

Victor Central School
Board of Education
PROPOSED AGENDA
Regular Meeting, Thursday, November 10, 2022 – 6:30 PM
Early Childhood School Boardroom
953 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 Vice-president Christopher Parks**
 - ✓ • *Motion to enter executive session to discuss the employment history of a specific individual*
 - ✓ • *Motion to return to regular session.*
 - A. **Moment of Silence**
 - B. **Pledge to the Flag**
 - C. **Greetings to Visitors**
 - D. **Reading of Fire Evacuation Procedure**

(In case of a fire, would everyone please follow the EXIT signs to the outside of the building. Please stay completely clear of the building to provide space for any Fire Department vehicles.)
- ✓ 2. **Approval of the Agenda**
3. **Superintendent's Update**
4. **Presentations/Recognitions:**
 - **Posthumous Graduate of Distinction**
 - **Veteran Appreciation and Recognition**
5. **Public Participation:** Although the Board's work is open to the public, this is not a meeting with the public. At this time privilege of the floor is offered to those who have signed up to speak. The Chair will be happy to recognize those of you who wish to speak. When you approach the microphone, please identify yourself before presenting your thoughts.

(Individual comments will be limited to 3 minutes and the total time for this portion of the agenda will be limited to 30 minutes.)

Please note, issues related to specific School District personnel or students must be brought to the attention of the Superintendent of Schools privately as they are not discussable at this venue. Thank you.
- ✓ 6. **Acceptance of Consent Items (5 min.)**
 - A. **Minutes of the Regular Board Meeting on October 12, 2022;**
 - B. **Treasurer's Report for the month ending September 30, 2022;**
 - C. **Personnel Agenda;**
 - D. **Recommendations of the Committee on Special Education from the meetings of October 5, 6, 11, 13, 19, 20, 24, 25, 26, 27, 28, 31, 2022, November 1, 2, 3, 4, 7, 8, 9, 10, 2022 and from the Committee on Preschool Special Education from the meetings of October 11, 18, 19, 21, 27, 28, 2022 and November 1, 2022;**

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- E. **Accept the following donations:**
- **Two portable music stands from Debbie Palumbo-Sanders to the Victor Central School District Music Department valued at \$30.00;**
 - **400 T-shirts from Crazy Dog T-shirts to the Victor Central School District valued at \$800.00;**
- F. **Declare the following as surplus:**
- **Hewlett Packard LaserJet M401dn Printers with VCS Tag #s 013163, 013664, 013665;**
 - **Hewlett Packard LaserJet M401dne Printers with VCS Tag #s 013734, 013735, 013736, 013737, 013738, 014343, 014681, 014696,**
 - **Hewlett Packard LaserJet P4015dn Printer with VCS Tag #012286;**
 - **Hewlett Packard LaserJet M402dn Printers with VCS Tag #s 014825, 014826;**
 - **Hewlett Packard LaserJet P402dne Printers with VCS Tag #s 015474, 015475, 015476, 015477, 015478**
 - **Hewlett Packard LaserJet P4515x Printer with VCS Tag # 012358**
 - **Hewlett Packard LaserJet P2055dn Printers with VCS Tag #s 011679, 011729, 012299, 012406, F0034, and one without a VCS Tag #;**
 - **Apple iPad with VCS Tag # 014983;**
- G. **Agreement between the Victor Central School District and an Employee executed on November 1, 2022;**
- H. **Adopt the 2023-2024 Budget Development Calendar; and**
- I. **Appoint Laura Westerman as a DASA Coordinator for the Junior High School;**
7. A. **Campus News**
- B. **Management Plan Update; Supporting All Students Academically and Social Emotionally** (*Karyn Ryan, Shannon Markin-McMurtrie and Amanda Tripp ; 20 min.*)
- C. **200 South High Street Inspection Update** (*Derek Vallese and Dave Phelps; 15 min.*)
- ✓ D. **Approve the following field trips:**
- **Outdoors Activities Club to the Adirondack Mountains from 11/17/22 – 11/20/22;**
 - **Varsity Cheerleading to Dallas, TX from 1/19/23 – 1/23/23 to participate in the Nationals Competition;**
 - **SEAS Club to Lake George, NY from 3/10/23 – 3/12/23**
 - **Boys Varsity Lacrosse to Baltimore, Maryland from 4/3/23 – 4/7/23 to participate in out-of-area games;**
 - **SEAS Club to Saranac Lake, NY from 5/19/23 – 5/21/23;**
- ✓ E. **Policy Review: Second and final reading of the following policies:**
- **Use of Video or Audio Surveillance on School Property; Policy 8414.4**
 - **School District Officer and Employee Code of Ethics; Policy 2160**
 - **Admission of Non-resident Students; Policy 5152**
- ✓ F. **Policy Review: First and final reading of the following policy:**
- **Code of Conduct; Policy 5300**
- G. **Policy Review: First reading of the following policies:**
- **Use of Assistance Animals; Policy 1499**
 - **Complaints about Curricula or Instructional Materials; Policy 2160**

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- 8. Meeting Reports**
 - A. Monroe County School Boards Association Committee Reports**
 - B. Standing Committee Updates**

- 9. Upcoming Events/Meetings**
Next Regular Board Meeting, Thursday, December 8, 2022

- ✓ **10. Adjourn**

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**
Unapproved Minutes of the Regular Meeting of October 12, 2022
Early Childhood School Boardroom
953 High Street
Victor, New York 14564

- CALL TO ORDER** President Tim DeLucia called the meeting to order at 5:30 PM.
- Members Present** Tim DeLucia, Kristin Elliott, Lisa Kostecki, Elizabeth Mitchell, Debbie Palumbo-Sanders
- Member Absent** Christopher Parks, Trisha Turner
- ENTER EXECUTIVE SESSION** A motion was made by K. Elliott, seconded by D. Palumbo-Sanders, to enter executive session at 5:30 PM to discuss collective negotiations as well as the employment history of specific individuals.
The motion was carried. 5 yes 0 no 0 abstentions
- REGULAR SESSION** A motion was made by D. Palumbo-Sanders, seconded by E. Mitchell, to return to regular session at 6:52 PM.
The motion was carried. 5 yes 0 no 0 abstentions
- APPROVE AGENDA** A motion was made by E. Mitchell, seconded by L. Kostecki, to approve the agenda. The motion was carried. 5 yes 0 no 0 abstentions
- SUPERINTENDENT'S UPDATE** Superintendent Terranova thanked the Victor Central School District community for approving the purchase of 200 South High Street. He said the District has about 15 different things they can use the building for and they are narrowing it down to two or three. The actual renovation will be incorporated into the next capital project. The planning for the next project is starting to occur now and will continue through the next few months. The hope is to get final approval from the Board on that project in late spring at the latest. The hope is to have a vote in July, 2023. A small part of that capital project will include the renovation of 200 South High Street. Dr. Terranova said they are also taking at a more depth look at enrollment projections over the next 3-5 years due to the increasing housing development in the Victor School District. He then talked about attending the New York State Counsel of School Superintendent's (NYSCOSS) Conference. A highlight of the event was a meeting with the Superintendent's and the Commissioner of Education. She spent a large majority of the time in a conversation about equity and inclusion as a major focus in New York State. That is also something that is part of Victor's Management Plan in 2022-2023. Superintendent Terranova said he was also able to make connections with resources from across the state, including a company to help with the enrollment study. He mentioned the Transportation Center Open House taking place on October 13th from 5:30 – 7:00 PM. It will start with a Ribbon Cutting and then tours will be take place. Lastly, he recognized thanked Deputy Zdenek Chumacero for the time he spent with Victor as a School Resource Officer. He has had a

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SUPERINTENDENT'S UPDATE Continued wonderful influence on all students. He is moving on to do some different things in the Sherriff's office. He thanked him for the incredible work and dedication to Victor Schools. Superintendent Terranova then introduced and welcomed incoming School Resource Officer, Deputy Brittni Arnold.

PRESENTATIONS/ RECOGNITIONS Board of Education Recognition Month Superintendent Terranova talked about October being Board of Education Appreciation Month. He said first and foremost they are focused on kids. They did not run for the Board for their own agendas. They came to the Board because they wanted to make the District better and do what's best for the kids. Their role is an incredibly important, whether it is overseeing the District's policy development or financial structure. They are involved in every major decision the District goes through. Dr. Terranova said he highly regards their ability to work with him as a team of eight and he feels a strong sense of collaboration. He appreciates the unsung work the Board does behind the scenes. The Varsity Cheerleaders then entered the Boardroom to "cheer on" the Board members.

PUBLIC PARTICIPATION President of the Victor Teachers' Association Mike Modleski thanked the Board for all they do, simply because they believe in the District and believe in the kids. He thanked Debbie Palumbo-Sanders for coming back and Lisa Kosteki for joining the Board. He said the school year started out fantastic and it was very clear the administrative team, District Office and everyone worked hard over the summer for a smooth start. Everything is still cohesive and moving along really nicely. Thank you!

CONSENT ITEMS

A motion was made by D. Palumbo-Sanders, seconded by K. Elliott to approve, upon recommendation of the Superintendent, the following consent items:

MINUTES Minutes of the Regular Board Meeting on September 8, 2022, the Public Hearing on September 27, 2022, and the Special Meeting on October 7, 2022;

FINANCIAL STATEMENTS Treasurer's Report for the month ending August 31, 2022;

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

Instructional Probationary Appointments: The probationary appointment of **Jennifer Wozniak**, who has pending certification as a Teacher Assistant, to a probationary position as a Teacher Assistant, effective September 9, 2022, at an annual salary of \$26,442, leading towards tenure as a Teacher Assistant.

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The probationary appointment of **Sean Johnson**, who has certifications in Mathematics 7-12 and Students with Disabilities Grades 7-12 Mathematics, to a probationary position as a Mathematics Teacher, effective October 19, 2022, at an annual salary of \$57,797, leading towards tenure in Mathematics Education. Seniority in Special Education will be frozen effective October 18, 2022.

The probationary appointment of **Nathaniel Hill**, who is a Board Certified Behavior Analyst, to a probationary position as a Behavior Analyst, effective October 17, 2022, at an annual salary of \$62,290, leading towards tenure in Special Education.

The probationary appointment of **Meaghan Deasey**, who has certification in Music, to a probationary position as a Music Teacher, effective October 25, 2022, at an annual salary of \$43,077, leading towards tenure in Music Education.

**Part Time
Appointments:**

The appointment of **Shannon Slack**, who holds certification as a PreKindergarten, Kindergarten, and Grades 1-6 and Reading, to a part-time (.6fte) position as a Reading Teacher effective September 1, 2022, and ending June 30, 2023, at an annual salary of \$33,238.

The appointment of **Amy DeCiantis**, who holds certification in Social Studies Grades 7-12, to a part-time (.4fte) position as a Social Studies Teacher effective October 3, 2022, and ending June 30, 2023, at an annual salary of \$20,240.

**Tenure
Appointments:**

The appointment to tenure of **Emily Dietz**, who is certified in the areas of Mathematics Grades 7-12, Mathematics Grades 5-9, and English to Speakers of Other Languages, upon the successful completion of her probationary period as a Mathematics Teacher, effective October 11, 2022.

**Long Term
Substitute
Appointments:**

The appointment of **Marissa Birke**, who has certification in Early Childhood Education Birth-Grade 2, to a long term substitute position as a Building Substitute Teacher, effective September 6, 2022, and ending June 30, 2023, at an annual salary of \$45,297.

Resignations:

The resignation, due to retirement, of **Franklin Clark**, Physical Education Teacher, effective June 30, 2023.

The resignation of **Eric Waples**, .4FTE Social Studies Teacher and .6FTE Instructional Technology Teacher on Special Assignment, effective October 13, 2022.

Co-Curriculars:

	<u>Teacher Leaders</u>	<u>Name</u>
Strand 3	Social Studies Grades 4-6	Jamie Condon
	Science Grades 4-6 (shared position)	Valarie Pezzimenti

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Science Grades 4-6 (shared position)

Heather Hyer

Co-Curriculars:

Clubs & Advisors

	<u>Name</u>	<u>Band</u>
Jr High Student Council	Caleb Benson	3
High School Yearbook Advisor	Timothy Caughlin	4
High School Yearbook Asst. Advisor	Timothy Caughlin	2

Athletics:

	<u>Position</u>	<u>Name</u>	<u>Level</u>	<u>Years</u>
Softball	Varsity Assistant	Jessica Palmer	4	11

Amendments:

The amended resignation of **Kyli Knickerbocker**, Mathematics Teacher, effective September 13, 2022.

The amended resignation of **Angelica Coudriet**, Music Therapist, effective August 29, 2022.

Per Diem

Substitutes:

<u>Candidate</u>	<u>Area of Certification</u>
Cameryn Cimino	Uncertified
Isaac Metzler	Social Studies
Andrew Carbone	Uncertified
Nancy DeWitt	Business
Sophie Shemirani	Uncertified
Hannah Ceravolo	Uncertified
Emilee Klube	Elementary/Special Education
Paul Kaseman	Uncertified
Katherine Tongue	Elementary/Special Education
David Rodrick	School Counselor/School Psychologist
Sharon Folkerts	Elementary
Judith Shelton	Health/Physical Education
Nils Caspersson	English
Michael Guido	Uncertified
Elizabeth McKee	Elementary/Special Education
Rohini Arumugam	Uncertified
Dana Boughton	Special Education
Madeline Lewis	Uncertified
Kristin Zizzi	Mathematics
Merry Braithwaite	Uncertified
McKenna Purcell	Uncertified

Non-Instructional

Appointments:

The appointment of **Gerald Della Porta**, Full Time Teacher Aide, effective September 13, 2022, at an hourly rate of \$14.57.

The appointment of **Paloma Ramirez Medina**, from Full Time Teacher Aide to Part Time Teacher Aide, effective August 30, 2022.

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The appointment of **Garimar Matos Rivera**, Cleaner, effective September 14, 2022, at an hourly rate of \$14.65.

The appointment of **Marion Cleveland-Gill**, Food Service Helper, effective September 12, 2022, at an hourly rate of \$14.17.

The appointment of **Faith Rodgers**, Full Time Teacher Aide, effective September 26, 2022, at an hourly rate of \$14.17.

The appointment of **Cassidy Reiber**, Full Time Teacher Aide, effective September 14, 2022, at an hourly rate of \$14.57.

The appointment of **Peter Slaughter**, Full Time Teacher Aide, effective September 19, 2022.

The appointment of **Leishla Vazquez Burgos**, Part Time Cleaner, effective September 22, 2022.

The appointment of **Jayde Hicks**, Full Time Teacher Aide, effective September 26, 2022, at an hourly rate of \$14.67.

The appointment of **Jason Colvin**, from School Bus Driver Trainee to School Bus Driver, effective September 16, 2022, at an hourly rate of \$20.99.

The appointment of **Kenneth White**, from School Bus Driver Trainee to School Bus Driver, effective September 20, 2022, at an hourly rate of \$20.99.

The appointment of **Alicia Langton**, from School Bus Driver Trainee to School Bus Driver, effective September 20, 2022, at an hourly rate of \$20.99.

The appointment of **Jane-Helen Heim**, Part Time Teacher Aide, effective September 14, 2022, at an hourly rate of \$14.17.

The promotional appointment of **Daniel McMillan**, from Cleaner to Working Supervisor, effective July 28, 2022, at an hourly rate of \$17.52.

The promotional appointment of **Matthew Laursen**, from Cleaner to Working Supervisor, effective August 23, 2022, at an hourly rate of \$17.52.

The promotional appointment of **Justin Renkert**, from Working Supervisor to Custodian, effective September 29, 2022, at an hourly rate of \$17.72.

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The appointment of **Dennis Cole**, Campus Security Guard, effective September 29, 2022, at an annual rate of \$45,000.

The appointment of **Fred Bonhag**, Campus Security Guard, effective October 4, 2022, at an annual rate of \$45,000.

The appointment of **Alyssa Cummings**, Food Service Helper, effective October 4, 2022, at an hourly rate of \$14.17.

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

The appointment of **Mia Trovato**, from Substitute Lifeguard to Full Time Lifeguard, effective October 12, 2022, at an hourly rate of \$17.97.

The appointment of **Leslie Gallagher**, Full Time Teacher Aide, effective October 11, 2022, at an hourly rate of \$14.17.

Resignations:

The resignation of **Deborah Kingsley-Hunt**, Food Service Helper, effective September 23, 2022.

The resignation of **Alondra Serrano Guzman**, Full Time Teacher Aide, effective September 23, 2022.

The resignation of **Sarah Coene**, Full Time Teacher Aide, effective August 29, 2022.

The resignation of **Rachel Coons**, Full Time Teacher Aide, effective August 29, 2022.

The resignation of **Garimar Matos Rivera**, Cleaner, effective September 20, 2022.

The resignation of **Jane-Helen Heim**, Food Service Helper, effective September 13, 2022.

The resignation, due to retirement, of **Kathryn Bell**, Full Time Teacher Aide, effective October 14, 2022.

Terminations:

The termination, due to job abandonment, of **Lilliam Villegas**, Food Service Helper, effective September 15, 2022.

**Per Diem and
Substitute Positions:**

<u>Candidate</u>	<u>Position</u>
Olivia Howe	Typist
Emmie Gurnell	Lifeguard
James Jones	Cleaner
Colton Gracioso	Lifeguard

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Patricia Woz	School Bus Driver Trainee
Alexander Strahs	Teacher Aide
Allison Kovaleski	Registered Professional Nurse
Veronica Geremia	School Bus Monitor
Hannah Snyder	Teacher Aide
Merry Braithwaite	Teacher Aide

CSE/CPSE RECOMMENDATIONS Recommendations of the Committee on Special Education from the meetings of August 10, 11, 19, 24, 25, 26, 29, 30, 2022, September 1, 7, 8, 9, 13, 14, 15, 16, 21, 22, 27, 28, 29, 30, 2022, October 3, 4, 5, 6, 7, 11, 12, 2022 and from the Committee on Preschool Special Education from the meetings of June 14, 2022, July 27, 2022, September 10, 13, 16, 28, 29, 2022, and October 3, 4, 2022;

DONATIONS The donation of six autographed books by author Cindy L. Otis, titled *True or False: A CIA Analyst's Guide to Spotting Fake News* to the Victor Central School District;

SURPLUS Declare the following as surplus:

- Hewlett Packard LaserJet P4015dn with VCS tag # 012553;
- The following textbooks:
 - 1 – Benchmark Assessment System 2, 3rd Edition, 2022; ISBN 10/13 978-0-325-13719-3/0-325-13719-6
 - 2 – Benchmark Assessment System 1, 3rd Edition, 2022; ISBN 10/13 978-0-325-13718-6/0-32513718-8
 - 3 – Fountas & Pinnell Leveled Literacy Intervention (LLI) Green System, Second Edition, 2017; ISBN 10/13 978-0-325-06079-8/0-325-06079-7
 - 2 – Fountas & Pinnell Leveled Literacy Intervention (LLI) Orange System, Second Edition, 2017; ISBN 10/13 978-0-325-06077-4/0-325-06077-0

ENROLLMENT PROJECTION STUDY Proposal for Service, as submitted from the Western New York Educational Service Council, to provide an Enrollment Projection Study; Mrs. Palumbo-Sanders said she feels it is important for everyone to recognize that Dr. Terranova has taken the lead on an enrollment study. The Board doesn't just go by what they think they need. This is taking a very serious look at enrollment and therefore it reflects on what the requests are for the capital improvement project.

MAINTENANCE VEHICLE BIDS Maintenance Vehicle Bids to Hoselton, Tuf Trucks and West Herr Rochester per the memo from D. Vallese to T. Terranova dated 10/3/2022;

EXTERNAL AUDIT The Victor Central School District Basic Financials, Management Letter and Corrective Action Plan for the year ended June 30, 2022; Assistant Superintendent for Business Derek Vallese said the Audit Committee convened to review the basic financials last Friday, October 7th at 7:30 AM. The result of the audit was two findings. One is that the school

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lunch program has exceeded the state threshold. Mr. Vallese said part of this is due to the increased reimbursement rates. Also, with meals being free due to COVID, more students were participating in the breakfast and lunch program so the District was able to make a profit. He said this works perfectly because as the next capital project is being developed some of the excess funds will be used to update serving lines, equipment and cafeteria tables. The second comment was around payroll processes. The Business Personnel Offices are trying to streamline payroll processes. When employees separate from the District and have unused vacation time that gets paid out to the employee. The auditors noted in their observation that there are checks and balances in place and the calculations are accurate, however when the offices went digital the signature hard copy was lost. The auditors requested that in the future it be printed off and a paper copy be signed to put in the payroll packet. Overall, the auditors did commend the District for being in great financial health and for having great budgeting practices. They said our use of funding reserves and the long-range plan of using the reserves is a very good move for the District.

CAMPUS CONSTRUCTION AGREEMENT

The Agreement between the Victor Central School District and Campus Construction Management for additional Construction Management Services as submitted on October 6, 2022;

CAPITAL CONSTRUCTION AWARDS

Capital Construction Awards for the 2021 Capital Improvement Phase 4 Project to the following as submitted:

- General Trades Contract #401 to Javen Construction Co., Inc.
- Electrical Contract #402 to Blackmon-Farrell Electric, Inc.;

EASEMENT APPROVAL

Approval of a permanent easement and temporary easement on Victor School District Property to the Town of Victor per a memo from Derek Vallese to Tim Terranova dated September 30, 2022;

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

CAMPUS NEWS

VCS Administrators summarized campus news and events.

MANAGEMENT PLAN UPDATE; CURRICULUM AND INSTRUCTION

Assistant Superintendent for Instruction Karen Finter, Director of PreK-12 Mathematics and Science Carrie Goodell and Director of PreK-12 Humanities and Professional Learning Kristin Williamson provided a curriculum and instruction update to the Board. Mrs. Finter reminded the Board that the District Strategic Plan has three pillars. This year in terms of learning and instruction it is about setting those processes and systems firmly in place that can positively impact student learning through the development of a guaranteed and viable curriculum. Really focusing on what is the current curriculum, how are we engaging in the work of writing new curriculum to meet the demands of the standards and the demands of the students' needs. Wrapping that with professional learning opportunities for the staff so they can implement that curriculum with instructional fidelity. Mrs. Goodell talked

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MANAGEMENT PLAN UPDATE; CURRICULUM AND INSTRUCTION Continued

about the goal of developing and aligning guaranteed and viable PreK-12 curricula to meet the needs of all students. She said it is important to make sure that everyone has the same understanding of what guaranteed and viable mean. Guaranteed is that all students have equitable access to high quality curriculum. Viable means that curriculum can be implemented within the structures we have in place. Mrs. Williamson gave a brief history of where they started from before determining that they needed a guaranteed and viable curriculum. She said they started at the micro level with administrators, teachers and other stakeholder groups having conversations about things like what's our 'status quo', what do we want, where are there strengths and gaps. They also looked at the program reviews that were done. She said at a larger level they looked at the strategic planning committee. That stakeholder input was key in setting the vision toward a guaranteed and viable curriculum. She said knowing that was the goal they leveraged some of the structures that were already in place. They started working with Curriculum Council to define what does Victor believe curriculum is. They then looked at some of the research and some of the approaches for the curriculum development processes that are already out there. Mrs. Goodell went over the understanding by design framework of curriculum development. It is built around three stages. She said it is important that educators engage in all three stages and are thoughtful to make sure the work between the stages is all connected. Stage 1 is what you want your students to know and be able to do. Stage 2 is how will you (and your students) know what has been learned. This can be through common performance tasks and different types of assessments. Stage 3 is the learning plan. What learning experiences will foster student learning and meet student needs. It is important to help the students know where the unit is going and what is expected and to equip the students, help them exercise the key ideas and explore the issues. Mrs. Williamson said one of the hallmarks of the backward design process is the alignment. In order to get the depth of understanding you have to have the alignment. There has to be alignment between the stages, to the New York State Standards, between grade levels and across a grade level. After the process was developed, Professional Learning was provided to the teachers because they are going to be the ones writing the curriculum. Over the summer there were nearly 20 humanities projects this summer that included over 60 teachers writing. There were also nearly 13 STEM projects with over 50 teachers writing. Mrs. Mitchell said she finds this exciting as she was a parent representative on Curriculum Council a couple of years ago and to see the direction the group is going is exciting. She said when we look at the achievement for the students in the past and how well they have performed it speaks a lot to the teachers, with how much work they had to do to get the kids there. She said she sees this whole process an opportunity to alleviate some of the heaviness on the plates for the staff. Mr. DeLucia said it was a very informative presentation.

ELECTRIC BUSES; CLEAN SCHOOL BUS PROGRAM

Assistant Superintendent for Business Derek Vallese spoke about the Clean School Bus Program. The program is a bi-partisan infrastructure bill to provide \$5 billion over the next five years for bus purchases and infrastructure nationwide. In the 2022 grant year for zero and low emission buses and

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ELECTRIC BUSES; CLEAN SCHOOL BUS PROGRAM Continued

infrastructure there was \$500 million set aside. Mr. Vallese then talked about what is eligible. If the District had to purchase poles to move the electric over to a transformer and then purchase a transformer that takes a large amount of electric to be sent to an electric meter that would all be the District's cost. Anything after the electric meter becomes eligible for aid. If the District had to purchase an electric panel, charging infrastructure, and electric buses that would all be eligible for aid under the Clean School Bus Program. The qualifications of buses that can be traded in are 2010 model or older, diesel power that will be scrapped if selected, a gross vehicle weight of 10,001 pounds, and a bus that is currently being used a minimum of 3 days a week. A majority of the money is set aside for prioritized applicants. These applicants are high-need school districts with 20% of their students living in poverty and are rural school districts identified as a rural based on locale codes of 43 and 42. Victor has a 5.24% poverty rate and is coded as 21, a large suburb. It could also be a school district that is Tribal as identified by the bureau of Indian Affairs. Mr. Vallese said Victor does not meet any of the prioritized applicant criteria, but it does not mean that there isn't an opportunity for us. With the prioritized applicants they would not only be the first to have the applications selected they will also receive a majority of the money. He then gave a reimbursement examples. For a zero-emission large bus the prioritized applicants would receive \$350,000 and Victor would receive \$250,000 and for a smaller bus the prioritized applicants would receive \$285,000 and Victor would receive \$190,000. There are other classifications of buses as well including propane buses; however, the District is aiming toward the zero-emission buses. In addition to funding for buses there are additional funds for infrastructure, the charging units. The prioritized districts would receive \$20,000 and Victor would receive \$13,000 if selected. Mr. Vallese, the Director of Transportation Mrs. Clink and NYS Bus Service, who the District goes through to purchase all of the buses submitted an application for three small buses on August 18th. He said because the District is not a prioritized applicant they did a small request hoping that it is more likely to be granted. Also, there are infrastructure concerns. You can only do one application up to 25 buses. At this point the District cannot bring on 25 buses because we do not have the infrastructure. The idea was to order three small buses to pilot the program and the buses and learn the pros and cons. Based on the application if we were accepted, we would receive \$570,000 for the buses and \$39,000 for infrastructure. If the District is selected, we would have to submit purchase orders demonstrating that new buses and eligible infrastructure have been ordered sometime between October 2022 and April 2023. The project period deadline to receive new buses, install eligible infrastructure, replace old buses and submit Close Out Forms is October 2024. Mrs. Mitchell said you talked about the shift for the larger buses and smaller buses. Will there also be a shift in other vehicles like the vans for student transportation? Mr. Vallese said yes eventually. Right now they are evaluating what the District can handle. Possibly some of the infrastructure will be developed as part of the next capital project. She then asked if it was one charging station per bus? Mr. Vallese said he believes so. The \$13,000 is not going to be enough to purchase a charging station. They will also be looking at a fast-charging station because of use of

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**ELECTRIC BUSES;
CLEAN SCHOOL
BUS PROGRAM
Continued**

the buses including field trips, athletic runs and BOCES day runs. Mr. DeLucia asked if they have any information about the range of the buses. Mr. Vallese said he does not. Mr. DeLucia asked if they have thought about the footprint on the campus as to where the charging stations will go. Mr. Vallese said that he along with Mrs. Clink and Director of Facilities Chris Marshall have come up with ideas of where they might go based on accessibility and use. Mrs. Mitchell asked if the mechanics will have to be trained on these buses. Mr. Vallese said yes as there are no combustible engines on these vehicles. Mrs. Elliott asked when it becomes a mandate that a fleet has to be half electric and then a full fleet electric. Mr. Vallese said right now the timeline is changing but they are talking about the entire fleet having to be turned over by 2035. Right now RG&E said the grid cannot support it and they are currently working to address those concerns. Some of this is outside of our control. Mr. DeLucia asked if there has been any discussion about solar fields or wind generation for supporting these kinds of needs? Mr. Vallese said not that he is aware of. Mr. DeLucia said it was a great start to the discussion, very interesting.

APPROVE TRIPS

A motion was made by E. Mitchell, seconded by D. Palumbo-Sanders, to approve the following field trips:

- Two Senior High Music Students to NYSSMA Conference All-state in Rochester, NY from 12/1/22 – 12/4/22;
- Grades 9-12 French Club and French Students to Quebec, Canada from 2/16/23 – 2/19/23;

Mrs. Mitchell congratulated the two students going to the NYSSMA Conference.

Mrs. Palumbo-Sanders asked, with the Cultural Tours form, there is an outline for refunds if a participant cancels, but there is no mention of a refund if Cultural Tours cancels the trip or if participants incur additional expenses due to unanticipated events. This is an extreme example, but for instance, the hotel has to be closed and the participants are moved to another hotel which has a higher rate, or the border is to be closed so the trip is cut short. Superintendent Terranova said in reaching out to Mr. Siesto, principal of the Senior High School, Mr. Siesto said students will never be charged if there was a change of plans that required a change resulting in for example, a more expensive hotel, restaurant, amenity, etc. If the border were to close, it is almost always led with notices/news that borders will close in "x" months. Rarely do they simply close overnight or with short notice, so the travel agent indicated trips could get re-scheduled for later in the year considering that notice would be provided. Some districts require students to pay the additional travel insurance if they travel overseas. It protects students and their money. Victor does not currently do that but it is something to consider in the future. The District strongly encourages people to pay for the travel insurance, as it is usually a nominal fee.

The motion was carried. 5 yes 0 no 0 abstentions

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

POLICY REVIEW First Reading

The following policies were brought to the Board as a first read:

- Video Cameras on School Property; Policy 8414.1
- School District Officer and Employee Code of Ethics; Policy 2160
- Admission of Non-resident Students; Policy 5152

Mrs. Palumbo-Sanders suggested in the Video Cameras on School Property policy to change the wording in the second paragraph third line to read “the Superintendent and his/her designees to use video or audio surveillance on school” to be more consistent with the new title. The policy will be updated with that suggestion and brought to the Board for a second read in November.

Mrs. Palumbo-Sanders said on policy about the Admission of Non-resident Students it was updated to include that a request must be made in writing to the registrar. She asked if any of the other situations would need to be requested in writing. District Clerk Maureen Goodberlet said the other situations are covered under policy. This situation is specifically for new students entering the District. This was a recommendation from legal counsel. Mrs. Elliott said just for clarity this is not addressing students of employees of the District. Dr. Terranova said that is different. It does not negatively impact any of the associations that have that as part of their contracts. Dr. Terranova said this isn't to discount that, this is separate.

MEETING REPORTS Monroe County School Boards Association Committee Reports

Board President DeLucia attended the Labor Relations Committee Meeting on September 21st. They had discussions around post pandemic supply chain considerations and the impact on the business office, staffing, food service, maintenance, and capital projects. They also talked about a concern with a potential fiscal cliff.

Mr. DeLucia also attended an Information Exchange Committee Meeting where they talked about student safety and mental health concerns. They talked about how students feel connected.

Mr. DeLucia, Mrs. Palumbo-Sanders and Dr. Parks attended the Fall Law Conference. Mrs. Palumbo-Sanders said it did remind Board members to be very thoughtful and tap into legal resources whenever an issue comes up because many situations were reversed because they weren't handled properly. Mr. DeLucia read a statement from Dr. Parks. Dr. Parks wrote that they heard about school safety initiatives, roles and opportunities for having a second School Resource Officers, and various case study rulings around transportation, homelessness, school safety, school discipline, and board policies and practices.

Standing Committee

Mrs. Elliott said she and Mrs. Kostecki attended the Audit Committee Meeting. Mrs. Kostecki said having spent over 25 years in the private sector she has never seen an audit go so smoothly. That is a true

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

testament to Derek Vallese, his team and the entire administration and what they have done in the last few years.

Mr. DeLucia read a statement from Dr. Parks. Dr. Parks wrote that he attended a Facilities Committee Meeting. They discussed updates on the Intermediate Media Center and the Pupil Personal Suite, a call with the State Education Department on the lockdown system. They also discussed the YMCA Building, this was before the community approved the purchase. They discussed if the building could be used for adults and then shifted to student use to get aid on renovations. A Certificate of Occupancy will allow for adult use immediately. They discussed potential temporary use until it is renovated for student use. The temporary use discussed was a Techer Center, Technology Office, or Security Office. Other possible uses include Professional Development Space, and a Tutoring/Mentoring Center. There were K-12 instructional meetings held on October 7th around facilities. A request was made to put a fence for the Early Childhood School Playground. This will be paid for out of the general fund. The vendor is on state contract so there is no bidding requirement.

UPCOMING EVENTS

Regular Board Meeting

The next Regular Board Meeting will take place on Thursday, November 10, 2022 at 7:15 PM in the Early Childhood School Boardroom.

ADJOURN

A motion was made by E. Mitchell, seconded by D. Palumbo-Sanders, to adjourn the meeting at 8:46 PM.

The motion was carried. 5 yes 0 no 0 abstentions

Respectfully submitted,

Maureen A. Goodberlet
District Clerk



Treasurer's Report

September 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	1,899,334.03	9,379,639.34	4,024,555.90	7,254,417.47
General Fund Money Market	Canandaigua National Bank	5,694,239.56	33,635.16	885,000.00	4,842,874.72
General Fund Tax Checking	Canandaigua National Bank	-	780,510.34	485,674.20	294,836.14
General Fund Tax Money Market	Five Star Bank	-	26,216,227.27	14,988,736.47	11,227,490.80
Multifund Insured Cash Sweep	Five Star Bank	967,785.14	500,277.49	1,282,559.20	185,503.43
School Lunch Fund Checking	Canandaigua National Bank	3,765.82	0.10	-	3,765.92
School Lunch Fund Money Market	Canandaigua National Bank	1,084,184.12	108,039.58	50,794.09	1,141,429.61
Special Aid Fund Checking/Sweep	Canandaigua National Bank	4,711,627.35	-	155,524.68	4,556,102.67
Capital Fund Checking-29M	Canandaigua National Bank	27,137.93	3,553,769.72	2,524,389.22	1,056,518.43
Trust & Agency Fund - Checking	Canandaigua National Bank	778,271.03	1,416,687.55	1,302,607.56	892,351.02
Trust & Agency Fund - Payroll Checking	Canandaigua National Bank	3,214.72	73,127.49	71,117.29	5,224.92
Trust & Agency Fund - Direct Deposit Checking	Five Star Bank	8.99	2,635,300.74	2,635,295.34	14.39
	Total Cash	\$ 15,169,568.69	\$ 44,697,214.78	\$ 28,406,253.95	\$ 31,460,529.52
Investments					
General Fund	NYCLASS	13,324,041.31	13,168,120.29	-	26,492,161.60
Capital Fund	NYCLASS	-	-	-	-
Debt Service Fund	NYCLASS	-	-	-	-
	Total Investments	\$ 13,324,041.31	\$ 13,168,120.29	\$ -	\$ 26,492,161.60
	District Totals	\$ 28,493,610.00	\$ 57,865,335.07	\$ 28,406,253.95	\$ 57,952,691.12

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


 School District Treasurer

Extraclass Fund
From September 1, 2022 to September 30, 2022

<u>Activities</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Ending Balance</u>
CLASS OF 2022	-			-
CLASS OF 2023	10,223.34		2,483.71	7,739.63
CLASS OF 2024	3,963.47			3,963.47
CLASS OF 2025	4,893.72			4,893.72
CLASS OF 2026	1,796.44			1,796.44
CLASS OF 2028	1,232.73			1,232.73
AQUATIC LEADERS	-			-
ART CLUB	149.52			149.52
BUSINESS CLUB	1,976.25		354.38	1,621.87
DRAMA CLUB	10,780.96		1,135.03	9,645.93
FRENCH CLUB	11,504.67			11,504.67
GO GREEN GARDEN TEAM	66.27			66.27
GLOBAL COMPETENCY	460.55			460.55
INTERNATIONAL CLUB	208.02			208.02
J.H. MUSICAL	22,154.58			22,154.58
J.H. STORE	996.37			996.37
J.H. ST. CO.	5,146.41			5,146.41
J.H. YEARBOOK	(7.54)			(7.54)
KEYCLUB	1,303.76			1,303.76
MEDICAL EXPLORERS	110.75			110.75
MENTORING CLUB	3,816.46			3,816.46
N.H.S.	1,924.44			1,924.44
OUTDOOR ACTIVITY	231.48			231.48
POSITIVE SCHOOL CLIMATE	3,402.54			3,402.54
SALES TAX	1,813.70			1,813.70
SEAS	854.93			854.93
S.H. ORCHESTRA	3,312.36			3,312.36
SH SCHOOL STORE	5,846.64		316.89	5,529.75
S.H. ST. CO.	3,706.71			3,706.71
SH YEARBOOK	(378.41)			(378.41)
SPANISH CLUB	2,952.68			2,952.68
VICTOR MUSIC SOCIETY	1,220.33			1,220.33
VICTOR CARES	8,333.96			8,333.96
WELLNESS CLUB	379.26			379.26
TOTALS	114,377.35	-	4,290.01	110,087.34

Bank Balance	116,632.66
Checks Outstanding	6,545.32
Interest Not Posted	-
Bank Error	
Outstanding Transfer to General	
Returned Checks	
Deposits in Transit	
Total Reconciled Bank Balance	110,087.34

Jill Smith, Extraclass Treasurer

Victor Central School District

Revenue Status Report As Of: 09/30/2022

Fiscal Year: 2023

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			55,045,566.00	55,045,566.00	52,376,446.82	0.00	2,669,119.18	0.00
1081 Other Pmts in Lieu of Taxes			2,666,480.00	2,666,480.00	2,380,247.71	2,380,247.71	286,232.29	0.00
1085 STAR Reimbursement			0.00	0.00	2,669,119.00	0.00	0.00	2,669,119.00
1090 Int. & Penal. on Real Prop. Tax			40,000.00	40,000.00	0.00	0.00	40,000.00	0.00
1120 Nonprop. Tax Distrib. By Co.			77,000.00	77,000.00	73,000.00	0.00	4,000.00	0.00
1335 Oth Student Fee/Charges (Indiv			0.00	0.00	15,710.00	1,410.00	0.00	15,710.00
1410 Admissions (from Individuals)			0.00	0.00	182.00	827.00	0.00	182.00
2230 Day School Tuit-Oth Dist. NYS			20,000.00	20,000.00	11,852.52	11,852.52	8,147.48	0.00
2401 Interest and Earnings			45,000.00	45,000.00	39,711.12	33,375.49	29,740.05	24,451.17
2410 Rental of Real Property, Indiv.			40,000.00	40,000.00	8,058.87	1,500.00	31,941.13	0.00
2440 Rental of Buses			10,000.00	10,000.00	1,940.09	483.25	8,059.91	0.00
2450 Commissions			0.00	0.00	1,014.75	7.60	0.00	1,014.75
2680 Insurance Recoveries			0.00	0.00	125,000.00	0.00	0.00	125,000.00
2690 Other Compensation for Loss			0.00	0.00	156.99	6.99	0.00	156.99
2701 Refund PY Exp-BOCES Aided Srvc			80,000.00	80,000.00	0.00	0.00	80,000.00	0.00
2703 Refund PY Exp-Other-Not Trans			45,000.00	45,000.00	5,859.04	2,249.24	39,140.96	0.00
2770 Other Unclassified Rev.(Spec)			30,000.00	30,000.00	12,624.85	-0.01	17,375.15	0.00
3101 Basic Formula Aid-Gen Aids (Ex			27,098,744.00	27,098,744.00	22,459.67	-2,323.07	27,076,284.33	0.00
3102 Lottery Aid			0.00	0.00	6,011,642.59	6,011,642.59	0.00	6,011,642.59
3103 BOCES Aid (Sect 3609a Ed Law)			2,476,716.00	2,476,716.00	0.00	0.00	2,476,716.00	0.00
3260 Textbook Aid (Incl Txtbk/Lott)			258,980.00	258,980.00	65,910.00	65,910.00	193,070.00	0.00
3262 Computer Sftwre, Hrdwre Aid			133,243.00	133,243.00	0.00	0.00	133,243.00	0.00
3263 Library A/V Loan Program Aid			26,750.00	26,750.00	0.00	0.00	26,750.00	0.00
4601 Medic.Ass't-Sch Age-Sch Yr Pro			75,000.00	75,000.00	11,537.01	445.94	63,462.99	0.00
5999 Appropriated Fund Balance			1,030,000.00	1,472,382.86	0.00	0.00	1,472,382.86	0.00
Total GENERAL FUND			89,198,479.00	89,640,861.86	63,832,473.03	8,507,635.25	34,655,665.33	8,847,276.50

Selection Criteria

Criteria Name: Shared: BOE Modified
 As Of Date: 09/30/2022
 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 PENNY L. JOHNSTON

* 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: 09/30/2022

Fiscal Year: 2023

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		6,000.00	6,000.00	14,161.59	1,830.00	1,710.00	-9,871.59
45 Materials & Supplies		1,700.00	1,700.00	391.86	183.87	928.00	380.14
49 BOCES Services		3,000.00	4,205.00	179.50	179.50	4,025.50	0.00
Subtotal of 1010 Board Of Education		10,700.00	11,905.00	14,732.95	2,193.37	6,663.50	-9,491.45
1040 District Clerk							
16 Noninstructional Salaries		49,496.00	49,496.00	11,805.90	3,935.30	35,917.53	1,772.57
Subtotal of 1040 District Clerk		49,496.00	49,496.00	11,805.90	3,935.30	35,917.53	1,772.57
1060 District Meeting							
4 Contractual and Other		1,400.00	1,400.00	1,171.13	0.00	0.00	228.87
45 Materials & Supplies		3,500.00	3,500.00	574.68	574.68	163.75	2,761.57
Subtotal of 1060 District Meeting		4,900.00	4,900.00	1,745.81	574.68	163.75	2,990.44
1240 Chief School Administrator							
15 Instructional Salaries		212,328.00	212,328.00	52,410.00	17,470.00	157,230.00	2,688.00
16 Noninstructional Salaries		49,496.00	49,496.00	11,805.84	3,935.28	35,417.58	2,272.58
4 Contractual and Other		5,975.00	5,975.00	3,811.40	330.00	1,310.01	853.59
45 Materials & Supplies		1,000.00	1,000.00	913.23	783.23	32.99	53.78
Subtotal of 1240 Chief School Administrator		268,799.00	268,799.00	68,940.47	22,518.51	193,990.58	5,867.95
1310 Business Administration							
15 Instructional Salaries		137,148.00	137,148.00	39,352.82	11,833.34	106,499.98	-8,704.80
16 Noninstructional Salaries		143,151.00	143,151.00	31,935.02	11,417.12	101,961.22	9,254.76
4 Contractual and Other		15,600.00	15,600.00	1,000.00	-950.00	747.00	13,853.00
45 Materials & Supplies		2,200.00	2,200.00	54.72	54.72	1,821.53	323.75
49 BOCES Services		106,605.00	111,192.68	19,019.80	19,019.80	92,172.88	0.00
Subtotal of 1310 Business Administration		404,704.00	409,291.68	91,362.36	41,374.98	303,202.61	14,726.71
1320 Auditing							
16 Noninstructional Salaries		42,000.00	42,000.00	1,500.00	500.00	4,500.00	36,000.00
4 Contractual and Other		0.00	16,230.00	0.00	0.00	16,230.00	0.00
Subtotal of 1320 Auditing		42,000.00	58,230.00	1,500.00	500.00	20,730.00	36,000.00
1325 Treasurer							
16 Noninstructional Salaries		93,822.00	93,822.00	26,157.27	6,833.34	61,499.98	6,164.75
4 Contractual and Other		500.00	500.00	0.00	0.00	0.00	500.00
45 Materials & Supplies		1,000.00	1,000.00	71.99	71.99	428.01	500.00
Subtotal of 1325 Treasurer		95,322.00	95,322.00	26,229.26	6,905.33	61,927.99	7,164.75
1330 Tax Collector							
4 Contractual and Other		11,250.00	11,250.00	10,213.05	4,804.75	5,956.74	-4,919.79
45 Materials & Supplies		100.00	100.00	0.00	0.00	25.00	75.00
Subtotal of 1330 Tax Collector		11,350.00	11,350.00	10,213.05	4,804.75	5,981.74	-4,844.79
1345 Purchasing							

Victor Central School District

Budget Status Report As Of: 09/30/2022

Fiscal Year: 2023

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	14,500.00	7,450.09	0.00	7,403.24	-353.33
Subtotal of 1345 Purchasing		14,500.00	14,500.00	7,450.09	0.00	7,403.24	-353.33
1420 Legal							
4 Contractual and Other		100,000.00	100,000.00	12,717.00	12,717.00	92,283.00	-5,000.00
49 BOCES Services		27,810.00	28,737.23	2,607.30	2,607.30	26,129.93	0.00
Subtotal of 1420 Legal		127,810.00	128,737.23	15,324.30	15,324.30	118,412.93	-5,000.00
1430 Personnel							
15 Instructional Salaries		149,824.00	149,824.00	41,920.46	12,568.82	113,119.30	-5,215.76
16 Noninstructional Salaries		245,317.00	245,317.00	63,868.95	21,100.83	203,963.70	-22,515.65
4 Contractual and Other		126,000.00	126,000.84	21,307.52	7,723.27	18,236.34	86,456.98
45 Materials & Supplies		1,350.00	1,350.00	0.00	0.00	385.95	964.05
49 BOCES Services		8,000.00	23,830.29	-132.05	547.00	23,962.29	0.05
Subtotal of 1430 Personnel		530,491.00	546,322.13	126,964.88	41,939.92	359,667.58	59,689.67
1480 Public Information and Services							
15 Instructional Salaries		54,028.00	54,028.00	0.00	0.00	0.00	54,028.00
16 Noninstructional Salaries		34,873.00	34,873.00	24,800.81	8,858.12	96,419.99	-86,347.80
4 Contractual and Other		22,500.00	22,500.00	10,917.00	3,965.00	184.00	11,399.00
45 Materials & Supplies		13,000.00	13,000.00	5,160.55	2,376.49	1,410.00	6,429.45
49 BOCES Services		64,000.00	65,907.80	6,533.10	6,533.10	59,374.70	0.00
Subtotal of 1480 Public Information and Services		188,401.00	190,308.80	47,411.46	21,732.71	157,388.69	-14,491.35
1620 Operation of Plant							
16 Noninstructional Salaries		1,856,019.00	1,856,019.00	258,390.90	97,545.80	654,755.91	942,872.19
4 Contractual and Other		1,068,100.00	1,105,604.19	156,188.37	49,031.27	802,074.22	147,341.60
45 Materials & Supplies		138,000.00	138,000.00	65,396.80	33,296.19	42,603.20	30,000.00
Subtotal of 1620 Operation of Plant		3,062,119.00	3,099,623.19	479,976.07	179,873.26	1,499,433.33	1,120,213.79
1621 Maintenance of Plant							
16 Noninstructional Salaries		503,229.00	503,229.00	135,555.07	52,024.00	447,034.71	-79,360.78
2 Equipment		191,763.00	198,363.20	0.00	0.00	9,568.58	188,794.62
4 Contractual and Other		519,050.00	609,625.94	220,426.14	78,332.96	154,254.40	234,945.40
45 Materials & Supplies		250,000.00	270,745.08	52,890.49	27,625.04	143,001.37	74,853.22
49 BOCES Services		22,000.00	41,055.00	0.00	0.00	41,055.00	0.00
Subtotal of 1621 Maintenance of Plant		1,486,042.00	1,623,018.22	408,871.70	157,982.00	794,914.06	419,232.46
1622 Security of Plant							
16 Noninstructional Salaries		60,000.00	60,000.00	9,578.60	9,578.60	59,999.94	-9,578.54
4 Contractual and Other		155,000.00	155,000.00	0.00	0.00	145,000.00	10,000.00
Subtotal of 1622 Security of Plant		215,000.00	215,000.00	9,578.60	9,578.60	204,999.94	421.46
1670 Central Printing & Mailing							
4 Contractual and Other		70,000.00	70,171.00	21,387.84	493.23	38,585.38	10,197.78
Subtotal of 1670 Central Printing & Mailing		70,000.00	70,171.00	21,387.84	493.23	38,585.38	10,197.78
1680 Central Data Processing							

Victor Central School District

Budget Status Report As Of: 09/30/2022

Fiscal Year: 2023

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
49 BOCES Services		675,000.00	675,000.00	67,729.80	67,729.80	607,270.20	0.00
Subtotal of 1680 Central Data Processing		675,000.00	675,000.00	67,729.80	67,729.80	607,270.20	0.00
1910 Unallocated Insurance							
4 Contractual and Other		300,000.00	300,000.00	243,959.00	3,750.00	0.00	56,041.00
Subtotal of 1910 Unallocated Insurance		300,000.00	300,000.00	243,959.00	3,750.00	0.00	56,041.00
1920 School Association Dues							
4 Contractual and Other		13,500.00	13,500.00	0.00	0.00	0.00	13,500.00
Subtotal of 1920 School Association Dues		13,500.00	13,500.00	0.00	0.00	0.00	13,500.00
1964 Refund on Real Property Taxes							
4 Contractual and Other		0.00	0.00	17,354.40	17,354.40	0.00	-17,354.40
Subtotal of 1964 Refund on Real Property Taxes		0.00	0.00	17,354.40	17,354.40	0.00	-17,354.40
1981 BOCES Administrative Costs							
49 BOCES Services		785,000.00	804,226.92	78,994.97	78,994.97	717,381.95	7,850.00
Subtotal of 1981 BOCES Administrative Costs		785,000.00	804,226.92	78,994.97	78,994.97	717,381.95	7,850.00
2010 Curriculum Devel and Suprvsn							
15 Instructional Salaries		708,510.00	708,510.00	189,651.69	57,807.00	464,643.08	54,215.23
16 Noninstructional Salaries		125,798.00	125,798.00	28,458.30	10,000.90	98,823.94	-1,484.24
4 Contractual and Other		30,000.00	41,550.00	17,409.64	-3,014.00	129.00	24,011.36
45 Materials & Supplies		30,900.00	30,950.00	2,363.25	1,699.39	897.43	27,689.32
Subtotal of 2010 Curriculum Devel and Suprvsn		895,208.00	906,808.00	237,882.88	66,493.29	564,493.45	104,431.67
2020 Supervision-Regular School							
15 Instructional Salaries		1,259,224.00	1,259,224.00	317,871.21	111,250.12	912,600.80	28,751.99
16 Noninstructional Salaries		411,048.00	411,048.00	71,030.54	29,251.92	255,165.60	84,851.86
2 Equipment		245.00	245.00	0.00	0.00	0.00	245.00
4 Contractual and Other		11,356.00	11,356.00	1,306.19	921.19	782.94	9,266.87
45 Materials & Supplies		10,200.00	10,200.00	2,161.00	1,111.11	3,321.61	4,717.39
49 BOCES Services		0.00	30,467.37	3,704.00	3,704.00	26,763.37	0.00
Subtotal of 2020 Supervision-Regular School		1,692,073.00	1,722,540.37	396,072.94	146,238.34	1,198,634.32	127,833.11
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	500.00	0.00	0.00	0.00	500.00
Subtotal of 2060 Research, Planning & Evaluation		3,300.00	3,300.00	0.00	0.00	0.00	3,300.00
2070 Inservice Training-Instruction							
15 Instructional Salaries		45,000.00	45,000.00	32,420.51	5,004.25	0.00	12,579.49
4 Contractual and Other		10,000.00	10,199.00	0.00	0.00	199.00	10,000.00
45 Materials & Supplies		5,000.00	5,000.00	0.00	0.00	0.00	5,000.00
49 BOCES Services		95,000.00	95,000.00	2,655.15	2,655.15	92,344.85	0.00
Subtotal of 2070 Inservice Training-Instruction		155,000.00	155,199.00	35,075.66	7,659.40	92,543.85	27,579.49
2110 Teaching-Regular School							

Victor Central School District

Budget Status Report As Of: 09/30/2022

Fiscal Year: 2023

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
10	Teacher Salaries, Pre-K	53,519.00	53,519.00	0.00	0.00	0.00	53,519.00
12	Teacher Salaries, K-6	10,748,912.00	10,748,912.00	952,881.77	934,808.33	9,312,298.13	483,732.10
13	Teacher Salaries, 7-12	9,436,597.00	9,436,597.00	879,271.11	865,283.44	8,613,548.35	-56,222.46
14	Substitute Tchr Salaries	603,000.00	603,000.00	43,895.23	22,008.48	232,449.04	326,655.73
16	Noninstructional Salaries	1,106,501.00	1,106,501.00	84,180.07	81,045.34	845,557.93	176,763.00
2	Equipment	84,817.00	91,762.70	13,070.56	8,072.67	13,472.20	65,219.94
4	Contractual and Other	94,410.00	97,095.26	9,886.64	6,482.16	5,503.96	81,704.66
45	Materials & Supplies	373,985.00	407,441.54	124,762.41	58,336.56	86,732.49	195,946.64
471	Tuition Pd To NYS Pub Sch	60,000.00	60,000.00	0.00	0.00	0.00	60,000.00
473	Payment to Charter School	25,000.00	25,000.00	0.00	0.00	0.00	25,000.00
48	Textbooks	127,576.00	133,590.40	29,382.34	19,583.99	15,726.20	88,481.86
49	BOCES Services	421,510.00	442,108.92	35,727.82	35,727.82	406,381.10	0.00
Subtotal of 2110 Teaching-Regular School		23,135,827.00	23,205,527.82	2,173,057.95	2,031,348.79	19,531,669.40	1,500,800.47
2250 Prg For Sdnts w/Disabil-Med Elgble							
15	Instructional Salaries	3,749,811.00	3,749,811.00	341,098.77	338,036.36	3,306,612.80	102,099.43
16	Noninstructional Salaries	2,799,996.00	2,799,996.00	222,559.15	218,274.35	2,122,708.77	454,728.08
4	Contractual and Other	224,860.00	225,580.00	770.00	50.00	20,639.00	204,171.00
45	Materials & Supplies	40,000.00	40,000.00	7,880.84	4,086.71	25,541.81	6,577.35
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	700,000.00	715,570.47	15,691.32	121.62	258,735.00	441,144.15
473	Payment to Charter School	20,000.00	20,000.00	4,034.66	4,034.66	10,632.34	5,333.00
49	BOCES Services	3,500,000.00	3,510,575.25	247,848.53	247,848.53	3,262,726.72	0.00
Subtotal of 2250 Prg For Sdnts w/Disabil-Med Elgble		11,043,667.00	11,070,532.72	839,883.27	812,452.23	9,007,596.44	1,223,053.01
2259 Prg for English Language Learners							
15	Instructional Salaries	547,378.00	547,378.00	47,326.11	47,246.11	481,457.87	18,594.02
45	Materials & Supplies	3,091.00	3,091.00	1,132.12	56.91	325.90	1,632.98
Subtotal of 2259 Prg for English Language Learners		550,469.00	550,469.00	48,458.23	47,303.02	481,783.77	20,227.00
2280 Occupational Education(Grades 9-12)							
49	BOCES Services	660,000.00	681,928.00	80,257.10	80,257.10	601,670.90	0.00
Subtotal of 2280 Occupational Education(Grades 9-12)		660,000.00	681,928.00	80,257.10	80,257.10	601,670.90	0.00
2330 Teaching-Special Schools							
4	Contractual and Other	0.00	0.00	1,436.00	718.00	2,563.00	-3,999.00
49	BOCES Services	38,800.00	39,413.34	108.50	108.50	39,304.84	0.00
Subtotal of 2330 Teaching-Special Schools		38,800.00	39,413.34	1,544.50	826.50	41,867.84	-3,999.00
2610 School Library & AV							
15	Instructional Salaries	375,428.00	375,428.00	32,194.74	32,194.74	336,096.66	7,136.60
16	Noninstructional Salaries	111,290.00	111,290.00	11,008.92	11,008.92	100,130.36	150.72
4	Contractual and Other	5,480.00	5,480.00	0.00	0.00	0.00	5,480.00
45	Materials & Supplies	6,000.00	6,000.00	952.06	738.53	795.54	4,252.40
46	Sch. Library AV Loan Prog	62,600.00	75,250.59	17,622.03	17,622.03	25,323.85	32,304.71

Victor Central School District

Budget Status Report As Of: 09/30/2022

Fiscal Year: 2023

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
49 BOCES Services		85,160.00	91,070.10	9,419.02	9,419.02	81,651.08	0.00
Subtotal of 2610 School Library & AV		645,958.00	664,518.69	71,196.77	70,983.24	543,997.49	49,324.43
2630 Computer Assisted Instruction							
15 Instructional Salaries		105,406.00	105,406.00	26,275.50	8,758.50	78,826.50	304.00
16 Noninstructional Salaries		401,262.00	401,262.00	78,714.76	29,504.75	252,277.74	70,269.50
22 State Aided Comp Hardware		155,000.00	169,249.00	4,428.51	1,640.40	26,694.54	138,125.95
4 Contractual and Other		87,000.00	91,400.00	8,857.64	7,573.76	12,070.86	70,471.50
45 Materials & Supplies		30,000.00	30,000.00	11,466.69	2,851.70	7,751.42	10,781.89
46 Sch. Library AV Loan Prog		118,000.00	118,500.00	21,562.14	1,883.15	10,919.00	86,018.86
49 BOCES Services		1,143,000.00	1,143,000.00	83,874.38	83,874.38	1,059,125.62	0.00
Subtotal of 2630 Computer Assisted Instruction		2,039,668.00	2,058,817.00	235,179.62	136,086.64	1,447,665.68	375,971.70
2810 Guidance-Regular School							
15 Instructional Salaries		1,161,410.00	1,161,410.00	199,052.22	100,628.06	973,022.88	-10,665.10
16 Noninstructional Salaries		146,848.00	146,848.00	16,173.76	7,438.08	87,022.80	43,651.44
4 Contractual and Other		1,400.00	1,400.00	0.00	0.00	0.00	1,400.00
45 Materials & Supplies		4,100.00	4,100.00	398.55	295.00	683.11	3,018.34
Subtotal of 2810 Guidance-Regular School		1,313,758.00	1,313,758.00	215,624.53	108,361.14	1,060,728.79	37,404.68
2815 Health Svcs-Regular School							
16 Noninstructional Salaries		325,859.00	325,859.00	51,319.18	42,143.30	337,257.70	-62,717.88
4 Contractual and Other		160,000.00	166,400.00	7,590.96	5,273.46	30,907.00	127,902.04
45 Materials & Supplies		27,000.00	27,000.00	9,606.22	3,509.80	2,542.99	14,850.79
Subtotal of 2815 Health Svcs-Regular School		512,859.00	519,259.00	68,516.36	50,926.56	370,707.69	80,034.95
2820 Psychological Svcs-Reg Schl							
15 Instructional Salaries		1,033,666.00	1,033,666.00	148,919.97	71,771.02	739,957.14	144,788.89
4 Contractual and Other		1,300.00	1,300.00	3,946.50	3,946.50	0.00	-2,646.50
45 Materials & Supplies		1,300.00	1,300.00	284.33	214.36	306.96	708.71
Subtotal of 2820 Psychological Svcs-Reg Schl		1,036,266.00	1,036,266.00	153,150.80	75,931.88	740,264.10	142,851.10
2825 Social Work Svcs-Regular School							
15 Instructional Salaries		465,447.00	465,447.00	64,897.59	30,085.81	286,621.50	113,927.91
Subtotal of 2825 Social Work Svcs-Regular School		465,447.00	465,447.00	64,897.59	30,085.81	286,621.50	113,927.91
2830 Pupil Personnel Svcs-Special Schools							
15 Instructional Salaries		378,709.00	378,709.00	50,853.79	17,083.34	153,750.06	174,105.15
16 Noninstructional Salaries		188,914.00	188,914.00	45,674.06	16,164.81	144,996.39	-1,756.45
4 Contractual and Other		800.00	800.00	0.00	0.00	0.00	800.00
45 Materials & Supplies		550.00	550.00	0.00	0.00	0.00	550.00
Subtotal of 2830 Pupil Personnel Svcs-Special Schools		568,973.00	568,973.00	96,527.85	33,248.15	298,746.45	173,698.70
2850 Co-Curricular Activ-Reg Schl							
15 Instructional Salaries		219,351.00	219,351.00	11,666.27	11,222.83	182,714.93	24,969.80
4 Contractual and Other		33,025.00	34,465.00	0.00	0.00	2,914.00	31,551.00
45 Materials & Supplies		16,105.00	16,105.00	44.06	17.27	19.71	16,041.23

Victor Central School District

Budget Status Report As Of: 09/30/2022

Fiscal Year: 2023

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
Subtotal of 2850 Co-Curricular Activ-Reg Schl		268,481.00	269,921.00	11,710.33	11,240.10	185,648.64	72,562.03
2855 Interscholastic Athletics-Reg Schl							
15 Instructional Salaries		822,995.00	822,995.00	157,093.91	109,549.34	183,089.82	482,811.27
16 Noninstructional Salaries		60,000.00	60,000.00	2,565.99	2,565.99	0.00	57,434.01
2 Equipment		2,500.00	2,500.00	0.00	0.00	0.00	2,500.00
4 Contractual and Other		225,000.00	233,817.32	19,891.59	8,779.61	154,104.98	59,820.75
45 Materials & Supplies		75,000.00	109,613.95	61,622.09	2,345.44	38,162.69	9,829.17
Subtotal of 2855 Interscholastic Athletics-Reg Schl		1,185,495.00	1,228,926.27	241,173.58	123,240.38	375,357.49	612,395.20
5510 District Transportation Services							
16 Noninstructional Salaries		1,814,067.00	1,814,067.00	339,180.94	213,015.84	1,550,652.52	-75,766.46
2 Equipment		6,500.00	6,500.00	667.02	652.52	1,455.68	4,377.30
4 Contractual and Other		308,500.00	308,500.00	88,591.51	7,433.32	47,129.49	172,779.00
45 Materials & Supplies		579,900.00	582,224.00	77,266.24	29,240.12	210,256.72	294,701.04
Subtotal of 5510 District Transportation Services		2,708,967.00	2,711,291.00	505,705.71	250,341.80	1,809,494.41	396,090.88
5530 Garage Building							
16 Noninstructional Salaries		416,058.00	416,058.00	0.00	0.00	0.00	416,058.00
4 Contractual and Other		59,550.00	61,396.70	6,851.85	2,902.87	55,125.52	-580.67
Subtotal of 5530 Garage Building		475,608.00	477,454.70	6,851.85	2,902.87	55,125.52	415,477.33
5581 Transportation from Boces							
49 BOCES Services		15,965.00	20,374.78	1,040.80	1,040.80	19,333.98	0.00
Subtotal of 5581 Transportation from Boces		15,965.00	20,374.78	1,040.80	1,040.80	19,333.98	0.00
7310 Youth Program							
15 Instructional Salaries		0.00	0.00	8,548.88	-1,797.75	0.00	-8,548.88
Subtotal of 7310 Youth Program		0.00	0.00	8,548.88	-1,797.75	0.00	-8,548.88
9010 State Retirement							
8 Employee Benefits		1,747,757.00	1,747,757.00	156,073.09	78,901.88	675,616.47	916,067.44
Subtotal of 9010 State Retirement		1,747,757.00	1,747,757.00	156,073.09	78,901.88	675,616.47	916,067.44
9020 Teachers' Retirement							
8 Employee Benefits		3,760,965.00	3,760,965.00	391,080.26	295,345.45	2,806,603.27	563,281.47
Subtotal of 9020 Teachers' Retirement		3,760,965.00	3,760,965.00	391,080.26	295,345.45	2,806,603.27	563,281.47
9030 Social Security							
8 Employee Benefits		3,305,621.00	3,262,871.00	415,594.77	277,961.41	2,694,964.21	152,312.02
Subtotal of 9030 Social Security		3,305,621.00	3,262,871.00	415,594.77	277,961.41	2,694,964.21	152,312.02
9040 Workers' Compensation							
8 Employee Benefits		390,000.00	390,000.00	144,665.00	0.00	0.00	245,335.00
Subtotal of 9040 Workers' Compensation		390,000.00	390,000.00	144,665.00	0.00	0.00	245,335.00
9045 Life Insurance							
8 Employee Benefits		22,000.00	22,000.00	4,569.57	2,346.25	260,430.43	-243,000.00
Subtotal of 9045 Life Insurance		22,000.00	22,000.00	4,569.57	2,346.25	260,430.43	-243,000.00

Victor Central School District

Budget Status Report As Of: 09/30/2022

Fiscal Year: 2023

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
9050 Unemployment Insurance							
8 Employee Benefits		15,000.00	15,000.00	36.15	-12,048.56	0.00	14,963.85
Subtotal of 9050 Unemployment Insurance		15,000.00	15,000.00	36.15	-12,048.56	0.00	14,963.85
9055 Disability Insurance							
8 Employee Benefits		30,000.00	30,000.00	6,034.50	1,596.00	15,797.50	8,168.00
Subtotal of 9055 Disability Insurance		30,000.00	30,000.00	6,034.50	1,596.00	15,797.50	8,168.00
9060 Hospital, Medical, Dental Insurance							
8 Employee Benefits		14,846,261.00	14,837,891.00	3,218,414.39	998,576.87	8,525,464.10	3,094,012.51
Subtotal of 9060 Hospital, Medical, Dental Insurance		14,846,261.00	14,837,891.00	3,218,414.39	998,576.87	8,525,464.10	3,094,012.51
9089 Other (specify)							
8 Employee Benefits		225,000.00	225,000.00	0.00	0.00	0.00	225,000.00
Subtotal of 9089 Other (specify)		225,000.00	225,000.00	0.00	0.00	0.00	225,000.00
9711 Serial Bonds-School Construction							
6 Principal		3,493,213.00	3,493,213.00	0.00	0.00	0.00	3,493,213.00
7 Interest		708,353.00	708,353.00	0.00	0.00	0.00	708,353.00
Subtotal of 9711 Serial Bonds-School Construction		4,201,566.00	4,201,566.00	0.00	0.00	0.00	4,201,566.00
9731 Bond Antic Notes-School Construction							
6 Principal		1,297,427.00	1,297,427.00	202,427.00	0.00	0.00	1,095,000.00
7 Interest		667,247.00	667,247.00	401,811.41	0.00	0.00	265,435.59
Subtotal of 9731 Bond Antic Notes-School Construction		1,964,674.00	1,964,674.00	604,238.41	0.00	0.00	1,360,435.59
9732 Bond Antic Notes-Bus Purchases							
6 Principal		386,206.00	386,206.00	386,206.00	386,206.00	0.00	0.00
7 Interest		16,765.00	16,765.00	16,765.52	16,765.52	0.00	-0.52
Subtotal of 9732 Bond Antic Notes-Bus Purchases		402,971.00	402,971.00	402,971.52	402,971.52	0.00	-0.52
9770 Revenue Anticipation Notes							
7 Interest		3,000.00	3,000.00	0.00	0.00	0.00	3,000.00
Subtotal of 9770 Revenue Anticipation Notes		3,000.00	3,000.00	0.00	0.00	0.00	3,000.00
9789 Other Debt (specify)							
6 Principal		223,213.00	223,213.00	223,213.45	0.00	0.00	-0.45
7 Interest		108,528.00	108,528.00	108,527.52	0.00	0.00	0.48
Subtotal of 9789 Other Debt (specify)		331,741.00	331,741.00	331,740.97	0.00	0.00	0.03
9901 Transfer to Other Funds							
95 Transfer-Special Aid Fund		185,000.00	185,000.00	0.00	0.00	0.00	185,000.00
Subtotal of 9901 Transfer to Other Funds		185,000.00	185,000.00	0.00	0.00	0.00	185,000.00
Total GENERAL FUND		89,198,479.00	89,640,861.86	12,919,308.74	6,808,381.22	58,826,862.69	17,894,690.43

Victor Central School District

Budget Status Report As Of: 09/30/2022

Fiscal Year: 2023

Fund: A GENERAL FUND

Selection Criteria

Criteria Name: Shared: BOE Summary by State Modified

Fund: A

Budget type: Current Year

As Of Date: 09/30/2022

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, November 10, 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

**Long Term
Substitute
Appointments:**

The appointment of **Rebecca Morrill**, who is working towards certification in Spanish Grades 7-12, to a long-term substitute position as a Foreign Language Teacher, backdated to September 1, 2022, and ending January 23, 2023, at an annual salary of \$45,077, which will be prorated based on the length of the assignment.

The appointment of **Frederick Finter**, who is working towards certification in Students with Disabilities Grades 7-12, to a long-term substitute position as a Special Education Teacher, effective November 9, 2022, and ending June 30, 2023, at an annual salary of \$43,877, which will be prorated based on the length of the assignment.

**Long Term
Substitute
Appointments:**

The appointment of **David Rodrick**, who has certifications as a School Psychologist and School Counselor, to a long-term substitute position as a School Psychologist, effective November 21, 2022, and ending June 30, 2023, at an annual salary of \$84,899, which will be prorated based on the length of the assignment.

Leaves of Absence:

The granting of an extension of maternity and subsequent childcare leave of absence for **Marissa Lawrence**, School Social Worker, effective March 1, 2023, and extending through June 30, 2023.

The granting of an extension of maternity and subsequent childcare leave of absence for **Sarah Stockman**, Reading Teacher, effective April 10, 2023, and extending through June 30, 2023.

The granting of an extension of maternity and subsequent childcare leave of absence for **Emily Hopkins-Ives**, School Psychologist, effective April 19, 2023, and extending through May 31, 2023.

Resignations:

The resignation of **Kelsey Flynn**, ELL Teacher, effective December 31, 2022.

The resignation of **Peter Pistilli**, School Psychologist, effective November 19, 2022.

The resignation of **Kerry Kraska**, Special Education Teacher, effective November 1, 2022.

Athletics:	<u>Position</u>	<u>Name</u>	<u>Level</u>	<u>Years</u>
Bowling	Volunteer	Bryan Law	-	-
Basketball – Boys	Volunteer	Patrick Broderick	-	-
Basketball – Girls	Varsity Assistant	Blake Smith	3	13
	JV	Brian Hill	3	5
	Volunteer	Kevin Neenan	-	-
Indoor Track & Field	Head Varsity	Robert Goodell	2	21
	Assistant	Ryan Ellis	4	1
Cheerleading	Volunteer	Mackenzie Sercu	-	-

Coaching Resignations: The resignation of **David Marsh**, Boys Swimming and Diving Varsity Assistant.

The resignation of **Austin Donroe**, Indoor Track and Field Varsity Head Coach.

The resignation of **Austin Donroe**, Track and Field Varsity Head Coach.

The resignation of **Andrew Reddout**, Boys Basketball Modified A Coach.

Per Diem Substitutes:	<u>Candidate</u>	<u>Area of Certification</u>
	Kimberly Natale	Uncertified
	Jessica Klem	Elementary/Special Education
	Trudy Howles	Uncertified
	Dominic Guccia	Uncertified
	Holly Boisvert	Uncertified
	Martha Flower	Earth Science/Chemistry/ General Science

Non-Instructional Appointments:

The appointment of **Paul Kaseman**, Full Time Teacher Aide, effective October 3, 2022, at an hourly rate of \$14.57.

The appointment of **Betty Post**, Department Secretary, effective November 1, 2022, at an hourly rate of \$18.26.

The appointment of **Randolph Shea**, from School Bus Driver Trainee to School Bus Driver, effective October 4, 2022, at an hourly rate of \$20.99.

The appointment of **Rohini Arumugam**, Full Time Teacher Aide, effective October 11, 2022, at an hourly rate of \$14.17.

The appointment of **Erika Younis**, Part Time Teacher Aide, effective October 24, 2022, at an hourly rate of \$14.17.

The appointment of **Leslie Gallagher**, Full Time Teacher Aide, effective October 20, 2022, at an hourly rate of \$14.17.

The appointment of **Lynne Littlefield**, School Bus Monitor, effective October 19, 2022, at an hourly rate of \$14.17.

The appointment of **Cassidy Brennan**, Full Time Teacher Aide, effective November 2, 2022, at an hourly rate of \$14.17.

The appointment of **Sarah Redington**, Campus Security Guard, effective November 7, 2022, at an annual rate of \$45,000.

The appointment of **Myrna Zayas**, Part Time Teacher Aide, effective November 7, 2022, at an hourly rate of \$14.17.

The appointment of **Myla Reese**, Part Time Teacher Aide, effective November 1, 2022, at an hourly rate of \$14.17.

The appointment of **Michaela Williams**, Food Service Helper, effective November 7, 2022, at an hourly rate of \$14.17.

The appointment of **Ryan Clune**, from School Bus Driver Trainee to School Bus Driver, effective October 12, 2022, at an hourly rate of \$20.99.

The appointment of **Kenny Oropeza Concepcion**, Cleaner, effective November 7, 2022, at an hourly rate of \$14.65.

Resignations:

The resignation of **Randolph Shea**, School Bus Driver, effective October 13, 2022.

The resignation of **Karin Ludwig**, Full Time Teacher Aide, effective November 18, 2022.

The resignation of **Michelle Burgio**, Part Time Teacher Aide, effective October 31, 2022.

The resignation of **Cindy Emery**, Food Service Helper, effective November 30, 2022.

The resignation of **Alyssa Cummings**, Food Service Helper, effective November 1, 2022.

The resignation of **Michelle Palazzo**, Part Time Teacher Aide, effective November 13, 2022.

Terminations:

The termination of **Righteous Bolorin**, Full Time Teacher Aide, effective October 28, 2022.

The termination of **Wanda Morales Ortiz**, Cleaner, effective November 1, 2022.

The termination of **Leishla Vazquez Burgos**, Part Time Cleaner, effective November 4, 2022.

**Per Diem and
Substitute Positions:**

<u>Candidate</u>	<u>Position</u>
Karin Ludwig	Teacher Aide
Michelle Burgio	Teacher Aide
Tirsa Alvarado	Cleaner
Mollie Mack	Food Service Helper
Meghan Robbins	Lifeguard
Emma Wade	Teacher Aide
Aniuska Marrero Viltres	Teacher Aide
Kimberly Doherty	School Bus Driver Trainee
Michelle Palazzo	Teacher Aide
Rachel Atwell	Teacher Aide
Rebecca Carter	School Bus Monitor

Victor Central School District

2023-2024 Budget Development Calendar

To be adopted at the November 10, 2022 BOE meeting

Date	Event
Wednesday, November 10, 2022 <i>(Regular Board Meeting)</i>	2023-2024 Budget Calendar reviewed and adopted by the Board of Education
Thursday, December 8, 2022 <i>(Regular Board Meeting)</i>	Review the 2023-2024 Draft Budget and Financial Strategies and Goals
Thursday, January 12, 2023 <i>(Regular Board Meeting)</i>	Budget Status Update to the Board of Education <ul style="list-style-type: none"> - Transportation
Thursday, January 26, 2023 <i>(Budget Workshop)</i>	Budget Workshop/Budget Status <ul style="list-style-type: none"> - Operations and Maintenance
Thursday, February 9, 2023 <i>(Regular Board Meeting)</i>	Budget Status Update to the Board of Education <ul style="list-style-type: none"> - Revenues - Tax Cap Calculation
Thursday, February 16, 2023 <i>(Budget Workshop)</i>	Budget Workshop/Budget Status <ul style="list-style-type: none"> - Non-personnel budget - Buildings - Tax Cap Final Determination
Wednesday, March 1, 2023	Deadline for Submission of the preliminary Tax Cap Calculation Information and District's Calculation of Tax Levy Limit to OSC, NYSED, and NYS Taxation and Finance
Thursday, March 9, 2023 <i>(Regular Board Meeting)</i>	Budget Status Update to the Board of Education <ul style="list-style-type: none"> - Personnel Update
Monday, March 20, 2023	First Legal Ad posting - Required 49 days prior to Budget Vote Legal notice of school budget hearing and budget vote. Must advertise 4 times within seven weeks of the vote with first publication 45 days before the date of the budget vote. Must be published in at least two newspapers of general circulation

Thursday, March 23, 2023 <i>(Budget Workshop)</i>	Budget Workshop/Budget Status - Final changes based on projected or final state aid numbers (NYS Constitution requires NYS Budget Adoption by April 1)
Thursday, April 13, 2023 <i>(Regular Board Meeting)</i>	Adopt the Budget Includes determining the tax levy for tax cap calculation
Friday, April 14, 2023	Publish 2nd Budget Legal Notice Deadline to accept submission of petitions for Board of Education candidates <i>Due to District Clerk by 4:00 PM</i> First sworn statement of campaign contributions to be filed with District Clerk and Commission of Education <i>(at least 30 days prior to vote)</i>
Monday, April 17, 2023	Drawing to determine order of Board of Education Candidates to appear on ballot <i>8:30 AM in the Business Office</i>
Monday, April 24, 2023	Last day to file "Property Tax Report Card" to SED. Due next business day following its approval by the school board, but no later than the 24th day before the budget vote.
Friday, April 28, 2023	Publish 3rd Budget Legal Notice
Tuesday, May 2, 2023	Budget Hearing 7:00-7:30 PM in the JH/SH Performing Arts Center Meet the BOE Candidates sponsored by the PTSA 7:30-8:30 PM in the JH/SH Performing Arts Center
Wednesday, May 3, 2023	Mail Budget Notice to eligible voters Day after the Budget Hearing, but no later than 6 days prior to Budget Vote
Tuesday, May 9, 2023	Voter Registration 3 PM - 7 PM District Office Conference Room Residents of the Victor Central School District who are registered, at their current address, to vote in general, county-wide elections and who have not had such registration canceled, will be automatically placed on the District voter register and need not pre-register to vote in School District votes.
Wednesday, May 11, 2022	Second sworn statement of campaign contributions to be filed with District Clerk and Commissioner of Education
Friday, May 12, 2023	Publish 4th Budget Legal Notice
Tuesday, May 16, 2023	Budget Vote and Election of Board of Education (3rd Tuesday in May) 6:00 AM - 9:00 PM in the Early Childhood School Boardroom
Friday, June 2, 2023	Last date for BOE candidates to file final sworn statement of campaign contributions with District Clerk and Commissioner of Education



Maureen Goodberlet <goodberletm@victorschools.org>

Request #99 for your review

1 message

Form Approvals <businessforms@victorschools.org>
To: Goodberletm@victorschools.org

Tue, Oct 11, 2022 at 5:43 AM

REQUEST #99 | RECIPIENTS: 3 of 5 | OCT 08, 2022

****UPDATED VCS Field Trip Form**

You have been requested to review the following:

Requestor's Email Address:	ahernk@victorschools.org
Requestor's First Name:	Kelly
Requestor's Last Name:	Ahern
School:	HS
Course / Grade Level of Students::	9-12
Short Description or Name of Field Trip:	The Outdoor Activities Club trip to the Adirondacks
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::	6
Departure Date::	Nov 17, 2022
Place of Departure::	Victor Senior High Bus Loop
Type of Transportation::	School Van
Departure load time: (please allow 15-30 minutes to allow for time to load):	3:15 PM
Departure Time::	3:20 PM

Destination (include EXACT address)::

Time you plan to REACH your destination:: 10:30 PM

Return Date:: Nov 20, 2022

Load time for DEPARTURE from destination: (Please allow 15-30 minutes to load): 12:00 PM

Time you plan to LEAVE your destination:: 12:00 PM

Estimated Round-Trip Mileage: 475 miles

Return Time:: 5:00 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):: We will stop on the way up and on the way home. Students will bring most of their meals.

Preparation: How will the student be prepared for the trip as an instructional activity?: We will hold weekly meetings to prepare them for the trip

On trip: What instructional activities will occur on the trip?: Students will learn essential camping skills and the safety and etiquette of traveling in the backcountry.

What instructional provisions have been made to help participants keep up with other classes that they will miss?: Students will check in with their teachers to make sure they make up any missed instruction from the 1 day they will miss.

What specific instructional plans have been made for any student missing the field trip?: N/A

Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the time period of this field trip.: I will need a full day Sub for Friday 11/18

Do you have any supporting documents such as an itinerary?: Yes

Estimated Number of Chaperones (including teachers/staff/parents):: 1-2

Special arrangements, instructions, or comments:: Kelly Ahern will be driving the school van

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):: \$25 for campground each, cost of meals

	on the way
Cost to Chaperone (if any)::	Cost of campground and meals
Cost Breakdown per Student - Event Fee::	\$25 campground.
Cost Breakdown per Student - Meals::	They average \$15-20 per meal (2 meals)
Cost Breakdown per Student - Travel::	None
Cost Breakdown per Student TOTAL::	See above
Upload supporting itinerary:	File Upload 1
Email Address:	ahernk@victorschools.org
Is this an overnight trip?:	Yes

Approval history

In progress

Approved by siestob@victorschools.org
 Approved by clinkk@victorschools.org

Approve	Decline	Comment
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----- Forwarded message -----

From: **Form Approvals** <businessforms@victorschools.org>

Date: Wed, Oct 12, 2022 at 3:51 PM

Subject: Request #84 for your review

To: <vallesed@victorschools.org>

REQUEST #84 | RECIPIENTS: 4 of 5 | SEP 26, 2022

****UPDATED VCS Field Trip Form**

You have been requested to review the following:

Requestor's Email Address:	DaytonA@victorschools.org
Requestor's First Name:	Alyssa
Requestor's Last Name:	Dayton
School:	HS
Course / Grade Level of Students::	9-12
Short Description or Name of Field Trip:	Varsity Cheerleading Nationals Competition
Select the appropriate type of field trip:	Athletics
Have BOTH the District and Building calendars been checked for potential conflicts?:	Yes
Estimated number of Students::	22
Departure Date::	Jan 19, 2023
Place of Departure::	Victor Senior High
Type of Transportation::	Bus to Airport
Departure load time: (please allow 15-30 minutes to allow for time to load):	10:00 AM
Departure Time::	10:15 AM

Destination (include EXACT address)::

Time you plan to REACH your destination:: 7:25 PM

Return Date:: Jan 23, 2023

Load time for DEPARTURE from destination: (Please allow 15-30 minutes to load): 6:00 AM

Time you plan to LEAVE your destination:: 6:30 AM

Estimated Round-Trip Mileage: N/A

Return Time:: 4:00 PM

Would you like the bus to stay with the group or may it return at a different time?: No, the bus can return at a different time

Arrangements for meals (if necessary):: Student Athletes to purchase meals at Airport on their own. Meals during trip are provided by Booster Club.

Preparation: How will the student be prepared for the trip as an instructional activity?: N/A

On trip: What instructional activities will occur on the trip?: N/A

Upon Return: What activities will occur to enrich the experience and determine if the objectives were accomplished?: N/A

What instructional provisions have been made to help participants keep up with other classes that they will miss?: Student Athletes will be required to communicate with any & all teachers prior to leaving to get any missed assignments or work that will need to be completed.

What specific instructional plans have been made for any student missing the field trip?: N/A

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

Do you have any supporting documents such as an itinerary?:	Yes
Estimated Number of Chaperones (including teachers/staff/parents)::	2
Special arrangements, instructions, or comments::	All costs of this trip are completely covered by Victor Cheer Boosters- there is no cost to the student athlete for transportation, registration, comp fees or meals.
Will you be requesting this trip again next year?:	Yes
School and/or District Funding Requested?:	No
If fundraising is involved, please describe::	Boosters fundraises all year- we host (2) Competitions in the fall and winter seasons. Business Sponsors for the entire year.
Out of Pocket Cost to Student (if any)::	0
Cost to Chaperone (if any)::	N/A
Cost Breakdown per Student - Event Fee::	\$195 for Competition Registration Fee
Cost Breakdown per Student - Meals::	\$100
Cost Breakdown per Student - Travel::	\$365 round trip flight
Cost Breakdown per Student - Other::	\$199 Hotel Stay
Cost Breakdown per Student TOTAL::	\$859
Upload supporting itinerary:	File Upload 1
Email Address:	daytona@victorschools.org

Approval history

In progress

- Approved by siestob@victorschools.org
- Approved by weimerd@victorschools.org
- Approved by clinkk@victorschools.org



Maureen Goodberlet <goodberletm@victorschools.org>

Request #111 for your review

1 message

Form Approvals <businessforms@victorschools.org>
To: Goodberletm@victorschools.org

Thu, Nov 3, 2022 at 3:19 PM

REQUEST #111 | RECIPIENTS: 3 of 5 | NOV 03, 2022

****UPDATED VCS Field Trip Form**

You have been requested to review the following:

Requestor's Email Address:	cronmillers@victorschools.org
Requestor's First Name:	Steve
Requestor's Last Name:	Cronmiller
School:	HS
Course / Grade Level of Students::	SEAS club
Short Description or Name of Field Trip:	Gore Mt/Lake George ski trip
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::	40
Departure Date::	Mar 10, 2023
Place of Departure::	SH Bus Loop
Type of Transportation::	Charter Bus
Departure load time: (please allow 15-30 minutes to allow for time to load):	2:15 PM
Departure Time::	2:30 PM
Destination (include EXACT address)::	

Time you plan to REACH your destination::	8:00 PM
Return Date::	Mar 12, 2023
Load time for DEPARTURE from destination: (Please allow 15-30 minutes to load):	3:45 PM
Time you plan to LEAVE your destination::	4:00 PM
Estimated Round-Trip Mileage:	462 miles
Return Time::	9:00 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)::	included in cost and lunch is at own expense.
Preparation: How will the student be prepared for the trip as an instructional activity?:	NA
On trip: What instructional activities will occur on the trip?:	NA
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?:	Missing 3rd and 4th periods on March 10, they will make up missed work with teachers after school.
What specific instructional plans have been made for any student missing the field trip?:	NA
Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the time period of this field trip.:	No substitutes will be required for 4 teachers.
Do you have any supporting documents such as an itinerary?:	Yes
Estimated Number of Chaperones (including teachers/staff/parents)::	4 teachers
Special arrangements, instructions, or comments::	NA
Will you be requesting this trip again next year?:	Yes
School and/or District Funding Requested?:	No
If fundraising is involved, please describe::	NA
Out of Pocket Cost to Student (if any)::	\$405 and a two lunches.

Cost to Chaperone (if any)::	A few meals and miscellaneous
Cost Breakdown per Student - Event Fee::	See attached
Cost Breakdown per Student - Meals::	See attached
Cost Breakdown per Student - Travel::	See attached
Cost Breakdown per Student - Other::	See attached
Cost Breakdown per Student TOTAL::	See attached
Upload supporting itinerary:	File Upload 1 File Upload 2
Email Address:	cronmillers@victorschools.org
Is this an overnight trip?:	Yes

Approval history

In progress

Approved by siestob@victorschools.org

Approved by clinkk@victorschools.org

Approve	Decline	Comment
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Request #105 for your review

messages

Business Forms Approvals <businessforms@victorschools.org>
: vallesed@victorschools.org

Thu, Oct 20, 2022 at 5:43 .

REQUEST #105 | RECIPIENTS: 4 of 6 | OCT 19, 2022

****UPDATED VCS Field Trip Form**

You have been requested to review the following:

Requestor's Email Address:	stoneda@victorschools.org
Requestor's First Name:	Dan
Requestor's Last Name:	Stone
School:	HS
Course / Grade Level of Students::	9-12
Short Description or Name of Field Trip:	Boys Varsity Lacrosse Spring Break Trip - 2 Games
Select the appropriate type of field trip:	Athletics
Have BOTH the District and Building calendars been checked for potential conflicts?:	Yes
Estimated number of Students::	35
Departure Date::	Apr 03, 2023
Place of Departure::	Victor Senior High Schools
Type of Transportation::	Parent/Guardian or Parent/Guardian Designated Representative Transportation
Departure load time: (please allow 15-30 minutes to allow for time to load):	8:00 AM
Departure Time::	8:15 AM
Destination (include EXACT address)::	Baltimore, Maryland; exact address to be determined
Time you plan to REACH your destination::	3:00 PM
Return Date::	Apr 07, 2023
Load time for DEPARTURE from destination: (Please allow 15-30 minutes to load):	10:30 AM
Time you plan to LEAVE your destination::	11:00 AM
Estimated Round-Trip Mileage:	800 miles
Return Time::	6:00 PM
Would you like the bus to stay with the group or may it return at a different time?:	No, the bus can return at a different time
Arrangements for meals (if necessary)::	Will be provided as details are confirmed.
Preparation: How will the student be prepared for the trip as an instructional activity?:	Daily practices and scrimmages prior to the games.

Upon Return: What activities will occur to enrich the experience and determine if the objectives were accomplished?:	accordingly. We are taking this trip to begin the season with the best competition we can find to prepare us for success the entire season.
What instructional provisions have been made to help participants keep up with other classes that they will miss?:	This trip occurs over Spring Break; class time is a non-factor.
What specific instructional plans have been made for any student missing the field trip?:	Any player electing not to attend will determine his Spring Break schedule
Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the time period of this field trip.:	N/A
Do you have any supporting documents such as an itinerary?:	No
Estimated Number of Chaperones (including teachers/staff/parents)::	10
Special arrangements, instructions, or comments::	A comprehensive itinerary is in draft form and will be shared as details are confirmed.
Will you be requesting this trip again next year?:	Maybe
School and/or District Funding Requested?:	No
If fundraising is involved, please describe::	Fundraising ideas are being generated to support this trip and will be shared when finalized.
Out of Pocket Cost to Student (if any)::	TBD
Cost to Chaperone (if any)::	N/A
Cost Breakdown per Student - Event Fee::	TBD
Cost Breakdown per Student - Meals::	TBD
Cost Breakdown per Student - Travel::	TBD
Cost Breakdown per Student - Other::	TBD
Cost Breakdown per Student TOTAL::	TBD
Email Address:	stoneda@victorschools.org
Is this an overnight trip?:	Yes

Approval history

In progress

Approved by siestob@victorschools.org
 Approved by weimerd@victorschools.org
 Approved by clinkk@victorschools.org

Approve	Decline	Comment
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Maureen Goodberlet <goodberletm@victorschools.org>

Request #112 for your review

1 message

Form Approvals <businessforms@victorschools.org>

Thu, Nov 3, 2022 at 3:20 PM

To: Goodberletm@victorschools.org

REQUEST #112 | RECIPIENTS: 3 of 5 | NOV 03, 2022

****UPDATED VCS Field Trip Form**

You have been requested to review the following:

Requestor's Email Address:	cronmillers@victorschools.org
Requestor's First Name:	Steve
Requestor's Last Name:	Cronmiller
School:	HS
Course / Grade Level of Students::	SEAS club 9-12
Short Description or Name of Field Trip:	Fish Creek State Park/Wild Center museum
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::	25-30
Departure Date::	May 19, 2023
Place of Departure::	SH Bus Loop
Type of Transportation::	School bus
Departure load time: (please allow 15-30 minutes to allow for time to load):	10:45 AM
Departure Time::	11:00 AM

Destination (include EXACT address)::	
Time you plan to REACH your destination::	5:00 PM
Return Date::	May 21, 2023
Load time for DEPARTURE from destination: (Please allow 15-30 minutes to load):	11:00 AM
Time you plan to LEAVE your destination::	11:30 AM
Estimated Round-Trip Mileage:	460
Return Time::	4:00 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)::	See itinerary
Preparation: How will the student be prepared for the trip as an instructional activity?:	NA
On trip: What instructional activities will occur on the trip?:	Exploration of the many cultural services forest ecosystems provide humans.
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?:	After school make up with teachers, they will miss 3th and 4th periods on Friday May 19th.
What specific instructional plans have been made for any student missing the field trip?:	NA
Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the time period of this field trip.:	Substitute teachers needed for 4 teachers 3rd and 4th periods May 19th.
Do you have any supporting documents such as an itinerary?:	Yes
Estimated Number of Chaperones (including teachers/staff/parents)::	4 teachers
Special arrangements, instructions, or comments::	NA
Will you be requesting this trip again next year?:	Yes
School and/or District Funding Requested?:	Yes

If fundraising is involved, please describe::	NA
Out of Pocket Cost to Student (if any)::	\$40 few meals
Cost to Chaperone (if any)::	few meals
Cost Breakdown per Student - Event Fee::	\$20
Cost Breakdown per Student - Meals::	\$40
Cost Breakdown per Student - Travel::	NA
Cost Breakdown per Student TOTAL::	\$100
Upload supporting itinerary:	File Upload 1
Email Address:	cronmillers@victorschools.org
Is this an overnight trip?:	Yes

Approval history

In progress

Approved by siestob@victorschools.org

Approved by clinkk@victorschools.org

<input type="button" value="Approve"/>	<input type="button" value="Decline"/>	<input type="button" value="Comment"/>
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Use of Video or Audio Surveillance on School Property

The Board of Education recognizes its responsibility to maintain and improve discipline and the safety and welfare of its staff and students on school property, including transportation vehicles.

After having carefully considered and balanced the rights of privacy with the District's duty to ensure discipline, health, welfare and safety of staff and students, the Board authorizes the Superintendent and his/her designees to use video or audio surveillance on school property within the confines of the law. Further, surveillance cameras will only be placed in public or common areas, such as stairwells, hallways, cafeterias, parking lots, or playgrounds, and not in private areas such as locker rooms, bathrooms, or other areas in which individuals have a reasonable expectation of privacy.

All school buses and/or buildings/grounds may be equipped with video cameras in order to monitor behavior. Violations of the school code of conduct, as well as participation in any illegal activities, will be dealt with in accordance with applicable laws and school regulations.

The District prohibits individuals from creating audio and/or video recordings of school related meetings without approval from the Superintendent or his/her designee, unless otherwise required by law. All film and/or digital recordings used in relation to this policy shall be the sole property of the District, and the Superintendent of Schools or his/her designee shall be the custodian of such recordings. The District shall comply with all applicable state and federal laws related to student records when such recordings are considered for retention as part of the student's record.

Requests for viewing a recording must be made in writing to the Superintendent or his/her designee; and, if the request is granted, such viewing must occur in the presence of the District's designated custodian of the recording. Under no circumstances will the District's recording be duplicated and/or removed from District premises unless in accordance with court order and/or subpoena.

Policy References:

20 USC Sec. 1232g (FERPA)

Arts & Cultural Affairs Law, Art. 57-A(Local Government Records Law)

Public Officers Law Sec. 87

8 NYCRR Par 156.9(d)

Records Retention & Disposition Schedules for Use by School Districts, Schedule ED-1 (1991)

Policy Cross References:

» 1120 - School District Records

» 5500 - Student Records

Adoption Date: 12/8/2005, Revised 10/19/17, [11/10/22](#)

8000 - Support Services

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. The following rules and standards of conduct apply to all officers, including Board members, and employees of the Victor Central School District. These rules are in addition to the Code of Conduct and all other policies, laws, rules, and regulations.

Behavior

All officers and employees shall lead by example; be a role model; engage in civil and constructive discussions; exercise good judgment; and maintain professionalism. All officers and employees shall refrain from engaging in any action that breaches public trust and/or the confidence; violates their oath of office, policy, law, rule, regulation, fiduciary duties, applicable precedent and/or the Code of Conduct; and/or interferes with or may interfere with the Board of Education's ability to function.

All officers and employees must, at all times, clearly distinguish their personal views from those of the District.

Board members must refrain from acting as a representative of the Board and from taking action on behalf of the Board unless delegated by the Board for a particular, limited purpose.

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, [11/10/2022](#)
2000 - Governance and Operations

Admission of Non-resident Students

The Victor Central School District accepts only those students who are legal residents of the District, except as required by law or as otherwise provided in this policy. Any student who resides outside the boundaries of the District or whose parents/guardians reside outside the boundaries of the District shall be considered a non-resident student. The District will only accept non-resident students under the following circumstances:

- The District has contractual agreements with other school districts or BOCES for the admission of non-resident students into certain programs specifically open to non-resident students in cooperation with such other districts or the BOCES and /or pursuant to Education Law § 2045. The District may enter into additional agreements for similar such programs from time to time that allow the attendance of non-resident students. In all such cases, the non-resident students' tuition is paid by the partner school district or the BOCES.
- The District may admit non-resident students at its discretion whose parents or guardians have purchased a house within the school district, but who will not be able to take immediate occupancy. A request must be made in writing to the registrar. No tuition shall be charged if the parents or legal guardians become residents within ninety (90) calendar days after the student commences attendance. It is the responsibility of the parents or guardians to notify the School Office immediately upon becoming residents of the District. If legal residency commences after ninety (90) days, tuition will be charged from the first day of attendance to the start of legal residency. If, for any reason, legal residency has not commenced within a reasonable time (generally, ninety days from admission), the District may immediately discontinue the enrollment of the student and seek tuition for the period enrolled in the District.
- Regularly enrolled resident students in grades kindergarten through 11 whose parents or guardians move out of the District between May 1 and the end of the school year will be permitted to attend Victor Schools on a non-tuition basis until the end of the school year during which the move occurs.
- An enrolled resident senior student, whose parents or guardians move out of the District after the beginning of the school year, will be permitted to complete the senior year at Victor Senior High School without the payment of tuition upon the approval of the Superintendent of Schools.
- In addition, an enrolled resident senior student whose residency changes to a location outside the District may be allowed to complete his/her graduation requirements or other special cases when approved by the Superintendent with the knowledge of the Board.
- A student who has successfully completed the academic requirements for entering the senior year, but whose parents or guardians are not residents of the District at the beginning of the school year, will not be permitted to complete the senior year in the District.

- In determining senior student status, the beginning of the school year will be designated as the day following the student's completion of all academic requirements necessary to be enrolled as a senior student.
- Children of non-resident District employees may attend Victor Schools if permitted by specific contract language and upon the approval of the Superintendent of Schools.

In all cases, transportation shall not be provided to non-resident students except as required by law, contract or as might be arranged at no additional cost to the District.

Policy References:

Education Law §3202(2)

Policy Cross References:

- » 1120 - School District Records
- » 5500 - Student Records

Adoption Date: 10/12/2000, Revised 7/10/2008, 3/20/2014, [11/10/2022](#)
5000 - Students

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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 | Brian Gee | (585)924-3252 ext. 5400 |
| | Laura Westerman | (585)924-3252 ext. 5401 |
| • Senior High School | Jennifer Grimes | (585)924-3252 ext. 6403 |
| | John Ryan | (585)924-3252 ext. 6414 |
| | Dave Thering | (585)924-3252 ext. 6401 |
| • 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. 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.
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 business 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 business 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.

Reviewed: 07/14/2022

Approved by the Board of Education as Revised ~~09/08/2022~~ [11/10/2022](#)

Policy Cross References:

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

Use of Assistance Animals

The District recognizes the importance of service animals and affirms its commitment to allowing the use of these animals by individuals with disabilities on school grounds to facilitate their full participation in and equal access to District services, programs, and activities. Service animals are distinguished from emotional support, therapy, comfort, or companion animals. The District will comply with all applicable federal and state laws and regulations related to service animals.

Additionally, the District permits the use of therapy dogs on school grounds subject to the conditions of this policy. The use of therapy dogs can have many benefits including reduced anxiety and increased mental stimulation, as well as decreased depression, feelings of isolation, and boredom.

Service Animals

A service animal is defined as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals.

The work or tasks performed by a service animal must be directly related to the individual's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. Psychiatric service animals that have been trained to take a specific action to help avoid an anxiety attack or to reduce its effects, however, may qualify as a service animal.

The Superintendent or designee may create procedures, regulations, and/or building-specific rules regarding the use of service animals on school grounds by individuals with disabilities.

Therapy Dogs

For purposes of this policy, a therapy dog is defined as a dog that has been trained, evaluated, and certified to work with a handler to provide affection and comfort to individuals in a variety of settings including schools. A handler is defined as an individual that has been trained, evaluated, and certified to work with a particular therapy dog. Therapy dogs are not covered by the same laws that protect service animals.

Although there is no formal identification or certification for therapy dogs, the District requires that any therapy dog and accompanying handler permitted on school grounds to be certified by an American Kennel Club (AKC) recognized therapy dog organization such as Therapy Dogs International. Further, the therapy dog must not pose a health and safety risk to any individual on school grounds. In order to use a therapy dog in the District, a written request must be submitted to the Superintendent or his/her designee. The request must include the following:

- A) General information about the proposed use of the therapy dog including when and where;
- B) Personal information about the therapy dog and handler including name, address, and phone;
- C) Copies of the therapy dog's:
 - a. Current licensure from the local licensing authority;
 - b. Vaccination and immunization records from a licensed veterinarian;
- D) Copy of a certification from an AKC recognized therapy dog organization;
- E) Copy of an insurance policy that provides liability coverage for the work of the therapy dog and handler while on school grounds and names the District as an additional insured;
- F) Certification from the handler that, while on school grounds, the therapy dog will:
 - a. Be clean, well-groomed, and free of parasites, illness, or injury;
 - b. Remain under the handler's control through the use of a leash or other tether unless the use of a leash or other tether would interfere with the therapy dog's service;
 - c. Be supervised and accompanied by the handler;
 - d. Wear a therapy dog ID and/or a bandana;
 - e. Not disrupt the educational process by excessive barking or any other behavior;
 - f. Only go to locations that have been authorized by District administrators;
 - g. Be fed, exercised, and cleaned-up after by the handler.

Additionally, handlers who are not employed by the District must comply with all requirements for volunteers in the District. Volunteers will work under the supervision of appropriate staff and are expected to comply with all District rules and regulations.

A new request must be submitted for each proposed use of a therapy dog. There must be one request for each dog. In no case will a request for the use of a therapy dog be valid for more than one school year.

The District reserves the right to deny a request for the use of a therapy dog for any reason. Once a request has been granted, the District reserves the right to exclude a therapy dog from school grounds for any reason including, but not limited to, the therapy dog:

- A) Presenting a direct and immediate threat to others;
- B) Not being under the handler's control;
- C) Interfering with the educational process;
- D) Going into a location in the district that has not been authorized by District administrators.

If any individual suffers an allergic reaction while in the presence of a therapy dog, the District will require the handler to move the therapy dog to a different location designated by a District administrator.

The handler of a therapy dog is solely responsible and liable for any damage to school property, or any injury caused by the therapy dog. Further, the District bears no financial responsibility for the required training, care, or feeding for the therapy dog.

Parents/Guardians will be notified prior to any therapy dog being permitted on school grounds.

Policy References:

[Americans with Disabilities Act \(ADA\), 42 USC § 12101 et seq.](#)

[28CFR§§ 35.104 and 35.136](#)

[Civil Rights Law§§ 47, 47-a, and 47-b](#)

[Executive Law§296](#)

Policy Cross References:

» [1501 – Animals on School Grounds](#)

Adoption Date:

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Complaints about Curricula or Instructional Materials

The Board of Education recognizes its responsibility for the selection of instructional materials. The Board encourages district teachers and administrators to select books and other materials in accord with sound educational principles and practices, and to use them effectively in the classrooms. However, the Board also recognizes the right of community members to voice concerns and/or complaints regarding the implementation of a particular curriculum and/or instructional material.

All complaints concerning textbooks, library books and other instructional material shall be submitted to the Superintendent of Schools in writing. The Superintendent shall promulgate regulations establishing a complaint procedure which shall include:

1. an opportunity for an informal conference with the complainant;
2. the submission of formal written complaints;
3. ~~the formation of an instructional material review committee. The members of the committee shall be appointed annually by the Board on recommendation by the Superintendent. The committee shall make recommendations to the Superintendent concerning the disposition of any complaint~~ a shared decision making team, the District's Curriculum Council, will review any objections to instructional materials. The committee is composed of faculty, administration, parents, students, and higher education representation. The committee shall make recommendations to the Superintendent concerning the disposition of any complaint;
4. a decision by the Superintendent; and
5. an appeal to the Board. The decision of the Board shall be final.

Policy References:

Education Law §§1709(15); 1711(5)(f) Board of Educ., Island Trees Union Free School District v. Pico, 457 US 853 (1982)

Adoption Date: 3/9/1999, Revised 11/12/2009

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