

Victor Central School
Board of Education
PROPOSED AGENDA
Regular Meeting, Wednesday, April 6, 2022 – 5:30 PM
Early Childhood School Auditorium/Boardroom
953 High Street, Victor, NY

<i>It is expected that, upon opening the meeting, a motion will be made to adjourn to executive session and regular meeting will begin at 7:15 PM</i>
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✓ = Board Action Expected

- ✓ 1. **Meeting Called to Order by President Timothy DeLucia**
 - ✓
 - *Motion to enter executive session to discuss a student discipline appeal as well as collective negotiations.*
 - *Motion to return to regular session.*
 - A. **Moment of Silence**
 - B. **Pledge to the Flag**
 - C. **Greetings to Visitors/Public Participation Reminder**
 - 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!)
- ✓ 2. **Approval of Agenda**
3. **Presentations/Recognitions**
 - **Senior High School Musical**
 - **Individual Wrestling Section V Champion**
 - **Individual Boys Swimming Section V Champion**
 - **Individual Indoor Track and Field Section V Champions**
 - **Varsity Cheerleading Section V Champions**
 - **Ice Hockey Section V Champions**
4. **Superintendent's Update**
5. **Public Participation:** Although the Board's work is open to the public, this is not a meeting with the public. At this time privilege of the floor is offered to those who have signed up to speak. The Chair will be happy to recognize those of you who wish to speak. When you approach the 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 30 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 March 10, 2022 and the Special Meeting of March 24, 2022;**

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- B. Treasurer's Report for the month ending February 28, 2022;**
- C. Personnel Agenda;**
- D. Recommendations of the Committee on Special Education from the meetings of February 4, 16, 17, 2022, March 3, 4, 8, 10, 11, 14, 15, 16, 17, 21, 22, 23, 25, 28, 29, 30, 31, 2022, April 1, 4, 5, 6, 2022 and from the Committee on Preschool Special Education from the meetings of March 15, 28, 29, 2022;**
- E. Declare the following as surplus:**
 - Smartboard SDC-330 with VCS tag #s 012332, 012338; 012339, 013155;
 - Smartboard SDC-450 with VCS tag #s 013624, 013625, 013628, 013631, 013636;
 - PC Zero Client T310 with VCS tag # 013340;
 - Hewlett Packard LaserJet M401dne with VCS tag # 014512;
 - Hewlett Packard LaserJet M401dn with VCS tag # 013282;
 - Elmo TT-02s with VCS tag #s 04574, 010384, 010405, 010406, 010407, 010387, 010395;
 - Elmo TT-12 with VCS tag # 014322;
 - Discontinued/Unusable Ice Hockey Uniforms;
 - Various Track and Field Pole Vault Mat Components (padding)
- F. Accept the following donations:**
 - 10'X8' Double Sided Light Up Billboard, valued at \$3500, from Zen Life and the Guck Family to the Victor Central School District Athletic Department;
 - \$606.86 worth of materials from Donors Choose for a Lego Creation Station to the Early Childhood School Library;
 - \$300.00 from US Games to the Intermediate School Physical Education Department;
 - Used Pole Vault Pit, Mats, Standards and Cover valued at \$10,000.00 to the Victor Central School Athletic Department from Avoca Central School Athletic Department;
- G. Approve the Memorandum of Understanding between Rochester Regional Health and the Victor Central School District as submitted;**
- H. Approve the Transportation Contract for Students with Disabilities as submitted;**
- I. Agreement between the Victor Central School District and an Employee executed on April 5, 2022.**

7. A. Campus News

B. Strategic Plan Follow-up (*Tim Terranova; 10 min.*)

C. Budget Update (*Tim Terranova, Derek Vallese; 10 min.*)

✓ **D. Adopt the 2022-2023 Budget** (*Tim Terranova; 5 min.*)

✓ **E. Approve the following field trip:**

- SEAS Club to Saranac Lake, NY from 5/20/22 – 5/22/22

✓ **F. Third and Final Reading of the following policy:**

- Teaching about Complex Issues in Society; Policy 4810

G. Second Reading of the following policy:

- Code of Conduct; Policy 5300

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- 8. Meeting Report**
 - A. Monroe County School Boards Association Committee Reports**
 - B. Standing Committee Updates**
- 9. Upcoming Events**
 - A. Special Board meeting for W-FL BOCES Administrative Budget and Annual Election Vote, Wednesday, April 27, 2022 time to be determined**
 - B. Budget Forum and Meet the Candidate Night, Tuesday, May 3, 2022**
 - C. Next Regular Board Meeting, Thursday, May 12, 2022**
- ✓ **10. Adjourn**

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**
Unapproved Minutes of the Regular Meeting of March 10, 2022
Early Childhood School Boardroom
953 High Street
Victor, New York 14564

CALL TO ORDER	President Tim DeLucia called the meeting to order at 6:09 PM.
Members Present	Karen Ballard, Tim DeLucia, Kristin Elliott, Elizabeth Mitchell, Trisha Turner (arrived at 6:22 PM), Christopher Parks (arrived at 7:50 PM)
Member Absent	Chris Eckhardt
ENTER EXECUTIVE SESSION	A motion was made by K. Elliott, seconded by K. Ballard, to enter executive session at 6:09 PM to discuss the employment history of specific individuals. The motion was carried. 4 yes 0 no
REGULAR SESSION	A motion was made by E. Mitchell, seconded by K. Ballard, to return to regular session at 7:10 PM. The motion was carried. 5 yes 0 no
APPROVE AGENDA	A motion was made by E. Mitchell, seconded by K. Ballard, to approve the agenda. The motion was carried. 5 yes 0 no
SUPERINTENDENT'S UPDATE	Superintendent Terranova talked about how the District has made significant progress over the past two years on major issues. He thanked the Board of Education, which has been outstanding in helping the District navigate through the challenges. He then talked about the past budgets and how the District went from a \$3-\$4 million deficit and a potential catastrophic loss of programming to a presentation they are about to see, which will illustrate a strong push to right size staffing while maintaining fiscal responsibility. The biggest reasons the District is in good shape is because of the Tax Cap override the community supported in 2020, advocacy for state aid increases that are now much closer to what the District is supposed to receive and sound budgetary practices and vision. Dr. Terranova then provided a brief overview of the Strategic Plan and then talked about the leadership restructuring. This restructuring will increase District Office leadership in instruction and special education.
PRESENTATIONS/ RECOGNITIONS	Board President Tim DeLucia took this opportunity to thank all of his colleagues on the Board of Education for all of their hard work. He said it is not always an easy job. The decisions that are made are what is in the best interest for the students in the District. He said the Board of Education is appreciative of all the staff and the work they do.
PUBLIC PARTICIPATION	<p>Mary Whittier, a parent, talked about the positive experience her child had with the Victor Softball Team and coach.</p> <p>Priscilla Jedrich, a parent, expressed her disappointment on how the softball issue was handled.</p>

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PUBLIC PARTICIPATION Continued

Sue Prezyna, a resident, expressed disappointment with the softball situation.

Melissa Hartranft, a parent, expressed her concern as having a devil as the school mascot.

Christopher Parks arrived at 7:50 PM

CONSENT ITEMS

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

MINUTES

Minutes of the Regular Board Meeting of February 10, 2022 and the Special Meetings of February 17, 2022 and March 4, 2022;

FINANCIAL STATEMENTS

Treasurer's Report for the month ending January 31, 2022;

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 Appointments:

The appointment of **Tara Howard**, School Psychologist Intern, effective July 1, 2022, and ending June 30, 2023, at an annual rate of \$10,200. Salary was prorated for a three day per week schedule.

The appointment of **Cara Donaloio**, School Psychologist Intern, effective July 1, 2022, and ending June 30, 2023, at an annual rate of \$17,000.

Leaves of Absence:

The granting of a maternity and subsequent childcare leave of absence for **Lindsay Scott**, Special Education Teacher, effective approximately May 7, 2022, and extending through June 30, 2022.

The granting of an extension of maternity and subsequent childcare leave of absence for **Allison Fricano**, Elementary Teacher, effective August 30, 2022, and extending through June 30, 2023.

The granting of an extension of maternity and subsequent childcare leave of absence for **Megan Steger**, Elementary Teacher, effective August 30, 2022, and extending through March 5, 2023.

Resignations:

The resignation, due to retirement, of **Veronica Puglisi**, Director of Educational and Support Services, effective June 30, 2022.

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The resignation of **Julie Bitely**, Assistant Director of Special Education,
effective June 30, 2022.

Athletics:	<u>Position</u>	<u>Name</u>	<u>Level</u>	<u>Years</u>
Baseball	Head Varsity	Sean Rucker	2	27
	Varsity Assistant	Mike Ferreri	5	22
	JV	Joe Kurnath	5	11
	Modified A	Pat Lawley	6	26
	Modified B	Tim Clapp	6	16
	Modified B	Jameson Ricigliano	6	9
	Volunteer	Benjamin Lanning	-	-
Unified Basketball	Head Coach	David Vistocco	4	7
	Volunteer	Andy Reddout	-	-
Golf – Boys	Head Varsity	Trevor Sousa	4	14
	JV	Chris Wuest	5	13
Lacrosse – Boys	Head Varsity	Dan Stone	2	22
	Varsity Assistant	Mark Foeder	5	26
	JV	Bryan Lischerelli	5	28
	JV Assistant	Jim Andre	5	27
	Modified A	Kevin Geno	6	12
	Volunteer	Mark Cain	-	-
	Volunteer	Anthony Pezzimenti	-	-
	Volunteer	Jamie Trimboli	-	-
	Volunteer	William Kirnie	-	-
	Volunteer	Maxwell Hill	-	-
Lacrosse – Girls	Head Varsity	Niki Frunzi	2	13
	Varsity Assistant	Todd Thompson	5	4
	JV	Rachel Hillhouse	5	1
	JV Assistant	Maddy Haney	5	1
	Modified B	Jamie Smith	6	14
	Volunteer	Ashley Zahn	-	-
	Volunteer	Erin Jacobs	-	-
	Head Varsity	Frank Clark	2	17
Softball	Varsity Assistant	Gina Potenza	5	11
	JV	Amanda Morehouse	5	11
	Modified A	Jessica Palmer	6	10
	Volunteer	Jenna Mausolf	-	-
	Head Varsity	Krystina Barnum	3	15
Tennis – Boys	JV	Steve Cronmiller	5	21
	Modified A	Jeff Pistrutto	6	5
	Head Varsity	Robert Goodell	2	23
Track – Boys	Varsity Assistant	Ross Hunkovic	5	12
	Head Varsity	Austin Donroe	2	5
Track – Girls	Varsity Assistant	Jerry O'Dell	5	38
	Modified B	Matt Bauerlein	6	36
Track – Coed	Modified B	Bridget Clancy	6	2
	Modified B	Kathleen Goodberlet	6	7
	Assistant	Ryan Ellis	5	1

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Volunteer

Genny Corcoran

- -

Co-Curriculars:

	<u>Teacher Leaders</u>	<u>Name</u>
Strand 3	Math Building Level (Gr. 4-6)	Maire Welling
Substitutes:	Claire Gaynor	Uncertified
	Olivia Quick	Uncertified
	Rachel Farrell	Uncertified
	Angus McCrumb	Uncertified
	Carolyn Rook	Uncertified
	Elliott Butler	Social Studies
	Anjela Woodard	Uncertified
	Deborah Whitehair	Uncertified
	David York	Social Studies
	Emily Hosmer	Uncertified

Non-Instructional

Appointments:

The appointment of **Patricia Chapman**, from Part Time Human Resources Clerk to Full Time Human Resources Clerk, effective February 7, 2022.

The appointment of **Amy Manning**, Full Time Teacher Aide, effective February 28, 2022, at an hourly rate of \$13.57.

The appointment of **Meghan Andol**, Food Service Helper, effective February 28, 2022, at an hourly rate of \$13.57.

The temporary provisional appointment of **Rhonda Dodson**, from School Bus Driver to Dispatcher, effective February 24, 2022, at an hourly rate of \$23.31.

The appointment of **Dorothy Vaughn**, from Part Time Food Service Helper to Full Time Food Service Helper, effective September 1, 2021.

The appointment of **Judith Kingsley-Woodland**, from Part Time Food Service Helper to Full Time Food Service Helper, effective September 1, 2021.

The appointment of **Heather Cohen**, from Part Time Food Service Helper to Full Time Food Service Helper, effective September 1, 2021.

The appointment of **Jeffery Slaucenburg**, Automotive Mechanic, effective February 14, 2022, at an hourly rate of \$24.39.

The appointment of **Daniel McMillan**, Cleaner, effective March 7, 2022, at an hourly rate of \$14.05.

The appointment of **Caitlin Goodemote**, Part Time Teacher Aide,

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effective March 4, 2022, at an hourly rate of \$13.57.

The appointment of **Elizabeth Moore**, Full Time Teacher Aide,
effective March 7, 2022, at an hourly rate of \$13.57.

- Resignations:**
- The resignation of **Michael Fraser**, Cleaner, effective February 8, 2022.
- The resignation of **Dario Pafundi**, Cleaner, effective February 28, 2022.
- The resignation of **Deborah Whitehair**, Full Time Teacher Aide,
effective February 18, 2022.
- The resignation of **Ashleah Selvek**, Part Time Typist, effective March
11, 2022.
- The resignation of **Daniel Crowley**, School Bus Monitor, effective
March 3, 2022.
- The resignation of **Cristina Grassi**, Parent Information Translator,
effective March 17, 2022.

Per Diem and Substitute Positions:	<u>Candidate</u>	<u>Position</u>
	Jessica Evangelista	Teacher Aide
	Tracy Tonias	Cleaner
	Stephenie McCormick	Teacher Aide
	Deborah Whitehair	Teacher Aide/Typist
	Kyle Gietler	Teacher Aide
	Cristina Grassi	Typist
	Kathaleen Franzen	Teacher Aide

Dr. Terranova recognized the retirement of Roni Puglisi, Director of Educational and Support Services, at the end of the school year. He said she is leaving Victor in a significantly better place than when she started and will be missed.

- CSE/CPSE
RECOMMENDATIONS**
- Recommendations of the Committee on Special Education from the meetings of January 13, 20, 21, 28, 2022, February 1, 2, 3, 8, 9, 10, 11, 14, 15, 16, 17, 18, 28, 2022, and March 1, 2, 3, 4, 7, 8, 9, 10, 2022 and from the Committee on Preschool Special Education from the meetings of February 14, 15, 16, 2022 and March 1, 3, 2022;

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SURPLUS

The following are declared as surplus:

- Masterbuilt Ice Cream Freezer with VCS tag # 3494;
- Milk Cooler with VCS tag # 3290;
- Hewlett Packard Color LaserJet P2055dn Printers with VCS tag #s F00340, 010273, 011674, 011720, 011727, 011799, 012137, 012139, 012304, 014483;
- Panasonic PT-L701U Projector with VCS tag # 134640;
- Hewlett Packard Laserjet M401dne Printer with VCS tag #s 014510, 271003, 289597;

DONATIONS

The following donations:

- Books from Budding Readers Program to the ECS Library with the following titles; *Child of the Universe, Green, If I was the Sunshine, Don't Blink, Different- A Great Thing to Be, Where's My Turtle, Little Fox and the Missing Moon, Ellie Makes a Friend, Poppy, Buttercup, Bluebell and Dandy, Hello World, Lola Goes to School, Sing to Me from the Trees*;
- \$175.00 from L3Harris to the Victor Central School District Inquiry Program;

Mrs. Elliott said she appreciates the donations that continue to come in from the community. The District feels the support and is very grateful.

AGREEMENT BETWEEN VCSD AND EMPLOYEE

Agreement between the Victor Central School District and an Employee executed on March 4, 2022;

DIGNITY ACT COORDINATORS

Appoint the following Dignity Act Coordinators:

- Jennifer Grimes for the Senior High School
- Tom Cheevers for the Intermediate School

ATHLETIC HALL OF FAME BY- LAWS

The Athletic Hall of Fame By-laws as submitted;

GRADUATES OF DISTINCTION

The Graduates of Distinction By-laws as submitted;

VISUAL AND PERFORMING ARTS HALL OF FAME BY-LAWS

The Visual and Performing Arts Hall of Fame By-laws as submitted;

2022-2023 SCHOOL YEAR CALENDAR

The 2022-2023 School Year Calendar as submitted;

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**RESOLUTION FOR
SCHOOL BUS
PURCHASES**

RESOLVED, that, upon recommendation of the Superintendent, the Bus Purchase Proposition for the May 17, 2022 vote be approved as submitted, for a total sum not to exceed \$1,052,000, subject to approval by the qualified voters of the District at the Annual Vote and Election on May 17, 2022.

BID ACCEPTANCE

The Cleaning and Sanitizing Bid from Doc's Facilities Solutions, Inc. as the lowest bidder meeting bid specifications.

The motion to accept the foregoing consent items was carried.

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

CAMPUS NEWS

VCS administrators summarized campus news and events at this time.

**LEADERSHIP
RESTRUCTURING**

Superintendent Terranova spoke about the leadership restructuring. He said it was not an arbitrary decision. The District took a look at the Berry Report that was completed in the spring of 2019. This report took a deep dive into the special education programming. The District also utilized Deb Leh, who is a consultant and completed a spring 2021 leadership review of the structure. The administrative union also gave feedback around potential revisions to the structure. This entire process was started with Interim Superintendent, Dennis Ford in 2019. Dr. Terranova also consulted with trusted superintendents, both active and retired to take a deep dive into the structure. He then talked about the existing leadership organizational chart and provided an overview of the leadership restructuring. The overview included positions to be eliminated and positions to be established. The District will be eliminating the Associate Superintendent position and creating an Assistant Superintendent for Instruction. Associate Superintendent positions are generally in much larger districts. An Assistant Superintendent for Instruction will bring district-wide articulation and coordination to curriculum and instruction. It is aligned with recommendations from the review completed by Dr. Leh and matches the goal of one of the major pillars of the Strategic Plan. This person will be in charge of curriculum and instruction and testing for the entire District. The student services area will be completely restructured. Student services is special education and all of the related services that go along with it. The rationale for this restructuring meets the recommendations from the 2019 Berry Report on special education. The recommendation was to have one position with all encompassing oversight over the special education program and pupil services. It also meets the recommendation from the 2021 review by Dr. Leh. Her recommendation was to have two leadership positions, one focused on elementary special education and one on secondary special education. This pointed to the need for additional, grade-specific support for special education teachers as well as leadership support for Committee

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LEADERSHIP RESTRUCTURING Continued

on Special Education (CSE) meetings. This restructuring also matches a goal of one of the major pillars of the Strategic Plan. Dr. Terranova said the Director of Special Education position will be abolished and an Assistant Superintendent for Pupil Services will be established. The Assistant Director of Special Education will be abolished, and a Director of Elementary Special Education will be established. With the retirement of Roni Puglisi in June the Director of Education and Support Services will be abolished and a Director of Secondary Special Education will be established. Another Teacher on Special Assignment (TOSA) for Secondary Special Education will be added to provide a balance between the elementary and secondary levels. The Assistant Superintendent for Pupil Services will have direct supervision over related services. Dr. Terranova said the District will be eliminating four administrative positions and adding four others. He said there are some very critical areas that need to be finalized. The goal is to find the best candidates and have them start by July 1, 2022.

RESOLUTION ABOLISHING POSITIONS

A motion was made by E. Mitchell, seconded by T. Turner to accept the following resolution:

WHEREAS, that the Board of Education of the Victor Central School District, has determined for reasons of economy and efficiency that it is necessary to abolish certain positions within the District.

BE IT RESOLVED, that the following positions are abolished effective at 11:59 pm on June 30, 2022:

Title	Tenure Area	FTE(s)
Associate Superintendent of Instruction	Associate Superintendent of Instruction	1.0
Assistant Director of Special Education	Assistant Director of Special Education	1.0
Director of Special Education	Director of Special Education	1.0
Director of Educational and Support Services	Director of Educational and Support Services	1.0

The Superintendent of Schools is directed to implement this abolishment and/or any resultant reductions in force in accordance with applicable law and regulation. The motion was carried. 6 yes 0 no

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RESOLUTION CREATING ADMINISTRATIVE POSITIONS

A motion was made by C. Parks, seconded by E. Mitchell to accept the following resolution:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the following administrative positions are created, effective July 1, 2022:

Title	Tenure Area	FTE(s)
Assistant Superintendent for Pupil Services	Assistant Superintendent for Pupil Services	1.0
Assistant Superintendent for Instruction	Assistant Superintendent for Instruction	1.0
Director of Elementary Special Education	Director of Elementary Special Education	1.0
Director of Secondary Special Education	Director of Secondary Special Education	1.0

The motion was carried. 6 yes 0 no

BUDGET STATUS

Mr. Vallese started by reviewing the goals of the budget. These goals are to maintain a comprehensive education that the District community expects, improve the alignment of resources toward District initiatives, maintain the stabilization of Reserves, maximize the use of every dollar spent, maximize the ability to generate aid for future years and transparency. He recommended to the Board of Education to go to the Tax Cap, not to go over it just to it. The Tax Cap calculation limits inflation to 2%. Even with going to the Tax Cap the District is unable to keep up with rising costs. If the District goes under the Tax Cap by 1% there will be a loss of \$523,445 per year. Adding that up over the next five years would be a total loss of \$2,724,028. He said if they decide to go under the cap it limits the ability to address areas of need throughout the District. The true tax rate for last year was \$16.83 per \$1000 of assessed value. If the Board decides to go to the Tax Cap this year the true tax rate will be approximately \$17.14 per \$1000 of assessed value. The tax rolls will not be finalized until June 30th so the \$17.14 is an estimate, it could be lower. Mr. Vallese then talked about the revenues. The revenues would be an increase of just under \$6 million or 7.19%. Mrs. Elliott said so if we do not go to the Tax Cap we have left \$3 million on the table five years out. She said to not take advantage of that is short sighted. We are within our right and our limit to go to the Tax Cap. She said she is in support of not leaving money on the table. Mrs. Mitchell said she was appreciative of seeing the tax rates based on a \$100,000, \$200,000 or \$300,000 home. She said it is important to see what it actually would look like for the individual taxpayer. Mrs. Elliott said we need to maximize every possible source of revenue we can. She said districts in adjacent counties can leverage the sales tax revenue they receive. Dr. Parks asked to see what going to the Tax Cap looks like day to day. How would that translate into positions and supports for the students, faculty and staff.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

BUDGET STATUS Continued

Mr. DeLucia said in his work with the Town of Farmington there are quite a few commercial developments and quite a few housing developments happening. The tax rate will probably be lower because Farmington is building. Mrs. DiAngelo then went over the personnel updates. She said with the additional counselors there will be 1 per grade level K-12. Mrs. Ballard asked for clarification about the Transition Specialist. Mrs. DiAngelo said the technology support being added is to support student and staff District-wide. The art, music and physical education additions is due to the increase in enrollment in one of the primary school grades. The addition of three kindergarten aides will be added as support across all kindergarten classrooms. District and building level security will be increased. There will be an addition of a 1.0 FTE Safety Coordinator, a 1.0 FTE Junior High School Security position and a 1.0 FTE Senior High School Security position. The District will also be adding event security. Event security would be contracted out with a company. The financial implication of adding 30.6 FTEs will be approximately \$1.9 million. Mrs. Mitchell said it is exciting to see the addition of so many positions. Mr. Vallese said with the changes in the administrative restructuring the overall increase is \$2.2 million for professional salaries. There is a large increase in fringe benefits due to health insurance costs. The District has to honor the contracts with the staff. He then went on to discuss the requested propositions for the ballot. The Bus Purchase Reserve is to use in lieu of purchasing the buses out of the general fund. The District is currently spending thousands of dollars in interest and financing costs for buses. By establishing a “savings account” for these purchases, the District would be able to preserve the tax levy, or use the funds for other District initiatives. The most recent quote for new buses that will be voted on in May is \$1,052,000. New York State reimburses the District over the course of five years. The \$6,000,000 was determined by estimating that would be the cost of five years of buses. New York State has issued an initiative to get electric buses into District fleets by 2030. Electric buses are upwards of \$400,000. This reserve could potentially offset the increased cost of the electric buses and offset the borrowing and legal costs. Mrs. Elliott asked with the new transportation building has there been any consideration of the electric busses. Mr. Vallese said they have been discussing it. There are a lot of kinks to work out if this happens. When the design of the new transportation building was taking place electric buses was not even on the radar. Mrs. Ballard said so this is just to establish the account and not fund it. Mr. Vallese agreed. He then went on to talk about the Capital Reserve proposition. With the Capital Reserve created last budget vote and based on the District’s history of reimbursement for capital projects, we can expect to do a project of \$27,000,000 with no impact to the budget. Since that time the District’s architect has completed the Building Condition Survey, which identified over \$20,000,000 in repairs to our existing buildings; \$12,000,000 that really should be included in the next capital project. This would leave \$15,000,000 for “new additions and/or renovations. With the expected increase in population over the next several years, and the amount of time from conception to completion of a capital project (4-5 years) the District

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BUDGET STATUS Continued

needs to look at building additional classroom space. Additionally, the cost of supplies to build have been increasing at a steady pace. The additional reserve will allow the District to address issues in the building and create new space with no impact to the tax levy. Mrs. Elliott asked if the one approved from last year can just be increased. Mr. Vallese said no because the community voted on it. Dr. Parks asked if \$10 million is enough. Mr. Vallese said the Board could increase it, however he does not know if he could fund it to that level. Mrs. Elliott asked if there was an expiration date. Mr. Vallese said ten years.

2022 CAPITAL RESERVE FUND RESOLUTION

A motion was made by C. Parks, seconded by K. Elliott to accept the following resolution:

Resolved, the Board of Education of the Victor Central School District is hereby authorized to establish a capital reserve fund pursuant to Section 3651 of the Education Law to be designated, "2022 Capital Reserve Fund" created to defray the cost of the construction and reconstruction of School District buildings and facilities, including original equipment, machinery, apparatus, appurtenances, furnishings and other incidental improvements and expenses in connection therewith, and to defray the cost of, in whole or in part, and in order to accomplish the same, the Board is hereby authorized to establish the ultimate amount of such reserve fund to Ten Million Dollars (\$10,000,000) inclusive of accrued interest and other investment earnings, with a probable term of ten (10) years. The Board of Education is hereby authorized to pay funds from the available fund balance, state aid reimbursement to the School District on account of capital projects, such other monies as the voters may direct, and/or other legally available funds of the School District to such reserve fund in an amount determined by the Board of Education up to the maximum authorized amount. The motion was carried. 6 yes 0 no

2022 BUS PURCHASE RESERVE FUND RESOLUTION

A motion was made by E. Mitchell, seconded by K. Elliott to accept the following resolution:

Resolved, the Board of Education of the Victor Central School District is hereby authorized to establish a capital reserve fund pursuant to Section 3651 of the Education Law to be designated, "2022 Bus Purchase Reserve Fund", for the purchase of school buses and other vehicles (for use in the transportation program of the School District), in an ultimate amount not to exceed Six Million Dollars (\$6,000,000) inclusive of accrued interest and other investment earnings, with a probable term of ten (10) years. The Board of Education is hereby authorized to pay funds from the available fund balance, state aid reimbursement to the School District on account of bus purchases and the proceeds of the sale of used buses, and/or such other monies as the voters may direct, and/or other legally available funds of the School District to such reserve fund in an amount determined by the Board of Education up to the maximum authorized amount.

The motion was carried. 6 yes 0 no

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

ANNUAL VOTE AND ELECTION LEGAL NOTICE

A motion was made by K. Ballard, seconded by C. Parks to approve the legal notice for the May 3, 2022 public hearing on the budget and the May 17, 2022 annual vote and election of Board members as submitted. The motion was carried. 6 yes 0 no

POLICY REVIEW First Reading

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

- Code of Conduct; Policy 5300

Second Reading

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

- Teaching about Complex issues in Society; Policy 4810

Mrs. Ballard asked as they move through the Strategic Plan and the Management Plan is there an opportunity to update and edit any policies to align with them. Dr. Terranova said absolutely.

Eliminate Policy

A motion was made by K. Ballard, seconded by K. Elliott to eliminate the following policy:

- School District Records; Policy 1120

It was advised by legal counsel to eliminate this policy as it is a duplicate. These items are already covered in policy 8630 – Records Management. The motion was carried. 6 yes 0 no

NEW YORK STATE SCHOOL BOARDS ASSOCIATION MEMBERSHIP

Mrs. Elliott said when you balance the membership expense with participation in workshops as a non-member the cost would be far less than being a member. Mr. DeLucia said because they belong to Monroe County School Boards Association (MCSBA) the advantage is the advocacy specific to our area. NYSSBA does a good job; however they deal with the entire state. Mrs. Mitchell said we have such a strong local association and gain so much from them. Mrs. Turner said she would not recommend leaving MCSBA. She said the Board needs to do a better job looking at the resources NYSSBA has available. After discussion the Board of Education decided not to join NYSSBA.

W-FL BOCES BOARD OF EDUCATION NOMINATION

The Victor Central School District nominated Kristin Elliott as a candidate for election to the Wayne-Finger Lakes BOCES Board of Education.

MEETING REPORTS Monroe County School Boards Association Committee Reports

None at this time.

Standing Committee Updates

Mrs. Elliott said she attended a Facilities Committee meeting. They went over the Building Condition Survey and categorized items in high, moderate and can wait. There are basic needs of repair such as roofing, heating and windows. There was a lot of great conversation.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

Mrs. Elliott attended the Graduates of Distinction meeting. They revised the by-laws and reviewed the nominations.

Mrs. Mitchell and Mrs. Ballard attended a Technology Committee meeting. They talked about the continued roll-out for 1:1 and the timeline involved. They also did some work with articles about flipped classrooms and student learning that comes with the technology.

Mrs. Ballard attended an Inquiry Program Advisory Committee (IPAC) meeting. She said she would like to remind the Board how important enrichment is in the District. The librarians are doing more than their share to support enrichment. She said they have to be mindful that maybe down the road they need to look at increasing teacher support.

UPCOMING EVENTS

Board of Education Budget Workshop

Board of Education Budget Workshop will take place on Thursday, March 24, 2022 at 7:00 PM in the Boardroom.

Next Regular Board Meeting

The next regular Board meeting will take place on Thursday, April 7, 2022 at 7:15 PM in the Boardroom.

Special Board Meeting (W-FL BOCES Budget

Board of Education Special Meeting on Thursday, April 27, 2022 to vote on the Wayne-Finger Lakes BOCES Budget. The time has yet to be determined.

ADJOURN

A motion was made by E. Mitchell, seconded by K. Ballard, to adjourn the meeting at 9:43 PM. The motion was carried. 6 yes 0 no

Respectfully submitted,

Maureen A. Goodberlet
District Clerk

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**Unapproved Minutes of a Special Meeting of March 24, 2022
Early Childhood School Cafeteria
953 High Street
Victor, NY 14564**

CALL TO ORDER	President Tim DeLucia called the meeting to order at 6:04 PM.
Members Present	Karen Ballard, Tim DeLucia, Chris Eckhardt (arrived at 6:07 PM), Kristin Elliott, Elizabeth Mitchell, Christopher Parks, Trisha Turner (Arrived at 6:10 PM)
APPROVE AGENDA	A motion was made by K. Ballard, seconded by C. Parks, to approve the agenda. The motion was carried. 5 yes 0 no
ENTER EXECUTIVE SESSION	A motion was made by E. Mitchell, seconded by K. Elliott, to enter executive session at 6:04 PM to discuss the employment history of specific individuals. The motion was carried. 5 yes 0 no.
RETURN TO REGULAR SESSION	A motion was made by C. Parks, seconded by K. Elliott, to return to regular session at 6:53 PM. The motion was carried. 7 yes 0 no
FIELD TRIPS	A motion was made by C. Parks, seconded by K. Ballard, to approve the following field trips: <ul style="list-style-type: none">• 9-12 Victor Robotics to Cleveland, OH from 3/23/22 – 3/26/22 to participate in the FRC Buckeye Regional• DECA to Atlanta, GA from 4/23/22 – 4/29/22 to participate in the International Career Development Conference The motion was carried. 7 yes 0 no
RESCIND NOMINATION	A motion was made by K. Elliott, seconded by T. Turner, to rescind the nomination of Kristin Elliott for the Wayne-Finger Lakes BOCES Board for a three-year term beginning on July 1, 2022. The motion was carried. 7 yes 0 no
ADJOURN	A motion was made by E. Mitchell, seconded by C. Eckhardt, to adjourn the meeting at 6:55 PM and go into a Budget Workshop. The motion was carried. 7 yes 0 no

Respectfully submitted,

Maureen A. Goodberlet
District Clerk



Treasurer's Report

February 2022

<u>Account Description</u>	<u>Bank</u>	<u>Beginning Balance</u>	<u>Monthly Receipts</u>	<u>Monthly Disbursements</u>	<u>Ending Balance</u>
Cash Accounts					
General Fund Checking	Canandaigua National Bank	3,070,487.41	5,160,065.62	3,722,674.73	4,507,878.30
General Fund Money Market	Canandaigua National Bank	129,259.40	22,805.71	-	152,065.11
General Fund Tax Checking	Canandaigua National Bank	-	-	-	-
General Fund Tax Money Market	Five Star Bank	-	-	-	-
Multifund Insured Cash Sweep	Five Star Bank	1,655,107.54	2,850,220.06	2,565,129.58	1,940,198.02
School Lunch Fund Checking	Canandaigua National Bank	7,245.65	70,000.46	76,907.76	338.35
School Lunch Fund Money Market	Canandaigua National Bank	423,203.90	17,180.54	-	440,384.44
Special Aid Fund Checking/Sweep	Canandaigua National Bank	682.78	80,000.00	78,404.28	2,278.50
Capital Fund Checking-29M	Canandaigua National Bank	2,618.71	800,004.48	776,614.59	26,008.60
Trust & Agency Fund - Checking	Canandaigua National Bank	521,901.40	1,471,497.43	1,380,394.80	613,004.03
Trust & Agency Fund - Payroll Checking	Canandaigua National Bank	5,000.51	50,107.63	50,107.64	5,000.50
Trust & Agency Fund - Direct Deposit Checking	Five Star Bank	-	256,129.58	256,129.58	-
Total Cash		\$ 5,815,507.30	\$ 10,778,011.51	\$ 8,906,362.96	\$ 7,687,155.85
Investments					
General Fund Certificates of Deposit	Canandaigua National Bank	38,774,738.12	-	7,000,000.00	31,774,738.12
Capital Fund Certificates of Deposit	Canandaigua National Bank	9,000,000.00	-	-	9,000,000.00
Debt Service Fund Certificates of Deposit	Canandaigua National Bank	2,250,764.48	-	-	2,250,764.48
Total Investments		\$ 50,025,502.60	\$ -	\$ 7,000,000.00	\$ 43,025,502.60
District Totals		\$ 55,841,009.90	\$ 10,778,011.51	\$ 15,906,362.96	\$ 50,712,658.45

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

School District Treasurer

Extraclass Fund
From February 1, 2022 to February 28, 2022

<u>Activities</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Ending Balance</u>
CLASS OF 2022	11,622.27			11,622.27
CLASS OF 2023	3,620.80	5,040.00		8,660.80
CLASS OF 2024	648.70			648.70
CLASS OF 2025	925.00		200.00	725.00
AQUATIC LEADERS	-			-
ART CLUB	149.52			149.52
BUSINESS CLUB	9,843.34	24,871.00	28,382.45	6,331.89
DRAMA CLUB	11,809.60		2,128.87	9,680.73
FRENCH CLUB	12,169.06			12,169.06
GO GREEN GARDEN TEAM	66.27			66.27
GLOBAL COMPETENCY	536.55			536.55
INTERNATIONAL CLUB	203.02			203.02
J.H. MUSICAL	24,959.58			24,959.58
J.H. STORE	996.37			996.37
J.H. ST. CO.	6,372.66			6,372.66
J.H. YEARBOOK	(7.54)			(7.54)
KEYCLUB	2,721.40			2,721.40
MEDICAL EXPLORERS	110.75			110.75
MENTORING CLUB	5,546.48		140.14	5,406.34
N.H.S.	1,786.21			1,786.21
OUTDOOR ACTIVITY	142.48			142.48
POSITIVE SCHOOL CLIMATE	2,491.55	541.00	318.28	2,714.27
SALES TAX	2,283.43	45.50		2,328.93
SEAS	481.00	15,310.00	15,219.00	572.00
S.H. ORCHESTRA	4,099.35			4,099.35
SH SCHOOL STORE	4,611.29	273.49		4,884.78
S.H. ST. CO.	4,587.11	235.75	244.00	4,578.86
SH YEARBOOK	(768.41)			(768.41)
SPANISH CLUB	3,051.78			3,051.78
VICTOR MUSIC SOCIETY	2,263.44			2,263.44
VICTOR CARES	8,307.82		193.96	8,113.86
WELLNESS CLUB	216.00	478.26		694.26
TOTALS	125,846.88	46,795.00	46,826.70	125,815.18

Bank Balance	141,907.26
Checks Outstanding	16,092.08
Interest Not Posted	-
Bank Error	-
Returned Checks	-
Deposits in Transit	-

Jill Smith, Extraclass Treasurer

Total Reconciled Bank Balance 125,815.18

Victor Central School District
Revenue Status Report As Of: 02/28/2022
Fiscal Year: 2022
Fund: A GENERAL FUND

Revenue Account	Subfund	Description	Original Estimate	Current Estimate	Year-to-Date	Current Cycle	Anticipated Balance	Excess Revenue
1001 Real Property Taxes Tom			52,329,088.00	49,627,127.78	49,620,122.74	0.00	7,005.04	0.00
1081 Other Pmts in Lieu of Taxes			2,833,469.00	2,833,469.00	2,938,438.73	271,958.55	0.00	104,969.73
1085 STAR Reimbursement			0.00	2,701,960.22	2,701,960.22	0.00	0.00	0.00
1090 Int. & Penal. on Real Prop.Tax			45,000.00	45,000.00	29,148.45	0.00	15,851.55	0.00
1120 Nonprop. Tax Distrib. By Co.			75,000.00	75,000.00	73,000.00	0.00	2,000.00	0.00
1335 Oth Student Fee/Charges (Indiv			0.00	0.00	126,052.00	40,064.00	0.00	126,052.00
1410 Admissions (from Individuals)			0.00	0.00	8,804.00	3,237.00	0.00	8,804.00
2230 Day School Tuit-Oth Dist. NYS			20,000.00	20,000.00	57,747.00	0.00	0.00	37,747.00
2401 Interest and Earnings			75,000.00	75,000.00	34,495.26	6,876.53	54,240.08	13,735.34
2410 Rental of Real Property,Indiv.			8,000.00	8,000.00	32,227.50	579.00	0.00	24,227.50
2440 Rental of Buses			12,000.00	12,000.00	4,087.86	0.00	7,912.14	0.00
2450 Commissions			0.00	0.00	5,732.43	3,527.00	0.00	5,732.43
2680 Insurance Recoveries			0.00	0.00	14,309.00	0.00	0.00	14,309.00
2690 Other Compensation for Loss			0.00	0.00	1,226.91	128.00	0.00	1,226.91
2701 Refund PY Exp-BOCES Aided Srvc			80,000.00	80,000.00	0.00	0.00	80,000.00	0.00
2703 Refund PY Exp-Other-Not Trans			55,000.00	55,000.00	86,554.52	996.08	0.00	31,554.52
2705 Gifts and Donations			0.00	28,019.00	34,384.48	5,856.98	0.00	6,365.48
2770 Other Unclassified Rev.(Spec)			16,000.00	16,000.00	27,744.71	0.00	0.00	11,744.71
3101 Basic Formula Aid-Gen Aids (Ex			24,510,512.00	18,963,019.38	4,094,973.49	11,399.12	14,868,045.89	0.00
3102 Lottery Aid			0.00	5,547,492.62	5,314,243.51	107,358.08	233,249.11	0.00
3103 BOCES Aid (Sect 3609a Ed Law)			2,135,074.00	2,135,074.00	-49,874.45	0.00	2,184,948.45	0.00
3260 Textbook Aid (Incl Txtbk/Lott)			260,378.00	260,378.00	65,520.00	0.00	194,858.00	0.00
3262 Computer Sftwre, Hrdwre Aid			133,006.00	133,006.00	0.00	0.00	133,006.00	0.00
3263 Library A/V Loan Program Aid			26,962.00	26,962.00	0.00	0.00	26,962.00	0.00
3289 Other State Aid			0.00	0.00	80,706.47	0.00	0.00	80,706.47
4601 Medic.Ass't-Sch Age-Sch Yr Pro			75,000.00	75,000.00	72,722.69	11,399.12	2,277.31	0.00
5999 Appropriated Fund Balance			529,000.00	1,028,229.83	0.00	0.00	1,028,229.83	0.00
Total GENERAL FUND			83,218,489.00	83,745,737.83	65,374,327.52	463,379.46	18,838,585.40	467,175.09

Selection Criteria

Criteria Name: Private: BOE Rev Status Modified
As Of Date: 02/28/2022
Suppress revenue accounts with no activity
Show Actual revenue in 'As Of' cycle
Show special revenue accounts 5997-5999
Print Summary Only
Sort by: Fund/State Revenue
Printed by MATT DEAMARAL

* 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: 02/28/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
1010 Board Of Education							
4 Contractual and Other		5,500.00	4,120.00	1,592.50	247.50	520.00	2,007.50
45 Materials & Supplies		1,700.00	4,975.96	4,212.77	55.00	702.07	61.12
49 BOCES Services		3,000.00	3,000.00	1,077.00	179.50	1,923.00	0.00
Subtotal of 1010 Board Of Education		10,200.00	12,095.96	6,882.27	482.00	3,145.07	2,068.62
1040 District Clerk							
16 Noninstructional Salaries		47,592.00	59,227.00	38,448.80	3,794.88	15,179.46	5,598.74
Subtotal of 1040 District Clerk		47,592.00	59,227.00	38,448.80	3,794.88	15,179.46	5,598.74
1060 District Meeting							
4 Contractual and Other		1,200.00	1,200.00	0.00	0.00	0.00	1,200.00
45 Materials & Supplies		3,400.00	3,400.00	0.00	0.00	0.00	3,400.00
Subtotal of 1060 District Meeting		4,600.00	4,600.00	0.00	0.00	0.00	4,600.00
1240 Chief School Administrator							
15 Instructional Salaries		204,360.00	204,360.00	135,034.08	16,879.26	67,516.92	1,809.00
16 Noninstructional Salaries		47,592.00	47,592.00	22,769.28	3,794.88	15,179.46	9,643.26
4 Contractual and Other		5,975.00	5,975.00	4,278.31	0.00	0.00	1,696.69
45 Materials & Supplies		1,000.00	1,000.00	138.74	65.00	532.50	328.76
Subtotal of 1240 Chief School Administrator		258,927.00	258,927.00	162,220.41	20,739.14	83,228.88	13,477.71
1310 Business Administration							
15 Instructional Salaries		131,840.00	132,115.00	88,064.00	11,008.00	44,032.00	19.00
16 Noninstructional Salaries		136,531.00	144,531.00	82,790.51	10,424.31	48,763.74	12,976.75
4 Contractual and Other		15,001.00	14,901.00	2,390.00	0.00	1,000.00	11,511.00
45 Materials & Supplies		2,200.00	2,322.73	1,276.74	559.94	943.92	102.07
49 BOCES Services		103,500.00	97,500.00	47,428.46	10,609.04	50,071.54	0.00
Subtotal of 1310 Business Administration		389,072.00	391,369.73	221,949.71	32,601.29	144,811.20	24,608.82
1320 Auditing							
4 Contractual and Other		37,500.00	50,330.00	16,770.00	0.00	8,060.00	25,500.00
Subtotal of 1320 Auditing		37,500.00	50,330.00	16,770.00	0.00	8,060.00	25,500.00
1325 Treasurer							
16 Noninstructional Salaries		90,125.00	90,300.00	60,200.00	7,525.00	30,100.00	0.00
4 Contractual and Other		500.00	500.00	0.00	0.00	0.00	500.00
45 Materials & Supplies		1,000.00	1,000.00	0.00	0.00	0.00	1,000.00
Subtotal of 1325 Treasurer		91,625.00	91,800.00	60,200.00	7,525.00	30,100.00	1,500.00
1330 Tax Collector							
16 Noninstructional Salaries		9,300.00	9,300.00	0.00	0.00	0.00	9,300.00
4 Contractual and Other		10,750.00	10,750.00	8,271.90	0.00	49.00	2,429.10
45 Materials & Supplies		100.00	100.00	0.00	0.00	0.00	100.00
Subtotal of 1330 Tax Collector		20,150.00	20,150.00	8,271.90	0.00	49.00	11,829.10
1345 Purchasing							

Victor Central School District

Budget Status Report As Of: 02/28/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
4 Contractual and Other		14,500.00	14,600.00	14,543.13	0.00	0.00	56.87
Subtotal of 1345 Purchasing		14,500.00	14,600.00	14,543.13	0.00	0.00	56.87
1420 Legal							
4 Contractual and Other		92,100.00	108,898.21	62,039.37	0.00	45,010.22	1,848.62
49 BOCES Services		27,000.00	27,000.00	15,855.59	2,554.29	11,144.41	0.00
Subtotal of 1420 Legal		119,100.00	135,898.21	77,894.96	2,554.29	56,154.63	1,848.62
1430 Personnel							
15 Instructional Salaries		144,200.00	144,500.00	96,320.00	12,040.00	48,160.00	20.00
16 Noninstructional Salaries		245,105.00	256,105.00	153,376.20	21,452.71	89,898.06	12,830.74
4 Contractual and Other		126,000.00	98,990.00	53,979.54	29,634.91	18,025.65	26,984.81
45 Materials & Supplies		1,350.00	1,350.00	4.60	4.60	45.40	1,300.00
49 BOCES Services		7,500.00	42,600.00	3,286.58	545.95	39,296.77	16.65
Subtotal of 1430 Personnel		524,155.00	543,545.00	306,966.92	63,678.17	195,425.88	41,152.20
1480 Public Information and Services							
15 Instructional Salaries		71,225.00	71,260.00	44,266.95	4,333.34	17,333.36	9,659.69
16 Noninstructional Salaries		56,584.00	64,909.00	32,787.53	4,977.37	32,117.27	4.20
4 Contractual and Other		21,400.00	22,882.00	13,468.00	0.00	32.00	9,382.00
45 Materials & Supplies		12,750.00	13,219.00	3,165.69	254.00	1,108.00	8,945.31
49 BOCES Services		61,285.00	61,285.00	35,626.32	5,937.72	25,658.68	0.00
Subtotal of 1480 Public Information and Services		223,244.00	233,555.00	129,314.49	15,502.43	76,249.31	27,991.20
1620 Operation of Plant							
16 Noninstructional Salaries		1,547,104.00	1,316,979.00	695,797.70	112,614.87	377,517.57	243,663.73
4 Contractual and Other		1,068,100.00	1,022,634.31	553,952.82	68,884.08	384,376.27	84,305.22
45 Materials & Supplies		138,000.00	163,000.00	113,426.82	18,943.79	16,607.40	32,965.78
Subtotal of 1620 Operation of Plant		2,753,204.00	2,502,613.31	1,363,177.34	200,442.74	778,501.24	360,934.73
1621 Maintenance of Plant							
16 Noninstructional Salaries		666,225.00	666,225.00	404,361.99	64,318.65	231,779.29	30,083.72
2 Equipment		41,763.00	50,713.00	16,791.19	0.00	7,034.01	26,887.80
4 Contractual and Other		490,650.00	569,752.39	273,854.74	14,889.72	93,734.81	202,162.84
45 Materials & Supplies		250,000.00	279,528.50	177,956.99	27,182.46	88,800.75	12,770.76
49 BOCES Services		19,055.00	19,055.00	0.00	0.00	19,055.00	0.00
Subtotal of 1621 Maintenance of Plant		1,467,693.00	1,585,273.89	872,964.91	106,390.83	440,403.86	271,905.12
1622 Security of Plant							
4 Contractual and Other		113,000.00	154,838.19	79,833.93	34,368.05	70,219.85	4,784.41
Subtotal of 1622 Security of Plant		113,000.00	154,838.19	79,833.93	34,368.05	70,219.85	4,784.41
1670 Central Printing & Mailing							
4 Contractual and Other		65,000.00	65,171.00	24,148.28	5,171.00	33,005.34	8,017.38
Subtotal of 1670 Central Printing & Mailing		65,000.00	65,171.00	24,148.28	5,171.00	33,005.34	8,017.38
1680 Central Data Processing							

Victor Central School District

Budget Status Report As Of: 02/28/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
49 BOCES Services		631,600.00	666,049.95	347,588.31	46,267.88	318,461.64	0.00
Subtotal of 1680 Central Data Processing		631,600.00	666,049.95	347,588.31	46,267.88	318,461.64	0.00
1910 Unallocated Insurance							
4 Contractual and Other		285,000.00	285,000.00	263,044.00	-107.00	0.00	21,956.00
Subtotal of 1910 Unallocated Insurance		285,000.00	285,000.00	263,044.00	-107.00	0.00	21,956.00
1920 School Association Dues							
4 Contractual and Other		13,000.00	13,000.00	10,660.00	0.00	0.00	2,340.00
Subtotal of 1920 School Association Dues		13,000.00	13,000.00	10,660.00	0.00	0.00	2,340.00
1981 BOCES Administrative Costs							
49 BOCES Services		777,150.00	777,150.00	454,753.84	75,792.30	322,396.16	0.00
Subtotal of 1981 BOCES Administrative Costs		777,150.00	777,150.00	454,753.84	75,792.30	322,396.16	0.00
2010 Curriculum Devel and Suprvsn							
15 Instructional Salaries		663,983.00	478,983.00	313,660.82	29,924.92	110,099.72	55,222.46
16 Noninstructional Salaries		130,551.00	155,551.00	80,825.40	11,190.66	72,741.74	1,983.86
4 Contractual and Other		36,797.00	105,669.00	78,029.55	0.00	2,736.00	24,903.45
45 Materials & Supplies		7,200.00	31,011.43	16,585.81	3,636.50	7,843.18	6,582.44
Subtotal of 2010 Curriculum Devel and Suprvsn		838,531.00	771,214.43	489,101.58	44,752.08	193,420.64	88,692.21
2020 Supervision-Regular School							
15 Instructional Salaries		1,368,952.00	1,268,352.00	864,466.93	102,159.52	393,472.91	10,412.16
16 Noninstructional Salaries		408,610.00	435,610.00	241,113.90	36,879.61	184,674.48	9,821.62
2 Equipment		245.00	245.00	0.00	0.00	0.00	245.00
4 Contractual and Other		11,356.00	11,356.00	2,465.89	0.00	354.00	8,536.11
45 Materials & Supplies		10,700.00	10,885.52	2,003.02	592.51	644.94	8,237.56
49 BOCES Services		0.00	30,000.00	13,890.00	-685.00	15,425.00	685.00
Subtotal of 2020 Supervision-Regular School		1,799,863.00	1,756,448.52	1,123,939.74	138,946.64	594,571.33	37,937.45
2060 Research, Planning & Evaluation							
4 Contractual and Other		2,800.00	2,800.00	0.00	0.00	0.00	2,800.00
45 Materials & Supplies		500.00	670.00	670.00	0.00	0.00	0.00
Subtotal of 2060 Research, Planning & Evaluation		3,300.00	3,470.00	670.00	0.00	0.00	2,800.00
2070 Inservice Training-Instruction							
15 Instructional Salaries		0.00	25,000.00	14,193.31	3,363.78	0.00	10,806.69
4 Contractual and Other		5,000.00	5,000.00	1,284.75	850.00	2,278.59	1,436.66
45 Materials & Supplies		700.00	25,700.00	16,607.50	0.00	0.00	9,092.50
49 BOCES Services		41,000.00	111,378.00	86,579.29	28,159.75	24,798.71	0.00
Subtotal of 2070 Inservice Training-Instruction		46,700.00	167,078.00	118,664.85	32,373.53	27,077.30	21,335.85
2110 Teaching-Regular School							
10 Teacher Salaries, Pre-K		68,308.00	26,308.00	1,350.84	225.14	1,350.90	23,606.26
12 Teacher Salaries, K-6		9,813,949.00	10,043,199.00	5,479,187.61	907,979.77	4,533,420.72	30,590.67
13 Teacher Salaries, 7-12		9,407,713.00	9,018,888.00	4,874,306.88	799,642.69	4,098,448.28	46,132.84

Victor Central School District

Budget Status Report As Of: 02/28/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
14 Substitute Tchr Salaries		596,000.00	584,000.00	329,583.01	95,239.10	63,111.63	191,305.36
16 Noninstructional Salaries		1,394,826.00	1,286,451.00	647,611.88	128,709.44	611,092.22	27,746.90
2 Equipment		41,222.00	52,694.92	21,809.84	686.90	5,721.00	25,164.08
4 Contractual and Other		76,864.00	80,832.50	22,417.73	12,449.91	8,862.20	49,552.57
45 Materials & Supplies		379,010.00	396,352.85	215,176.38	17,181.27	38,728.14	142,448.33
471 Tuition Pd To NYS Pub Sch		55,500.00	75,439.60	21,297.00	0.00	9,053.00	45,089.60
473 Payment to Charter School		38,000.00	38,000.00	0.00	0.00	0.00	38,000.00
48 Textbooks		118,835.00	124,238.41	60,378.30	269.10	31,018.11	32,842.00
49 BOCES Services		405,298.00	356,157.00	203,454.65	52,768.00	151,843.35	859.00
Subtotal of 2110 Teaching-Regular School		22,395,525.00	22,082,561.28	11,876,574.12	2,015,151.32	9,552,649.55	653,337.61
2250 Prg For Sdnts w/Disabil-Med Elgble							
15 Instructional Salaries		3,001,284.00	2,999,184.00	1,500,917.58	254,994.32	1,254,684.46	243,581.96
16 Noninstructional Salaries		2,616,075.00	2,544,375.00	1,384,775.07	243,866.46	1,066,003.80	93,596.13
4 Contractual and Other		220,000.00	210,000.00	67,818.90	13,748.25	91,803.30	50,377.80
45 Materials & Supplies		39,210.00	49,830.00	37,674.82	1,468.84	2,197.32	9,957.86
471 Tuition Pd To NYS Pub Sch		9,000.00	9,000.00	0.00	0.00	0.00	9,000.00
472 Tuition-All Other		520,000.00	617,620.18	271,930.98	27,129.00	338,155.64	7,533.56
473 Payment to Charter School		0.00	25,000.00	5,815.50	0.00	6,184.50	13,000.00
49 BOCES Services		3,215,000.00	3,236,700.00	1,435,214.41	283,205.49	1,801,439.34	46.25
Subtotal of 2250 Prg For Sdnts w/Disabil-Med Elgble		9,620,569.00	9,691,709.18	4,704,147.26	824,412.36	4,560,468.36	427,093.56
2259 Prg for English Language Learners							
15 Instructional Salaries		487,971.00	501,021.00	259,558.22	43,286.16	216,003.57	25,459.21
4 Contractual and Other		4,860.00	4,860.00	134.45	25.00	865.55	3,860.00
45 Materials & Supplies		1,925.00	1,925.00	1,567.10	46.82	70.42	287.48
Subtotal of 2259 Prg for English Language Learners		494,756.00	507,806.00	261,259.77	43,357.98	216,939.54	29,606.69
2280 Occupational Education(Grades 9-12)							
49 BOCES Services		628,300.00	628,300.00	317,023.20	52,837.20	311,276.80	0.00
Subtotal of 2280 Occupational Education(Grades 9-12)		628,300.00	628,300.00	317,023.20	52,837.20	311,276.80	0.00
2330 Teaching-Special Schools							
4 Contractual and Other		0.00	4,500.00	3,414.00	0.00	1,077.00	9.00
49 BOCES Services		38,800.00	38,800.00	258.58	189.57	26,901.42	11,640.00
Subtotal of 2330 Teaching-Special Schools		38,800.00	43,300.00	3,672.58	189.57	27,978.42	11,649.00
2610 School Library & AV							
15 Instructional Salaries		359,071.00	359,071.00	186,041.90	30,973.26	169,194.64	3,834.46
16 Noninstructional Salaries		113,664.00	113,664.00	61,978.86	10,545.00	42,804.00	8,881.14
4 Contractual and Other		5,480.00	2,570.00	647.94	0.00	0.00	1,922.06
45 Materials & Supplies		6,000.00	6,750.00	3,538.66	901.16	694.92	2,516.42
46 Sch. Library AV Loan Prog		59,620.00	66,655.58	36,501.66	10,060.05	8,968.64	21,185.28
49 BOCES Services		81,885.00	81,885.00	48,197.18	8,881.52	33,687.82	0.00
Subtotal of 2610 School Library & AV		625,720.00	630,595.58	336,906.20	61,360.99	255,350.02	38,339.36

Victor Central School District

Budget Status Report As Of: 02/28/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
2630 Computer Assisted Instruction							
15 Instructional Salaries		109,200.00	106,350.00	67,568.00	8,446.00	33,784.00	4,998.00
16 Noninstructional Salaries		252,000.00	327,750.00	175,034.84	29,452.88	126,335.42	26,379.74
22 State Aided Comp Hardware		150,000.00	159,282.93	101,190.03	17,852.90	54,529.53	3,563.37
4 Contractual and Other		103,340.00	47,808.76	14,924.99	5,275.68	8,749.88	24,133.89
45 Materials & Supplies		17,000.00	54,379.97	37,202.42	13,042.62	10,448.57	6,728.98
46 Sch. Library AV Loan Prog		41,200.00	68,440.85	60,779.24	3,922.00	5,567.97	2,093.64
49 BOCES Services		725,000.00	1,455,000.00	1,228,387.07	236,430.24	226,612.93	0.00
Subtotal of 2630 Computer Assisted Instruction		1,397,740.00	2,219,012.51	1,685,086.59	314,422.32	466,028.30	67,897.62
2810 Guidance-Regular School							
15 Instructional Salaries		1,065,282.00	1,064,682.00	630,539.14	90,200.77	422,960.36	11,182.50
16 Noninstructional Salaries		134,926.00	162,901.00	77,728.63	12,716.40	69,434.40	15,737.97
4 Contractual and Other		1,400.00	800.00	0.00	0.00	0.00	800.00
45 Materials & Supplies		3,900.00	3,900.00	1,002.39	0.00	181.28	2,716.33
Subtotal of 2810 Guidance-Regular School		1,205,508.00	1,232,283.00	709,270.16	102,917.17	492,576.04	30,436.80
2815 Health Srvcs-Regular School							
16 Noninstructional Salaries		403,200.00	409,200.00	213,961.66	39,775.17	150,637.08	44,601.26
4 Contractual and Other		155,000.00	158,048.00	37,212.02	2,862.50	108,609.59	12,226.39
45 Materials & Supplies		25,750.00	26,544.64	13,437.36	1,236.23	4,088.29	9,018.99
Subtotal of 2815 Health Srvcs-Regular School		583,950.00	593,792.64	264,611.04	43,873.90	263,334.96	65,846.64
2820 Psychological Srvcs-Reg Schl							
15 Instructional Salaries		836,473.00	793,323.00	449,480.29	62,639.90	272,106.59	71,736.12
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	466.03	0.00	6.18	727.79
Subtotal of 2820 Psychological Srvcs-Reg Schl		838,873.00	795,723.00	449,946.32	62,639.90	272,112.77	73,663.91
2825 Social Work Srvcs-Regular School							
15 Instructional Salaries		173,544.00	329,694.00	172,626.04	24,171.68	110,468.63	46,599.33
Subtotal of 2825 Social Work Srvcs-Regular School		173,544.00	329,694.00	172,626.04	24,171.68	110,468.63	46,599.33
2830 Pupil Personnel Srvcs-Special Schools							
15 Instructional Salaries		338,520.00	384,020.00	252,575.92	32,848.24	131,393.08	51.00
16 Noninstructional Salaries		146,475.00	194,975.00	112,568.09	18,160.74	81,534.73	872.18
4 Contractual and Other		800.00	800.00	60.00	0.00	0.00	740.00
45 Materials & Supplies		500.00	500.00	0.00	0.00	0.00	500.00
Subtotal of 2830 Pupil Personnel Srvcs-Special Schools		486,295.00	580,295.00	365,204.01	51,008.98	212,927.81	2,163.18
2850 Co-Curricular Activ-Reg Schl							
15 Instructional Salaries		202,818.00	202,818.00	124,183.58	10,748.96	66,014.31	12,620.11
4 Contractual and Other		33,025.00	33,025.00	0.00	0.00	0.00	33,025.00
45 Materials & Supplies		16,985.00	16,985.00	2,729.99	2,580.00	3,430.35	10,824.66
Subtotal of 2850 Co-Curricular Activ-Reg Schl		252,828.00	252,828.00	126,913.57	13,328.96	69,444.66	56,469.77
2855 Interscholastic Athletics-Reg Schl							

Victor Central School District

Budget Status Report As Of: 02/28/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
15 Instructional Salaries		775,000.00	781,000.00	523,645.58	62,929.23	51,929.39	205,425.03
16 Noninstructional Salaries		52,500.00	52,000.00	49,024.22	14,195.39	0.00	2,975.78
2 Equipment		2,000.00	2,000.00	1,842.36	0.00	157.63	0.01
4 Contractual and Other		203,000.00	229,439.62	123,566.76	23,994.42	90,447.51	15,425.35
45 Materials & Supplies		66,083.00	119,678.52	59,546.16	4,801.00	16,630.37	43,501.99
Subtotal of 2855 Interscholastic Athletics-Reg Schl		1,098,583.00	1,184,118.14	757,625.08	105,920.04	159,164.90	267,328.16
5510 District Transportation Services							
16 Noninstructional Salaries		2,211,250.00	2,212,950.00	1,373,491.73	229,378.02	673,201.48	166,256.79
2 Equipment		6,500.00	8,092.99	2,320.70	13.98	2,772.29	3,000.00
4 Contractual and Other		296,000.00	301,256.84	145,787.66	25,682.17	71,200.33	84,268.85
45 Materials & Supplies		579,900.00	439,216.00	206,956.26	44,209.18	118,606.56	113,653.18
Subtotal of 5510 District Transportation Services		3,093,650.00	2,961,515.83	1,728,556.35	299,283.35	865,780.66	367,178.82
5530 Garage Building							
16 Noninstructional Salaries		8,500.00	8,500.00	0.00	0.00	0.00	8,500.00
4 Contractual and Other		59,550.00	61,650.00	21,254.53	4,976.01	33,840.08	6,555.39
Subtotal of 5530 Garage Building		68,050.00	70,150.00	21,254.53	4,976.01	33,840.08	15,055.39
5581 Transportation from Boces							
49 BOCES Services		15,965.00	15,965.00	5,706.56	1,157.48	10,258.44	0.00
Subtotal of 5581 Transportation from Boces		15,965.00	15,965.00	5,706.56	1,157.48	10,258.44	0.00
7310 Youth Program							
15 Instructional Salaries		0.00	4,545.00	4,417.90	0.00	0.00	127.10
Subtotal of 7310 Youth Program		0.00	4,545.00	4,417.90	0.00	0.00	127.10
9010 State Retirement							
8 Employee Benefits		1,640,000.00	1,640,000.00	741,275.94	118,625.53	458,304.65	440,419.41
Subtotal of 9010 State Retirement		1,640,000.00	1,640,000.00	741,275.94	118,625.53	458,304.65	440,419.41
9020 Teachers' Retirement							
8 Employee Benefits		3,303,800.00	3,302,616.00	1,667,250.62	263,151.25	1,234,886.90	400,478.48
Subtotal of 9020 Teachers' Retirement		3,303,800.00	3,302,616.00	1,667,250.62	263,151.25	1,234,886.90	400,478.48
9030 Social Security							
8 Employee Benefits		3,155,000.00	3,154,700.00	1,741,762.27	276,806.31	1,286,708.95	126,228.78
Subtotal of 9030 Social Security		3,155,000.00	3,154,700.00	1,741,762.27	276,806.31	1,286,708.95	126,228.78
9040 Workers' Compensation							
8 Employee Benefits		374,500.00	374,500.00	135,976.00	0.00	0.00	238,524.00
Subtotal of 9040 Workers' Compensation		374,500.00	374,500.00	135,976.00	0.00	0.00	238,524.00
9045 Life Insurance							
8 Employee Benefits		22,000.00	26,500.00	15,981.06	0.00	10,518.94	0.00
Subtotal of 9045 Life Insurance		22,000.00	26,500.00	15,981.06	0.00	10,518.94	0.00
9050 Unemployment Insurance							
8 Employee Benefits		15,000.00	0.00	0.00	0.00	0.00	0.00

Victor Central School District

Budget Status Report As Of: 02/28/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
Subtotal of 9050 Unemployment Insurance		15,000.00	0.00	0.00	0.00	0.00	0.00
9055 Disability Insurance							
8 Employee Benefits		30,000.00	36,382.00	15,806.50	3,355.00	12,641.50	7,934.00
Subtotal of 9055 Disability Insurance		30,000.00	36,382.00	15,806.50	3,355.00	12,641.50	7,934.00
9060 Hospital, Medical, Dental Insurance							
8 Employee Benefits		12,644,000.00	12,496,763.48	6,538,243.78	6,132.59	5,740,359.06	218,160.64
Subtotal of 9060 Hospital, Medical, Dental Insurance		12,644,000.00	12,496,763.48	6,538,243.78	6,132.59	5,740,359.06	218,160.64
9089 Other (specify)							
8 Employee Benefits		225,000.00	225,875.00	3,875.00	0.00	0.00	222,000.00
Subtotal of 9089 Other (specify)		225,000.00	225,875.00	3,875.00	0.00	0.00	222,000.00
9711 Serial Bonds-School Construction							
6 Principal		4,555,000.00	4,512,500.00	0.00	0.00	0.00	4,512,500.00
7 Interest		1,363,700.00	1,406,200.00	731,850.00	0.00	0.00	674,350.00
Subtotal of 9711 Serial Bonds-School Construction		5,918,700.00	5,918,700.00	731,850.00	0.00	0.00	5,186,850.00
9731 Bond Antic Notes-School Construction							
6 Principal		152,427.00	2,427.00	0.00	0.00	0.00	2,427.00
7 Interest		799,635.00	91,818.00	55,769.98	0.00	0.00	36,048.02
Subtotal of 9731 Bond Antic Notes-School Construction		952,062.00	94,245.00	55,769.98	0.00	0.00	38,475.02
9732 Bond Antic Notes-Bus Purchases							
6 Principal		848,318.00	1,556,135.00	1,556,135.00	0.00	0.00	0.00
7 Interest		32,005.00	29,980.00	11,086.24	0.00	0.00	18,893.76
Subtotal of 9732 Bond Antic Notes-Bus Purchases		880,323.00	1,586,115.00	1,567,221.24	0.00	0.00	18,893.76
9770 Revenue Anticipation Notes							
7 Interest		3,000.00	0.00	0.00	0.00	0.00	0.00
Subtotal of 9770 Revenue Anticipation Notes		3,000.00	0.00	0.00	0.00	0.00	0.00
9789 Other Debt (specify)							
6 Principal		215,964.00	215,964.00	215,963.55	0.00	0.00	0.45
7 Interest		115,778.00	115,778.00	115,777.42	0.00	0.00	0.58
Subtotal of 9789 Other Debt (specify)		331,742.00	331,742.00	331,740.97	0.00	0.00	1.03
9901 Transfer to Other Funds							
95 Transfer-Special Aid Fund		170,000.00	170,000.00	0.00	0.00	0.00	170,000.00
Subtotal of 9901 Transfer to Other Funds		170,000.00	170,000.00	0.00	0.00	0.00	170,000.00
Total GENERAL FUND		83,218,489.00	83,745,737.83	43,529,564.01	5,520,355.14	30,014,480.73	10,201,693.09

Victor Central School District

Budget Status Report As Of: 02/28/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Selection Criteria

Criteria Name: Shared: BOE Summary by State Modified

Fund: A

Budget type: Current Year

As Of Date: 02/28/2022

Suppress Budget Accounts with no activity

Print Summary Only

Sort by: Fund/State function/State object

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**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**
Personnel Agenda, April 6, 2022

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 **James Mauro**, who has certifications as a School Building Leader, School District Leader, and in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a probationary position as a High School Assistant Principal, effective July 1, 2022, at an annual salary of \$78,584, leading towards tenure as a High School Assistant Principal.

The probationary appointment of **Abigail Crimmins**, who holds certification as a School Psychologist, to a probationary position as a School Psychologist effective July 1, 2022, at an annual salary of \$65,592 (Step 7M+124 and Counselor's Index), leading toward tenure as a School Psychologist.

The probationary appointment of **Grace Dunnigan**, who has certifications in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a probationary position as an Elementary Teacher, effective September 1, 2022, with Jarema Credit for her 2021/2022 LTS assignment, at an annual salary of \$42,920 (Step 2B+7), leading towards tenure in Elementary Education.

Appointments:

The appointment of **Heather Boyle**, Summer Academy Administrator, from April 1, 2022 through August 31, 2022, at an annual rate of \$3,200.

The appointment of **Caitlin Mack-Elliott**, Summer Academy Administrator, from April 1, 2022 through August 31, 2022, at an annual rate of \$3,200.

**Tenure
Appointments:**

The appointment to tenure of **Robert Nestricks**, who is certified in the area of Pre-Kindergarten, Kindergarten, and Grades 1-6, upon the successful completion of his probationary period as an Elementary Teacher, effective January 24, 2022.

Leaves of Absence:

The granting of a maternity and subsequent childcare leave of absence for **Erin Michele**, Physical Education Teacher, effective approximately July 8, 2022, and extending through November 18, 2022.

The granting of a maternity and subsequent childcare leave of absence for **Amanda Moon**, Assistant Principal, effective approximately August 19, 2022, and extending through November 11, 2022.

The granting of a maternity and subsequent childcare leave of absence for **Erin Black**, School Psychologist, effective approximately July 13, 2022, and extending through October 5, 2022.

The granting of a maternity and subsequent childcare leave of absence for **Jamie Fraser**, Elementary Teacher, effective approximately August 30, 2022, and extending through June 30, 2023.

The granting of an extension of maternity and subsequent childcare leave of absence for **Nicole Greisberger**, Special Education Teacher, effective August 30, 2022, and extending through March 31, 2023.

Resignations:

The resignation of **Colleen Collier**, English Teacher, effective July 30, 2022.

The resignation, due to retirement, of **Christine Chilson**, Elementary Teacher, effective June 30, 2022.

Athletics:	<u>Position</u>	<u>Name</u>	<u>Level</u>	<u>Years</u>
Softball	Modified B	Tim DiSanto	6	14
	Volunteer	Jay Lauer	-	-

**Per Diem
Substitutes:**

<u>Candidate</u>	<u>Area of Certification</u>
Emily Matukaitis	Uncertified
Brett Leader	Uncertified
Elaina Camporeale	Uncertified
Abigail Price	Physical Education
Kiersten Gibbons	Uncertified
Natalie Wick	Uncertified
Haley Bridge	Uncertified
Quintin Peacock	Uncertified

**Non-Instructional
Appointments:**

The appointment of **Augustus Hainsworth**, Automotive Mechanic Helper, effective February 8, 2022, at an hourly rate of \$21.00.

The appointment of **Meghan Andol**, Part Time Typist, effective March 14, 2022, at an hourly rate of \$15.13.

The appointment of **Amanda Grimes**, School Bus Driver, effective March 14, 2022, at an hourly rate of \$20.39.

The appointment of **Daniel Buwalda**, from School Bus Driver to 19A Lead Trainer-Bus Driver, effective March 14, 2022, at an hourly rate of \$25.54.

The appointment of **Jean Miller**, Part Time Typist, effective March 16, 2022, at an hourly rate of \$15.13.

The appointment of **Corey Kelley**, Food Service Helper, effective March 21, 2022, at an hourly rate of \$13.57.

The appointment of **Maria Hernandez-Quintana**, Parent Information Translator (Spanish Speaking), effective March 28, 2022, at an hourly rate of \$21.00.

The appointment of **Joseph LeMark**, School Bus Driver, effective March 30, 2022, at an hourly rate of \$20.39.

The appointment of **Dino Lorenzini**, School Bus Driver, effective March 29, 2022, at an hourly rate of \$20.39.

The promotional appointment of **Alicia Langton**, from Typist to Department Secretary, effective March 14, 2022, at an hourly rate of \$17.07.

The appointment of **Denise List**, from Substitute Teacher Aide to Full Time Teacher Aide, effective April 18, 2022, at an hourly rate of \$13.57.

Resignations:

The resignation of **Verna VanDyke**, School Bus Monitor, effective March 9, 2022.

The resignation of **Avery Reibsome**, Building Maintenance Assistant, effective March 25, 2022.

The resignation of **Griselle Cardona-Hernandez**, Cleaner, effective March 24, 2022.

Amendments:

The amendment of **Ashleah Selvek**, Part Time Typist, resignation date to March 17, 2022.

**Per Diem and
Substitute Positions:**

<u>Candidate</u>	<u>Position</u>
Verna VanDyke	School Bus Monitor
Jean Miller	Typist
Riley Werner	Lifeguard
Ralph Cafiero	School Bus Monitor
Elaina Camporeale	Teacher Aide/ Food Service

Amanda Grimes
Kelly Pappajohn
Damaris Gomez
Denise List
Clifford Fairchild
Samantha Figler
Olivia Worrall
Madeline Barry

Helper
School Bus Driver
School Bus Driver
Cleaner
Teacher Aide
School Bus Driver
Teacher Aide
Lifeguard
Lifeguard

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is made this ____ day of _____, 20____, (the “Effective Date”) by and between **ROCHESTER REGIONAL HEALTH**, a New York not-for-profit corporation acting on behalf of itself and its Affiliates, as defined below, with its primary place of business at 100 Kings Highway South, Rochester, New York, 14617 (“RRH”), and having a principal place of business at 953 High Street, Victor, NY 14564 (“District”).

WHEREAS, RRH is the sole corporate member and licensed co-operator of certain general hospitals, including The Rochester General Hospital, The Unity Hospital of Rochester, Newark-Wayne Community Hospital, Clifton Springs Hospital & Clinic, United Memorial Medical Center, and duly licensed to operate a general hospital, and related programs including behavioral health services offered through its affiliate Behavioral Health Network, Inc.; and

WHEREAS, RRH, as part of its operations, provides mental health services through its various behavioral and mental health clinics, including Genesee Mental Health Center (“GMHC”); and

WHEREAS, the District requires the services of GMHC to address student mental health needs and District and GMHC have agreed that GMHC will establish a satellite mental health clinic (the “Clinic”) for District’s students at certain District schools.

NOW, THEREFORE, in consideration of the terms and conditions contained herein, the parties do covenant and agree as follows:

I. District Responsibilities

A. Space. District shall provide adequate space which satisfies NYS Office of Mental Health regulations for the Clinic. The space shall, at a minimum, include:

- (1) Exclusive, dedicated, therapeutic private space for Clinic staff to conduct confidential treatment sessions without interruption during hours of operation;
- (2) Adequate office space for Clinic staff to review records and perform administrative and other tasks related to the provision of mental health services;
- (3) Waiting room/area for students and parents;
- (4) Adequate heat, light and ventilation;
- (5) Lockable storage closet or cabinet for maintenance of treatment records, supplies and equipment;
- (6) Adequate parking for Clinic staff;
- (7) Private telephone and fax lines;
- (8) Access to photocopier; and
- (9) Internet access (District will work with the RRH IT Department to assure ongoing internet access that will support RRH computer software).

B. Services. District shall provide the following services as necessary to support the Clinic staff:

- (1) District shall designate one main contact person who will be responsible for coordinating with Clinic staff and to maintain open and regular lines of communication with key District and Clinic staff;
- (2) Referrals students to the Clinic, as appropriate; and
- (3) Cleaning and maintenance services for the Clinic space.

C. Consent to treatment. District shall be primarily responsible for securing consent to treatment from the student and/or parent(s)/legal guardian(s), as applicable.

D. Authorization for Information Disclosure. District shall be responsible for securing written authorization from the student and/or parent(s)/legal guardian(s), as applicable, in order to allow Clinic staff to disclose treatment details to District. The Authorization must address additional protections guaranteed under Mental Hygiene Law Section 33.13.

II. RRH Responsibilities

A. Services. RRH shall, through the Clinic, provide the following:

- (1) Overall management of the satellite location in accordance with NYS Office of Mental Health regulations.
- (2) Staffing by New York State licensed clinical staff, including one (1) or more qualified mental health providers, the actual number to be determined by RRH in consultation with the District, with the appropriate pediatric/child/adolescent clinical experience and/or clinical supervision to provide the mental health services;
- (3) Mental health services consistent with Clinic's licensure as a satellite location of GMHC, and referral and follow-up for behavioral and mental health services as necessary;
- (4) Education for District staff on identifying students in need of mental health services;
- (5) A list of individuals that will staff the Clinic, including their applicable credentials, as may be updated from time-to-time as necessary to accommodate District needs and GMHC staffing demands. In the event that District objects the provision of services by any Clinic staff member, District shall provide written notice of such objection to RRH and the Parties thereafter shall meet to discuss a suitable replacement;
- (6) Consultation Services of 1 hour per day when RRH is on-site at school when a therapist will be available to meet with school staff and personnel attend meetings or attend Committee on Special Education hearings. RRH shall not bill consultation services to students' insurances, but instead shall bill District as set forth in Section IV below. RRH may address an individual child needs during the consultations; provided that RRH must maintain the students' confidentiality unless the parent(s)/legal guardian(s) of student have consented to RRH speaking with school officials; and
- (7) Monthly meeting between RRH Program Coordinator and District staff members to assure compliance/satisfaction, monitor referrals/caseloads and maintain open communication; and
- (8) RRH Program Coordinator will provide staff supervision at the off-site satellite location (school) to assure District staff may remain in the school.
- (9) RRH shall provide all staff with sexual harassment training that complies with the New York state mandatory requirements.

B. Compliance with Laws and Regulations. RRH shall comply with all legal requirements for an Article 31 satellite clinic, including applicable state and federal laws and regulations governing the confidentiality of student and patient information; the guidelines of the NYS Office of Mental Health; and currently accepted and approved methods and practices in the delivery of the behavioral and mental health services.

C. District Policies. RRH shall ensure that Clinic staff shall comply with all applicable District policies, provided such policies are reasonable and provided in advance to RRH.

II.I Crisis Intervention

A. If the GMHC therapist believes that there is a need for additional school staff support due to sudden emotional heightened emotional escalation/dysregulated or in crisis. The following steps will take place.

- (1) The GMHC therapist will call the counseling or main office administrative assistant to notify the assistant of the crisis. In turn, the assistant will notify an administrator or security to have either an administrator, school counselor, or security staff member come to the office to assist the GMHC therapist in the matter to assist with de-escalation of the situation.
- (2) The GMHC Therapist will work with the student's parent/guardian (if possible) to assist further in the de-escalation and/or to support the student and assist in planning for current and future needs.
- (3) If the crisis is successfully resolved or de-escalated, the GMHC therapist, student and parent/guardian (if possible) will develop a safety plan that will support the student.

B. If it is determined that a student will require a higher level intervention, then the following will be followed:

- (1) School District administrator will contact the policy department and request a mental hygiene arrest and the administrator will assist in the process of the mental hygiene arrest.
- (2) The District will provide adult support to monitor the student to assure safety until the student is with the emergency personnel
- (3) The GMHC therapist will contact the student's parent/guardian and inform them of the crisis, that the student has been unable to de-escalate or commit to a safety plan, and that the student requires evaluation at the hospital so a mental hygiene arrest is taking place or has taken place. The parent/guardian will be advised to what hospital the student is going to.
- (4) GMHC therapist will contact Emergency Department that the student is going to and advise them of the current situation and rationale for the mental hygiene arrest.

C. If the School District identifies that the student who is a client within the Clinic who is in a heightened emotional escalation/dysregulated or in crisis and if the GMHC therapist is in the school, then the District can reach out to the GMHC therapist for assistance. Based on therapist availability, the therapist may assist. If a therapist is not in the school or is not available to assist, the District should follow the District's Crisis Management procedures.

D. Parents/guardians and students will be informed of the crisis and safety planning process GMHC Therapist at time of intake and will sign an acknowledgement that such process was presented to them.

III. Clinic Hours of Operation/Location

The parties agree that the Clinic shall be open and available to students during such times as school is in session. RRH shall staff the Clinic in accordance with the school calendar, unless the parties agree otherwise.

IV. Payment

A. Except as provided herein, neither party shall owe any payment to the other for the provision of space or services hereunder.

B. RRH shall have the right to bill third-party payors, as applicable, for clinical services provided to District's students. RRH shall not bill District for such clinical services.

C. As compensation for the consultation services set forth in Section II(A)(6) above, District shall pay RRH the following amounts, which shall be paid quarterly, within thirty days after the end of each calendar quarter, the following amount depending on the number of days per week that RRH provides consultation services:

Five days per week, 1 FTE	\$16,330 per year (\$4,082.50 per quarter)
---------------------------	--

V. Confidentiality

RRH acknowledges and agrees that, in the course of providing services to the District, Clinic staff will obtain confidential information and records about the District, including, but not limited to, information about students, District practices and procedures and financial information. RRH agrees that it shall comply with all applicable laws, including the Family Education Rights and Privacy Act ("FERPA"), the Individuals with Disabilities Education Act ("IDEA") and the New York State Education Law, the Health Insurance Portability and Accountability Act ("HIPAA") and Section 33.13 of the Mental Hygiene Law. The Parties agree to maintain the confidentiality of all such information, and not to disclose any such information, at any time, to any individual or party not bound by this Agreement.

VI. Indemnification

RRH and District agree to indemnify and hold each other, and their respective members, directors, officers, employees, contractors and agents, harmless against any and all losses, damages, expenses and liabilities, and any other costs, including court costs and attorneys' fees, that may arise by reason of liability for damage, injury or death, or any claim for damages arising at law and alleged to have been caused or sustained in whole or in part by or because of any omission of duty, negligence or wrongful action on the part of the respective party. RRH and the District shall provide prompt written notice of receiving a notice of claim or demand asserted against it which may reasonably result in liability to the other party in relation to this MOU, and shall use good faith efforts to provide such notice within ten (10) business days. Both parties shall cooperate in the investigation of a claim and any defenses arising therefrom.

VII. Term and Termination

A. The term of this Memorandum of Understanding shall be for one (1) year from the Effective Date indicated above ("Initial Term"). Upon the expiration of the Initial Term, this Memorandum of Understanding shall automatically renew upon the same terms and conditions for additional one (1) year periods (each a "Renewal Term"), unless either party gives written notice to the other of the intention not to renew not less than ninety (90) days prior to the expiration of the then current term.

B. This Memorandum of Understanding may be terminated by either party with or without cause, in whole, or in part, upon sixty (60) days' prior written notice to the other party.

VII. Relationship of Parties

No agent or employee of either Party shall be deemed an agent or employee of the other Party. Each Party will be solely and entirely responsible for the acts of its agents, subcontractors, or employees. RRH for the purposes of carrying out its respective duties and responsibilities under this Agreement, shall be and perform at all times as an independent contractor. Neither Party will be under the direction or supervision of the other in the performance of its duties under this Agreement. Nothing herein shall be construed to create an employer/employee relationship between the Parties or between either Party and the employees or contractors of the other Party. Neither Party nor its employees or contractors shall be eligible for any employee benefits programs of the other Party nor shall they have any claim under this Agreement or otherwise against the other Party for vacation pay, sick leave, retirement benefits, Social Security, Workers' Compensation, disability or unemployment benefits, or any other employee benefits of any kind.

IX. Liability Insurance

The District shall maintain general and commercial liability insurance and such extended coverage insurance during the term of this Agreement in amounts not less than \$2,000,000 for each occurrence for bodily injury and \$2,000,000 for each occurrence for property damage, with an aggregate limit of \$5,000,000.

RRH shall maintain professional liability insurance covering the services provided hereunder in amounts not less than \$2,000,000 for each occurrence and \$5,000,000 in the aggregate, and shall maintain general and commercial liability insurance in the amounts not less than \$2,000,000 for each occurrence for bodily injury and \$2,000,000 for each occurrence for property damage, with an aggregate limit of \$5,000,000.

X. Miscellaneous Provisions

A. This Agreement shall be governed by the laws of the State of New York without regard to its conflict of law principles. The venue for any legal action or proceeding to interpret or enforce this Agreement shall be in the courts situated in Monroe County, New York.

B. If any provision of this Agreement shall be or become invalid under any provision of federal, state or local law, such invalidity shall not affect the validity or enforceability of any other provision hereof.

C. This Agreement sets forth the entire agreement between the parties with respect to the subject matter hereof, and no amendment, change or modification shall be effective unless in writing and signed by the parties hereto.

D. Neither party may assign this Agreement without the express written consent of the other. RRH shall not delegate the duties imposed by this Agreement by subcontract or otherwise without the prior written consent of District, which District is under no obligation whatsoever to give. Any attempt to assign this Agreement or to delegate or subcontract the duties hereunder without such written consent shall be void.

E. The waiver of a breach of any provision of this Agreement by either party shall not operate or be construed as a waiver of any subsequent breach.

F. Unless otherwise specified, notices or consents required to be given by either party to the other under this Agreement shall be in writing and personally delivered or sent by registered or certified mail, return receipt requested, to the undersigned representative of the recipient at its address first stated above, or as changed pursuant to a notice. Such notices shall be deemed to be effective on the date when they are mailed or personally delivered.

G. Neither RRH nor District is authorized to act as agent for the other or to incur any liability or

dispose of any assets in the name of or on behalf of the other unless provided in this Agreement or specifically authorized by the party which would be responsible for the obligation.

H. All provisions of this Agreement that by their terms require performance by one or both parties following the expiration or other termination of this Agreement shall survive such expiration or termination.

The remainder of this page is intentionally left blank. The signature page follows.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first above written.

_____ **SCHOOL DISTRICT**

ROCHESTER REGIONAL HEALTH

By: _____

Name:

Title: Superintendent of Schools

By: _____

Name:

Title:

BUDGET ADOPTION RESOLUTION

Motion by _____, seconded by _____, that the following resolution be adopted:

RESOLVED, that, upon recommendation of the Superintendent, the proposed budget for the 2022-2023 school year be approved as submitted, for a total of \$89,198,479 subject to approval by the qualified voters of the District at the Annual Vote and Election on May 17, 2022.

District Clerk will do a roll call vote:

The foregoing motion was _____.

Request #10 (1) Complete

1 message

Form Approvals <templee@victorschools.org>

Mon, Mar 7, 2022 at 1:35 PM

Reply-To: cronmillers@victorschools.org

To: vallesed@victorschools.org

REQUEST #10/1 | DEC 16, 2021

VCS Field Trip Request Form

The request is now **complete**.*SEAS Club***Approval history**

Complete

Approved by siestob@victorschools.org

Approved by everhardtd@victorschools.org

Approved by vallesed@victorschools.org

Requestor:	cronmillers@victorschools.org
Teacher(s) Initiating Request:	Steve Cronmiller and Stash Merritt
School:	SH
Select appropriate type of field trip:	extra curricular
Destination (include EXACT address):	Fish Creek Pond State Park 4523 State Route 30, Saranac Lake, NY 12983
Estimated Number of Students:	25-30
Estimated Round Trip Mileage:	500
Departure Date:	May 20, 2022
Departure Time:	9:30 AM
Return Date:	May 22, 2022

Return Time:	5:00 PM
Arrangements for meals (if necessary):	Friday lunch on owe on road, Friday dinner at campsite, Sat breakfast and dinner in Lake Placid, Sun breakfast in Tupper Lake
Preparation: How will the student be prepared for the trip as an instructional activity?:	NA
On trip: What instructional activities will occur on the trip?:	Wild Center Science Museum in Tupper Lake
Follow-up: Upon return, what activities will occur to enrich the experience and to determine if the objectives were accomplished?:	NA
What instructional provisions have been made to help participants keep up with other classes that they will miss?:	They will miss 2nd, 3rd, and 4th on 5/20/22 They will request missed work and make up class upon return.
What specific instructional plans have been made for any student missing the field trip?:	NA
Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the time period of this field trip.:	Coverage for 4 teachers periods 2, 3, & 4 on 5/20/22, if an administrator or teacher aide chaperones the trip would require less coverage.
Supporting Documents (if applicable):	File Upload 1
Itinerary (for overnight or extended trip, please attach detailed summary of specifics):	Attached
Will you be requesting this trip again next year?:	Yes
What does this field trip accomplish that an in-school activity can not?:	Experiences and memories with friends, and improved social skills away from electronics.
What pre-field trip activities are you planning to do to complement the field trip?:	NA
Hour at which you wish to REACH your destination:	3:30 PM
Hour at which you wish to LEAVE your destination:	12:00 PM
Load Time:	9:00 AM
Would you like the bus to stay with the group or may it return at a different time?:	Stay with the group
Course/Grade Level of Students/Club/Team:	SEAS club

Have BOTH the District and Building calendars been checked for conflicts?:	Yes
School and/or District Funding Requested:	No
Out of Pocket Cost to Student (If Any):	Meals in Lake Placid 30
Cost to Chaperone (If Any):	Meals in Lake Placid 30
If fundraising is involved, please describe:	NA
Place of Departure:	High School bus loop
Type of Transportation:	School bus
Special arrangements, instructions, or comments:	NA
Estimated Number of Chaperones including teachers/parents:	4 chaperones Stash Merritt and Steve Cronmiller others TBD
Cost Breakdown Per Student: Event Fee:	20
Cost Breakdown Per Student: Meals:	20
Cost Breakdown Per Student: Travel:	40
Cost Breakdown Per Student: Other:	0
Cost Breakdown Per Student: TOTAL:	80

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Teaching about Complex Issues in Society

The Board of Education recognizes its broad responsibility for providing for a course of study in the schools that is appropriate to the age and ability of the students in the District. The Board also recognizes that within the broad parameters of curriculum, a teacher must be free to engage the classroom discussion and debate in order to stimulate the exchange of ideas and critical thinking.

Issues may arise that deal with matters about which there are varied levels of opposing views, biases, emotions, and/or conflict. They can include issues which may have political, social, environmental or personal impacts on pupils and/or the wider community: locally, nationally or internationally. These issues may be studied as part of the curriculum and teachers shall present these issues in their classrooms in an impartial and objective manner.

In the classroom, matters of a complex nature shall be addressed as they arise in the normal course of instruction and not introduced via displays or clothing not directly related to classroom instruction.

When materials and resources are used in a classroom they should:

- have educational value and be relevant to the curriculum;
- be appropriate to the age and maturity level of the students; and
- not adversely affect the attainment of the District's instructional goals or be likely to result in substantial disruption of the normal operation of the classroom.

When presenting complex issues, including in classroom displays, the teacher shall follow the curriculum and take care to provide a balanced and unbiased approach that takes into account the age of the students in the classroom. This does not apply to extreme ideas that are outside the bounds of societal norms or discriminatory in nature.

Teachers are assured of the school administration's and Board of Education's support if it is found that such teachers have been subjected to unfair criticism or partisan pressures from individual or groups.

Policy References:

Hazelwood v. Kuhlmeier, 484 US 260 (1988)

Tinker v. Des Moines Independent Community School District, 393 U.S. 260 (1988)

Board of Ed. v. Pico, 457 U.S. 853 (1982)

Appeal of Malverne Union Free School District, 29 Educ. Dep't. Rept. 363 (1990)

Appeal of O'Connor, 29 Educ. Dep't. Rept. 48 (1989)

Adoption Date: 7/10/2000, Revised 1/12/2017

4000 - Instruction

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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 or sexuality of preference.

“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	Tom Cheevers	(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	Jennifer Grimes	(585)924-3252 ext. 6403
	John Ryan	(585)924-3252 ext. 6414
• District Wide Pre-K - 12	Roni Puglisi	(585)924-3252 ext. 3145
• 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. Defaming or denigrating an individual or a group, 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 and/or intentional or unintentional language, including language that is hurtful, discriminatory and/or offensive communicated directly or indirectly.
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 any of 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.

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

Restorative mediation between student and student and/or staff and student may be offered as an alternative to disciplinary consequences in appropriate circumstances, as determined by the District.

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 April 15, 2021
Reviewed: 07/08/2021*

Policy Cross References:

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