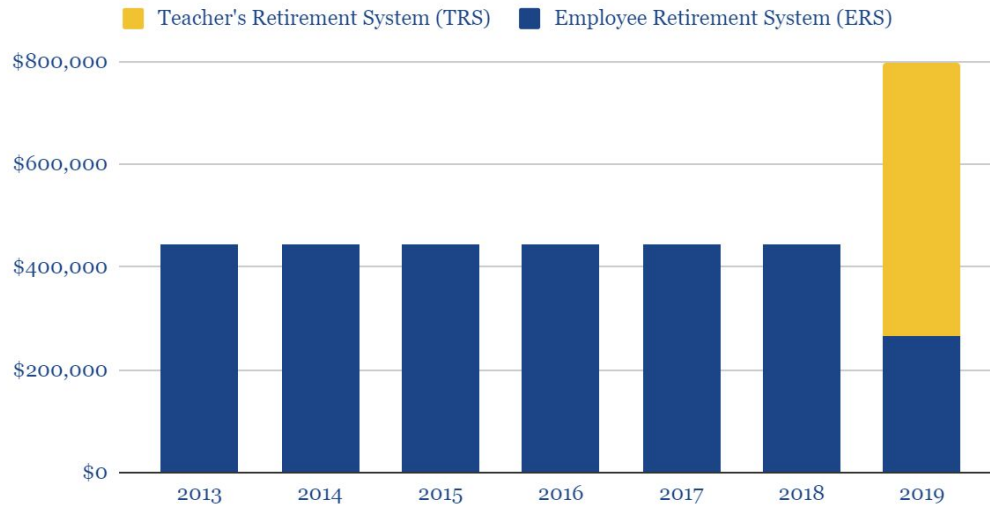
- a) Budgetary appropriations or taxes raised for the reserve (b) Revenues that are not required by law to be paid into any other fund or account (c) Amounts from reserve funds established pursuant to Sections 6-c, 6-d, 6-e, 6-f or 6-g of the General Municipal Law (supported by the same tax base), or pursuant to Education Law Section 3651 subject to public hearing requirements (d) Other funds that may be legally appropriated.

Use of Unexpended Balances

The board may authorize the transfer of a portion of the moneys in the retirement Balances: contribution to a reserve fund established pursuant to Sections 6-c, 6-d, 6-e, 6-f or 6-g of the General Municipal Law (supported by the same tax base), or in the case of a school district, a reserve fund established pursuant to Section 3651 of the Education Law. Such a transfer is subject to a public hearing. If the board determines that the retirement contribution reserve is no longer needed, the board may terminate the fund by resolution. The resolution must transfer any moneys remaining in the retirement contribution reserve to one or more reserve funds established pursuant to Sections 6-c, 6-d, 6-e, 6-f or 6-g of the General Municipal Law (supported by the same tax base), or in the case of a school district, one or more reserve funds established pursuant to Section 3651 of Education Law.

Analysis

Employee Retirement System (ERS) and Teacher's Retirement System (TRS)



| | 2018 End Balance | 2019 Utilization | 2019 Interest Earned | 2019 Funding | 2019 End Balance |
|----------------------------------|------------------|------------------|----------------------|--------------|------------------|
| Employee Retirement System (ERS) | \$443,965 | \$200,000 | \$9,767 | \$11,950 | \$265,682 |
| Teachers Retirement System (TRS) | \$0 | \$0 | \$0 | \$533,200 | \$533,200 |

Analysis

In the 18-19 school year the District re-allocated \$200,000 from the ERS reserve to the TRS subfund. The District’s budget for ERS contributions in the 19-20 school year is \$1,256,971.

The subfund for TRS has an annual contribution limit of 2% of prior year teacher compensation or salary, not to exceed a cumulative maximum of 10% of prior year teacher compensation or salary. The District’s budget for TRS contributions in the 19-20 school year is \$2,554,917.

The District has not currently targeted utilization of these balances for the 2020-21 fiscal year.

VCS Funding Targets

| Retirement System | Rationale | Dollar Value |
|---|---|---------------------|
| Employee Retirement System (ERS) | 3 Year’s ERS Budgeted Contributions (\$1,256,971 in 2019-20) | \$3,771,000 |
| Teachers Retirement System (TRS) | 10% of TRS Reported Payroll, Contributed at 2% Per Year (\$533,200 in 18-19) | \$2,666,000 |

Capital Reserve (GML Sections 6-c, 6-g) (NYS Education Law 3651)

Purpose

To finance all or part of the cost of construction, reconstruction, or acquisition of:

- A “specific” or “type” capital improvement
- The acquisition of a “specific” or a “type” item(s) of equipment.

The term “capital improvement” means: any physical improvement and any related preliminary studies and surveys; land or rights in land; any furnishings, equipment, machinery, or apparatus for any physical improvement acquired at the time when such improvement is constructed, reconstructed, or acquired.

The term “equipment” includes any equipment, machinery, or apparatus not included in the definition of capital improvement and for which a period of probable usefulness has been provided by law.

Source of Funds

Capital reserve funds may generally be funded with:

- Budgetary appropriations
- Revenues not required by law to be paid into any other fund or account (e.g., transfers from unexpended balances of existing appropriations and surplus moneys).

Use of Unexpended Funds

Generally, unexpended balances in a capital reserve fund may be transferred to another capital reserve having the same tax base.

- a) **Capital Reserve Balances Remaining After Completion or Acquisition:** If there is an unexpended (residual) balance remaining in a specific or type capital reserve after the capital improvement or item of equipment has been completed or acquired, the governing board may appropriate all or any part of such remaining balance to another capital reserve fund without referendum. An amount sufficient to satisfy all outstanding claims arising from the construction, reconstruction, or acquisition of the improvement or the acquisition of the equipment should remain designated for such claims until they are satisfied.

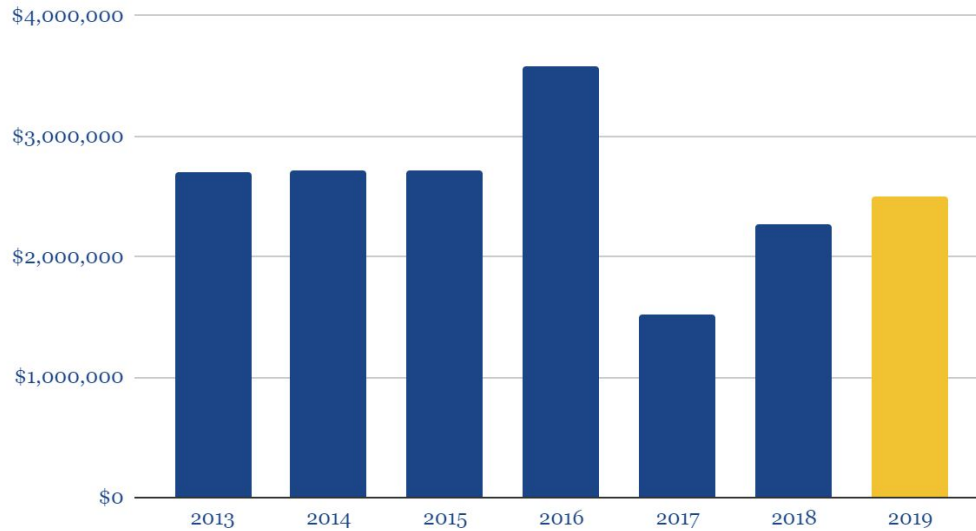
Additionally, in a municipality, all or part of the unexpended balance of a capital reserve established for a specific improvement or item of equipment that has been completed or acquired (less amounts required to satisfy all outstanding claims related to such improvement or equipment) may be appropriated for:

- An object or purpose for which bonds may be issued
- The payment of interest on and principal of indebtedness (except indebtedness for assessable improvements and certain indebtedness excludable from constitutional debt limits) (Section 6-c [9-a]).

b) **Capital Reserve Balances Never Utilized:** Where a specific capital reserve has been established, and the improvement or item of equipment has not been acquired or completed, any transfer is subject to permissive referendum if the authorization for the creation of the reserve was subject to permissive referendum. While subject to a public hearing with 15 days' notice, unexpended balances may also be transferred to a Retirement Contribution Reserve Fund

Analysis

Capital Reserve (2011)



| | 2018 End Balance | 2019 Utilization | 2019 Interest Earned | 2019 Funding | 2019 End Balance |
|-----------------|------------------|------------------|----------------------|--------------|------------------|
| Capital Reserve | \$2,264,497 | \$0 | \$46,539 | \$188,000 | \$2,500,036 |

The 2011 capital reserve was initially authorized for \$6,000,000 and has a 10-year utilization window. With the contribution of the fiscal year 2019, the capital reserve has received aggregate funding of \$3,824,747. The amount of contributions possible before the reserve is fully funded is \$2,175,253. In the past, the District has utilized capital reserves to offset any local share costs on building projects that would otherwise have affected taxpayers. The balance in this account is earmarked to be expended by July 2020 in the first phase of the capital project with voter approval on 11/18/2019.

Unemployment Insurance Reserve (GML Section 6-m)

Purpose

To reimburse the State Unemployment Insurance Fund for payments made to claimants where the municipality has elected to use the “benefit reimbursement” method.

Source of Funds

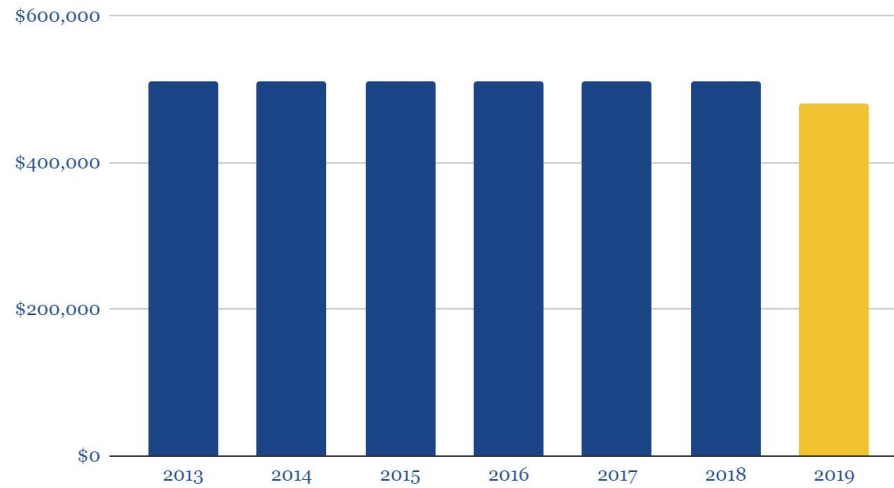
Budgetary appropriations, amounts from certain other reserve funds, subject to permissive referendum; other funds that may be legally appropriated.

Use of Unexpended Balance

If at the end of any fiscal year, the moneys in the fund exceed amounts required to be paid into the Unemployment Insurance Fund as described above, plus any additional amounts required to pay all pending claims, the governing board, within 60 days of the close of the fiscal year, may elect to transfer all or part of the excess amounts to certain other reserve funds, or apply all or part of the excess to the budget appropriation of the next succeeding fiscal year. If the local government terminates its election to become liable for payments in lieu of contributions (i.e., elects to convert to “tax contribution” basis), moneys remaining in the fund may be transferred to certain other reserve funds, to the extent moneys in the fund exceed amounts sufficient to pay all pending claims.

Analysis

Unemployment Reserve



| | 2018 End Balance | 2019 Utilization | 2019 Interest Earned | 2019 Funding | 2019 End Balance |
|------------------------------------|------------------|------------------|----------------------|--------------|------------------|
| Reserve for Unemployment Insurance | \$510,149 | \$40,000 | \$11,223 | \$0 | \$481,372 |

Analysis

From a managerial perspective, keeping this funded around 1.4% of total payroll is adequate for the time being. The 2018-19 fiscal year was the first in many that VCS utilized funding from this reserve to close its budget. The average yearly expense to the District for unemployment claims is roughly \$7,000, however, if the District were to be forced to reduce staffing in the future this expense could increase substantially.

VCS Targeted Funding

| Rationale | Dollar Value |
|---|------------------|
| Approximately 1.4% of Payroll (2019-20 Budgeted Payroll is \$37,386,927) | \$523,500 |

Employee Benefit Accrued Liability Reserve (GML section 6-p)

Purpose

To pay for any accrued “employee benefit” due an employee on termination of the employee’s service. Expenditures may be made from an employee benefit accrued liability reserve fund for the payment of all or part of the cost, including interest, of: (a) The cash payment of the monetary value of accumulated or accrued and unused sick leave, holiday leave, vacation leave, time allowance granted in lieu of overtime compensation and other forms of payment for accrued leave time and benefits due to a municipal employee upon termination of municipal employment and separation from service “as required by ordinance, local law, collective bargaining agreement or Section six of the civil service law” (b) The reasonable costs of the administration of the reserve fund (c) Expert or professional services rendered in connection with the investigation, adjustment or settlement of claims, actions or judgments relating to claims for accrued employee benefits.

Sources of Revenue

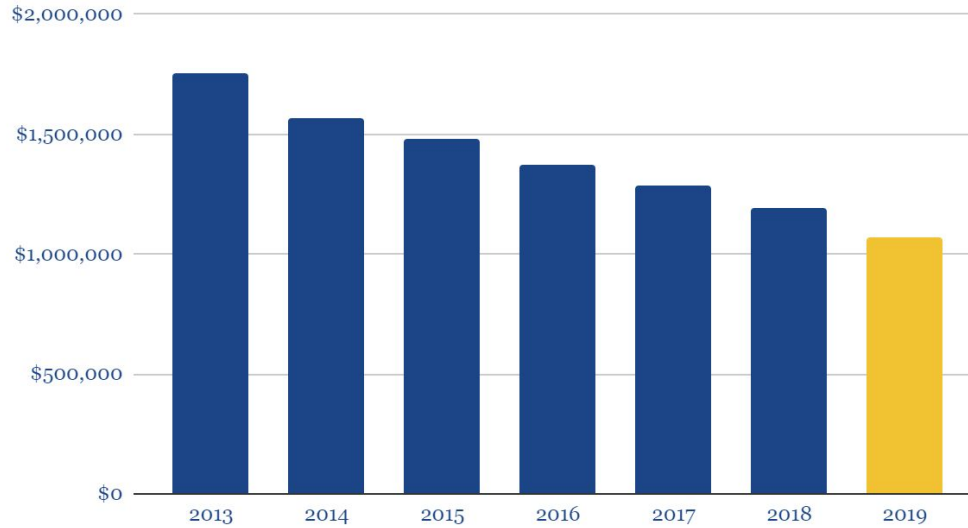
Budgetary appropriations, amounts from certain other reserve funds subject to permissive referendum, other funds that may be legally appropriated

Use of Unexpended Balances

If the governing body determines that such fund is no longer needed, any remaining moneys may be transferred to any other reserve fund authorized by the General Municipal Law (supported by the same tax base) or, in the case of school districts, a reserve fund established under Education Law Section 3651, but only to the extent that the moneys in the employee benefit accrued liability reserve fund exceed a sum sufficient to pay all liabilities incurred or accrued against the employee benefit accrued liability fund, as certified to the governing board by the fiscal and legal officers of the local government prior to the discontinuance of the fund

Analysis

Employee Benefit Liability (EBALR)



| | 2018 End Balance | 2019 Utilization | 2019 Interest Earned | 2019 Funding | 2019 End Balance |
|------------------------------------|------------------|------------------|----------------------|--------------|------------------|
| Employee Benefit Liability (EBALR) | \$1,192,613 | \$146,696 | \$26,237 | \$0 | \$1,072,154 |

Analysis

Historically VCS has utilized this reserve to fund separation costs of retiring employees who have accrued a large number of compensated absences. The balance of this reserve has been steadily declining and its budgeted use was increased for 2019-20. The full audited balance of compensated absences for the District is \$1,965,011. While carrying the full balance of compensated absences in this reserve may be ideal, the District’s current target is 2% of the appropriation budget. The District will continue to utilize this reserve to compensate employees for their accrued benefits due upon retirement.

VCS Targeted Funding

| Rationale | Dollar Value |
|--|--------------------|
| 2% of Budget (2019-20 Budget is \$73,732,603) | \$1,474,652 |

Workers Compensation Insurance Reserve (GML Section 6-j)

Purpose

To make payments towards compensation and benefits, medical, hospital or other expense authorized by article two of the workmen's compensation law and expenses of administering the self-insurance program for such School District.

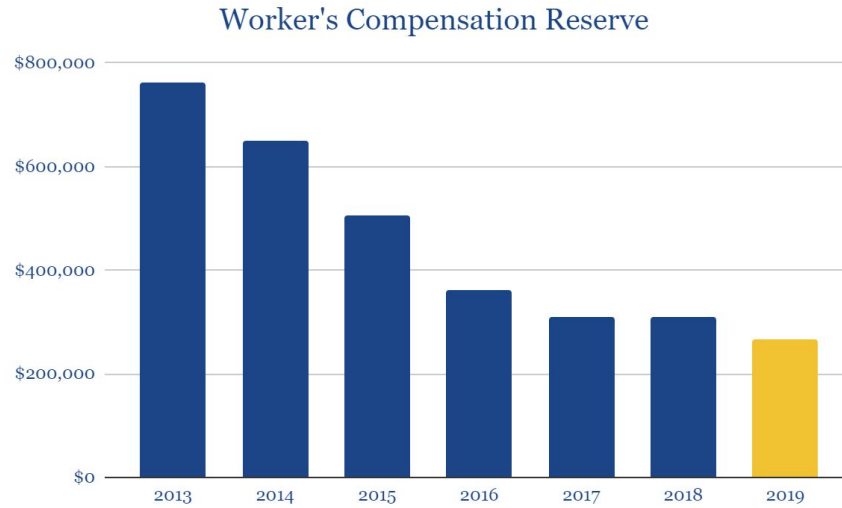
Source of Funds

Budgetary appropriations, amounts from certain other reserve funds, subject to permissive referendum; other funds that may be legally appropriated.

Use of Unexpended Balance

If at the end of any fiscal year, the moneys in the fund exceed amounts required to be paid for compensation, benefits, and expenses, plus any additional amount required to pay all pending claims, the governing board, within 60 days of the close of such fiscal year, may elect to transfer all or part of the excess amount to certain other reserve funds or may apply all or part of the excess to the budget appropriation of the next succeeding fiscal year.

Analysis



| | 2018 End Balance | 2019 Utilization | 2019 Interest Earned | 2019 Funding | 2019 End Balance |
|------------------------------|------------------|------------------|----------------------|--------------|------------------|
| Workers Compensation Reserve | \$311,062 | \$50,000 | \$6,843 | \$0 | \$267,905 |

Analysis

This reserve is utilized as a budget appropriation to support the cost of the District’s participation in a self funded workers compensation consortium (WFLSWCP). Due to the financial performance of this plan over the most recent few years, the District has benefitted from low premium increases. In the 2019-20 school year the District anticipates a premium of \$297,000 and an administrative fee of roughly \$29,000 for the plan consultant.

VCS Targeted Funding

| Rationale | Dollar Value |
|------------------------|------------------|
| 3 Years Annual Expense | \$978,000 |

Tax Certiorari Reserve (NYS Education Law 3651)

Purpose

Payment of judgements and claims in tax certiorari proceedings in accordance with article seven of the real property tax law, without approval of the qualified voters of the District, provided, however, that the total of the monies held in such reserve shall not exceed that amount which might reasonably be deemed necessary to meet anticipated judgements and claims arising out of such tax certiorari proceedings.

Source of Funds

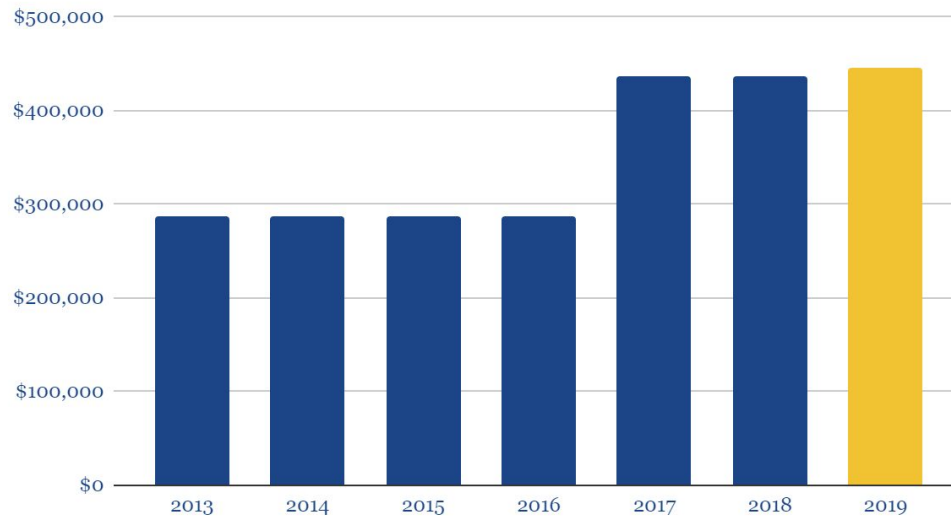
Budgetary appropriations, amounts from certain other reserve funds, subject to permissive referendum; other funds that may be legally appropriated.

Use of Unexpended Balance

Funds that are not expended for the payment of judgments or claims for the tax roll in the year the moneys are deposited into the fund and/or that will not be “reasonably required to pay any such judgment or claim, must be returned to the general fund on or before the first day of the fourth fiscal year following the deposit of such moneys to the reserve fund.

Analysis

Tax Certiorari Reserve



| | 2018 End Balance | 2019 Utilization | 2019 Interest Earned | 2019 Funding | 2019 End Balance |
|-------------------------------|------------------|------------------|----------------------|--------------|------------------|
| Tax Certiorari Reserve | \$436,993 | \$0 | \$9,614 | \$0 | \$446,607 |

Analysis

The District can carry a balance in this reserve up to the full exposure of open/pending tax certiorari cases. The District’s total aggregate exposure for open tax certiorari cases is approximately \$2,600,000. However, for this full exposure to be realized each of the outstanding assessment challenges would need to be successful to the full extent requested by the petitioner.

| Rationale | Dollar Value |
|--------------------------------|--------------|
| Full value of pending exposure | <\$2,600,000 |

Reserve for Liability (Education Law 1709, 8-c)

Purpose

To establish and maintain a program of reserves to cover property loss and liability claims.

Source of Funds

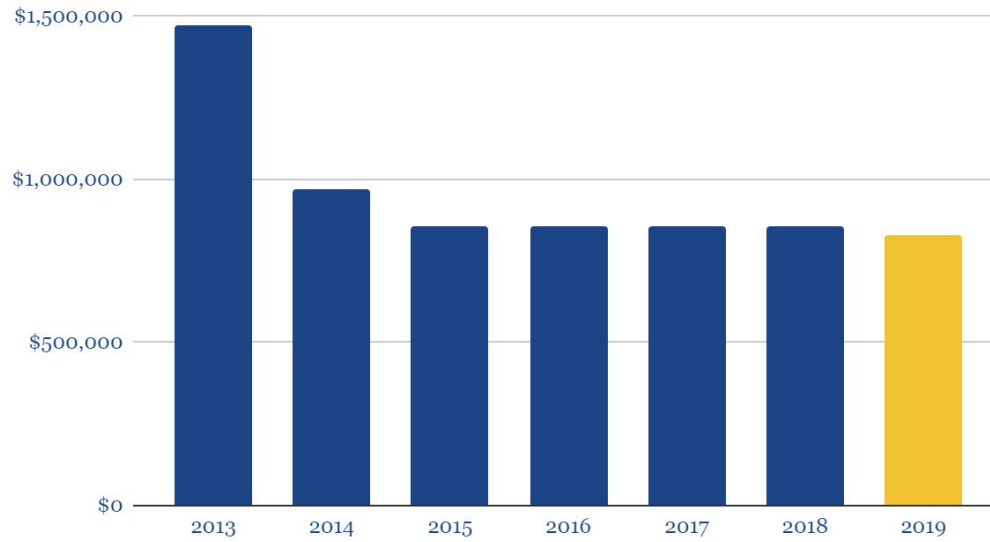
Budgetary appropriations, amounts from certain other reserve funds, subject to permissive referendum; other funds that may be legally appropriated.

Use of Unexpended Balance

The balance of the reserve shall not exceed three percent, exclusive of any planned balance presently authorized, of the annual budget of the District to cover property loss and liability claims. Payments from such reserves funds shall not be made for purposes other than those for which such funds were established without authorization by vote of the electors of the District, except that such Board may authorize use of such funds other than amounts allocated for unsettled claims or suits including expenses in connection therewith to pay premiums for insurance policies purchased to insure subsequent losses in areas previously self-insured, in the event of dissolution of the self-insurance plan.

Analysis

Reserve for Liability



| | 2018 End Balance | 2019 Utilization | 2019 Interest Earned | 2019 Funding | 2019 End Balance |
|-----------------------|------------------|------------------|----------------------|--------------|------------------|
| Reserve for Liability | \$855,340 | \$45,673 | \$18,817 | \$0 | \$828,484 |

Analysis

The reserve for liability has been used to pay for administrative expenses relative to legal proceedings. The maximum funding level of this reserve is 3% of budget, and this reserve can be utilized to insulate the District against the risk of property loss or liability claims.

| Rationale | Dollar Value |
|--|---------------|
| Board of Education Discretion Up to 3% of Budget | < \$2,200,000 |

Appendix

Reserve Fund Authorizations

| | |
|---|---|
| <p>Retirement Contribution Reserve (ERS) Board Resolution Passed 8/16/2007 by a vote of 7-0</p> | <p>Retirement Contribution Reserve (TRS Subfund) Board Resolution Passed 6/13/2019 by a vote of 6-0</p> |
| <p>Capital Reserve Fund (2011) Board Resolution on 4/14/2011 by a vote of 6-0 Carried by a community vote on March 22, 2011 of 1157-607</p> | <p>Unemployment Insurance Reserve Fund Board Resolution Passed 9/12/1991 by a vote of 6-0</p> |
| <p>Employee Benefit Accrued Liability Reserve Fund Board Resolution Passed 8/13/2002</p> | <p>Workers Compensation Reserve Board Resolution Passed 1/17/2019 by a vote of 7-0</p> |
| <p>Tax Certiorari Reserve Board Resolution Passed 8/13/1998 by a vote of 7-0</p> | <p>Reserve For Liability Board Resolution Passed 8/12/2004 by a vote of 7-0</p> |

REVISED: 01-06-20

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: Andy Reddout School: Senior High School

Course/ Grade Level of students/club for trip: 9-12

Check appropriate type of field trip:

 required curricular trip non-required co-curricular extra curricular

Logistics of Trip

Destination (include exact address): Pittsburgh

Estimated Number of Students: 10 from VHS Round Trip Mileage: 600 miles
30 from HFL

Departure: Date April 23 Time 6:30am Return: Date April 24 Time 10:30pm
FROM HFL High School

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

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

Names of Chaperones will be submitted to the Building Principal for approval prior to the trip.
Reddout, Dave Denner? And Kelly Recktenwald (art teacher)
from HFL High School *↳ Not going per A. Reddout 10/18*

Type of Transportation: Private bus from HFL HS to Pittsburgh, Students
are responsible getting to and from HFL HS

Arrangement for meals (if necessary): Breakfast covered

Cost:

Estimated Cost Per Student: \$300

| | | | | | |
|------------|---------------|--------|---------------|---------------|--------------|
| Event Fee: | <u> </u> | Meals: | <u>\$50</u> | Total: | <u>about</u> |
| Travel: | <u> </u> | Other: | <u> </u> | | <u>\$350</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.

Art instruction will be provided by Dave Denner and myself. We will make plenty of time for urban sketching as well as sketching in the Carnegie Museums and the Warhol Museum.

Activities

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

We will be preparing in advance covering techniques, tools and other media as well as practicing before our trip. Art Club has some other urban sketching adventures planned for the fall which will aid these students in creating art on this trip

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

We will partake in drawing assignments, critiques, and on-site demonstrations. We will have plenty of drawing time in the city as well as in the Warhol Museum, Carengie Natural Histroy Museum and the Carnegie Art Museum

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

Art displayed in the art hall--complete with reflections.

Provisions for Continuity of School Work

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

The trip requires the students to miss TWO DAYS of school. Students will responsible for any missed school work.

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

-NONE-

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

The Friday of the trip Dave and I would need a sub for that whole day.

TO BE COMPLETED BY THE BUILDING PRINCIPAL

Approved Not Approved

[Signature]
Principal's Signature

1/7/20
Date

Approved Not Approved

[Signature]
Director of Transportation's Signature

1-10-20
Date

Approved Not Approved

[Signature] 1/21/2020
Associate Superintendent's Signature

RECEIVED
JAN 13 2020
Victor Central School
Assoc. Superintendent's Office
Date

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****

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?

- A real-world drawing experience with a world-wide focus.
- Drawing and painting "en plein air" in cities as well as museums and galleries.

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

****See attached****

**VICTOR CENTRAL SCHOOL DISTRICT
CODE OF CONDUCT – ANNUAL REVIEW – 2019-2020
RECOMMENDED CHANGES FROM DISTRICT COUNCIL**

| Section | Title | GENERAL OVERVIEW | Recommended Legal Update | District Development | Proposal to Board of Education |
|----------------|-------------------------------------|--|---|-----------------------------|---|
| 5300.05 | Introduction | Brief statement expressing that the District is committed to providing a safe and orderly environment. | | | No change |
| 5300.10 | Definitions | Provides definitions for words and phrases used within the code that has a specific intended definition within the document. | | | No change |
| 5300.15 | Student Rights and Responsibilities | Sets forth the rights afforded to District students and the District's expectations regarding student responsibilities. | | | No change |
| 5300.20 (A) | Essential Partners (Parents) | Sets forth the District's expectations of parents. | 7. Know (add) and comply with school rules and help their children understand them so that their children can help create a safe, supportive school environment. | | 7. Know (add) and comply with school rules and help their children understand them so that their children can help create a safe, supportive school environment. |
| 5300.20 (B) | Essential Partners (Teachers) | Sets forth the District's expectations of teachers. | | | No change |

| | | | | | |
|-------------|---|---|--|--|-----------|
| 5300.20 (C) | Essential Partners (School Counselors- | Sets forth the District's expectations of counselors. | | | No change |
| 5300.20 (D) | Essential Partners (School Resource Officer) | Sets for the District's expectations of the school resource officer ("SRO"). | | | No change |
| 5300.20 (E) | Essential Partners (Other School Personnel) | Sets forth the District's expectations of other school personnel. | | | No change |
| 5300.20(F) | Essential Partners (District Administrators) | Sets forth the District's expectations of District administrators. | | | No change |
| 5300.20 (G) | Essential Partners (Superintendent) | Sets forth the District's expectations of the Superintendent. | | | No change |
| 5300.20 (H) | Essential Partners (Board of Education) | Sets forth the District's expectations of the Board of Education. | | | No change |
| 5300.20 (I) | Essential Partners (Dignity Act Coordinators) | Sets forth the District's expectations of the Dignity Act Coordinators. | | | No change |
| 5300.25 | Dress Code | Sets forth the parameters of appropriate student dress/attire. | | | No change |
| 5300.30 | Prohibited Student Conduct | Sets forth how students are to conduct themselves and also provides guideposts as to what conduct may result in a disciplinary consequence. | | | No change |
| 5300.35 | Reporting Violations | Identified who must make reports of violations of the code and when/how those reports are to be made | | | No change |

| | | | | | |
|-------------|---|--|--|--|--|
| 5300.40 (A) | Disciplinary Consequences, Procedures and Referrals – Disciplinary Consequences | Identified potential disciplinary consequences that may be imposed if a student misbehaves | | | No change |
| 5300.40 (B) | Disciplinary Consequences, Procedures and Referrals – Procedures | Sets forth the due process requirements that must be afforded to students when discipline is going to be imposed by the District | 3. 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 (add the word) Standards Review Board imposing the suspension to discuss the conduct and the consequence involved. | | 3. 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 (add the word) Standards Review Board imposing the suspension to discuss the conduct and the consequence involved. |
| 5300.40 (C) | Disciplinary Consequences, Procedures and Referrals – Minimum Periods of Suspension | Identifies the minimum periods of suspension to be imposed related to specific offenses | | | No change |

| | | | | | |
|-------------|--|---|--|--|-----------|
| 5300.40 (D) | Disciplinary Consequences, Procedures and Referrals – Referrals. | Identifies the process for referrals to counseling, PINS Petitions (Ontario County Family Court), and Juvenile Delinquents and Juvenile Offenders | | | No change |
| 5300.45 | Alternative Instruction | Provides that students removed from instruction receive alternative education during the period of removal | | | No change |
| 5300.50 | Discipline of Students with Disabilities | Addresses the parameters for disciplining students who are suspected of having a disability, provided with a Section 504 Plan, or classified pursuant to the IDEA and provided with an IEP. It includes sections for definitions, authority to remove/suspend students with disabilities, procedures for suspension/removal, limitations, parental notification, hearing rights, manifestation determination review, services during removal/suspension, and expedited due process hearings | | | No change |
| 5300.55 | Corporal Punishment | Identifies what corporal punishment is and sets forth when reasonable force may be used. | | | No change |

| | | | | | |
|-------------|---|---|--|--|-----------|
| 5300.60 | Student Searches and Interrogations – Introduction | Provide a general overview regarding the District's ability to conduct searches and interrogate students | | | No change |
| 5300.60 (A) | Student Searches and Interrogations – Student Lockers, Desks, and Storage Places | Sets forth the parameters of when the District may search District property (i.e. lockers, desks, and storage places). | | | No change |
| 5300.60 (B) | Student Searches and Interrogations – Strip Searches | Identifies the protocol and parameters for conduct a search that requires a student to remove any or all of his/her clothing, other than an outer coat | | | No change |
| 5300.60 (C) | Student Searches and Interrogations – Document of Searches | Identifies the written documentation that school district employees must complete after a search and identifies who is responsible for such documentation | | | No change |
| 5300.60 (D) | Student Searches and Interrogations – Police Involvement in Searches and Interrogations of Students | Identifies when police may enter school property or a school function and also details the ability of law enforcement to interview and/or question students while on school property or at a school function. | | | No change |

| | | | | | |
|-------------|--|---|--|--|---|
| 5300.60 (E) | Student Searches and Interrogations – Child Protective Services Investigations | Identifies the interaction and cooperation between the District and CPS. This section also details the ability of CPS to remove a student from school property with a court order | Delete: All certified teachers, and administrators of the School District are mandated reporters. Replace with: Please refer to Board Policy 5460 for a list of mandated reporters. | | Delete: All certified teachers, and administrators of the School District are mandated reporters. Replace with: Please refer to Board Policy 5460 for a list of mandated reporters. |
| 5300.65 | Visitors to the Schools | Sets forth the rules applying to visitors to school. This includes: who is considered a visitor, where visitors must report, when visitors must register, and addresses visitor conduct while on district property. | | | No change |
| 5300.70 | Public Conduct on School Property | Identifies the conduct expectations for all individuals while on District property, the penalties for violating the expectations, and the enforcement of the expectations regarding appropriate conduct | | | No change |
| 5300.75 | Dissemination and Review | Sets forth the annual review for the code and methods the code will be distributed | | | No change |

| | | | | | |
|---------|------------|---|--|--|-----------|
| 5300.80 | Compliance | Identifies that if a section of the code is inconsistent with applicable law, the part of the code that is inconsistent is to be considered amended so that it complies with the law. | | | No change |
|---------|------------|---|--|--|-----------|

**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 [and comply with](#) school rules and help their children understand them so that their children can help create a safe, supportive school environment.
8. Convey to their children a supportive attitude toward education and the District.
9. Build positive, constructive relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Inform school officials of knowledge of potential safety issues.
14. Promptly report violations of the code of conduct to a teacher, school counselor, administrator or appropriate staff member.
15. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

B. Teachers

All District teachers are required to:

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

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

C. School Counselors, School Psychologists and School Social Workers

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

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

D. School Resource Officer ("SRO")

The School Resource Officer is required to:

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

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

E. Other School Personnel

All other school personnel are required to:

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

F. District Administrators

District administrators are required to:

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

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

G. Superintendent

The Superintendent is required to:

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

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

H. Board of Education

Members of the Board of Education are required to:

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

I. The Dignity Act Coordinators

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

The Dignity Act Coordinator is expected to:

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

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

The Dignity Act Coordinators are as follows:

- | | | |
|----------------------------|-----------------|-------------------------|
| • Early Childhood School | 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 [Standards](#) -Review Board imposing the suspension to discuss the conduct and the consequence involved.

4. In-school suspension

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

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

5. Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an

opportunity to regain his/her composure and self-control in an alternative setting. Such practices may include, but are not limited to:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Suspension from school

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

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

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

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

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

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

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

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

After the meeting, the principal shall promptly advise the parents in writing of his/her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent’s decision, they must file a written appeal to the Board of Education with the District Clerk within 30 business days of the date of the Superintendent’s decision. Only final decisions of the Board may be appealed to the Commissioner within 30 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.~~ [Please refer to Board Policy 5460 for a list of mandated reporters.](#)

All requests by child protective services to interview a student on school property shall be made directly to the principal or his/her designee. The principal or his/her designee shall set the time and place of the interview. The principal or designee shall be present during the interview. If the nature of the allegations is such that it may be necessary for the student to remove any of his/her clothing in order for the child protective services worker to verify the allegations, the school nurse or other District medical personnel must be present during that portion of the interview. No student may be required to remove his/her clothing in front of a child protective services worker or School District official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he/she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

5300.65 Visitors to the Schools

The Board encourages parents and other District citizens to visit the District's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The principal or his/her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

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

5300.70 Public Conduct on School Property

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

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

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

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

A. Prohibited Conduct

No person, either alone or with others, shall:

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

B. Penalties

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

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

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

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

C. Enforcement

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

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

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

5300.75 Dissemination and Review

A. Dissemination of Code of Conduct

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

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

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

B. Review of Code of Conduct

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

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

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

5300.80 Compliance

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

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

*Approved by the Board of Education as Revised May 9, 2019
Reviewed: 7/11/2019*