

Victor Central School
Board of Education
PROPOSED AGENDA
Regular Meeting, Wednesday, March 10, 2021 – 5:30 PM
Virtual Meeting Via YouTube Live

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 via YouTube Live at the following link:

https://youtu.be/_V8WIZRg5-w

✓ = Board Action Expected

1. Meeting Called to Order by President Kristin Elliott

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

A. Moment of Silence

B. Pledge to the Flag

C. Greetings to Visitors

D. Reading of Fire Evacuation Procedure

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

✓ **2. Approval of the Agenda**

3. Superintendent's Update - Reopening Advocacy

4. Recognitions

- None at this time

5. Public Participation: Due to the virtual meeting, there will be no live public participation. Please feel free to email any thoughts or comments to the Board of Education President at elliottk@victorschools.org. The entire Board and the Superintendent will receive all thoughts and comments submitted.

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

- A. Minutes of the regular meeting of February 11, 2021 and the special meeting of February 25, 2021;**
- B. Treasurer's Report for the month ending January 31, 2021;**
- C. Personnel Agenda;**
- D. Recommendations of the Committee on Special Education from the meetings of January 20, 21, 2021, February 1, 3, 4, 5, 9, 10, 11, 12, 17, 22, 23, 24, 25, 2021, March 1, 2, 3, 4, 5, 8, 9, 2021 and from the Committee on Preschool Special Education from the meetings of February 9, 23, 26, 2021 and March 2, 2021;**
- E. Board Members to attend standing committee meetings;**

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- F. The following donations:
 - \$1842.04. from the Victor Central Schools Educational Foundation to the Intermediate School Music Department;
 - \$1440.00 from the Victor Ice Hockey Booster Club to the Victor Central School District to support Varsity Media Live Streaming Services;
 - \$1,094.42 from PTSA to the Victor Central School District Art Department;
 - \$800.00 from PTSA to the Early Childhood School to fund Tom Knight, puppeteer;
- G. Revised District-wide School Safety Plan as submitted;
- H. Appoint Danny Dehm as the Dignity Act Coordinator for the Primary School and Staci Thibodeau as a Dignity Act Coordinator for the Intermediate School;
- I. School calendar for the 2021-2022 school year;
- J. Change the name of the Tri-M Honor Society ExtraClass Account at the Senior High School to The Victor Music Society effective immediately;
- K. Visual and Performing Arts Hall of Fame By-laws;
- L. Athletic Hall of Fame By-laws;
- M. Authorize Referendum and Legal Notice for Bus Purchases;
- N. Authorize Resolution and Proposition to establish a 2021 Capital Reserve Fund;
- O. Authorize Resolution and Proposition to establish a 2021 Technology Capital Reserve Fund;
- P. Approve Legal Notice for Public Hearing and Annual Vote and Election.

7. A. Campus News

B. State Assessments (*Kristin Swann; 10 min.*)

✓ C. Capital Project Update (*George Spinaris and Dave Phelps; 15 min.*)

- Approve the following Capital Construction Awards as the lowest responsible bidders as submitted :
 1. Contract 101 – Sitework to DiPasquale Construction, Inc.
 2. Contract 102 - General Trades to Javen Construction Co., Inc.
 3. Contract 104 - Mechanical Contract to Lloyd Mechanical Co., LLC
 4. Contract 105 - Electrical Contract to Blackmon Farrell Electric, Inc.
 5. Contract 106 - Plumbing Contract to Unified Mechanical Contractors, Inc.

D. Health and Safety Update (*Tim Terranova and Chris Marshall; 15 min.*)

E. Budget Update (*Tim Terranova, Dorothy DiAngelo and Derek Vallese; 45 min.*)

- Updated Revenue Projections
- Personnel (*Staffing Efficiencies*)

F. First reading of the following policy:

- Code of Conduct; Policy 5300

✓ G. Second and Final reading of the following policy:

- Records Management; Policy 8630

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8. Meeting Reports

A. Monroe County School Boards Association Committee Reports

B. Standing Committee Updates

- 9. Public Comment:** Due to the virtual meeting, there will be no live public participation. Please feel free to email any thoughts or comments to the Board of Education President at elliottk@victorschools.org. The entire Board and the Superintendent will receive all thoughts and comments submitted.

10. Upcoming Meetings/Events

A. Budget Workshop, Thursday, March 25, 2021 at 6:00 PM

B. Regular Board of Education Meeting, Thursday, April 15, 2021 at 7:15 PM

C. Special Board meeting for BOCES Budget Vote, April 28, 2021 (Time TBD)

✓ **11. Adjourn**

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**Unapproved Minutes of the Regular Meeting of February 11, 2021
Virtual Meeting via Zoom**

CALL TO ORDER	President Kristin Elliott called the meeting to order at 5:33 PM.
Members Present	Karen Ballard, Tim DeLucia, Chris Eckhardt, Kristin Elliott, Christopher Parks, Trisha Turner (entered at 5:37), Michael Vetter
ENTER EXECUTIVE SESSION	A motion was made by C. Parks, seconded by K. Ballard, to enter executive session at 5:33 PM to discuss the employment history of a specific individuals as well as collective negotiations. The motion was carried. 6 yes 0 no
REGULAR SESSION	<p>A motion was made by C. Eckhardt, seconded by C. Parks, to return to regular session at 7:06 PM. The motion was carried. 7 yes 0 no</p> <p>President Kristin Elliott left the meeting at 7:06 PM and Vice-president Christopher Parks took over running the meeting.</p>
APPROVE AGENDA	A motion was made by K. Ballard, seconded by T. Turner, to approve the agenda. The motion was carried. 6 yes 0 no
SUPERINTENDENT'S UPDATE	<p>Superintendent Terranova talked about his concern of not having the kids in school fulltime. He said he appreciates the fact that the parents are not only focused on their own hardships but on the mental, social and academic health of the children. He said he supported the strong advocacy for the high risk sports to begin. The question being asked of him now is how can high risk sports begin; however we cannot have students in the classroom five days a week. Dr. Terranova said he does not have a good answer to that question. The state has not loosened the social distancing of 6' in schools. Because of the size of the District and the number of students there is not enough room to spread staff and students out the way other districts have been able to do. He said he has talked to the Board and they have agreed to start advocating to receive criteria on what metrics we have to meet to come back to school five days a week. Dr. Terranova said he is not proposing to come back five days a week, rather advocate for the metrics and criteria to start thinking about it and doing it safely. He talked about the partnership that has been created with the Ontario County Health Department and as of now over 100 staff members have been vaccinated. He said this has been an incredibly efficient process. Dr. Terranova thanked Assemblyman Jeff Gallahan who met with Board of Education members and himself. They talked about the school reopening challenge and the state aid. Wednesday, February 17th Senator Samura Brouk will be coming to the District to meet with Board of Education members and Dr. Terranova. They will be talking about the incredible financial issues at Victor Schools as well as the importance of receiving criteria to bring the kids back five days a week.</p>

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

RECOGNITIONS

Military Diploma Recognition

Senior High School Principal Brian Siesto spoke about the Military Diploma Presentation to Carver Johnson that took place on Wednesday, February 10, 2021. Rachel Mathews, the Director of the Veterans Upward Bound Program at RIT's Department of Diversity and Inclusion, reached out to Senior High School Counselor Mary Banaszak on behalf of Mr. Johnson in late November to inquire about Mr. Johnson receiving a High School Military Diploma. He is a military veteran who was not able to finish his high school programming due to military service. He attended school in Providence, Rhode Island from 1974 – 1976. He went into the Army at the age of 16, where he served as a supply specialist, and was unable to graduate in 1978. New York State Education Law states that military veterans who have received an honorable discharge can receive a high school diploma from the town or city in which they currently reside. The diploma was presented in the Boardroom by Board of Education President Kristin Elliott, Superintendent Terranova and Senior High School Principal Brian Siesto. Mr. Siesto also thanked Senior High School chorus teacher Kristin Mellema and three of the chorus students, Emily Frey, Melissa Hobson and Jason Miller for singing the national anthem.

PUBLIC PARTICIPATION

Due to the virtual meeting, there will be no live public participation. Please feel free to email any thoughts or comments to the Superintendent at terranovat@victorschools.org. The Board will receive all thoughts and comments submitted.

CONSENT ITEMS

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

MINUTES

Minutes of the Regular Board Meeting on January 14, 2021;

FINANCIAL STATEMENTS

Treasurer's Report for the month ending December 31, 2020 and other financial documents;

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 Tenure Appointments:

The appointment to tenure of **Elaine Meyer**, upon the successful completion of her probationary period as a Special Education Teacher, effective February 28, 2021.

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Long Term Substitute Appointments:

The appointment of **Kealan Devanny**, who has certifications in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a long term substitute position as a Special Education Teacher and Elementary Teacher, from January 6, 2021, and ending June 30, 2021, at an annual salary of \$44,900 (Step 1M+18) prorated based upon the start date.

The appointment of **Jacob Dirks**, who has pending certifications in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a long term substitute position as a Special Education Teacher, effective February 8, 2021, and ending June 30, 2021, at an annual salary of \$44,500 (Step 1M+15) prorated based upon the start date.

Leaves of Absence:

The granting of a maternity and subsequent childcare leave of absence for **Melissa Murphy**, Art Teacher, effective March 12, 2021, and extending to June 30, 2021.

The granting of a discretionary leave of absence for **Melissa VanRensselaer**, Reading Teacher, on Mondays and Tuesdays effective February 1, 2021, through June 30, 2021.

Resignations:

The resignation of **Jennifer Danker-Stiles**, School Psychologist, effective February 12, 2021.

The resignation of **Leah Kedley**, Assistant Principal, effective February 14, 2021.

The resignation, due to retirement, of **Julie O'Neill**, Special Education Teacher, effective June 30, 2021.

The resignation, due to retirement, of **Joy Boyd**, Elementary Teacher, effective June 30, 2021.

The resignation, due to retirement, of **Colleen Dix**, Foreign Language Teacher, effective June 30, 2021.

The resignation, due to retirement, of **Michele Maloney**, Assistant Principal, effective December 31, 2021.

	<u>Position</u>	<u>Name</u>	<u>Level</u>	<u>Years</u>
Athletics:				
Wrestling	Volunteer	Brian Aparo	-	-
Basketball - Boys	Varsity Assistant	Daniel Hart	4	1
	JV	David Vistocco	4	8
	Volunteer	Phil Desaw	-	-
	Volunteer	Jay Barber	-	-

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Cheerleading	Head Varsity	Alex Dayton	2	8
	JV	Dayna Ryan	4	8
	Modified A	Alexa O'Brien	4	4
Ice Hockey	Volunteer	Bryan Kavanaugh	-	-
	Volunteer	Jason Rich	-	-
Football	Head Varsity	Geoff Mandile	1	25
	Varsity Assistant	Sean Rucker	2	25
	Varsity Assistant	Dave Condon	4	37
	Varsity Assistant	Chris Schoff	4	19
	Varsity Assistant	Paul Ojeda	4	19
	JV	Mark Cain	4	32
	Modified A	Jim Andre	4	30
	Modified A	Mark Foeder	4	26
	Modified B	Craig Kaper	4	15
	Modified B	Kevin Geno	4	11
	Modified B Assisant	Pat Lawley	4	22
	Volunteer	David Eisler	-	-
	Volunteer	Matt Halloran	-	-
	Volunteer	Bryan Kavanaugh	-	-
	Volunteer	Mik Szoczel	-	-
	Volunteer	David Vistocco	-	-
Cheerleading	Head Varsity	Alexandra Dayton	3	8
	Varsity Assistant	Courtney Tortarella	5	17
	JV	Dayna Ryan	5	9
	Modified A	Alexa O'Brien	5	4
	Volunteer	Alyssa Dayton	-	-
Volleyball – Boys	Head Varsity	Jake Martin	2	14
	JV	Mitchel Segbers	5	2
	Modified B	Carrie Ferreri	6	15
Volleyball – Girls	Head Varsity	Matt Glover	2	22
	JV	Bethany Bowe	5	11
	Modified B	Shelly Collins	6	34
	Volunteer	Freeman Fessler	-	-

**Per Diem
Substitutes:**

Candidate

Area of Certification

Grace Dunnigan	Elementary Education
Genevieve Corcoran	Elementary Education
Paige Tambasco	Uncertified
Jessica Pavia	Uncertified
Catherine Murray	Social Studies
Chayse Ierlan	Uncertified

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Non-Instructional Appointments:

The appointment of **William Stanley**, from Substitute School Bus Driver to Full Time School Bus Driver, effective January 11, 2021, at an annual rate of \$14,141 which will be prorated based on his start date.

The appointment of **Eileen Wagner**, from Substitute School Bus Driver to Full Time School Bus Driver, effective January 11, 2021, at an annual rate of \$14,141 which will be prorated based on her start date.

The appointment of **Hollie Joseph**, from Substitute School Bus Driver to Full Time School Bus Driver, backdated to September 2, 2020, at an annual rate of \$14,141.

The appointment of **Jean Miller**, from Substitute School Bus Driver to Full Time School Bus Driver, backdated to September 2, 2020, at an annual rate of \$14,141.

Resignations:

The resignation, due to retirement, of **Sallieann Orlando-Cataldi**, Teacher Aide, effective February 12, 2021.

The resignation of **Emily McNeill**, Typist, effective February 19, 2021.

The resignation of **Sarah Maslyn**, Part Time Cleaner, effective January 24, 2021.

The resignation, due to retirement, of **Michele Driscoll**, Full Time Teacher Aide, effective June 30, 2021.

Leave of Absence:

The granting of an extension of the unpaid discretionary leave of absence for **Kristi Patton**, Part Time Teacher Aide, effective January 28, 2021, through June 30, 2021.

The granting of an extension of the unpaid discretionary leave of absence for **Carly Walters**, Full Time Teacher Aide, effective January 30, 2021, through February 12, 2021.

The granting of a maternity and subsequent childcare leave of absence for **Alicia Langton**, Teacher Aide, effective March 10, 2021, and extending to April 30, 2021.

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The granting of a discretionary leave of absence for **Jacob Dirkx**, Full Time Teacher Aide, effective February 8, 2021, through June 30, 2021.

Dr. Terranova recognized Elaine Meyer for receiving tenure. Dr. Parks congratulated her from the Board of Education as well.

CSE/CPSE RECOMMENDATIONS

Recommendations of the Committee on Special Education from the meetings of December 10, 2020, January 6, 7, 11, 12, 13, 14, 15, 19, 20, 21, 25, 27, 28, 29, 2021 and February 2, 3, 4, 5, 8, 9, 10, 11, 2021 and from the Committee on Preschool Special Education from the meeting of January 19, 2021;

BOARD MEMBER COMMITTEE MEETINGS

Board members to attend standing committee meetings;

DONATIONS

Accept the following donations:

- \$1,250.00 from PTSA to the Intermediate School to support a virtual assembly;
- \$350.00 from the Victor Boys Swim Team Booster Club to the Victor Central School District to support Varsity Media Live Streaming Services;

Mrs. Turner thanked the community for the generous donations.

SURPLUS ITEMS

The following are declared as surplus:

- NEC Projectors with VCS tag #s 010035, 010044, 010067, 011772, 014353;
- Hewlett Packard LaserJet M401dne Printer with VCS tag # 014194;
- Hewlett Packard LaserJet P2015dn Printers with VCS tag #s 04041, 04045, 04046, 04052, 04053, 04054, 04089, 04503, 04504, 04513, 04520, 04528, 04977, 04984, 04986, 04987, 04989, 04991, 04993, 04994, 04995, 04997, 010190;
- Hewlett Packard LaserJet P2055dn Printers with VCS tag #s 010269, 010590, 010705, 011677, 011677, 011682, 011697, 011698, 011717, 011718, 011721, 011721, 012450;

GRADUATES OF DISTINCTION BY- LAWS

Approve the Graduates of Distinction By-laws as submitted;

REVISED CORRECTIVE ACTION PLAN

Acceptance of the Revised Corrective Action Plan for the Extraclass Account Audit Report for the year ended June 30, 2020;

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RISK ASSESSMENT REPORT

Acceptance of the Risk Assessment Report dated December 29, 2020;

RECORDS RETENTION AND DISPOSITION SCHEDULE RESOLUTION

RESOLVED, by the Board of Education of the Victor Central School District that Retention and Disposition Schedule for New York Local Government Records (LGS-1), issued pursuant to Article 57-A of the Arts and Cultural Affairs Law, and containing legal minimum retention periods for local government records, is hereby adopted for use by all officers in legally disposing of valueless records listed therein.

FURTHER RESOLVED, that in accordance with Article 57-A:

- (a) only those records will be disposed of that are described in Retention and Disposition Schedule for New York Local Government Records (LGS-1), after they have met the minimum retention periods described therein:
- (b) only those records will be disposed of that do not have sufficient administrative, fiscal, legal, or historical value to merit retention beyond established legal minimum periods.

The motion to accept the foregoing consent items was carried.

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

CAMPUS NEWS

VCS administrators summarized activities on campus.

COMMUNITY USE OF FACILITEIS AND GROUNDS

Dr. Terranova thanked the community for the partnership to figure out a way to get a win, win when it comes to using District facilities. He said it does cost money to use the facilities but it is reasonable and affordable. Director of Health, Physical Education and Athletics, Duey Weimer started out by thanking the Board of Education and Dr. Terranova for allowing the District to begin high risk sports. He then talked about the history of facility usage by the community. Mr. Weimer said he started with the District in July 2019 and early on he saw there were inconsistencies with scheduling and fees which created conflicts. He said he was amazed at how much the campus was being used, in a good way. In 2019 there were approximately 1,600 “non-interscholastic” athletic events and/or activities scheduled. There were approximately 41 groups who used the campus with over 6,000 hours of facility use time. There were over 4,000 athletic events scheduled, 266 different types of teams, groups, or activities which worked out to be over 34,000 hours. He said he started off by holding meetings with the Business Office, Department of Technology and the Activities Coordinator. He looked at the usage request processes and fee schedules from numerous

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COMMUNITY USE OF FACILITIES AND GROUNDS Continued

local districts. In March COVID-19 hit and due to the pandemic all on-campus community activities were placed on hold and all interscholastic athletics were on pause until given approval by the state. Meetings with several stakeholders regarding past practice and vision moving forward continued. The focus was on equality and an approved “tiered” prioritization system and have a regulation in place. Regulation 1500-R was created collaboratively with Superintendent Terranova, Mr. Weimer, the Business Office and the community. Mr. Weimer said he is able to manage usage better now with a solidified program. There are three tier levels. The first priority is all Victor Central Schools events and programs, meetings, and affiliated organizations. This includes all in-season interscholastic athletic programs. The second priority is local non-profit organizations, civic organizations, and youth groups. Groups must demonstrate non-profit status, and/or must parallel the purpose of enriching the experience of the students of VCS. Eighty percent of the participants in the group must reside within the District. The third priority is all non-local organizations including non-profit or local private. Mr. Weimer went over the fee structures. He said it is important to remember that it does cost money to maintain the fields in terms of general upkeep. He said the District is comfortable letting community groups use the campus but we still have to be fiscally responsible. Mr. Weimer then went over the new website and how to schedule facility usage. Dr. Terranova thanked Mr. Weimer for his leadership and partnering with the community groups, Mr. Ferreri and himself. He said the main point is we want the community to utilize the facilities. He said he appreciated the give and take with the groups during their meeting. There was a lot of compromise. There is a more organized approach using the facilities. The District will gain very little revenue, lose less money and balance the needs of the community and the needs of a comprehensive education. Mr. DeLucia said it was a great presentation and a lot of great work went into it. It is very much appreciated. Dr. Parks thanked Mr. Weimer for the presentation and said it is nice to hear the recognition that the school campus remains the epicenter of the community.

MALWARE INCIDENT UPDATE

Dr. Terranova started out by saying the District was efficiently protected. The work the previous Technology Director, Dave Henderson, did was fantastic. He protected the District at the level he had the funds to do so. The technology and infrastructure was underfunded for years. The District needs to spend more money for technology and increase protection. It can never be 100% protected. He thanked Director of Computer Services Angela Affronti and her team along with Kelli Eckdahl from EduTech and her team for a fantastic job. Mrs. Affronti went over the background of the incident. On Friday, January 29th to early morning on Saturday January 30th, the District was hit with the RYUK Ransomware attack. Saturday morning

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MALWARE INCIDENT UPDATE Continued

files were found to be encrypted. Right away BOCES was informed and the District was unplugged from the internet to prevent the attack from spreading. Forensic evidence was sent to the FBI and Department of Homeland Security as per the State Education Department protocol. Mrs. Affronti said they know the IP addresses are from Russia. She said they are working to get systems up and running to mirror where the District was prior to the attack. Major systems will be on-line this week and then mid-level and lower level systems next week. Advanced anti-virus software is being purchased and all staff will participate in Cyber Security training. Mrs. Ballard said she was on campus on Saturday when staff picked-up their computers from being reimaged and it was well organized. Mr. Vetter said he appreciated the details on the response plan and the level of transparency throughout the event. He also appreciates the efforts to get everything restored and resolved. Kudos to everyone involved. It was a textbook response to an event of this type.

BUDGET UPDATE

Dr. Terranova said they have been talking about the budget since December. He thanked Richard Stutzman for his leadership and great work in the Business Office. This will be Mr. Stutzman's last public meeting as the new Assistant Superintendent for Business, Derek Vallese, will take over. The focus for this Board meeting is the BOCES expense and two major sources of revenue. They will also dig deeper into state aid and the tax cap. Superintendent Terranova reminded everyone about Rick Timbs' presentation in July. Mr. Timbs talked about needing to develop a multi-year, strategic financial plan, needing to stabilize spending throughout the year and ending budget modifications mid-year. Mr. Timbs had significant concerns over lack of Reserves and built-in Fund Balance as well as revenue challenges with state aid, sales tax and local taxes. The general budget goals remain the same. The goals are to maintain a comprehensive education that the Victor Central School District community expects, stabilize reserves and develop consistent budgetary practices, maximize efficiencies in spending, maximize the ability to generate aid for future years and continue transparency with the community. Mr. Stutzman said the work that was put in last year is starting to pay dividends and he congratulated the Board and Dr. Terranova for the work done. He then discussed the different items that are purchased through BOCES and the budget around those items. The draft BOCES budget is \$6,732,338, \$250,000 of which is budgeted for technology. Mr. Stutzman then talked about state aid. He said we have to be very wary of the Governor's numbers. He is attempting to eliminate expense driven aid, which could cost us hundreds of thousands of dollars, and replace it with one time federal money. The state aid budgeted for 2021-2022 school year was the actual aid received in 2020-2021. This amount is \$1.2 million greater than what was originally budgeted for in 2020-2021. In looking at the Governor's run to what is budgeted there is a \$200,000 difference.

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BUDGET UPDATE Continued

The Governor has now included STAR Reimbursement in state aid discussions. This could be a way to show effort that he is contributing state money; however this has never been linked to state aid. As of January 19, 2021 the STAR Reimbursement is no longer there. A letter from two days ago indicated the Governor's run will not be finalized until the state budget is approved. If STAR goes away and the COVID-19 federal stimulus money goes away the District will lose about \$3 million in 2022-2023. If STAR were to remain in existence the difference would be about \$350,000. Dr. Terranova said he is very concerned about the Governor's numbers and we have to be very conservative with state aid. He then discussed the Tax Cap and what the cap will look like if the Board of Education decides to use Debt Service or if they decide not to use Debt Service. The tax cap is 4.22%. There is a slight opportunity to lower the cap by using debt service money. If Debt Service money is used the cap will be 4.06%. The Board can decide not to use the Debt Service money and go out at the cap at 4.22% and save the money for future years. Debt is one of the reasons the District has a larger cap this year than last. Mr. Stutzman then talked about the next seven years and what the tax cap will look like over time if you use Debt Service or if you do not use Debt Service. If the District decides not to use Debt Service money to lower the tax cap the next time there is a capital project you can make a larger payment. Superintendent Terranova said the next steps are to work with the ThoughtPartners and analyzing the information they are giving us around the budget process. The March meeting will focus on expenditures and staffing. The District is still looking at efficiencies and taking a deeper look on how money is being spent. The Tax Cap submission is due on March 1st. The Board will be discussing that at the February 25th Budget Workshop along with finalizing the establishment of reserve funds. Mr. Eckhardt thanked Mr. Stutzman for his hard work and service to the District. We were fortunate to have him on Board. Mrs. Turner thanked Mr. Stutzman as well. She said the District benefited greatly because of his many years of experience and wisdom. Dr. Parks said he echoed his colleague's remarks and thanked Mr. Stutzman for sharing his wealth of knowledge and guidance.

POLICY REVIEW First Reading

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

- Records Management; Policy 8630

MEETING REPORTS Monroe County School Boards Association Committee Reports

Mr. DeLucia reported on the Legislative Committee Meeting of February 4th. This was a forum with newly elected legislators. The theme of the discussion was the importance of appropriate funding for education.

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PUBLIC COMMENT

Due to the virtual meeting, there will be no live public participation. Please feel free to email any thoughts or comments to the Superintendent at terranovat@victorschools.org. The Board will receive all thoughts and comments submitted.

UPCOMING EVENTS

Budget Workshop

There will be a Budget Workshop on Thursday, February 25, 2021 from 6:00 PM – 8:00 PM.

Next Regular Board Meeting

The next regular Board meeting will take place on Wednesday, March 10, 2021 at 7:15 PM.

Budget Workshop

There will be a Budget Workshop on Thursday, March 25, 2021 at 6:00 PM.

ADJOURN

A motion was made by K. Ballard, seconded by C. Eckhardt, to adjourn the meeting at 8:55 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 February 25, 2021
Virtual Meeting via Zoom**

CALL TO ORDER President Kristin Elliott called the meeting to order at 5:33 PM.

Members Present Karen Ballard (arrived at 5:36 PM), Tim DeLucia, Chris Eckhardt, Kristin Elliott, Christopher Parks, Trisha Turner (arrived at 5:43 PM), Michael Vetter

APPROVE AGENDA A motion was made by T. DeLucia, seconded by C. Parks, to approve the agenda. The motion was carried. 5 yes 0 no

ENTER EXECUTIVE SESSION A motion was made by C. Parks, seconded by C. Eckhardt, to enter executive session at 5:34 PM to discuss the employment history of a specific individuals. The motion was carried. 5 yes 0 no.

RETURN TO REGULAR SESSION A motion was made by C. Parks, seconded by C. Eckhardt, to return to regular session at 5:59 PM. The motion was carried. 7 yes 0 no

ADJOURN A motion was made by C. Parks, seconded by T. Turner, to adjourn the meeting at 5:59 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 January 31, 2021 be accepted.

- I. GENERAL FUND
- II. EXTRACLASS ACTIVITY REPORT
- III. SCHOOL LUNCH FUND
- IV. TRUST & AGENCY FUND
- V. SPECIAL AID FUND
- VI. CAPITAL FUND - 29M PROJECT

TREASURER'S REPORT

GENERAL FUND

I.

1/1/2021

37,322,668.93

RECEIPTS:

ACCOUNTS RECEIVABLE	0.00
TAXES (INCLUDING LIBRARY TAX)	0.00
STATE AID	2,975,851.33
INTEREST & PENALTIES ON TAXES	0.00
ADMISSIONS	0.00
IN LIEU OF TAXES	0.00
INTEREST AND EARNINGS	10,357.80
BUILDING USE	0.00
REFUND PRIOR YEARS EXPENSE	0.00
BOCES AID	0.00
MISC.	5,475.61
DUE FROM OTHER FUNDS	669.38
TUITION	0.00
INSURANCE RECOVERY	0.00
MONROE CO. SALES TAX	0.00
WAYNE CO. SALES TAX	0.00
MEDICAID	2,344.32

TOTAL RECEIPTS	2,994,698.44
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TOTAL RECEIPTS & BAL.	40,317,367.37
DISBURSEMENTS	4,850,897.85

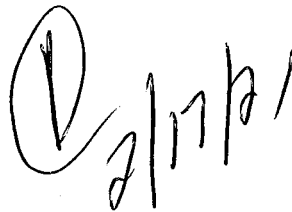
BAL. ON HAND 1/31/21	35,466,469.52
<u>BANK RECONCILIATION</u>	

BAL./BANK STATEMENT	1,022,282.63
IN TRANSIT	0.00
BANK ERROR	0.00
LESS CHECKS OUTSTANDING	996,447.97
RETURNED CHECKS	0.00
DEPOSIT IN TRANSIT	0.00

BAL. IN NOW ACCOUNT/CDGA NAT.	25,834.66
BAL. IN CERTIFICATES/MM	35,440,634.86
BANK ERROR	0.00
RETURNED TAX CHECK	0.00
IN TRANSIT	0.00
IN TRANSIT	0.00

TOTAL BALANCE	1/31/20201	35,466,469.52
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LYNNE LUBASZEWSKI
DISTRICT TREASURER



EXTRACLASS TREASURER'S REPORT

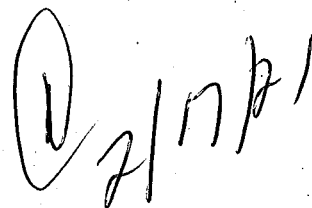
II.

1/31/2021

0.00

ACTIVITIES	BEG. BAL.	RECEIPTS	TOTAL	DISBURSMTS	END. BAL.
CLASS OF 2020	0.00	0.00	0.00	0.00	0.00
CLASS OF 2021	8,513.02	0.00	8,513.02	17.91	8,495.11
CLASS OF 2022	2,048.28	0.00	2,048.28	0.00	2,048.28
CLASS OF 2023	519.75	0.00	519.75	0.00	519.75
CLASS OF 2024	519.75	0.00	519.75	0.00	519.75
AQUATIC L.	1,104.83	0.00	1,104.83	0.00	1,104.83
ART CLUB	164.34	0.00	164.34	0.00	164.34
BUSINESS CLUB	8,534.11	6,130.48	14,664.59	9,705.25	4,959.34
DRAMA CLUB	16,692.20	0.00	16,692.20	0.00	16,692.20
FRENCH CLUB	13,579.74	0.00	13,579.74	16.58	13,563.16
GO GREEN GARDEN TEAM	86.27	0.00	86.27	0.00	86.27
GLOBAL COMPETENCY	586.55	0.00	586.55	0.00	586.55
INTERNATIONAL CLUB	203.02	0.00	203.02	0.00	203.02
J.H. MUSICAL	20,069.07	657.05	20,726.12	0.00	20,726.12
J.H. STORE	1,188.00	0.00	1,188.00	0.00	1,188.00
J.H. ST. CO.	5,386.97	0.00	5,386.97	0.00	5,386.97
J.H. YEARBOOK	52.93	0.00	52.93	0.00	52.93
KEYCLUB	3,688.06	0.00	3,688.06	0.00	3,688.06
MANUFACTURING SYSTEMS	0.00	0.00	0.00	0.00	0.00
MEDICAL EXPLORERS	110.75	0.00	110.75	0.00	110.75
MENTORING CLUB	5,206.41	110.00	5,316.41	0.00	5,316.41
N.H.S.	1,946.59	0.00	1,946.59	0.00	1,946.59
OUTDOOR ACTIVITY	142.48	0.00	142.48	0.00	142.48
POSITIVE SCHOOL CLIMATE	4,990.32	0.00	4,990.32	0.00	4,990.32
SALES TAX	0.00	0.00	0.00	0.00	0.00
SEAS	481.00	0.00	481.00	0.00	481.00
S.H. ORCHESTRA	7,129.79	0.00	7,129.79	0.00	7,129.79
SH SCHOOL STORE	4,994.03	243.00	5,237.03	273.50	4,963.53
S.H. ST. CO.	2,729.80	208.03	2,937.83	0.00	2,937.83
SH YEARBOOK	2,801.48	0.00	2,801.48	0.00	2,801.48
SPANISH CLUB	2,091.94	0.00	2,091.94	0.00	2,091.94
TRI-M HONOR SOCIETY	1,647.94	0.00	1,647.94	0.00	1,647.94
VICTOR CARES	11,464.85	50.00	11,514.85	3,207.03	8,307.82
TOTALS	128,674.27	7,398.56	136,072.83	13,220.27	122,852.56
BAL/BANK	135,173.52				
CKS OUT	12,333.52		1/31/2021		122,852.56
INT. NOT POSTED	7.44				
BANK ERROR	0.00				
RETURNED CHECKS	20.00				
IN TRANSIT	0.00				
BAL. 1/31/2021	122,852.56				

Betty Post, Extraclass Treasurer



TREASURER'S REPORT

SCHOOL LUNCH

III.

BALANCE ON HAND 1/1/2021 61,721.70

RECEIPTS:

ACCOUNTS RECEIVABLE	0.00
A LUNCHES	0.00
A BREAKFAST	0.00
OTHER SALES	3,306.09
SALES TAX	91.35
INTEREST POSTED	8.47
DUE FROM OTHER FUNDS	0.00
MISC	0.00
STATE AND FEDERAL AID	236,092.00

TOTAL RECEIPTS 239,497.91

TOTAL RECEIPTS AND BAL. 301,219.61

DISBURSEMENTS 70,373.57

BALANCE ON HAND 1/31/2021 230,846.04

BANK RECONCILIATION

BAL. PER BANK STATEMENT 1/31/2021 AND CD'S 230,714.80

IN TRANSIT	0.00
BANK ERROR	0.00
IN TRANSIT ON LINE PAYMENTS	220.00
RETURNED CHECK	0.00
OUTSTANDING CHECKS (6896)	88.76

BALANCE IN SCHOOL LUNCH FUND 230,846.04

LYNNE LUBASZEWSKI
DISTRICT TREASURER


2/17/21

BALANCE ON HAND 1/01/2021	838,472.33
TOTAL RECEIPTS:	<u>3,800,123.69</u>
TOTAL RECEIPTS AND BAL.	4,638,596.02
DISBURSEMENTS:	<u>4,072,794.00</u>
ENDING BALANCE 1/31/2021	<u><u>565,802.02</u></u>

BANK RECONCILIATION

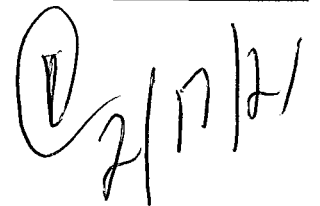
BAL. PER STATEMENT	TRUST & AGENCY ACCOUNT	726,557.66
P/R INTEREST-CNB		0.30
P/R INTEREST-FIVE STAR		0.00
OUTSTANDING CHECKS		157,200.77
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		1,428.82
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		40.00
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		1,511.41
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		-540.80
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		1,115.74
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		0.00
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		0.00
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		0.00
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		0.00
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		0.00
BAL. IN T & A ACCOUNT	1/31/2021	<u><u>565,802.02</u></u>

PAYROLL ACCOUNT...BAL. PER BANK STATEMENTS	24,579.50
LESS INTEREST NOT POSTED	0.30
IN TRANSIT TO GENERAL	0.00
DEPOSIT IN TRANSIT	0.00
BANK ERROR	<u>0.00</u>

BALANCE IN PAYROLL ACCOUNT	<u><u>24,579.20</u></u>
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OUTSTANDING CHECKS IN PAYROLL ACCOUNT	<u><u>24,579.20</u></u>
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LYNNE LUBASZEWSKI
DISTRICT TREASURER


2/17/21

TREASURER'S REPORT

SPECIAL AID FUND

V.

BALANCE ON HAND	1/1/2021	485,578.77
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RECEIPTS:

INTEREST	27.96
DUE FROM OTHER FUNDS	0.00
STATE OF NY	182,393.00
REFUND PR YR EXPENSE	<u>0.00</u>

TOTAL RECEIPTS	<u>182,420.96</u>
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TOTAL RECEIPTS AND BALANCE	667,999.73
DISBURSEMENTS	<u>283,071.69</u>

BAL. ON HAND 1/31/2021	<u><u>384,928.04</u></u>
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BANK RECONCILIATION

<u>BAL./BANK STATEMENT</u>	405,251.24
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OUTSTANDING CHECKS (5860, 5863, 5864, 5872, 5873, 5874, 5875, 5876)	20,323.20
IN TRANSIT	<u>0.00</u>

BALANCE IN NOW/MM ACCOUNT 1/31/2021	<u><u>384,928.04</u></u>
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LYNNE LUBASZEWSKI
DISTRICT TREASURER

(Signature)
2/17/21

TREASURER'S REPORT

CAPITAL FUND-29M PROJECT

VI.

BALANCE ON HAND	1/1/2021	10,351,552.30
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RECEIPTS:

INTEREST	3,073.37
FROM CAPITAL RESERVE	0.00
BAN & PREMIUM	0.00

TOTAL RECEIPTS	3,073.37
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TOTAL RECEIPTS AND BALANCE	10,354,625.67
DISBURSEMENTS	36,109.51

BAL. ON HAND 1/31/2021	10,318,516.16
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BANK RECONCILIATION

BAL./BANK STATEMENT	5,678.90
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LESS CHECKS OUT (5068)	85.70
DEPOSIT IN TRANSIT	0.00
BALANCE IN CHECKING ACCOUNT	5,593.20
BALANCE IN CERTIFICATES OF DEPOSIT/MONEY MARKET	10,312,922.96
IN TRANSIT	0.00
BALANCE IN CAPITAL 29M PROJECT 1/31/2021	10,318,516.16

LYNNE LUBASZEWSKI
DISTRICT TREASURER



**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**
Personnel Agenda, March 10, 2021

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

Instructional

Appointments: The appointment of **Timothy DiSanto**, Primary School Interim Assistant Principal, effective February 10, 2021 through April 5, 2021, at a daily rate of \$206.

Long Term Substitute Appointments: The extended appointment of **Denise DiMarzo**, who has certifications in Childhood Education Grades 1-6, Business and Distribution Education, and School District Administrator, to a long term substitute position as an Elementary Teacher, effective September 1, 2020, and ending June 30, 2021, at an annual salary of \$55,800 (Step 11M+44).

Leaves of Absence: The granting of a maternity and subsequent childcare leave of absence for **Megan Steger**, Elementary Teacher, approximately effective March 19, 2021, and extending to June 30, 2022.

The granting of an unpaid discretionary leave of absence for **Dana Zink**, Elementary Teacher, effective March 5, 2021, through April 30, 2021.

The granting of a maternity and subsequent childcare leave of absence for **Allison Fricano**, Elementary Teacher, effective September 1, 2021, and extending to June 30, 2022.

Resignations: The resignation, due to retirement, of **Mark Cain**, Social Studies Teacher, effective June 30, 2021.

The resignation of **Jennifer Geartz**, Elementary Teacher, effective June 30, 2021.

The resignation of **Kimberly O'Rourke**, Mathematics Teacher/Mathematics Standards Leader, effective March 26, 2021.

The resignation of **Michaela Borg**, .8FTE Art Teacher, effective March 26, 2021.

**Per Diem
Substitutes:**

<u>Candidate</u>	<u>Area of Certification</u>
Patrick Barrow	Uncertified
Olivia Whitmarsh	Uncertified
Miranda Colon	Uncertified
Mary Beth Lombard	Uncertified
Andrew Chen	Uncertified
Casey Hatziemanuel	Elementary
Brianna Fernandez	Uncertified
Kasey Hosken	Uncertified
Marc Posner	School Counselor/Phys. Ed.
Erika Rowley	Uncertified
Zachary Simmons	Uncertified

**Non-Instructional
Appointments:**

The appointment of **Konstantin Avramoski**, Night Cleaner, effective February 11, 2021, at an hourly rate of \$12.98.

The appointment of **Anaely Paniagua Cardona**, Night Cleaner, effective February 8, 2021, at an hourly rate of \$12.98.

The appointment of **Alma Solis Pizarro**, Night Cleaner, effective February 16, 2021, at an hourly rate of \$12.98.

The appointment of **Andrew Habecker**, Part Time Teacher Aide, effective February 22, 2021, at an hourly rate of \$12.50.

The appointment of **Terry Caldwell**, from Substitute Cleaner to Part Time Cleaner, effective March 1, 2021, at an hourly rate of \$12.98.

The appointment of **Wendy Dattilo**, from Substitute Teacher Aide to Part Time Teacher Aide, effective March 1, 2021, at an hourly rate of \$12.50.

The appointment of **Adriana Rudy**, from Substitute Teacher Aide to Part Time Teacher Aide, effective March 1, 2021, at an hourly rate of \$12.50.

The appointment of **Justin Renkert**, Full Time Cleaner, effective March 9, 2021, at an hourly rate of \$12.98.

Resignations:

The resignation of **William Thibodeau**, Cleaner, effective February 28, 2021.

The resignation of **Marcia Gardner**, School Bus Monitor, effective February 25, 2021.

The resignation of **Sandra Allen**, Full Time Teacher Aide, effective February 26, 2021.

Leave of Absence: The granting of an extension of the unpaid discretionary leave of absence for **Carly Walters**, Full Time Teacher Aide, effective November 30, 2020, through March 12, 2021.

The granting of an extension of the unpaid discretionary leave of absence for **Gerald Waite**, Full Time Teacher Aide, effective February 13, 2021, through June 30, 2021.

Deceased: The passing of **Carolyn Strahs**, Typist, February 20, 2021.

**Per Diem and
Substitute Positions:**

Candidate

Position

Shea McClelland
Gerald Waite
Michael Cortash

Teacher Aide
Teacher Aide
School Bus Driver

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

Introduction

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

Section I: General Considerations and Planning Guidelines

A. Purpose

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

B. Identification of School Teams

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

C. Concept of Operations

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

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

D. Plan Review and Public Comment

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

Section II: General Emergency Response Planning

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

A. Identification of sites of potential emergency, including:

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

Section III: Victor District-Wide Safety Plan

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

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

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

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

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

C. Prevention and Intervention Strategies

Methods used in the Victor Central School District include:

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

D. Procedures for involving law enforcement for violent incidences

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

E. Procedures for contacting parents/guardians regarding violent incidences

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

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

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

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

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

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

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

H. Procedures for annual safety training for staff and students

Appropriate training will be held for the following:

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

I. Protocols for responding to emergency situations

(Refer to the Emergency Management Plan)

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

J.K. Protocols for dealing with a public health emergency involving a communicable disease (Refer to the Public Employer Health Emergency Plan)

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

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

- g. Serves as a resource to faculty and staff on crime prevention issues
- h. Promotes the development of positive attitudes toward law enforcement personnel
- 2. Hall Monitor Supervision – Job Responsibilities
 - a. Assists teachers in cafeteria study hall with attendance procedures, passes, and maintenance of order
 - b. Assists with corridor and parking lot supervision before school, during lunch periods, and activity period as assigned by the assistant principal
 - c. Assists with attendance procedures as requested by the assistant principal
 - d. Assists teachers with other such duties as deemed appropriate by the principal or his/her designee

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

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

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

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

N.O. Description of Internal and External Communication Systems

- 1. Internal: Two-way communication is provided from all building areas and rooms to the main office.
 - a. Key administrators have two-way radios within the buildings.

2. External: The 911 system directly links all phones to the County Emergency Management Office.
 - a. Administrators have cell phones for external and internal use.
 - b. Fire and burglar alarms are linked directly to the 911 system.

Q.P. Chain of command consistent with the national incident command system

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

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

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

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

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

Victor Central School

2021-2022 School Calendar

S	M	T	W	TH	F	S
<i>July 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

S	M	T	W	TH	F	S
<i>August 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				

S	M	T	W	TH	F	S
<i>September 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>October 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>November 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>December 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>January 2022</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 2022</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 2022</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 2022</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 2022</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 2022</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		

August 16-18	New Teacher Orientation
August 31, Sept. 1-2	Superintendent Conference Days**
September 6	Labor Day
September 7	Classes Begin
October 8	Fall Superintendent Conference Day**
October 11	Columbus Day
November 11	Veterans Day
November 24-26	Thanksgiving Recess
December 23-January 1	Holiday Recess
January 17	Martin Luther King, Jr. Day
February 21-25	President's Recess
March 18	Spring Superintendent Conference Day**
April 11-15	Spring Recess
May 30	Memorial Day Holiday
June 14-23	Regents Testing
June 20	Juneteenth Holiday
June 24	Regents Rating Day - VTA Must Report, No 10 month CSEA^^

Month	Student Days	Teacher Days
August	0	2
September	18	19
October	19	20
November	18	18
December	16	16
January	20	20
February	15	15
March	22	23
April	16	16
May	21	21
June	17 ^^	17
TOTALS	182^^	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.



To: Board of Education, Victor Central School District

From: Carrie Goodell, Victor Senior High School Assistant Principal

Regarding: Tri-M ExtraClass Account

Date: February 24, 2021

The purpose of this memo is to formally request that the Tri-M Extraclass account have its name changed to The Victor Music Society for the remainder of the 2020-2021 school year. Over the past five years, involvement in the Tri-M Honor Society has decreased significantly. The primary reason for this decline is that many of our talented student musicians were not eligible for participation in Tri-M due to the demanding performance requirements of this National organization. Recognizing this, the Music Department worked collaboratively to develop the Victor Music Society. This is an inclusive Extraclass group that focuses on general music involvement and creating positive musical connections between Victor Senior High School and the greater Victor/Farmington communities. It is important to note that members of the Victor Music Society still have the opportunity to apply for membership into Tri-M if they meet the rigorous performance requirements.

The student officers and staff advisors have requested this name change so that all financial documentation accurately reflects the current structure of this Extraclass group. The account will be managed by students, with oversight by the Senior High Music Teachers. The student officers and advisors of the Victor Music Society will manage the full balance of \$1,254.44 that is currently in the the Tri-M account (as of 2/26/21). The Victor Music Society will adhere to building practices and protocols for ExtraClass transactions. As a building, we have established clear expectations for our Extraclass accounts and we are certain that this group will remain in good standing and continue to operate in accordance with all financial regulations.

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.
- **Applications will be kept for review for three years from date of submission.**

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.
- **A quorum is needed to select inductees.**
- 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
Athletic Hall of Fame Program
Selection Committee By-Laws

Mission Statement

It is the mission of the Victor Central School Athletic Hall of Fame Committee to:

- Recognize and celebrate the accomplishments of outstanding athletes, teams, coaches, administrators and Blue Devil supporters.
- Reconnect those individuals and their families with Victor Central Schools.
- Deepen the current student-athletes' understanding and appreciation for the history of the Blue Devil athletes by seeking their participation.

Membership

The Victor Central School Athletic Hall of Fame Committee shall be comprised of no more than eight (8) voting members.

- The Director of Athletics shall be a permanent member and serve as the chairperson.
- A VCS Board of Education member or designee.
- Up to six (6) other members including individuals from the Victor Central Schools' district staff and the community at large.

Term of membership on the committee shall be five (5) years with a two (2) consecutive term limit.

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

- Encouraging a wide range of individuals to nominate former athletes, coaches, administrator, teams and Blue Devil supporters.
- Selecting worthy candidates for induction into the Hall of Fame
- Recognizing the inductees at Homecoming and Homecoming activities.
- Recognizing the inductees at the Hall of Fame Recognition Ceremony.
- 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 Athletic 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 interscholastic athletics sponsored by Victor Central Schools.
- Coached a Victor Central Schools team for a minimum of five years.
- Made significant contributions to the students of Victor Central through interscholastic athletics.
- Graduated from Victor Senior High School (at least 10 years ago) and made significant contributions in the world of sports, but may not have necessarily participated in the sports program at Victor Central Schools.

Categories

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

- Athletes - Individuals and/or teams who were athletes for Victor Senior High School and graduated a minimum of ten (10) years ago.
- Coaches - Individuals who have made significant and extraordinary contributions to the Victor Athletic programs and coached a Victor Central Schools' team for a minimum of five (5) years.
- Honorary- Individuals who made a significant impact on Victor Central athletics, administration, and/or on sectional, regional, state, national, professional, or international levels of athletics. The Honorary category may include, but is not limited to, counselors, faculty managers, scoreboard/book operators, as well as local community supporters.

Nominations

- Nominations may be made by **any** individual to the Athletic Hall of Fame Committee.
- All nominations must be submitted on the official Athletic 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.
- All candidates nominated will receive a cover letter outlining the Hall and its procedures. These nominees will be asked to complete a biography form. The form requests detailed information about the candidate's career, coaches, etc.

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 biography under consideration.
- The Committee will meet to discuss all candidates and to select inductees.
- Inductees shall be determined using a ranked-order process developed by committee members.
- The committee shall select a maximum of four (4) nominees for induction each year, 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.
- A candidate who is not selected will remain as a nominee for two additional years.

Induction Process

Hall of Fame recipients shall be required to attend the induction ceremony and to contribute to or participate in a program in the District schools for the benefit of students. The induction ceremony shall be held for friends and relatives at a dinner with the presentation of plaques by the Director of Athletics. 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

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 Athletics to submit current by-laws to the Victor Board of Education by March 1st of each year.

RESOLUTION OF THE BOARD OF EDUCATION OF THE VICTOR CENTRAL SCHOOL DISTRICT, NEW YORK, ADOPTED MARCH 10, 2021, DIRECTING SUBMISSION OF A BOND PROPOSITION AT THE ANNUAL DISTRICT MEETING OF THE QUALIFIED VOTERS OF SAID SCHOOL DISTRICT, TO BE HELD MAY 18, 2021, AND PRESCRIBING THE FORM OF SUCH BOND PROPOSITION TO BE INSERTED IN THE NOTICE OF SUCH ANNUAL DISTRICT MEETING AND ELECTION.

RESOLVED BY THE BOARD OF EDUCATION OF THE VICTOR CENTRAL SCHOOL DISTRICT, IN THE COUNTIES OF ONTARIO, MONROE AND WAYNE, NEW YORK, AS FOLLOWS:

Section 1. At the Annual District Meeting and Election of the qualified voters of Victor Central School District, in the Counties of Ontario, Monroe and Wayne, New York (the “District”), to be held on May 18, 2021, a Bond Proposition in substantially the form as hereinafter set forth shall be submitted to the qualified voters of said District. Said Bond Proposition shall appear in the Notice of Annual District Meeting and Election to be held May 18, 2021, and the District Clerk is hereby authorized and directed to include such Bond Proposition in said Notice by inserting therein substantially the following paragraphs:

NOTICE IS FURTHER GIVEN that a Bond Proposition in substantially the following form shall be presented to the qualified voters of the District at such Annual District Meeting and Election:

BOND PROPOSITION

RESOLVED:

- (a) That the Board of Education of the Victor Central School District, in the Counties of Ontario, Monroe and Wayne, New York (the "District"), is hereby authorized to purchase various school buses for use by the District; and to expend therefor, including preliminary costs and costs incidental thereto and to the financing thereof, an amount not to exceed the estimated total cost of \$977,036;
- (b) that a tax is hereby voted in the aggregate amount of not to exceed \$977,036 to pay such cost, said tax to be levied and collected in installments in such years and in such amounts as shall be determined by said Board of Education; and
- (c) that in anticipation of said tax, bonds of the District are hereby authorized to be issued in the principal amount of not to exceed \$977,036 and a tax is hereby voted to pay the interest on said bonds as the same shall become due and payable.

Such Bond Proposition shall appear on the ballots used for voting at said Annual District Meeting and Election in substantially the following form:

BOND PROPOSITION

YES

NO

RESOLVED:

(a) That the Board of Education of the Victor Central School District, in the Counties of Ontario, Monroe and Wayne, New York (the "District"), is hereby authorized to purchase various school buses for use by the District, and to expend \$977,036 therefor; (b) that a tax is hereby voted in the aggregate amount of not to exceed \$977,036 to pay such cost, said tax to be levied and collected in installments in such years and in such amounts as shall be determined by said Board of Education; and (c) that in anticipation of said tax, bonds of the District are hereby authorized to be issued in the principal amount of not to exceed \$977,036 and a tax is hereby voted to pay the interest on said bonds as the same shall become due and payable.

Section 2. The proceeds of the bonds authorized pursuant to the Bond Proposition set forth in Section 1 hereof, and any bond anticipation notes issued in anticipation of said bonds, may be applied to reimburse the District for expenditures made for the purpose or purposes for which said bonds are authorized. The foregoing statement of intent with respect to reimbursement is made in conformity with Treasury Regulation Section 1.150-2 of the United States Treasury Department.

Section 3. This resolution shall take effect immediately.

* * *

The adoption of the foregoing resolution was seconded by Board Member _____ and duly put to a vote on roll call which resulted as follows:

AYES:

NOES:

The resolution was declared adopted.

2021 CAPITAL RESERVE RESOLUTION

BE IT RESOLVED, by the Board of Education of the Victor Central School District, as follows:

Section 1. The proposition hereinafter set forth is hereby authorized to be submitted for the approval of the qualified voters of the District on the 18th day of May, 2021 (the “Vote”).

Section 2. The proposition set forth below shall be submitted at the Vote and the District Clerk shall include notice of the proposition in substantially the following form in the notice of the Vote:

NOTICE IS HEREBY FURTHER GIVEN that at the Vote to be held on May 18, 2021, the following proposition will be submitted:

PROPOSITION

2021 Capital Reserve Fund

Resolved, the Board of Education of the Victor Central School District is hereby authorized to establish a capital reserve fund pursuant to Section 3651 of the Education Law to be designated, “2021 Capital Reserve Fund” created to defray the cost of the construction and reconstruction of School District buildings and facilities, including original equipment, machinery, apparatus, appurtenances, furnishings and other incidental improvements and expenses in connection therewith, and to defray the cost of, in whole or in part, and in order to accomplish the same, the Board is hereby authorized to establish the ultimate amount of such reserve fund to Ten Million Dollars (\$10,000,000) inclusive of accrued interest and other investment earnings, with a probable term of ten (10) years. The Board of Education is hereby authorized to pay funds from the available fund balance, state aid reimbursement to the School District on account of capital projects, such other monies as the voters may direct, and/or other legally available funds of the School District to such reserve fund in an amount determined by the Board of Education up to the maximum authorized amount.

Section 3. This resolution shall take effect immediately.

Date: _____, 2021

District Clerk
Victor Central School District

TECHNOLOGY CAPITAL RESERVE RESOLUTION

BE IT RESOLVED, by the Board of Education of the Victor Central School District, as follows:

Section 1. The proposition hereinafter set forth is hereby authorized to be submitted for the approval of the qualified voters of the District on the 18th day of May, 2021 (the “Vote”).

Section 2. The proposition set forth below shall be submitted at the Vote and the District Clerk shall include notice of the proposition in substantially the following form in the notice of the Vote:

NOTICE IS HEREBY FURTHER GIVEN that at the Vote to be held on May 18, 2021, the following proposition will be submitted:

PROPOSITION

2021 Technology Capital Reserve Fund

Resolved, the Board of Education of the Victor Central School District is hereby authorized to establish a capital reserve fund to be designated, “2021 Technology Capital Reserve Fund” to be used to finance in whole or part the cost of equipment, including computer equipment (i.e. hardware, software, related devices, networking equipment, apparatus and peripherals such as printers, modems, file servers, communication devices, including infrastructure incidental thereto) in accordance with Education Law section 3651, and in order to accomplish the same, the Board is hereby authorized to establish the ultimate amount of such reserve fund to Seven Hundred Fifty Thousand Dollars (\$750,000) inclusive of accrued interest and other investment earnings, with a probable term of five (5) years. The Board of Education is hereby authorized to pay funds from the available fund balance, state aid reimbursement to the School District on account of capital projects, such other monies as the voters may direct, and/or other legally available funds of the School District to such reserve fund in an amount determined by the Board of Education up to the maximum authorized amount.

Section 3. This resolution shall take effect immediately.

Date: _____, 2021

District Clerk
Victor Central School District

**NOTICE OF VICTOR CENTRAL SCHOOL DISTRICT
BUDGET HEARING and ANNUAL VOTE AND ELECTION**

NOTICE IS HEREBY GIVEN that, as authorized by Education Law, a public hearing for the purposes of discussion of the expenditure of funds and the budgeting therefor will be held in the Victor Early Childhood School Boardroom, 953 High Street, Victor, NY, on Tuesday, May 4, 2021, at 7:00 P.M. for the qualified voters of the Victor Central School District.

AND NOTICE IS ALSO GIVEN that voting on budget and election of members of the Board of Education will take place in the gymnasium of Victor Primary School on Tuesday, May 18, 2021, between the hours of 6:00 A.M. and 9:00 P.M.

AND NOTICE IS ALSO GIVEN that a statement of the amount of money that will be required for the ensuing year for school purposes, exclusive of public moneys, may be obtained during the fourteen (14) days immediately preceding the annual budget vote and election from the District website or by contacting the District Clerk at (585) 924-3252 ext. 1402 or goodberletm@victorschools.org.

NOTICE IS FURTHER GIVEN that a Bond Proposition in substantially the following form shall be presented to the qualified voters of the District at such Annual District Meeting and Election:

BOND PROPOSITION

RESOLVED:

(a) That the Board of Education of the Victor Central School District, in the Counties of Ontario, Monroe and Wayne, New York (the "District"), is hereby authorized to purchase various school buses for use by the District; and to expend therefor, including preliminary costs and costs incidental thereto and to the financing thereof, an amount not to exceed the estimated total cost of \$977,036;

(b) that a tax is hereby voted in the aggregate amount of not to exceed \$977,036 to pay such cost, said tax to be levied and collected in installments in such years and in such amounts as shall be determined by said Board of Education; and

(c) that in anticipation of said tax, bonds of the District are hereby authorized to be issued in the principal amount of not to exceed \$977,036 and a tax is hereby voted to pay the interest on said bonds as the same shall become due and payable.

Such Bond Proposition shall appear on the ballots used for voting at said Annual District Meeting and Election in substantially the following form:

SCHOOL BUS BOND PROPOSITION

YES

NO

RESOLVED:

(a) That the Board of Education of the Victor Central School District, in the Counties of Ontario, Monroe and Wayne, New York (the "District"), is hereby authorized to purchase various school buses for use by the District, and to expend \$977,036 therefor; (b) that a tax is hereby voted in the aggregate amount of not to exceed \$977,036 to pay such cost, said tax to be levied and collected in installments in such years and in such amounts as shall be determined by said Board of Education; and (c) that in anticipation of said tax, bonds of the District are hereby authorized to be issued in the principal amount of not to exceed \$977,036 and a tax is hereby voted to pay the interest on said bonds as the same shall become due and payable.

NOTICE IS FURTHER GIVEN that a proposition in the following form shall be presented to the qualified voters of the District at such Annual District Meeting and Election:

2021 CAPITAL RESERVE FUND PROPOSITION

RESOLVED:

The Board of Education of the Victor Central School District is hereby authorized to establish a capital reserve fund pursuant to Section 3651 of the Education Law to be designated, "2021 Capital Reserve Fund" created to defray the cost of the construction and reconstruction of School District buildings and facilities, including original equipment, machinery, apparatus, appurtenances, furnishings and other incidental improvements and expenses in connection therewith, and to defray the cost of, in whole or in part, and in order to accomplish the same, the Board is hereby authorized to establish the ultimate amount of such reserve fund to Ten Million Dollars (\$10,000,000) inclusive of accrued interest and other investment earnings, with a probable term of ten (10) years. The Board of Education is hereby authorized to pay funds from the available fund balance, state aid reimbursement to the School District on account of capital projects, such other monies as the voters may direct, and/or other legally available funds of the School District to such reserve fund in an amount determined by the Board of Education up to the maximum authorized amount.

NOTICE IS FURTHER GIVEN that such 2021 Capital Reserve Fund Proposition shall appear on the ballots used for voting at said Annual District Meeting and Election in substantially the following form:

2021 CAPITAL RESERVE FUND PROPOSITION

YES

NO

The Board of Education of the Victor Central School District is hereby authorized to establish a capital reserve fund pursuant to Section 3651 of the Education Law to be designated, "2021 Capital Reserve Fund" created to defray the cost of the construction and reconstruction of School District buildings and facilities, including original equipment, machinery, apparatus, appurtenances, furnishings and other incidental improvements and expenses in connection therewith, and to defray the cost of, in whole or in part, and in order to accomplish the same, the Board is hereby authorized to establish the ultimate amount of such reserve fund to Ten Million Dollars (\$10,000,000) inclusive of accrued interest and other investment earnings, with a probable term of ten (10) years. The Board of Education is hereby authorized to pay funds from the available fund balance, state aid reimbursement to the School District on account of capital projects, such other monies as the voters may direct, and/or other legally available funds of the School District to such reserve fund in an amount determined by the Board of Education up to the maximum authorized amount.

NOTICE IS FURTHER GIVEN that a proposition in the following form shall be presented to the qualified voters of the District at such Annual District Meeting and Election:

2021 TECHNOLOGY CAPITAL RESERVE FUND PROPOSITION

RESOLVED:

The Board of Education of the Victor Central School District is hereby authorized to establish a capital reserve fund to be designated, "2021 Technology Capital Reserve Fund" to be used to finance in whole or part the cost of equipment, including computer equipment (i.e. hardware, software, related devices, networking equipment, apparatus and peripherals such as printers, modems, file servers, communication devices, including infrastructure incidental thereto) in accordance with Education Law section 3651, and in order to accomplish the same, the Board is hereby authorized to establish the ultimate amount of such reserve fund to Seven Hundred Fifty Thousand Dollars (\$750,000) inclusive of accrued interest and other investment earnings, with a probable term of five (5) years. The Board of Education is hereby authorized to pay funds from the available fund balance, state aid reimbursement to the School District on account of capital projects, such other monies as the voters may direct, and/or other legally available funds of the School District to such reserve fund in an amount determined by the Board of Education up to the maximum authorized amount.

NOTICE IS FURTHER GIVEN that such 2021 Technology Capital Reserve Fund Proposition shall appear on the ballots used for voting at said Annual District Meeting and Election in substantially the following form:

2021 TECHNOLOGY CAPITAL RESERVE FUND PROPOSITION

YES

NO

The Board of Education of the Victor Central School District is hereby authorized to establish a capital reserve fund to be designated, "2021 Technology Capital Reserve Fund" to be used to finance in whole or part the cost of equipment, including computer equipment (i.e. hardware, software, related devices, networking equipment, apparatus and peripherals such as printers, modems, file servers, communication devices, including infrastructure incidental thereto) in accordance with Education Law section 3651, and in order to accomplish the same, the Board is hereby authorized to establish the ultimate amount of such reserve fund to Seven Hundred Fifty Thousand Dollars (\$750,000) inclusive of accrued interest and other investment earnings, with a probable term of five (5) years. The Board of Education is hereby authorized to pay funds from the available fund balance, state aid reimbursement to the School District on account of capital projects, such other monies as the voters may direct, and/or other legally available funds of the School District to such reserve fund in an amount determined by the Board of Education up to the maximum authorized amount.

NOTICE IS FURTHER GIVEN that a resolution in the following form shall be presented to the qualified voters of the District at such Annual District Meeting and Election:

VICTOR FARMINGTON LIBRARY FUNDING PROPOSITION

RESOLVED:

That the Victor Central School District, Ontario County, New York, be authorized to levy taxes in the amount of \$839,633, separate and distinct from the School District's tax levy, for the annual support of the Victor Farmington Library, Victor, New York, and pay over such monies to the trustees of the Victor Farmington Library for library services for the benefit of residents during the 2022 fiscal year and each year thereafter.

NOTICE IS FURTHER GIVEN that such Library Funding Proposition shall appear on the ballots used for voting at said Annual District Meeting and Election in substantially the following form:

VICTOR FARMINGTON LIBRARY FUNDING PROPOSITION

YES

NO

Shall the Victor Central School District, Ontario County, New York, be authorized to levy taxes in the amount of \$839,633, separate and distinct from the School District's tax levy, for the annual support of the Victor Farmington Library, Victor, New York, and pay over such monies to the trustees of the Victor Farmington Library for library services for the benefit of residents during the 2022 fiscal year and each year thereafter?

AND NOTICE IS GIVEN that petitions nominating candidates to fill two vacancies on the Board of Education must be filed with the Clerk of the District, or her designee, in the District Office no later than 4:00 P.M. on Friday, April 16, 2021.

Each petition must have been directed to the Clerk of the District, must have been signed by at least twenty-five (25) qualified voters of the District, must have stated the residence of each signer, and the name and address of the candidate.

The following vacancies are to be filled on the Board of Education:

- a) One for a three year term (incumbent Karen Ballard)
- b) One for a three year term (incumbent Michael Vetter)

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

AND NOTICE IS ALSO GIVEN that the Board of Registration shall meet to prepare the register of School District voters and any person shall be entitled to have his/her name placed upon such register provided that at such meeting he/she is known or proven to the satisfaction of such Board of Registration to be then or thereafter entitled to vote at the school election for which such register is prepared. Pre-registration of voters will be held at the District Office, 953 High Street, on the following date:

Tuesday, May 11, 2021, between the hours of 3:00 P.M. and 7:00 P.M.

The register of eligible voters will be filed in the office of the Clerk of the District and will be open for inspection by any qualified voter of the District for five days immediately preceding the vote, except May 16, which is a Sunday. The hours for such inspection are: between 8:00 A.M. and 4:00 P.M. on May 12, 13, 14, and 17, and by prior appointment on Saturday, May 15.

AND NOTICE IS GIVEN that applications for absentee ballots for voters registered for said election may be applied for at the School District Clerk's Office located in the District Office at 953 High Street, Victor, New York. A list of all persons to whom absentee ballots have been issued will be available in the Clerk's office for five days immediately preceding the vote, except May 16, which is a Sunday. The hours for such inspection are: between 8:00 A.M. and 4:00 P.M. on May 12, 13, 14, and 17, and by prior appointment on Saturday, May 15.

Maureen A. Goodberlet
District Clerk

**VICTOR CENTRAL SCHOOL DISTRICT
CODE OF CONDUCT – ANNUAL REVIEW – 2020-2021
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.			No change
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.		<p>Page 11: The Dignity Act Coordinators are as follows:</p> <p><u>Early Childhood School</u> Delete: -ext 6102 Replace with: 2401 (Melissa)</p> <p><u>Primary School</u> Delete: Leah Kedley ext 2405 Replace with: Danny Dehm ext 3400</p> <p><u>Intermediate School</u> Delete: -ext 3405 Replace with: 4401 (Michele) Add: Staci Thibodeau ext 4402</p> <p><u>Junior High School</u> Delete: -ext 4402 Replace with: 5401 (David)</p> <p><u>Senior High School</u> Delete: -ext 5410 Replace with: 6402 (Amy)</p> <p>Delete: ext 5475 Replace with: 6414 (John)</p>	<p>Page 11: The Dignity Act Coordinators are as follows:</p> <p><u>Early Childhood School</u> Delete: -ext 6102 Replace with: 2401 (Melissa)</p> <p><u>Primary School</u> Delete: Leah Kedley ext 2405 Replace with: Danny Dehm ext 3400</p> <p><u>Intermediate School</u> Delete: -ext 3405 Replace with: 4401 (Michele) Add: Staci Thibodeau ext 4402</p> <p><u>Junior High School</u> Delete: -ext 4402 Replace with: 5401 (David)</p> <p><u>Senior High School</u> Delete: -ext 5410 Replace with: 6402 (Amy)</p> <p>Delete: ext 5475 Replace with: 6414 (John)</p>
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 afford to students when discipline is going to be imposed by the District			No change
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			No change

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 <u>2401</u> |
| • Primary School | Leah Kedley <u>Danny Dehm</u> | (585)924-3252 ext. 2405 <u>3400</u> |
| • Intermediate School | Michele Maloney | (585)924-3252 ext. 3405 <u>4401</u> |
| | <u>Staci Thibodeau</u> | <u>(585)924-3252 ext. 4402</u> |
| • Junior High School | David Thering | (585)924-3252 ext. 4402 <u>5401</u> |
| • Senior High School | Amy Shannon | (585)924-3252 ext. 5410 <u>6402</u> |
| | John Ryan | (585)924-3252 ext. 5475 <u>6414</u> |
| • 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. 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 March 11, 2020
Reviewed: 07/09/2020*

Policy Cross References:

5460 – Child Abuse, Maltreatment or Neglect in a Domestic Setting

Records Management

The Superintendent will designate a Records Management Officer, subject to Board approval, to develop and coordinate the District's orderly and efficient records management program. Among other aspects, this program includes the legal disposition or destruction of obsolete records and the storage and management of inactive records. The Records Management Officer will work with other District officials to develop and maintain this program.

Retention and Disposition of Records

The District will retain records and dispose of them in accordance with the Retention and Disposition Schedule for New York Local Government Records (LGS-1) or as otherwise approved by the Commissioner of Education. Further, if any law specifically provides a retention period longer than that established by this schedule, the retention period established by the law will govern.

Replacing Original Records with Microforms or Electronic Images

The District will follow procedures prescribed by the Commissioner of Education to maintain accessibility for the life of any microform or electronic records that replace paper originals or micrographic copies.

Retention and Preservation of Electronic Records

Records retention requirements are incorporated into any program, plan, or process for design, redesign, or substantial enhancement of an information system that stores electronic records. Electronic records will not be rendered unusable because of changing technology before their retention and preservation requirements expire.

Policy References:

Arts and Cultural Affairs Law Article 57-a
8 NYCRR Part 185

Adoption Date: 04/05/2001, [Revised and Readopted: 03/10/2021](#)
8000 – Support Services