

Victor Central School  
Board of Education  
PROPOSED AGENDA  
**Regular/Organizational Meeting, Thursday, July 8, 2021 – 6:15 PM**  
**Junior High/Senior High Performing Arts Center**

***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***

✓ = Board Action Expected

- ✓ 1. **Meeting Called to Order by District Clerk Maureen Goodberlet**
  - ✓ • *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. Thank you!)
  - E. **Election of Officers**
    1. Nominations for the Office of President
      - ✓ a. **Election of President**
    2. Nominations for the Office of Vice President
      - ✓ a. **Election of Vice President**
    3. Administer the Oath of Office
- ✓ 2. **Approval of Agenda**
3. **Superintendent's Update**
- ✓ 4. **Organizational Items (15 min.)**
5. **Public Participation:** The Board of Education invites you, members of the school community, to feel comfortable in sharing matters of interest or concern that you might have with us. Although the Board's work is open to the public, this is not a meeting with the public. All matters brought to the attention of the Board during the public session may be taken under consideration for future response or action. If you wish to speak, please sign-up at the table where you entered the Performing Arts Center. The Chair will be happy to recognize those of you who wish to speak. When you approach the podium/microphone please identify yourself before presenting your thoughts. *(Individual comments will be limited to 3 minutes and the total time for this portion of the agenda will be limited to 15 minutes.)*

Please note, issues related to specific School District personnel or students must be brought to the attention of the Superintendent of Schools privately as they are not discussable at this venue. Thank you.
- ✓ 6. **Acceptance of Consent Items (5 min.)**
  - A. **Minutes of the regular meeting of June 10, 2021 and the special meetings of June 23, 2021 and June 29, 2021;**
  - B. **Treasurer's Report for the month ending May 31, 2021;**
  - C. **Personnel Agenda;**

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- D. Recommendations of the Committee on Special Education from the meetings of March 1, 17, 18, 26, 2021, April 6, 7, 8, 9, 14, 15, 16, 19, 23, 27, 2021, May 4, 6, 10, 11, 12, 13, 14, 17, 19, 20, 21, 24, 26, 28, 2021, June 1, 3, 4, 7, 10, 11, 12, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 2021 and of the Committee on Preschool Special Education from the meetings of April 13, 2021, May 4, 17, 18, 25, 2021, June 1, 8, 15, 22, 2021;**
- E. Accept the following donations:**
- **Books from Budding Readers Program to the ECS Library with the following titles; *Child of the Universe, Where Do Speed Boats Sleep at Night, Pinky Got Out, Rocket the Brave, Corduroy Takes a Bow, Go Little Green Truck, Catch My Breath, A Giraffe And A Half, and Green;***
- F. Agreement between the Victor Central School District and an Employee executed on March 4, 2021;**
- G. Agreement between the Victor Central School District and an Employee executed on June 14, 2021;**
- H. Declare the following as surplus:**
- **Apple iPad with VCS Tag # 014730;**
- I. Award the 2021-22 food service bid to Renzi Food Services as the lowest responsible bidder meeting specifications;**
- J. Award the Legal Service Bids to Harris Beach, PLLC and Ferrara Fiorenza PC to handle the various legal matters of the District.**

**7. A. Campus News**

**B. Capital Project Update (*George Spinaris – Campus Construction; 10 min.*)**

**C. Strategic Planning Process (*Lynne Erdle and Bob McKeveny; 20 min.*)**

- ✓ **D. Approve the following field trips:**
- **Senior Class of 2022 to Manhattan, NYC from 3/24/22 – 3/26/22;**
  - **Seniors to Rennes, Paris, France from 11/16/21 – 11/27/21 to participate in the Sister City Educational Exchange Program;**
  - **Senior High Students to Spain, France, Italy from 4/7/22 – 4/16/22. This is a rescheduled trip from 2020.**

- ✓ **E. Third and Final Review of the following Policy:**
- **Student Gender Identity; Policy 5010**

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

**8. Meeting Reports**

**A. Monroe County School Boards Association Dues for 2021-2022**

**B. Monroe County School Boards Association Committee Reports**

**C. Standing Committee Updates**

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- 9. Public Comment:** The Board of Education invites you, members of the school community, to feel comfortable in sharing matters of interest or concern that you might have with us. Although the Board's work is open to the public, this is not a meeting with the public. All matters brought to the attention of the Board during the public session may be taken under consideration for future response or action. If you wish to speak, please sign-up at the table where you entered the Performing Arts Center. The Chair will be happy to recognize those of you who wish to speak. When you approach the podium/microphone please identify yourself before presenting your thoughts. *(Individual comments will be limited to 3 minutes and the total time for this portion of the agenda will be limited to 15 minutes.)*

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- 10. Upcoming Events**  
**A. Next Regular Board Meeting, August 12, 2021 at 7:15 PM;**  
**B. New Teacher Orientation; August 23, 2021 from 8:00 AM – 8:30 AM in the Boardroom**  
**C. Superintendent's Conference Day (Opening Day for Staff) August 31, 2021 from 8:00 AM – 9:00 AM in the JH/SH Performing Arts Center;**

- 11. Adjourn**

**Victor Central School District  
Organizational Meeting for 2021-2022 School Year  
Thursday, July 8, 2021  
Proposed Agenda**

**I. Appointment of District Officers:**

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

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

**II. Appointment of Other Positions:**

- a. Dr. Robert J. Tuite as school physician and medical director for the 2021-2022 school year
- b. Harris Beach PLLC, Ferrara Fiorenza PC, and Monroe 2 Orleans BOCES as attorneys for the 2021-2022 school year
- c. Veronica Puglisi as Attendance Officer
- d. Derek Vallese as Purchasing Agent
- e. R.L. Anderson - Van Horne Agency as Insurance Consultant
- f. Mengel, Metzger, Barr, CPA as External Auditor
- g. EFPR Group as Internal Auditor
- h. Maureen Goodberlet as Records Access/Management Officer
- i. Christopher Marshall as Asbestos (LEA) Designee
- j. Leanne Gmeindl and Veronica Puglisi as Title IX Coordinators
- k. Leanne Gmeindl as Section 504 Officer
- l. Dorothy DiAngelo and Julie Bitely as Civil Rights Compliance Officers;
- m. Committee on Preschool Education and Special Education Members:  
Julie Bitely, Erin Black, Julie Branieki, Anne Clark, Leah Daniels-Farren, Karl Dubash, Brian Gee, Leanne Gmeindl, Carrie Goodell, Emily Hopkins- Ives, Tara Hopson, Hannah Knight, Michele Maloney, Kathryn Mandile, Amanda Moon, Keary Pender, Veronica Puglisi, Heidi Robb, Amy Shannon, Brian Siesto, Kevin Swartz, David Thering, Staci Thibodeau, Amanda Tripp, Dr. Robert Tuite, and Tania Zazulak-Angelini.
- n. Jill Smith as Treasurer—Extra Classroom Activities Account
- o. Julie Bitely, Amanda Moon, Michele Maloney, Veronica Puglisi, Laura Reynolds, John Ryan, Amy Shannon, Staci Thibodeau and David Thering as Dignity Act Coordinators
- p. John Ryan as the Designated Education Official for the 2021-2022 school year
- q. Angela Affronti as the Data Protection Officer for the 2021-2022 school year
- r. Leanne Gmeindl as the McKinney-Vento Homeless Assistance Act Liaison for the 2021-2022 school year

**III. Bonding of Personnel:**

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

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IV. **Designations:**

- a. BE IT RESOLVED, that any commercial bank and/or trust company, including but not limited to Canandaigua National Bank, Five Star Bank, having offices in New York State or any bank participating in the Insured Cash Sweep (ICS) or Certificate of Deposit Account Registry Services (CDARS) programs be and hereby are designated as the official depositories for the school district funds during the school year 2020-21 and that the maximum amount which may be kept on deposit in any one bank shall not exceed the District's annual general fund budget.
- b. Designation of The Daily Messenger as official newspaper of the District;
- c. Designation of the second Thursday of each month at 7:15 P.M. as the regular meeting time for the Board of Education with the following exceptions; the November 2021 Board meeting will be held on Wednesday, November 10, 2021 and the April 2022 Board meeting will be held on Thursday, April 7, 2022. The Board of Education work sessions will be scheduled for the fourth Thursday of the month as necessary;
- d. Designation of Thursday, July 14, 2022, as the date of the organizational meeting for the 2022-2023 school year;
- e. Establishment, pursuant to Section 2118 of the Education Law, of the mileage reimbursement rate for employees at an amount equal to the Internal Revenue Service rate.

V. **Authorizations:**

- a. Authorization for the Assistant Superintendent for Business to certify the payroll
- b. Authorization for the Superintendent or designee and Board President or Vice President to sign contracts for student services (such as health), and tuition contracts, when necessary
- c. Authorization for the Superintendent or designee to approve attendance of instructional and non-instructional staff at conferences for the 2021-2022 school year
- d. Authorization for the Assistant Superintendent for Business to establish the following Petty Cash Accounts:

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

- e. Authorization for the following individuals to sign checks on behalf of the School District for the accounts designated:

General and School Lunch, Special Aid, Capital Funds: Assistant Superintendent for Business, District Treasurer, Deputy District Treasurer

Payroll Account: Assistant Superintendent for Business, District Treasurer, Deputy District Treasurer

Extra-Curricular Account: Treasurer-Extra Classroom Activities Account, Assistant Superintendent for Business, District Treasurer, Deputy District Treasurer, and Senior High School Guidance Secretary

- f. Authorization of Board and District members to participate in professional organizations

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- g. Authorize School District employee and officer indemnification under Public Officer's Law §18
- h. Approval of the following job titles/departments requiring District-owned cell phones:  
Superintendent of Schools, Technology Department, Night Custodian, and Director of Transportation;
- i. Authorization for the President or a Vice President of the Board of Education to independently appoint an Impartial Hearing Officer as necessary for any impartial hearing regarding the placement of a special education student
- j. Authorization for the Superintendent or designee to make all necessary budget transfers in accordance with Section 170.2 (1) of the Commissioner's Regulations and Board Policy 6150

**VI. Other Items:**

- a. Authorization for the Assistant Superintendent for Business, District Treasurer or Deputy District Treasurer to execute wire transfers of District funds
- b. Authorization for the Superintendent to employ staff members pending Board approval at its next regular meeting
- c. Authorization for the District to participate in all BOCES Cooperative and County Bids for the 2021-2022 school year
- d. Authorization of the Superintendent and the Assistant Superintendent for Business, District Treasurer or Deputy District Treasurer to jointly confer, and then invest - if deemed appropriate - such portions of the District money available for time deposit accounts, certificates of deposit, short term government securities, or other investments permitted by law
- e. Authorization of the Superintendent to apply for State and Federal Grants in Aid
- f. Authorization for Board of Education members to attend conferences, conventions, workshops and standing committee meetings with expenses paid by the School District
- g. Authorization for Superintendent to purchase consultant and professional services;
- h. Authorization for Assistant Superintendent for Personnel, or (alternate) Assistant Superintendent for Business to sign Civil Service Reports of Personnel Change
- i. Establishment of the compensation rate for members of the Board of Registration and for election inspectors and clerks at minimum wage
- j. Appointment of the following individuals to the Board of Registration for the 2021-2022 school year: Carrie Fagan, Linda Tice and Nancy Mancuso;
- k. Establishment of the following per diem and substitute rates for the 2021-2022 school year:

<b><u>Position</u></b>	<b><u>2021-2022</u></b>
Accompanist	\$50.00 per hour (2 hour maximum)
Administrator (Per Diem, Not Interim)	\$375 per day
Auto Mechanic Substitute	\$17.59 per hour
Auto Mechanic Helper Substitute	\$17.05 per hour
Bus Driver Substitute	\$14.50 per hour
Bus Driver Trainee	\$12.50 per hour
Business Office Support (Per Diem)	\$14.50 per hour
Bus Monitor Substitute	\$12.50 per hour
Summer Bus Monitor Substitute	
(Certified Bus Driver Rate)	\$14.40 per hour
Cleaner Substitute	\$12.50 per hour
Driver Education Teacher	\$38.25 per hour
Driver Education Coordinator	\$500.00 per session (3 sessions total)
Food Service Helper Substitute	\$12.50 per hour
Food Service Laborer Substitute	\$12.50 per hour

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Groundskeeper Substitute	\$12.50 per hour
Life Guard (Junior Per Diem Status)	\$12.50 per hour
Life Guard (Senior Per Diem Status)	\$14.57 per hour
Messenger Substitute	\$12.50 per hour
Nurse Substitute	\$133.00 per day
Pool Supervisor	\$16.83 per hour
Summer Grounds Helper	\$12.50 per hour
Student Worker	\$12.50 per hour
Teacher Aide Substitute	\$12.50 per hour
Teacher (Per diem) NYSTRS Retiree	\$130.00 per day
Teacher (Per diem) Certified Substitute	\$105.00 per day
Teacher (Per diem) Un-Certified Substitute	\$95.00 per day
Teacher (Short-term Substitute)	\$198.00-\$208.00 per day
Traffic Support	\$12.51 per hour
Translator (Per Diem)	\$39.75 per hour
Typist/Clerk Substitute	\$13.36 per hour

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

## **Investments**

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

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

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

### **Policy References:**

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

Local Finance Law 24.00, 25.00, 65.00

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

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

Reviewed: 07/09/2020

6000 - Fiscal Management

## **Purchasing**

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

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

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

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

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

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

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

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

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

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

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

#### Competitive Bidding

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

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

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

#### Exceptions to Competitive Bidding

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

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

#### Purchasing when Competitive Bidding Not Required

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

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

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

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

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

#### General Purchasing Provisions

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

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

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

#### Conflict of Interest

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

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

#### Policy References:

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

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

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

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

County Law §408-a(2)

8 NYCRR Part 114

#### Cross Ref:

6710 - Purchasing Authority

6740 - Purchasing Procedures

6741 - Contracting For Professional Services

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

Reviewed: 07/09/2020

6000 - Fiscal Management

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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	Laura Reynolds	(585)924-3252 ext. 2401
• Primary School	Amanda Moon	(585)924-3252 ext. 3401
• Intermediate School	Michele Maloney	(585)924-3252 ext. 4401
	Staci Thibodeau	(585)924-3252 ext. 4402
• Junior High School	David Thering	(585)924-3252 ext. 5401
• Senior High School	Amy Shannon	(585)924-3252 ext. 6402
	John Ryan	(585)924-3252 ext. 6414
• District Wide Pre-K - 12	Roni Puglisi	(585)924-3252 ext. 1450
• District Wide Pre-K - 12	Julie Bitely	(585)924-3252 ext. 1453

## **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~~ April 15, 2021*  
*Reviewed: 07/09/2020*

## **Policy Cross References:**

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

## Parent and Family Engagement

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

### Title I Parent and Family Engagement – District Level Policy

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

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

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

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

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

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

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

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

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

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

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

### Development of school level parent and family engagement approaches

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

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

### Building capacity for parental involvement

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

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

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

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

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

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

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

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

#### Coordination of parental involvement strategies

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

#### Review of the District-wide parental involvement policy

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

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

#### Policy References:

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

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

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

Reviewed: 07/09/2020

## **APPR Principal Lead Evaluator Resolution**

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

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

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Date

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District Clerk

## **APPR Teacher Lead Evaluator Resolution**

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

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

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Date

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District Clerk

**VICTOR CENTRAL SCHOOL  
BOARD OF EDUCATION**

**Unapproved Minutes of the Regular Meeting of June 10, 2021  
Junior/Senior High Performing Arts Center  
953 High Street  
Victor, New York 14564**

<b>CALL TO ORDER</b>	President Kristin Elliott called the meeting to order at 5:35 PM.
<b>Members Present</b>	Karen Ballard, Tim DeLucia, Chris Eckhardt, Kristin Elliott, Christopher Parks, Trisha Turner (arrived at 5:46 PM), Michael Vetter
<b>ENTER EXECUTIVE SESSION</b>	<p>A motion was made by M. Vetter, seconded by C. Parks, to enter executive session at 5:36 PM to discuss the employment history of specific individuals. The motion was carried. 6 yes 0 no</p> <p>T. Turner and C. Eckhardt left the meeting at 7:10 PM.</p>
<b>REGULAR SESSION</b>	<p>A motion was made by C. Parks, seconded by T. DeLucia to return to regular session at 7:20 PM. The motion was carried. 5 yes 0 no</p> <p>T. Turner and C. Eckhardt returned to the meeting at 7:24 PM.</p>
<b>APPROVE AGENDA</b>	<p>A motion was made by T. DeLucia, seconded by C. Parks, to approve the agenda.</p> <p>A motion was made by M. Vetter to amend the agenda and pull item 6J, Approve Facilities Committee Recommendation on the remaining use of the \$1,500,000 of the capital project funds as submitted, as a separate item for discussion. The motion was seconded by T. DeLucia. The motion was carried 7 yes 0 no.</p> <p>A motion was made by C. Parks, seconded by T. Turner to approve the amended agenda. The motion was carried 7 yes 0 no.</p>
<b>SUPERINTENDENT'S UPDATE</b>	Dr. Terranova talked about graduation on Sunday, June 13 <sup>th</sup> at Frontier Field. He recognized a variety of music concerts around the District. Some have been outside and some are live streamed. He provided an update on the Unified Sports Programs and congratulated Coach Vistocco on wonderful bowling and basketball seasons. Superintendent Terranova said he participated in the last meeting of the year for the Young Women's Leadership Club in the Junior High School. These young women work collaboratively together to make the world a better place. Lastly, today he went around and gave the teachers who are receiving tenure corsages and boutonnieres. They will be approved on the personnel agenda this evening. They will be recognized at the September Board meeting.

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

### **RECOGNITIONS DECA International Career Development Conference (ICDC) Medallion Winners**

DECA Co-Advisor Sue Utz recognized three outstanding DECA members. Catie Ginther was in attendance at the Board meeting and received a silver medallion for being “top ten role play” and a blue medallion for being an ICDC finalist. She competed with Sophia Damico in the Buying and Merchandising Team Decision Making event. Abiha Rahman also earned a silver medallion for being a “top ten test” in her event in the Restaurant and Food Services Management Individual Series event. ICDC is the culmination of a year of DECA competition. The best of the best compete around the globe. Mrs. Utz said she and Co-Advisor Mr. Cutaia are very proud of them.

### **2020-2021 Retirees**

In recognition of their years of service to the District, the following retirees attended the Board meeting and were personally recognized: Teacher Aide Sue Delmonico, Teacher Aide Michele Driscoll, Elementary Teacher Dawn Landes, Spanish Teacher Colleen Dix, Music Teacher Eric Everhart, Social Studies Teacher Mark Cain, and a posthumous recognition of Bus Driver Barry Johnson. Retirees who were unable to attend but will also be receiving recognition are Food Service Helper Mary Merlo, Library Clerk Regina Bush, Teacher Aide Deborah Dunn, District Treasurer Lynne Lubaszewski, Food Service Supervisor Anne Whalen, Teacher Aide Diane Osterling, Art Teacher Tracy Briggs, Elementary Teacher Doug Schmidt, Elementary Teacher Claire Noonan, Elementary Teacher Tom Ryan, Teacher Aide Paula Hills, Special Education Teacher Julie O’Neill, Elementary Teacher Joy Boyd, Cleaner Rancy Becker, Teacher Aide Glenn Anderson, and Department Secretary Linda Dillman. Board President, Kristin Elliott thanked all of the retirees for their service to the District and to the students.

### **Board of Education Recognition**

Mrs. Elliott recognized Mr. Vetter for his year of service on the Board of Education. He came on board a year ago and stepped in seamlessly filling the end of a term that was vacated by a previous Board member. She told him he had made a great contributions in a very difficult time and hopes he will continue the great work he has started on committees.

### **PUBLIC PARTICIPATION**

Michele Moore-Haarr, a parent, talked about her mission to save the children. She raised a concern about vaccines and children wearing masks. She feels the District is afraid of the state.

## VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

Mike Modleski, VTA President, thanked the Board of Education for honoring the retirees each year. He thanked Michael Vetter for stepping in and being on the Board of Education during the most crucial time in School Board history. He congratulated Karen Ballard and Elizabeth Mitchell on their election. Mr. Modleski said he is proud of the work the administration and the Victor Community has done together to navigate all that they could during the pandemic. He said he looks forward to the strategic planning process.

### **CONSENT ITEMS**

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

#### **MINUTES**

Minutes of the regular Board Meeting on May 13, 2021, the Special Board Meeting on May 18, 2021;

#### **FINANCIAL STATEMENTS**

Treasurer's Report for the month ending April 30, 2021;

#### **PERSONNEL**

The following personnel items:

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

### **Instructional**

#### **Probationary Appointments:**

The probationary appointment of **Jacob Dirkx**, who has certifications in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a probationary position as a Special Education Teacher, effective September 1, 2021, with partial year Jarema Credit for 2020/2021 LTS assignment, at an annual salary of \$45,100 (Step 2M+15), leading towards tenure in Special Education.

The probationary appointment of **Jennifer Ocello**, who has certifications in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a probationary position as a Special Education Teacher, effective September 1, 2021, at an annual salary of \$53,400 (Step 11M+6), leading towards tenure in Special Education.

The probationary appointment of **Robin Thompson**, who has certification in English to Speakers of Other Language, to a probationary position as an ENL Teacher, effective September 1, 2021, at an annual salary of \$47,300 (Step 6M), leading towards tenure in ENL Education.

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

The probationary appointment of **Keenan Cardona**, who has certification in English to Speakers of Other Language, to a probationary position as an ENL Teacher, effective September 1, 2021, at an annual salary of \$43,300 (Step 1B+30), leading towards tenure in ENL Education.

The probationary appointment of **Marysue Hobika**, who has certifications in Spanish Grades 7-12, Spanish Grades 1-6 extension, and Early Childhood Education Birth-Grade 2, to a probationary position as a Foreign Language Teacher, effective September 1, 2021, at an annual salary of \$50,625 (Step 7M+31), leading towards tenure in Foreign Language Education.

The probationary appointment of **Jacquelyn Walker**, who has certifications in Literacy Birth-Grade 6 and Pre-Kindergarten, Kindergarten, and Grades 1-6, to a probationary position as a Reading Teacher, effective September 1, 2021, at an annual salary of \$71,208 (Step 19M+29), leading towards tenure in Reading Education. Seniority is Elementary Education will be frozen effective June 30, 2021.

The probationary appointment of **Stacey Born**, who has certifications in Students with Disabilities Grades 5-9 English, Students with Disabilities Grades 7-12 English, and English Language Arts Grades 7-12, to a probationary position as a Special Education Teacher, effective September 1, 2021, at an annual salary of \$50,225 (Step 7M+24), leading towards tenure in Special Education.

The probationary appointment of **Danielle DiSabato**, who has certifications in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a probationary position as a Special Education Teacher, effective September 1, 2021, at an annual salary of \$42,300 (Step 2B), leading towards tenure in Special Education.

The probationary appointment of **Karen Finter**, who has certifications as a School District Leader, and in Biology Grades 7-12 and General Science Grades 7-12, to a probationary position as the Director of PreK-12 Science and Mathematics, effective July 12, 2021, at an annual salary of \$108,000, leading towards tenure as the Director of PreK-12 Science and Mathematics.

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

The probationary appointment of **Kristin Williamson**, who has certifications as a School District Leader and School Building Leader, and in Childhood Education Grades 1-6 and Early Childhood Education Birth-Grade 2, to a probationary position as the Director of PreK-12 Humanities, effective July 12, 2021, at an annual salary of \$106,000, leading towards tenure as the Director of PreK-12 Humanities and Professional Learning.

### **Appointments:**

The appointment of **Caitlin Mack-Elliott**, Summer Academy Administrator (Kindergarten-Grade 3), from July 1, 2021 through August 31, 2021, at a daily rate of \$350. Due to this appointment, she will no longer be appointed as a Special Education Teacher for the Extended School Year program.

The appointment of **James Mauro**, Summer Academy Administrator (Grades 4-6), from July 1, 2021 through August 31, 2021, at a daily rate of \$350.

The appointment of **Charles Loray**, Summer Academy Administrator (Grades 7-8), from July 1, 2021 through August 31, 2021, at a daily rate of \$350. Due to this appointment, he will no longer be appointed as a Special Education Teacher for the Extended School Year program.

The appointment of **Rodney Engels**, Summer Academy Administrator (Grades 9-12), from July 1, 2021 through August 31, 2021, at a daily rate of \$350.

The appointment of the following as Extended School Year Teachers at an hourly rate of \$40.00: **Danielle DiSabato, Jacob Dirkx, Dawn Landes, Elizabeth McLean, and Lisa Whipple**

The appointment of **Erin Hysick**, who holds Certifications in Special Education and Pre-Kindergarten, Kindergarten, and Grades 1-6, as a Mentor Teacher, effective July 1, 2021, and ending June 30, 2022.

The appointment of **Jan Soucier**, who holds Certifications in Special Education and Nursery, Kindergarten, and Grades 1-6, as a Mentor Teacher, effective July 1, 2021, and ending June 30, 2022.

The appointment of **Gina Peterson**, from .5FTE Reading Teacher and .5FTE Elementary Teacher to 1.0FTE Reading Teacher, effective September 1, 2021. Seniority in Elementary Education will be frozen effective June 30, 2021.

## VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

### **Tenure Appointments:**

The appointment to tenure of **Emily Schosek**, who is certified as a School Counselor, upon the successful completion of her probationary period as a School Counselor, effective June 30, 2021.

The appointment to tenure of **Kara Kupinski**, who is certified as a School Counselor, upon the successful completion of her probationary period as a School Counselor, effective June 30, 2021.

The appointment to tenure of **Amy Noye**, who is certified as a School Counselor, upon the successful completion of her probationary period as a School Counselor, effective August 31, 2021.

The appointment to tenure of **Tara Hopson**, who is certified as a School Psychologist, upon the successful completion of her probationary period as a School Psychologist, effective June 30, 2021.

The appointment to tenure of **Amy Shannon**, who is certified in School Building Leader, School District Leader, English Grades 7-12, Special Education, and Pre-Kindergarten, Kindergarten, and Grades 1-6, upon the successful completion of her probationary period as a High School Assistant Principal effective July 11, 2021.

The appointment to tenure of **Catherine McCarthy**, who is certified in the areas of Students with Disabilities Grades 1-6, Childhood Education Grades 1-6, and Students with Disabilities Birth-Grade 2, upon the successful completion of her probationary period as a Special Education Teacher, effective August 31, 2021.

The appointment to tenure of **Elizabeth Payment**, who is certified in the areas of Childhood Education Grades 1-6, Literacy Birth-Grade 6, and Early Childhood Education Birth-Grade 2, upon the successful completion of her probationary period as an Elementary Teacher, effective August 31, 2021.

The appointment to tenure of **Lauren Freitas**, who is certified in the area of Early Childhood Education Birth-Grade 2, upon the successful completion of her probationary period as an Elementary Teacher, effective August 31, 2021.

The appointment to tenure of **Sarah Stockman**, who is certified in the areas of Childhood Education Grades 1-6, Literacy Birth-Grade 6, and Literacy Grades 5-12, upon the successful completion of her probationary period as an Elementary Teacher, effective August 31, 2021.

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

The appointment to tenure of **Victoria Russotti**, who is certified in the area of Art, upon the successful completion of her probationary period as an Art Teacher, effective August 31, 2021.

The appointment to tenure of **Dominic Marini**, who is certified in the area of Music, upon the successful completion of his probationary period as a Music Teacher, effective August 31, 2021.

The appointment to tenure of **Sarah Nelson**, who is certified in the areas of Students with Disabilities Grades 1-6, Childhood Education Grades 1-6, Early Childhood Education Birth-Grade 2, and Students with Disabilities Birth-Grade 2, upon the successful completion of her probationary period as a Special Education Teacher, effective August 31, 2021.

The appointment to tenure of **Jaclyn Hollis**, who is certified in the areas of English Grades 7-9 extension, Students with Disabilities Grades 1-6, Childhood Education Grades 1-6, Literacy Birth-Grade 6, and Literacy Grades 5-12, upon the successful completion of her probationary period as an English Teacher, effective August 31, 2021.

The appointment to tenure of **Thomas Zaccardo**, who is certified in the area of Mathematics Grades 7-12, Mathematics Grades 5-6 extension, and Students with Disabilities Grades 7-12 Mathematics, upon the successful completion of his probationary period as a Mathematics Teacher, effective August 31, 2021.

The appointment to tenure of **Anthony D'Agostino**, who is certified in the area of Music, upon the successful completion of his probationary period as a Music Teacher, effective August 31, 2021.

The appointment to tenure of **Hannah Morris**, who is certified in the areas of English Grades 7-9 extension and Childhood Education Grades 1-6, upon the successful completion of her probationary period as an English Teacher, effective August 31, 2021.

The appointment to tenure of **Benjamin Veit**, who is certified in the areas of Biology Grades 7-12, Biology Grades 5-6 extension, and General Science Grades 7-12 extension, upon the successful completion of his probationary period as a Science Teacher, effective August 31, 2021.

## VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

The appointment to tenure of **Laura Avissato**, who is certified in the areas of English Grades 7-12 and Literacy Grades 5-12, upon the successful completion of her probationary period as an English Teacher, effective August 31, 2021.

The appointment to tenure of **Mallory Horsfall**, who is certified in the areas of English Grades 7-12 and English to Speakers of Other Languages, upon the successful completion of her probationary period as an English Teacher, effective August 31, 2021.

The appointment to tenure of **Michelle Mahoney-Merkley**, who is certified in the areas of Special Education, Social Studies Grades 7-12, and Nursery, Kindergarten, and Grades 1-6, upon the successful completion of her probationary period as a Special Education Teacher, effective August 31, 2021.

The appointment to tenure of **Tyler Roberts**, who is certified in the area of Social Studies Grades 7-12, upon the successful completion of his probationary period as a Social Studies Teacher, effective August 31, 2021.

The appointment to tenure of **Eric Waples**, who is certified in the areas of Social Studies Grades 7-12, Social Studies Grades 5-6 extension, and Students with Disabilities Grades 7-12, upon the successful completion of his probationary period as a Social Studies Teacher, effective August 31, 2021.

The appointment to tenure of **Lisa Phillips**, who is certified in the areas of Assessment and Advisement, Mathematics Grades 7-12, and Nursery, Kindergarten, and Grades 1-6, upon the successful completion of her probationary period as a Data Coordinator, effective August 31, 2021.

### **Long Term Substitute Appointments:**

The appointment of **Alexandra Lambert**, who has certification in Childhood Education Grades 1-6, to a long term substitute position as an Elementary Teacher, effective September 1, 2021, and approximately ending February 28, 2022, at an annual salary of \$45,500 (Step 2M+21) which will be prorated based on the length of the assignment.

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, effective September 1, 2021, and ending June 30, 2022, at an annual salary of \$45,500 (Step 2M+18).

## VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

**Leaves of Absence:** The granting of an unpaid childcare leave of absence for **Meghan Mietelski**, Elementary Teacher, effective July 1, 2021, through June 30, 2022.

The granting of an extension of .3FTE unpaid leave of absence for **Joanne Lowe**, Music Teacher, through June 30, 2021.

**Resignations:** The resignation of **Melissa Goho**, Assistant Principal, effective June 30, 2021.

The resignation of **Catherine McCarthy** from her previously approved Special Education Teacher position of the Extended School Year program.

The resignation of **Liudmyla Polotai**, Teacher Assistant, effective June 24, 2021.

<b><u>Clubs &amp; Advisors</u></b>	<b><u>Name</u></b>	<b><u>Group</u></b>
Jr. High Positive Connections Club (PCC) Co-Advisor	Kristin Renkert	1
Jr. High Student Council Advisor	Betty Post	3
Jr. High Student Council Advisor	Christie Gordon	3

**Co-Curricular Resignations:** The resignation of **Tara Hopson** from the previously approved Jr. High Positive School Climate Committee Co-Advisor position for the 2021/2022 school year.

The resignation of **Haley Erwin** from the previously approved Math Building Level (4-6) - Shared Co-Advisor position for the 2021/2022 school year.

**Amendments:** The probationary appointment of **Heidi Robb**, Primary School Principal, effective July 6, 2021.

The extended appointment of **Tayler Kochan**, who holds certification in Music, from a part-time (.4fte) to a part-time (.8fte) position as a Music Teacher through June 30, 2021, at an annual salary of \$34,160 (Step 2B+7).

The probationary appointment of **Kerry Pender**, Early Childhood School Principal, effective July 6, 2021.

# VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

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

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

**Salaries:** The following salaries for non-affiliated district office staff will be effective for the 2021-2022 school year:

Managerial Staff	Dorothy DiAngelo	Assistant Superintendent for Personnel	\$144,480
	Derek Vallese	Assistant Superintendent for Business	\$132,096
Confidential Staff	Matthew DeAmaral	District Treasurer	\$90,300
	Maureen Goodberlet	District Clerk/Secretary to the Superintendent	\$91,077
	Lisa Hagen	Payroll Clerk, Part Time	\$19.74/hour
	Katie Lew	Employee Relations Assistant	\$52,462
	Sheila Rittenhouse	Payroll Clerk	\$64,952
	Jill Smith	Deputy District Treasurer	\$46,212
	Linda Tice	Employee Relations Assistant	\$58,813

<b>Per Diem Substitutes:</b>	<b><u>Candidate</u></b>	<b><u>Area of Certification</u></b>
	Alexandra Blazey	Uncertified
	Melissa Benulis	Spanish
	Julie O'Neill	Special Education/ Art
	Eleanor Brooks	Uncertified
	Alexandra Buhrle	Uncertified
	Jenna Dettore	Uncertified
	Marysue Roth	Uncertified
	Marney Womble	English
	Timothy DiSanto	Administrator
	Heidi Nelson	School Counselor

## **Non-Instructional**

**Appointments:** The appointment of **Misha Patel**, Part Time Teacher Aide, effective May 27, 2021, at an hourly rate of \$12.50.

The appointment of the following as Teacher Aides in the Extended School Year Program, effective July 6, 2021 and ending August 3, 2021, at their 2021/2022 rate of pay: **Kristy Folkerth** and **Adriana Rudy**

The recall and re-appointment after furlough of **Sarwat Saleem**, Part Time Food Service Helper, effective April 26, 2021.

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

The recall and re-appointment after furlough of **Patricia Anderson**, Part Time Food Service Helper, effective April 26, 2021.

The recall and re-appointment after furlough of **Judy Casey-Weld**, Part Time Food Service Helper, effective April 26, 2021.

The appointment of the following as Teacher Aides in the Extended School Year Program, effective July 6, 2021 and ending August 3, 2021, at the rate of \$12.50 hourly: **Alexandra Buhrle** and **Mckenzie Hart**

The re-appointment of **Chuck Callari** as Records Clerk Part-Time, effective July 1, 2021, at an hourly rate of \$20.73.

The re-appointment of **Susan Reed** as School Auditor, effective July 1, 2021, at an annual rate of \$5,892.

The re-appointment of **Sherri Lasky** as Continuing Education Instructor Part-Time, effective July 1, 2021, at an hourly rate of \$31.06.

### **Resignations:**

The resignation of **Shelly Martin**, Full Time Teacher Aide, effective June 30, 2021.

The resignation of **Matthew Shaffer**, Cleaner, effective June 3, 2021.

The resignation of **Konstantin Avramoski**, Cleaner, effective May 28, 2021.

The resignation, due to retirement, of **Linda Dillman**, Department Secretary, effective July 30, 2021.

The resignation of **Jennifer Allis**, Full Time Teacher Aide, effective May 27, 2021.

The resignation of **Christin Crossing** from her previously approved Teacher Aide position for the 2021 Extended School Year program.

### **Amendments:**

The appointment of **Alicia Langton**, from Senior Typist to Typist, effective July 1, 2021, at an hourly rate of \$14.66.

# VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

- Position Action:** The Board of Education authorizes the following action to be effective on July 1, 2021:
- Create a position of Human Resources Clerk, Part Time. This position is assigned to the Civil Service Employees Association unit.

<b>Per Diem and Substitute Positions:</b>	<b><u>Candidate</u></b>	<b><u>Position</u></b>
	Pamela Havill	Teacher Aide
	Danielle von Hahmann	Teacher Aide
	Lesley Rider	Teacher Aide

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

**CSE/CPSE  
RECOMMENDATIONS** Recommendations of the Committee on Special Education from the meetings of February 22, 2021, March 5, 26, 2021, April 5, 6, 7, 8, 9, 12, 14, 15, 20, 21, 22, 26, 27, 28, 29, 30, 2021, May 3, 4, 6, 10, 12, 13, 14, 17, 18, 19, 20, 21, 24, 25, 2021, June 1, 3, 4, 7, 8, 9, 10, 2021 and from the Committee on Preschool Special Education from the meetings of April 6, 27, 2021, and May 4, 11, 17, 25, 2021;

**SCHOOL PHSICIAN  
AND MEDICAL  
DIRECTOR** Appoint Dr. Robert J. Tuite as Victor Central School District's School Physician and Medical Director for the 2021-2022 school year;

**DONATIONS** Accept the following donations:

- 30 cases of Rubbermaid 32 ounce bottles of Hand Sanitizer to the Victor Central School District from Hillyard;
- Personal Protective Equipment from Staples to the Victor Central School District with an undetermined dollar value;

**SAFETY PLAN** Approve the District-wide Safety Plan and the Building Level Emergency Management Plan for the 2021-2020 school year;

**SURPLUS** Declare the following as surplus:

- Desktop Monitors with VCS Tag #s 010465, 010477, 010578, 011591, 011592, 011593, 011603, 011604, 011609, 011613, 011615, 011640;
- Apple iPad with VCS Tag #s 014733, 014809, 015933, 388042;
- Hewlett Packard LaserJet Printer with VCS Tag #s 011723, 012141;

**VICTOR CENTRAL SCHOOL  
BOARD OF EDUCATION**

**SURPLUS  
Continued**

- Elmo Document Cameras with VCS Tag #s F00383, 010383, 010725, 012348;
- SMART Document Camera with VCS Tag #s 012323, 013154;
- Minolta Micro File Reader with VCS Tag # 001319;
- Smartboards with VCS Tag #s 010533, 010554, 010561, 010580, 010558;
- Smart Response PE with VCS Tag # 013896;
- Hewlett Packard Chromebook with VCS Tag # 015412;
- NEC Projectors with VCS Tag #s 010068, 010086;
- Hitachi Projecto with VCS Tag # 015124;

**CONFERENCE  
ATTENDANCE**

Board members to attend the following conferences:

- K. Ballard and K. Elliott to attend the Monroe County School Boards Association Annual Meeting in Rochester, NY on 5/26/21;
- K. Ballard and Board Member Elect E. Mitchell to attend the Monroe County School Boards Association Governance Training in Rochester, NY on 6/12/21;

**BOND RESOLUTION**

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

**INTERNAL AUDIT  
AND CORRECTIVE  
ACTION PLAN**

Accept the Internal Audit Report and the Corrective Action Plan for year ended June 30, 2021;

**EMPLOYEE  
RETIREMENT  
SYSTEM RESERVE**

Based on the recommendation of the Superintendent of Schools, we recommend the funding of the Retirement Contribution Reserve, as authorized by Section 6-r of the general municipal law, up to a maximum of \$500,000 from unappropriated fund balance as of June 30, 2021.

**EMPLOYEE  
RETIREMENT  
SYSTEM RESERVE –  
TRS – SUB FUND**

Based on the recommendation of the Superintendent of Schools, we recommend the funding of the Retirement Contribution Reserve TRS Sub Fund, as authorized by Section 6-r of the general municipal law, up to a maximum of \$500,000 from unappropriated fund balance as of June 30, 2021.

**CAPITAL RESERVE**

Based on the recommendation of the Superintendent of Schools, we recommend the funding of the Capital Reserve, as authorized by Section 3651 of the New York State Education Law, up to a maximum of \$3,000,000 from unappropriated fund balance as of June 30, 2021.

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

### **TECHNOLOGY RESERVE**

Based on the recommendation of the Superintendent of Schools, we recommend the funding of the Capital Reserve, as authorized by Section 3651 of the New York State Education Law, up to a maximum of \$250,000 from unappropriated fund balance as of June 30, 2021.

### **EMPLOYEE BENEFIT ACRUED LIABILITY RESERVE**

Based on the recommendation of the Superintendent of Schools, we recommend the funding of the Employee Benefit Accrued Liability Reserve, as authorized by Section 6-p of the general municipal law, up to a maximum of \$250,000 from unappropriated fund balance as of June 30, 2021.

### **WORKERS COMPENSATION RESERVE**

Based on the recommendation of the Superintendent of Schools, we recommend the funding of the Workers Compensation reserve, as authorized by Section 6-j of the general municipal law, up to a maximum of \$250,000 from unappropriated fund balance as of June 30, 2021.

### **TAX CERTIORARI RESERVE**

Based on the recommendation of the Superintendent of Schools, we recommend the funding of the Tax Certiorari Reserve, as authorized by Section 3651 of the New York State Education Law, up to a maximum of \$1,250,000 from unappropriated fund balance as of June 30, 2021.

### **EXTRACLASS ACCOUNT**

The creation of an ExtraClass Account identified as the Young Women's Leadership Club (YWLC).

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

### **FACILITIES COMMITTEE RECOMMENDATIONS**

A motion was made by C. Parks, seconded by K. Ballard to approve the Facilities Committee Recommendation on the remaining use of the \$1,500,000 of the capital project funds as submitted.

Mr. Vetter said he has a question around replacing the heating system in the current bus garage. He is looking for the rationale around that as we are building a new transportation building. It is still going to be used. Mr. Vallese said that facilities and the copy center will be moved over there. The existing bus garage will still be in use. The current heating system now as gas flow and lights up with and open flame. Just the idea that this is gas flowing without a pilot light on is not safe. This is the perfect opportunity to correct the heating system. Mr. Vetter asked, is it deemed that you have to replace it or can it be repaired? The space is more meant for working on buses and given that the future use is still being determined wouldn't it be more prudent to wait until the purpose is decided? Mr. Vallese said when the Facilities Committee met they

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

### **FACILITIES COMMITTEE RECOMMENDATIONS Continued**

determined the priority of the items on the list. Mr. Vetter said around the line for the PA system, clock and lockdown replacement it is written that the remainder of the money will go to those items. Mr. Vallese said it is approximately \$900,000 for that system. Currently the clocks that the District has right now have to manually be adjusted and the PA announcements do not work adequately. The new PA clock systems will have a new LCD screen that will indicate when the building is in a lockdown or a fire drill. Until bids are received the cost is not finalized. Mr. Vetter said so we don't have current bids. Mr. Vallese said when the capital project is brought to the Board to vote it is a total dollar value. You go out for bids after the Board and the community approve the project. Mr. Vetter asked if they have to vote on everything on the list at one time or can the PA, clock and lockdown system be pulled out. Dr. Terranova said he would recommend the Board vote on either all or none. Mr. Delucia said this information came out of a committee discussion based on criteria mentioned earlier. He said he feels the Board should vote on the entire list at once as described. Mrs. Elliott said given Dr. Terranova's recommendation they will vote on the collective list as one.

The motion to accept the Facilities Committee recommendations was carried. 6 yes 1 no (Vetter), 0 abstentions

### **CAMPUS NEWS**

VCS administrators summarized campus news and events.

### **SUMMER PROGRAMMING**

Associate Superintendent of Educational Services, Kristin Swann, provided the Board of Education with an update on Summer Programming. She said the District is very excited to be able to offer a wide variety of summer programming to the students and the community. The intent around all of the programs are to first make sure to keep students engaged in a positive and meaningful way this summer, help students who have experienced learning loss and support the emotional and physical health of students. The summer programs include Extended School, Specialized Reading Courses, Summer Academy and Summer Academy for English Language Learners (ELLs) as well as Summer Enrichment. The Extended School Year classes are offered to students with disabilities that demonstrate substantial regression over breaks. These students are identified by the Committee on Special Education. Specialized Reading classes are offered to students with disabilities that receive specialized reading throughout the year. These students are also identified by the Committee on Special Education. Specialized reading instruction will be for grades 4-6 serving 26 students. Mrs. Ballard asked if there was no need for K-3 students to receive the specialized reading. Mrs. Swann said students receive the specialized reading later in their

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

### **SUMMER PROGRAMMING Continued**

third academic year. Mrs. Turner asked if students that already receive Wilson Reading will receive the program or will new students be introduced into the program? Mrs. Swann said this will be for students that have already been receiving that program, so it is an extension. Summer Academy is a three week intensive boost to help support students' learning in English Language Arts (ELA) and math. Classes are offered to students who experienced learning loss throughout the school year. Students are identified by building instructional support teams, Pupil Personnel Service Departments and/or classroom teachers. Mrs. Swann said at the K-3 level they are hoping to be able to support around 40 students per grade level. For grades 4-6 they are hoping to service 30 students per grade level, again with a focus on ELA and math. And at the Junior High/Senior High level they will focus on math and ELA labs along with foundational ELA skills, Algebra I, Algebra II and Geometry. Students will attend for two hours. Summer Academy will be offered for ELL students. This is a three week intensive boost to help support English Language Learners. The classes are offered to students with ENL Services during the school year. Students are identified by building instructional support teams, Pupil Personnel Service Departments and/or classroom/ENL teachers. They did reach out to ELL students at the secondary level, however they did not receive a commitment from any. Summer Enrichment are classes offered to students with all developmental levels. This is free to all students and students must register for classes. Courses will be small to encourage connection with the teacher and with peers. Mrs. Elliott asked if there was a cap on enrichment classes. Mrs. Swann said there is a great diversity of classes and the range is from about 10-15 students per class. There is also a minimum of 8 students required to run the class. Mrs. Swann said the course catalog will hopefully be going out at the end of the week as numbers have to be finalized by June 28<sup>th</sup>. Mrs. Turner said the work is excellent and there is an incredible need for all of it right now. Mrs. Ballard asked if the District provides bussing. Mrs. Swann said transportation is provided for the academic based programs. For Summer Enrichment courses we are asking for parents to drop the students off. Mrs. Ballard asked if the link will go out on the District's Facebook page and through the principals. Mrs. Swann said it will go out in the traditional ways and through social media. Dr. Parks asked for clarification on the grade levels. Would that be the students' current grade level or their grade level for next year? Mrs. Swann said it would be the grade level they were in this year. Dr. Parks asked if the teachers are being paid or are they volunteering. Mrs. Swann said they are all being paid. This programming falls under the federal stimulus money.

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

### **TRANSITIONAL ACADEMIC PILOT PROGRAMMING**

Senior High School Counselor Mary Banaszak, Social Worker John Ryan and Senior High School Assistant Principal Amy Shannon presented a Transitional Academic Pilot Program to the Board of Education. Mrs. Shannon provided the framework for guiding them through and implementing the Guidance Implementation Plan. Tier 1 is the core curriculum and the intervention for all students. Tier 2 is small group interventions and tier 3 is individual supports. During the pandemic students are not doing as well as they were. This was a non-traditional year, a different year and as part of Tier 1 the Senior High School worked to get students back from the 100% remote learning model. As of June 9<sup>th</sup> 128 students came back from the 100% learning model to the hybrid model. Peer tutoring for all students was implemented as well as on-line tutoring. For Tier 2, Small Group Interventions, Wednesdays opened up for student help there were 9 students who initially signed up. As of now there are between 120-150 students who come in on Wednesdays. Individual Supports for Tier 3 include smaller classrooms in the library nook and then push-in support into the classrooms for additional support. Mrs. Shannon said they need to look at what can be done differently in the fall. Mr. Ryan said they will be piloting the Transitional Academic Pilot Program (TAPP). The proposed entrance criteria includes students entering grades 9, 10, 11 or 12, significant attendance concerns, emotionally fragile with complex mental health issues such as anxiety, panic disorders and/or depression. He said they are looking at starting with a group size of 12-20 students. This is a temporary transitional academic support to help build confidence in returning to school. It will be located in the High School Library classroom called the Nook. This is a program that is transitional and flexible. Students can come in and move out and if they start to struggle again they can drop back in as needed. Mrs. Banaszak talked about the resources needed. These include special transportation as needed, 1 FTE math or science teacher, 1 program aide, and classroom supplies. The program goal is to have students demonstrate reduced anxiety by increased self-advocacy skills and increased coping skills, resulting in improved classroom attendance. The program objectives is to improve attendance, improve grades and credits earned, improve student advocacy and confidence, progress monitoring both student and program progress, identification of next steps for continued support and the goal of re-entering into the classroom 100% of the time. Mrs. Turner asked how many students they would identify as currently 100% remote. Mr. Siesto said less than 100. Mrs. Turner said there is a very critical need for this and she appreciates the work. Mrs. Elliott asked if they would take donations of classroom supplies. Mrs. Shannon said the program is in its infancy but it is something they can consider in the

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

### **TRANSITIONAL ACADEMIC PILOT PROGRAMMING Continued**

future. Mr. Ryan said the other piece is to successfully engage the parents to make sure they are feeling comfortable. Mr. Vetter said this is so impressive. Such an important program. The ability to be flexible to meet the needs of kids and the families where they are at is so important. Mr. Eckhardt thanked them for doing this incredible work. Dr. Terranova said this program will also come from some of the stimulus money.

### **FOOD AND NUTRITION DEPARTMENT UPDATE**

Assistant Superintendent for Business, Derek Vallese, introduced the Director of Food Services Alix TePoel-DeWitt who provided a department update to the Board. At the end of the 2019-2020 school year the food services department was projected to end with \$150,000 loss. Mrs. TePoel-DeWitt said currently they are forecasting a \$117,000 loss. The struggles and difficulties around COVID include the increasing costs of food and paper products. This year menu development has been challenging. The department used mostly commodity items received by-monthly by the government along with what the District had in inventory to minimize expenses. Due to manufacturing shortages and distribution issues of processed government food items, Mrs. TePoel-DeWitt said she had to seek like products from what was available, and usually more expensive. She said the constant evolution of meal service this school year has been challenging to navigate through. They tried all types of steps to increase revenue. Meal distribution sites at the Senior High concession stand were operated twice a week September through January with 75 students participating daily. Starting February 9<sup>th</sup> they started classroom end of the day meal distribution for both blue and gold cohorts and on February 10<sup>th</sup> they started a home delivery program for 100% remote students. Mrs. TePoel-DeWitt said the 2021-2022 school year conservative goal is to break even by the end of the school year. The optimistic goal is to end the school year with a positive fund balance. Mr. Eckhardt asked what the loss was last year. Mrs. TePoel-DeWitt said around \$369,000. Mr. Eckhardt said lunch next year is free for all students. Mrs. TePoel-DeWitt said that is correct. Mr. Eckhardt asked what the lunch price is for the Junior and Senior High and the Elementary. Mrs. TePoel-DeWitt said \$2.70 for the Junior and Senior High and \$2.50 for the elementary grades. The reimbursement is quite a bit higher. Mr. Vallese said it is all driven by participation. As long as we get enough participation, with the higher reimbursement rate we could break even. Hopefully we will get back to a model where all of the kids are here five days a week. Mr. Eckhardt thanked Mrs. TePoel-DeWitt for the hard work. He said they tried every way to help reach kids and maintain the program.

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

### **STRATEGIC PLANNING PROCESS**

Dr. Terranova said the objective of his presentation is to remind the Board of the strategic planning process. His recommendation is to have facilitators, Lynne Erdle and Bob McKeveny conduct the process. This has been a three pronged approach. There was long-term financial planning from December 2020-February 2021, analysis and recommendations for instructional leadership structure from December 2020-March 2021 and the District strategic planning from July 2021-December 2021. He talked about what strategic planning is. It is a school and community partnership that drives all of our work and leads to consistency, alignment and cohesion toward common goals. It is a six to seven month process starting in August of 2021. Facilitators from outside the District are utilized who are trained in strategic planning processes. They will gather input from the school and community, analyze the input, review the current mission and revised it as needed. A Strategic Planning Council will be made up of staff, administration, students, community members, and Board of Education Members, who will craft a Strategic Plan based on the input. A yearly management plan is created that lasts three to five years and is consistently reviewed with benchmarks and accountability as the District makes decision. Dr. Erdle and Mr. McKeveney work through the U of R and the total cost is \$79,100 with an approximate state aid ratio of 64%. The net cost would be roughly \$29,000. Dr. Terranova said they have budgeted for this; however the question is does the Board was to use these facilitators. Mrs. Elliott said the Board has worked with these very talented individuals and they come with a fresh set of eyes and innovation and can be very supportive. Their work is aideable and quite valuable. She said she is in support of it. Mr. DeLucia said so they will be working with us for six months. Dr. Terranova said yes, they will be running the show as far as the focus groups, surveys, collecting the data, and facilitating the Strategic Planning Council. They are the two that will be doing the work. Mr. DeLucia said it seems like a reasonable cost for that kind of effort. Dr. Parks said if they had to, would they increase the cost? Dr. Terranova said the cost would include all of the necessary support they would need. Mrs. Elliott said that leaves our leadership to do their work while they step in to do the strategic planning process. Dr. Terranova said he just needs a verbal agreement from the Board of Education. Mr. Vetter said the Board worked with them during a Board retreat and they brought a wealth of experience and the way they presented themselves was collaborative and will make sure voices are heard. Board President Kristin Elliott told Superintendent Terranova he has their approval.

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

### **POLICY REVIEW**

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

- Student Gender Identity; Policy 5010

### **MEETING REPORTS Monroe County School Boards Association**

Mrs. Elliott and Mrs. Ballard attended the Monroe County School Boards Association Annual Dinner Meeting, which brought in the new president and looked at some of the successes for the year.

### **Standing Committee Updates**

Mr. Vetter and Mrs. Ballard attended the Technology Committee meeting. Conversations continued around the use of Chromebooks and the methods to maintain them and purchase additional ones. They also talked about the upcoming pilot programs and the applications the District uses and the proper support, which is how they are funded and utilized.

### **PUBLIC PARTICIPATION**

None at this time.

### **UPCOMING EVENTS Regular/ Organizational Board Meeting**

The next Regular/Organizational Board meeting will take place on Thursday, July 8, 2021 at 7:15 PM.

### **ADJOURN**

A motion was made by M. Vetter, seconded by T. Terranova, to adjourn the meeting at 10:11 PM.  
The motion was carried. 7 yes 0 no

Respectfully submitted,

Maureen A. Goodberlet  
District Clerk

**VICTOR CENTRAL SCHOOL  
BOARD OF EDUCATION**

**Unapproved Minutes of a Special Meeting of June 23, 2021  
Early Childhood School Cafeteria  
953 High Street  
Victor, NY 14564**

**CALL TO ORDER** President Kristin Elliott called the meeting to order at 7:10 PM.

**Members Present** Karen Ballard, Chris Eckhardt, Kristin Elliott, Christopher Parks (arrived at 7:16 PM), Trisha Turner (arrived at 7:22 PM), Michael Vetter

**Member Absent** Tim DeLucia

**APPROVE AGENDA** A motion was made by K. Ballard, seconded by C. Eckhardt, to approve the agenda. The motion was carried. 5 yes 0 no

**ENTER EXECUTIVE SESSION** A motion was made by M. Vetter, seconded by C. Eckhardt, to enter executive session at 7:11 PM to discuss the employment history of a specific individual. The motion was carried. 5 yes 0 no.

Christopher Parks left at 7:23 PM.

**RETURN TO REGULAR SESSION** A motion was made by C. Eckhardt, seconded by M. Vetter, to return to regular session at 10:10 PM. The motion was carried. 5 yes 0 no

**SUPERINTENDENT SALARY** A motion was made by M. Vetter, seconded by C. Eckhardt, to approve a 3.2% salary increase for the Superintendent of Schools. The motion was carried. 5 yes 0 no

**SUPERINTENDENT CONTRACT PARAMETERS** A motion was made by C. Eckhardt, seconded by M. Vetter, to change the parameters in the contract of the Superintendent of Schools. The motion was not carried. 3 yes 2 no (Ballard, Turner)

**ADJOURN** A motion was made by K. Ballard, seconded by M. Vetter, to adjourn the meeting at 10:30 PM

Respectfully submitted,

Maureen A. Goodberlet  
District Clerk

**VICTOR CENTRAL SCHOOL  
BOARD OF EDUCATION**

**Unapproved Minutes of a Special Meeting of June 29, 2021  
Early Childhood School Boardroom  
953 High Street  
Victor, NY 14564**

<b>CALL TO ORDER</b>	President Kristin Elliott called the meeting to order at 6:32 PM.
<b>Members Present</b>	Tim DeLucia, Chris Eckhardt, Kristin Elliott, Michael Vetter
<b>Member Absent</b>	Karen Ballard, Christopher Parks, Trisha Turner
<b>APPROVE AGENDA</b>	A motion was made by C. Eckhardt, seconded by T. DeLucia, to approve the agenda. The motion was carried. 4 yes 0 no
<b>AGREEMENT BETWEEN EMPLOYEE AND VCSD</b>	A motion was made by C. Eckardt, seconded by T. DeLucia, to approve an agreement made between the Victor Central School District and an Employee of the Victor Central School District executed on June 24, 2021 by the employee and on June 29, 2021 by the School District. The motion was carried. 4 yes 0 no
<b>AGREEMENT BETWEEN EMPLOYEE AND VCSD</b>	A motion was made by C. Eckardt, seconded by T. DeLucia, to approve an agreement made between the Victor Central School District and an employee of the Victor Central School District executed on June 28, 2021 by the employee and on June 29, 2021 by the School District. The motion was carried. 4 yes 0 no
<b>EMPLOYMENT AGREEMENT</b>	A motion was made by C. Eckardt, seconded by T. DeLucia, to approve an employment agreement made between the Victor Central School District and the Superintendent of Schools from July 1, 2021 through June 30, 2026. The motion was carried. 4 yes 0 no
<b>ADJOURN</b>	A motion was made by C. Eckhardt, seconded by M. Vetter, to adjourn the meeting at 7:11 PM. The motion was carried. 4 yes 0 no

Respectfully submitted,

Maureen A. Goodberlet  
District Clerk



## Treasurer's Report

May 2021

<u>Account Description</u>	<u>Bank</u>	<u>Beginning Balance</u>	<u>Monthly Receipts</u>	<u>Monthly Disbursements</u>	<u>Ending Balance</u>
<b>Cash Accounts</b>					
General Fund Checking	Canandaigua National Bank	335,424.61	3,597,230.58	3,199,326.57	733,328.62
General Fund Money Market	Canandaigua National Bank	46,060.53	1.41	-	46,061.94
General Fund Tax Checking	Canandaigua National Bank	-	-	-	-
General Fund Tax Money Market	Five Star Bank	5,148,563.37	632.52	4,766,286.81	382,909.08
Capital Reserve Money Market	Five Star Bank	176,166.43	-	176,166.43	-
Multifund Insured Cash Sweep	Five Star Bank	33,786,928.74	985,468.46	800,000.00	33,972,397.20
School Lunch Fund Checking	Canandaigua National Bank	306.95	45,000.20	45,146.52	160.63
School Lunch Fund Money Market	Canandaigua National Bank	68,543.56	10,217.45	45,000.00	33,761.01
Special Aid Fund Checking/Sweep	Canandaigua National Bank	379,211.17	18,296.25	396,638.17	869.25
Capital Fund Checking-Buses	Canandaigua National Bank	20,994.17	-	20,994.17	-
Capital Fund Checking-29M	Canandaigua National Bank	1,030.19	820,999.63	776,625.33	45,404.49
Trust & Agency Fund - Checking	Canandaigua National Bank	581,800.37	1,660,395.25	1,383,538.58	858,657.04
Trust & Agency Fund - Payroll Checking	Canandaigua National Bank	0.78	33,817.65	33,818.05	0.38
Trust & Agency Fund - Direct Deposit Checking	Five Star Bank	-	2,491,286.81	2,491,286.81	-
Debt Service Money Market	Five Star Bank	2,095.71	-	2,095.71	-
<b>Total Cash</b>		<b>\$ 40,547,126.58</b>	<b>\$ 9,663,346.21</b>	<b>\$ 14,136,923.15</b>	<b>\$ 36,073,549.64</b>
<b>Investments</b>					
General Fund Certificates of Deposit	Canandaigua National Bank	1,283,311.63	-	-	1,283,311.63
Debt Service Fund Certificates of Deposit	Canandaigua National Bank	2,012,957.74	1,258.10	-	2,014,215.84
<b>Total Investments</b>		<b>\$ 3,296,269.37</b>	<b>\$ 1,258.10</b>	<b>\$ -</b>	<b>\$ 3,297,527.47</b>
<b>District Totals</b>		<b>\$ 43,843,395.95</b>	<b>\$ 9,664,604.31</b>	<b>\$ 14,136,923.15</b>	<b>\$ 39,371,077.11</b>

I hereby certify that the above cash balances are in agreement with bank statements as reconciled

*Matthew J. Delmonico*

School District Treasurer

Extraclass Fund

May 2021

<u>Activities</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Ending Balance</u>
CLASS OF 2020	-	-	-	-
CLASS OF 2021	8,305.57	-	232.25	8,073.32
CLASS OF 2022	7,168.28	-	200.00	6,968.28
CLASS OF 2023	1,901.30	-	-	1,901.30
CLASS OF 2024	494.75	-	-	494.75
AQUATIC L.	787.81	2,000.00	1,820.91	966.90
ART CLUB	164.34	-	-	164.34
BUSINESS CLUB	4,503.10	-	157.50	4,345.60
DRAMA CLUB	11,776.36	1,648.27	75.62	13,349.01
FRENCH CLUB	12,847.80	-	-	12,847.80
GO GREEN GARDEN TEAM	86.27	-	-	86.27
GLOBAL COMPETENCY	586.55	-	-	586.55
INTERNATIONAL CLUB	203.02	-	-	203.02
J.H. MUSICAL	24,622.91	-	-	24,622.91
J.H. STORE	1,188.00	-	-	1,188.00
J.H. ST. CO.	5,788.24	1,010.00	387.50	6,410.74
J.H. YEARBOOK	52.93	-	-	52.93
KEYCLUB	3,571.06	-	-	3,571.06
MANUFACTURING SYSTEMS	-	-	-	-
MEDICAL EXPLORERS	110.75	-	-	110.75
MENTORING CLUB	5,536.41	295.00	200.00	5,631.41
N.H.S.	1,561.59	-	-	1,561.59
OUTDOOR ACTIVITY	142.48	-	-	142.48
POSITIVE SCHOOL CLIMATE	4,279.83	-	625.60	3,654.23
SALES TAX	-	-	-	-
SEAS	481.00	-	-	481.00
S.H. ORCHESTRA	6,184.79	-	2,125.00	4,059.79
SH SCHOOL STORE	4,994.04	132.00	90.73	5,035.31
S.H. ST. CO.	2,935.10	207.34	300.00	2,842.44
SH YEARBOOK	2,560.13	-	-	2,560.13
SPANISH CLUB	2,091.94	-	75.90	2,016.04
VICTOR MUSIC SOCIETY	1,254.44	-	86.92	1,167.52
VICTOR CARES	8,307.82	-	-	8,307.82
TOTALS	124,488.61	5,292.61	6,377.93	123,403.29

Bank Balance	124,667.23
Checks Outstanding	1,274.32
Interest Not Posted	4.62
Bank Error	-
Returned Checks	15.00
Deposits in Transit	-

Betty Post, Extraclass Treasurer

**Total Reconciled Bank Balance** 123,403.29

**Victor Central School District**  
Revenue Status Report As Of: 05/31/2021  
**Fiscal Year: 2021**  
**Fund: A GENERAL FUND**

Revenue Account	Subfund	Description	Original Estimate	Current Estimate	Year-to-Date	Current Cycle	Anticipated Balance	Excess Revenue
1001.000		Real Property Taxes	46,933,845.00	47,372,507.92	47,372,235.38	0.00	272.54	
1081.000		Other Pmts in Lieu of Tax	2,939,469.00	2,939,469.00	2,835,044.77	0.00	104,424.23	
1085.000		STAR Reimbursement	3,276,258.00	2,837,595.08	2,837,595.08	0.00		
1090.000		Int. & Penal. on Real Pro	45,000.00	45,000.00	59,497.01	0.00		14,497.01
1120.000		Nonprop. Tax Distrib. By	75,000.00	75,000.00	73,000.00	0.00	2,000.00	
2230.000		Day School Tuit-Oth Dist. NYS	30,000.00	30,000.00	20,000.00	0.00	10,000.00	
2401.000		Interest and Earnings	1,000.00	1,000.00	703.16	37.87	296.84	
2401.100		Interest -MM/CD	149,000.00	149,000.00	87,874.84	5,734.85	61,125.16	
2401.200		Interest Capital Reserve A	0.00	0.00	99.34	37.48		99.34
2410.000		Rental of Real Property,I	8,000.00	8,000.00	9,230.62	665.00		1,230.62
2440.000		Rental of Buses	12,000.00	12,000.00	0.00	0.00	12,000.00	
2690.000		Other Compensation for Lo	0.00	0.00	38.00	0.00		38.00
2701.000		BOCES Svs Approved for Ai	80,000.00	80,000.00	204,095.86	0.00		124,095.86
2702.000		Refund Pr Yr Exp Trans	0.00	0.00	1,263.60	0.00		1,263.60
2703.000		Refund PY Exp-Other-Not Trans	55,000.00	55,000.00	92,331.17	0.00		37,331.17
2770.000		Other Unclassified Rev.(S	15,783.00	15,783.00	23,010.28	5,635.49		7,227.28
3101.000		Basic Formula Aid-Gen Aid	15,958,035.00	15,607,933.00	13,110,803.71	1,826,707.67	2,497,129.29	
3102.000		Lottery Aid (Sect 3609a E	4,369,000.00	4,369,000.00	4,609,089.44	0.00		240,089.44
3102.100		VLT Lottery Aid	866,000.00	866,000.00	898,612.81	0.00		32,612.81
3102.200		COMMERCIAL GAMING GRANT	148,000.00	148,000.00	0.00	0.00	148,000.00	
3103.000		BOCES Aid (Sect 3609a Ed	1,680,000.00	1,680,000.00	1,227,903.75	0.00	452,096.25	
3260.000		Textbook Aid (Incl Txtbk/	261,000.00	261,000.00	260,378.00	0.00	622.00	
3262.000		Computer Software Aid	65,000.00	65,000.00	64,624.00	0.00	376.00	
3262.100		Hardware Aid	67,500.00	67,500.00	68,382.00	0.00		882.00
3263.000		Library A/V Loan Program	26,500.00	26,500.00	26,962.00	0.00		462.00
3289.000		Other State Aid	0.00	0.00	47,012.44	0.00		47,012.44
4286.000		Fed Aid, CARES ESSERS	0.00	299,365.00	59,873.00	0.00	239,492.00	
4286.100		Fed Aid, CARES GEERS	0.00	50,737.00	10,147.00	0.00	40,590.00	
4601.000		Medic.Ass't-Sch Age-Sch Yr Pro	46,500.00	46,500.00	73,213.52	0.00		26,713.52
5050.000		Interfund Trans. for Debt	300,000.00	300,000.00	300,000.00	0.00		
5999.000		Appropriated Fund Balance	529,000.00	529,000.00	0.00	0.00	529,000.00	
5999.100		Appropriatd Res - Liability	55,000.00	55,000.00	0.00	0.00	55,000.00	
5999.200		Appropriatd Res - EBALR	150,000.00	150,000.00	0.00	0.00	150,000.00	

\* Estimated revenue for Carryover Encumbrances from the prior fiscal year will not be realized.

These are estimates to balance the budget

Victor Central School District  
Revenue Status Report As Of: 05/31/2021  
Fiscal Year: 2021  
Fund: A GENERAL FUND

Revenue Account	Subfund	Description	Original Estimate	Current Estimate	Year-to-Date	Current Cycle	Anticipated Balance	Excess Revenue
5999.300		Appropriatd Res - Unemploy	65,000.00	65,000.00	0.00	0.00	65,000.00	
5999.400		Appropriatd Res - Wrkrs Comp	50,000.00	50,000.00	0.00	0.00	50,000.00	
5999.999		Est. for Carryover Encumbrance	0.00	348,343.48	0.00	0.00	348,343.48	
Total GENERAL FUND			78,256,890.00	78,605,233.48	74,373,020.78	1,838,818.36	4,765,767.79	533,555.09

Selection Criteria

Criteria Name: Private: BOE Rev Status  
As Of Date: 05/31/2021  
Suppress revenue accounts with no activity  
Show Actual revenue in 'As Of' cycle  
Show special revenue accounts 5997-5999  
Sort by: Fund/Revenue Account  
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\* Estimated revenue for Carryover Encumbrances from the prior fiscal year will not be realized.  
These are estimates to balance the budget

# Victor Central School District

Budget Status Report As Of: 05/31/2021

Fiscal Year: 2021

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
<b>1010 Board Of Education</b>							
4 Contractual and Other		5,500.00	7,450.00	3,438.37	137.50	240.00	3,771.63
45 Materials & Supplies		1,700.00	1,700.00	551.80	60.00	583.00	565.20
49 BOCES Services		3,000.00	3,000.00	1,575.00	175.00	1,327.23	97.77
<b>Subtotal of 1010 Board Of Education</b>		<b>10,200.00</b>	<b>12,150.00</b>	<b>5,565.17</b>	<b>372.50</b>	<b>2,150.23</b>	<b>4,434.60</b>
<b>1040 District Clerk</b>							
16 Noninstructional Salaries		91,965.00	91,965.00	81,398.62	7,354.42	7,354.38	3,212.00
<b>Subtotal of 1040 District Clerk</b>		<b>91,965.00</b>	<b>91,965.00</b>	<b>81,398.62</b>	<b>7,354.42</b>	<b>7,354.38</b>	<b>3,212.00</b>
<b>1060 District Meeting</b>							
4 Contractual and Other		1,200.00	1,900.00	1,862.53	1,862.53	0.00	37.47
45 Materials & Supplies		3,400.00	6,250.00	5,792.58	5,792.58	425.14	32.28
<b>Subtotal of 1060 District Meeting</b>		<b>4,600.00</b>	<b>8,150.00</b>	<b>7,655.11</b>	<b>7,655.11</b>	<b>425.14</b>	<b>69.75</b>
<b>1240 Chief School Administrator</b>							
15 Instructional Salaries		190,000.00	196,500.00	179,914.24	16,355.84	16,355.76	230.00
4 Contractual and Other		5,975.00	5,975.00	3,212.94	0.00	0.00	2,762.06
45 Materials & Supplies		1,000.00	1,000.00	682.93	0.00	0.00	317.07
<b>Subtotal of 1240 Chief School Administrator</b>		<b>196,975.00</b>	<b>203,475.00</b>	<b>183,810.11</b>	<b>16,355.84</b>	<b>16,355.76</b>	<b>3,309.13</b>
<b>1310 Business Administration</b>							
15 Instructional Salaries		133,150.00	147,250.00	136,529.97	10,666.66	10,666.66	53.37
16 Noninstructional Salaries		92,500.00	92,750.00	77,209.73	7,569.80	15,523.86	16.41
4 Contractual and Other		14,400.00	16,600.00	15,176.68	0.00	0.00	1,423.32
45 Materials & Supplies		2,200.00	1,915.00	629.98	96.71	0.00	1,285.02
49 BOCES Services		103,500.00	103,500.00	80,820.31	9,007.71	19,179.69	3,500.00
<b>Subtotal of 1310 Business Administration</b>		<b>345,750.00</b>	<b>362,015.00</b>	<b>310,366.67</b>	<b>27,340.88</b>	<b>45,370.21</b>	<b>6,278.12</b>
<b>1320 Auditing</b>							
4 Contractual and Other		33,000.00	45,670.00	20,555.00	0.00	23,830.00	1,285.00
<b>Subtotal of 1320 Auditing</b>		<b>33,000.00</b>	<b>45,670.00</b>	<b>20,555.00</b>	<b>0.00</b>	<b>23,830.00</b>	<b>1,285.00</b>
<b>1325 Treasurer</b>							
16 Noninstructional Salaries		114,525.00	125,019.00	117,726.40	7,291.66	7,291.66	0.94
4 Contractual and Other		500.00	500.00	185.00	0.00	275.00	40.00
45 Materials & Supplies		1,000.00	1,000.00	242.75	0.00	0.00	757.25
<b>Subtotal of 1325 Treasurer</b>		<b>116,025.00</b>	<b>126,519.00</b>	<b>118,154.15</b>	<b>7,291.66</b>	<b>7,566.66</b>	<b>798.19</b>
<b>1330 Tax Collector</b>							
16 Noninstructional Salaries		9,300.00	9,300.00	9,281.28	0.00	0.00	18.72
4 Contractual and Other		10,300.00	15,679.00	15,678.72	0.00	0.00	0.28
45 Materials & Supplies		100.00	100.00	0.00	0.00	0.00	100.00
<b>Subtotal of 1330 Tax Collector</b>		<b>19,700.00</b>	<b>25,079.00</b>	<b>24,960.00</b>	<b>0.00</b>	<b>0.00</b>	<b>119.00</b>
<b>1345 Purchasing</b>							
4 Contractual and Other		14,500.00	6,175.00	59.03	59.03	0.00	6,115.97

# Victor Central School District

Budget Status Report As Of: 05/31/2021

Fiscal Year: 2021

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
<b>Subtotal of 1345 Purchasing</b>		<b>14,500.00</b>	<b>6,175.00</b>	<b>59.03</b>	<b>59.03</b>	<b>0.00</b>	<b>6,115.97</b>
<b>1420 Legal</b>							
4 Contractual and Other		92,100.00	101,635.00	89,240.06	5,634.88	12,346.82	48.12
49 BOCES Services		27,000.00	27,000.00	22,916.70	2,559.59	2,083.30	2,000.00
<b>Subtotal of 1420 Legal</b>		<b>119,100.00</b>	<b>128,635.00</b>	<b>112,156.76</b>	<b>8,194.47</b>	<b>14,430.12</b>	<b>2,048.12</b>
<b>1430 Personnel</b>							
15 Instructional Salaries		164,015.00	159,015.00	134,621.99	10,509.32	10,509.22	13,883.79
16 Noninstructional Salaries		209,750.00	212,500.00	197,423.45	18,901.43	15,068.12	8.43
4 Contractual and Other		83,000.00	97,000.00	86,345.20	801.00	10,403.49	251.31
45 Materials & Supplies		1,350.00	1,350.00	593.82	0.00	167.15	589.03
49 BOCES Services		7,500.00	7,500.00	4,829.14	536.07	2,552.29	118.57
<b>Subtotal of 1430 Personnel</b>		<b>465,615.00</b>	<b>477,365.00</b>	<b>423,813.60</b>	<b>30,747.82</b>	<b>38,700.27</b>	<b>14,851.13</b>
<b>1480 Public Information and Services</b>							
15 Instructional Salaries		68,950.00	68,950.00	63,172.12	5,742.92	5,742.88	35.00
16 Noninstructional Salaries		48,475.00	48,475.00	44,132.88	4,108.66	4,327.12	15.00
4 Contractual and Other		21,400.00	21,400.00	18,485.73	4,287.00	0.00	2,914.27
45 Materials & Supplies		12,750.00	12,750.00	4,193.60	120.71	0.00	8,556.40
49 BOCES Services		59,500.00	59,500.00	49,739.75	5,587.75	9,760.25	0.00
<b>Subtotal of 1480 Public Information and Services</b>		<b>211,075.00</b>	<b>211,075.00</b>	<b>179,724.08</b>	<b>19,847.04</b>	<b>19,830.25</b>	<b>11,520.67</b>
<b>1620 Operation of Plant</b>							
16 Noninstructional Salaries		1,232,500.00	1,353,675.00	1,070,294.24	98,282.52	128,498.56	154,882.20
4 Contractual and Other		1,015,415.00	1,034,517.86	639,137.52	47,875.51	262,915.46	132,464.88
45 Materials & Supplies		138,000.00	140,232.50	96,666.23	7,261.46	27,177.26	16,389.01
<b>Subtotal of 1620 Operation of Plant</b>		<b>2,385,915.00</b>	<b>2,528,425.36</b>	<b>1,806,097.99</b>	<b>153,419.49</b>	<b>418,591.28</b>	<b>303,736.09</b>
<b>1621 Maintenance of Plant</b>							
16 Noninstructional Salaries		634,500.00	634,600.00	502,879.55	44,811.33	65,765.77	65,954.68
2 Equipment		40,000.00	70,249.52	43,352.95	1,189.43	0.00	26,896.57
4 Contractual and Other		478,350.00	502,065.20	299,464.71	15,584.48	60,813.28	141,787.21
45 Materials & Supplies		250,000.00	308,920.00	257,653.29	20,232.49	86,006.48	-34,739.77
49 BOCES Services		18,500.00	18,500.00	875.31	0.00	16,042.64	1,582.05
<b>Subtotal of 1621 Maintenance of Plant</b>		<b>1,421,350.00</b>	<b>1,534,334.72</b>	<b>1,104,225.81</b>	<b>81,817.73</b>	<b>228,628.17</b>	<b>201,480.74</b>
<b>1622 Security of Plant</b>							
4 Contractual and Other		113,000.00	113,000.00	75,661.81	32,090.29	34,338.19	3,000.00
<b>Subtotal of 1622 Security of Plant</b>		<b>113,000.00</b>	<b>113,000.00</b>	<b>75,661.81</b>	<b>32,090.29</b>	<b>34,338.19</b>	<b>3,000.00</b>
<b>1670 Central Printing &amp; Mailing</b>							
4 Contractual and Other		55,500.00	55,826.29	34,786.27	916.27	16,729.57	4,310.45
45 Materials & Supplies		0.00	200.00	124.60	0.00	0.00	75.40
<b>Subtotal of 1670 Central Printing &amp; Mailing</b>		<b>55,500.00</b>	<b>56,026.29</b>	<b>34,910.87</b>	<b>916.27</b>	<b>16,729.57</b>	<b>4,385.85</b>
<b>1680 Central Data Processing</b>							

# Victor Central School District

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Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
49 BOCES Services		486,500.00	520,949.95	386,619.93	59,580.23	121,098.98	13,231.04
<b>Subtotal of 1680 Central Data Processing</b>		<b>486,500.00</b>	<b>520,949.95</b>	<b>386,619.93</b>	<b>59,580.23</b>	<b>121,098.98</b>	<b>13,231.04</b>
<b>1910 Unallocated Insurance</b>							
4 Contractual and Other		262,750.00	262,750.00	18,216.45	0.00	0.00	244,533.55
<b>Subtotal of 1910 Unallocated Insurance</b>		<b>262,750.00</b>	<b>262,750.00</b>	<b>18,216.45</b>	<b>0.00</b>	<b>0.00</b>	<b>244,533.55</b>
<b>1920 School Association Dues</b>							
4 Contractual and Other		13,000.00	13,000.00	10,810.00	0.00	0.00	2,190.00
<b>Subtotal of 1920 School Association Dues</b>		<b>13,000.00</b>	<b>13,000.00</b>	<b>10,810.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,190.00</b>
<b>1964 Refund on Real Property Taxes</b>							
4 Contractual and Other		0.00	20,100.00	18,342.78	0.00	0.00	1,757.22
<b>Subtotal of 1964 Refund on Real Property Taxes</b>		<b>0.00</b>	<b>20,100.00</b>	<b>18,342.78</b>	<b>0.00</b>	<b>0.00</b>	<b>1,757.22</b>
<b>1981 BOCES Administrative Costs</b>							
49 BOCES Services		765,000.00	765,000.00	679,448.70	75,494.30	85,551.30	0.00
<b>Subtotal of 1981 BOCES Administrative Costs</b>		<b>765,000.00</b>	<b>765,000.00</b>	<b>679,448.70</b>	<b>75,494.30</b>	<b>85,551.30</b>	<b>0.00</b>
<b>2010 Curriculum Devel and Suprvsn</b>							
15 Instructional Salaries		383,800.00	465,600.00	356,469.50	23,424.50	23,424.50	85,706.00
16 Noninstructional Salaries		91,450.00	91,450.00	81,475.66	7,209.06	9,888.34	86.00
4 Contractual and Other		29,085.00	55,318.00	51,926.15	9,600.00	71.58	3,320.27
45 Materials & Supplies		6,700.00	7,200.00	3,495.92	0.00	556.21	3,147.87
<b>Subtotal of 2010 Curriculum Devel and Suprvsn</b>		<b>511,035.00</b>	<b>619,568.00</b>	<b>493,367.23</b>	<b>40,233.56</b>	<b>33,940.63</b>	<b>92,260.14</b>
<b>2020 Supervision-Regular School</b>							
15 Instructional Salaries		1,316,300.00	1,316,300.00	1,167,057.67	105,420.10	88,272.98	60,969.35
16 Noninstructional Salaries		389,150.00	389,150.00	317,341.24	28,514.06	45,648.67	26,160.09
2 Equipment		245.00	245.00	0.00	0.00	0.00	245.00
4 Contractual and Other		11,300.00	11,356.36	7,893.63	571.36	992.64	2,470.09
45 Materials & Supplies		10,700.00	11,853.00	8,938.28	645.84	0.00	2,914.72
49 BOCES Services		0.00	3,000.00	2,127.93	709.31	872.07	0.00
<b>Subtotal of 2020 Supervision-Regular School</b>		<b>1,727,695.00</b>	<b>1,731,904.36</b>	<b>1,503,358.75</b>	<b>135,860.67</b>	<b>135,786.36</b>	<b>92,759.25</b>
<b>2060 Research, Planning &amp; Evaluation</b>							
4 Contractual and Other		2,800.00	2,800.00	0.00	0.00	0.00	2,800.00
45 Materials & Supplies		500.00	500.00	0.00	0.00	0.00	500.00
<b>Subtotal of 2060 Research, Planning &amp; Evaluation</b>		<b>3,300.00</b>	<b>3,300.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,300.00</b>
<b>2070 Inservice Training-Instruction</b>							
4 Contractual and Other		5,000.00	5,000.00	4,800.00	0.00	0.00	200.00
45 Materials & Supplies		700.00	700.00	37.99	0.00	0.00	662.01
49 BOCES Services		41,000.00	41,000.00	33,400.73	6,444.54	7,599.27	0.00
<b>Subtotal of 2070 Inservice Training-Instruction</b>		<b>46,700.00</b>	<b>46,700.00</b>	<b>38,238.72</b>	<b>6,444.54</b>	<b>7,599.27</b>	<b>862.01</b>
<b>2110 Teaching-Regular School</b>							
10 Teacher Salaries, Pre-K		37,525.00	41,525.00	15,967.51	129.08	386.49	25,171.00

# Victor Central School District

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Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
12 Teacher Salaries, K-6		10,426,000.00	9,907,820.00	8,067,658.71	891,600.69	1,787,765.48	52,395.81
13 Teacher Salaries, 7-12		9,626,500.00	9,219,201.00	7,324,271.99	805,040.68	1,673,781.57	221,147.44
14 Substitute Tchr Salaries		596,000.00	620,700.00	503,939.58	100,663.05	0.00	116,760.42
16 Noninstructional Salaries		1,051,500.00	1,301,000.00	943,971.95	115,561.97	175,088.29	181,939.76
2 Equipment		42,985.00	30,484.00	18,958.80	2,476.55	5,595.24	5,929.96
4 Contractual and Other		71,250.00	68,725.15	21,908.00	828.56	6,699.69	40,117.46
45 Materials & Supplies		359,965.00	423,443.82	298,384.77	29,954.85	31,866.15	93,192.90
471 Tuition Pd To NYS Pub Sch		0.00	100,000.00	20,060.40	0.00	79,939.60	0.00
473 Payment to Charter School		38,000.00	12,000.00	9,330.88	0.00	2,669.12	0.00
48 Textbooks		118,835.00	236,694.56	218,990.47	132,891.78	9,258.12	8,445.97
49 BOCES Services		345,000.00	346,000.00	240,027.28	61,791.31	73,433.01	32,539.71
<b>Subtotal of 2110 Teaching-Regular School</b>		<b>22,713,560.00</b>	<b>22,307,593.53</b>	<b>17,683,470.34</b>	<b>2,140,938.52</b>	<b>3,846,482.76</b>	<b>777,640.43</b>
<b>2250 Prg For Sdnts w/Disabil-Med Elgble</b>							
15 Instructional Salaries		3,375,000.00	2,856,400.00	2,239,212.94	263,539.64	476,423.38	140,763.68
16 Noninstructional Salaries		2,036,500.00	2,386,371.00	1,749,279.58	185,428.50	246,439.55	390,651.87
2 Equipment		0.00	6,000.00	5,980.95	0.00	0.00	19.05
4 Contractual and Other		220,000.00	142,161.00	66,667.86	6,376.35	5,500.50	69,992.64
45 Materials & Supplies		7,710.00	37,977.31	34,317.90	13.72	1,085.10	2,574.31
471 Tuition Pd To NYS Pub Sch		0.00	9,500.00	0.00	0.00	9,117.00	383.00
472 Tuition-All Other		520,000.00	621,929.06	392,512.29	64,403.35	229,360.90	55.87
49 BOCES Services		3,215,000.00	3,219,998.87	2,411,963.13	265,898.30	793,035.74	15,000.00
<b>Subtotal of 2250 Prg For Sdnts w/Disabil-Med Elgble</b>		<b>9,374,210.00</b>	<b>9,280,337.24</b>	<b>6,899,934.65</b>	<b>785,659.86</b>	<b>1,760,962.17</b>	<b>619,440.42</b>
<b>2259 Prg for English Language Learners</b>							
15 Instructional Salaries		0.00	472,582.00	386,034.60	42,857.26	77,341.64	9,205.76
4 Contractual and Other		2,765.00	6,765.00	432.09	25.00	4,567.91	1,765.00
45 Materials & Supplies		1,925.00	1,925.00	1,114.84	173.09	111.15	699.01
<b>Subtotal of 2259 Prg for English Language Learners</b>		<b>4,690.00</b>	<b>481,272.00</b>	<b>387,581.53</b>	<b>43,055.35</b>	<b>82,020.70</b>	<b>11,669.77</b>
<b>2280 Occupational Education(Grades 9-12)</b>							
49 BOCES Services		610,000.00	610,000.00	540,090.88	60,018.84	69,909.12	0.00
<b>Subtotal of 2280 Occupational Education(Grades 9-12)</b>		<b>610,000.00</b>	<b>610,000.00</b>	<b>540,090.88</b>	<b>60,018.84</b>	<b>69,909.12</b>	<b>0.00</b>
<b>2330 Teaching-Special Schools</b>							
49 BOCES Services		38,800.00	93,000.00	42,247.32	21,488.71	21,804.33	28,948.35
<b>Subtotal of 2330 Teaching-Special Schools</b>		<b>38,800.00</b>	<b>93,000.00</b>	<b>42,247.32</b>	<b>21,488.71</b>	<b>21,804.33</b>	<b>28,948.35</b>
<b>2610 School Library &amp; AV</b>							
15 Instructional Salaries		347,700.00	347,600.00	269,643.02	29,973.04	73,810.13	4,146.85
16 Noninstructional Salaries		108,150.00	105,200.00	87,675.33	9,472.36	9,833.12	7,691.55
4 Contractual and Other		5,300.00	504.00	503.44	0.00	0.00	0.56
45 Materials & Supplies		4,950.00	3,425.00	3,036.29	269.99	275.13	113.58
46 Sch. Library AV Loan Prog		58,620.00	67,968.08	55,341.70	2,645.13	12,590.12	36.26
49 BOCES Services		79,500.00	79,500.00	61,341.20	11,479.18	11,894.81	6,263.99

# Victor Central School District

Budget Status Report As Of: 05/31/2021

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Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
<b>Subtotal of 2610 School Library &amp; AV</b>		<b>604,220.00</b>	<b>604,197.08</b>	<b>477,540.98</b>	<b>53,839.70</b>	<b>108,403.31</b>	<b>18,252.79</b>
<b>2630 Computer Assisted Instruction</b>							
15 Instructional Salaries		100,000.00	105,057.00	100,972.86	8,166.66	4,083.41	0.73
16 Noninstructional Salaries		231,500.00	244,454.00	195,076.76	16,146.12	49,348.02	29.22
22 State Aided Comp Hardware		145,000.00	145,000.00	84,707.44	2,634.50	54,289.49	6,003.07
4 Contractual and Other		83,550.00	26,420.60	24,426.20	8,859.74	145.46	1,848.94
45 Materials & Supplies		0.00	29,629.38	19,830.80	494.52	4,862.67	4,935.91
46 Sch. Library AV Loan Prog		41,200.00	24,305.00	20,755.65	3,517.58	3,403.92	145.43
49 BOCES Services		610,000.00	867,773.40	797,152.20	78,957.11	21,042.89	49,578.31
<b>Subtotal of 2630 Computer Assisted Instruction</b>		<b>1,211,250.00</b>	<b>1,442,639.38</b>	<b>1,242,921.91</b>	<b>118,776.23</b>	<b>137,175.86</b>	<b>62,541.61</b>
<b>2810 Guidance-Regular School</b>							
15 Instructional Salaries		1,032,250.00	1,030,649.00	872,321.11	87,054.40	148,324.00	10,003.89
16 Noninstructional Salaries		127,500.00	138,564.00	105,472.03	10,272.00	33,071.57	20.40
4 Contractual and Other		1,400.00	1,363.56	235.00	0.00	63.56	1,065.00
45 Materials & Supplies		3,900.00	9,243.84	9,141.05	189.00	0.00	102.79
<b>Subtotal of 2810 Guidance-Regular School</b>		<b>1,165,050.00</b>	<b>1,179,820.40</b>	<b>987,169.19</b>	<b>97,515.40</b>	<b>181,459.13</b>	<b>11,192.08</b>
<b>2815 Health Srvcs-Regular School</b>							
16 Noninstructional Salaries		384,000.00	374,209.00	270,899.60	30,901.52	43,509.86	59,799.54
4 Contractual and Other		151,000.00	154,489.00	59,139.98	5,535.88	63,194.76	32,154.26
45 Materials & Supplies		25,750.00	42,598.56	39,671.14	0.00	1,252.44	1,674.98
<b>Subtotal of 2815 Health Srvcs-Regular School</b>		<b>560,750.00</b>	<b>571,296.56</b>	<b>369,710.72</b>	<b>36,437.40</b>	<b>107,957.06</b>	<b>93,628.78</b>
<b>2820 Psychological Srvcs-Reg Schl</b>							
15 Instructional Salaries		870,750.00	809,750.00	647,873.37	61,805.98	94,775.74	67,100.89
4 Contractual and Other		1,200.00	1,200.00	0.00	0.00	0.00	1,200.00
45 Materials & Supplies		1,200.00	1,200.00	243.60	0.00	0.00	956.40
<b>Subtotal of 2820 Psychological Srvcs-Reg Schl</b>		<b>873,150.00</b>	<b>812,150.00</b>	<b>648,116.97</b>	<b>61,805.98</b>	<b>94,775.74</b>	<b>69,257.29</b>
<b>2825 Social Work Srvcs-Regular School</b>							
15 Instructional Salaries		107,000.00	168,000.00	139,996.35	14,347.26	27,884.40	119.25
<b>Subtotal of 2825 Social Work Srvcs-Regular School</b>		<b>107,000.00</b>	<b>168,000.00</b>	<b>139,996.35</b>	<b>14,347.26</b>	<b>27,884.40</b>	<b>119.25</b>
<b>2830 Pupil Personnel Srvcs-Special Schools</b>							
15 Instructional Salaries		330,000.00	319,746.00	292,216.94	26,418.42	26,418.38	1,110.68
16 Noninstructional Salaries		129,000.00	145,274.00	135,393.58	13,417.38	9,874.23	6.19
4 Contractual and Other		800.00	800.00	0.00	0.00	0.00	800.00
45 Materials & Supplies		500.00	500.00	351.00	0.00	0.00	149.00
<b>Subtotal of 2830 Pupil Personnel Srvcs-Special Schools</b>		<b>460,300.00</b>	<b>466,320.00</b>	<b>427,961.52</b>	<b>39,835.80</b>	<b>36,292.61</b>	<b>2,065.87</b>
<b>2850 Co-Curricular Activ-Reg Schl</b>							
15 Instructional Salaries		198,000.00	198,250.00	173,207.86	8,596.44	8,372.85	16,669.29
4 Contractual and Other		33,025.00	33,025.00	5,370.37	4,097.95	167.58	27,487.05
45 Materials & Supplies		16,985.00	15,198.00	5,846.24	1,371.89	3,508.95	5,842.81
<b>Subtotal of 2850 Co-Curricular Activ-Reg Schl</b>		<b>248,010.00</b>	<b>246,473.00</b>	<b>184,424.47</b>	<b>14,066.28</b>	<b>12,049.38</b>	<b>49,999.15</b>

# Victor Central School District

Budget Status Report As Of: 05/31/2021

Fiscal Year: 2021

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
<b>2855 Interscholastic Athletics-Reg Schl</b>							
15 Instructional Salaries		710,000.00	775,000.00	667,682.36	123,711.24	74,071.49	33,246.15
16 Noninstructional Salaries		0.00	50,000.00	15,854.15	0.00	0.00	34,145.85
2 Equipment		2,000.00	2,000.00	1,938.19	0.00	0.00	61.81
4 Contractual and Other		318,000.00	203,706.95	104,057.44	18,236.44	59,479.62	40,169.89
45 Materials & Supplies		59,000.00	66,850.00	60,937.50	2,068.00	5,890.90	21.60
<b>Subtotal of 2855 Interscholastic Athletics-Reg Schl</b>		<b>1,089,000.00</b>	<b>1,097,556.95</b>	<b>850,469.64</b>	<b>144,015.68</b>	<b>139,442.01</b>	<b>107,645.30</b>
<b>5510 District Transportation Services</b>							
16 Noninstructional Salaries		2,125,000.00	2,123,770.00	1,761,858.02	187,480.95	226,600.24	135,311.74
2 Equipment		6,500.00	13,214.00	12,800.77	0.00	27.34	385.89
4 Contractual and Other		277,750.00	277,750.00	126,521.57	16,207.20	43,951.85	107,276.58
45 Materials & Supplies		579,900.00	580,743.71	208,738.97	16,887.48	39,859.88	332,144.86
<b>Subtotal of 5510 District Transportation Services</b>		<b>2,989,150.00</b>	<b>2,995,477.71</b>	<b>2,109,919.33</b>	<b>220,575.63</b>	<b>310,439.31</b>	<b>575,119.07</b>
<b>5530 Garage Building</b>							
16 Noninstructional Salaries		8,500.00	9,500.00	9,472.18	327.75	0.00	27.82
4 Contractual and Other		59,000.00	59,176.95	28,463.95	2,331.19	26,319.66	4,393.34
49 BOCES Services		15,500.00	0.00	0.00	0.00	0.00	0.00
<b>Subtotal of 5530 Garage Building</b>		<b>83,000.00</b>	<b>68,676.95</b>	<b>37,936.13</b>	<b>2,658.94</b>	<b>26,319.66</b>	<b>4,421.16</b>
<b>5581 Transportation from Boces</b>							
49 BOCES Services		0.00	15,500.00	0.00	0.00	9,495.20	6,004.80
<b>Subtotal of 5581 Transportation from Boces</b>		<b>0.00</b>	<b>15,500.00</b>	<b>0.00</b>	<b>0.00</b>	<b>9,495.20</b>	<b>6,004.80</b>
<b>7140 Recreation</b>							
16 Noninstructional Salaries		0.00	11,000.00	0.00	0.00	0.00	11,000.00
4 Contractual and Other		11,000.00	0.00	0.00	0.00	0.00	0.00
<b>Subtotal of 7140 Recreation</b>		<b>11,000.00</b>	<b>11,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>11,000.00</b>
<b>9010 State Retirement</b>							
8 Employee Benefits		1,345,000.00	1,345,000.00	880,866.98	95,554.95	134,818.68	329,314.34
<b>Subtotal of 9010 State Retirement</b>		<b>1,345,000.00</b>	<b>1,345,000.00</b>	<b>880,866.98</b>	<b>95,554.95</b>	<b>134,818.68</b>	<b>329,314.34</b>
<b>9020 Teachers' Retirement</b>							
8 Employee Benefits		2,958,000.00	2,958,000.00	2,316,924.87	257,359.18	464,669.04	176,406.09
<b>Subtotal of 9020 Teachers' Retirement</b>		<b>2,958,000.00</b>	<b>2,958,000.00</b>	<b>2,316,924.87</b>	<b>257,359.18</b>	<b>464,669.04</b>	<b>176,406.09</b>
<b>9030 Social Security</b>							
8 Employee Benefits		2,987,000.00	2,987,000.00	2,398,537.39	247,097.62	462,522.64	125,939.97
<b>Subtotal of 9030 Social Security</b>		<b>2,987,000.00</b>	<b>2,987,000.00</b>	<b>2,398,537.39</b>	<b>247,097.62</b>	<b>462,522.64</b>	<b>125,939.97</b>
<b>9040 Workers' Compensation</b>							
8 Employee Benefits		362,000.00	362,000.00	136,974.00	0.00	140,000.00	85,026.00
<b>Subtotal of 9040 Workers' Compensation</b>		<b>362,000.00</b>	<b>362,000.00</b>	<b>136,974.00</b>	<b>0.00</b>	<b>140,000.00</b>	<b>85,026.00</b>
<b>9045 Life Insurance</b>							
8 Employee Benefits		22,000.00	26,500.00	24,227.30	2,217.45	2,272.70	0.00

## Victor Central School District

Budget Status Report As Of: 05/31/2021

Fiscal Year: 2021

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
<b>Subtotal of 9045 Life Insurance</b>		<b>22,000.00</b>	<b>26,500.00</b>	<b>24,227.30</b>	<b>2,217.45</b>	<b>2,272.70</b>	<b>0.00</b>
<b>9050 Unemployment Insurance</b>							
8 Employee Benefits		15,000.00	15,000.00	101,198.14	0.00	0.00	-86,198.14
<b>Subtotal of 9050 Unemployment Insurance</b>		<b>15,000.00</b>	<b>15,000.00</b>	<b>101,198.14</b>	<b>0.00</b>	<b>0.00</b>	<b>-86,198.14</b>
<b>9055 Disability Insurance</b>							
8 Employee Benefits		30,000.00	30,000.00	12,975.00	1,632.00	8,025.00	9,000.00
<b>Subtotal of 9055 Disability Insurance</b>		<b>30,000.00</b>	<b>30,000.00</b>	<b>12,975.00</b>	<b>1,632.00</b>	<b>8,025.00</b>	<b>9,000.00</b>
<b>9060 Hospital, Medical, Dental Insurance</b>							
8 Employee Benefits		11,494,500.00	10,923,691.00	9,619,983.55	1,058,637.31	1,037,952.42	265,755.03
<b>Subtotal of 9060 Hospital, Medical, Dental Insurance</b>		<b>11,494,500.00</b>	<b>10,923,691.00</b>	<b>9,619,983.55</b>	<b>1,058,637.31</b>	<b>1,037,952.42</b>	<b>265,755.03</b>
<b>9089 Other (specify)</b>							
8 Employee Benefits		120,000.00	281,000.00	32,630.82	0.00	247,459.89	909.29
<b>Subtotal of 9089 Other (specify)</b>		<b>120,000.00</b>	<b>281,000.00</b>	<b>32,630.82</b>	<b>0.00</b>	<b>247,459.89</b>	<b>909.29</b>
<b>9711 Serial Bonds-School Construction</b>							
6 Principal		4,705,000.00	4,072,451.00	0.00	0.00	4,070,000.00	2,451.00
7 Interest		1,595,000.00	1,854,208.00	1,029,758.33	0.00	823,925.67	524.00
<b>Subtotal of 9711 Serial Bonds-School Construction</b>		<b>6,300,000.00</b>	<b>5,926,659.00</b>	<b>1,029,758.33</b>	<b>0.00</b>	<b>4,893,925.67</b>	<b>2,975.00</b>
<b>9732 Bond Antic Notes-Bus Purchases</b>							
6 Principal		836,000.00	836,000.00	835,523.00	0.00	0.00	477.00
7 Interest		51,000.00	51,000.00	34,069.84	0.00	0.00	16,930.16
<b>Subtotal of 9732 Bond Antic Notes-Bus Purchases</b>		<b>887,000.00</b>	<b>887,000.00</b>	<b>869,592.84</b>	<b>0.00</b>	<b>0.00</b>	<b>17,407.16</b>
<b>9770 Revenue Anticipation Notes</b>							
7 Interest		3,000.00	3,000.00	0.00	0.00	0.00	3,000.00
<b>Subtotal of 9770 Revenue Anticipation Notes</b>		<b>3,000.00</b>	<b>3,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,000.00</b>
<b>9789 Other Debt (specify)</b>							
6 Principal		0.00	202,949.00	198,845.25	0.00	0.00	4,103.75
7 Interest		0.00	122,792.00	119,427.26	0.00	0.00	3,364.74
<b>Subtotal of 9789 Other Debt (specify)</b>		<b>0.00</b>	<b>325,741.00</b>	<b>318,272.51</b>	<b>0.00</b>	<b>0.00</b>	<b>7,468.49</b>
<b>9901 Transfer to Other Funds</b>							
95 Transfer-Special Aid Fund		170,000.00	170,000.00	0.00	0.00	0.00	170,000.00
<b>Subtotal of 9901 Transfer to Other Funds</b>		<b>170,000.00</b>	<b>170,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>170,000.00</b>
<b>Total GENERAL FUND</b>		<b>78,256,890.00</b>	<b>78,605,233.48</b>	<b>58,408,951.00</b>	<b>6,228,609.94</b>	<b>15,622,795.56</b>	<b>4,573,486.92</b>

**VICTOR CENTRAL SCHOOL  
BOARD OF EDUCATION**  
Personnel Agenda, July 8, 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**

**Probationary  
Appointments:**

The probationary appointment of **Laura Deragon**, who has certifications in Literacy Birth-Grade 6, Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a probationary position as a Reading Teacher, effective September 1, 2021, at an annual salary of \$52,875 (Step 10M+7), leading towards tenure in Reading Education.

The probationary appointment of **Jennifer Blanchette**, who has certification in Mathematics Grades 7-12, to a probationary position as a Mathematics Teacher, effective September 1, 2021, at an annual salary of \$51,510 (Step 9M), leading towards tenure in Mathematics Education.

The probationary appointment of **Laura Reynolds**, who has certifications as a School Building Leader, School District Leader, Childhood Education Grades 1-6, Reading Birth-Grade 6, and Students with Disabilities Grades 1-6, to a probationary position as the Early Childhood School Assistant Principal, effective July 12, 2021, at an annual salary of \$77,000, leading towards tenure as the Early Childhood School Assistant Principal.

**Part Time  
Appointments:**

The appointment of **Taylor Freitas**, who holds certification in Music Education, to the part-time (.6fte) Music Teacher position effective September 1, 2021, and ending June 30, 2022, at an annual salary of \$27,090 (Step 1B+9).

The appointment of **Adriana Kulakowski**, who has certification in Business Education, to a part-time (.4fte) position as a Business Teacher effective September 1, 2021, and ending June 30, 2022, at an annual salary of \$21,336 (Step 11M).

The appointment of **Marcy Pembroke**, who holds certifications in Earth Science Grades 7-12, General Science Grades 7-12, and Nursery, Kindergarten and Grades 1-6, to a part-time (.6fte) position as a Science Teacher effective September 1, 2021, and ending June 30, 2022, at an annual salary of \$47,894 (Step 25M+44).

The appointment to a job share of **Marki Holcomb**, who is licensed as a Registered Professional Nurse, to a part-time (.4fte) position as a School

Nurse effective July 1, 2021, and ending June 30, 2022, at an annual salary of \$13,350 (Step 5).

**Appointments:**

The re-appointment of **Robert Goodell, Alan Granger, Jamie Coles, Stephen Schreib, Jacob Herendeen, and Andrew Purdie**, as per diem Driver Education Teachers, for the 2021/2022 school year at an hourly rate of \$38.25.

The appointment of the following as Extended School Year Teachers at an hourly rate of \$40.00: **Jill Hubright, Erin Fischer**

The appointment of **Kyle Pecora**, Summer Academy Administrator (Grades 7-8), from July 1, 2021 through August 31, 2021, at a daily rate of \$350.

The appointment of **Julie Saunders**, from Part Time (.6FTE) Elementary Teacher to Full Time Elementary Teacher, effective September 1, 2021.

The appointment of **Kristina Sykes**, Summer Academy Administrator (Grades 9-12), from July 1, 2021 through August 31, 2021, at a daily rate of \$350.

**Long Term  
Substitute  
Appointments:**

The appointment of **Jocelyn Danieluk**, who has certifications in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a long term substitute position as a Special Education Teacher, effective September 1, 2021, and ending June 30, 2022, at an annual salary of \$53,000 (Step 11M).

The appointment of **Jennifer Gerace**, who has certifications in Nursery, Kindergarten, and Grades 1-6 and Reading, to a long term substitute position as an Elementary Teacher, effective September 1, 2021, and ending June 30, 2022, at an annual salary of \$51,510 (Step 9M).

The appointment of **Alecia Purdie**, who has certifications in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a long term substitute position as an Elementary Teacher, effective September 1, 2021, and ending June 30, 2022, at an annual salary of \$46,200 (Step 2M+18).

The appointment of **Genevieve Corcoran**, who has certification in Childhood Education Grades 1-6, to a long term substitute position as an Elementary Teacher, effective September 1, 2021, and ending June 30, 2022, at an annual salary of \$41,500 (Step 1B).

The appointment of **Grace Dunnigan**, who has certification in Childhood Education Grades 1-6, to a long term substitute position as an

Elementary Teacher, effective September 1, 2021, and ending June 30, 2022, at an annual salary of \$41,900 (Step 1B+6).

**Leaves of Absence:** The granting of a maternity and subsequent childcare leave of absence for **Julia Reeder**, Elementary Teacher, effective approximately September 10, 2021, and extending to June 30, 2022.

**Resignations:** The resignation of **Stephanie Leyburn**, Speech/Language Therapist, effective June 30, 2021.

The resignation, due to retirement, of **Claire Noonan**, ELA Coach, effective June 30, 2021.

The resignation of **Erin Lamborn**, Special Education Teacher, Intermediate Special Education Teacher Leader, and ESY Special Education Teacher, effective June 30, 2021.

The resignation of **Rodney Engels**, Science Teacher and Summer Administrator, effective June 30, 2021.

The resignation of **Molly Glanville**, Elementary Teacher, effective June 30, 2021.

The resignation of **Charles Loray**, Special Education Teacher, Junior High Special Education Teacher Leader, and Summer Administrator positions, effective July 6, 2021.

The resignation of **Tracy LaPenna**, Elementary Teacher, effective June 30, 2021.

The resignation of **Cathy White**, Speech/Language Therapist, effective June 30, 2021.

The resignation of **Kaitlyn Cooper**, Special Education Teacher, effective July 23, 2021.

The resignation of **Christopher Schoff**, Health Teacher, effective June 28, 2021.

The resignation of **Georgia Turner**, Teacher Assistant, effective July 5, 2021.

**Co-Curriculars:**

**Music**

HS Fall Play Assistant

**Name**

Wendy Sentiff

**Group**

1

**Per Diem  
Substitutes:**

**Candidate**

**Area of Certification**

Madeleine Honan  
Claire Noonan  
Susan Banovic

Elementary  
Elementary/Reading  
Uncertified

**Non-Instructional**

**Appointments:**

The recall and re-appointment after furlough of **Eugenia Karras**, Part Time Food Service Helper, effective September 1, 2021.

The recall and re-appointment after furlough of **Priscilla Vargas Rodriguez**, Part Time Food Service Helper, effective September 1, 2021.

The appointment of the following as Teacher Aides in the Extended School Year Program, effective July 6, 2021 and ending August 3, 2021, at the rate of \$12.50 hourly: **Danielle von Hahmann**

The appointment of **Georgia Turner**, Department Secretary, effective July 6, 2021, at an hourly rate of \$17.20.

The appointment of **Elizabeth Temple**, from Typist to Department Secretary, effective on or about July 12, 2021, at an hourly rate of \$16.60.

**Resignations:**

The resignation of **Jacob Dirkx**, Full Time Teacher Aide, effective June 30, 2021.

The end of the one-year temporary assignment of **Carol Schuth**, Part Time Day Cleaner, effective June 30, 2021.

The resignation of **Christine Giunta**, Part Time Food Service Helper, effective June 22, 2021.

The resignation of **Susan Reed**, Internal Auditor, effective June 30, 2021.

The resignation of **Shana Mundorff**, Full Time Teacher Aide, effective July 1, 2021.

The resignation of **Jeffrey Clark**, Cook, effective June 30, 2021.

The resignation, due to retirement, of **Kevin Woolever**, Cleaner, effective September 1, 2021.

The resignation of **Lesley Ashley-Kesel**, Full Time Teacher Aide, effective June 25, 2021.

The resignation, due to retirement, of **John Reese**, School Bus Driver, effective June 30, 2021.

The resignation of **Jessica Sisca**, Full Time Teacher Aide, effective August 31, 2021.

**Lay Offs:**

The layoff due to job abolishment of **Kristine Hutt**, Part Time Typist, effective July 8, 2021.

The layoff due to job abolishment of **Mary Louise McClelland**, Part Time Typist, effective June 30, 2021.

**Terminations:**

The termination of **Adriana Rudy**, Part Time Teacher Aide, effective June 30, 2021.

The termination of **Julie O'Neil**, Full Time Teacher Aide, effective June 30, 2021.

The termination of **Larrime Lopez**, Full Time Teacher Aide, effective June 30, 2021.

**Per Diem and  
Substitute Positions:**

**Candidate**

**Position**

Emma Bentley  
Shana Mundorff  
Jessica Sisca

Student Helper  
Teacher Aide  
Teacher Aide

**VICTOR CENTRAL SCHOOL DISTRICT**  
**Field Trip Request Form**

**Instructions:**

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

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

Teacher(s) Initiating Request: Buttram, Merkley School: Senior High

Course/ Grade Level of students/club for trip: Senior Class (2022)

Check appropriate type of field trip:

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

**Logistics of Trip**

Destination (include exact address): Manhattan, NYC *(Hotel Tentative following COVID changes)  
Meadowlands View Hotel  
2750 Tonnelie Ave  
North Bergen, NJ 07047*

Estimated Number of Students: 250 Round Trip Mileage: 700 mi.

Departure: Date 3/24/22 Time 1:45 pm Return: Date 3/26/22 Time 11:00 p.m.

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

Estimated Number of Chaperones: Teachers: 20 Parents: 0 Other: X

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

Type of Transportation: provided by travel agent

Arrangement for meals (if necessary): check travel itinerary

**Cost:**

Estimated Cost Per Student:

Event Fee: \_\_\_\_\_

Travel: \_\_\_\_\_

Meals: \_\_\_\_\_

Other: \_\_\_\_\_

Total: \$ 650

If fundraising is involved, please describe: \_\_\_\_\_

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

Thursday 4<sup>th</sup> block; Friday Full day for all  
teacher chaperones

TO BE COMPLETED BY THE BUILDING PRINCIPAL

Approved ☒


Not Approved ☐

  
Principal's Signature

6/23/21  
Date

Approved ☒


Not Approved ☐

  
Director of Transportation's Signature

6-24-21  
Date

Approved ☒

Not Approved ☐

  
Associate Superintendent's Signature

RECEIVED

JUN 24 2021

Victor Central School  
Assoc. Superintendent's Office  
Date

**VICTOR CENTRAL SCHOOL DISTRICT**  
**Field Trip Request Form**

**Instructions:**

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

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

Teacher(s) Initiating Request: Anne Stekl School: VSHS

Course/ Grade Level of students/club for trip: Seniors

Check appropriate type of field trip:

\_\_\_\_\_ required curricular trip    X non-required co-curricular    \_\_\_\_\_ extra curricular

**Logistics of Trip**

Destination (include exact address): Rennes + Paris, France

Estimated Number of Students: 11 Round Trip Mileage: —

(Estimated)  
Departure: Date 11/16/21 Time 1pm Return: Date 11/27/21 Time 4pm

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

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

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

Anne Stekl    Andrew Buttram

Type of Transportation: Private bus to airport / Plane to France / trains in France

Arrangement for meals (if necessary): (N/A) Meals provided by families while in Rennes. Meals at restaurants while in Paris.

Cost:

Estimated Cost Per Student: \$2400 (already paid by students)

Event Fee: \_\_\_\_\_ Meals: \_\_\_\_\_ Total: \_\_\_\_\_

Travel: \_\_\_\_\_ Other: \_\_\_\_\_

If fundraising is involved, please describe: \_\_\_\_\_


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

Spanish 1, Spanish 2, French 3 (Stekl)  
French 4, French 5 (Buttram)

**TO BE COMPLETED BY THE BUILDING PRINCIPAL**

Approved ☒

Not Approved ☐

  
Principal's Signature

6/25/21  
Date

Approved ☒

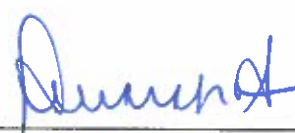
Not Approved ☐

  
Director of Transportation's Signature

6-29-21  
Date

Approved ☒

Not Approved ☐

  
Associate Superintendent's Signature

**RECEIVED**  
**JUN 29 2021**  
Victor Central School  
Assoc. Superintendent's Office  
Date

**VICTOR CENTRAL SCHOOL DISTRICT**  
**Field Trip Request Form**

**Instructions:**

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

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

Teacher(s) Initiating Request: Stekl School: VSHS

Course/ Grade Level of students/club for trip: Senior High students

Check appropriate type of field trip:

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

**Logistics of Trip**

Destination (include exact address): Spain, France, Italy (rescheduled from 2020)

Estimated Number of Students: apx. 30 Round Trip Mileage: —

Departure: Date 4/7/22 Time 1pm Return: Date 4/16/22 Time 4pm

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

Estimated Number of Chaperones: Teachers: 5 Parents: — Other: —

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

Type of Transportation: coach bus, plane

Arrangement for meals (if necessary): Meals provided except for lunch.

**Cost:**

Estimated Cost Per Student: \$3950 (majority of students have already paid in full.)

Event Fee: —

Meals: —

Total: —

Travel: —

Other: —

If fundraising is involved, please describe: Niagara Chocolates

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

Coverage needed for 1 1/2 days per teacher (April 7 + 8.)

**TO BE COMPLETED BY THE BUILDING PRINCIPAL**

Approved ☒ Not Approved ☐

BSA  
Principal's Signature

6/20/21  
Date

Approved ☒ Not Approved ☐

[Red Checkmark]  
Director of Transportation's Signature

6-29-21  
Date

Approved ☒ Not Approved ☐

[Signature]  
Associate Superintendent's Signature

**RECEIVED**  
**JUN 29 2021**  
Victor Central School  
Assoc. Superintendent's Office  
Date

## **Student Gender Identity**

All students need a safe and supportive educational environment to progress academically and developmentally. The District is committed to fostering a safe learning environment for all students, free from discrimination and harassment on the basis of sex, gender, gender identity, gender nonconformity, gender expression, and any other status protected under the law. In accordance with applicable law, regulations, and guidelines, students will have equal access to all school programs, facilities, and activities. The District will assess and address the specific needs of each student on a case-by-case basis with student safety and well-being as the paramount consideration.

### **Privacy**

As required by law, the District will maintain the confidentiality of student information and records. If a student's name has officially changed, as demonstrated by court order or birth certificate, the District will change its official and unofficial records, as needed, to reflect the change. The District will maintain records with the student's assigned birth name in a separate, confidential file.

If a student's name has not officially been changed, but the student wishes to be referred to by a different name that corresponds to the student's gender identity, the District may create or change unofficial records to reflect the student's preferred name and gender identity. On state standardized tests, certain reports to the New York State Education Department, and when necessary to verify appropriate and coordinated medical care, however, the District will use the student's legal name and gender. Any student identification cards will be issued with the name reflecting the gender identity the student consistently asserts at school. The District will maintain records with the student's assigned birth name and gender in a separate, confidential file.

School staff shall not disclose any information that may reveal the student's transgender status to others, including parents or guardians, unless legally required to do so, unless school staff determine that such disclosure is warranted to protect the health and/or welfare of the student or unless the student has authorized such disclosure. The student's age and maturity may play a role in this determination.

### **Names and Pronouns**

When apprised of a student's status, the District will endeavor to engage the student and the student's parents or guardians, as appropriate, in an effort to agree upon a plan that will accommodate the student's individual needs at school. Students have the right to discuss and convey their gender identity and expression openly and to decide when, with whom, and how much to share this confidential information. The plan may therefore include when and how to initiate the student's preferred name and associated pronoun use and if, when, and how this is communicated to others. District staff will use the name and pronoun that corresponds to the gender identity the student consistently asserts at school.

### **Restrooms and Locker Rooms**

The District will allow a student to use the restroom and locker room that corresponds to the student's gender identity. Prohibiting a student from accessing the restrooms that match the student's gender identity is unlawful. Any student requesting increased privacy or other accommodations when using bathrooms or locker rooms will be provided with a safe and adequate alternative, but the student will not be required to use that alternative.

### **Physical Education and Sports**

Physical education is a required part of the District's curriculum. Where these classes are sex segregated, students will be allowed to participate in a manner consistent with their gender identity. Students will likewise be allowed to participate in intramural activities consistent with their gender identity.

Upon written notification that a student would like an opportunity to participate in the District's interscholastic athletics program consistent with the student's gender identity, the District will determine the student's eligibility in accordance with applicable law, regulations, and guidelines. The District will confirm the student's asserted gender identity with documentation it considers appropriate from a parent/guardian, counselor, doctor, psychologist, psychiatrist, or other medical professionals. The student's gender identity should be the same as the identity used for District registration and other school purposes.

The District's athletic director will notify opposing team athletic directors or the New York State Public High School Athletic Association only if the situation requires it, such as if a student needs any accommodations during competitions or if such disclosure is required by law, regulations or applicable guidelines. Any appeal regarding the District's eligibility decision will be directly to the Commissioner of Education.

### **Other Activities**

Generally, in other circumstances where students may be sex-segregated, such as overnight field trips, students may be permitted to participate in accordance with the gender identity that the student consistently asserts at school. Student privacy concerns will be addressed individually and on a case-by-case basis in accordance with District policy and applicable law, regulations, and guidelines.

### **Dress Code and Team Uniforms**

Students may dress in accordance with the parameters of the District's dress code. The District will not restrict students' clothing or appearance on the basis of gender or gender identity.

The District's dress code applies while its athletes are traveling to and from athletic contests. Athletes will have access to uniforms that are appropriate for their sport.

### **Policy References:**

Family Educational Rights and Privacy Act (FERPA), 20 USC § 1232g  
34 CFR Part 99

Title IX of the Education Amendments of 1972  
Education Law Article 2 and §§ 2-d, 11(7), 3201-a  
8 NYCRR § 100.2

**Policy Cross References:**

- » 0100 – Nondiscrimination and Equal Opportunity
- » 0115 – Student Harassment and Bullying Prevention and Intervention
- » 5300 – Code of Conduct

Adoption Date: XX/XX/XXXX  
5000 - Students

## School District Officer and Employee Code of Ethics

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

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

### Statutory Conflicts of Interest

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### Distribution of Code of Ethics

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

## Penalties

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

### **Policy References:**

General Municipal Law, §§806-808

Opn. St. Comp. 2008-01

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

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

### **Policy Cross References:**

» 6700 - Purchasing

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

2000 - Governance and Operations

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Karen Ballard

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Date

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Timothy DeLucia

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Date

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Christopher Eckhardt

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Date

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Kristin Elliott

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Date

---

Elizabeth Mitchell

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Date

---

Christopher Parks

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Date

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Trisha Turner

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Date