

Victor Central School
Board of Education
PROPOSED AGENDA
Regular/Organizational Meeting, Thursday, July 14, 2022 – 5:30 PM
Early Childhood School Boardroom
954 High Street
Victor, NY 14564

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

✓ = Board Action Expected

- ✓ 1. **Meeting Called to Order by District Clerk Maureen Goodberlet**
 - ✓ • *Motion to enter executive session to discuss a student discipline appeal as well as the employment history of specific individuals.*
 - ✓ • *Motion to return to regular session.*
 - ✓ • *Resolution Determining the Appeal of Student Disciplinary Matter.*
 - 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!)
 - ✓ E. **Election of Officers**
 - ✓ 1. Nominations for the Office of President
 - a. **Election of President**
 - 2. Nominations for the Office of Vice President
 - a. **Election of Vice President**
 - 3. Administer the Oath of Office
- ✓ 2. **Approval of Agenda**
3. **Recognitions**
 - **Girls Varsity Lacrosse Section V and New York State Champions**
4. **Superintendent's Update**
- ✓ 5. **Organizational Items (15 min.)**
6. **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.

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- ✓ 7. **Acceptance of Consent Items (5 min.)**
- A. **Minutes of the Regular Meeting of June 9, 2022 and the Special Meetings of June 17, 2022 and June 29, 2022;**
 - B. **Treasurer’s Report for the month ending May 31, 2022;**
 - C. **Personnel Agenda;**
 - D. **Recommendations of the Committee on Special Education from the meetings of March 1, 17, 21, 22, 25, 28, 29, 30, 31, 2022, April 1, 5, 6, 7, 18, 19, 20, 21, 22, 25, 26, 27, 28, 29, 2022, May 3, 4, 5, 6, 9, 10, 11, 12, 13, 17, 18, 19, 22, 23, 24, 26, 27, 31, 2022, June 1, 2, 3, 6, 7, 8, 9, 10, 13, 14, 15, 16, 17, 21, 22, 23, 27, 29, 2022, July 1, 5, 6, 7, 8, 11, 12, 13, 14, 2022 and of the Committee on Preschool Special Education from the meetings of June 10, 14, 21, 24, 28, 29, 2022;**
 - E. **Accept the following donations:**
 - **\$40.00 from Christine Neenan to the Intermediate School in support of the Inquiry Program;**
 - **A memorial tree from the Class of 2000 valued at \$700.00;**
 - F. **Declare the following as surplus:**
 - **Apple iPads with VCS Tag #s 014811, 014980, 015907;**
 - **NEC Projectors with VCS Tag #s 02644, 02653, 02655, 010001, 010061, 010063, 010065, 010085, 010094, 012052, 014036;**
 - G. **Increase School Cafeteria Prices as follows:**
 - **Breakfast from \$1.80 to \$1.90**
 - **Lunch PreK-6 from \$2.60 to \$2.75**
 - **Lunch 7-12 from \$2.90 to \$3.00**
 - H. **Approve the General Resolution for the purpose of participating in a cooperative bid coordinated by the BOCES of Ontario, Seneca, Wayne and Yates Counties as submitted;**
 - I. **Approve the 2023-2026 Special Education Plan;**
 - J. **Approve Bus Driver Referral Bonus for VCS Faculty and Staff per attached memo from D. Vallese to T. Terranova dated 7/12/22.**
8. A. **Campus News**
- B. **New “Pilot” Course Overviews (Karen Finter; 10 min.)**
- ✓ C. **Professional Learning Plan Overview/Approval (Karen Finter, Kristin Williamson; 10 min.)**
- D. **Strategic Plan Update (Tim Terranova; 10 min.)**
- E. **YMCA Building Discussion (Tim Terranova; 15 min.)**
- ✓ F. **Approve the following field trip:**
 - **Senior Class of 2023 to Boston, MA from 3/23/23 – 3/25/23;**
- ✓ G. **Second and Final Review of the following Policy:**
 - **Weapons on School Grounds; Policy 1611**
- H. **Review and sign policy 2160, School District Officer and Employee Code of Ethics.**

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- 9. **Meeting Reports**
 - ✓ A. **Monroe County School Boards Association Dues for 2022-2023**
 - B. **Monroe County School Boards Association Committee Reports**
 - C. **Standing Committee Updates**

- 10. **Upcoming Events**
 - A. **Next Regular Board Meeting, August 18, 2022 at 7:15 PM;**
 - B. **New Teacher Orientation; August 22, 2022 from 8:00 AM – 8:30 AM**
 - C. **Superintendent’s Conference Day (Opening Day for Staff) August 30, 2022, from 8:00 AM – 9:00 AM;**

- 11. **Adjourn**

Organizational Meeting for 2022-2023 School Year
Thursday, July 14, 2022
Agenda

I. Appointment of District Officers:

- a. Maureen Goodberlet as Clerk of the Board of Education
 - b. Penny Johnston as District Treasurer
 - c. Jill Smith as Deputy District Treasurer
 - d. Nicole Ritz as Tax Collector
 - e. Lynne Lubaszewski as Claims Auditor
- (District Clerk, District Treasurer, Deputy District Treasurer and Tax Collector may sign the oath at the convenience of the Superintendent.)

II. Appointment of Other Positions:

- a. Dr. Robert J. Tuite as school physician and medical director for the 2022-2023 school year
- b. Harris Beach PLLC, Ferrara Fiorenza PC, and Monroe 2 Orleans BOCES, Hawkins, Delafield & Wood LLP as attorneys for the 2022-2023 school year
- c. Assistant Superintendent for Pupil Services as Attendance Officer
- d. Assistant Superintendent for Business as Purchasing Agent
- e. R.L. Anderson - Van Horne Agency as Insurance Consultant
- f. Mengel, Metzger, Barr, CPA as External Auditor
- g. EFPR Group as Internal Auditor
- h. District Clerk as Records Access/Management Officer
- i. Director of School Facilities as Asbestos (LEA) Designee
- j. Assistant Superintendent for Instruction and Assistant Superintendent for Pupil Services as Title IX Coordinators
- k. Assistant Superintendent for Pupil Services as Section 504 Officer
- l. Assistant Superintendent for Personnel and Assistant Superintendent for Pupil Services as Civil Rights Compliance Officers;
- m. Committee on Preschool Education and Special Education Members:
Ariel Aranova, Erin Black, Julie Branieki, Amanda Byrne, Tom Cheevers, Anne Clark, Joseph Costanza, Abby Crimmins, Brian Gee, Jennifer Grimes, Emily Hopkins- Ives, Tara Hopson, Deborah Leh, Kathryn Mandile, Shannon Markin-McMurtrie, James Mauro, Sarah Miller, Ashley Socola, Laura Reynolds, Heidi Robb, Brian Siesto, David Thering, Staci Thibodeau, Amanda Tripp, Dr. Robert Tuite, Tania Zazulak-Angelini, Assistant Superintendent of Pupil Services, Interim Principal of the Early Childhood School, Interim Assistant Principal of the Primary School.
- n. Deputy District Treasurer as Treasurer–Extra Classroom Activities Account
- o. Amanda Byrne, Tom Cheevers, Brian Gee, Karen Finter, Jennifer Grimes, Laura Reynolds, John Ryan, Staci Thibodeau, and Interim Assistant Principal of the Primary School as Dignity Act Coordinators
- p. John Ryan as the Designated Education Official for the 2022-2023 school year
- q. Director of Technology as the Data Protection Officer for the 2022-2023 school year
- r. Assistant Superintendent for Pupil Services as the McKinney-Vento Homeless Assistance Act Liaison for the 2022-2023 school year

III. Bonding of Personnel:

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

IV. Designations:

- a. BE IT RESOLVED, that any commercial bank and/or trust company, including but not limited to Canandaigua National Bank, Five Star Bank, having offices in New York State or any bank participating in the Insured Cash Sweep (ICS) or Certificate of Deposit Account Registry Services (CDARS) programs be and hereby are designated as the official depositories for the school district funds during the school year 2022-23 and that the maximum amount which may be kept on deposit in any one bank shall not exceed the District’s annual general fund budget.
- b. Designation of The Daily Messenger as official newspaper of the District;
- c. Designation of the second Thursday of each month at 7:15 P.M. as the regular meeting time for the Board of Education except for August 2022, which will be Thursday, August 18, 2022. The Board of Education work sessions will be scheduled for the fourth Thursday of the month as necessary except for February 2023 which will be Thursday, February 16, 2023 and April 2023 which will be Wednesday, April 26, 2023;
- d. Designation of Thursday, July 13, 2023, as the date of the organizational meeting for the 2023-2024 school year;
- e. Establishment, pursuant to Section 2118 of the Education Law, of the mileage reimbursement rate for employees at an amount equal to the Internal Revenue Service rate.

V. Authorizations:

- a. Authorization for the Assistant Superintendent for Business to certify the payroll
- b. Authorization for the Superintendent or designee and Board President or Vice President to sign contracts for student services (such as health), and tuition contracts, when necessary
- c. Authorization for the Superintendent or designee to approve attendance of instructional and non-instructional staff at conferences for the 2022-2023 school year
- d. Authorization for the Assistant Superintendent for Business to establish the following Petty Cash Accounts:

<u>Account</u>	<u>Amount</u>	<u>Custodian</u>
District Office.....	\$300.00...	Assistant Superintendent for Business
Event Admissions (competition start-up cash)..	\$2500.00..	Athletic Director
School Lunch Fund (start-up cash)	\$175.00...	Director of Food Service

- e. Authorization for the following individuals to sign checks on behalf of the School District for the accounts designated:
General and School Lunch, Special Aid, Capital Funds: Assistant Superintendent for Business, District Treasurer, Deputy District Treasurer
Payroll Account: Assistant Superintendent for Business, District Treasurer, Deputy District Treasurer
Extra-Curricular Account: Treasurer-Extra Classroom Activities Account, Assistant Superintendent for Business, District Treasurer, Deputy District Treasurer.
- f. Authorization of Board and District members to participate in professional organizations
- g. Authorize School District employee and officer indemnification under Public Officer’s Law §18
- h. Approval of the following job titles/departments requiring District-owned cell phones: Superintendent of Schools, Night Custodian, and Parent Information Translator;
- i. Authorization for the President or a Vice President of the Board of Education to independently appoint an Impartial Hearing Officer as necessary for any impartial hearing regarding the placement of a special education student
- j. Authorization for the Superintendent or designee to make all necessary budget transfers in accordance with Section 170.2 (1) of the Commissioner’s Regulations and Board Policy 6150

VI. Other Items:

- a. Authorization for the Assistant Superintendent for Business, District Treasurer or Deputy District Treasurer to execute wire transfers of District funds
- b. Authorization for the Superintendent to employ staff members pending Board approval at its next regular meeting
- c. Authorization for the District to participate in all BOCES Cooperative and County Bids for the 2022-2023 school year
- d. Authorization of the Superintendent and the Assistant Superintendent for Business, District Treasurer or Deputy District Treasurer to jointly confer, and then invest - if deemed appropriate - such portions of the District money available for time deposit accounts, certificates of deposit, short term government securities, or other investments permitted by law.
- e. Authorization of the Superintendent to apply for State and Federal Grants in Aid
- f. Authorization for Board of Education members to attend conferences, conventions, workshops and standing committee meetings with expenses paid by the School District
- g. Authorization for Superintendent to purchase consultant and professional services;
- h. Authorization for Assistant Superintendent for Personnel, or (alternate) Assistant Superintendent for Business to sign Civil Service Reports of Personnel Change
- i. Establishment of the compensation rate for members of the Board of Registration and for election inspectors and clerks at minimum wage
- j. Appointment of the following individuals to the Board of Registration for the 2022-2023 school year: Carrie Fagan, Jennifer Mehigan, and Linda Tice;
- k. Establishment of the following per diem and substitute rates for the 2022-2023 school year:

<u>Position</u>	<u>2022-2023</u>
Accompanist	\$50.00 per hour (2 hour maximum)
Administrator (Per Diem, Not Interim)	\$375 per day
Auto Mechanic Substitute	\$18.09 per hour
Auto Mechanic Helper Substitute	\$17.55 per hour
Bus Driver Substitute	\$20.00 per hour
Bus Driver Trainee	\$14.50 per hour
Bus Monitor Substitute	\$13.75 per hour
Summer Bus Monitor Substitute	\$15.00 per hour
Cleaner Substitute	\$13.75 per hour
District Office Support (Per Diem)	\$14.50 per hour
Driver Education Teacher	\$38.25 per hour
Driver Education Coordinator	\$500.00 per session (3 sessions total)
Food Service Helper Substitute	\$13.75 per hour
Food Service Laborer Substitute	\$13.75 per hour
Groundskeeper Substitute	\$13.75 per hour
Life Guard (Junior Per Diem Status)	\$13.75 per hour
Life Guard (Senior Per Diem Status)	\$15.07 per hour
Messenger Substitute	\$13.75 per hour
Nurse Substitute	\$150.00 per day
Pool Supervisor (Per Diem)	\$17.00 per hour
Summer Grounds Helper	\$13.75 per hour
Student Worker	\$13.75 per hour
Teacher Aide Substitute	\$13.75 per hour
Teacher Substitute NYSTRS Retiree	\$130.00 per day (1-30 days)

	\$140.00 per day (30+ days)
Teacher Substitute NYS Certified	\$115.00 per day (1-15 days)
	\$125.00 per day (16-30 days)
	\$135.00 per day (31-70 days)
	\$140.00 per day (70+ days)
Teacher Substitute Un-Certified	\$105.00 per day (1-15 days)
	\$110.00 per day (16+ days)
Teacher (Short-term Substitute)	\$208.00-\$218.00 per day
Traffic Support	\$13.75 per hour
Translator (Per Diem)	\$20.00 per hour
Typist/Clerk Substitute	\$13.86 per hour

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

Investments

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

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

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

Policy References:

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

Local Finance Law 24.00, 25.00, 65.00

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

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

Reviewed: 07/09/2020

6000 - Fiscal Management

Purchasing

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

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

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

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

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

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

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

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

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

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

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

Competitive Bidding

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

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

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

Exceptions to Competitive Bidding

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

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

Purchasing when Competitive Bidding Not Required

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

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

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

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

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

General Purchasing Provisions

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

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

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

Conflict of Interest

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

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

Policy References:

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

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

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

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

County Law §408-a(2)

8 NYCRR Part 114

Cross Ref:

6710 - Purchasing Authority

6740 - Purchasing Procedures

6741 - Contracting For Professional Services

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

Reviewed: 07/09/2020

6000 - Fiscal Management

Victor Central School District Code of Conduct Table of Contents

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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 | Michele Maloney | (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 | Karen Finter | (585)924-3252 ext. 3186 |

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 May 12, 2022
Reviewed: 07/08/2021*

Policy Cross References:

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

Parent and Family Engagement

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

Title I Parent and Family Engagement – District Level Policy

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

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

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

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

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

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

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

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

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

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

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

Development of school level parent and family engagement approaches

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

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

Building capacity for parental involvement

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

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

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

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

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

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

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

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

Coordination of parental involvement strategies

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

Review of the District-wide parental involvement policy

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

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

Policy References:

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

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

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

Reviewed: 07/09/2020

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

Introduction

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

Section I: General Considerations and Planning Guidelines

A. Purpose

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

B. Identification of School Teams

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

C. Concept of Operations

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

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

D. Plan Review and Public Comment

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

Section II: General Emergency Response Planning

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

A. Identification of sites of potential emergency, including:

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

Section III: Victor District-Wide Safety Plan

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

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

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

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

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

C. Prevention and Intervention Strategies

Methods used in the Victor Central School District include:

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

D. Procedures for involving law enforcement for violent incidences

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

E. Procedures for contacting parents/guardians regarding violent incidences

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

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

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

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

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

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

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

H. Procedures for annual safety training for staff and students

Appropriate training will be held for the following:

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

I. Protocols for responding to emergency situations

(Refer to the Emergency Management Plan)

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

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

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

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

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

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

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

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

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

O. Description of Internal and External Communication Systems

- 1. Internal: Two-way communication is provided from all building areas and rooms to the main office.

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

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

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

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

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

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

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

APPR Principal Lead Evaluator Resolution

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

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

Date

District Clerk

APPR Teacher Lead Evaluator Resolution

BE IT RESOLVED THAT, Carrie Goodell, Brian Gee, Karen Finter, Robert LaRuche, Heidi Robb, Karyn Ryan, Brian Siesto, Ashley Socola, and Kristin Williamson are hereby certified as a Qualified Lead Evaluator of Teachers having successfully completed the training requirements prescribed in 8 NYCRR§30-2.9(b), including:

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

Date

District Clerk

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION
Unapproved Minutes of the Regular Meeting of June 9, 2022
Early Childhood School Auditorium/Boardroom
953 High Street
Victor, New York 14564**

CALL TO ORDER President Tim DeLucia called the meeting to order at 5:38 PM.

Members Present Tim DeLucia, Chris Eckhardt, Kristin Elliott, Elizabeth Mitchell,
Christopher Parks

Members Absent Karen Ballard, Trisha Turner

EXECUTIVE SESSION A motion was made by C. Parks, seconded by E. Mitchell, to enter executive session at 5:38 PM to discuss a student discipline appeal as well as the employment history of specific individuals.
The motion was carried. 5 yes 0 no

REGULAR SESSION A motion was made by C. Parks, seconded by K. Elliott, to return to regular session at 7:11 PM. The motion was carried. 5 yes 0 no

RESOLUTION DETERMINING THE APPEAL OF A STUDENT DISCIPLINARY MATTER The following motion was made by C. Parks, seconded by K. Elliott:
WHEREAS, the Board of Education of the Victor Central School District (the “Board”) received a written appeal from a student disciplinary matter arising under the District’s Code of Conduct Policy; and
WHEREAS, the Board has considered the matter in executive session, to protect the privacy of a student’s education records and personally identifiable information under Federal and State Law, pursuant to a motion made and approved under Public Officers Law §108(3) during the regular business meeting of the Board on June 9, 2022; and
NOW, THEREFORE, BE IT RESOLVED, that having reviewed the paperwork, listening to the hearing and due deliberation having been had, the appeal is denied, and the decisions of the building administration and the Superintendent of Schools are affirmed.
AND IT IS FURTHER RESOLVED, that the President of the Board of Education, or the District Clerk as designee of the President, is hereby authorized to prepare a letter consistent with this Resolution and with the deliberations in Executive Session to be prepared, signed and mailed to the appellant; and to include in that letter language appropriate to inform the appellant of the time and manner in which an aggrieved party may file an appeal of this decision with the New York State Commissioner of Education;
AND IT IS FURTHER RESOLVED, that this Resolution shall take effect immediately.
A roll call vote was taken. E. Mitchell – appeal denied, C. Eckhardt – appeal denied, K. Elliott – appeal granted, C. Parks – appeal denied, T. DeLucia – appeal denied.
The motion was carried. 4 yes 1 no 0 abstentions

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APPROVE AGENDA A motion was made by E. Mitchell, seconded by C. Parks, to approve the revised agenda for the meeting. The motion was carried. 5 yes 0 no

RECOGNITIONS Board President Tim DeLucia welcomed everyone.

Permanent Art Collection President DeLucia introduced Art Teacher Dave Denner who presented individual certificates to the following students whose artwork will be placed in the Boardroom: Aiden Lopez, Gabriella Smith, Madison Paredes, Caiden Boyer and Reese Jones. Mr. Denner described how the artwork is chosen and that they are now a part of the permanent art collection for the Victor Central School District.

DECA Mr. DeLucia introduced the co-advisor of DECA, Sue Utz who presented certificates to the International Career Development Conference (ICDC) finalists. Ms. Utz started out by thanking the Board of Education, Dr. Terranova, Mr. Siesto and the Assistant Principals along with everyone who helped through the journey. The mission of DECA is to prepare emerging entrepreneurs for careers in marketing, management, hospitality, and finance. The four students being honored have competed in the highest level of competition at ICDC with over 18,000 students competing. They have demonstrated resilience, hard work, grit and determination on a daily basis throughout the school year. Andrew Kovaleski, Maddie Pitts, Connor Doran and Max Pitts were recognized as having the best year ever at the International Career Development Conference in Victor's history. Andrew Kovaleski won a Blue-Ribbon Medallion in the finance cluster. Maddie Pitts won a Blue-Ribbon Medallion and was a top ten finalist in the hospitality and tourism event. Max Pitts and Connor Doran competed in the Marketing Management Teach Decision Making event and earned the Blue-Ribbon Medallion and ended up finishing in second place overall. Certificates were presented to the students recognizing their accomplishments.

Athletics Board President DeLucia introduced the Director of Health, Physical Education and Athletics, Duey Weimer who helped present the athletic recognitions. Mr. Weimer said the Girls Lacrosse Team will not be in attendance as they are on a quest for their first state championship and are competing tomorrow. Also, Adam Barbado the 3200 sectional champion is not in attendance.

Individual Track and Field Section V Champions Mr. Weimer introduced sectional champions Melody Harloff and Maddie Pitts as well as Varsity Girls Track Coach Austin Donroe who spoke about the champion's season. Coach Donroe thanked the Board of Education and Dr. Terranova for hosting the champions. He thanked the Athletic Office and the High School administration and all the people behind the scenes. He then spoke about Melody Harloff and Maddie Pitts who were the individual champions from the Class A Sectional Championship. Maddie Pitts was the Sectional Champion in the 400 hurdles and the triple jump. She was also the top point scorer for the team. Maddie ended up her season with a total of 12

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school records. Melody Harloff was the sectional champion in the 400M. Melody is moving on to the state championship next week in the 100M and 200M.

Girls Varsity Track and Field Team Section V Champions

Coach Donroe then introduced the entire Girls Varsity Track and Field Team as Section V Champions. He said what made the year special was the importance of the word “team”. Coach Donroe said they knew going into the season it was going to be very difficult and it was going to take the strength of the entire team. They had the largest group make it to sectionals, 31 athletes. The team won sectionals by 2 ½ points, which is almost the slimmest of margins when it comes to track and field. For weeks leading up to sectionals the group was embracing “believe in your teammates and believe in your team” mantra.

Boys Varsity Golf Section V Champions

Mr. Weimer then introduced Varsity Boys Golf Coach Trevor Sousa. Coach Sousa thanked the Board of Education, Dr. Terranova, the Athletic Office and everyone who supports athletics and all extra-curriculars as well as the education of the students. He started off with a couple of individual recognitions. Brody Burgess is the Class AA Individual Sectional Champion, Carson French is the Super Sectional Co-medalist. This team achieved the Sectional Title Class AA 2022. This is the second sectional title in a row. Coach Sousa said one of the things he wants to point out is the culture, the positivity, and the relationships of the team. As a team they set a Section V scoring record of 364 beating the previous score set by Pittsford Sutherland by 6 strokes.

Tenure Candidates

Superintendent Terranova then recognized the tenure recipients for the 2021-2022 school year. He said at Victor Central Schools tenure is earned and it not just given. Teachers and staff have a deep belief in all students and that kids can achieve things that even they don’t know they can achieve. The recipients have an incredible competence in the instruction and practice around their discipline area. They also have a strong competence in the social and emotional skills which include self-awareness, the ability to persevere, the ability to work well and build relationships with others and then teach those skills to the kids. Dr. Terranova said the staff members also have an incredible growth mindset. The following staff have earned tenure: Kelly McLaughlin from the Early Childhood School, Sara Baker, Robert Nestricks, Gina Peterson and Lindsay Scott from the Primary School, Sarah Basta, Shari Bischooping, Kelley Ginster, Rachel Lawrence, Sarah Miller and Maura Rovinsky from the Intermediate School, Catherine Bossard, Erika Eberhardt, Bryan Kavanaugh, Emily Morscheimer and Dave Thering from the Junior High School and Johanna Arnitz, Patrick Dennis, Austin Donroe, Sean Johnson, and Keeley Sprague from the Senior High School and Duey Weimer from the District Office.

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Board Member Recognition

Board President Tim DeLucia recognized outgoing Board of Education Member Chris Eckhardt who has done a significant amount of work. He has been an excellent contributor to the Board and will be missed. On behalf of the Board, he thanked him for participating. Superintendent Terranova said Mr. Eckhardt always puts every kid first. He is knowledgeable about the pulse of the community, and he has a very strong understanding of all the aspects of the school policy and culture, especially the financial piece. He has a deep understanding of the Board's role in relation to the Superintendent, understanding they are a team of eight people. He is also an incredible husband and father. Dr. Terranova said his expertise will be sorely missed. Mr. Eckhardt said it has been an absolute honor and privilege to serve with the current as well as past Board Members. He thanked Dr. Terranova for his steady leadership. He also thanked District Clerk Maureen Goodberlet and the staff for all they do every day. He thanked the community for their support and said he hopes he served everyone well. Mr. DeLucia thanked him for his service.

SUPERINTENDENT'S UPDATE

Dr. Terranova talked briefly about safety. He provided a short-term and a long-term view around safety. From a short-term view we have increased the presence of the Ontario County Sheriff's Office and the New York State Police in order to partner with the District to support student safety as well as visibility. The District has also been involving community resources and first responders anytime there is a situation where the District believes a student or a community member may be behaving erratically or with potential malice towards others. The principals have done an outstanding job of reminding staff of the proper safety that we train in every year. The two simple protocols to follow if the District is ever confronted with an active shooter on campus is maintaining locked and closed outside doors throughout the day and making sure everyone has the ability to close their classroom doors and lock them as quickly as possible. It is important if you see something, say something. There is an anonymous message system app on the website, which increases the chances of hearing about potential concerning situations as soon as possible. From a long-term view the District will continue to increase the Professional Development related to teaching social/emotional skills within the student body as well as continue to refine the practices in dealing with safety issues. This includes hiring more staff. With the positive response by the community for the 2022-2023 budget, the District is increasing the social/emotional support and mental health support staffing, hiring a Coordinator of Safety, as well as two additional full-time security personnel for the next school year as well as contracting out with a security company for afternoon and evening events. The District is continuing to partner with the community. In about two weeks the Superintendents of Ontario County are partnering with the leadership of Ontario County, including Jack Marren the Victor Town Supervisor and the head of the Town Supervisors group of Ontario County to look at efforts to support student mental health and school safety by combining our resources. Dr. Terranova gave a big thank you to Victor's School Resource Officer, Deputy Chumacero. He thanked him for

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everything he does and his leadership around the school’s safety. Dr. Terranova then talked about three celebrations, the graduation of the Class of 2022, graduating on Friday, June 17th at Frontier Field at 7:30 PM. Friday, June 10th from 9:30 AM – 11:45 AM on Corbit Field is Victor’s own Special Olympics for the elementary students thanks to the combined efforts of the physical education department and the special education department. Sunday, June 12th is the Alumni Banquet at 6:00 PM at Ravenwood Country Club.

**PUBLIC
PARTICIPATION**

Mike Modleski, Presentent of the Victor Teachers’ Association thanked the Board of Education for recognizing the newly tenured teachers. He congratulated Tim DeLucia and Kristin Elliott for their re-election to the Board. He thanked Chris Eckhardt for serving, for being such an advocate for kids and teachers and told him he will be missed. Lastly, Mr. Modleski thanked the Board of Education for another great year.

CONSENT ITEMS

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

MINUTES

Minutes of the regular meeting of May 12, 2022 and the special meeting of May 24, 2022;

**FINANCIAL
STATEMENTS**

Treasurer’s Report for the month ending April 30, 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
Probationary
Appointments:**

The probationary appointment of **Julianne Geyer**, who holds certification as a School Counselor, to a probationary position as a School Counselor effective July 1, 2022, at an annual salary of \$51,629 (Step 1B+51 and Counselor’s Index), leading toward tenure as a School Counselor.

The probationary appointment of **Emily Paolicelli**, who has pending certifications in English Grades 7-12 and Students with Disabilities Grades 7-12, to a probationary position as an English Teacher, effective September 1, 2022, at an annual salary of \$45,150 (Step 1M+9), leading towards tenure in English Education.

The probationary appointment of **Marissa Smith**, who is licensed as a Registered Professional Nurse, to a position as a School Nurse effective September 1, 2022, at an annual salary of \$34,680 (Step 8).

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The probationary appointment of **Adriana Kulakowski**, who holds certifications in Business and Distributive Education and Coordinator of Cooperative Work-Study Programs, to a probationary position as a Business Teacher, effective September 1, 2022, at an annual salary of \$54,850 (Step 12), leading towards tenure in Business Education.

The probationary appointment of **Bridget Hanna**, 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, at an annual salary of \$47,520 (Step 5M+12), leading towards tenure in Elementary Education.

The probationary appointment of **Sarah Stockman**, who has certifications in Childhood Education Grades 1-6, Literacy Grades 5-12, and Literacy Birth-Grade 6, to a probationary position as a Reading Teacher, effective September 1, 2022, at an annual salary of \$51,910 (Step 9M+7), leading towards tenure in Reading Education. Seniority in Elementary Education will be frozen effective June 30, 2022.

The probationary appointment of **Genevieve Corcoran**, 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, at an annual salary of \$42,520 (Step 2B+1), leading towards tenure in Elementary Education.

The probationary appointment of **Amanda Tripp**, who has certifications as a School District Leader, School Building Leader, and School Psychologist, to a probationary position as the Director of Elementary Special Education, effective July 1, 2022, at an annual salary of \$102,000, leading towards tenure as the Director of Elementary Special Education.

The probationary appointment of **Ariel Aranov**, who holds certification as a School Psychologist, to a probationary position as a School Psychologist effective July 1, 2022, at an annual salary of \$58,743 (Step 4M+36 and Counselor's Index), leading toward tenure as a School Psychologist.

The probationary appointment of **Shannon Markin-McMurtrie**, who has certifications as a School District Leader, School Building Leader, and Special Education PreKindergarten-Grade 12, to a probationary position as the Director of Secondary Special Education, effective July 6, 2022, at an annual salary of \$103,000, leading towards tenure as the Director of Secondary Special Education.

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Appointments:

The appointment of **Kaitlin Scerbo**, who holds certifications in TESOL, Spanish Grades 1-6, and Spanish Grades 7-12, to a part-time (.6fte) position as an ELL Teacher effective September 1, 2022, and ending June 30, 2023, at an annual salary of \$41,011 (Step 18M+15).

The appointment of **Eric Waples**, as a .6fte Teacher On Special Assignment (TOSA) Instructional Technology Teacher and .4fte Social Studies Teacher, effective July 1, 2022, and ending June 30, 2023.

The appointment of the following as Extended School Year Teachers at an hourly rate of \$40.00: **Elaine Meyer, Jacob Dirx, Shawna Spriggs, Dawn Landes, Elizabeth McLean, Danielle DiSabato, Alexandra Buhrlle, Brian Smith, and McKenzie Hart**

The appointment of the following as Extended School Year Teachers at a rate of 1/200th of 2022/2023 salary: **Jeffrey Pistritto**

The appointment of the following as Extended School Year Registered Professional Nurse at an hourly rate of \$21.64: **Kristin Renkert**

The appointment of the following as Extended School Year School Psychologist at an hourly rate of \$40.00: **Peter Pistilli**

The appointment of the following as Extended School Year Music Therapist at an hourly rate of \$40.00: **Casey Kunzer**

The appointment of the following as Summer Academy Teachers at an hourly rate of \$40.00: **Sarah Basta, Stephanie Bock, Mikayla Brennan, Grace Dunnigan, Kelsey Flynn, Lauren Freitas, Kim Gallina, Kelley Ginster, Kathleen Goodberlet, Brittany Gordon, Lauri Lamb, Catherine McCarthy, Samantha Monagan, Sarah Nelson, Lisa Shaw, Deagan Voorheis, and Maire Welling**

The appointment of the following as Summer Enrichment Teachers at an hourly rate of \$40.00: **Stephanie Bock, Laura Dunbar, Holly Knox, Michele Linse, Rachel Lowe, Lauren Spitaliere, Maureen Unterborn, and Karen Varricchio**

The appointment of **Robert LaRuche**, Interim Early Childhood School Principal, effective July 1, 2022, through approximately September 30, 2022, at the rate of \$500 per full day.

**Long Term
Substitute
Appointments:**

The appointment of **Tracy Przepiora**, who has certification in Social Studies Grades 7-12, to a long term substitute position as a Building Substitute Teacher, effective September 1, 2022, and ending June 30, 2023, at an annual salary of \$45,400 (Step 2M+6).

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The appointment of **Pamela Weimer**, who has certifications in Students with Disabilities Grades 1-6 and PreKindergarten, Kindergarten, and Grades 1-6, to a long term substitute position as a Building Substitute Teacher, effective September 1, 2022, and ending June 30, 2023, at an annual salary of \$45,400 (Step 2M+6).

Leaves of Absence: The granting of a maternity and subsequent childcare leave of absence for **Emily Williams**, Speech/Language Teacher, effective approximately August 30, 2022, and extending through November 22, 2022.

The granting of a maternity and subsequent childcare leave of absence for **Gina Peterson**, Elementary Teacher, effective approximately September 1, 2022, and extending through March 27, 2023.

The granting of a maternity and subsequent childcare leave of absence for **Ashley Wagner**, Special Education Teacher, effective approximately November 23, 2022, and extending through March 1, 2023.

The granting of an extension of maternity and subsequent childcare leave of absence for **Erin Michele**, Physical Education Teacher, effective approximately July 8, 2022, and extending through June 30, 2023.

The granting of an extension of maternity and subsequent childcare leave of absence for **Erin Heberger**, Elementary Teacher, effective July 1, 2022, and extending through June 30, 2023.

Resignations: The resignation of **Olivia Cosquer**, Elementary Teacher, effective August 29, 2022.

The resignation of **Lucas Gonzales**, Building Substitute Teacher Assistant, effective May 6, 2022.

The resignation of **Benjamin Veit**, Science Teacher, effective August 29, 2022.

The resignation of **Jaclyn Hollis**, English Teacher, effective August 29, 2022.

The resignation of **Maureen Deane**, Behavior Analyst, effective June 30, 2022.

The resignation, due to retirement, of **Julie Johnson**, ELA Coach, effective June 30, 2022.

The resignation of **Keary Pender**, Early Childhood School Principal, effective June 30, 2022.

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Amendments: The resignation of **Kelly Nestler**, Special Education Teacher, effective July 30, 2022.

The rescinded acceptance of **Jakob Bartalo**, Special Education Teacher, effective May 12, 2022.

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

Salaries The following salaries for non-affiliated district office staff will be effective for the 2022-2023 school year:

Managerial Staff	Dorothy DiAngelo	Assistant Superintendent for Personnel	\$150,825.76
	Derek Vallese	Assistant Superintendent for Business	\$142,000
Confidential Staff	Maureen Goodberlet	District Clerk/Secretary to the Superintendent	\$94,446.85
	Lisa Hagen	Payroll Clerk, Part Time	\$20.47/hour
	Katie Lew	Employee Relations Assistant	\$54,403.09
	Sheila Rittenhouse	Payroll Clerk	\$67,355.22
	Jill Smith	Deputy District Treasurer	\$47,921.84
	Linda Tice	Employee Relations Assistant	\$60,989.08
	Patricia Chapman	Human Resources Clerk	\$18.67/hour
	Elizabeth Temple	District Data Specialist	\$53924.00

Per Diem Substitutes:	<u>Candidate</u>	<u>Area of Certification</u>
	Kelsey Mattiaccio	Uncertified
	Kelsey Villone	Uncertified
	Emily Paolicelli	Uncertified
	Taylor Gravino	Uncertified

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Jocelyn Schifano	Uncertified
Evan Wong	Uncertified
Marissa Cristillo	Elementary/Special Education
Benjamin Lake	Uncertified
Tyler McKenzie	Uncertified
Alexa Natale	Uncertified
Leanna Lerkins	Elementary/Special Education
Kyle Gietler	Uncertified
Jessica Metzger	Uncertified
Keonwoo Park	Uncertified
Katherine Harmon	Uncertified
Joyce Bulow	Uncertified
Allison Kovaleski	Uncertified

Co-Curriculars:	<u>Music</u>	<u>Name</u>	<u>Group</u>
		Winter Color Guard	Maureen Bills
		Winter Guard Director	Maureen Bills

Non-Instructional Appointments:

The appointment of **Angelica Vazquez**, Part Time Teacher Aide, effective April 7, 2022, at an hourly rate of \$13.57.

The appointment of the following as Extended School Year Teacher Aides at their 2022/2023 hourly rate: **Melissa Hunt, Erin Hart, Michele Alden, Antwennette Brady, Cory Grant, Eric Wachob, Amy Hotto, Lori Reynolds, Margaret Lynch, Kathryn Mandsager, Joanne Chappell, Kelly Gelinas, Marleah Holmes, Andrea Burney, Pratima Purcell, Tricia Partridge, Wendy Dattilo, Petrita Sanchez Llanos, Jena Tambe, Ruth Paredes, Kristy Folkerth, Denise List, and Elizabeth Harvey**

The appointment of the following as Extended School Year Teacher Aides at an hourly rate of \$13.20: **Lucas Mastin, Morgan West, Tamara Gilmore, Carey Land, Emily Cook, and Tracy Tonias**

The promotional appointment of **Danielle Pollok**, from Computer Services Assistant to Information Technology Support Technician II, effective May 3, 2022, at an annual rate of \$60,632.

The appointment of **Scott Joslyn**, Cleaner, effective May 31, 2022, at an hourly rate of \$14.05.

The promotional appointment of **Karen Lake**, from Full Time Teacher Aide to Typist, effective June 1, 2022, at an hourly rate of \$16.35.

The re-appointment of **Sherryl Knoebel** as Records Clerk Part-Time, effective July 1, 2022, at an hourly rate of \$19.70.

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BOARD OF EDUCATION**

The re-appointment of **Sherri Lasky** as Continuing Education Instructor Part-Time, effective July 1, 2022, at an hourly rate of \$32.21.

The appointment of **Stephanie Adamshick**, from Part Time Teacher Aide to Full Time Teacher Aide, effective August 30, 2022.

The appointment of **Mary Beth Luther**, Interim District Treasurer, effective June 1, 2022, at an hourly rate of \$57.00.

The appointment of **Terre Tengowski**, from Part Time Teacher Aide to Full Time Teacher Aide, effective August 30, 2022.

The appointment of **Matthew Laursen**, Cleaner, effective June 6, 2022, at an hourly rate of \$14.05.

The appointment of **Penny Johnston**, School District Treasurer, effective June 21, 2022, at an annual rate of \$82,000.

The appointment of **Wanda Morales**, Cleaner, effective June 6, 2022, at an hourly rate of \$14.05.

Resignations:

The resignation of **Kathleen Jokinen**, Part Time Teacher Aide, effective May 18, 2022.

The resignation of **Ann Green**, Part Time Teacher Aide, effective June 22, 2022.

The resignation of **Wendy Schlesing-Oseguera**, School Bus Driver, effective June 15, 2022.

Leaves of Absence:

The granting of a discretionary leave of absence for **Sam Condo**, School Bus Monitor, effective December 7, 2021, and extending through May 3, 2022.

**Per Diem and
Substitute Positions:**

<u>Candidate</u>	<u>Position</u>
Scarlett Ulatowski	Lifeguard
Taylor Gravino	Teacher Aide
Elizabeth Lahue	Teacher Aide
Nicole Blossom	Teacher Aide
Kathryn Senglaub	Lifeguard
Emma Senglaub	Lifeguard
Marissa Smith	Registered Professional Nurse
Lillian Hewitson	Teacher Aide
Michelle Michaels	Teacher Aide

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

- CSE/CPSE
RECOMMENDATIONS** Recommendations of the Committee on Special Education from the meetings of February 9, 15, 2022, March 1, 7, 8, 10, 11, 17, 21, 22, 23, 24, 29, 30, 31, 2022, April 1, 4, 5, 6, 7, 8, 18, 19, 20, 21, 22, 25, 26, 27, 28, 2022, May 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 23, 24, 25, 26, 31, 2022, June 1, 2, 3, 6, 7, 8, 9, 2022 and from the Committee on Preschool Special Education from the meetings of April 27, 29, 2022, May 2, 6, 10, 11, 13, 17, 18, 24, 25, 2022, June 7, 8, 2022;
- SCHOOL PHYSICIAN
AND MEDICAL
DIRECTOR** Appoint Dr. Robert J. Tuite as Victor Central School District’s School Physician and Medical Director for the 2022-2023 school year;
- SCHOOL NURSE
PRACTITIONER** Appoint Carla Ann Romeis as Victor Central School District’s School Nurse Practitioner for the 2022-2023 school year;
- DONATIONS** Accept the following donations:
- Electric guitar, guitar stand, guitar case, 9-piece electronic drum kit, stool, drumsticks, amplifier, and headphones valued at \$550.00 from Amit and Mona Chitre to the Victor Central School District Music Department;
 - \$4,320.00 from the Victor Boys Basketball Booster Club to Victor Central Schools to be applied towards purchasing player warm-ups for the Boys Basketball Program;
- Mr. DeLucia said he appreciates and is thankful for the donations from the Chitre family and the Boys Basketball Booster Club.
- SURPLUS** Declare the following as surplus:
- Hewlett Packard PC with VCS tag # 015959;
 - The following textbooks:
 - 2 – Literature CC Edition Grade 6, 2012 – ISBN 9780133195521
 - 3 – Amsco’s Algebra 2 & Trigonometry, 2008 – ISBN 9781567657029
 - 1 – Discovering French Nouveau!, 2007 – ISBN 9780618656516
 - 2 – Discovering French Nouveau!, 2004 – ISBN 395874890
 - 1 – Amsco’s Mathematics B, 2002 – ISBN 1567655505
 - 2 – The American Pageant, 2002 – ISBN 9780618247325
 - 3 – The African American Odyssey, 2018 – ISBN 9780135291511
 - 86 – Percy Jackson & The Olympians; The Lightning Thief, 2005 – ISBN 078683865-5
 - 26 – Percy Jackson & The Olympians; The Lightning Thief, 2005 – ISBN 978-078683865-3

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

CONFERENCES

The Board Members to attend the following conferences:

- T. Delucia and K. Elliott to attend the Monroe County School Boards Association Annual Meeting in Rochester, NY on 5/25/22
- L. Kostecki to attend the 2022-2023 New York State School Boards Association on-line training for New School Board Members

BOND RESOLUTION

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

2021 CAPITAL RESERVE

Based on the recommendation of the Superintendent of Schools, we recommend the funding of the 2021 Capital Reserve, as authorized by Section 3651 of the New York State Education Law, up to a maximum of \$6,980,000 from unappropriated fund balance as of June 30, 2022.

2022 CAPITAL RESERVE

Based on the recommendation of the Superintendent of Schools, we recommend the funding of the 2022 Capital Reserve, as authorized by Section 3651 of the New York State Education Law, up to a maximum of \$10,000 from unappropriated fund balance as of June 30, 2022.

BUS PURCHASE RESERVE

Based on the recommendation of the Superintendent of Schools, we recommend the funding of the Bus Purchase Reserve, as authorized by Section 3651 of the New York State Education Law, up to a maximum of \$10,000 from unappropriated fund balance as of June 30, 2022.

DASA COORDINATOR

Appoint Karen Finter as the District-wide DASA Coordinator effective July 1, 2022;

CONTRACT AGREEMENTS

Approve the following Contract Agreements:

- The Contract Agreement between the Victor Central School District and the Assistant Superintendent for Business for July 1, 2022 – June 30, 2023
- The Contract Agreement between the Victor Central School District and the Assistant Superintendent for Instruction for July 1, 2022 – June 30, 2023
- The Contract Agreement between the Victor Central School District and the Assistant Superintendent for Personnel for July 1, 2022 – June 30, 2023

VTA AGREEMENT

Approve the Agreement between the Victor Central School District and the Victor Teachers' Association for July 1, 2022 – June 30, 2026

VASA AGREEMENT

Approve the Agreement between the Victor Central School District and the Victor Administrator and Supervisors Association for July 1, 2022 – June 30, 2026

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

EMPLOYEE AGREEMENT

Agreement between the Victor Central School District and an Employee executed on May 31, 2022

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

CAMPUS NEWS

VCS administrators summarized campus news and events.

CAPITAL PROJECT UPDATE

Director of Facilities Chris Marshall, George Spinaris from Campus Construction and Dave Phelps from SWBR Architects provided an update on the current capital project. George Spinaris went over the 2021 Capital Improvement Project details. The approved referendum was \$29,287,427. Phase 1 construction contracts were \$3,662,172 and Phase 2 construction contracts were \$17,556,794. The incidental budget was \$5,281,602 and the construction contingency budget was \$2,786,859. The approved change order total was \$849,711 with the remaining contingency being \$1,937,148. The project team is following approximately \$459,067 in pending issues. The work in the Early Childhood School is complete. This work included a classroom addition, toilet rooms accessible from the exterior, crawl space ventilation and roof replacement. The Primary School work is complete. This work included cafeteria serving line renovations, new kitchen equipment, basement ventilation and the playground replacement. The Junior and Senior High work is complete. This included the renovation and addition to the high school locker room, exhaust added to various rooms, HVAC and air handler replacements and the repair of the track surface. The work at the old bus garage is ongoing which include interior renovations and the addition of a copy center and records storage. The work at the new transportation building is ongoing. Asphalt repairs have been completed District-wide and drainage on the east side of campus will be completed between June and August 2022. Mr. Spinaris talked about the additional projects completed to date per the Facilities Committee. District Office security has been added, ventilation to the Primary School art room, partial roof replacement at the Intermediate School, Bus Garage gas fired heaters, casework and sink in the High School art room, auditorium lighting in the High School, Boardroom projector and speakers, Corbit Field videoboard, and campus wide storm system repairs. The PA and lockdown system will be upgraded and campus fencing will be added during the summer of 2022. In the new transportation building the offices, restrooms, dispatch area and training room have been completed as well as the overhead door installations. Final painting in the bus bays is ongoing. All major mechanical, engineering and plumbing components have been installed. Concrete curbing and sidewalks are ongoing. Parking lot asphalt installation will commence in mid-June. Mr. Spinaris said they are waiting on the fire alarm panel and data switches. The anticipated completion of the new transportation building is early July. Mr.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

CAPITAL PROJECT UPDATE Continued

DeLucia asked if there are any supply chain issues. Mr. Spinaris said the overhead doors took a while and the fire panel has taken over a year. Other than that there were not too many. He said for future phases we could have issues with products coming out of China.

SEAL OF BILITERACY PRESENTATION

Director of Education and Support Services Roni Puglisi, Senior High School Assistant Principal Jennifer Grimes and World Language K-12 Department Chairperson Anne Stekel presented on the Seal of Biliteracy. Mrs. Grimes said the New York State Seal of Biliteracy is new at Victor Schools. She said it is important to know it is a seal of biliteracy not just bilingual. Not only are the students able to speak and hear and understand more than one language but they can also read and write. Ms. Puglisi said this work was started during the 2018-2019 school year when they connected with the Regional Bilingual Education Network to learn more about it and started the module training programs in the 2019-2020 school year then COVID hit and all of the work was stopped. She said they started picking it back up last year slowly and then continued through this year. Seven students will be receiving the Seal of Biliteracy on their diplomas at graduation this year. Mrs. Grimes said the purpose of the seal is to recognize high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. This year a majority of the students attained a seal in Spanish and French and one student in Bosnia. She then talked about the advantages of offering the seal in New York State. The advantages include encouraging students to study languages, recognize the value of language diversity, provide employers with a method of identifying people with language and skills, provide universities with a method to recognize and give credit to applicants for attainment of high-level skills in multiple languages, prepare students with 21st century skills and honor the multiple cultures and languages in a community. In New York State there are 324 schools that offer the Seal of Biliteracy in the 2020-2021 school. When it first started in 2014-2015 there were only 14 schools. Last year in the State of New York there were 5,492 students who earned the seal in 54 different languages. The languages vary from year to year depending on what language the students are attaining the seal in. A major criteria in order to earn the Seal of Biliteracy is to attain an 85% or better in both their English and World Language courses as well as complete a portfolio documenting their skills in speaking, listening, reading and writing in both languages. Ms. Stekl said there are multiple ways to achieve the seal. It is dependent on whether the student is an English Language Learner or not. In English and in their second language the student has to earn a total of six points; three points in English and three points in the second language. She then went over in detail how students can earn those points. Mrs. Grimes said they will be looking at how they can advertise this program to students and families. Mrs. Mitchell said when thinking about rolling it out next year are you just focusing on

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

SEAL OF BILITERACY PRESENTATION Continued

grades 9 and 10 or has there been any thought about reaching out to the Junior High students who are already in foreign language and thinking about course selection at the High School. Mrs. Grimes said they have talked about that. Some of the criteria is 11th and 12th grade English but they talked about helping some of the kids understand what they can attain later. She said it's hard to think about 11th and 12th grade when you are in 8th grade but they would like to help the families understand what the opportunities are. Mrs. Elliott asked how this program works with Global Competency are they hand in hand or independent. Ms. Stekl said that she sees them as independent. Principal Brian Siesto said Global Competency is based on experiences where the Seal of Biliteracy is more rigorous and is strictly academic based. They are two different things.

2021-2022 FOOD SERVICE UPDATE

Derek Vallese, Assistant Superintendent for Business and the Director of Food Service Alix TePoel-DeWitt provided a Food Service update to the Board. Mr. Vallese said, to date, there is a surplus of \$499,287.69 in the food service program this includes the meals offered during July and August in 2021. The meal waivers that have been offered have increased the participation. Mr. Vallese said Mrs. TePoel-DeWitt and her team have done an incredible job maintaining the food program despite starting the year short six or seven members and still being down one or two. Mrs. Tepoel-DeWitt said the food and paper costs are continually increasing and will likely continue to increase operating costs for the next school year by 40% or more. Set contracted bid prices were increased during the school year and have added additional financial burden. The additional increase in the meal reimbursement rates for the 2021-2022 school year have helped minimize the burden of skyrocketing operating costs, however government reimbursement is not enough to keep up with the price increases expected. Next year universal meal waivers and additional funding will no longer be available. Financial and procurement challenges will be even harder to navigate. In 2021-2022 the government gave the District \$87,894.67 to help with supply chain and procurement issues. Mrs. TePoel-DeWitt said the government gave her the opportunity to use it during the 2021-2022 or allocate it to the 2022-2023 school year. She thought it would be wiser to allocate it to next year. She said it helps a lot, however it equates to less than one month of operating expenses. She said she will be receiving equipment by September 1st that she has won through a School Nutrition Foundation Grant. She has also applied for the National Food Service Equipment Grant. The federal and state reimbursement rates have not yet been announced for the 2022-2023 school year but they are expecting way less. With free meal waivers no longer available they are forecasting lower meal participation as well. Overall it will be a tough year next year for school food service programs.

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**POLICY REVIEW
First Reading**

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

- Weapons on School Grounds; Policy 1611

Second and Final

A motion was made by C. Edkhardt, seconded by C. Parks, to approve the following policy:

- Animals on School Grounds; Policy 1501

The motion was carried. 5 yes 0 no

**MEETING REPORTS
Monroe County School
Boards Association**

Mr. DeLucia said he, Kristin Elliott and Tim Terranova attended the Monroe County School Boards Association (MCSBA) Annual Meeting. There was a celebration for outgoing Director Sherry Johnson and Amy Thomas will be taking over as the new MCSBA Director. He asked the Board to look over the printout of the MCSBA Annual Report that was given to them and decide how they can be more involved. Mrs. Elliott reminded everyone about the survey that was sent out to the Board of Education members. It is important to complete it.

**UPCOMING EVENTS
Regular/
Organizational Board
Meeting**

The next Regular/Organizational Board meeting will take place on Thursday, July 14, 2022 at 7:15 PM.

ADJOURN

A motion was made by C. Parks, seconded by K. Elliott, to adjourn the meeting at 9:16 PM.

The motion was carried. 5 yes 0 no

**RESCIND THE
ADJOURNMENT**

A motion was made by E. Mitchell, seconded by K. Elliott, to rescind the motion to adjourn the meeting at 9:16 PM.

The motion was carried. 5 yes 0 no

**EXECUTIVE
SESSION**

A motion was made by C. Parks, seconded by K. Elliott, to enter executive session at 9:18 PM to discuss the employment history of specific individuals. The motion was carried. 5 yes 0 no

**REGULAR SESSION
AND ADJOURN**

A motion was made by C. Eckhardt, seconded by E. Mitchell, to return to regular session and adjourn the meeting at 9:45 PM.

The motion was carried. 5 yes 0 no

Respectfully submitted,

Maureen A. Goodberlet
District Clerk

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**Unapproved Minutes of a Special Meeting of June 17, 2022
Virtual Meeting via Zoom
953 High Street
Victor, NY 14564**

- CALL TO ORDER** President Tim DeLucia called the meeting to order at 5:55 PM.
- Members Present** Tim DeLucia, Chris Eckhardt, Kristin Elliott, Elizabeth Mitchell, Christopher Parks
- Members Absent** Karen Ballard, Trisha Turner
- APPROVE AGENDA** A motion was made by E. Mitchell, seconded by C. Parks, to approve the agenda. The motion was carried. 5 yes 0 no
- SUPERINTENDENT’S CONTRACT** A motion was made by E. Mitchell, seconded by K. Elliott, to approve the Superintendent’s Contract for the period of July 1, 2022 through June 30, 2026 and authorize the Board of Education President to execute it on behalf of the Board. The motion was carried. 5 yes 0 no.
- BOARD MEMBER RESIGNATION** Board President Tim DeLucia talked to the Board of Education about the resignation letter from Board member Karen Ballard. Mrs. Ballard sent her letter of resignation to District Clerk Maureen Goodberlet on June 14, 2022. Her resignation is effective June 30, 2022. He talked about the ways to fill the vacancy. One is to hold a special election and the other is to appoint someone for one (1) year and then that seat will be up for election in May 2023 for the remaining one (1) year as Mrs. Ballard has two (2) years left in her term. After much discussion, the Board decided to appoint a past Board member rather than hold a special election. A past Board member would have the experience and understanding of how the Board works. Mr. Delucia said he reached out to previous Board Member and Board President Debbie Palumbo-Sanders about stepping in for one (1) year and she was interested in doing so. Dr. Parks asked outgoing Board Member Chris Eckhardt, whose term is up June 30, 2022, if he would be willing to serve for one more year for the stability of the Board and District. Mr. Eckhardt said he appreciated being asked, however he feels Debbie Palumbo-Sanders would be a wonderful fit and if she is willing to step in, he would support appointing her.
- A motion was made by K. Elliott, seconded by E. Mitchell, to appoint Debbie Palumbo-Sanders to the Board of Education for one (1) year to fill the vacancy left by the resignation of Karen Ballard.
District Clerk Maureen Goodberlet asked for a roll call vote:
Kristin Elliott – yes, Elizabeth Mitchell – yes, Christopher Parks – yes, Chris Eckhardt – yes, Tim DeLucia – yes.
The motion was carried. 5 yes 0 no

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

ADJOURN

A motion was made by E. Mitchell, seconded by C. Parks, to adjourn the meeting at 6:10 PM. The motion was carried. 5 yes 0 no

Respectfully submitted,

Maureen A. Goodberlet
District Clerk

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**Unapproved Minutes of a Special Meeting of June 29, 2022
Virtual Meeting via Zoom
953 High Street
Victor, NY 14564**

- CALL TO ORDER** President Tim DeLucia called the meeting to order at 5:32 PM.
- Members Present** Tim DeLucia, Chris Eckhardt, Kristin Elliott, Elizabeth Mitchell, Christopher Parks
- Members Absent** Karen Ballard, Trisha Turner
- APPROVE AGENDA** A motion was made by E. Mitchell, seconded by K. Elliott, to approve the agenda. The motion was carried. 5 yes 0 no
- WRITTEN AGREEMENT** A motion was made by C. Parks, seconded by K. Elliott, to approve the following resolution:
RESOLVED, that the Board of Education approves the written agreement between the Superintendent of Schools and a former employee of the District, executed on June 29, 2022 by the Superintendent of Schools and June 24, 2022 by a former employee.
- District Clerk Maureen Goodberlet asked for a roll call vote:
Kristin Elliott – yes, Chris Eckhardt – yes, Elizabeth Mitchell – yes, Christopher Parks – yes, Tim DeLucia – yes.
The motion was carried. 5 yes 0 no
- ADJOURN** A motion was made by C. Parks, seconded by K. Elliott, to adjourn the meeting at 5:36 PM. The motion was carried. 5 yes 0 no

Respectfully submitted,

Maureen A. Goodberlet
District Clerk



Treasurer's Report

May 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	3,959,539.54	7,743,050.10	5,996,374.63	5,706,215.01
General Fund Money Market	Canandaigua National Bank	207,707.83	23,825.93	-	231,533.76
General Fund Tax Checking	Canandaigua National Bank	-	-	-	-
General Fund Tax Money Market	Five Star Bank	-	-	-	-
Multifund Insured Cash Sweep	Five Star Bank	2,687,044.44	4,500,551.25	2,645,184.27	4,542,411.42
School Lunch Fund Checking	Canandaigua National Bank	6,791.27	60,125.48	63,794.67	3,122.08
School Lunch Fund Money Market	Canandaigua National Bank	505,785.41	400,030.24	24,473.64	881,342.01
Special Aid Fund Checking/Sweep	Canandaigua National Bank	4,926.31	55,000.00	27,207.46	32,718.85
Capital Fund Checking-29M	Canandaigua National Bank	769,593.07	1,610,021.45	1,045,547.78	1,334,066.74
Trust & Agency Fund - Checking	Canandaigua National Bank	787,086.55	1,719,280.20	1,292,512.77	1,213,853.98
Trust & Agency Fund - Payroll Checking	Canandaigua National Bank	3,361.04	39,753.77	38,623.19	4,491.62
Trust & Agency Fund - Direct Deposit Checking	Five Star Bank	1,639.43	2,645,693.31	2,646,823.70	509.04
Total Cash		\$ 8,933,474.89	\$ 18,797,331.73	\$ 13,780,542.11	\$ 13,950,264.51
Investments					
General Fund Certificates of Deposit	Canandaigua National Bank	30,783,742.05	-	7,000,000.00	23,783,742.05
Capital Fund Certificates of Deposit	Canandaigua National Bank	6,000,000.00	-	-	6,000,000.00
Debt Service Fund Certificates of Deposit	Canandaigua National Bank	2,256,508.31	-	-	2,256,508.31
Total Investments		\$ 39,040,250.36	\$ -	\$ 7,000,000.00	\$ 32,040,250.36
District Totals		\$ 47,973,725.25	\$ 18,797,331.73	\$ 20,780,542.11	\$ 45,990,514.87

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

Matthew J. Delmonico

School District Treasurer

Extraclass Fund
From May 1, 2022 to May 31, 2022

<u>Activities</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Ending Balance</u>
CLASS OF 2022	11,622.27		8,300.00	3,322.27
CLASS OF 2023	4,218.45	26,845.00	26,453.77	4,609.68
CLASS OF 2024	2,167.03			2,167.03
CLASS OF 2025	3,097.28			3,097.28
AQUATIC LEADERS	-			-
ART CLUB	149.52			149.52
BUSINESS CLUB	5,118.85	354.83	2,699.28	2,774.40
DRAMA CLUB	14,330.19	923.51	3,065.41	12,188.29
FRENCH CLUB	12,169.06		664.39	11,504.67
GO GREEN GARDEN TEAM	66.27			66.27
GLOBAL COMPETENCY	460.55			460.55
INTERNATIONAL CLUB	203.02	377.00	372.00	208.02
J.H. MUSICAL	24,959.58			24,959.58
J.H. STORE	996.37			996.37
J.H. ST. CO.	6,261.77	748.31	992.73	6,017.35
J.H. YEARBOOK	(7.54)			(7.54)
KEYCLUB	2,721.40		1,318.62	1,402.78
MEDICAL EXPLORERS	110.75			110.75
MENTORING CLUB	5,406.34			5,406.34
N.H.S.	1,743.71	266.83	70.84	1,939.70
OUTDOOR ACTIVITY	142.48			142.48
POSITIVE SCHOOL CLIMATE	3,602.98			3,602.98
SALES TAX	540.21	1,137.66		1,677.87
SEAS	855.00	1,440.00		2,295.00
S.H. ORCHESTRA	2,599.35	3,150.00	2,867.55	2,881.80
SH SCHOOL STORE	5,442.46			5,442.46
S.H. ST. CO.	3,686.08	4,364.32	(89.07)	8,139.47
SH YEARBOOK	(768.41)			(768.41)
SPANISH CLUB	3,173.76	260.50	324.18	3,110.08
VICTOR MUSIC SOCIETY	1,970.33		150.00	1,820.33
VICTOR CARES	7,567.66	15,347.90	3,515.80	19,399.76
WELLNESS CLUB	379.26			379.26
TOTALS	124,986.03	55,215.86	50,705.50	129,496.39

Bank Balance	139,981.01
Checks Outstanding	10,684.62
Interest Not Posted	-
Bank Error	
Returned Checks	200.00
Deposits in Transit	-

Jill Smith, Extraclass Treasurer

Total Reconciled Bank Balance 129,496.39

Victor Central School District
Revenue Status Report As Of: 05/31/2022
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	2,966,995.74	0.00	0.00	133,526.74
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	59,192.40	0.00	0.00	14,192.40
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	145,214.00	4,034.00	0.00	145,214.00
1410 Admissions (from Individuals)			0.00	0.00	12,984.00	1,782.00	0.00	12,984.00
2230 Day School Tuit-Oth Dist. NYS			20,000.00	20,000.00	77,747.00	20,000.00	0.00	57,747.00
2401 Interest and Earnings			75,000.00	75,000.00	65,434.59	11,572.77	27,615.30	18,049.89
2410 Rental of Real Property,Indiv.			8,000.00	8,000.00	34,232.00	580.00	0.00	26,232.00
2440 Rental of Buses			12,000.00	12,000.00	5,848.13	1,760.27	6,151.87	0.00
2450 Commissions			0.00	0.00	5,966.46	154.29	0.00	5,966.46
2680 Insurance Recoveries			0.00	0.00	24,092.68	9,783.68	0.00	24,092.68
2690 Other Compensation for Loss			0.00	0.00	3,730.62	465.00	0.00	3,730.62
2701 Refund PY Exp-BOCES Aided Srvc			80,000.00	80,000.00	306,644.34	0.00	0.00	226,644.34
2703 Refund PY Exp-Other-Not Trans			55,000.00	55,000.00	126,379.77	819.00	0.00	71,379.77
2705 Gifts and Donations			0.00	28,019.00	50,802.32	13,814.04	0.00	22,783.32
2770 Other Unclassified Rev.(Spec)			16,000.00	16,000.00	219,335.72	24.00	0.00	203,335.72
3101 Basic Formula Aid-Gen Aids (Ex			24,510,512.00	18,963,019.38	17,257,874.51	4,595,465.21	1,705,144.87	0.00
3102 Lottery Aid			0.00	5,547,492.62	5,547,492.62	0.00	0.00	0.00
3103 BOCES Aid (Sect 3609a Ed Law)			2,135,074.00	2,135,074.00	432,541.05	0.00	1,702,532.95	0.00
3260 Textbook Aid (Incl Txtbk/Lott)			260,378.00	260,378.00	254,436.00	0.00	5,942.00	0.00
3262 Computer Sftwre, Hrdwre Aid			133,006.00	133,006.00	130,233.00	0.00	2,773.00	0.00
3263 Library A/V Loan Program Aid			26,962.00	26,962.00	26,256.00	0.00	706.00	0.00
3289 Other State Aid			0.00	0.00	88,591.19	0.00	0.00	88,591.19
4601 Medic.Ass't-Sch Age-Sch Yr Pro			75,000.00	75,000.00	112,439.10	11,905.98	0.00	37,439.10
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	80,349,546.20	4,672,160.24	4,488,100.86	1,091,909.23

Selection Criteria

Criteria Name: Private: BOE Rev Status
As Of Date: 05/31/2022
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: 05/31/2022

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	4,340.00	2,498.75	225.00	120.00	1,721.25
45	Materials & Supplies	1,700.00	5,475.96	5,237.17	817.93	235.08	3.71
49	BOCES Services	3,000.00	3,000.00	1,615.50	179.50	1,384.50	0.00
Subtotal of 1010 Board Of Education		10,200.00	12,815.96	9,351.42	1,222.43	1,739.58	1,724.96
1040 District Clerk							
16	Noninstructional Salaries	47,592.00	55,677.00	42,243.68	3,794.88	3,794.82	9,638.50
Subtotal of 1040 District Clerk		47,592.00	55,677.00	42,243.68	3,794.88	3,794.82	9,638.50
1060 District Meeting							
4	Contractual and Other	1,200.00	2,050.00	2,046.00	2,046.00	0.00	4.00
45	Materials & Supplies	3,400.00	9,960.00	9,883.45	4,194.45	75.00	1.55
Subtotal of 1060 District Meeting		4,600.00	12,010.00	11,929.45	6,240.45	75.00	5.55
1240 Chief School Administrator							
15	Instructional Salaries	204,360.00	204,360.00	185,671.86	16,879.26	16,879.14	1,809.00
16	Noninstructional Salaries	47,592.00	47,592.00	41,743.68	3,794.88	3,794.82	2,053.50
4	Contractual and Other	5,975.00	5,975.00	4,428.31	150.00	0.00	1,546.69
45	Materials & Supplies	1,000.00	1,000.00	703.36	166.57	259.43	37.21
Subtotal of 1240 Chief School Administrator		258,927.00	258,927.00	232,547.21	20,990.71	20,933.39	5,446.40
1310 Business Administration							
15	Instructional Salaries	131,840.00	132,115.00	121,088.00	11,008.00	11,008.00	19.00
16	Noninstructional Salaries	136,531.00	144,531.00	117,655.24	12,799.93	14,303.92	12,571.84
4	Contractual and Other	15,001.00	14,441.00	4,425.00	1,000.00	1,700.00	8,316.00
45	Materials & Supplies	2,200.00	3,292.73	2,762.74	153.10	526.21	3.78
49	BOCES Services	103,500.00	97,500.00	81,432.60	9,320.05	16,067.40	0.00
Subtotal of 1310 Business Administration		389,072.00	391,879.73	327,363.58	34,281.08	43,605.53	20,910.62
1320 Auditing							
4	Contractual and Other	37,500.00	50,330.00	17,695.00	925.00	7,350.00	25,285.00
Subtotal of 1320 Auditing		37,500.00	50,330.00	17,695.00	925.00	7,350.00	25,285.00
1325 Treasurer							
16	Noninstructional Salaries	90,125.00	90,300.00	82,775.00	7,525.00	1,273.46	6,251.54
4	Contractual and Other	500.00	150.00	0.00	0.00	0.00	150.00
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	91,450.00	82,775.00	7,525.00	1,273.46	7,401.54
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	11,450.00	11,402.90	0.00	0.00	47.10
45	Materials & Supplies	100.00	100.00	0.00	0.00	0.00	100.00
Subtotal of 1330 Tax Collector		20,150.00	20,850.00	11,402.90	0.00	0.00	9,447.10
1345 Purchasing							

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Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
4 Contractual and Other		14,500.00	14,700.00	14,601.10	0.00	0.00	98.90
Subtotal of 1345 Purchasing		14,500.00	14,700.00	14,601.10	0.00	0.00	98.90
1420 Legal							
4 Contractual and Other		92,100.00	121,098.21	83,711.39	3,126.20	37,288.20	98.62
49 BOCES Services		27,000.00	27,000.00	23,518.48	2,554.30	3,481.52	0.00
Subtotal of 1420 Legal		119,100.00	148,098.21	107,229.87	5,680.50	40,769.72	98.62
1430 Personnel							
15 Instructional Salaries		144,200.00	144,500.00	132,440.00	12,040.00	12,040.00	20.00
16 Noninstructional Salaries		245,105.00	256,105.00	216,259.17	20,275.21	37,491.78	2,354.05
4 Contractual and Other		126,000.00	99,365.00	76,067.73	18,332.82	22,911.31	385.96
45 Materials & Supplies		1,350.00	1,350.00	176.81	0.00	115.39	1,057.80
49 BOCES Services		7,500.00	32,600.00	11,943.36	545.96	20,656.64	0.00
Subtotal of 1430 Personnel		524,155.00	533,920.00	436,887.07	51,193.99	93,215.12	3,817.81
1480 Public Information and Services							
15 Instructional Salaries		71,225.00	38,110.00	29,600.31	0.00	0.00	8,509.69
16 Noninstructional Salaries		56,584.00	96,909.00	73,623.65	9,652.37	23,281.15	4.20
4 Contractual and Other		21,400.00	22,882.00	19,761.00	6,199.00	32.00	3,089.00
45 Materials & Supplies		12,750.00	13,219.00	5,789.71	184.00	1,321.98	6,107.31
49 BOCES Services		61,285.00	61,285.00	53,439.48	5,937.72	7,845.52	0.00
Subtotal of 1480 Public Information and Services		223,244.00	232,405.00	182,214.15	21,973.09	32,480.65	17,710.20
1620 Operation of Plant							
16 Noninstructional Salaries		1,547,104.00	1,259,779.00	972,004.42	105,093.54	188,396.96	99,377.62
4 Contractual and Other		1,068,100.00	1,090,634.31	877,699.94	70,411.40	190,629.15	22,305.22
45 Materials & Supplies		138,000.00	163,000.00	151,511.56	10,883.57	11,204.44	284.00
Subtotal of 1620 Operation of Plant		2,753,204.00	2,513,413.31	2,001,215.92	186,388.51	390,230.55	121,966.84
1621 Maintenance of Plant							
16 Noninstructional Salaries		666,225.00	666,225.00	556,539.43	53,838.02	73,467.98	36,217.59
2 Equipment		41,763.00	46,713.00	24,083.79	7,292.60	16,927.90	5,701.31
4 Contractual and Other		490,650.00	633,252.39	477,442.25	55,045.61	126,622.24	29,187.90
45 Materials & Supplies		250,000.00	304,528.50	227,126.50	6,453.22	53,610.78	23,791.22
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	1,669,773.89	1,285,191.97	122,629.45	289,683.90	94,898.02
1622 Security of Plant							
4 Contractual and Other		113,000.00	154,838.19	112,747.91	32,913.98	37,305.87	4,784.41
Subtotal of 1622 Security of Plant		113,000.00	154,838.19	112,747.91	32,913.98	37,305.87	4,784.41
1670 Central Printing & Mailing							
4 Contractual and Other		65,000.00	65,171.00	30,623.92	720.85	27,201.30	7,345.78
Subtotal of 1670 Central Printing & Mailing		65,000.00	65,171.00	30,623.92	720.85	27,201.30	7,345.78
1680 Central Data Processing							

Victor Central School District

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Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
49 BOCES Services		631,600.00	663,749.95	563,105.06	47,912.34	100,494.94	149.95
Subtotal of 1680 Central Data Processing		631,600.00	663,749.95	563,105.06	47,912.34	100,494.94	149.95
1910 Unallocated Insurance							
4 Contractual and Other		285,000.00	326,530.00	326,529.71	1,250.00	0.00	0.29
Subtotal of 1910 Unallocated Insurance		285,000.00	326,530.00	326,529.71	1,250.00	0.00	0.29
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	682,130.78	75,792.32	95,019.22	0.00
Subtotal of 1981 BOCES Administrative Costs		777,150.00	777,150.00	682,130.78	75,792.32	95,019.22	0.00
2010 Curriculum Devel and Suprvsn							
15 Instructional Salaries		663,983.00	478,983.00	396,655.58	27,944.92	27,524.96	54,802.46
16 Noninstructional Salaries		130,551.00	155,551.00	111,236.06	11,020.00	41,831.08	2,483.86
4 Contractual and Other		36,797.00	130,654.00	102,792.06	447.12	1,268.00	26,593.94
45 Materials & Supplies		7,200.00	31,011.43	26,136.47	683.34	408.79	4,466.17
Subtotal of 2010 Curriculum Devel and Suprvsn		838,531.00	796,199.43	636,820.17	40,095.38	71,032.83	88,346.43
2020 Supervision-Regular School							
15 Instructional Salaries		1,368,952.00	1,288,452.00	1,177,882.08	104,245.75	100,151.51	10,418.41
16 Noninstructional Salaries		408,610.00	431,260.00	328,746.17	31,788.36	88,137.61	14,376.22
2 Equipment		245.00	245.00	0.00	0.00	0.00	245.00
4 Contractual and Other		11,356.00	12,156.00	7,314.09	258.20	1,174.00	3,667.91
45 Materials & Supplies		10,700.00	10,885.52	3,907.92	1,135.35	436.82	6,540.78
49 BOCES Services		0.00	30,000.00	24,633.42	4,214.21	4,681.58	685.00
Subtotal of 2020 Supervision-Regular School		1,799,863.00	1,772,998.52	1,542,483.68	141,641.87	194,581.52	35,933.32
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	21,155.01	1,506.38	0.00	3,844.99
4 Contractual and Other		5,000.00	6,906.00	6,013.03	2,070.00	244.00	648.97
45 Materials & Supplies		700.00	25,700.00	16,607.50	0.00	0.00	9,092.50
49 BOCES Services		41,000.00	176,378.00	170,824.07	30,706.27	4,175.93	1,378.00
Subtotal of 2070 Inservice Training-Instruction		46,700.00	233,984.00	214,599.61	34,282.65	4,419.93	14,964.46
2110 Teaching-Regular School							
10 Teacher Salaries, Pre-K		68,308.00	8.00	0.00	0.00	0.00	8.00
12 Teacher Salaries, K-6		9,813,949.00	10,009,099.00	8,171,262.00	900,461.11	1,799,409.61	38,427.39
13 Teacher Salaries, 7-12		9,407,713.00	9,020,388.00	7,272,702.23	794,915.17	1,702,780.14	44,905.63

Victor Central School District

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Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
14	Substitute Tchr Salaries	596,000.00	667,894.00	616,304.29	119,630.23	26,891.61	24,698.10
16	Noninstructional Salaries	1,394,826.00	1,364,331.00	979,187.36	116,749.58	368,148.73	16,994.91
2	Equipment	41,222.00	52,249.65	34,992.25	1,927.50	13,837.91	3,419.49
4	Contractual and Other	76,864.00	158,702.50	38,371.25	700.00	87,806.26	32,524.99
45	Materials & Supplies	379,010.00	403,398.94	309,385.87	25,617.50	59,835.10	34,177.97
471	Tuition Pd To NYS Pub Sch	55,500.00	84,439.60	47,952.60	0.00	36,397.40	89.60
473	Payment to Charter School	38,000.00	29,000.00	0.00	0.00	0.00	29,000.00
48	Textbooks	118,835.00	137,238.41	93,004.38	11,220.38	14,156.87	30,077.16
49	BOCES Services	405,298.00	356,157.00	269,824.93	35,805.29	84,080.90	2,251.17
Subtotal of 2110 Teaching-Regular School		22,395,525.00	22,282,906.10	17,832,987.16	2,007,026.76	4,193,344.53	256,574.41
2250 Prg For Sdnts w/Disabil-Med Elgble							
15	Instructional Salaries	3,001,284.00	2,840,174.00	2,282,475.80	263,549.39	492,610.91	65,087.29
16	Noninstructional Salaries	2,616,075.00	2,530,475.00	2,097,263.74	239,527.39	389,836.61	43,374.65
2	Equipment	0.00	4,000.00	0.00	0.00	4,000.00	0.00
4	Contractual and Other	220,000.00	210,000.00	136,627.31	17,473.44	52,412.97	20,959.72
45	Materials & Supplies	39,210.00	49,830.00	39,155.03	74.32	834.22	9,840.75
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	402,848.32	40,179.19	172,038.38	42,733.48
473	Payment to Charter School	0.00	25,000.00	7,754.00	0.00	4,246.00	13,000.00
49	BOCES Services	3,215,000.00	2,990,200.00	2,285,522.61	304,486.64	651,131.14	53,546.25
Subtotal of 2250 Prg For Sdnts w/Disabil-Med Elgble		9,620,569.00	9,276,299.18	7,251,646.81	865,290.37	1,767,110.23	257,542.14
2259 Prg for English Language Learners							
15	Instructional Salaries	487,971.00	501,646.00	390,263.33	43,502.37	86,475.21	24,907.46
4	Contractual and Other	4,860.00	4,860.00	393.05	25.00	606.95	3,860.00
45	Materials & Supplies	1,925.00	1,925.00	1,567.10	0.00	0.00	357.90
Subtotal of 2259 Prg for English Language Learners		494,756.00	508,431.00	392,223.48	43,527.37	87,082.16	29,125.36
2280 Occupational Education(Grades 9-12)							
49	BOCES Services	628,300.00	628,300.00	475,534.80	52,837.20	152,765.20	0.00
Subtotal of 2280 Occupational Education(Grades 9-12)		628,300.00	628,300.00	475,534.80	52,837.20	152,765.20	0.00
2330 Teaching-Special Schools							
4	Contractual and Other	0.00	4,850.00	4,850.00	359.00	0.00	0.00
49	BOCES Services	38,800.00	38,800.00	25,521.84	12,528.31	13,278.16	0.00
Subtotal of 2330 Teaching-Special Schools		38,800.00	43,650.00	30,371.84	12,887.31	13,278.16	0.00
2610 School Library & AV							
15	Instructional Salaries	359,071.00	359,176.00	278,345.05	30,583.47	76,274.98	4,555.97
16	Noninstructional Salaries	113,664.00	113,664.00	92,958.22	10,525.64	11,263.50	9,442.28
4	Contractual and Other	5,480.00	1,708.00	647.94	0.00	0.00	1,060.06
45	Materials & Supplies	6,000.00	6,367.00	5,661.40	0.00	170.51	535.09
46	Sch. Library AV Loan Prog	59,620.00	67,920.58	50,415.76	6,937.50	17,129.28	375.54
49	BOCES Services	81,885.00	81,885.00	75,025.08	9,064.84	6,859.92	0.00

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Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
Subtotal of 2610 School Library & AV		625,720.00	630,720.58	503,053.45	57,111.45	111,698.19	15,968.94
2630 Computer Assisted Instruction							
15 Instructional Salaries		109,200.00	106,350.00	92,906.00	8,446.00	8,446.00	4,998.00
16 Noninstructional Salaries		252,000.00	327,750.00	253,612.11	29,311.69	52,651.77	21,486.12
22 State Aided Comp Hardware		150,000.00	157,582.93	137,064.48	1,645.35	17,000.10	3,518.35
4 Contractual and Other		103,340.00	28,985.76	19,415.37	870.00	8,919.13	651.26
45 Materials & Supplies		17,000.00	67,102.97	63,988.27	12,339.07	2,488.71	625.99
46 Sch. Library AV Loan Prog		41,200.00	78,740.85	69,311.67	3,388.95	7,780.95	1,648.23
49 BOCES Services		725,000.00	1,700,000.00	1,622,286.83	134,262.68	77,713.17	0.00
Subtotal of 2630 Computer Assisted Instruction		1,397,740.00	2,466,512.51	2,258,584.73	190,263.74	174,999.83	32,927.95
2810 Guidance-Regular School							
15 Instructional Salaries		1,065,282.00	1,064,682.00	900,158.72	89,758.04	153,201.80	11,321.48
16 Noninstructional Salaries		134,926.00	162,901.00	109,234.63	12,901.20	44,073.60	9,592.77
4 Contractual and Other		1,400.00	209.00	0.00	0.00	209.00	0.00
45 Materials & Supplies		3,900.00	3,900.00	1,002.39	0.00	9.63	2,887.98
Subtotal of 2810 Guidance-Regular School		1,205,508.00	1,231,692.00	1,010,395.74	102,659.24	197,494.03	23,802.23
2815 Health Srvcs-Regular School							
16 Noninstructional Salaries		403,200.00	415,475.00	329,480.85	38,534.45	49,858.62	36,135.53
4 Contractual and Other		155,000.00	168,848.00	72,598.79	5,329.37	96,187.03	62.18
45 Materials & Supplies		25,750.00	28,644.64	17,836.05	967.13	275.20	10,533.39
Subtotal of 2815 Health Srvcs-Regular School		583,950.00	612,967.64	419,915.69	44,830.95	146,320.85	46,731.10
2820 Psychological Srvcs-Reg Schl							
15 Instructional Salaries		836,473.00	357,643.00	256,606.48	21,677.48	38,916.96	62,119.56
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	0.00	733.97
Subtotal of 2820 Psychological Srvcs-Reg Schl		838,873.00	360,043.00	257,072.51	21,677.48	38,916.96	64,053.53
2825 Social Work Srvcs-Regular School							
15 Instructional Salaries		173,544.00	295,644.00	245,765.78	24,194.18	37,953.59	11,924.63
Subtotal of 2825 Social Work Srvcs-Regular School		173,544.00	295,644.00	245,765.78	24,194.18	37,953.59	11,924.63
2830 Pupil Personnel Srvcs-Special Schools							
15 Instructional Salaries		338,520.00	422,020.00	378,106.17	38,206.29	32,131.88	11,781.95
16 Noninstructional Salaries		146,475.00	229,785.00	159,221.99	16,501.20	70,557.84	5.17
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	653,105.00	537,388.16	54,707.49	102,689.72	13,027.12
2850 Co-Curricular Activ-Reg Schl							
15 Instructional Salaries		202,818.00	204,328.00	191,257.46	10,237.52	9,421.46	3,649.08
4 Contractual and Other		33,025.00	33,025.00	1,202.50	1,202.50	15,540.00	16,282.50
45 Materials & Supplies		16,985.00	18,935.00	7,881.48	1,383.58	5,092.20	5,961.32
Subtotal of 2850 Co-Curricular Activ-Reg Schl		252,828.00	256,288.00	200,341.44	12,823.60	30,053.66	25,892.90

Victor Central School District

Budget Status Report As Of: 05/31/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
2855 Interscholastic Athletics-Reg Schl							
15 Instructional Salaries		775,000.00	838,800.00	765,904.94	80,310.18	68,867.62	4,027.44
16 Noninstructional Salaries		52,500.00	72,800.00	72,791.14	8,997.02	0.00	8.86
2 Equipment		2,000.00	2,000.00	1,842.36	0.00	157.63	0.01
4 Contractual and Other		203,000.00	229,939.62	203,998.35	29,813.54	22,211.45	3,729.82
45 Materials & Supplies		66,083.00	121,463.70	81,968.62	-955.00	28,596.39	10,898.69
Subtotal of 2855 Interscholastic Athletics-Reg Schl		1,098,583.00	1,265,003.32	1,126,505.41	118,165.74	119,833.09	18,664.82
5510 District Transportation Services							
16 Noninstructional Salaries		2,211,250.00	2,345,700.00	2,045,329.00	234,829.67	242,748.26	57,622.74
2 Equipment		6,500.00	8,092.99	2,363.27	14.91	3,229.72	2,500.00
4 Contractual and Other		296,000.00	301,816.84	231,278.34	56,137.01	53,340.09	17,198.41
45 Materials & Supplies		579,900.00	539,216.00	368,427.00	35,656.11	109,705.98	61,083.02
Subtotal of 5510 District Transportation Services		3,093,650.00	3,194,825.83	2,647,397.61	326,637.70	409,024.05	138,404.17
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	38,899.80	208.05	17,010.81	5,739.39
Subtotal of 5530 Garage Building		68,050.00	70,150.00	38,899.80	208.05	17,010.81	14,239.39
5581 Transportation from Boces							
49 BOCES Services		15,965.00	15,965.00	9,788.37	1,766.85	6,176.63	0.00
Subtotal of 5581 Transportation from Boces		15,965.00	15,965.00	9,788.37	1,766.85	6,176.63	0.00
7310 Youth Program							
15 Instructional Salaries		0.00	7,805.00	7,803.03	879.75	0.00	1.97
Subtotal of 7310 Youth Program		0.00	7,805.00	7,803.03	879.75	0.00	1.97
9010 State Retirement							
8 Employee Benefits		1,640,000.00	1,640,000.00	1,009,862.39	84,350.38	165,562.06	464,575.55
Subtotal of 9010 State Retirement		1,640,000.00	1,640,000.00	1,009,862.39	84,350.38	165,562.06	464,575.55
9020 Teachers' Retirement							
8 Employee Benefits		3,303,800.00	3,102,616.00	2,466,731.56	264,702.98	489,693.17	146,191.27
Subtotal of 9020 Teachers' Retirement		3,303,800.00	3,102,616.00	2,466,731.56	264,702.98	489,693.17	146,191.27
9030 Social Security							
8 Employee Benefits		3,155,000.00	3,154,700.00	2,560,499.98	276,071.42	523,079.23	71,120.79
Subtotal of 9030 Social Security		3,155,000.00	3,154,700.00	2,560,499.98	276,071.42	523,079.23	71,120.79
9040 Workers' Compensation							
8 Employee Benefits		374,500.00	324,500.00	135,976.00	0.00	0.00	188,524.00
Subtotal of 9040 Workers' Compensation		374,500.00	324,500.00	135,976.00	0.00	0.00	188,524.00
9045 Life Insurance							
8 Employee Benefits		22,000.00	26,500.00	25,099.21	2,253.13	1,400.79	0.00
Subtotal of 9045 Life Insurance		22,000.00	26,500.00	25,099.21	2,253.13	1,400.79	0.00
9050 Unemployment Insurance							

Victor Central School District

Budget Status Report As Of: 05/31/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
8 Employee Benefits		15,000.00	3,600.00	3,546.27	0.00	0.00	53.73
Subtotal of 9050 Unemployment Insurance		15,000.00	3,600.00	3,546.27	0.00	0.00	53.73
9055 Disability Insurance							
8 Employee Benefits		30,000.00	36,382.00	20,390.00	1,596.00	5,154.00	10,838.00
Subtotal of 9055 Disability Insurance		30,000.00	36,382.00	20,390.00	1,596.00	5,154.00	10,838.00
9060 Hospital, Medical, Dental Insurance							
8 Employee Benefits		12,644,000.00	12,518,113.48	10,163,807.93	1,137,089.43	2,351,771.60	2,533.95
Subtotal of 9060 Hospital, Medical, Dental Insurance		12,644,000.00	12,518,113.48	10,163,807.93	1,137,089.43	2,351,771.60	2,533.95
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	1,427.00	0.00	0.00	0.00	1,427.00
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	93,245.00	55,769.98	0.00	0.00	37,475.02
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	63,205,065.50	6,541,013.05	12,597,619.87	7,943,052.46

Victor Central School District

Budget Status Report As Of: 05/31/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Selection Criteria

Criteria Name: Shared: BOE Summary by State

Fund: A

Budget type: Current Year

As Of Date: 05/31/2022

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, July 14, 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 **Joseph Fastaia**, who has certification in Art Kindergarten-Grade 12, to a probationary position as an Art Teacher, effective September 1, 2022, at an annual salary of \$57,897, leading towards tenure in Art Education.

The probationary appointment of **Taylor Cardona**, who has certification in Early Childhood Education Birth-Grade 2, to a probationary position as an Elementary Teacher, effective September 1, 2022, with a partial year of Jarema credit for her 2021/2022 LTS assignment, at an annual salary of \$46,740, leading towards tenure in Elementary Education.

The probationary appointment of **Claire Gaynor**, who has certifications in Early Childhood Education Birth-Grade 2 and Childhood Education Grades 1-6, to a probationary position as an Elementary Teacher, effective September 1, 2022, at an annual salary of \$42,000, leading towards tenure in Elementary Education.

The probationary appointment of **Carrie Goodell**, who has certifications as a School District Leader and School Building Leader, and in Mathematics Grades 7-12, to a probationary position as the Director of Math and Science, effective July 15, 2022, at an annual salary of \$105,000, leading towards tenure as the Director of Math and Science.

The probationary appointment of **Jenna Cortash**, who has certifications in Students with Disabilities Grades 1-6, Students with Disabilities Birth-Grade 2, Literacy Birth-Grade 6, Early Childhood Education Birth-Grade 2 and Childhood Education Grades 1-6, to a probationary position as a Special Education Teacher, effective September 1, 2022, at an annual salary of \$51,400, leading towards tenure in Special Education.

The probationary appointment of **Adam Chandler**, who has certifications in Music Education Kindergarten-Grade 12, to a probationary position as a Music Teacher, effective September 1, 2022, at an annual salary of \$49,650, leading towards tenure in Music Education.

The probationary appointment of **Robert Sarneckis**, who has certifications in Social Studies Grades 7-12, to a probationary position as a Social Studies Teacher, effective September 1, 2022, at an annual salary of \$47,180, leading towards tenure in Social Studies Education.

The probationary appointment of **Brian Biro**, who has certification in Physical Education Kindergarten-Grade 12, to a probationary position as a Physical Education Teacher, effective September 1, 2022, at an annual salary of \$68,296, leading towards tenure in Physical Education.

The probationary appointment of **Mardie Vella**, who has pending certification as a School Counselor, to a probationary position as a School Counselor effective July 1, 2022, at an annual salary of \$65,200, leading toward tenure as a School Counselor.

The probationary appointment of **Erica Morabito**, 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, at an annual salary of \$48,600, leading towards tenure in Elementary Education.

**Part Time
Appointments:**

The appointment of **Marcy Pembroke**, who holds certifications in Earth Science Grades 7-12, General Science Grades 7-12, and Nursery, Kindergarten and Grades 1-6, to a part-time (.6fte) position as a Science Teacher effective September 1, 2022, and ending June 30, 2023, at an annual salary of \$49,685.

**Tenure
Appointments:**

The appointment to tenure of **Brian Siesto**, who is certified as a School Building Leader and School District Leader, and in Social Studies Grades 7-12, upon the successful completion of his probationary period as the High School Principal, effective July 15, 2022.

Appointments:

The appointment of **Robert LaRuche**, Interim ECS Principal, effective July 1, 2022, at a daily rate of \$500.

The appointment of **Erin Hysick**, who holds Certifications in Special Education and Pre-Kindergarten, Kindergarten, and Grades 1-6, as a Mentor Teacher, effective July 1, 2022, and ending June 30, 2023.

The appointment of **Jan Soucier**, who holds Certifications in Special Education and Nursery, Kindergarten, and Grades 1-6, as a Mentor Teacher, effective July 1, 2022, and ending June 30, 2023.

The re-appointment of **Robert Goodell, Alan Granger, Jamie Coles, Patrick Dennis, Stephen Schreib, Jacob Herendeen, and Andrew Purdie**, as per diem Driver Education Teachers, for the 2022/2023 school year at an hourly rate of \$38.25.

The appointment of the following as Extended School Year Teachers at an hourly rate of \$40.00: **Johanna Arnitz, Emily Cook, and Kyle Pecora**

The appointment of the following as Summer Academy Teachers at an hourly rate of \$40.00: **Amy Hogan, Allison McKinnon, Kim McConnell, Tyler Spitz and Hilary Ross**

The appointment of the following as Summer Enrichment Teachers at an hourly rate of \$40.00: **Rebecca Feistel, Kelsey Flynn, Amy Hogan, Alexandra Lambert, Kayla Docteur and Cody Rogers**

The appointment of **Andrea Tait**, Wellness Coordinator, for the 2022/2023 school year, at an annual rate of \$1500.

The appointment of **Vivian Richelsen**, Healthy Ambassador, for the 2022/2023 school year, at an annual rate of \$200.

The appointment of **Caitlin Mack-Elliott**, who holds certifications in Students with Disabilities Grades 1-6, Childhood Education Grades 1-6, Severe or Multiple Disabilities Annotation, Students with Disabilities Birth-Grade 2, Early Childhood Education Birth-Grades 2, and School Building Leader, as an Elementary Special Education Teacher on Special Assignment (TOSA), effective July 1, 2022.

The appointment of **Leah Daniels-Farren**, who holds certifications as a School Psychologist, as a Secondary Special Education Teacher on Special Assignment, effective July 1, 2022.

The appointment of **Michele Maloney**, Short Term Substitute Assistant Principal, from July 18, 2022 through approximately November 10, 2022, at a daily rate of \$375.

The appointment of **Julie Johnson**, Staff Developer, from July 1, 2022 through approximately August 31, 2022.

Long Term Substitute Appointments: The appointment of **Patrick Neureuter**, who has certifications in Students with Disabilities Grades 1-6, Early Childhood Education Birth-Grade 2, Students with Disabilities Birth-Grade 2, and Childhood Education Grades 1-6, to a long term substitute position as an Elementary Teacher, effective September 1, 2022, and ending June 30, 2023, at an annual salary of \$46,835.

Leaves of Absence: The granting of an extension of maternity and subsequent childcare leave of absence for **Kathryn Ward**, Reading Teacher, effective July 1, 2022, and extending through December 15, 2022.

Resignations: The resignation of **Elizabeth Porta**, Elementary Teacher, effective June 30, 2022.

Athletics:	<u>Position</u>	<u>Name</u>	<u>Level</u>	<u>Years</u>
Strength & Conditioning	Head Coach	Nate VanKouwenberg	2	9
	Volunteer	Connor McJury	-	-
Golf - Girls	Head Varsity	Trevor Sousa	3	15
	JV	Andrew Reddout	5	3
Soccer - Boys	Head Varsity	Steve Fish	2	29
	Varsity Assistant	Chris Wuest	4	16
	JV Assistant	Joe Carey	5	19
	Modified A	Mike Schlueter	6	20
	Modified B	Blake Smith	6	14
Soccer - Girls	Volunteer	William Wuest	-	-
	Head Varsity	Kelly Ahern	2	20
	Varsity Assistant	Rena Lindsay	4	14
	JV	Mike Mandrino	4	22
	Modified B	Jill Clapp	6	17
	Modified B	Erika Eberhardt	6	9
Swimming & Diving - Girls	Head Varsity	Brett Leader	2	11
	Varsity Assistant	Haley Bridge	4	2
	Varsity Assistant	Lindsay Karl	4	2
	Modified B	Gina Potenza	6	9
Cross Country	Head Varsity	Ross Hunkovic	2	8
	Modified B	Matt Bauerlein	5	38
Tennis - Girls	Head Varsity	Krystina Barnum	3	16
	JV	Steve Cronmiller	5	23
	Modified A	Andrea Tait	6	7
Football	Head Varsity	Geoff Mandile	1	27
	Associate Head Coach	Sean Rucker	2	27
	Varsity Assistant	Dave Condon	3	39
	Varsity Assistant	Paul Ojeda	3	21
	Varsity Assistant	David Vistocco	3	8

	JV	Jim Andre	3	32
	JV Assistant	Kevin Geno	3	13
	JV Assistant	Pat Lawley	3	24
	Modified A	Mark Foeder	3	28
	Modified Assistant	Mark Cain	3	34
	Modified Assistant	Craig Kaper	3	17
	Volunteer	David Eisler	-	-
	Volunteer	Matt Halloran	-	-
	Volunteer	Bryan Kavanaugh	-	-
	Volunteer	Jameson Ricigliano	-	-
	Volunteer	Miklos Szoczel	-	-
Cheerleading (Fall)	Head Varsity	Alexandra Dayton	3	10
	Varsity Assistant	Alyssa Dayton	5	4
	JV	Alexa O'Brien	5	6
	Modified A	Amini Wright-Patel	6	3
	Volunteer	Dayna Maier	-	-
Volleyball - Boys	Head Varsity	Jake Martin	2	16
	Modified B	Carrie Ferreri	6	17
Volleyball - Girls	Head Varsity	Matt Glover	2	24
	Volunteer	Freeman Fessler	-	-
Baseball	Head Varsity	Sean Rucker	2	28
	Varsity Assistant	Mike Ferreri	4	23
	JV	Joe Kurnath	4	12
	Modified A	Pat Lawley	6	27
	Modified B	Tim Clapp	6	17
	Volunteer	Benjamin Lanning	-	-
Unified Basketball	Head Coach	David Vistocco	4	8
	Volunteer	Andrew Reddout	-	-
Golf - Boys	Head Varsity	Trevor Sousa	3	15
	JV	Chris Wuest	5	14
Lacrosse - Boys	Head Varsity	Dan Stone	2	23
	Varsity Assistant	Mark Foeder	4	27
	JV	Bryan Lischerelli	4	29
	JV Assistant	Jim Andre	5	28
	Modified A	Kevin Geno	6	13
	Modified B	Maxwell Hill	6	3
	Volunteer	Mark Cain	-	-
	Volunteer	Anthony Pezzimenti	-	-
	Volunteer	Jamie Trimboli	-	-
	Volunteer	William Kirnie	-	-
Lacrosse - Girls	Head Varsity	Nicolette Frunzi	2	14
	Varsity Assistant	Todd Thompson	4	5
	JV	Rachel Hillhouse	4	2
	JV Assistant	Maddy Haney	5	2
	Modified B	Jamie Smith	6	15

	Volunteer	Ashley Zahn	-	-
Softball	Head Varsity	Gina Potenza	2	12
	Modified A	Jessica Palmer	6	11
Tennis - Boys	Head Varsity	Krystina Barnum	3	16
	JV	Steve Cronmiller	5	22
	Modified A	Jeff Pistritto	6	6
Track & Field	Head Varsity	Robert Goodell	2	24
	Head Varsity	Austin Donroe	2	6
	Varsity Assistant	Ross Hunkovic	5	13
	Varsity Assistant	Jerry O'Dell	5	39
	Varsity Assistant	Ryan Ellis	5	2
	Modified Assistant	Kathleen Goodberlet	6	8
Bowling	Head Varsity	Mark Foeder	3	18
	Volunteer	Jamie LaBrake	-	-
Unified Bowling	Head Coach	Johanna Arnitz	6	2
Alpine Skiing	Head Varsity	Jennifer Haggerty	3	23
	Varsity Assistant	Madeline Haggerty	5	4
Nordic Skiing	Volunteer	Brian Lilly	-	-
Swimming & Diving - Boys	Head Varsity	Brett Leader	1	14
	Varsity Assistant	David Marsh	4	8
	Modified B	Lindsay Karl	4	2
Basketball - Boys	Head Varsity	Tyler Roberts	1	14
	Varsity Assistant	Graig Roberts	3	8
	JV	David Vistocco	3	10
	Modified A	Andrew Reddout	4	10
	Modified B	Tim Clapp	4	16
	Modified B	Tim DiSanto	4	32
	Volunteer	Jay Barber	-	-
	Volunteer	Phil Desaw	-	-
	Volunteer	Blake Smith	-	-
	Volunteer	Sean Rutherford	-	-
Basketball - Girls	Head Varsity	Ashley Zahn	1	4
	Modified B	Denise Dillman	4	13
	Modified B	Nicolette Frunzi	4	4
Indoor Track & Field	Head Varsity	Austin Donroe	2	5
	Assistant	Jerry O'Dell	4	39
	Assistant	Robert Goodell	4	21
Cheerleading (Winter)	Head Varsity	Alexandra Dayton	2	10
	Varsity Assistant	Alyssa Dayton	3	15
	JV	Alexa O'Brien	3	6
	Modified A	Amini Wright-Patel	4	3
	Volunteer	Dayna Maier	-	-
Hockey	Head Varsity	Mike Ferreri	1	23

Wrestling	Varsity Assistant	Trevor Sousa	3	13
	Volunteer	Bryan Kavanaugh	-	-
	Volunteer	Jason Rich	-	-
	Head Varsity	Craig Kaper	1	23
	Varsity Assistant	Steve Cronmiller	3	11
	JV	Sean Rucker	3	7
	Modified B	Stash Merritt	4	24
	Volunteer	Matt Halloran	-	-
	Volunteer	Brian Aparo	-	-

Co-Curriculars:

	<u>Teacher Leaders</u>	<u>Name</u>
Strand 1	Bilingual Education & World Languages K-12	Anne Stekl
	Career Occupational Studies	Mark Selvek
	ELA Building Level (K-3)	Lauren Freitas
	ELA Building Level (K-3)	Amy Hogan
	ELL (K-12)	Cristie Rydzynski
	Library Media	Maggie Elliott
	Math Building Level (K-3)	Kimberly McConnell
	Math Building Level (K-3)	Leslie Summerson
	Math (9-12 Grade)	Dawn Knapp
	Music (K-12)-Split Position	Laura Brewer
	Music (K-12)-Split Position	Amy Oldfield
	PE & Health (K-6)	Christine Phelps
	PE & Health (7-12)	Mike Ferreri
	School Counseling (K-12)	Mary Banaszak
	School Psychologist (K-12)	Leah Daniels-Farren
	Science (9-12)	Kristina Sykes
	Social Studies (9-12)	Erica Thompson
	Special Education (K-12)	Caitlin Mack-Elliott
	Theater Arts (K-12)	Jeremy Hawkinson
Visual Arts (K-12)	Shawn Duckworth	
Strand 2	Elementary Grade Teacher Leader (K-3)	Kristen MacLean
	Elementary Grade Teacher Leader (K-3)	Leah Besaw
	Elementary Grade Teacher Leader (K-3)	Steve Fish
	Elementary Grade Teacher Leader (K-3)	Jessica Fronczak
	Science & Social Studies (K-3)	Linda Izzo
	Special Education (Pre K-3)	Kristina Judge
	Special Education (Intermediate)	Sarah Nelson
	Special Education (Jr. High)	Kristina Buschang
Special Education (Sr. High)	Johanna Arnitz	
Strand 3	Chemical Hygiene Officer	Jeff Schraver
	Bilingual Education & World Languages (6-8)	Ann Marie Crye
	Instructional Technology/Computer (Primary)	Michele Linse

Instructional Technology/Computer (Intermediate)	Maggie Elliott
Instructional Technology/Computer (Sr. High)	Danyelle Westbrook
Nursing (K-12)	Corinne Fox
Math AIS (K-6)	Kylie Hegeman
ELA AIS (4-6)	Laura Colcord
ELA Building Level (4-6)	Kathleen Goodberlet
Math Building Level (4-6)	Maire Welling
Intermediate ELA 4 th Grade	Kim Bavis
Intermediate ELA 5 th Grade - Shared Position	Shari Bischooping
Intermediate ELA 5 th Grade - Shared Position	Kelley Ginster
Intermediate ELA 6 th Grade - Shared Position	Valarie Pezzimenti
Intermediate Math 4 th Grade	Brittany Gordon
Intermediate Math 5 th Grade	Michelle Ricigliano
Intermediate Math 6 th Grade	Maire Welling
English Language Arts (7-8)	Linda Tabit
Math (7-8)	Thomas Zaccardo
Science (7-8)	Paula Smith
Social Studies (7-8)	Dan Taylor

Strand 4

Health (K-6)	Amanda Muster
Intermediate Elementary 4 th Grade – Shared Position	Kelly Mead
Intermediate Elementary 4 th Grade – Shared Position	Amy Thomas
Intermediate Elementary 5 th Grade – Shared Position	Sarah Basta
Intermediate Elementary 5 th Grade – Shared Position	Heather Hyer
Intermediate Elementary 6 th Grade	Joy Volkmuth

Aquatics Director

Fall, Winter, & Spring

Lindsay Karl

Driver Education Coordinator

Summer, Fall, & Spring

Andrew Purdie

Co-Curriculars:

Clubs & Advisors

	<u>Name</u>	<u>Band</u>
Int. Student Council	Kathleen Goodberlet	1
Int. Math Olympiad	Amy Smith-Faczan	1
Jr. High Academic Challenge Bowl	Matthew Halloran	2
Jr. High Big Time Friends – Split Position	Emily Morsheimer	1 (2)
Jr. High Big Time Friends – Split Position	Catherine Bossard	1 (2)
Jr. High Culinary Club	Karen Ierlan	1
Jr. High Fiddle Club	Elizabeth Knapp	1
Jr. High French Club	Darcel Ross	1
Jr. High Garden Club	Anthony D’Agostino	2
Jr. High Jazz Band	Zach Pelton	1

Jr. High Library Club	Linda Tabit	1
Jr. High Spanish Club	Paula Indorato	1
Jr. High Student Council	Christie Gordon	3
Jr. High Student Council	Marysue Hobika	3
Jr. High Victor Pride Coalition	Amy Noye	1
Sr. High Academic Teams – Split Position	Andrew Purdie	4 (2)
Sr. High Academic Teams – Split Position	Stephanie Schlueter	4 (2)
Sr. High Aquatics Leaders	Lindsay Karl	1
Sr. High Art Club	Andrew Reddout	1
Sr. High Chess Club	Ryan Horst	1
Sr. High DECA (Business Club)	Susan Utz	4
Sr. High DECA (Business Club)	Mike Cutaia	4
Sr. High Dollars for Scholars	Laura Fiorito	3
Sr. High Dollars for Scholars	Julie Merges	3
Sr. High Drama Club – Split Position	Jeremy Hawkinson	1 (2)
Sr. High Drama Club – Split Position	Matthew Mayne	1 (2)
Sr. High French Club	Anne Stekl	1
Sr. High Global Competency	Cristie Rydzynski	3
Sr. High Global Competency Assistant	Bryan Kavanaugh	1
Sr. High International Club	Angelica Sanzotta	1
Sr. High Junior Class Advisor	Eric Dahlstrom	2
Sr. High Junior Class Advisor	Alyse Wuest	2
Sr. High Key Club	Eric Waples	3
Sr. High Key Club	Andrew Buttram	3
Sr. High Link Crew	Sarah Annlee	3
Sr. High Link Crew	Jonathan Aldrich	3
Sr. High Literacy Magazine	Mallory Horsfall	1
Sr. High Math Academic Team Advisor – Split Position	Dawn Knapp	3 (2)
Sr. High Math Academic Team Advisor – Split Position	Jessica Palmer	3 (2)
Sr. High Medical Explorers	Kim Spitzer	2
Sr. High National Honor Society	Karen Brion	2
Sr. High Outdoor Activity	Kelly Ahern	2
Sr. High Positive School Climate Club Advisor – Split Position	Johanna Arnitz	2 (2)
Sr. High Positive School Climate Club Advisor – Split Position	Todd Forrest	2 (2)
Sr. High Quiddich Club	Laura Dunbar	1
Sr. High SEAS Club	Steve Cronmiller	2
Sr. High Senior Class Advisor	Joe Carey	3
Sr. High Senior Class Advisor	Mike Modleski	3
Sr. High Yearbook	Meaghan Fatzinger	4
Sr. High Yearbook Assistant	Amanda Muster	2
Sr. High Sophomore Class Advisor	Anne Stekl	1
Sr. High Spanish Club	Vivian Richelsen	2
Sr. High Student Council	Amelia Paas	3
Sr. High Student Council	Danyelle Westbrook	3

Tri-M Honor Society Advisor – Split Position	Laura Brewer	1 (3)
Tri-M Honor Society Advisor – Split Position	Gretchen Judge	1 (3)
Tri-M Honor Society Advisor – Split Position	Kristin Mellema	1 (3)
Sr. High Victor Cares Advisor	Deb McManis	2
Sr. High Victor Cares Advisor – Split Position	Matthew Mayne	2 (2)
Sr. High Victor Cares Advisor – Split Position	Amelia Paas	2 (2)
Sr. High Wellness Club	Vivian Richelsen	1

Co-Curriculars:	<u>Music</u>	<u>Name</u>	<u>Group</u>
	First Robotics	Peter Fleckenstein	5
	First Robotics Assistant	Melissa Gydesen	1

Per Diem Substitutes:	<u>Candidate</u>	<u>Area of Certification</u>
	Sarah Simmons	Uncertified
	William Corwin	Uncertified
	Sienna Sulecki	Uncertified

**Non-Instructional
Appointments:**

The appointment of **Misha Patel**, from Part Time Teacher Aide to Full Time Teacher Aide, effective September 1, 2022.

The appointment of the following as Extended School Year Teacher Aides at their 2022/2023 hourly rate: **Natalia Lewis, Laura Drier, and Brienna Walden**

The appointment of the following as Extended School Year Teacher Aides at an hourly rate of \$13.75: **Tayler Kochan, Benjamin Lake, Michelle Michaels and Elaina Camporeale**

The appointment of the following as Summer Academy Teacher Aides at their 2022/2023 hourly rate: **Kristy Folkerth and Paloma Ramirez Medina**

The appointment of the following as Summer Academy Teacher Aide at an hourly rate of \$13.75: **Alexa Schreiber**

The appointment of **Alicia Langton**, Temporary Typist, effective June 29, 2022, at an hourly rate of \$17.07.

The appointment of **Darlene Evich**, Part Time Teacher Aide, effective August 30, 2022, at an hourly rate of \$14.17.

The appointment of **Lawrence Monaghan**, School Bus Driver, effective September 1, 2022, at an hourly rate of \$20.99.

Resignations:

The resignation of **William Corwin**, Full Time Teacher Aide, effective June 22, 2022.

The resignation of **Carol Schuth**, Part Time Teacher Aide, effective June 20, 2022.

The resignation, due to retirement, of **Jean Lorini-Jones**, Part Time Teacher Aide, effective June 23, 2022.

The resignation of **Amanda Grimes**, School Bus Driver, effective June 15, 2022.

The resignation of **Clare Olbrys**, Full Time Teacher Aide, effective June 23, 2022.

The resignation of **William Stanley**, School Bus Driver, effective June 23, 2022.

The resignation of **Gwendolyn Catalano**, Full Time Teacher Aide, effective June 30, 2022.

The resignation of **Scott Joslyn**, Cleaner, effective June 21, 2022.

The resignation of **Patricia Anderson**, Food Service Helper, effective June 22, 2022.

The resignation of **Kelsey Mattiaccio**, Part Time Teacher Aide, effective June 30, 2022.

The resignation of **Alicia Langton**, Department Secretary, effective June 28, 2022.

The resignation of **Lynn Pietzold**, Food Service Helper, effective June 30, 2022.

The resignation of **Morgan Kingsley-Hunt**, Food Service Helper, effective July 5, 2022.

**Per Diem and
Substitute Positions:**

Candidate

Position

William Corwin
Sydney Haas
Allie Dillman
Owen Myers
Cian Baldwin
Donna Ryan

Teacher Aide
Student Helper
Summer Groundskeeper
Teacher Aide
Student Helper
School Bus Monitor

GENERAL RESOLUTION
FOR THE PURPOSE OF
PARTICIPATING IN A COOPERATIVE BID COORDINATED BY
THE BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF
ONTARIO, SENECA, WAYNE AND YATES COUNTIES
FOR

Various Commodities and/or Services

WHEREAS, The Board of Education, Victor Central School District of New York State desires to participate in a Cooperative Bidding Program conducted by The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties from year to year or, until this Resolution is rescinded, for the purchase of Various Commodities and/or Services. And...

WHEREAS, The Board of Education, Victor Central School District of New York State is desirous of participating with The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties in the joint bid of the commodities and/or services mentioned below as authorized by General Municipal Law, Section 119-o... And...

WHEREAS, The Board of Education, Victor Central School District of New York State has appointed The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties as representative to assume the responsibility for drafting of specifications, advertising for bids, accepting and opening bids, tabulating bids, reporting the results to the Board of Education, Victor Central School District of New York State and making recommendations thereon...

THEREFORE...

BE IT RESOLVED, That The Board of Education, Victor Central School District of New York State and The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties hereby accepts the appointment of The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties to represent it in all matters related above... And...

BE IT FURTHER RESOLVED, That The Board of Education Victor Central School District of New York State authorizes the above-mentioned Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties to represent it in all matters regarding the entering into contract for the purchase of the below-mentioned commodities and/or services... And...

BE IT FURTHER RESOLVED, That The Board of Education Victor Central School District of New York State agrees to assume its equitable share of the costs incurred as a result of the cooperative bidding... And...

NOW, THEREFORE, BE IT RESOLVED, That The Victor Central School District on behalf of the Board of Education, Victor Central School District of New York State hereby is authorized to participate in cooperative bidding conducted by The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties for various commodities and/or services and if requested to furnish The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties an estimated minimum number of units that will be purchased by The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties. The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties is hereby authorized to award cooperative bids to the bidder deemed to be the lowest responsive and responsible meeting the bid specifications and otherwise complying with Article 5-A of the General Municipal Law of the State of New York relating to public bids and contracts.

Date

Supt. of Schools/ Designated Rep.

Victor Central School District
School District

COOPERATIVE BIDS

The Board of Cooperative Educational Services of Ontario, Seneca, Wayne, and Yates Counties intends to solicit for the bids listed below in the name of the participants in accordance with their expressed needs. **Check yes or no**, if you are interested in participating, at this time, for any of the bids listed herein. Component districts will be surveyed for participation for all cooperatives prior to issuance during the fiscal year.

CATEGORY	BID#		PARTICIPATION	
	WFL	BID NAME	YES	NO
A) Miscellaneous:				
	09	Athletics/Physical Education Supplies	_____	_____
	28	Batteries	_____	_____
	27	Calculators	_____	_____
	10	First Aid	_____	_____
	06	Paper: Copy, Card Computer, NCR, Misc. & Envelopes	_____	_____
B) Food Service:				
	14	Bread & Bread Products	_____	_____
	15	Cafeteria Paper, Supplies & Cleaning Products <i>(for Gloves look under O&M Supplies)</i>	_____	_____
	04	Grocery	_____	_____
	09	Fresh Fruits & Vegetables	_____	_____
	16	Ice Cream & Frozen Desserts	_____	_____
	11	Milk & Dairy Products	_____	_____
C) Operations & Maintenance Supplies:				
	61	Custodial Supplies	_____	_____
	64	Custodial Paper Products	_____	_____
	63	Gloves: Cafeteria, Custodial & Medical	_____	_____
	62	Trash Bags	_____	_____
	57	HVAC Filters & Boiler Maintenance Kits	_____	_____

CATEGORY	BID# WFL	BID NAME	PARTICIPATION	
			YES	NO
<i>D) Operations & Maintenance Time and Materials:</i>				
	53PW	Electrical Sevices	_____	_____
	52PW	General Construction Services	_____	_____
	51PW	HVAC Services	_____	_____
	60PW	Moving Services	_____	_____
	55PW	Plumbing Services	_____	_____
	54PW	Roofing Services	_____	_____
<i>E) Transportation:</i>				
	31	Brake Parts & Related Items	_____	_____
	32	Electrical Parts & Supplies	_____	_____
	33	OEM Parts & Labor	_____	_____
	34	Exhaust Parts & Related Items	_____	_____
	35	Vehicle Chassis & Related Parts	_____	_____
	37	Belts, Hoses & Wiper Products	_____	_____
	38	Nuts, Bolts, Fasteners, Hose Clamps & Brass Fittings	_____	_____
	40	Fuel, Emissions & Misc. Engine Parts	_____	_____
	41	Batteries, Starters & Alternators	_____	_____
	42	Automotive Filters	_____	_____
<i>F) Utilities:</i>				
	12	Electricity Supply	_____	_____
	19	Natural Gas Supply	_____	_____

CATEGORY	BID# WFL	BID NAME	PARTICIPATION	
			YES	NO
<i>G) Miscellaneous RFP'S:</i>				
	23	Internal Audit Services	_____	_____
	24	Independent Audit Services	_____	_____
	48	Unemployment Insurance	_____	_____

School District

Phone Fax

Name Title

Signature

Email Address

**VICTOR CENTRAL SCHOOL
DISTRICT
DISTRICT PLAN OF SERVICE FOR
SPECIAL EDUCATION
2023-2026**

**DISTRICT POLICIES, PRACTICES AND PROCEDURES FOR
ASSURING APPROPRIATE
EDUCATIONAL SERVICES AND DUE PROCESS IN THE EVALUATION
AND
PLACEMENT OF STUDENTS WITH DISABILITIES**

APPROVED BY THE BOARD OF EDUCATION ON: _____

STATEMENT OF ASSURANCES

The Board of Education of the Victor Central School District, as part of a longstanding commitment to excellence in education for all students, supports the provision of special education and related services for students with disabilities under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

In full support of State and Federal laws pertaining to students with disabilities, it is the intent of this Board of Education to assure that the educational needs of students are met. To this end, and in full compliance with the Regulations of the Commissioner of Education, the Board has reviewed this District Plan for Special Education.

By action of the Board of Education at a regularly scheduled meeting, the Board has adopted the Special Education District Plan.

ADOPTED: _____
President of the Board of Education **Date**

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OVERVIEW

SPECIAL EDUCATION PROGRAM OBJECTIVES

The Victor Central School District is committed to the development and implementation of an appropriate education for students with disabilities who reside in the district in accordance with the following program objectives:

1. To ensure the establishment of plans and policies for implementing school-wide approaches and pre-referral interventions in order to remediate a student's performance prior to referral to special education.
2. To provide a free appropriate public education in the least restrictive environment for resident students between the ages of three and twenty-one or until a regular high school diploma has been achieved by the student, whichever shall occur first.
3. To ensure that students with disabilities have the opportunity to participate in school district programs, to the maximum extent appropriate to the needs of each student, including access to general education curriculum, extracurricular programs and activities which are available to other students enrolled in the public schools of the district.
4. To establish a Committee on Preschool Special Education (CPSE), a Committee on Special Education (CSE) and appropriate Subcommittees on Special Education or the purpose of evaluating students suspected of having disabilities and for placement of students with disabilities in appropriate programs. The CPSE and CSE will monitor the progress of all students with disabilities and will report annually to the Board of Education.
5. To ensure effective communication and collaboration between the CPSE, CSE, school staff and school district administrators, parents and community.
6. To ensure that parents are advised of their due process rights and to establish procedures in this regard.
7. To ensure that each preschool student with a disability residing in the district has the opportunity to participate in an appropriate preschool program or services.
8. To provide for the establishment of administrative practices and procedures to ensure that parents have received and understand the request for Prior Written Notice and Consent for Evaluation of a preschool or school age student.

9. To ensure the establishment of administrative policies, practices and procedures to implement the provisions of Section 200.6(a) of the Commissioner's Regulations and to provide special services or programs, to the extent appropriate to the needs of the student, to enable the student to be involved in and progress in the general education curriculum.
10. To provide the human and material resources necessary for the implementation of a full continuum or programs and services to meet the academic, social, physical and management needs of students with disabilities.
11. To provide to the greatest extent appropriate adaptation, and/or modification of instruction and materials to enable students with disabilities to benefit from instruction within the general education setting, whenever appropriate.
12. To ensure that students with disabilities have access to the full range of general education programs and services to the extent appropriate to their individual needs and to provide them appropriate opportunities to earn a high school diploma in accordance with Section 100.5 of the Regulations of the Commissioner of Education.
13. To ensure that a Code of Conduct for student behavior is in place while protecting the rights to continuity of appropriate education for students with disabilities.
14. To ensure confidentiality of personally identifiable data, information or records pertaining to the student with a disability. Such personally identifiable information will not be disclosed except in accordance with the Regulations.
15. To ensure that adequate and appropriate space is made available to meet the needs for preschool and school age students with disabilities.
16. To provide professional development for all personnel who work with students with disabilities in order to assure that they have the knowledge and skills necessary to meet the unique needs of these students.
17. To ensure the establishment of plans and policies for appropriate declassification of students with disabilities.
18. To ensure that all instructional materials will be made available in a useable alternative format for students with disabilities at the same time such instructional materials are available to non-disabled students.
19. To ensure that students receive the protection of all other applicable State and Federal regulations.

IMPLEMENTATION OF SCHOOL-WIDE APPROACHES AND PRE-REFERRAL INTERVENTIONS

In accordance with the IDEA and Part 200 of the Commissioner's Regulations, the District must develop and implement a plan to establish pre-referral interventions to assist a student's educational progress before consideration of referral to the Committee on Special Education (CSE). In keeping with this policy, it is the responsibility of the schools' principal and building level teams to investigate all possible avenues of general education support services that would enable the student to achieve the learning standards. Such services may include, but are limited to, Academic Intervention Services, Response to Intervention and Educationally Related Support Services. These services must afford to all students who do not meet the minimum designated standards on State Assessment, and to students who are English Language Learners (ELL) who do not achieve the annual performance standards. A description of these services will be approved by the Board of Education and reviewed periodically. Supplemental instruction in English, language arts, math, social studies and science as well as support services to deal with barriers to student progress such as attendance, discipline, health, family, nutrition and transient issues will be afforded to students. All school-wide approach to provide remediation activities for at risk students will be considered prior to making referrals to the CSE. These approaches may also include but are not limited to extra teachers or professional support, student or volunteer tutorial assistance, counseling support, computer assisted programs. The principal or principal's designee shall notify each student's parents whenever Academic Intervention Services (AIS) or Response to Intervention Services are provided and shall ensure that written quarterly progress reports are provided in the native language of the parents. These school-wide approaches shall serve as pre-referral interventions prior to consideration of special education program through the Committee on Special Education (CSE).

The referral form to the CSE used by the district staff will describe in writing intervention services, programs or instructional methodologies used to remediate the student's performance prior to the referral, including any supplementary aides or support services provided, or the reason why no such attempts have been made. The principal and/or building team shall maintain a record of pre-referral interventions implemented for each student. Each referral shall be reviewed to determine its appropriateness and whether pre-referral interventions have been adequately utilized, and if further interventions are deemed necessary.

Within 10 days of receipt of a referral to the CSE, the building administrator(s) may request a meeting with the parent or person in parental relationship, the student, and the referring person, to determine whether the student would benefit from additional general education support services to an alternate to special education. These services may include but are not limited to Speech and Language Improvement Services, Occupational Therapy Workshop, Academic Intervention Services, Response to Intervention and any other services designed to address the learning needs of the student and maintain the student's placement in general education. At this meeting, if there is a written agreement that the provision of additional general education support services the referral is unwarranted, the referral shall be deemed withdrawn and the building administrator shall provide a copy of this agreement to the Chairperson of CSE, the referring person, the parent or person in parental relationship, and the student, if appropriate.

The copy of the agreement will be in the native language of the parent and will name the additional general education support services that will be provided as well as the length of time of each service. This agreement will be placed in the student's cumulative educational record file. If there is no written agreement reached at this meeting, the required timeline of the CSE will be maintained.

These pre-referral interventions will not be utilized as a barrier to prevent appropriate referrals for special education services, but shall be used to assess the ability of the student to benefit from general education services.

DEFINITIONS

Students with disabilities are those whose special needs are significant enough to warrant the provision of special education services in accordance with an Individualized Education Program. Effective October 30, 1990, Congress substituted the term "student with disabilities" for the term "handicapped student" in the Federal Law establishing access to fair procedures and appropriate placements.¹ Hereafter, the terms "students with disabilities" and "students with handicapping conditions" will be used interchangeably.

The following statutory and regulatory definitions are controlling:

The term "student with a disability" means a student with a disability who has not attained the age of twenty-one prior to September 1st and who is entitled to attend public schools pursuant to Section 3202 of New York State law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the department. Such term does not include a student whose educational needs are due primarily to unfamiliarity with the English language, environmental, cultural or economic factors. In making a determination as to eligibility, a student shall not be determined to be a student with a disability if the determinant factor is lack of instruction in reading or math or limited English proficiency.

The term "all students" applies to every student listed on the registry of the District.

- **Special education** means specially designed individualized or group instruction or special services or programs, as defined in subdivision 2 of Section 4401 of the Education Law, and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities.
 - Such instruction includes but is not limited to that conducted in classrooms, homes, hospitals, institutions and in other settings.
 - Such instruction includes specially designed instruction in physical education, including adapted physical education.
- **Specially-designed instruction** means adapting, as appropriate to the needs of an eligible student under this part, the content, methodology, or delivery of instruction to address the unique

needs that result from the student's disability; and to ensure access of the student to the general education curriculum, so that he or she can meet the educational standards that apply to all students.

The term “**special services or programs**” may include:

- Special classes, transitional support services, resource room, consultant teacher services, integrated co-teaching services and home instruction.
- Contracts with other districts for special services or programs.
- Contracts for special services or programs provided by Boards of Cooperative Educational Services (BOCES).
- Appointment by the Commissioner to a state or state-supported school in accordance with Article eighty-five, eighty-seven or eighty-eight of New York State law.
- Contracts with private non-residential schools which have been approved by the Commissioner and which are within the state.
- Contracts with private non-residential schools which have been approved by the Commissioner and which are outside of the state.
- Contracts with private residential schools which have been approved by the Commissioner and which are within the state.
- Contracts with private residential schools which have been approved by the Commissioner and which are outside of the state.
- Provision of educational services in a residential facility for the care and treatment of students with disabilities under the jurisdiction of a state agency other than the State Department of Education.
- **Related Services** means developmental, corrective and other supportive services as required to assist a student with a disability and include speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services, parent counseling and training, school nurse services, school social work, assistive technology services, other appropriate developmental or corrective support services, appropriate access to recreation, including therapeutic recreation, and other appropriate support services and included the early identification and assessment of disabling conditions of students. The term does not include a medical device that is surgically implanted, the optimization of that device's functioning, maintenance of that device or the replacement of such device.
- Contracts for residential or non-residential placements with a special act school district in Chapter 566 of the Laws of 1967.
- Contracts with New York State approved and funded schools (Article 89).

Additional Definitions:

- **Change in placement** means a transfer of a student to or from a public school, BOCES, or schools enumerated in Articles 81, 85, 87, 88 or 89 of the Education Law or graduation from high school with a local high school or Regents diploma. For purposes of removal of a student from the student's current educational placement under Education Law 3214, change of placement is defined in Part 201 of the Commissioner's Regulations.

- **General Curriculum** means the same general education curriculum as for students without disabilities.
- **Individual Education Program (IEP)** means a written statement developed, reviewed and revised in accordance with Section 200.4 (d)(2) of the Regulations of the Commissioner of Education to be provided to meet the unique needs of a student with a disability.

SPECIAL EDUCATION PROGRAMS AND SERVICES: OVERVIEW

In accordance with Section 200.6 of the Regulations of the Commissioner of Education, the district provides a continuum of services which allows placement of preschool and school age students in the least restrictive environment consistent with their needs and which provides for placement of students on the basis of similarity of individual needs.

SCHOOL CALENDAR

Special education students participate in the same school calendar as their general education peers.

School days mean calendar days unless otherwise indicated as the school day or business day.

1. School day means any day, including a partial day that students are in attendance at school for instructional purposes. The term school day has the same meaning for all students in school, including students with disabilities and students without disabilities, except that, during the months of July and August, school day means every day except Saturday, Sunday and legal holidays.
2. Business day means Monday through Friday, except for Federal and State holidays (unless holiday are specifically included in the designation of business day).

LEAST RESTRICTIVE ENVIRONMENT

The Victor Central School District provides a wide continuum of services, ranging from placement in residential settings to placement in general education classes with support and related services. The District is committed to the policy of placing students in the least restrictive environment consistent with their needs. “*Least Restrictive Environment*” means that the placement of students with disabilities in special classes, separate schools or other removal from the general educational environment occurs only when the nature or severity of the disabilities is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

- Placement shall be based on the student’s Individualized Education Program and determined at least annually.
- Placement shall be as close as possible to the student’s home, and unless the student’s individualized education program requires some other arrangement, the student shall be educated in the school her or she would attend if not disabled.
- In selecting the least restrictive environment, consideration must be given to any potential harmful effect the student or on the quality of services that he or she needs; and
- A student with a disability must not be removed from education in age-appropriate general education classrooms solely because of needed modifications in the general education curriculum.

PROCEDURES TO IMPLEMENT LRE REQUIREMENTS

- The student will receive a comprehensive, unbiased, individual evaluation in the student's dominant language or other mode of communication, unless it is clearly not feasible to do so, to determine his/her education needs. In making a determination of a student's eligibility, the CSE shall not determine a student to be a student with a disability if the determination factor is lack of instruction in reading or math or limited English proficiency. The CSE must review evaluation information to determine whether any additions or modifications to special education services are needed to enable the student to participate, as appropriate in the general education curriculum.
- Prior to placement in special education, the CSE will ensure that the appropriateness of the resources of the general education program, such as Educationally Related Support Services, Academic Intervention Services and Response to Intervention have been considered.
- A student's educational program will be developed with the meaningful involvement of the student's parent or guardian and teacher and the student, when appropriate. The Committee will include persons knowledgeable about the student, the meaning of the evaluation data, and the continuum of placement options. IDEA requires that not less than one of the student's general education teachers must be a member of the Committee (if the student is, or may be, participating in the general education environment). In addition, the representative of the school district qualified to provide or supervise the provision of special education services must be knowledgeable about the general education curriculum and the availability of resources of the school district. The individual knowledgeable about the evaluation data must be able to interpret the instructional implications of the evaluation results.
- The Committee on Special Education or Committee on Preschool Special Education will first consider placement in general education with appropriate support for the student and the student's teachers. The IEP must include statements of the student's present levels of academic achievement and functional performance, including how the student's disability affects involvement and progress in the general curriculum; or for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities.
- Measurable annual goals, including benchmarks or short-term objectives only for preschool students and students eligible for New York State Alternate Assessment, must be related to meeting the student's needs that result from the disability to enable the student to be involved in and progress in the general education curriculum and meeting each of the student's other educational needs that result from the disability.
- Alternative placements, such as, special classes, special schools or other removal from the general education environment, will be considered only when the CPSE/CSE determines that a

student's education cannot be satisfactorily achieved even with the use of supplementary aids and services.

- The IEP of the student will include an explanation of the extent to which the student will not participate with students who do not have disabilities.
- The CPSE/CSE must indicate developmental levels and the corresponding goals and objectives for the student in the areas of academic achievement and functional performance and learning characteristics, social development, physical development and management needs.
- The CPSE/CSE will conduct an annual review of the student's needs for continuation or modification of the provision of special education programs and services. Such review shall consider the educational progress of the student and the student's ability to participate in general education programs.
- The District is committed to the policy of placing students in the least restrictive environment consistent with their needs. The District provides a full continuum of services as described in 200.6 of the Commissioner's Regulations.

SIMILARITY OF NEEDS

Whenever students with disabilities are grouped together for purposes of special education, they are grouped by similarity of need. The CPSE and CSE identify educational needs in accordance with the following factors:

Academic Achievement, Functional Performance and Learning Characteristics— The levels of knowledge and development in subject and skill areas, including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information and learning style.

Social Development— The degree and quality of the student's relationships with peers and adults, feelings about self, and social adjustment to school and community environments.

Physical Development— The degree or quality of the student's motor and sensory development, health, vitality, and physical skills or limitations which pertain to the learning process.

Management Needs— The nature of and the degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction.

PROVISION OF APPROPRIATE SPECIAL EDUCATION SERVICES TO ENABLE INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM

All students with disabilities who reside in the Victor Central School District shall be provided with an appropriate Individualized Educational Program (IEP) that meets the student's unique educational needs as determined and recommended by the Committee on Special Education (CSE) and reviewed by the Board of Education. This IEP shall be designed to enable involvement and foster progress in general education to the extent appropriate to the needs of the student. In designing the IEP, the CPSE/CSE will consider the present levels of performance and the expected learning outcomes of the student. The student's academic, social development, physical development, and management needs will be the basis for written annual goals and short-term objectives, for preschool students and students eligible for the New York Alternate Assessment.

In keeping with this policy, the CPSE/CSE will consider general education at each initial, program review or annual review for the student as well as the appropriate support or related services needed for the student to make educational progress within this environment. Progress or educational benefit shall be indicated by successful academic progress, including improvement in skills, ability to perform activities of daily living and an increase in adaptive behavior. Progress will also be considered in the social areas, including relationships with peers and adults, feelings about one's self, and the adjustment to school and community environments. Physical development areas such as the student's improvement in motor or sensory areas, health, vitality and physical skills and the decrease of management needs that require environmental modifications or human resources shall also be considered as progress.

The Victor Central School District will ensure equal access to a diploma for all students with disabilities through its establishment of Regents classes and special education classes that provide equivalent instruction. Appropriate Academic Intervention Services (AIS) and Response to Intervention Services shall also be considered and determined by the AIS/Instructional Support Building Team to assist students with disabilities in meeting their academic goals. These services shall be in addition to the special education services deemed appropriate by the CSE. No student, by virtue of designation as a student with a disability, shall be precluded from receiving equivalent instruction unless the CSE has determined that the student requires Credential program (Career Development and Occupational Studies (CDOS) or Skills and Achievement Commencement Credential (SACC). If the student has the potential to achieve a regular High School diploma but requires a restrictive environment outside the District, the CSE will seek placement in a program that provides equivalent instruction.

The Victor Central School District will also ensure equal access for students with disabilities to after school activities such as clubs, sports, or evening activities and will provide, if indicated, appropriate services to enable this participation. Students who are receiving an education in out of District facilities, as recommended by the CSE, shall also have an equal opportunity to participate in these activities, as deemed appropriate to meet their individualized needs.

APPOINTMENT AND TRAINING

To implement its commitment to the education of students with disabilities, the Board of Education annually appoints a Committee on Preschool Special Education (CPSE), a Committee on Special Education (CSE) and Subcommittees on Special Education. The Committees are appointed in accordance with the provisions of New York Education Law, Sections 4402 and 4410 and Section 200.3 of the Regulations of the Commissioner of Education. Section 4410 of the Education Law which established the Committee on Preschool Special Education was signed into Law on July 5, 1989, and the CPSE established for the first time during the 1989/90 school year. Major functions of the CPSE and CSE include:

- Identifying, evaluating, and recommending placement for students with disabilities;
- Assuring that appropriate due process safeguards are provided for each student;
- Maintaining an annually revised register of all students with disabilities who reside in the district and who are eligible to attend preschool or public school during the coming school year;
- Establishing a network for communication and sharing of resources with other educational and community service agencies;
- Reporting to the Board of Education on the adequacy and status of programs, services and facilities made available to school-age students with disabilities by the school district, and, for preschool students, by public and private agencies within the County of Monroe;
- Reporting to the State Education Department on the number of preschool students, if any, within the district who are not receiving appropriate preschool services and the reasons for any such lack of service.

RESPONSIBILITIES

The Committees have the responsibility to insure that all necessary procedures for the identification, diagnosis, placement and annual review of the status and progress of every student with a disability are carried out in accordance with federal and state laws and regulations. Subcommittees are authorized to perform the function of the Committee on Special Education except when a student is considered for a more restrictive environment or initial placement in a:

1. special class; or
2. special class outside of the student's school of attendance; or
3. school primarily serving students with disabilities in a school outside the student's district.

Upon a written request from a parent or person in parental relationship of a student, the subcommittee must immediately refer to the CSE any matter in which the parent disagrees with the recommendation of the subcommittee regarding a modification or change in the identification, evaluation, educational placement or the provision of a free appropriate public education to the student.

The CSE is responsible for oversight and monitoring of the activities of each subcommittee to assure compliance with federal and state laws and regulations. Each subcommittee must annually report the status of each student with a disability within its jurisdiction to the CSE.

TRAINING CPSE/CSE MEMBERS

The district is committed to ensuring that all members of the CPSE and CSE are appropriately trained for their responsibilities on their respective committees. Committee members are made aware of their responsibilities to insure that services are identified to allow the student to be involved in and progress in the general education curriculum. Specific administrative practices for training these members, including general education teachers and parents, to carry out the provisions of Part 200 include:

- arranging for attendance at meetings of the Special Education Office regarding CPSE/CSE issues;
- conducting district based training on a regular basis;
- providing copies of written guidelines pertaining to district practices and procedures for referring and evaluating preschool and school-age students suspected of having a disability;
- participating in annual CPSE/CSE training provided by the New York State Education Department;
- disseminating the Guidebook for Committees on Special Education in New York State, Part 200 of the Commissioner's Regulations, all amendments to the Regulations of the Commissioner, and informational bulletins and pamphlets, including memorandum from SED, to all committee members;
- scheduling workshops and training sessions in the district;
- inviting committee members to annual site visits of special education placements to familiarize them with placement options available to resident special education students;
- utilizing Monroe #1 BOCES RSE-TASC as a training resource;
- utilizing the district's attorney as a resource person, if needed, to interpret specific information for the committee members.

PROFESSIONAL DEVELOPMENT

As part of an ongoing effort to assist special education and general education teachers to better understand the needs of students with special needs, professional development plays a critical role in preparing teachers to work with diverse learners.

At the beginning of each school year, the special education teacher will meet with general education teachers to discuss each student's IEP and review the modifications and adaptations that may need to be made for each particular student. All teachers will be knowledgeable of each student's area of disability, testing modifications, special needs with regard to specialized equipment and any other special accommodations as stipulated in the IEP. Teachers will also have access to the student's Individual Education Program through SchoolTool.

***COMMITTEE ON
PRESCHOOL SPECIAL
EDUCATION***

CPSE MEMBERSHIP

At its yearly reorganization meeting, the Board of Education shall appoint a Committee on Preschool Special Education comprised of at least the following mandated members:

- the student's parent;
- not less than one general education teacher of the student if the student is, or may be, participating in the general education environment;
- not less than one special education teacher or special education service provider of the student;
- a representative(s) of the district who is qualified to provide, or supervise the provision of, specially-designed instruction to meet the unique needs of students with disabilities, who is knowledgeable about the general education curriculum and about the availability of the resources of the local educational agency;
- an individual who can interpret the instructional implications of evaluation results, who may be a member of the team selected from the general or special education teacher or provider or district representative described above;
- an additional parent member of a preschool or elementary school age student with a disability who resides in the district or neighboring district, provided that such parent is not a required member if the parent(s) of the child requests that the additional parent member not participate;
- for a student in transition from early intervention programs and services, the appropriate professional designated by the agency that has been charged with the responsibility for the preschool child;
- an appropriately licensed or certified professional from the municipality is invited but not required for a quorum;
- other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the school district or the parents shall designate. The determination of knowledge or special expertise of such person shall be made by the party who invited the individual to be a member of the CPSE.

Consensus is the preferred decision-making process. Parents of the student being reviewed and other knowledgeable persons are encouraged to share information, outside evaluations and reports with the Committee. Written notice of CPSE meetings is provided to parents at least five days in advance of the meeting date. Meetings of the CPSE are held in the Special Education Office on a regular basis to review referrals throughout the school year and during the summer months.

DEFINITION "PRESCHOOL STUDENT WITH A DISABILITY"

"Preschool Student With a Disability" refers to a preschool student who has been identified by the Committee on Preschool Special Education (CPSE) who is eligible to receive preschool programs and services, and is not entitled to attend the public schools of the district. To be identified as having a disability, a preschool student shall either exhibit a significant delay or disorder in one or more functional areas related to cognitive, language and communicative, adaptive, social-emotional or motor development

which adversely affects the student's ability to learn. Such delay or disorder shall be documented by the results of the individual evaluation which is provided in the student's native language, not dependent on a single procedure and administered by a multidisciplinary team. The evaluation includes, but is not limited to, information in all functional areas obtained from a structured observation of a student's performance and behavior, a parental interview and other individually administered assessment procedures, and, when reviewed in combination and compared to accepted milestones for student development, indicate:

- A 12-month delay in one or more functional area(s); or,
- a 33 percent delay in one functional area, or a 25 percent delay in each of two functional areas; *or*,
- if appropriate, standardized instruments are individually administered in the evaluation process, a score of 2.0 standard deviations below the mean in one functional area, or a score of 1.5 standard deviations below the mean in each of two functional areas; or
- meet the criteria as Autistic, Deaf, Deaf-Blind, Hard of Hearing, Orthopedically Impaired, Other Health Impaired, Traumatic Brain Injury or Visually Impaired.

"First Eligible for Services" is the earliest date on which a student becomes eligible for services as defined in current regulations.

- A student shall be first eligible for preschool programs and services on January 2nd of the calendar year such student becomes three years of age if the student's birthday falls before July 1st of the calendar year, otherwise the student shall be first eligible on July 1st of the calendar year.
- Students in Early Intervention may, if the parent so chooses, continue to receive such services through August 31st of the calendar year in which the student first becomes eligible to receive services under Section 4410.
- A student can be considered a preschool student with a disability through the month of August of the school year in which they first become eligible to attend kindergarten.

CPSE PROCEDURES

REFERRAL

The Committee on Preschool Special Education (CPSE) is responsible for arranging for evaluation of any student who is suspected of having a disability, who meets the age eligibility requirements specified in the Regulations, and is a resident of the school district.

The evaluation process begins when a written request for evaluation is made by either:

- the student's parent or person in parental relationship
- a professional staff member of the school district in which the student resides or the public or private school the student legally attends

- a staff member of a preschool program approved pursuant to Section 4410
- a licensed physician or judicial officer
- the commissioner or designee of a public agency with responsibility for the welfare, care or education of students
- a staff member of the Early Childhood Intervention Council of Monroe County (ECICMC)

The referral can be made at any time during the school year. It should specify the extent to which the preschool student has received any services prior to referral. When the CPSE receives a referral, the chairperson will contact the parent, describing the evaluation procedures and requesting parental consent for the evaluation. A list of County approved evaluation sites will be provided to the parent. Translations will be provided as needed. In the event that consent is not provided, the Committee shall implement the district's practices for ensuring that the parents have received and understood the request for consent.

EVALUATION AND RECOMMENDATION

The individual evaluation of a preschool child shall include relevant functional and developmental information regarding the child's abilities and needs related to participation in age appropriate activities.

This evaluation will include the following, at no cost to the parent:

- a physical examination;
- an individual psychological examination, except when a school psychologist determines after an assessment that further evaluation is unnecessary;
- an observation;
- a social history; and
- other appropriate assessments or evaluations as necessary to ascertain the physical, mental and emotional factors which contribute to the suspected disabilities.

The evaluator will use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. Tests will be administered in the student's dominant language or other mode of communication, unless it is clearly not feasible to do so. The tests will be validated for the specific purpose for which they are used and are administered by trained personnel. Tests will be administered so as not to be racially or culturally discriminatory and to ensure that they measure the extent to which the student has a disability and needs special education, rather than measure the student's English language skills. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the report.

The CPSE will arrange for specialized evaluations where necessary. These assessments may include, but are not limited to, bilingual evaluations, psychiatric and neurological examinations, audiological evaluations, visual evaluations, and assistive technology assessments. Specialized evaluations are not limited to the initial evaluation process; they may be indicated at any time.

When completed, the evaluation reports will be submitted to the CPSE and a CPSE meeting will be scheduled. The parents will be provided with a copy of the evaluation and summary statement prior to the

meeting. The results of the evaluation will be provided to the parent in their dominant language or other mode of communication. Reasonable measures will be made to ensure the parent attends the meeting. This means:

- A written notice is sent to the parent at least five days prior advising them of the meeting. Prior notice means written statements developed in accordance with section 200.5(a) of the Part 200 of the Commissioner's Regulations, and provided to the parents of a student with a disability a reasonable time before the school district proposes to or refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student.
- The parent and school district may agree to use alternative means of meeting participation such as conference telephone calls

A decision may be made by the CPSE without the involvement of the parent if the school is unable to obtain the parent's participation in the decision. In this case, the school must have a detailed record of its attempts to ensure parental involvement, and the results of those attempts. Prior to making any recommendation in an approved program of the agency that conducted the initial evaluation, the Committee may, at its discretion, obtain a second evaluation from another approved evaluator.

The CPSE submits a recommendation to the Board of Education and to the parent of the preschool student within 30 school days. If the Committee determines the student is ineligible for special education, written notification is sent to the parent, indicating the reasons for the finding.

If the Committee determines that a student has a disability, an IEP (Individualized Education Program) is prepared which specifies the nature of the disability, the student's present levels of functioning including how the disability affects the student's participation in age appropriate activities, measurable annual goals, including benchmarks or short term objectives, and the type of special education program and/or services recommended. The CPSE will seek, in every case, to recommend placement in the least restrictive environment consistent with the needs of the student. If, for any reason, the recommendation of the Committee differs from the preference of the parent, the report shall include the reasons for the Committee's recommendations. The notice will also indicate that, in the event that the parent does not provide consent for placement, no further action will be taken by the CPSE until such consent is obtained.

PLACEMENT

If the Board of Education agrees with the Committee's recommendation, the Board will arrange for the student to receive appropriate special programs and services. Services will not be provided without parental consent, but if the parent disagrees with the recommendation of the Board, he/she may request special education mediation or an impartial hearing review and may appeal the decision to the Commissioner of Education. Review of placement decisions will be conducted in accordance with the same rules of procedural due process applicable to the placement of school-aged students. Placement in an approved program will take place as soon as possible following Board approval. If the Board of Education disagrees with the Committee's recommendation, it may remand the recommendation to the Committee for further

review.

ANNUAL REVIEW

An annual review is conducted for every preschool student who has been classified as having a disability. The purpose of the annual review is to determine continued eligibility and appropriateness of special education services being provided. The Committee reviews educational progress and achievement, the student's ability to participate in instructional programs in general education and eligibility for special education programs. The IEP is revised, as needed, to address changes to annual goals and objectives, the results of any reevaluation, information about the student provided to, or by, the parents and the student's anticipated needs. Parents will receive written notice at least five (5) days prior to the meeting that indicate the time, date, location and people expected to attend. The notice will also inform parents that they may invite other persons to attend the meeting who have knowledge or special expertise regarding the child; reasonable measures will be taken to ensure that the parent attends the meeting.

WITHDRAWAL OF REFERRAL

Written consent of the parent or guardian is required to conduct an initial evaluation for a student who has not previously been identified as having a disability. In the event that parental permission is withheld, such parent shall be given the opportunity to attend an informal conference with designated professionals most familiar with the proposed evaluation. If at this meeting a decision is made that the referral is not warranted at this time, the referral shall be withdrawn.

CONTINUUM OF SERVICES

The CPSE must consider the appropriateness of services to meet students' needs in the least restrictive environment. The Victor Central School District provides the full continuum of services as defined in the Regulations of the Commissioner of Education, Section 200.6.

<h2>CONTINUUM OF SERVICES COMMITTEE ON PRESCHOOL SPECIAL EDUCATION</h2>
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The Victor Central School District provides the full continuum of services as defined in the Regulations of the Commissioner of Education, Section 200.6.

PROGRAM RECOMMENDATIONS

The Committee on Preschool Education (CPSE) must consider the appropriateness of services to meet students' needs in the least restrictive environment in the following order:

- Related services only
- Special Education Itinerant Services only
- Related services in combination with Special Education Itinerant Services

- An Integrated Special Education Preschool Program
- A Self Contained Special Education Preschool Program

The Committee shall first consider providing special education services in a setting where age-appropriate peers without disabilities are typically found.

RELATED SERVICES:

Services are defined in Section 4401 of the Education Law, including speech pathology, audiology, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling, orientation and mobility services, medical services as defined by regulation, parent counseling and training, school nurse services, school social work services, other appropriate developmental or corrective support services, appropriate access to recreation and other appropriate support services. Related Services are provided at a site determined by the CPSE and reviewed by the BOE including, but not limited to:

- An approved or licensed pre-kindergarten program
- The work site of the provider T
- The student’s home
- A hospital
- A state facility
- A child care location as defined in Section 4410

The initial location for the delivery of one or more related services must be stated on the IEP.

SPECIAL EDUCATION ITINERANT SERVICES:

Provided by a certified special education teacher of an approved program on an itinerant basis at a site determined by the BOE, including, but not limited to:

- An approved or licensed pre-kindergarten program
- A student’s home
- A hospital
- A state facility
- A student care location Changes of location for the provision of services may occur without the review of the CPSE.

The purpose of Special Education Itinerant Services is to provide:

- **Direct Service:** Specialized individual or group instruction to a preschool student to aid such student in benefiting from the Early Childhood Program.
- **Indirect Services:** Consultations provided by a certified special education teacher to assist the student’s teacher in adjusting the learning environment and/or modifying instructional methods to meet the individual needs of a preschool student with a disability who attends an Early

Childhood Program. Special Education Itinerant Services are not less than two hours per week, and the total number of students with disabilities assigned to the special education teacher should not exceed twenty (20). Related services shall be provided in addition to SEIT services in accordance with the student's IEP.

SPECIAL CLASS IN AN INTEGRATED SETTING:

No more than 16 preschool students staffed by at least one special education teacher and one paraprofessional. This class may be provided:

- In a class of no more than 16 preschool students which includes both students without disabilities and students with disabilities.
- In a class of no more than 16 preschool students with disabilities which is located in the same space as a preschool class with non-disabled students taught by another teacher.

SPECIAL CLASS (HALF DAY):

A special class is defined as a class consisting of students with the same disabilities or with differing disabilities who have been grouped together because of similar individual needs for the purpose of being provided a special education program in a special class.

- Chronological age range shall not exceed 36 months.
- Maximum class size shall not exceed 12 preschool students with at least one teacher and one paraprofessional.
- Services are provided not less than 2-1/2 hours per day, 2 days per week.

RESIDENTIAL SPECIAL EDUCATION PROGRAMS AND SERVICES:

A residential program is defined as a restrictive setting for students with severe needs such that they cannot be met through any combination of the aforementioned services.

PRESCHOOL SPECIAL EDUCATION SERVICES

The Victor Central School District does not operate any preschool special education programs within the District. Preschool services are provided through outside agencies. Please refer to the attached list of New York State Education Department Approved Preschool Special Education Programs.

***COMMITTEE ON SPECIAL
EDUCATION***

CSE MEMBERSHIP

At its yearly reorganization meeting, the Board of Education shall appoint a Committee on Special Education comprised of at least the following mandated members:

- the parents or persons in parental relationship to the student;
- not less than one general education teacher of the student if the student is, or may be, participating in the general education environment;
- not less than one special education teacher or special education service provider of the student;
- a school psychologist;
- a representative(s) of the district who is qualified to provide, or supervise the provision of, specially-designed instruction to meet the unique needs of students with disabilities, who is knowledgeable about the general education curriculum and about the availability of the resources of the local educational agency, provided that the individual who meets these qualifications may also be the same individual appointed as the special education teacher or the special education provider of the student or the school psychologist. The representative of the school district shall serve as the chairperson of the committee.
- an individual who can interpret the instructional implications of evaluation results, who may be a member of the team selected from the general or special education teacher or provider or district representative described above;
- the school physician, if specifically requested in writing by the parent or by a member of the school at least 72 hours prior to the meeting;
- an additional parent member of a student with a disability who resides in the district or a neighboring school district if specifically requested in writing by the parent or member of the school other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the school district or the parents shall designate. The determination of knowledge or special expertise of that person shall be made by the party who invited the individual to be a member of the CSE;
- a building administrator from elementary and/or secondary level as appropriate; and whenever appropriate, the student with a disability;

Consensus is the preferred decision-making process. Parents of the student being reviewed and other knowledgeable persons are encouraged to share information, outside evaluations and reports with the Committee.

Written notice of meetings is provided to the parents at least five days in advance of the meeting date. Meetings are held in the Special Education Office and in the buildings throughout the calendar year.

CSE SUBCOMMITTEE MEMBERSHIP

The Board of Education shall appoint a Subcommittee on Special Education comprised of the following mandated members:

- the parents of the student;
- not less than one general education teacher of the student if the student is, or may be, participating in the general education environment;
- not less than one special education teacher or special education service provider of the student;
- a representative(s) of the district who is qualified to provide, administer, or supervise special education and who is knowledgeable about the general education curriculum and about the availability of the resources of the school district;
- an individual who can interpret the instructional implications of evaluation results, who may be a member of the team selected from the general or special education teacher or provider or district representative described above;
- the student, if appropriate;
- a school psychologist, whenever a new psychological evaluation is reviewed;
- Such other persons having knowledge or special expertise regarding the student, including related service personnel as appropriate, as the committee or parent shall designate. The determination of knowledge or special expertise of that person shall be made by the party who invited the individual to be a member of the CSE; and
- A parent representative will be appointed annually by the Board of Education. Attendance at subcommittee meetings will be arranged upon parent request.

Consensus is the preferred decision-making process. Parents of the student being reviewed and other knowledgeable persons are encouraged to share information, outside evaluations and reports with the Committee.

Written notice of meetings is provided to the parents at least five days in advance of the meeting date. Meetings are held in the buildings throughout the calendar year.

DEFINITIONS OF CLASSIFICATIONS

The term “*student with a disability*” includes the following classifications:²

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, regularly evident before age 3, that adversely affects a student’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student’s educational performance is adversely affected primarily because the student has an emotional disturbance as defined in paragraph 4 of this subdivision. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied.

Deafness means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a student’s educational performance.

Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

Emotional Disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance:

- an inability to learn that cannot be explained by intellectual, sensory, or health factors;
- an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- inappropriate types of behavior or feelings under normal circumstances;
- a regularly pervasive mood of unhappiness or depression; or
- a tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Hearing Impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of *deafness* in this section.

Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations as determined in accordance with 200.4 of this Part. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage.

Intellectual Disability means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance.

Multiply Disabilities means concomitant impairments (such as mental retardation-blindness, mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic Impairment means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital

anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures).

Other Health-Impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or tourette syndrome, which adversely affects a student's educational performance

Speech or Language Impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects a student's educational performance.

Traumatic Brain Injury means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma.

Visual Impairment Including Blindness means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.

CSE PROCEDURES

INITIAL REFERRAL

In accordance with the New York Education Law Section 4402 and Part 200.2, 200.4 and 200.5 of the Commissioner's Regulations, the CSE is responsible for evaluating all school-age students thought to be disabled, identifying a disabling condition (or determining that no disabling condition exists), and recommending a type of placement. Referrals can be made at any time during the school year. Within 60 days of consent for evaluation, the Board of Education will approve and implement placement. This timeline begins when a written request for evaluation is made.

Any student suspected of having a disability may be referred for initial evaluation to determine if the student is a student with a disability by:

- student's parent or person in parental relationship;

- a designee of the school district in which the student resides, or the public school district the student legally attends or is eligible to attend
- the commissioner or designee of a public agency with responsibility for the education of the student; and/or
- a designee of an education program affiliated with a child care institution with Committee on Special Education responsibility pursuant to section 4002(3) of the Education Law

Others who may participate in the child find process and submit a written request for a referral of a student for an initial evaluation include:

- A professional staff member of the school district in which the student resides or the public or private school the student legally attends;
- Licensed physician or judicial officer;
- Professional staff member of a public agency with responsibility for the welfare, health or education of children;
- The student himself/herself, if such student is 18 years of age or older, or an emancipated minor, who is eligible to attend the schools in the district. All new entrants to the district are screened at the time of enrollment and such screening, if it indicates a possible disability condition, can lead to a CSE referral. All referrals are made to the building principal or the Chairperson of the Committee. The referral must be written and dated.

Except for requests for referrals submitted by the student or judicial officer, the referral must:

- State the reason(s) for referral and include any test results, records or reports upon which the referral is based;
- Describe in writing intervention services, programs or instructional methodologies used to remediate the student's performance prior to referral, including any supplementary aides or support services provided, or the reason why no such attempts have been made;
- Describe the extent of parental contact or involvement prior to the referral.

Upon receipt of a referral, the Chairperson of the Committee or a building representative of the public school will contact the parent or guardian and request consent for evaluation. A copy of A Parent's Guide to Special Education and Due Process Rights are given to the parent at this time. Translations are provided to assist parents as needed.

Referrals may be withdrawn under the following circumstances:

- The parent and the person submitting the referral agree to the withdrawal.
- The building administrator, upon receipt of a referral or copy of a referral, may request a meeting with the parent or person in parental relationship to the student, and the student, if appropriate, to determine whether the student would benefit from additional general education support services as an alternative to special education, including the provision of educationally related support

services, speech and language improvement services, and academic intervention services. If the person making the referral is a professional staff member of the school district in which the student resides, that person shall attend such meeting. The building administrator shall ensure that the parent understands the proceedings of the meeting and shall arrange for the presence of an interpreter, if necessary. Any other person making a referral shall have the opportunity to attend such meeting. If at the meeting the parent or person in parental relationship and the building administrator agree in writing that, with the provision of additional general education support services, the referral is unwarranted, the referral shall be deemed withdrawn, and the building administrator shall provide the Chairperson of the Committee on Special Education, the person who made the referral if a professional staff member of the school district, the parent or person in parental relationship shall be in the native language of such person. Such agreement shall contain a description of the additional general education support services to be provided and the proposed duration of such program. A copy of the agreement shall also be placed in the student's cumulative education record file. The meeting:

- (i) shall be conducted within 10 school days of the building administrator's receipt of the referral; and
- (ii) shall not impede a Committee on Special Education from continuing its duties and functions under this Part.

- If the parent does not consent to the initial evaluation within thirty (30) days, the Chairperson will offer the parent an opportunity for an informal meeting with the person who made the referral, professionals most familiar with the proposed evaluation and counsel or an advisor of the parent's choice. The reasons for the referral will be discussed and if both the parent and the person submitting the referral agree in writing, the referral will be withdrawn. If the referral is not withdrawn and the parent continues to withhold consent, the chairperson will recommend that the Board appoint an impartial hearing officer to hear evidence and testimony on the need for evaluation.
- In all circumstances, the withdrawal agreement will be in writing and will be placed in the student's cumulative educational file, with copies given to all parties involved. The agreement will specify in writing any alternative methods suggested to resolve the student's difficulty and an opportunity for a follow-up conference within an agreed period of time to review the student's progress.

EVALUATION AND RECOMMENDATION

The initial evaluation will consist of procedures to determine whether a student is a student with a disability and to determine the educational needs of such a student. The evaluation will include a variety of assessment tools and strategies, including information provided by the parent to gather relevant functional and developmental information about the student and information related to enabling the student to participate and progress in the general education curriculum. The evaluation will be made by a multidisciplinary team including at least one teacher or specialist with certification or knowledge in the area of suspected disability. The individual evaluation will include the following at no cost to the parent:

- A physical examination;
- An individual psychological examination, except when a school psychologist determines after an assessment of a school age student that further evaluation is unnecessary. Whenever a psychologist determines that a psychological evaluation is unnecessary, the psychologist will prepare a written report of such assessment, including a statement of the reasons the evaluation is unnecessary, which will be reviewed by the Committee;
- An observation of the student in the current educational placement, or in the case of a student out of school, an environment appropriate for a student of that age to document the student's academic performance and behavior in the areas of difficulty;
- A social history;
- Other appropriate assessments or evaluations, including a functional behavioral assessment for a student whose behavior impedes his or her learning or that of others, as necessary to ascertain the physical, mental, behavioral and emotional factors which contribute to the suspected disabilities.

The district will ensure that:

- The evaluator will use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- Test will be administered in the student's native language or other mode of communication, unless it is clearly not feasible to do so.
- The tests will be validated for the specific purpose for which they are used and will be administered by trained personnel.
- Tests will be administered so as not to be racially or culturally discriminatory.
- If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the report.
- Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a general intelligence quotient.
- No single procedure is used as the sole criterion for determining whether a student is a student with a disability and for determining an appropriate educational program for a student.
- The evaluation will be sufficiently comprehensive in order to identify all of the student's special education needs, whether or not commonly linked to the disability category in which the student has been identified.
- Students age 12 and those referred to special education for the first time that are age 12 and over, shall receive an assessment that includes a review of school records and teacher assessments and parent and student interviews to determine vocational skills, aptitudes and interests.
- No student shall be required to obtain a prescription for a drug or other substance as a condition of receiving an evaluation
- Assessments of students with disabilities who transfer from one school district in the same academic year are coordinated with the student's prior and subsequent schools as necessary and as expeditiously as possible to ensure prompt completion of full evaluations

Existing evaluation data on the student will be reviewed, including evaluations and information provided

by the student's parents, current classroom-based assessments and observations, and teacher and related service providers' observations.

Specialized evaluations, where necessary, will be arranged for, using appropriate resources outside of the district. These assessments may include, but are not limited to, bilingual evaluations, psychiatric and neurological examinations, audiological evaluations, visual evaluations, vocational evaluations and assistive technology assessments. Specialized evaluations are not limited to the initial evaluation process; they may be indicated at any time. The CSE shall maintain a list of appropriate resources and certified professionals for this purpose.

ELIGIBILITY DETERMINATION

When an evaluation is completed, a CSE meeting is scheduled. Reasonable measures will be made to ensure the parent attends the meeting. This means:

- A written notice will be sent to the parent at least five days prior advising them of the meeting.
- At least one additional attempt is made to notify the parents. This may be in the form of an additional written notice or telephone call.

A decision may be made by the CSE without the involvement of the parent if the school is unable to obtain the parent's participation in the decision. In this case, the school must have a detailed record of its attempts to ensure parental involvement, and the results of those attempts.

Parents are provided with copies of the evaluation reports and documentation of eligibility at the CSE meeting. The results of the evaluation will be provided to the parent in their native language or other mode of communication. The CSE reviews the results to determine eligibility. A student may not be determined to be eligible for special education if the determinant factor for the eligibility determination is lack of instruction in reading or math or limited English proficiency. In determining whether a student has a learning disability, the district may use a process that determines if the student responds to scientific, research based intervention as part of the evaluation procedures. The district is not prohibited from considering whether a student has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression basic reading skills reading comprehension, mathematical calculation or mathematical reasoning. Effective July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading. A student with a disability remains eligible to receive special education services even if the student is advancing from grade to grade.

If the Committee determines the student is **ineligible** for special education;

- Written notification including documentation of determination for ineligibility, procedural safeguards and a copy of the evaluation reports will be provided to the parent/guardian
- The Committee will provide a copy of the recommendation and appropriate evaluation information to the building administrator for consideration of educationally related support services to address the student's needs
- The Committee will submit a recommendation to the Board of Education.

If the student has been receiving special education services, but it is determined by the CSE that the student **no longer needs** special education services and can be placed in a general education program on a full-time basis, the recommendation shall:

- Identify the Declassification Support Services as identified in Section 100.1(q), if any, to be provided to the student and/or the student's teachers .
- Indicate the projected date of initiation of the services, frequency of provision of services, provided that these services shall not continue for more than one year after the student enters the full-time general education program.

If the Committee determines that a student **is eligible** for special education an IEP (Individualized Education Program) will be developed with consideration of the results of the initial or most recent evaluation; the student's strengths; the concerns of the parents, the results of the student's performance on any regular, State or district-wide tests; and other factors unique to the student's disability. The IEP will specify the classification of the disability, recommended placement, class size and include:

- The student's present levels of performance and individual needs in the following areas: academic achievement and functional performance and learning characteristics, social development, physical development and management needs including how the disability affects student involvement and progress in the general education curriculum;
- Measurable annual goals, including academic and functional goals, related to enabling the student to be involved in and progress in the general education curriculum and meeting each of the student's other educational needs that result from the student's disability;
- Each annual goal shall include the evaluative criteria, evaluation procedures and schedules to be used to measure progress during the period beginning with placement and ending with the next scheduled review.
- The IEP shall identify when periodic reports on the progress the student is making toward the annual goals (such as through the use of quarterly or other periodic reports that are concurrent with the issuance of report cards) will be provided to the student's parents.
- For a student eligible for the New York State Alternate Assessment the IEP will include a description of the short term instructional objectives and/or benchmarks that are measurable immediate steps between the student's present level of performance and the measurable annual goal.
- Special education and related services and supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel in order for the student to advance appropriately toward attaining annual goals, to be involved and progress in general education curriculum, and to be educated and participate in activities with other students with and without disabilities;
- The extent, if any, to which the student will not participate with non-disabled students in the general education class and in other activities;
- If a student is not participating in a general physical education program, the extent to which the student will participate in specially designed instruction in physical education including adapted physical education;
- Any individual testing accommodations to be used consistently by the student in the administration

of State or district-wide assessments of student achievement and in accordance with the State Education Department policy, that are needed in order for the student to participate;

- If the Committee determines that the student will not participate in a particular State or district-wide assessment or part of such assessment, a statement of why the assessment is not appropriate and how the student will be assessed;
- The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications;
- How the student's progress towards the annual goals will be measured, how the student's parents will be regularly informed of their student's progress towards annual goals, and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year;
- Indicate the general education classes in which the student will receive consultant services; and
- A description of assistive technology devices or services needed for the student to benefit from education.

Beginning at age 15 (or younger, if determined appropriate by the Committee) the IEP must include;

- A statement of student's needs, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities.
- Appropriate post secondary goals based upon age appropriate transition assessments relating to training, education, employment and where appropriate, independent living skills
- Statement of transition services needs focusing on the student's course of study, such as participation in advanced placement courses or a vocational education program
- Needed activities to facilitate the student's movement from school to post school activities including instruction, related services, community experiences, the development of employment and other post school adult living objectives and when appropriate, acquisition of daily living skills and functional vocational evaluation
- A statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of such services and activities that promote from school to post school opportunities or both before the student leaves the school setting.

Consideration of Special Factors:

- In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive interventions, and supports to address that behavior;
- In the case of a student who is an English Language Learner (ELL), consider the language needs of the student as such needs relate to the student's IEP;
- In the case of a student who is blind or visually impaired, provide for instruction in Braille and
- The use of Braille unless the CSE determines after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;

- Consider the communication needs of the student, and in the case of a student who is deaf or hard of hearing, consider the student’s language and communication needs, opportunities for direct communications with peers and professional personnel in the student’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student’s language and communication mode;
- Consider whether the student requires assistive technology devices and services, including whether the use of school purchased assistive technology devices is required to be used in the student’s home or in other settings in order for the student to receive a free appropriate public education; and
- Include a statement in the IEP if, in considering the special factors listed above, the Committee has determined a student needs a particular device or service (including an intervention, accommodation or other program modification) in order for a student to receive a free appropriate public education.

IEP IMPLEMENTATION

Upon review of the Committee recommendations by the Board of Education , the parents will be notified of the decision. Placement of the student in the appropriate special education program or provision of appropriate services will take place within 60 school days of receipt of consent to evaluate a student not previously identified as having a disability or 60 school days of referral for review. If the recommendation is for placement in an approved in-state or out-of-state private school, programs and services shall be provided within 30 school days of the BOE receipt of the CSE recommendation. Initial placements require the written consent of the student’s parent/guardian. The CSE ensures that each general education teacher, special education teacher, related service provider, and other service provider who is responsible for the implementation of a student’s IEP shall have a copy of the IEP; and each teacher and provider is informed of his or her specific responsibilities related to the implementation of the student’s IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. A copy of the IEP shall be provided to the student’s parents at no cost to the student’s parents.

The school district must provide special education and related services to a student with a disability in accordance with the student’s IEP and must make a good faith effort to assist the student to achieve the goals and objectives or benchmarks listed in the student’s IEP.

If the Board of Education disagrees with the Committee’s recommendation, it may remand the recommendation to the Committee for further review.

IEP DISTRIBUTION

The Victor Central School District shall ensure that the recommendations on a student’s IEP, including changes to the IEP are implemented. The District will provide a paper or electronic copy of the IEP to each general education teacher, special education teacher, related services provider and/or other service provider who is responsible for the implementation of the IEP prior to the implementation of the IEP. The

student's case manager will provide supplementary school personnel and each other provider responsible for assisting in the implementation of the student's IEP with the opportunity to review a copy of the student's IEP prior to the implementation of the program, ongoing access to a copy of the IEP. This may be the copy provided to the student's special education teacher or the teacher or related services provider under whose direction such personnel works. Each general education teacher, special education teacher, related services provider, other service provider and supplementary school personnel will be informed of his/her responsibilities to implement the recommendations, specific accommodations, program modifications, supports and/or other services in accordance with the IEP. A copy of the IEP will be provided to the student's parents, including a revised copy at the parent's request when amended, at no cost to the parent.

TRANSFER STUDENTS

Transfer within New York State. In the case of a student with a disability who had an IEP that was in effect in NYS and who transfers from one school district and enrolls in the Victor Central School District within the same academic year, the new school district shall provide such student with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents, until such time as the school district adopts the previously held IEP or develops, adopts and implements a new IEP.

Transfer from outside New York State. In the case of a student with a disability who transfers school districts within the same academic year, who enrolls in the Victor Central School district and who had an IEP that was in effect in another State, the district shall provide the student with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents, until such time as the school district conducts an evaluation if determined to be necessary by the district, and develops a new IEP.

To facilitate the transition for a transfer student, the Victor Central School District shall take reasonable steps to promptly obtain the student's records, including the IEP and supporting documents and any other records relating to the provision of special education services to the student, from the previous school in which the student was enrolled.

ANNUAL REVIEW, REEVALUATION AND DECLASSIFICATION

The IEP of each student with a disability shall be reviewed, and if appropriate, revised periodically but not less than annually to determine if the annual goals for the student are being achieved. Parents are notified by mail of the meeting; reasonable measures will be taken to ensure that the parent attends the meeting. The review is conducted to determine the student's present levels of performance and educational needs, continued eligibility and need for special education services and whether any modification or additions to the special education and related services are needed to enable the student to meet the measurable annual goals of the IEP and to participate, as appropriate, in general education. The annual review will consider: the strengths of the students; the concerns of the parents for enhancing the education of the child; the results of the most recent evaluations including, as appropriate the results of any general State of district

wide assessment; the students academic, developmental and functional needs; and the educational progress in instructional programs in general education and in the least restrictive environment.

The CSE must obtain informed parental consent prior to conducting any new test or assessment as part of a reevaluation of a student with a disability, except that informed parent consent need not be obtained if the district can demonstrate that it took reasonable measures to obtain consent and the student's parent failed to respond. Reasonable measures will be defined as at least one telephone contact attempted and one additional note sent home via mail or with the student. The school district must have a detailed record of its attempts to obtain consent

If a revision of the IEP is recommended it must address:

- any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate;
- the results of any reevaluation and any information about the student provided to, or by, the parent;
- the student's anticipated needs;
- or other matters, including a student's need for test accommodations and/or modifications.

As part of any reevaluation, a review of existing evaluation data, including evaluations and information provided by the student's parents, current classroom-based assessments and observations, teacher and related service provider's observations, is conducted to determine what additional data, if any, is needed. The group may conduct its review without a meeting. If no additional data is needed to determine whether the student continues to be a student with a disability, the parents are notified of the determination and the reasons for it. Should a question arise regarding the eligibility of a student to receive special education services, the parent has the right to request an assessment.

A comprehensive reevaluation is conducted at least once every three (3) years by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of the student's disability. The reevaluation shall be sufficient to determine the student's individual needs, educational progress and achievement, the ability to participate in instructional programs in general education, the student's continued eligibility for special education, and to assess the appropriateness of classification, program and placement.

Amendments to an IEP made after annual review by the CSE may be made by rewriting the IEP or by developing a written document to amend or modify the student's current IEP. The parents shall receive prior written notice of any changes to the IEP as well as a copy of the document that amend or modify the IEP. Upon request, that parent will be provided with a revised copy of the IEP with the amendments incorporated.

Before determining that a student is no longer eligible to receive special education services, existing evaluation data, information provided by parents, current classroom based assessments, observations, related service provider assessments, and additional objective information will be considered. When the CSE determines that a student no longer needs special education services, the Committee may recommend declassification support services for no more than the first year in general education. Continuation of test

accommodations upon declassification is based upon student need. The CSE may determine that test accommodations previously documented in a student's IEP must continue to be consistently provided to the student for the balance of his or her public school education. A school district is not required to conduct a reevaluation of a student before the termination of a student's eligibility due to graduation with a local high school or Regents diploma or exceeding the age eligibility for a free appropriate public education but is required to provide the student with a summary of his or her academic achievement and functional performance that includes recommendations on how to assist the student in meeting his or her post secondary goals.

CONTINUUM OF SERVICES

COMMITTEE ON SPECIAL EDUCATION

The Committee on Special Education (CSE) must consider the appropriateness of services to meet students' needs in the least restrictive environment. The Victor Central School District provides the full continuum of services as defined in the Regulations of the Commissioner of Education, Section 200.6.

TRANSITIONAL SUPPORT SERVICES

When specified in a student's Individualized Education Program, transitional support services are provided to a teacher on a temporary basis to aid in the provision of an appropriate educational program to the student with a disability who is transferring to a general education program or to a less restrictive program or service. These services may be provided by the building psychologist, a special education teacher, a speech/language therapist, physical therapist, occupational therapist or other appropriate professionals who understand the specific needs of the student with a disability.

CONSULTANT TEACHER SERVICE

Consultant teacher services will be for the purpose of providing direct and/or indirect services to students with disabilities enrolled full-time in general education classes including career and technical education. Such services shall be recommended by the Committee on Special Education to meet specific needs of such students and shall be included in the student's individualized educational program (IEP).

Consultant teacher services shall be provided in accordance with the following provision:

- Each student with a disability requiring consultant teacher services shall receive direct and/or indirect services consistent with the student's IEP for a minimum of two hours each week.
- The total number of students with disabilities assigned to a consultant teacher shall not exceed 20

Program Goals:

- To assist school staff in understanding different learning styles and modifying and adapting the general education curriculum as necessary to meet the needs of individual students.
- To strengthen students' organization and study skill application within the general education setting.
- To teach students techniques needed to compensate for areas of weakness.
- To introduce and strengthen student self-advocacy behaviors and independent functioning skills.
- To increase self-awareness and self-acceptance of students with disabilities and general education students through their understanding that all individuals benefit from additional assistance at times.
- To provide remedial instruction in math, reading, writing or other academic need areas specified on the IEP without removing the student from the general education setting.
- To provide testing modifications as needed.
- To assist parents in understanding their child's learning needs and to provide home support.

RELATED SERVICES

Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability and includes speech and language pathology, audiology, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling, orientation and mobility services, medical services as defined by regulations, parent counseling and training, school health services, school social work, assistive technology services, other appropriate developmental or corrective support services, appropriate access to recreation and other appropriate support services.

- The frequency, duration and location of each service shall be in the IEP, based on the individual student's need for the service.
- When the related service is provided to a number of students at the same time, the number of students in the groups shall not exceed five.
- For students with disabilities determined to need speech and language services such services shall be provided for a minimum of two thirty minute sessions each week.
- A student with a disability may be provided with more than one such service in accordance with the need of the student
- Related services may be provided in conjunction with general education program or with other special education programs and services.

RESOURCE ROOM

The Resource Room program is for the purpose of supplementing the general or special classroom instruction of students with disabilities who are in need of such supplemental programs. Resource room services shall be provided in accordance with the following provisions.

- The instructional group in each Resource Room period does not exceed five students. Each resource room period is instructed by a certified special education teacher.
- Students shall spend a minimum of 3 hours per week and not more than 50 percent of the day in the Resource Room program.
- The total number of students assigned to a Resource Room teacher will not exceed 20 at the elementary level and 25 at the middle and high school levels.
- The composition of instructional groups shall be based on similarity of the individual needs of the students according to academic levels and learning characteristics, levels of social development, levels of physical development and the management needs of the students in the classroom.

INTEGRATED CO-TEACHING SERVICES

Integrated Co-Teaching Services provide specially designed instruction and academic instruction to a group of students with disabilities and non disabled students.

- The maximum number of students with disabilities receiving Integrated Co-Taught Service in class shall not exceed 12 students.
- Each class shall minimally include a special education teacher and a general education teacher
- Additional personnel including supplementary school personnel assigned to such classes by the district may not serve as the special education teacher.

SPECIAL CLASS: (15:1:1, 12:1:1, 8:1:1, 6:1:1, and 12:1:3 class size)

A special class is defined as a class consisting of students with the same disabilities or with differing disabilities who have been grouped together because of similar individual needs for the purpose of being provided a special education program. The chronological age range of students who are less than 16 years of age will not exceed 36 months. A student with a disability shall be placed in a special class to the extent indicated in his/her IEP.

OUT-OF-DISTRICT PLACEMENT

Students with disabilities whose needs are too intensive to be addressed appropriately in an in-district special education program, may be placed in one of the following, listed from least restrictive to more restrictive:

- Special Class operated by another school district
- A BOCES program
- An approved Private School (day)
- 4201 or State Operated school
- An approved Residential Placement

HOME AND HOSPITAL INSTRUCTION

Students with disabilities who are recommended for home and/or hospital instruction by the CSE shall receive instruction as follows:

- Instruction for elementary school students will be provided a minimum of 5 hours per week;
- Secondary school students will receive a minimum of 10 hours of instruction per week, preferably 2 hours daily.
- Students who are awaiting placement may be assigned, on an interim basis and with their parent's consent, to alternate-site instruction. This instruction is identical to home teaching except that the actual instruction takes place outside the home.

DECLASSIFICATION SUPPORT SERVICES

Students exiting special education may be considered for declassification services. Declassification support services are defined in Part 100 Regulations. Testing modifications may be continued as recommended by the CSE.

If a student has been receiving special education services but the Committee on Special Education determines that the student no longer requires such services and can be placed in a general education program on a full-time basis, the recommendation shall:

- Identify the declassification support services,
- Indicate the projected date of initiation, and
- Indicate the frequency and duration of such services, not to be continued for more than one year.

***ADDITIONAL EVALUATION,
IEP AND PLACEMENT
CONSIDERATION***

ARRANGEMENT OF SPECIAL EDUCATION PLACEMENTS CPSE AND CSE

The Board of Education shall upon receipt of the Committee recommendations, arrange for programs and services to be provided to a student with a disability. Parent notification will occur once the Board of Education reviews the Committee recommendations.

For CPSE the Board shall arrange for the services commencing with the July, September or January starting date, unless such services are recommended by the CPSE less than 30 days prior to, or after, such appropriate starting date, in which case the services shall be provided no later than 30 days from the recommendation of the Committee.

For CSE, evaluation and placement shall be completed within 60 days of receipt of consent to evaluate a student not previously identified as having a disability or within 60 days of referral for review of a student with a disability. For placement in approved in-state or out-of state private school placements the Board shall arrange for such programs and services within 30 days of receipt of the recommendation of the Committee on Special Education.

Because the placement of students is often a lengthy process, the Board authorizes the Superintendent of Schools, or designee, to act as its agent in making necessary arrangements to implement the program/services prior to the Board of Education meeting.

If the Board disagrees with the recommendation of the CPSE/CSE, it will set forth in writing a statement of its reasons and send the recommendation back to the Committee, with notice of the need to schedule a timely meeting to review the Board's concerns and to revise the IEP as deemed appropriate. The Board shall provide the parent with a copy of this statement and notice. The Committee shall then submit its revised recommendation to the Board of Education.

DECLASSIFICATION OF STUDENTS WITH DISABILITIES

The recommendation to declassify students with disabilities is the responsibility of the Committee on Preschool Education (CPSE) and Committee on Special Education (CSE). As declassification constitutes a significant change of identification and placement, CPSE and the CSE shall reevaluate the child prior to making this recommendation. The CPSE and CSE shall also provide prior notice, in the native language or other mode of communication of the home, to the child's parent or guardian, that a reevaluation is being sought for the purpose of considering declassification and request written consent for this evaluation. If the initial request for consent for reevaluation is unsuccessful, alternate measures will be taken to obtain consent and will be documented. If reasonable attempts have been made to obtain consent and have been documented but no response is received from the parent or guardian, the CPSE and CSE shall reevaluate the child without consent.

In order to determine the nature of this reevaluation, the school staff including members of the CPSE and CSE and other qualified professionals may review the existing evaluation data on the student

including evaluations provided by the parents or guardians, current class assessments, observations by teachers, reports by related services providers and other professionals. On the basis of this review, the building team may decide that no further data is needed. In this case, the building team shall notify the parents or guardians that further assessment has been deemed unnecessary and that they have a right to request further assessment to determine if their child continues to be a student with a disability. If the parent or guardian does not request further assessment, the CPSE and the CSE may meet to review the existing information and to consider declassification. A copy of this informal evaluation report shall be made available to the parent or guardian.

In conducting its review, the CPSE and the CSE will consider the student's ability to participate in instructional programs in general education, the student's benefit from special education, and the student's continued eligibility to be identified as a child with a disability according to the criteria set forth in IDEA, the Part 200 Commissioner's Regulations and the District's existing policies and procedures. The CSE must also consider the provision of educational and support services to the student upon declassification. Upon declassification, the CPSE and CSE shall identify any declassification support services including the projected date of initiation of such services and the duration of these services. Declassification services shall be provided for no more than a year following the declassification date. Recommendations for declassification support services and appropriate evaluation information shall be forwarded to the building administrator who shall determine any additional educationally related support services, academic intervention services, or other services that may be appropriate for the child.

PROCEDURES FOR ASSESSING STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS

SCREENING

As part of the Kindergarten screening, students who appear to be English Language Learners (ELL) are screened by the English for Speakers of Other Languages (ESOL) teacher. Upon registering in the district, all parents or guardians must fill out the Home Language Questionnaire. This questionnaire is used to determine if any other languages other than English are spoken in the home. If the Home Language Questionnaire indicates that there is more than one language spoken in the home, an individual interview is conducted by the ESOL teacher or district designee. If there are multiple languages spoken in the home, then the student may be an English Language Learner. In that case, a qualified personnel will administer the statewide English Language Learner Proficiency Identification Assessment, the New York State Identification Test for English Language Learners (NYSITELL). If the student scores at or below the cut-off point, the student is determined to be limited in oral proficiency and ESOL services are provided.

Students who are English Language Learners (ELL) who are referred for an assessment have usually been in the ESOL program for at least two-three years. The ESOL teacher is involved in the referral

process. The building team, guidance counselor, and/or the school psychologist are consulted with regarding the possibility of a disability interfering with acquisition of academic and/or language skills.

Prior to referral, general education supports are attempted to determine if the student can make progress through these interventions. In all cases, the student's educational, cultural and experiential background will be considered by the Committee to determine if these factors are contributing to the student's learning or behavioral problems. In making a determination of eligibility for special education and related services, a child may not be identified as a child with a disability if the determinant factor for such determination is limited English proficiency.

CULTURALLY UNBIASED/NON-DISCRIMINATORY EVALUATION FOR ENGLISH LANGUAGE LEARNER (ELL) STUDENTS

The CPSE/CSE is responsible for evaluating students to determine the existence of a disability that may require special education services. In order to safeguard educational opportunities for students, whose native language is other than English, the CSE must ensure that all tests and assessment procedures are administered so as not to be racially and culturally discriminatory.

The procedures for ensuring appropriate and non-discriminatory evaluations for students who are English Language Learners (ELL) will be as follows:

- The CSE referral will indicate the student's native language, as determined by the Home Language Survey and other assessments.
- If the student's English proficiency is determined to be insufficient to obtain valid results in English and the home language is not English, the evaluation shall be bilingual. If the home language is English but the student is considered limited English proficient, an evaluation will be conducted by a professional familiar with the culture and language dialect of the student.
- If the student is from a culturally and linguistically diverse background and English is the home language and the student is considered to be proficient in English, as determined by the Language Assessment Scales (LAS), the evaluation may be conducted in English; however, the culture and linguistic background of the student will be taken into consideration.
- If the parents' dominant language is not English, they will receive all notifications in their dominant language. They will also receive the Parent's Guide to Special Education in their native language. Upon receipt of a referral that indicates that the home language is not English, due process notices will be mailed to parents in the dominant language. At the CPSE/CSE meeting, an interpreter will be present to explain the results of the evaluations and the proposed recommendations.

The bilingual evaluation will include the following considerations / evaluations:

- The length of time the student has been in the United States.

- The amount of instruction that the student has received in the United States as well as his or her home country.
- The length of time the student has been receiving ESOL instruction.
- Attendance in school.
- The student's proficiency in his native language as well as English proficiency.
- The types of general education supports that the student has received.
- A bilingual evaluator will be obtained who is knowledgeable about the student's geographic area of origin as well as its language and culture. This knowledge may be obtained by having the evaluator meet with the ESOL teacher.
- BOCES and other agencies may be used for bilingual assessment.
- Test instruments in the appropriate languages will be sought that are normed on the same or similar population as the country from which the student has come. If such evaluative tools are not available, the evaluator will state in the report specific concerns regarding the instruments that were used and specific cautions to be observed when interpreting the results.
- If specific sub-tests are not considered appropriate because of cultural disadvantage, the evaluator may prorate the results and explain the reasons for this decision in the report.
- Student work samples may be submitted to the CSE to provide an informal portfolio assessment that may indicate functional levels.
- Non-verbal assessment batteries will be used to supplement morpho linguistic-based measures.
- Age-appropriate adaptive behaviors will also be taken into consideration.
- All areas of suspected disability will be evaluated in the child's native language (e.g., speech).
- The bilingual evaluator will conduct a complete bilingual social history.
- The evaluation report will state the language in which the assessment was administered.
- If the tests normally used are not considered valid for the ELL student, other avenues of data collection including criterion-referenced tests may be used and the results will be described in the evaluation report.

The following procedures will be followed by the CPSE/CSE when reviewing bilingual evaluations:

- A translator will be present at the CPSE/CSE meeting and the attendance sheet will indicate the name and language of this interpreter. The CSE will consider the role of cultural and/or linguistic factors in relation to the student's behavior and/or academic difficulties before determining if special education services are required.
- In the spirit of providing the Least Restrictive Environment, the CPSE/CSE will determine if remedial services and other genera
- All education supports can be tried before considering special education services.
- All notices requiring consent and informing parents of CPSE/CSE recommendations will be translated into the parent's dominant language.
- The program or services recommended for the student may consist of a combination of ESOL and special education services, as recommended by the CSE.

EXTENDED SCHOOL YEAR (CPSE/CSE)

The Committee on Preschool Special Education (CPSE) or the Committee on Special Education (CSE) will determine whether a student requires a structured learning environment of up to 12 months to prevent substantial regression. “*Substantial regression*,” as defined in Section 200.1 (aaa) of the Commissioner’s Regulations, would be indicated by a student’s inability to maintain developmental levels due to a loss of skill or knowledge during the months of July and August of such severity so as to require an inordinate period of review at the beginning of the school year to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year. A special program or service shall operate for at least 30 days during the months of July and August. In accordance with Section 200.6(k) and 200.16(v) of the Commissioner’s Regulations, students will be considered for twelve-month special services and/or programs to prevent substantial regression if they are:

- Students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention and who are placed in special classes;
- Students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment and are placed in special classes;
- Students who are recommended for home and hospital instruction or students/preschool students whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment;
- Students whose needs are so severe that they can be met only in a seven-day residential program;
- Students receiving other special education services who, because of their disabilities, exhibit the need for a twelve-month special service and/or program provided in a structured learning environment in order to prevent substantial regression. Both quantitative and qualitative information will be reviewed by the Committee to substantiate the need for providing such services and programs. A student is eligible for a twelve-month service or program when the period of review or reteaching required to recoup the skill or knowledge level attained by the end of the prior school year is beyond the time ordinarily reserved for that purpose at the beginning of the school year. The typical period of review or reteaching ranges between 20 and 40 school days. As a guideline for the purpose of determining eligibility for an extended school year program, a review period of eight weeks or more would indicate that substantial regression has occurred.

Parent consent is required for initial placement in a 12-month program or service.

ASSISTIVE TECHNOLOGY DEVICES AND SERVICES

The school district is committed to ensuring that assistive technology devices and/or services are

made available to a student with a disability, when appropriate, as part of the student's Individualized Education Program (IEP).

The IEP must describe any specialized equipment and adaptive devices needed for the student to benefit from instruction. IDEA requires each school district to ensure that assistive technology devices and/or services are made available to a preschool or school-age student with a disability as part of the student's special education, related services or supplementary aids or services as described in the IEP. IDEA defines assistive technology devices and assistive technology services, as follows:

“Assistive technology devices” means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. This term does not include a medical device that is surgically implanted or the replacement of such a device.

“Assistive technology service” means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- The evaluation of the needs of a student with a disability, including a functional evaluation of the child in the child's customary environment;
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing assistive technology devices;
- Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- Training or technical assistance for a child with a disability, or if appropriate, that child's family; and
- Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to employ, or are otherwise substantially involved in the major life functions of that child.

A student's need for assistive technology is determined through the individual evaluation. The district's CPSE/CSE is responsible for this functional evaluation of the student. The need to conduct an assistive technology component of an evaluation must be considered for students on a case-by-case basis.

Since assistive technology services are provided as part of the student's special education instruction, related service and/or other supplementary aids and services, they must be provided by an appropriately licensed or certified individual in accordance with Section 200.6 of the Regulations of the Commissioner of Education.

EXEMPTION FROM LANGUAGE OTHER THAN ENGLISH (LOTE)

Students are required to complete one credit of study in a language other than English (LOTE) prior to

completing ninth grade. This requirement may be met with more than one language but at least one-half of the required units must be in a single language. This requirement is established for all schools in New York State by the Regulations of the Commissioner of Education.

Students identified as disabled may be exempt from the language other than English (LOTE) requirement if the individualized educational program identifies a disability that adversely affects the student's ability to learn a language other than English. The decision to exempt a student from a LOTE requirement should be carefully considered as it may have long-range implications for the student. Once exempt, it is unlikely that the student will have any systematic exposure to a language other than English. Such exemption, once initiated, applies to all additional second language sequence requirements at the high school level as well.

The CSE will take the following steps:

1. Curriculum will be reviewed to determine whether the language requirement has been completed.
2. If the language requirement has not been completed, attention will be paid to speech and language levels, learning characteristics, and emotional/behavioral factors which impact the student's ability to benefit from language instruction.
3. If the CSE concludes that, on the basis of the information provided, an exemption is warranted, reasons will be provided in a statement on the IEP.

TRANSITIONAL PLANNING FOR STUDENTS WITH DISABILITIES

Definition “*Transition Services*” are defined in the IDEA and Article 89 as a coordinated set of activities for a student with a disability designed within a results- oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include needed activities in the areas of instruction, related services, community experiences, the development of employment, and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation (20 U.S.C. (1401 (a) (19)).

INDIVIDUALIZED TRANSITION PLAN

Transition Services planning for secondary students with disabilities is outcome oriented and looks toward adult life. Professionals, students, and parents or other guardians work cooperatively to identify appropriate destination statements and to determine and implement plans for reaching these outcomes.

The student's interests and needs are kept foremost in the decision-making process.

For students age 14 and older, the IEP as a whole must demonstrate the use of a coordinated set of activities as the means by which the student can achieve the long-term adult outcomes. Beginning at age 14, the focus of activity is on instruction, such as courses of study such as participation in advanced placement courses or vocational education programs. At age 15 and older, the coordinated set of activities must address instruction, related services, community experiences, and the development of employment or other post-school adult living objectives. Activities of daily living and functional vocational evaluation activities should also be included when appropriate to the student's needs.

At all meetings for the purpose of discussing the need for transition services, the student will be invited. In addition, a representative of the agencies likely to provide or pay for transition services will be invited. Other knowledgeable school personnel (e.g., administrators, psychologist, related service provider, general education teacher) may be asked to participate in the process.

The Coordinated Set of Activities are:

Instruction - The IEP must identify any instruction and/or specific courses that the student might need to prepare the student for post-school living. Instruction could include specific general and/or special education course instruction, career and technical education, or advanced placement course(s); and/or instruction to learn a particular skill (e.g., instruction in problem solving skills, how to use public transportation, how to use a particular assistive technology device, how to balance a checkbook, etc.).

Related services - The IEP must identify any related services (e.g., rehabilitation counseling services; job coach; school social work; orientation and mobility services) the student may need as a transition service to support the student in attaining the projected post-school outcomes. (Related services recommended as a transition activity must also be documented under the IEP section "Special Education Program/Services").

Employment and other post-school adult living objectives - The IEP must identify what services or activities the student needs to prepare him or her for employment and to assist the student in meeting other post-school adult living objectives (e.g., participation in a work experience program; assistance with completing college or employment applications; practice in interviewing skills; travel training).

Community experiences- The IEP must indicate if a student needs to participate in community- based experiences or learn to access community resources (e.g., after school jobs, use of public library, community recreational activities) to achieve his or her projected post-school outcomes.

Activities of daily living - If appropriate to the needs of the student, the IEP must indicate the services or activities that will assist the student in activities of daily living skills (e.g., dressing, hygiene, self-care skills, and self-medication).

Functional vocational assessment - The IEP must indicate if the student will need a functional vocational assessment as a transition service or activity. A functional vocational assessment is an

assessment to determine a student's strengths, abilities and needs in an actual or simulated work setting or in real work sample experiences.

VOCATIONAL ASSESSMENTS

GOAL OF THE VOCATIONAL ASSESSMENT PROCESS

The goal of the vocational assessment process is the successful transition of students to post-secondary education or employment. The process serves to help students, parents, and staff focus on long-term planning leading to realistic outcomes. The ultimate goal is for the school, the family and community agencies to work cooperatively to identify appropriate destination statements and to determine and implement plans for reaching these outcomes.

Vocational assessment is an ongoing process involving the systematic collection of information about a student's vocational aptitudes, abilities, expressed interest, and occupational awareness. Based on the age, abilities, interests and needs of each student, an appropriate vocational assessment may include the following:

- review of existing school information
- the completion of informal interviews
- parent questionnaires
- one or more formal vocational evaluations
- job and student performance analysis made in real and/or simulated work settings.

Though the amount and type of information collected on each student may vary, it must be sufficient for the Committee on Special Education to make and substantiate appropriate occupational education program decisions.

LEVELS OF VOCATIONAL ASSESSMENT

Vocational assessment is conducted for students starting at age 12 and those referred to special education for the first time who are age 12 or older.

The Level I vocational assessment includes a structured collection of information and analysis of existing information about the student. This assessment involves the participation of the student, the student's parent(s) or guardian(s), a special education teacher, and the student's guidance counselor. Other appropriate professionals may also participate in this assessment.

When a vocational/career assessment raises issues that need clarification or does not provide adequate information for decision making, additional assessments may be recommended by the CSE. The additional assessments are not necessarily given in hierarchical order and a student can be recommended for a more formalized testing from a specialist in vocational assessment and/or a

situational work assignment.

Level II vocational assessments are more focused and involve administration of standardized tests which look in further detail at interests, vocational skills, and specific aptitudes and abilities. It builds upon information that was recorded in the Level I assessment. Specialized vocational evaluation instruments, such as a vocational interest inventory, vocational aptitude battery and selected work samples, may be introduced at this level.

The Level III vocational assessment is a situational assessment conducted while a student is actually engaged in real or simulated work related or vocational activities. This may require resources such as those available in a vocational rehabilitation facility, an occupational assessment center or in an actual work setting.

In all cases, the assessments keep the student's unique interests, needs and desires in the forefront during the evaluation and decision making process.

AGING OUT GUIDELINES FOR STUDENTS WITH SEVERE DISABILITIES

Students with disabilities are no longer eligible for a free appropriate public education once they reach the age of 21 or attain a high school diploma. The district has a mandated responsibility to implement an aging-out process to transition students with severe disabilities from public education to adult services. Aging-out procedures are in addition to the transition planning services previously discussed in this plan.

Aging-out is specifically designed to meet the needs of three groups of students with severe disabilities:

1. Chapter 544 Students: Students attending residential out-of-state schools that have attained or will attain the age of 18 prior to June 30 of the current school year.
2. Chapter 570 Students: Students attending residential in-state schools that have attained or will attain the age of 18 by June 30 of the current school year.
3. Chapter 462 Students: Students attending non-residential, in-state programs 100% of the time, who have intensive management needs and who are likely to require adult services: The process for eligible students begins at the first annual review after the student reaches the age of 15.

Although the procedures for referral of students in these three groups are not identical, there are certain common overriding steps:

- Identification of students likely to need adult service based on criteria noted above
- Notification to parents or students
- Obtaining consent to release information
- Referral to agency(ies)

- Submission of reports to the State Education Department

DIPLOMA AND/OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES

1. The school district is committed to ensuring that students with disabilities are provided appropriate opportunities to earn a Regents or Local Diploma or other exiting Commencement Credential in accordance with the Commissioner's Regulations. To this end, graduation and transition plans will take into account the various pathways available to these students.
2. In addition to all graduation options afforded to general education students, including the Regents Diploma and various honors and/or designations, the following diploma and/or credentials are also available for students with disabilities: (1) Local Diploma, (2) Local Diploma Compensatory Option (Safety Net), (3) Career Development and Occupational Studies (CDOS) Commencement Credential and (4) Skills and Achievement Commencement Credential. The Career Development and Occupational Studies (CDOS) Commencement Credential may be earned by a student with a disability to document his or her preparation for entry-level employment after high school. This credential can be awarded in conjunction with a Regents or Local Diploma or may be issued by itself. The Skills and Achievement Commencement Credential (SACC) is awarded to students with severe disabilities who qualify for the New York State Alternate Assessment. These students will be given the opportunity to participate in community experiences and development of employment and other instructional activities to prepare the student for post-secondary living, learning and employment.
3. To assure that students with disabilities are encouraged and assisted to achieve the credits and the skill levels necessary for attaining a diploma, the district adopts the following procedures:
 - a. The Committee on Special Education (CSE) will annually review the educational needs of each student with a disability. Where appropriate, the student will participate in this decision-making process.
 - b. The CSE will consider the following factors:
 - i. current levels of achievement;
 - ii. instructional accommodations and modifications;
 - iii. learning rate; and
 - iv. preference of student and family.
4. The CSE will consider whether the student's disability is such that s/he is entitled to testing accommodations, which will be specified on the IEP.

5. The District will offer appropriate remedial instruction for all students.
6. The CSE will identify and recommend support services and supplementary instruction necessary to assist students to benefit from credit courses.
7. If the student's special education needs require instruction in small classes from certified special education teachers, the IEP shall so indicate and placement will be made in or outside the district in special classes. In any such case, instruction in subjects granting credit toward graduation will be provided in accordance with curriculum objectives and minimum required levels of achievement determined by the special education teacher in consultation with a teacher certified in the subject being taught. Evaluation of student work will be completed in accordance with the individual educational needs of the student.

GUIDELINES FOR ISSUANCE OF A CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) CREDENTIAL

The Board of Education and district staff shall comply with all federal and state requirements concerning the education of children with disabilities.

The district subscribes to the concept that all students must be provided with quality instruction and opportunities for academic achievement. In accordance with this, it is expected that students with disabilities will be guided toward a course of study which will lead to the achievement of a high school diploma. It is recognized however that the achievement of this standard may be precluded for some students due to the nature or severity of their disability. The awarding of an CDOS Credential is authorized for such students under the following conditions:

- No student shall be denied the opportunity to earn a high school diploma as defined by the Commissioner of Education. The IEP of a student of age thirteen or higher shall stipulate the type of diploma which achievement of the goals specified therein will lead.
- Such credential shall be awarded at the end of the school year in which the student reaches age 21 or sooner based on the completion of requirements to attain a CDOS credential.
- Any student under age 21 who is awarded such credential shall receive written notice of his entitlement to attend the district school tuition free until the end of the school year in which that age is reached or a high school diploma is earned.
- Prior receipt of a CDOS Credential does not preclude subsequent granting of a regular diploma if appropriate assessments and necessary credits are achieved before the end of the school year in which a student reaches his/her twenty-first (21st) birthday. In all cases, parents will receive written notice that a student is entitled to receive a free, appropriate public education until the end of the school year in which he/she reaches his/her twenty-first (21st) birthday or obtains a high school diploma.

PROCEDURAL SAFEGUARDS

INFORMED CONSENT (CSE AND CPSE)

DUE PROCESS PROCEDURES

A mandatory procedural safeguards notice has been provided to school districts by the State Education Department.

The Procedural Safeguards Notice **must** be provided to parents upon:

- Initial referral or parental request for evaluation.
- The first filing of a due process complaint notice to request mediation and impartial hearing
- Upon request of a parent.
- A decision to suspend or remove a child/student for discipline reasons that would result in a disciplinary change in placement.
- Upon first receipt of a State complaint.
- Once per year.

“Consent” means:

- the parent has been fully informed, in his or her native language or other mode of communication, of all information relevant to the activity for which consent is sought, and has been notified of the records of the student which will be released and to whom they will be released;
- the parent understands and agrees in writing to the activity for which consent is sought; and
- the parent is made aware that the consent is voluntary on the part of the parent and may be revoked at any time except that, if a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

Written parental consent is required prior to:

Initial Evaluation

Upon receipt of a referral to the CPSE/CSE of a student who is suspected of having a disability, parental consent for evaluation is requested. The parent is contacted by a representative of the CPSE/CSE. The reason for the referral and the evaluation process are explained. The notice will include a description of the evaluation procedures. The parent is also provided with a copy of their due process rights, and information describing the components of a comprehensive evaluation. Translations are provided to the parent as needed. If the parent does not consent, the parent is invited to a conference to discuss the evaluation process. Outreach efforts will be made, when necessary, to ensure the parent has received and understands the request for consent. If the parent of a school age child for an initial evaluation does not provide consent within 30 days of the date of receipt of referral, the Chairperson will document attempts to obtain parental consent and request the Board initiate an impartial hearing. If the parent of a preschool

child does not provide consent for initial evaluation, no further action will be taken by the CPSE until such consent is obtained.

Initial Provision of Special Education Services

If the CPSE/CSE determines the student has a disability and recommends special education services, parent consent to initial placement is requested and the parent is provided with a copy of their due process rights. If a parent refuses to give written consent, the district may not deny the parent or child any other services, benefit or activity of the school district, except for the recommended special education services. Translations are provided as necessary. Parents are given the opportunity for further discussion with the Chairperson of the CPSE/CSE or school staff, if needed. Outreach efforts are made, when necessary, to ensure the parent has received and understands the request for consent for placement.

Initial Provision of an Extended School Year (12 Month) Program or Services

The procedures detailed above apply.

Reevaluation

Parental consent will be requested prior to conducting a reevaluation of the student; however, the district may proceed with the reevaluation if the parent/guardian does not respond and reasonable measures have been taken to obtain their consent. Reasonable measures are interpreted as:

- A written notice is sent to the parent requesting their consent for the reevaluation.
- At least three additional attempts are made to notify the parents; this may mean additional written notice(s) or telephone call(s). The school will keep a record of its attempts to obtain consent, and the results of those attempts.

Requests for Records / Other Communications with Non-District Personnel

Parent consent is requested for the following:

- Release of CPSE/CSE records to another agency / individual
- Request for copies of reports / evaluations from another agency / individual
- Request for verbal communications with another agency / individual (i.e., private therapists)
- See section on Records Access and Accessibility for further information in this regard.

Parent consent is not required before reviewing existing data as part of an evaluation or a reevaluation or administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all students. Parental consent is not required for a functional behavioral assessment.

Revocation of Parental Consent

If, at any time, subsequent to the initial provision of special education programs and services, the parent of a student revokes consent in writing for the continued provision of special education and related services to the student, the school district:

- Will not continue to provide any special education and related services to the student, but must provide prior written notice to the parent before ceasing the provision of special education and related services;
- Will not use due process procedures, such as mediation, resolution meeting, and/or an impartial due process hearing, in order to obtain agreement or a ruling that the services may be provided to the student without parental consent;
- Will not be considered to be in violation of the requirement to make a free and appropriate public education (FAPE) available to the student because of the failure to provide the student with further special education and related services;
- Is not required to convene a meeting of the CSE or develop an IEP for the student for the further provision of special education and related services; and
- Is not required to amend the student's education records to remove any references to the student's receipt of special education programs and services because of the revocation of consent.

INDEPENDENT EVALUATIONS

At the time of CSE initial or reevaluation, the Special Education Office will inform parents regarding their right to an independent evaluation by providing them with a copy of the Procedural Safeguards Notice. If parents disagree with the evaluation conducted by the CSE, parents may request an independent evaluation at district expense. The names, addresses and telephone numbers of appropriate public and private agencies and other professional resources where independent educational evaluations may be obtained will be provided upon request. The school district has a right to initiate an impartial hearing to demonstrate that its evaluation is appropriate or that the evaluation obtained by the parent does not meet school district's criteria. If a hearing officer determines that the district's evaluation was appropriate, or the evaluation obtained by the parent did not meet the school district's criteria, the parent is not entitled to reimbursement at district's expense. Any independent evaluation, whether paid for by the parent or by the school district, will be reviewed by the CSE and taken into consideration in its final placement determination.

If parents intend to seek funding for the cost of the evaluation, they must adhere to the following criteria:

1. An evaluation must be conducted within 50 miles of the District.

2. The cost of an independent evaluation requested by a hearing officer shall be at district expense.
3. The qualifications of the evaluator and the location of the evaluation shall be the same as the criteria which the district uses when it initiates an evaluation. This includes, but is not limited to, the following:
 - Psychologists must be licensed by the State of New York as clinical psychologists or certified as school psychologists. If certified as a school psychologist, the evaluator must conduct the evaluation in a school setting;
 - Other evaluators should be appropriately certified in the area of their specialty by the State Education Department; and
 - The tests performed must be norm referenced for individual evaluation, appropriate for the age and educational level of the student, and measure the same cognitive, motor, and affective skills as district tests.

Reimbursement will not be in excess of the reasonable cost of such evaluation, less the portion of such costs paid through insurance or Medicaid payments. In the absence of unusual circumstances, costs will be deemed reasonable and allowable in accordance with the fee schedules noted below:

INDEPENDENT EDUCATIONAL EVALUATORS

Achievement Evaluations

- Achievement in Reading, Writing and Math

Monroe #1 BOCES
Shannon Duserick, Asst. Director, Special Education
2596 Baird Rd.
Penfield, NY 14526
(585) 383-6669

Monroe #2 BOCES
Barbara Martorana, Director of Exceptional Children/Special Education
3599 Big Ridge Rd.
Spencerport, NY 14559
(585) 352-2448

The District will reimburse to a maximum of \$600.00 for an achievement evaluation. Reimbursement will be made by the District to the examiner only, upon receipt of bill for services and the completed evaluation report.

Assistive Technology Evaluations

Clinical Associates of the Finger Lakes
590 Fishers Station Dr. Ste. 130
Victor, NY 14564
(585) 924-7207

CARAT Consulting
Christie Rochester
(585) 727-7995

Wayne Finger Lakes BOCES
Molly Campbell Ellis
Maple Ave.
Newark, NY 14513
(315) 332-7315

The District will reimburse to a maximum of \$350.00 for an assistive technology evaluation. Reimbursement will be made to the examiner only, upon receipt of bill for services and the completed evaluation report.

Functional Behavior Assessment

Please note that a Behavioral Intervention Plan is not included in a functional behavior assessment and will not be reimbursed.

Evaluators:

Wayne – Finger Lakes BOCES Clinical Support Services
Contact: Ms. Mary Fabrizio
(315) 332-7533

Monroe 1 BOCES
Contact: Mr. Shannon Duserick
(585) 383-2216

The District will reimburse to a maximum of \$1,500.00 for a functional behavior assessment, which may include a classroom observation. Reimbursement will be made to the examiner only, upon receipt of the bill for services and the completed evaluation report.

Occupational Therapy Evaluation

- Fine motor, visual motor, sensorimotor skills

Clinical Associates of the Finger Lakes
590 Fishers Station Dr. Ste. 130
Victor, NY 14564
(585) 924-7207

Finger Lakes Therapy Works
210 Clifton Springs Professional Park
Clifton Springs, NY 14432
(315) 906-0051

Monroe #1 BOCES
Shannon Duserick, Asst. Director, Special Education
2596 Baird Rd.
Penfield, NY 14526
(585) 383-6669

Monroe #2 BOCES
Barbara Martorana, Director of Exceptional Children/Special Education
3599 Big Ridge Rd.
Spencerport, NY 14559
(585) 352-2448

The District will reimburse to a maximum of \$350.00 for an occupational therapy evaluation. Reimbursement will be made to the examiner only, upon receipt of bill for services and the completed evaluation report.

Psychological Evaluations

- Cognitive functioning, processing, social-emotional, behavior, and achievement

P. Richard Fauth, PhD.
920 Winton Rd
Rochester, NY 14618
(585) 256-3050

Dr. Rafael Klorman, University of Rochester
RC Box 270266
Rochester, NY 14627
(585) 275-2595

Peter Mackenzie, PhD
85 S. Union St., Suite 206
Spencerport, NY 14559
(585) 349-2656

Monroe #1 BOCES
Shannon Duserick, Asst. Director, Special Education
2596 Baird Rd.
Penfield, NY 14526
(585) 383-6669

The District will reimburse to a maximum of \$1,000.00 for a psychological evaluation. Reimbursement will be made by the District to the examiner only, upon receipt of bill for services and the completed evaluation report.

Physical Therapy Evaluations

- Evaluation of Gross Motor skill development

Clinical Associates of the Finger Lakes
590 Fishers Station Dr. Ste. 130
Victor, NY 14564
(585) 924-7207

Finger Lakes Therapy Works
210 Clifton Springs Professional Park
Clifton Springs, NY 14432
(315) 906-0051

Monroe #1 BOCES
Shannon Duserick, Asst. Director, Special Education
2596 Baird Rd.
Penfield, NY 14526

(585) 383-6669

Monroe #2 BOCES
Barbara Martorana, Director of Exceptional Children/Special Education
3599 Big Ridge Rd.
Spencerport, NY 14559
(585) 352-2448

The District will reimburse to a maximum of \$350.00 for a physical therapy evaluation. Reimbursement will be made to the examiner only, upon receipt of bill for services and the completed evaluation report.

Speech Evaluations

- Receptive/expressive language, articulation, fluency and/or pragmatics

Clinical Associates of the Finger Lakes
590 Fishers Station Dr. Ste. 130
Victor, NY 14564
(585) 924-7207

Rochester Hearing and Speech
1000 Elmwood Avenue
Rochester, NY 14620
(585) 271-0680

Monroe #1 BOCES
Shannon Duserick, Asst. Director, Special Education
2596 Baird Rd.
Penfield, NY 14526
(585) 383-6669

Monroe #2 BOCES
Barbara Martorana, Director of Exceptional Children/Special Education
3599 Big Ridge Rd.
Spencerport, NY 14559
(585) 352-2448

The District will reimburse to a maximum of \$350.00 for a speech/language evaluation, which may include a classroom observation. Reimbursement will be made to the examiner only, upon receipt of bill for services and the completed evaluation report.

SURROGATE PARENTS

“Surrogate parent” means a person appointed to act in place of parents or guardians when a student’s parents or guardians are not known, or when after reasonable efforts, the Board of Education cannot discover the whereabouts of a parent, the student is an unaccompanied homeless youth or, the student is a ward of the State. The Board of Education shall select a surrogate parent from a list of individuals who are eligible and willing to serve as surrogate parents. The list is approved at the annual reorganization meeting of the Board.

QUALIFICATIONS. Persons selected as surrogate parents cannot be officers, employees or agents of

the school district or State Education Department or other agency involved in the education or care of the student and, to the extent possible, shall:

- have no other interest which could conflict with their primary allegiance to the student they would represent; and
- shall have knowledge and skills that ensure adequate representation of the student.

PROCEDURES FOR ASSIGNING SURROGATES:

Assignment of a surrogate parent to a particular student shall be made in accordance with the following procedures:

1. Any person whose work involves education or treatment of students who knows of a student who may need special education services, and who knows that the parents or guardians are not known or are unavailable, or that the student is a ward of the State, may file a request for assignment of a surrogate parent, with the Committee on Special Education.
2. The Committee on Special Education shall send notice of the possible need for a surrogate parent to the adult in charge of the student's place of residence and to the parents or guardians at their last known address.
3. The Committee on Special Education shall determine whether the parents or guardians are unknown or unavailable, or whether the student is a ward of the State. This determination shall be completed within a reasonable time following the receipt of the original request for a surrogate parent. If the Committee on Special Education finds that there is a need for a surrogate parent, such assignment shall be made by the Board of Education or other body responsible for the provision of special education programming and services within ten (10) days of the date of determination by the Committee.
4. Once assigned, the surrogate parent shall represent the student for as long as a surrogate parent is required.
5. The foster parent of the student, who otherwise meets the qualifications of a surrogate parent, may be appointed as the surrogate parent of the student without being appointed from a list approved by the Board of Education.
6. May alternately be appointed by the judge overseeing the child's case, provided the surrogate parent meets the qualifications.
7. In the case of an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs and street outreach programs may be appointed as temporary surrogate parents.

SPECIAL EDUCATION MEDIATION

Special Education mediation is a process in which the parents of a student with a disability and representative of the school district meet with an independent person, a mediator to resolve disputes including matters arising prior to filing of a due process complaint. By asking questions and discussing all information with both parties, the mediator helps the parents and school district representatives to reach a more complete understanding of each other's concerns and to reach an agreement about the special education programs and services that the student will receive. Mediation is voluntary and may not be used to deny or delay a parent's rights to an impartial hearing. The mediators are qualified, impartial have been trained in effective mediation techniques and is knowledgeable in the law and regulations relating to the provision of special education services. A mediator may not have a personal or professional interest which would conflict with his or her objectivity in the mediation process and may not be an employee of a school district or program serving students with disabilities. Mediation will be scheduled in a timely manner and held in a location convenient to the parties. Mediation occurs at no cost to either the parents or the school district.

If a parent disagrees with the decision of the Committee on Special Education regarding their student's program or services, they have the option to participate in mediation. Choosing to participate in mediation does not limit other alternatives, such as requesting a meeting with the Committee or requesting an impartial hearing.

Unlike an impartial hearing, at the end of which the impartial hearing officer makes a decision about the kinds of special education programs and services the student will receive, the mediator does not make a decision. At the end of the mediation session, whatever the parents and the school district representative agree should be done is written down. The mediation agreement will be implemented as written. Agreement may be reached on any or all of the concerns or issues which were discussed during the mediation session. Any remaining issues can be discussed further with the CSE or can be reviewed by an impartial hearing officer. Discussions during the mediation session are confidential and may not be used as evidence in any subsequent hearings or proceedings.

Special education mediation will be conducted by the Center for Dispute Settlement in Monroe County. Each center is staffed by a number of highly qualified mediators who are not employed by the school district and who are not selected to be mediators by the school district.

RESOLUTION SESSION

Prior to the opportunity for an impartial due process hearing, the school district shall, within 15 days of receiving the due process complaint notice from the parent, convene a meeting with the parents of the student discuss their complaint and the facts that form the basis of the complaint, and the school district has the opportunity to resolve the complaint. The participants of the meeting shall include the parents of the student and the relevant member or members of the CSE who have specific knowledge of the facts identified in the complaint, a representative of the school district who has decision-making authority on behalf of the school district. The meeting may not include an attorney of the school district unless the

parent is accompanied by an attorney. The parent and the school district may agree to use alternative means of meeting participation, such as video conferences and conference calls.

The parent and the school district may agree, in writing, to waive the resolution session or agree to use the mediation process to resolve the dispute.

If the parent and school district reach an agreement to resolve the complaint at a resolution session, a legally binding agreement must be signed by both the parent and a representative of the school district who has the authority to bind the school district. The agreement shall be enforceable in any State or district court of the United States. Either the parent or the school district may void the agreement within three business days of the agreement's execution.

If the school district has not resolved the complaint to the satisfaction of the parents within 30 days of the receipt of the due process complaint notice, the impartial due process hearing may occur, and all the applicable timelines for an impartial due process hearing shall commence.

APPOINTMENT OF IMPARTIAL HEARING OFFICERS

The Board of Education annually establishes and maintains a list of names and qualifications of all Impartial Hearing Officers available to serve in the school district.

A certified impartial hearing officer shall be:

- An individual admitted to the practice of law in the State of New York, who is currently in good standing and has a minimum of two years practice and/or experience in the areas of education, special education, disability rights or civil rights; or be an individual certified by the State of New York as an impartial hearing officer on September 1, 2001;
- Have access to the support and equipment necessary to perform the duties of an impartial hearing officer;
- Be independent, shall not be an officer, employee or agent of the school district or of the Board of Cooperative Educational Services (BOCES) of which such school district is a component, or an employee of the Education Department, shall not have a personal or professional interest which would conflict with his or her objectivity in the hearing, and shall not have participated in any manner in the formulation of the recommendation sought to be reviewed; and
- Be certified by the commissioner as an impartial hearing officer eligible to conduct hearings pursuant to Education Law, section 4404(1) and subject to suspension or revocation of such certification by the commissioner for good cause in accordance with provisions of section 200.21 of the Regulations of the Commissioner of Education. In order to obtain and retain such a certificate, an individual shall:
 - successfully complete a training program, conducted by the department, which program provides information regarding State and Federal laws and regulations relating to the education of students with disabilities, the needs of such students, and the procedures involved in conducting a hearing, and in reaching and writing a decision;
 - attend such periodic update programs as may be scheduled by the Commissioner; and

- commencing July 1, 2002, annually submit, in a format and by a date prescribed by the commissioner, a certification that the impartial hearing officer meets the above requirements.

Procedures

- The selection of an impartial hearing officer must be made from a list of all hearing officers who are certified and available to serve in the school district.
- The list must be established and maintained in alphabetical order with new appointees being inserted into the alphabetical order of the list.
- Selection must be made on a rotational basis, beginning with the first name after the hearing officer who last served. If no hearing officer on the list has served, selection must be made beginning with the first name on the list.
- If a hearing officer declines appointment, or if within 24 hours the Impartial Hearing Officer fails to respond or is unreachable after reasonable efforts by the school district, each successive Impartial Hearing Officers whose name next appears on the list shall be offered appointment until such appointment is accepted. These attempts will be documented.

For further information concerning the impartial hearing process, refer to the New York State Procedural Safeguards Notice: Rights for Parents and Children with Disabilities Ages 3-21.

COMPENSATION

The impartial hearing officer shall be compensated at the maximum rate established for such purposes by the Director of the Division of Budget. There is no maximum per diem number of hours for which a hearing officer can be compensated. In addition hearing officers may be reimbursed for reasonable actual and necessary expenses for automobile travel, meals and overnight lodging in accordance with the current reimbursement rate set for employees. Mailing costs associated with the hearing will also be reimbursed.

GUARDIAN AD LITEM

In the event the impartial hearing officer determines that the interests of the parent are opposed to or inconsistent with those of the student, or that for any other reason the interests of a student would best be protected by appointment of a *guardian ad litem*, the impartial hearing officer shall appoint a *guardian ad litem*, to protect the interests of the student unless a surrogate parent has previously been assigned. The impartial hearing officer shall ensure that the procedural due process rights afforded to the student's parent are preserved throughout the hearing whenever a *guardian ad litem* is appointed.

A "*guardian ad litem*" is defined as a person familiar with the provisions of the Part 200 Regulations who is appointed from the list of surrogate parents or who is a pro-bono attorney appointed to represent the interests of a student in an impartial hearing and, where appropriate, to join in an appeal to the State

Review Officer initiated by the parent or Board of Education. A *guardian ad litem* shall have the right to fully participate in the impartial hearing to the extent indicated in the Regulations.

***RECORDS ACCESS
AND
CONFIDENTIALITY***

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

The Federal Family Educational Rights and Privacy Act of 1974 establishes requirements to protect the privacy of parents and students with respect to District educational records. The Victor Board of Education Policy #5500 further outlines the District's procedures pertaining to all student records.

DISCIPLINE

SCHOOL CONDUCT AND DISCIPLINE

In accordance with subpart 100.2 of the Regulations of the Commissioner of Education, the Victor Central School District has adopted and implemented a policy on school conduct and discipline designed to promote responsible student behavior. A copy of the policy is on file in each school building and is available for review by any resident of the district.

Students with disabilities who are educated in the schools of the district are expected to meet district standards for school conduct and are subject to the district-wide policy. In some instances, the Committee on Special Education may be convened to determine whether the inappropriate conduct is related to the disability (manifestation determination) and to review the appropriateness of the Individualized Education Program. When the conduct is determined to be a manifestation of the disability, students with disabilities will be treated in accordance with their individual educational needs.

“Disciplinary change in placement” means a suspension or removal from a student’s current educational placement that is either:

1. for more than 10 consecutive school days; or
2. for a period of 10 consecutive 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 consecutive 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 factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another. The school district will determine on a case by case basis whether a pattern of removals constitutes a change in placement. That determination is subject to review through due process and judicial proceedings.

Authority of School Personnel - School personnel may change the placement of a student with a disability to the extent that such alternatives would be applied to students without disabilities:

1. to an appropriate interim alternative educational setting (IAES), or suspension, for not more than 10 school days; and
2. to an IAES for not more than 45 days if the student brings a weapon or knowingly possesses, uses, sells or solicits illegal drugs while at school or a school function or has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the jurisdiction of the educational agency.

The Superintendent may order such change in placement of a student with a disability to an IAES, directly or upon recommendation of a hearing officer in the superintendent’s hearing, even where the Manifestation Team determines that the student’s behavior is a manifestation of the student’s disability for up to 45 days but not to exceed the period of suspension ordered by the superintendent. The setting shall be determined by the CSE.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement consistent with the requirements of the Commissioner is appropriate for a student with a disability who violates a school district's code of conduct.

When a student with a disability is suspended or removed from his or her current placement for more than 10 consecutive school days or when a suspension or removal that constitutes a disciplinary change of placement and the student's conduct is a manifestation of the student's disability, the Committee on Special Education must either:

1. Conduct a functional behavioral assessment and implement a behavior intervention plan, provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior resulted in the change of placement, or
2. If the student already has a behavioral intervention plan, the CSE shall meet to review the plan and its implementation and modify the plan and its implementation, as necessary, to address the behavior that resulted in the change of placement.

SUPERINTENDENT'S HEARINGS ON DISCIPLINARY CHARGES AGAINST STUDENTS WITH DISABILITIES

Superintendent's hearings on disciplinary charges against students with disabilities and students presumed to have a disability for discipline purposes shall be bifurcated into a guilt phase and a penalty phase and conducted in accordance with the following procedures:

The Superintendent of Schools or hearing officer in the superintendent's hearing shall proceed with the guilt phase and determine whether the student is guilty of the alleged misconduct. If it is determined that the student is guilty, the superintendent of schools or hearing officer shall determine whether a suspension or removal in excess of 10 consecutive school days in a school year or a disciplinary change in placement should be considered. If such a suspension or removal is considered, before the superintendent orders or the hearing officer recommends any such removal, the superintendent's hearing shall be adjourned until a manifestation determination is made by the Manifestation Team, except in cases where an IAES has been ordered. If the superintendent or hearing officer determines that a suspension or removal that would constitute a disciplinary change in placement should not be considered, the hearing shall proceed to the penalty phase.

Upon a determination by the Manifestation Team that the behavior of a student with a disability 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 the student shall continue to receive services. Upon receipt of notice of the determination, the superintendent or hearing officer shall proceed with the penalty phase of the hearing. If the Manifestation Team determines that the behavior was a manifestation of the student's disability, the superintendent or hearing officer shall dismiss the superintendent's hearing, except in case where an IAES has been ordered. For the penalty phase, the school district will transmit copies of the special education and disciplinary records to the superintendent or hearing officer for consideration.

Manifestation Determination Review - If any of the disciplinary actions above are contemplated or if a disciplinary action involving a change in placement for more than 10 days is contemplated for a student with a disability who has engaged in any behavior that violated any rule or code of conduct of the district that applies to all students: (1) not later than the date on which the decision to take that action is made, the parents shall be notified of that decision and of all procedural safeguards accorded under this section; and (2) immediately, if possible, but in no case later than 10 school days after the date on which the decision to take, a meeting of the Manifestation Team and other qualified personnel will be scheduled to determine the relationship between the student's disability and the behavior subject to disciplinary action.

In carrying out the review, the Manifestation Team may determine that the behavior of the student was not a manifestation of such student's disability only if the Manifestation Team first considers, in terms of the behavior subject to disciplinary action, all relevant information, including: evaluation and diagnostic results, including such results and other relevant information supplied by the parents of the student; observations of the student; and the student's IEP and placement; and *then determines that:*

- In relationship to the behavior subject to disciplinary action, the student's IEP and placement were appropriate and the special education services, supplementary aids and services and behavior intervention strategies were provided consistent with the student's IEP and placement;
- The student's disability did not impair the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action; and
- The student's disability did not impair the ability of the student to control the behavior subject to disciplinary action. A special education student may be suspended by a building principal more than once during a school year, but a series of short-term suspensions adding up to ten (10) days in the same school year may be considered a change in placement, requiring evaluation and CSE review. Therefore, building principals, in consultation with the chairperson of the CSE, will monitor the total days and pattern of suspensions with respect to each special education student. If a student has already been suspended on multiple occasions, or if his/her behavior suggests that a "revolving door" pattern of suspensions is developing, the principal or his or her designee is expected to consult with the Special Education Office before again suspending a student for disciplinary reasons.

In addition, if a special education student repeatedly violates school rules, any member of the professional staff of a school may request that the CSE review the student's Individualized Education Program. The parent is invited to the meeting. The Committee, after reevaluation or review of records, may authorize modifications to the Individualized Education Program. The CSE may develop a behavior intervention plan at that time or review the existing plan and its implementation to determine if modifications are necessary.

Determination of Setting - An interim educational setting in which a student is placed by either school personnel or a hearing officer shall: (1) be selected to enable the student to continue to participate in the general education curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the IEP, that will enable the student to meet the IEP goals; and (2) include services and modifications designed to address the behavior described above so that it

does not recur.

Parental Notice of Disciplinary Removal – No later than the date on which a decision is made to change the placement of a student with a disability to an IAES, or a decision is to impose a suspension or removal that constitutes a disciplinary change in placement, the parent shall be notified of the decision and shall be provided the procedural safeguards notice.

Parent Appeal - If the parent disagrees with a determination that the student’s behavior was not a manifestation of the student’s disability or with any decision regarding the Individualized Education Program, the parent may request a hearing. The district shall arrange for an expedited hearing in any case described in this section when requested by a parent.

In reviewing a decision with respect to the manifestation determination, the hearing officer shall determine whether the public agency has demonstrated that the student’s behavior was not a manifestation of such student’s disability consistent with the requirements of a manifestation determination review. In reviewing to place a student in an IAES, the hearing office shall apply the standards indicated in “Determination of Setting”.

When a parent requests a hearing to challenge the interim alternative educational setting or the manifest determination, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period discussed in sections “Authority of School Personnel” and “Authority of a Hearing Officer,” whichever occurs first, unless the parent and the district agree otherwise.

If the student is placed in an IAES and school personnel propose to change the student’s placement after the expiration of the interim alternative educational placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the current placement (the student’s placement prior to the interim alternative educational setting), except where the student is again placed in an IAES by an impartial hearing officer in an expedited hearing, described below.

Authority of an Impartial Hearing Officer- An impartial hearing officer may order a change in placement of a student with a disability to an appropriate IAES in a dangerous situation for not more than 45 school days if the hearing officer:

1. Determines that the district has demonstrated substantial evidence that maintaining the current placement is likely to result in injury to the student or to others;
2. Considers the appropriateness of the student’s current placement;
3. Considers whether the district has made reasonable efforts to minimize the risk of harm in the student’s current placement, including the use of supplementary aids and services; and
4. Determines that the IAES meets the requirements.

Expedited Due Process Hearing - An expedited hearing shall be conducted when requested by the district if school personnel maintain that it is dangerous for the student to be in the current placement during the pendency of the due process proceedings, or when requested by a parent of a student for whom the determination was made that the behavior was not a manifestation of his disability or related to the student's placement in an IAES. An expedited due process hearing shall be completed according to the following timeline unless the parent and the school district agree in writing to waive the resolution meeting or agree to use mediation:

1. A resolution meeting shall occur within 7 days of receiving notice of due process complaint;
2. The due process hearing may proceed unless the matter had been resolved to the satisfaction of both parties within 15 business days of receipt of the request for a hearing;
3. The expedited due process hearing shall occur within 20 school days of the date the complaint requesting the hearing is filed;
4. The impartial hearing officer shall make a determination within 10 school days after the hearing. No extension to an expedited impartial hearing timeline shall be granted.

The impartial hearing officer shall mail a copy of the written, or at the option of the parents, an electronic finding of the facts to the parents, Board of Education, and VESID within 10 school days after the last hearing date. In determining whether the student may be placed in the alternative educational setting or in another appropriate placement ordered by the hearing officer, the hearing office shall apply the standards indicated in "Authority of a Hearing Officer".

Notwithstanding anything in this policy, if the Superintendent concludes that the student's presence in school creates a substantial likelihood of danger to self or others, the school district will seek injunctive relief in a state or federal court with respect to a change of placement pending the outcome of the review proceedings.

Protections for Students Not Yet Eligible for Special Education and Related Services

A student who has not yet been determined to be eligible for special education under this part and who has engaged in behavior that violated any rule or code of conduct of the district, including any behavior described above, may assert any of the provisions described herein if the district had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. A district shall be deemed to have knowledge that a student is a student with a disability if:

1. The parent of the student has expressed concern in writing (unless the parent is illiterate or has a disability that prevents compliance with the requirement contained in this clause) to personnel of the district that the student is in need of special education or related services;
2. The parent of the student has requested an evaluation of the student; or
3. The teacher of the student or other personnel of the district has expressed concern about behavior or performance of the student to the CSE or other personnel of the district.

A student is not presumed to have a disability for discipline purposes if as a result of receiving the information noted above:

- The parent of the student has not allowed an evaluation;
- The parent refuses services; or
- It was determined by the CSE that this student was not a student with a disability.

If the district determines that there is no basis for knowledge that a 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 students without disabilities who engaged in comparable behaviors. If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures under section “Authority of School Personnel” or “Authority of Hearing Officer” above, the evaluation shall be conducted in an expedited manner. An expedited evaluation shall be completed no later than 15 school days after receipt of the request for evaluation. The CSE shall make a determination of eligibility of the student held at a Committee on Special Education meeting no later than 5 school days after completion of the expedited evaluation. If the student is determined to be a student with a disability, taking into consideration information from the evaluation and information provided by the parents, the district shall provide special education and related services in accordance with the provisions of this part, except that, pending the results of the evaluation, the student shall remain in the education placement determined by school authorities, which can include suspension.

Referral to Law Enforcement Authorities - Nothing prohibits a district from reporting a crime committed by a student with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities. A district reporting a crime committed by a student with a disability shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom it reports a crime.

ACCESSIBILITY

ACCESS TO ACADEMIC AND DISCIPLINARY CONFERENCES

It is the policy of the school district to assure access for parents of students with disabilities to school-initiated conferences with respect to educational planning or school discipline. For requiring accommodations (i.e.; translators, barrier-free site) to participate in these meetings and/or meetings of the Committee on Special Education are requested to notify the building administrator. Parents requiring this or other accommodations such as a translator or barrier-free site, to participate in meetings of the Committee on Special Education or Preschool Special Education are requested to notify in writing the Special Education Office at the beginning of the school year, at the time of enrollment, or at least five days prior to the scheduled meeting or activity.

ACCESS TO PROGRAMS AND EXTRA-CURRICULAR ACTIVITIES

Students with disabilities residing and enrolled in the Victor Central School District have the opportunity to participate in all programs and activities administered by the district, providing that the students seeking to participate meet all qualifications necessary to participate in such programs and activities.

ACCESS TO OCCUPATIONAL EDUCATIONAL OPPORTUNITIES

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

Employment and educational opportunities, including vocational educational opportunities, are offered by the Victor Central School District to males and females on an equal basis without discrimination on the basis of gender.

Discrimination on the basis of sex in education programs and activities is prohibited by Title IX. The District official responsible for the coordination of activities relating to non-discrimination is Barbara Gregory, Assistant Superintendent for Human Resources, who serves as the Title IX Coordinator. The Coordinator will provide information, including information on complaint procedures, to any student or employee who feels that the District or its officials may have violated her or his rights under Title IX. The office is at the Administration Building of the Victor Central School District at 953 High Street, Victor, NY 14564 and the telephone number is (585) 924-3252. In addition, any student or employee may make an inquiry or a complaint directly to the Federal Office for Civil Rights or New York State Division for Human Rights.

MISCELLANEOUS

SCREENING PROCEDURES

A comprehensive program has been developed by the school district to locate, identify and provide programs for those students who need special services, including students who are gifted. Diagnostic screenings are conducted for kindergarten students, new entrants into the district, and students scoring below reference points on State examinations.

The diagnostic screening includes a health examination, review of immunization records, and a determination of receptive and expressive language development, motor development, articulation skills and cognitive development. A report is prepared containing the results of the diagnostic screening conducted on each student.

Screenings are conducted as follows:

Kindergarten screening - all pre-kindergarten students are screened in the spring prior to scheduled entrance into kindergarten. New Entrant Screening - all new entrants are screened no later than December 1 of the school year of entry or within 15 days of transfer should the entry occur after December 1. Students suspected of potential learning delays as a result of diagnostic screening must be referred to the building Student Support Team. The building Student Support Team will review diagnostic screening results and develop a plan to address the concerns. Parents will be kept fully informed throughout the process.

PROVISION OF SERVICES TO SCHOOL-AGE STUDENTS WITH DISABILITIES NOT SUBJECT TO COMPULSORY ATTENDANCE REQUIREMENTS AND NOT ENROLLED IN SCHOOLS

The Committee on Special Education (CSE) is responsible for providing special education services to a child with a disability under the age of seven who is eligible for school-age services, not subject to compulsory attendance requirements and not on a regular school attendance register for school age children. These are children with disabilities determined by the CSE to be eligible for school age special education service who are no longer eligible for preschool special education services, are not parentally placed in a nonpublic elementary school and are not being home schooled.

If a parent of a child who meets the above criteria elects not to enroll his/her child with a disability in the public school until the child is of compulsory school age, the CSE of the child's school district of residence is responsible to develop an individualized education program (IEP) and offer special services to the child. The site where the services are to be provided would be determined by the Board of Education. These children are "deemed enrolled" for the purpose of claiming State aid and for the provision of special education and related services.

GUIDELINES FOR PROVIDING PUBLIC SCHOOL SERVICES TO STUDENTS IN NON-PUBLIC SCHOOLS

Under the provisions of Education Law section 3602-c, students with disabilities placed by their parents in nonpublic schools are entitled to receive special education services in accordance with an IEP from the public school district in which the nonpublic school is located while they receive general education from the nonpublic school. The "District of Location" means the school district within whose boundaries a nonpublic elementary or secondary school is located. "District of Residence" means the school district where the student legally resides.

Consultation Requirements: The district of location must consult with nonpublic school representatives and representative of the parents of parentally placed nonpublic school students with disabilities throughout the school year to regarding the child find process, provision of special education services and use of federal funds. Consultation is not specific to individual students, Individual services are determined by the CSE. Discussions shall include the following:

- To determine an accurate count of students with disabilities attending and receiving special education services.
- Child find process and how PPNS suspected of having a disability can participate in the same manner as public school students.
- How, when and by whom special education and related services will be provided to PPNS including a discussion of types of services, such as direct services and alternate service delivery mechanisms.
- For students who reside out of state but are parentally placed in nonpublic schools located in the geographic boundaries of the public schools, how a proportionate share of federal DEA Part B funds will be spent on special education services.
- How if a school district disagrees with the nonpublic school representative's views on the provision of services, the school district shall provide to the nonpublic school officials a written explanation of the reasons why the school district chose not to provide the services directly or through a contract,

The nonpublic schools representatives must provide written affirmation of their participation in the consultation process to the public school district of location.

Referrals for Evaluation of Students Thought to be Disabled

- Resident students who attend non-public schools within the district may be referred to the Committee on Special Education of the school district in the same manner as students who attend public schools.
- In the case of the non-resident student, the district of location (DOL) is responsible for conducting the evaluation and conducting a CSE meeting to determine the student's eligibility for special education, and if determined eligible, to recommend the special education services and

document such recommendations on an IESP. The District of Location is responsible for obtaining the informed written consent of the parent to conduct the initial evaluation or reevaluation.

If the parent does not provide written consent the District of Location is not required to consider the student as eligible for special education services.

- Parent Consent must be obtained before any personally identifiable information is shared between the district of residence and the district of location.

Provision for Special Education Services

The District of Location (DOL) must develop an IESP for students with disabilities who are NYS residents and who are parentally placed in a nonpublic school located in the geographic boundaries of the public school. The IESP must be developed in the same manner and with the same contents as the IEP. The CSE must ensure that a representative of the nonpublic school is included in the meeting where the IESP is developed. If the nonpublic school representative cannot attend the school district must use other methods to ensure participation. The IESP must be reviewed periodically but not less than annually.

Parent Request for Special Education Services

The parent must request special education services in writing to the school district of location by June 1 preceding the school year for which the request for services is made, except that when a student is first identified as a student with a disability after the first day of June preceding the school year for which the request is made and prior to the first day of April of such current school year, the parent must submit the written request for services within 30 days after the student was first identified.

Provision of Special Education Services

- The school district of location is responsible to provide special education services as outlined on the IESP developed for each eligible student. Services must be provided on an equitable basis as compared to other students with disabilities attending public or nonpublic schools located within the school district.
- The manner (how, where and by whom) special education and related services will be provided to students is determined by the district of location based on the consultation process and in consideration of the individual needs of the student. The final decision with respect to services provided to individual students is made by the CSE of the district of location.
- If a student is identified by the Committee on Special Education as being in need of special education, the Committee must notify the parent that the student is entitled to an appropriate education at public expense. However, if the parent wishes to continue the student in non public school, the District may offer group tutoring in a format similar to Consultant Teacher Services or Resource Room.

- Related services will be provided within the Fairport Central School District. Examples of related services include counseling, speech and language therapy, occupational therapy, physical therapy, and any other health or welfare services.
- If a parent of a child enrolled in a non-public school disagrees with the decision of the Committee on Special Education (CSE) in the areas of individual evaluation, eligibility **determination** recommendations of the CSE on the IESP and/or provision of special education services the parent may submit a Due Process Complaint Notice to the school district of location.

Process for the School District of Location to Recover its Costs from the School District of Residence for NYS Resident Students

The actual cost for CSE administration, evaluations and special education services provided to a student with a disability who is a resident of NYS but a nonresident to the district of location may be recovered from the student's school district of residence as follows:

If the district of location has parent consent to share personally identifiable special education information about the student with the district of residence, the district of location is entitled to bill the district of residence for the costs of evaluation, CSE administration and providing services. The amount charged by the school district of location cannot exceed the actual cost to the school district of location, after deducting any costs paid with federal or State funds.

OR

In the event the parent has not provided consent to release personally identifiable information concerning their child, the school district of location must submit to the Commissioner, a claim for costs of services, evaluation costs, and CSE administrative costs.

Parental consent must be obtained before any personally identifiable information about the student relating to special education is shared between officials in the public school district of location and officials in the public school district of residence. Therefore, parent consent to share special education information between the two public school districts is required before billing a district of residence for the cost of special education services provided to the student by the district of location.

REIMBURSEMENT FOR UNILATERAL PLACEMENT IN A PRIVATE SCHOOL

A school district is not required to pay for the cost of education of a child at a private school or facility if the school district has made a free and appropriate public education (FAPE) available to the child. However, if a parent places the child in a private school because the parent and school district disagree that an appropriate program has been made available to the child, the parent has the right to request an impartial hearing to seek reimbursement for the private school.

1. If the parent of a child who has previously received a special education program and/or services through the district places the child in a private school without the consent or referral of the school

district, the parent may be entitled to reimbursement for the cost of the private placement if they can prove at an impartial hearing or State-level or court appeal that:

- The school district did not provide the child with a free appropriate public education in a timely manner prior to that enrollment in private school; and
- The private placement is appropriate to meet the child's educational needs. A hearing officer or court may find that a parental placement is appropriate even if it does not meet the State standards that apply to education programs provided by the school district or the State.

2. Reimbursement to the parent may be denied or reduced if the parent does not:

- Inform the school district at the most recent CSE or CPSE meeting that the parent attends that the parent rejects the placement proposed by the school district and states concerns and that the parent will be placing the child at a private school at public expense, or
- Provide the school district with written notice at least 10 business days prior to placing the child in the private school. However, if the parent is unable to read and cannot write in English; or if providing notice would likely result in physical or serious emotional harm to the child; or if the school prevented the parent from providing the notice; or if the parent did not receive the procedural safeguards notice that tells the parent about this requirement, then the cost of the reimbursement may not be reduced or denied because the parent did not give this notice.

3. If the school district gave the parent written notice prior to the parent removing the child from public school that it wants to evaluate the child, the parent must make the child available for the evaluation. If the parent refuses to make the child available, any request for tuition reimbursement may be reduced or denied.

4. If the parent does not inform the school district or make the child available for the evaluation, or if there are other unreasonable actions on the part of the parent, an impartial hearing officer or court may reduce or deny the reimbursement of costs of the private school for the child.

SERVICES TO HOME-SCHOOLED STUDENTS WITH DISABILITIES

Section 3602-c of the Education Law deems home-schooled students with disabilities and students suspected of having a disability to be non-public school students solely for the purpose of receiving special education services during the regular school year.

To be eligible for special education services, a home-schooled student must be a district resident entitled to attend public school. In addition the student would be required to have an individualized home instruction plan (IHIP) that the superintendent of schools has determined to be in compliance with Section 100.10 of the Regulations of the Commissioner of Education. Where the student is educated at

home, the school district of location is the same as the student's school district of residence.

The District will notify all parents of students with disabilities who are in home instruction programs that:

- The Committee on Special Education (CSE) will develop an individualized education services program (IESP) for the student. The ESP would be developed in the same manner and have the same contents as an individualized education program (IEP). An IESP is developed in consideration of the parents' decision to home school their child.
- The parent must request special education services in writing to the Board of Education by April 1 preceding the school year for which the request for services is made. However, for a student who is first identified as a student with a disability after the first day of April preceding the school year for which the request is made and prior to the first day of April of the current school year, the parent must submit the written request for services within 30 days after the student was first identified. A request may also be submitted within 30 days of a change in the student's school district of residence.
- Special education services must be provided to home-schooled students on an equitable basis as compared to special education programs and services provided to other students with disabilities attending public or nonpublic schools within the district.
- Parents of home-school students who disagree with the IESP recommendation of the CSE would be entitled to due process similar to parents of nonpublic students.
- A Board of Education determines the location where special education services will be available to home schooled students, which could include the site of the home school.

CENSUS

The District maintains census information and a register of students with disabilities in accordance with the Regulations of the Commissioner of Education, Section 200.2.

The Pupil Registration Office notifies the CSE or CPSE of any students who are new to the district and have been previously identified as "disabled." All new entrants will be required to have a census/registration for completed. Official notification to CSE/CPSE is on the district Pupil Registration Form.

A register of students with disabilities is maintained through the Victor Special Programs and Compliance Office.

SPACE ALLOCATION FOR SPECIAL EDUCATION PROGRAMS

It is the policy and practice of the Board of Education of the district to ensure, to the fullest extent possible, that students with disabilities residing in the District shall be educated within the school district.

It is the policy and practice of the Board of Education to ensure, to the fullest extent possible, that appropriate space within the District will be allocated for special education programs that meet the needs of school-age students with disabilities. Special education services shall not be denied simply because of a lack of appropriate space.

Further, it is the policy and practice of the Board of Education to ensure, to the fullest extent possible, that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by the Board of Cooperative Educational Services (BOCES).

PROCEDURES FOR EVALUATING PROGRAM OBJECTIVES

The goal of the Victor Special Education Program is to provide students with individualized instruction in the least restrictive environment. The individualized instruction is designed to help each student compensate for his or her disability in order to more fully reach his or her potential. Formative and summative data will be gathered relative to the success of the delineated objectives. The data will be analyzed to provide summary information to assist the district in decision-making regarding revisions and modifications of programs, services and procedures.

The District Plan contains Board of Education Program Objectives. The methods used to evaluate the extent to which the objectives of the Fairport special education program have been achieved are:

1. Ongoing evaluation of student achievement using various standardized diagnostic tests and other teacher made assessments;
2. Annual reviews of students' progress and programs, resulting in revised, comprehensive Individualized Education Programs (IEPs);
3. Qualitative techniques such as teacher observations, teacher/parent conferences, classroom observations, anecdotal reports, and end-of-the year student summaries;
4. Three-year reevaluations of each student with a disability as outlined by the New York State Regulations of the Commissioner of Education 200.4 (f) (4);
5. Periodic review of the District Plan and Board of Education policies pertaining to special education students; and
6. Mandated reports to the New York State Education Department, including:
 - special education child count
 - least restrictive environment
 - exiting and post-school outcomes
 - special education personnel
 - preschool placement, and
 - suspensions and expulsions.

ALTERNATIVE FORMATS

In compliance with the New York State Regulations of the Commissioner of Education, Section 200.2, the Victor Central School District ensures that instructional materials to be used in the schools of the district are available in a usable alternative format for each student with a disability in accordance with the student's educational needs and course selections at the same time that such materials are available to non-disabled students.

"Alternative format" is defined as any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a student with a disability enrolled in the school district, including but not limited to Braille, large print, open and closed captioned, audio, or an electronic file. An electronic file must be compatible with a least one alternative format conversion software program that is appropriate to meet the needs of the individual student.

The Victor Central School District will:

1. Give preference in the purchase of instructional materials it has selected for its students to those vendors who agree to provide such instructional materials in alternative formats;
2. Specify, when an electronic file is provided, how the format will be accessed by the students and/or how the district will convert to an accessible format;
3. Specify the process to be used when ordering materials to identify the needs of students with disabilities residing in the district for alternative format materials;
4. Specify ordering timelines to ensure that alternative format materials are available at the same time as regular format materials are available; and
5. Include procedures so that when students with disabilities move into the school district during the school year, the process to obtain needed materials in alternative formats for such students is initiated without delay.

THE USE OF UNIVERSAL DESIGN PRINCIPLES IN DISTRICT ASSESSMENTS

The Board of Education acknowledges its goal and its obligations to include the widest range of students, including students with disabilities and students with limited English proficiency, in standardized assessments. To further this goal of ensuring equal access to district wide assessments and to ensure that assessments provide the most accurate measure of student performance of all students, the district, to the extent feasible, will use universal design principles in developing and administering any district wide assessment program.

"Universal design" is an approach to designing and delivering course instruction and materials to be usable to students of all learning styles without adaptation or retrofitting. The Board of Education shall

incorporate the following universal design principles into the development and administration of district-wide assessments:

1. Inclusive assessment population – tests designed for state, district or school accountability shall include every student, except those in alternate assessments, and be designed to meet the demands of increased diversity among students.
2. Precisely defined constructs - the specific constructs tested must be clearly defined so that all non-construct cognitive, sensory, emotional and physical barriers are removed.
3. Accessible, non-biased items - accessibility will be built into items from the start, and bias review procedures will ensure that quality is retained in all items and that a lack of sensitivity to disability or cultural differences does not influence results;
4. Amenable to accommodations – the test design shall be compatible with and facilitate the use of needed accommodations.
5. Simple and clear instructions and procedures – all instructions and procedures will be simple, clear and presented in understandable language;
6. Maximum readability and comprehensibility - a variety of readability and plain language guidelines will be followed (e.g. sentence length and number of difficult words are kept to a minimum) to produce readable and comprehensible text;
7. Maximum legibility-characteristics such as type, space, font and paper size will be, to the extent practicable, easy to decipher in text, tables, figures, illustrations and response formats.

PROCEDURES FOR DISTRIBUTION OF INDIVIDUAL EDUCATION PLANS (IEP) TO STUDENT SERVICE PROVIDERS

- All students with disabilities will be assigned a case manager when referred to the Committee on Special Education.
- If possible, the case manager will attend the initial CSE meeting.
- The Special Education secretary will identify the student as a student with a disability on School Tool.
- The case manager will be responsible for ensuring general education and special area teachers are aware of the Individual Education Program for each of their students and the instructional implications to ensure compliance.
- The case manager will be responsible for maintaining documentation that the teachers have received the electronic copy of the student’s Individual Education Program (IEP).
- Notify teachers to sign off on the IEP within two weeks of the beginning of school.
- Provide a list of teachers who have not complied to the Director of Special Education. The Director of Special Education will follow up with the teacher.
- The case manager will be responsible for informing other service providers who did not receive a copy of the IEP (i.e. paraprofessionals, school bus driver, cafeteria personnel, etc.) of any specific responsibility they have for providing supports and accommodations in accordance with the IEP.

- These same service providers will be provided the opportunity to review a copy of the IEP and on-going access to a copy of the IEP.

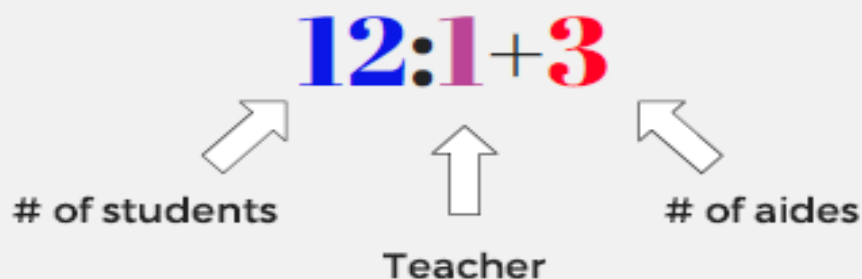
***DISTRICT PROGRAMS,
SERVICES, AND SPECIAL
EDUCATION DATA***

VCSD Special Education Continuum Defined

SPECIAL CLASS

- Class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting.
- Special class size is defined as the maximum number of students who can receive instruction together in a special class and the number of teachers and paraprofessionals assigned to the special class. If the student's IEP indicates special class, the IEP must describe the special class size.

Example:



Number of students is the max amount of students. Even under 12:1+3, if student requiring this program are under 12, aides can be reduced based on ratio (eg. 8:1+2 or 4:1+1)

CT VS. ICT

Consultant Teacher Service

- **Direct consultant teacher services** means **specialty designed individualized or group instruction** provided by a certified **special education teacher** to a **student with a disability** to aid such student to benefit from the student's regular education classes.
- **Indirect consultant teacher services** means consultation provided by a certified **special education teacher** to **regular education teachers** to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a **student with a disability** who attends their classes.

Co-Teaching Service

- means the provision of **specialty designed instruction** and academic instruction provided to a **group of students with disabilities** and **nondisabled students** provided by a **special education teacher** and a **general education teacher** to meet the diverse learning needs of all students in a class.
- The maximum number of **students with disabilities** receiving integrated co-teaching services in a class shall not exceed 12 students. There is no regulatory maximum number of **nondisabled students** in an integrated co-teaching class. However, the number of **nondisabled students** should be more than or equal to the number of **students with disabilities** in the class in order to ensure the level of integration intended by this program option.

SPECIALTY DESIGNED INSTRUCTION

- Adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students.

VCSD SPECIAL EDUCATION CONTIUM

12:1+3

- Special class: students with severe multiple disabilities, whose programs consist primarily of habilitation and treatment, shall not exceed 12 students. In addition to the teacher, the staff/student ratio shall be one staff person to three students. The additional staff may be teachers, supplementary school personnel and/or related service providers

8:1+1

- Special class: 8 students, 1 teacher, and 1 teaching assistant for students with mild to severe emotional disabilities. These children have borderline to above average cognitive ability. They may have a mental health diagnosis and display challenging behaviors that interfere with learning.

12:1+1

- Special class: students whose management needs interfere with the instructional process, to the extent that an additional adult is needed within the classroom to assist in the instruction of such students, cannot exceed 12 students, with one or more supplementary school personnel assigned to each class during periods of instruction.

6:1:1

- Special class students whose management needs are determined to be highly intensive, and requiring a high degree of individualized attention and intervention, to the extent that an additional adult is needed within the classroom to assist in the instruction of such students, cannot exceed 6 students, with one or more supplementary school personnel assigned to each class during periods of instruction.

15:1+1

- Special class: students whose special education needs consist primarily of the need for specialized instruction which can best be accomplished in a self-contained setting cannot exceed 15 students.

RESOURCE ROOM

- For a student with a disability registered in either a special class or general education class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day. May not exceed 5 students.

CONSULTANT TEACHING-DIRECT

- Specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) to benefit from the general education class instruction.

CONSULTANT TEACHING-INDIRECT

- Specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) to benefit from the general education class instruction. Direct CT can be combined with indirect CT services.

SCHOOL AGE STUDENTS WITH DISABILITIES RECEIVING SPECIAL EDUCATION SERVICES

AS OF OCTOBER 6, 2021

SCHOOL AGE STUDENTS BY DISABILITY	# OF STUDENTS
Autism	66
Emotional Disturbance	23
Learning Disability	182
Intellectual Disability	15
Deafness	0
Hearing Impairment	3
Speech or Language Impairment	29
Visual Impairment (includes Blindness)	1
Orthopedic Impairment	4
Other Health Impairment	160
Multiple Disabilities	17
Deaf-Blindness	0
Traumatic Brain Injury	0
TOTAL	500

Source: 2021-22 VR 2, School Age Child County by Age and Disability October 2021 Snapshot (Students receiving special education services on October 6, 2021)

*School Age Students by
Disability, Age and
Recommended Setting
As of October 6, 2021*

**School Age Students by Disability, Age and Recommended Setting
As of October 6, 2021**

<i>Recommended Setting</i>	<i>Disability</i>	<i>Ages 4-5</i>
Attended a regular early childhood program for 10 or more hours a week and <u>received a majority of hours of special education and related services in the regular early childhood program.</u>	SI	1
Attended a regular early childhood program for 10 hours or more/week and <u>received the majority of special education and related services in another location.</u>	SI	1
Attending a regular early childhood program for less than 10 hours/week and received the majority of special education and related services in the regular early childhood program		0

Source: 2021-22 VR 5 – School age LRE Setting Report October 2021 Snapshot (Students receiving special education services on October 6, 2021)

<i>Recommended Setting</i>	<i>Ages 6-21 Disabilities</i>													
	<i>AU</i>	<i>ED</i>	<i>LD</i>	<i>ID</i>	<i>D</i>	<i>HI</i>	<i>SI</i>	<i>VI</i>	<i>OI</i>	<i>OHI</i>	<i>MD</i>	<i>D-B</i>	<i>TBI</i>	<i>Total</i>
Inside Regular Classrooms 80% or more of the school day	19	8	151			3	13		1	111				306
Inside Regular Classrooms 40-79% of the school day	15	1	28	13			13	1	1	35	4			111
Inside Regular Classrooms less than 40% of the school day	25	12	2	1			1			11	8			60
Separate School	6	1	1	1						3	4			16
Home Placement by CSE		1									1			2
Home Placement by Parent Choice								2						2

Source: 2021-22 VR 5 – School age LRE Setting Report October 2021 Snapshot (Students receiving special education services on October 6, 2021)

***Preschool Students with a Disability by Age and Recommended Setting
As of October 6, 2021***

<i>Recommended Setting</i>	<i>Age 3</i>	<i>Age 4</i>
Attending a regular early childhood program for <u>10 or more hours/week</u> and receiving the majority of hours of special education and related services in the <u>regular early childhood program</u>	7	20
Attending a regular early childhood program for <u>10 or more hours/week</u> and receiving the majority of hours of <u>special education and related services in some other location</u>	3	8
Attending a regular early childhood program for <u>less than 10 hours a week</u> and receiving the majority of special education and related services in the <u>regular early childhood program</u>	0	1
Attending a regular early childhood program for <u>less than 10 hours/week</u> and receiving the majority of <u>special education and related services in some other location</u>	0	0
Separate Class	0	0
Separate School	0	0
Residential Facility	0	0
Home	9	2
Service Providers Location	0	0
Total	19	31
Total PSWD Enrollment	50	

Source: 2021-22 VR 4 – Preschool LRE Setting Report October 2021 Snapshot (Students receiving special education services on October 6, 2021)

*Distribution of Students in Out of District Placements
As of October 6, 2021*

<i>BOCES</i>	<i>25</i>
<i>Private Schools-Day</i>	<i>11</i>
<i>Private Schools-Residential Out of State</i>	<i>0</i>
<i>4201 Schools- State Operated/Supported</i>	<i>1</i>
	<i>37</i>

Source: Pupil Services Office Data Collection

OTHER SUPPORT SERVICES

ASSISTIVE TECHNOLOGY SERVICE means any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

- The evaluation of the needs of a student with a disability, including a functional evaluation of the child in the child's customary environment;
- Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing assistive technology devices;
- Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- Training or technical assistance for a child with a disability, or if appropriate, that child's family; and
- Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to employ, or are otherwise substantially involved in the major life functions of that child.

SCHOOL PSYCHOLOGICAL SERVICES

The following major areas of responsibility are assigned to school psychologists: assessment; observation; test administration and interpretation, participation in Committee on Special Education (CSE) referrals, evaluation and placement; monitoring of student progress; consultation with teachers, student and parent counseling; and acting as a liaison between the school, parents, and other professionals. Additional areas of responsibility include assisting teachers in the development of interventions and Individualized Education Programs (IEPs); coordinating subcommittee annual review meetings, conducting three-year reevaluations; exploring out-of-district educational alternatives, when necessary, conducting functional behavior assessments and developing behavior intervention plans, and training teachers in the implementation of new regulations and procedures.

SOCIAL WORK SERVICES

The following major areas of responsibility are assigned to social workers: monitoring students' progress; consultation with teachers, providing transitional support services, parent education, student and parent counseling, intervening during crisis situations, conducting functional behavior assessments and developing behavior intervention plans; and acting as a liaison between school and home and community agencies.

SPEECH, LANGUAGE AND HEARING SERVICES

Specialists in speech and language assist school staff with the identification and instruction of students

with speech, language and hearing disorders. They provide diagnostic and remedial services for students with articulation disorders, stuttering and voice disorders, expressive and receptive language problems, hearing deficits, cerebral dysfunction, oral-motor disorders and cleft palate. Much of the activity of these specialists involves observation, individual testing, direct service, conferencing with parents, and consultation with teachers regarding instructional methods.

PHYSICAL THERAPY SERVICES

Physical therapy is provided in order for a physically disabled student to benefit from education or to be **maintained** in the least restrictive environment. The following services may be provided: coordination between medical agencies and professionals serving the student; evaluation of strength, function, motor development and adaptive needs of the student; program planning and treatment program when indicated; consultation with general education teachers; and supervision and instruction of nonprofessional personnel in dealing with the physical needs of the students.

OCCUPATIONAL THERAPY

The duties of the occupational therapist include individual assessment, increasing strength and quality of movement of the upper extremities necessary for handwriting and other classroom fine motor tasks, modulating a student's sensory responses that interfere with everyday activities, developing the activities of daily living, providing adaptive equipment as necessary and counseling students with disabilities around their participation in activities.

DEAF AND HARD OF HEARING SERVICES

Deaf and hard of hearing services are designed to provide consultant services and direct specialized instruction to students, ages 5 to 21 years of age, with hearing disabilities that are enrolled in a general education or special education program. Specialized instruction in speech, reading and auditory training is provided by a teacher of the deaf and hard of hearing.

VISION SERVICES

Vision services are designed to provide consultant services and direct specialized instruction to students, ages 5 to 21 years of age, with visual impairments who are enrolled in a general education or special education program. This related service includes instruction in the use of various optical aids, use of large print books and worksheets, tactile and recorded material and current technology. A teacher of the visually impaired may also assist students in acclimating themselves to new instructional environments.

ORIENTATION AND MOBILITY SERVICES

Students who are visually impaired may receive orientation and mobility training in order to assist the student in traveling safely in a variety of environments and further develop their independence.

BUDGET

SPECIAL EDUCATION BUDGET**2022-2023**

The budget to support special education programs and services in the Victor Central School District is as follows:

<i>DESCRIPTION</i>	<i>AMOUNT</i>
<i>Tuition & Tutoring Services</i>	<i>\$729,000</i>
<i>Other Contractual Expenses</i>	<i>\$224,860</i>
<i>BOCES Special Education</i>	<i>\$3,500,000</i>
<i>Supplies/Material</i>	<i>\$40,000</i>
	<i>\$4,493,860</i>

FUTURE PROGRAM CONSIDERATIONS

The Victor Central School District is committed to the development of programs within the district to meet the needs of students with disabilities. At the present time the following program enhancements are being considered:

- A kindergarten through 12th grade special education program that offers all continuum services within every general education school building.
- A kindergarten through 12th grade special education program continuum within general education school buildings tailored to address students' significant behavioral concerns while maintaining high academic standards. These programs will also provide students with the opportunity to interact with typically developing peers as appropriate.
- Exploration of additional post-secondary school options for students with significant developmental delays who are not candidates for LifePrep@Naz, but will require post-secondary programming until the age of 21.
- Exploration of additional continuum services for school-age students with disabilities within the District.

The Victor Central School District will continually evaluate existing Special Education Programs and Services to ensure student achievement and fulfillment of post-secondary outcomes in order to accommodate the unique learning needs of students with disabilities, while promoting College and Career Readiness.

AVAILABILITY OF COPIES OF THE SPECIAL EDUCATION DISTRICT PLAN

The current Special Education District Plan is on file and available for review in the Office of Superintendent of Schools, the Special Education Office and at each of the district's public school buildings. The Special Education District Plan may also be viewed on the district's website at www.victorschools.org. A parent may request and receive a copy of the policy from the school district at any time. Requests should be made through the Pupil Services Office.



953 High Street, Victor, New York 14564 www.victorschools.org p 585.924.3252 f 585.742.7023

Derek Vallese, *Assistant Superintendent for Business*

To: Tim Terranova, Superintendent
From: Derek Vallese, Assistant Superintendent for Business
Date: July 12, 2022
Topic: Bus Driver Referral Bonus

I am recommending a \$1,000 referral bonus for any VCS faculty or staff member who refers a prospective bus driver that the District hires. This would be available to all staff, and it would be payable 50% after the bus driver's successful employment of five (5) months and the other 50% paid upon the completion of a full school year.

The same referral applies to the recommendation of a substitute bus driver. They must work an average of 15 hours per week, which is 3 days, for staff to be eligible for the incentive.

Best Regards,

A handwritten signature in black ink that reads "Derek Vallese". The signature is written in a cursive, flowing style.

Derek Vallese



Victor Central School District
Professional Learning Plan
2022-2023

VCS Professional Learning Plan 2022-2023

Professional Learning Plan Committee Membership

The Victor Central School District Professional Learning Plan Committee is a sub-committee of the VCS Curriculum Council, and is comprised of the Superintendent or designee, school administrators upon designation by the administrative collective bargaining organization, teachers upon designation by the teachers' collective bargaining organization, at least one parent upon designation by the established parent groups, Curriculum Specialist(s) meaning a teacher or admin whose primary job responsibility involves the development or evaluation of curricula, upon designation by the district and/or the collective bargaining organization. In addition, the committee shall include at least one representative of a higher education institution, provided that the Board of Education determines that a qualified candidate is available to serve after conducting a reasonable search.

2022 Membership

Name	Title	Name	Title
Ms. Kristin Williamson	Director of Humanities and Professional Learning	Ms. Luciana Cursino-Parent	Higher Education/Parent
Mrs. Karen Finter	Director of Math and Science	Ms. Angela Magin	Parent
Ms. Laura Reynolds	Assistant Principal, ECS	Ms. Carol Prescott	Parent
Mr. Brian Siesto	Principal, VHS	Ms. Colleen Saar	Parent
Ms. Jaycee Birkemeier	Student, VHS	Mr. Tyler Pero	Student, VHS
Ms. Kelly McLaughlin	Teacher, ECS	Ms. Dana DiSabato	Teacher, ECS
Ms. Aly Ricci	Teacher, VPS	Ms. Mary Anne Buckley	Teacher, VPS
Ms. Amy Thomas	Teacher, VIS	Ms. Lisa Shaw	Teacher, VIS
Ms. Ann Marie Crye	Teacher, VJRHS	Mr. Tom Zaccardo	Teacher, VJRHS
Ms. Dawn Knapp	Teacher, VHS	Mr. Dave Denner	Teacher, VHS

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1. Mission, Vision, and Organizational Focus Areas

Victor Central Schools will be a high performing learning organization where all children and adults thrive. Our vision recognizes that our community's greatest asset is its children. To teach, to learn, to improve, to achieve is the mission of the Victor Central Schools. The district is committed to helping our students meet high standards and becoming productive citizens.

In order to achieve the district's mission and vision, district teams, including the Professional Development Office are focused on the following three pillars of our Strategic Plan:

Culture: Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

Learning and Instruction: Develop comprehensive processes and systems that positively impact all students' academic success.

Student Supports and Opportunities: Maximize student support and opportunities so every student can achieve their full potential.

2. New York State Department Regulations and Requirements

This professional learning plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional learning plans that are reviewed annually. Additionally, professional learning activities outlined in this plan provide teachers and leaders with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

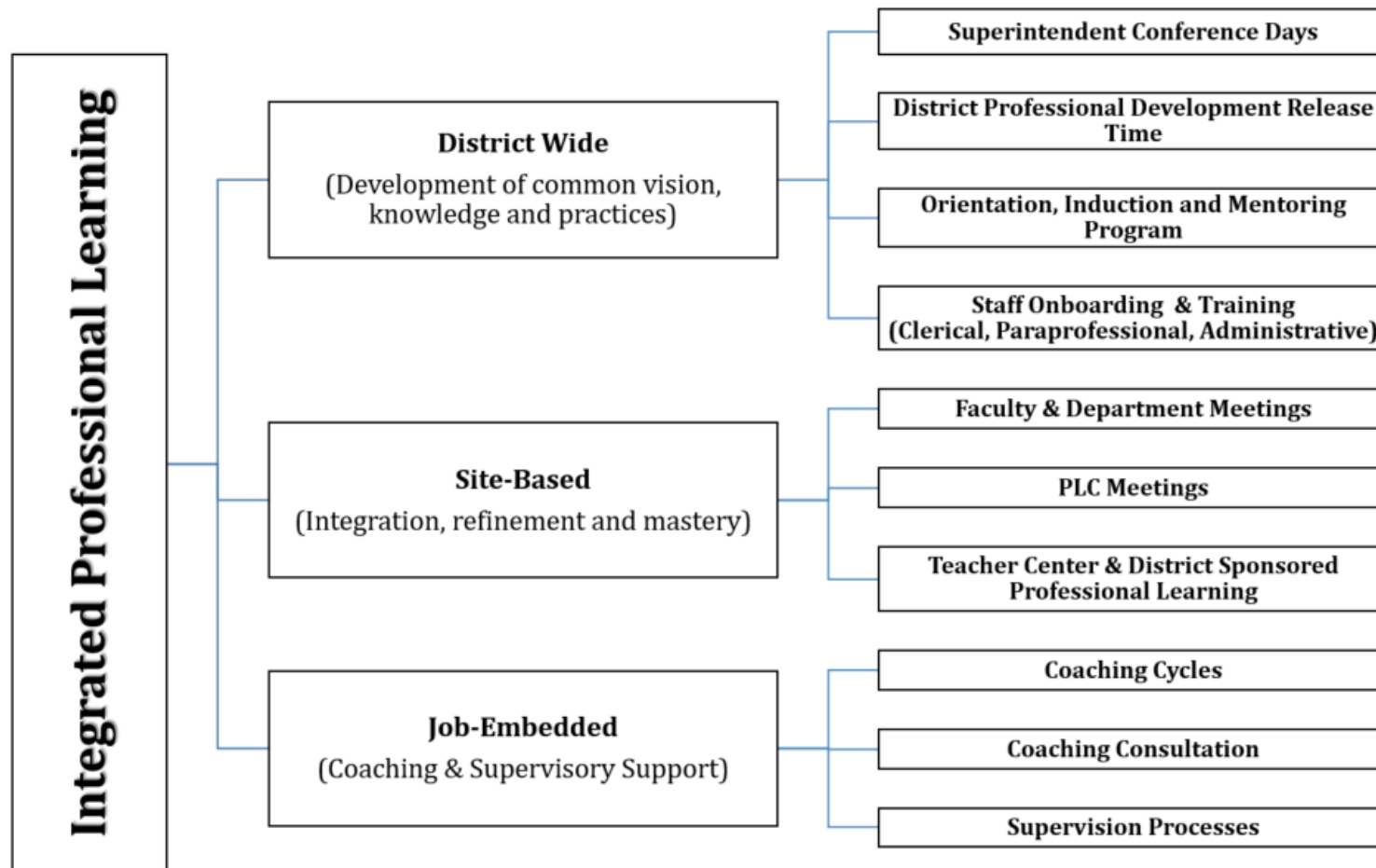
Victor Central School District, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional learning providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, trainings, and professional learning opportunities qualifying for CTLE credits. Such certificates will include: participant's name, title of the program

attended, date and location of program, number of hours completed, and providing sponsor's name. The content of the Victor Central School District's professional learning plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

3. Philosophy

The Victor Central School District plans and implements an integrated model of professional development. This model includes different types of active professional learning where teachers are engaged in the analysis of teaching and student achievement. In addition, the program design ensures that multiple teachers and staff members participate in the same learning opportunities over a predetermined period of time.

The purpose of the plan shall be to improve the quality of teaching and student learning. This plan is designed to help administrators, teachers, teaching assistants, and other instructional staff participate in professional learning, remain current with their profession, and meet the learning needs of their students. Professional learning provided to internal employees is tailored to the needs of the district and buildings, progresses across grade levels (PreK-graduation) and is continuous and sustained.



PD Standards

We provide professional learning in alignment with the New York State Professional Learning Standards:

- **Professional Growth and Collaboration.** Professional learning fosters a foundation of continuous professional growth characterized by collaborative relationships, reflection, respect, and commitment to student and educator learning.
- **Expanding Professional Capacity.** Professional learning builds individual and collective capacity for deepening and expanding educator expertise and improving outcomes for all students.
- **Leadership.** Professional learning develops and fosters skillful leaders who cultivate vision, capacity, advocacy, communication, and support systems.
- **Professional Learning Approaches.** Professional learning integrates theories, research, and models of adult learning to achieve intended outcomes.
- **Utilizing Data.** Professional learning incorporates a variety of sources and types of student, educator, and system data to monitor student progress, sustain professional growth, and inform, plan, assess, and evaluate professional learning. .
- **Cultural Responsiveness.** Professional learning responds to a culturally and linguistically diverse population of learners and promotes academic and social-emotional growth by emphasizing and building upon their cultural strengths, knowledge, and skills.
- **Engagement Among Diverse Communities.** Professional learning builds capacity for educators, families, community members, and other stakeholders for shared ownership of student and community success.

4. Needs Analysis

As part of the ongoing professional development planning cycle, district and building teams within the Victor Central School District reviews multiple sources of data. The following items may be analyzed annually to determine the focus and content of the professional development plan.

STUDENT ACHIEVEMENT DATA:

- APPR Data
- School Report Card
- Disaggregated Student Achievement Data
- NYS and District Assessments (i.e., 3-8 testing and Regents exams)
- College Boards (AP, SAT, IB)
- Report Cards
- Student Attendance and Discipline Reports
- Graduation and Drop-out Rates
- College Placement Rates
- Special Education Reports
- Academic Intervention Service Records and Benchmark Assessments

SURVEYS:

- Professional Development Evaluations/Feedback Surveys
- Professional Development Needs Assessments

ADDITIONAL DATA:

- BEDS Data
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Mentor Program Evaluation Data
- Feedback from Shared Decision Making Teams, including Curriculum Council and Building Councils

- SED Regulations and Mandates

5. Professional Learning Action Plans

Culture Pillar: Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

PLP Goal Area: *Culturally Affirming Awareness and Practices*; Foster an inclusive and equitable community that empowers all stakeholders to value diversity.

Action Step(s)	Evidence	Responsibility	Timeline
Provide all staff with an introduction to the NYS Culturally Responsive-Sustaining Education Framework, focusing on a <i>Welcoming & Affirming Environment</i> .	Completed trainings for all faculty and administration Follow up sessions (Building based) exploring strategies and application of best practices.	Assistant Superintendent for Instruction; Assistant Superintendent for Pupil Services, Directors of Humanities & Professional Learning, Director of Mathematics and Science	2022-2023 School Year (District & Site-Based)
Provide learning opportunities that will increase diversity awareness and acceptance mindsets for students, staff, and community.	Book Studies from the Office of Instruction and the Victor Teacher Center focusing on unconscious bias in schools and diversity, equity and inclusion; Feedback will be gathered in order to expand offerings.	Teacher/Leader Facilitators; Teacher Center Director Director of Humanities & Professional Learning	2022-2023 School Year (Site-Based)
Provide professional learning in support of the implementation of culturally responsive practices during curriculum development and subsequent instruction.	Curriculum documents incorporate best practices including diverse texts, multiple perspectives, accurate portrayals, and inclusive entry points.	Assistant Superintendent for Instruction; Director of Humanities & Professional Learning; Director of Mathematics and Science	2022-2023 School Year (District & Site-Based)
Provide professional development that supports inclusive practices	Completed training and implementation of best practices	Assistant Superintendent for Instruction; Assistant Superintendent	2022-2023 School Year (District & Site-

VCS Professional Learning Plan 2022-2023

within diverse classroom settings, including Students with Disabilities (SWD) and English Language Learners (ELL)	within consultant/co-taught classrooms. Expansion to general educational settings will be explored.	for Pupil Services, Director of Humanities & Professional Learning, Director of Mathematics and Science, Directors of Special Education	Based)
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Learning and Instruction Pillar: Develop comprehensive processes and systems that positively impact all students' academic success.

PLP Goal Area: Curriculum and Instruction, Development: Develop an aligned, guaranteed, and viable PK-12 curriculum to meet the needs of all students.

Action Step(s)	Evidence	Responsibility	Timeline
<p>pK-12 Teachers and administrators will receive training on the development of a guaranteed and viable curriculum, aligned to content standards.</p> <p>Areas of focus: Next Generation ELA/Math, Computer Science & Digital Literacy, SEL Framework, NYS Science Learning Standards, NYS Arts Performing Arts Standards, NYS Health Standards</p>	<p>Completed trainings for all teaching faculty and administration</p> <p>Updated curriculum maps and common assessments.</p>	<p>Directors will train all teachers, teacher leaders, and building administrators in the curriculum development process.</p> <p>Teaching teams will develop curriculum using common processes and templates, relying heavily on the unpacking and prioritization of State standards.</p>	2022-2023 School Year (District & Site Based)
<p>pK-12 Teachers and administrators will receive additional training on the development and utilization of Learning Statements, aligned with curriculum development.</p>	<p>Unit based curriculum writing will include opportunities to include learning statements, where applicable.</p>	Directors, Curriculum Writing Teams	2022-2023 School Year (District & Site Based)

VCS Professional Learning Plan 2022-2023

<p>pK-12 teachers will receive additional training on the development of assessments and essential questions aligned to an understanding based curriculum</p>	<p>Unit based curriculum writing will include opportunities to explore assessment best practices and essential question development.</p> <p>Professional Learning sessions will focus on the development of essential questions / assessments that focus on engagement and student understanding</p>	<p>Directors, Curriculum Writing Teams, Faculties (pk-12)</p>	<p>2022-2023 School Year (District and Site Based)</p>
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Learning and Instruction Pillar: Develop a comprehensive process and systems that positively impact all students' academic success.

PLP Goal Area: *Student Achievement*, Vision: Foster a learning environment that supports high levels of student achievement for all.

Action Step(s)	Evidence	Responsibility	Timeline
<p>pK-6 Teachers will receive training in the Science of Reading so they are better able to plan their literacy block and choose the most effective resources and teaching methods.</p>	<p>Literacy workshops offered throughout the year</p> <p>PLC discussion of the impact of new teacher learning on student results</p>	<p>Director of Humanities and Professional Learning, coaches, and teacher leaders to offer workshops</p> <p>Teacher Leaders to provide feedback and support direction moving forward</p> <p>pK-6 Teachers to attend trainings and implement in classrooms</p>	<p>2022-2024 School Years (District & Site Based)</p>
<p>Number Talks cohort training will be available to K-6 staff so they are prepared to implement mathematical discourse in their math workshop</p>	<p>Number Talks initial training (K-2, 3-6) offered in the Summer, Fall and Spring.</p>	<p>K-5 Math Coach Director of Mathematics and Science</p>	<p>2022-2023 School Year (Site Based)</p>

VCS Professional Learning Plan 2022-2023

routines.	Small group/team follow up and coaching to follow initial training		
K-12 teachers of science will engage with Phenomena-driven Inquiry training in support of the implementation of the NYS Science Learning Standards.	Grade level and Course PLCs will participate in the initial training.	Director of Mathematics and Science, Science Teacher Leaders	2022-2023 School Year (Site Based)
In support of the 1:1 initiative, faculty and staff will have opportunities to engage in professional learning that promotes student learning and achievement through the integration of Instructional Technology.	Technology workshops will be offered throughout the year, focusing on tools and best practices.	Director of Technology, Technology TOSAs/Coach, Teacher Leaders	2022-2023 School Year (District and Site Based)

Student Supports and Opportunities Pillar: Maximize student support and opportunities so every student can achieve their full potential.

PLP Goal Area: *Special Education*: Create a vision and identify processes and supports to promote growth and achievement for all students.

Inputs	Evidence	Responsibility	Timeline
Provide teachers and aides working in high-needs special education classrooms training directly related to their role, including IEP writing and instructional best practices in a SPED setting.	Faculty and Staff will have a common understanding of the IEP development and refinement process and instructional best practices aligned to IEP goal attainment.	Assistant Superintendent for Pupil Services, Directors of Special Education, Teacher Leaders	2022-23 School Year
Provide a consistent training foundation for all faculty regarding	Teaching Teams will be trained in the foundations of TCI in cohorts	Assistant Superintendent for Pupil Services, Directors of Special	2022-2024 School Years

VCS Professional Learning Plan 2022-2023

the function of behavior, including Therapeutic Crisis Intervention in Schools (TCIS)	throughout the year.	Education, WFL BOCES Trainers, District Trainers	(Site Based)
Provide all staff with an understanding of the intersection of Social-Emotional Learning, Academic Achievement and the CR-SE Framework.	Faculty and Staff will have an initial understanding of the core competencies and will begin to implement/consider SEL best practices to ensure a welcoming and affirming environment when planning and implementing instruction.	Assistant Superintendent for Instruction; Assistant Superintendent for Pupil Services, Director of Humanities & Professional Learning, Director of Mathematics and Science, Directors of Special Education	2022-2023 School Year (District and Site Based)
Provide all staff with a foundational understanding of Response to Intervention and multiple tiered systems of support.	Initial training will be provided to all faculty. Tier 2/Tier 3 training will be provided to interventionists and RtI Teams throughout the year, with revised processes/criteria implemented during the year.	Assistant Superintendent for Instruction; Assistant Superintendent for Pupil Services, Director of Humanities & Professional Learning, Director of Mathematics and Science, Directors of Special Education	2022-2024 School Years (District and Site Based)

6. Provisions for Mentoring

Goal: To provide services that support the instructional program, maximize resources and improve customer service by expanding professional capacity.

Objective: Victor Central Schools will ensure that new staff know our mission and vision, understand their role within the district and the school, and utilize standards-based planning and instruction.

Provisions for Mentoring Program

The Victor Central School District Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Victor Central Schools holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Procedure for Selecting Mentors	A rigorous selection process including narrative essay, letters of recommendation, completed application in conjunction with administrative approval and mentor panel interview is used to select mentors.
Role of the Mentors	Confidentiality The Mentor Panel has designed specific program assurances to protect confidentiality between the mentor and intern. During the initial interview, the Mentor Panel places a high priority on the potential mentor's understanding that the position of mentor is a highly confidential position. Potential mentor(s) must clearly understand it is not an administrative position. Information provided to them by the interns is to be maintained in strict confidence. When a mentor observes an intern, the data collected during the observation will be provided only to the intern, and the mentor

VCS Professional Learning Plan 2022-2023

will provide feedback from the observation in a confidential setting with the intern.

Support

It is crucial that the intern sees the mentor in a supportive role. This relationship is developed through activities during New Teacher Orientation, conferences, informal discussions, and on-going staff development. In addition, the mentor attends post-observation conferences with the intern, as well as other conferences with administrators as requested.

Facilitation

The mentor(s) facilitate on-going professional development for untenured teachers.. At these staff development sessions, the group is able to focus on topics of broad concern or importance. An added benefit to such group discourse is the development of personal friendships and professional networks. The mentor(s) may also make specific referrals to support groups, individuals, and faculty/administration that may provide additional or more specific information on a topic of interest.

Professional Growth

The mentor(s) are expected to conduct observations of the interns and meet with them to discuss instruction and other pertinent issues. The purpose of these activities is to develop or enhance effective teaching skills and to encourage the habit of self-reflection, an integral component of effective teaching.

Collaboration

The mentor(s) are expected to work closely with each other (if applicable), their interns, Mentor Pool members, Mentor Panel members, and district administrators. A high degree of collaboration is required.

Improvement Plans

In addition to working with teachers new to the district, the mentors work with tenured teachers who have been identified as those in need of a Plan for Improvement, per the VTA/BOE agreement

VCS Professional Learning Plan 2022-2023

	and/or the current VCSD APPR document.
Preparation of Mentors	Mentoring is based on a learning-focused relationship, with clear roles to increase teacher efficacy as instructional problem-solvers and decision makers (Lipton & Wellman, 2018). Mentor preparation is self-directed and responsive to needs of the district and interns.
Types of Mentoring Activities	<ol style="list-style-type: none"> 1. Meet with interns as needed. 2. Observe the interns both formally and informally as needed. 3. Provide data as requested and feedback to the interns regarding their lessons in written form or in a post-conference setting. 4. Assist in the development of daily and long-range planning as necessary. 5. Communicate with the appropriate school principals at least monthly. 6. Clarify and reinforce administrative expectations for interns as needed. 7. Attend post-observation conferences with interns. 8. Conduct and/or plan on-going seminars and chats. 9. Assist the intern in developing appropriate interpersonal skills within the professional community including teachers, ancillary staff, and administrators. 10. Meet with the Mentor Panel and/or the Teaching Center Director to discuss the needs of interns and facilitate appropriate activities. Mentors will plan and facilitate professional development for interns. Professional development opportunities are communicated in the summer. 11. Formally report to the Mentor Panel on a monthly basis. 12. Assist the Mentor Panel in preparation of reports as needed. 13. Organize, run, and participate in New Teacher Orientation, district induction. 14. Utilize the skills and talents of the Mentor Pool members to assist whenever necessary to meet the needs of the interns.
Time Allotted for Mentoring	The Victor Mentoring Program currently has 2 FTE Mentors that are TOSAs.

7. Provisions for School Violence Prevention and Intervention

The Victor Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a learning and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill learning for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, The Victor Central Schools will provide refreshers on school violence prevention and intervention.

Objective: 100% of staff will meet the State requirement for school violence and intervention training.

Strategies:

1. A district-wide safety team representing all stakeholders meets at least quarterly to review and revise the following district documents: district-wide safety plan, and building level safety plans.
2. The District Council, which is a Shared Decision Making group, reviews the Code of Conduct annually and makes recommendations to the Board of Education.
3. At least annually the School District Resource Officer meets with each school's Building Emergency Response Team to review a menu of crisis situations, "drill each scenario, and update and revise the Emergency Plans as needed. The school's team and administration will train the school's staff on each of the various situations and scenarios.
4. Each building principal ensures that annual updates are presented to students, parents and staff regarding behavioral expectations.
5. Each building conducts a presentation on Dignity for All Students Act (DASA) requirements and expectations to their building staff on an annual basis.

8. Provisions for Teachers Certified in Bilingual and ELL Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title will be provided with a minimum of 50 Percent of Professional Learning clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Though the Victor Central School District has been provided a waiver due to English Language Learners making up less than five percent of our population, we will provide other CTLE certificate holder's, Professional and Level III Teaching Assistants, Professional Learning clock hours dedicated to the needs of English Language Learners including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners as needed.

Victor Central School District teachers will utilize the expertise and training provided by the Regional Bilingual Education Resource Network or other approved sponsors to fulfill these requirements.

Objective: Provide professional development for general education teachers and teachers within the English as a New Language program.

Strategies:

1. Provide professional development opportunities focused on stages of language acquisition, instructional practices for supporting English Language development in the classroom and learning strategies to increase performance of English Language Learners (ELLs).

Objective 1: Provide teachers new to Victor professional development focused on language acquisition for ELLs.

Inputs	Evidence	Responsibility	Timeline
pK-12 teachers that are new to Victor will receive professional development focused on the stages of language acquisition and learning strategies in the	Session with new teachers, TESOLs and Mentors Survey regarding PD effectiveness completed by new teachers	Director of Educational and Support Services TESOLs Mentors	2021-2022 Academic School Year

VCS Professional Learning Plan 2022-2023

classroom.			
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Professional Development within the Victor Central School district is thoughtfully planned and implemented based on need. All professional groups within the organization are encouraged to engage in professional learning so as to best meet the needs of our students. Throughout the school year, teachers through participation in superintendent conference days, professional learning community meetings and job-embedded professional development will meet and exceed the CTLE hour expectations.

After each professional learning activity, faculty and staff submit evaluation forms that are then used to assess the efficacy of the activity, as well as to plan for future offerings. In addition to district provided professional learning, CTLE credit is provided through

- the Victor Teacher Center
- Professional meeting including: faculty, department, grade level, Professional Learning Communities, and Colleague Consultations
- Service as a cooperating teacher for a student teacher
- Successful completion of National Board Certification or successful completion of recertification
- Mentor Program training classes including New Teacher Orientation and periodic seminars
- Approved graduate level college course work
- Approved off-campus, online conferences and workshops
- Consistent attendance and participation in district facilitated committees including but not limited to District council, Curriculum council, and program reviews
- Publishing in education journals
- Approved teacher collaborative projects, study groups, or Alternative Supervisory Assessment
- Participation in local, regional, and State curriculum related committees or projects
- Coaching cycles and/or Teacher Awards

PROFESSIONAL LEARNING PLAN STATEMENT OF CERTIFICATION

School District: Victor Central School District

BEDS Code: 431701060000

The superintendent certifies to the Commissioner that: (1) The planning, implementation and evaluation of the plan were conducted by a professional learning team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan. (2) The requirements of CR 100.2 (dd) to have a professional learning plan for the succeeding school year have been met. (3) The school District or BOCES has complied with the professional learning plan applicable to the current school year. (4) The plan focuses on improving student performance and teacher practice as identified through data analysis. (5)

The plan describes professional learning that:

- is aligned with state content and student performance standards;
- is articulated within and across grade levels;
- is continuous and sustained;
- indicates how classroom instruction and teacher practice will be improved and assessed;
- indicates how each teacher in the district will participate; and
- reflects congruence between student and teacher needs and district goals and objectives.

(6) The plan describes how the effectiveness of professional learning will be evaluated and indicates how activities will be adjusted in response to that evaluation. (7) The plan complies with CR 100.2(dd) to:

- describe and implement a mentoring program for new teachers;
- provide teachers holding a professional certificate with opportunities for completing 100 hours of professional learning (CTLE) every five years;
- ensure that level III teaching assistants and long-term substitute teachers participate in professional learning activities,

VCS Professional Learning Plan 2022-2023

- state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
- describe how all teachers will be provided professional learning opportunities directly related to student learning needs as identified in the school report card and other sources;
- provide staff with training in school violence prevention and intervention; and
- provide professional learning to all professional and supplementary school staff who work with students with disabilities. (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). The latest version of CR 100.2 (dd) can be found at: <http://www.emsc.nysed.gov/part100/pages/1002h.html>. (9)

The plan or the annual update to the plan was adopted at a public meeting by the Board of Education. **July 14, 2022**

Print Name of Superintendent of Schools **Dr. Timothy Terranova**

Original Signature of Superintendent of Schools _____

Date **July 14, 2022**

Request #49 for your review

1 message

Form Approvals <businessforms@victorschools.org>

Tue, Jun 28, 2022 at 2:29 PM

To: vallesed@victorschools.org

REQUEST #49 | RECIPIENTS: 3 of 4 | JUN 24, 2022

****UPDATED VCS Field Trip Form**

You have been requested to review the following:

Requestor's Email Address:	careyj@victorschools.org
Requestor's First Name:	Joe
Requestor's Last Name:	Carey
School:	HS
Course / Grade Level of Students::	Senior Class
Short Description or Name of Field Trip:	Senior Class Trip - Boston
Select the appropriate type of field trip:	extra curricular
Have BOTH the District and Building calendars been checked for potential conflicts?:	Yes
Estimated number of Students::	250
Departure Date::	Mar 23, 2023
Place of Departure::	North Wing High School
Type of Transportation::	Charter Bus
Departure load time: (please allow 15-30 minutes to allow for time to load):	8:00 AM
Departure Time::	8:30 AM
Destination (include EXACT address)::	Boston Massachusetts
Time you plan to REACH your destination::	3:30 PM

Return Date::	Mar 25, 2023
Load time for DEPARTURE from destination: (Please allow 15-30 minutes to load):	2:30 PM
Time you plan to LEAVE your destination::	3:00 PM
Estimated Round-Trip Mileage:	750
Return Time::	10:00 PM
Would you like the bus to stay with the group or may it return at a different time?:	Yes, the bus can stay with the group
Arrangements for meals (if necessary)::	All meals planned
Preparation: How will the student be prepared for the trip as an instructional activity?:	Senior trip
On trip: What instructional activities will occur on the trip?:	Trip Itinerary
Upon Return: What activities will occur to enrich the experience and 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?:	NA
What specific instructional plans have been made for any student missing the field trip?:	Communication with teachers in advance
Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the time period of this field trip.:	TBD
Do you have any supporting documents such as an itinerary?:	Yes
Estimated Number of Chaperones (including teachers/staff/parents)::	25
Special arrangements, instructions, or comments::	See Itinerary
Will you be requesting this trip again next year?:	Yes
School and/or District Funding Requested?:	No
Out of Pocket Cost to Student (if any)::	\$675
Cost to Chaperone (if any)::	None
Cost Breakdown per Student - Event Fee::	\$675
Cost Breakdown per Student - Meals::	See Itinerary
Cost Breakdown per Student - Travel::	\$675
Cost Breakdown per Student TOTAL::	\$675 + some meals and incidentals

Upload supporting itinerary:

File Upload 1

File Upload 2

File Upload 3

Email Address:

careyj@victorschools.org

Approval history

In progress

Approved by siestob@victorschools.org

Approved by clinkk@victorschools.org

Approve

Decline

Comment

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WEAPONS ON SCHOOL GROUNDS

With the exception of active law enforcement officers, as permitted by law, and New York State licensed security personnel who have the express written permission of the Board of Education, through the Superintendent or the Superintendent's Designee, no person may have in his/her possession any weapon including firearms on school grounds, in any District building, on a school bus or District vehicle, or at any school sponsored activity or setting under the control and supervision of the District. This prohibition shall include, but not be limited to any of the objects or instruments referred to in Section 265.01 of the New York State Penal Law; any air-gun, spring-gun or other instrument or weapon in which the propelling force is a spring, air piston or CO2 cartridge; and any object that could reasonably be considered to be a weapon or a facsimile of a weapon.

Any person, other than a student, in possession of a weapon on school property will be directed to leave the premises. Law enforcement officials will be immediately notified of the incident, and the incident will be reported to the Superintendent.

When a student is found to be in possession of a weapon, District officials will respond in accordance with Board policies and applicable laws.

Policy References:

Penal Law Sections 265.01-265.06, 265.20

Gun-Free School Act as reauthorized by the No Child Left Behind Act of 2001

18 USC Sections 921(a) and 930

Criminal Procedure Law Section 1.20(42)

Education Law Sections 809-a and 3214

Policy Cross References:

1610 – Relations with Law Enforcement Agencies

5300 – Code of Conduct

School District Officer and Employee Code of Ethics

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

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

Statutory Conflicts of Interest

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Distribution of Code of Ethics

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

Penalties

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

Policy References:

General Municipal Law, §§806-808

Opn. St. Comp. 2008-01

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

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

Policy Cross References:

» 6700 - Purchasing

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

2000 - Governance and Operations

_____ Timothy DeLucia	_____ Date
_____ Lisa Kostecki	_____ Date
_____ Kristin Elliott	_____ Date
_____ Elizabeth Mitchell	_____ Date
_____ Debbie Palumbo-Sanders	_____ Date
_____ Christopher Parks	_____ Date
_____ Trisha Turner	_____ Date