

**CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION BUSINESS MEETING**

August 22, 2023

139 Fairbanks Rd., Churchville, NY 14428

4:45 P.M. – DINNER

Multipurpose Room #2301

5:00 P.M. – BOARD RETREAT

Multipurpose Room #2301

7:00 P.M. – REGULAR BUSINESS MEETING

Administrative Board Room #3808

**AGENDA
REGULAR BUSINESS MEETING**

- I. Meeting Start-Up**
 - A. Call to Order
 - B. Pledge of Allegiance
 - C. Board President's Remarks
 - D. Approval/Amendment of Agenda
 - E. Approval of August 8, 2023 Minutes
- II. Special Presentations**
 - A. District Wide Triple C Awards – Matt DeAmaral and Dennis Draper
 - B. Athletics Update – Mike Murray
- III. Superintendent Update – Lori Orologio**
- IV. Privilege of the Floor**
- V. Program**
 - A. Action Item**
 - 1. Committees on Special Education and Preschool Special Education Recommendations
 - 2. Professional Learning Plan
 - 3. Response to Intervention Plan
 - 4. Policy Review – Draft No Changes
 - Policy 7120 *Age of Entrance* (2nd Read)
 - Policy 7150 *Remote (Learning) Instruction* (2nd Read)
 - Policy 7212 *Parent Conferences* (2nd Read)
 - Policy 7340 *Bus Rules and Regulations* (2nd Read)
 - Policy 7411 *Student Publications* (2nd Read)
 - Policy 7440 *Musical Instruments* (2nd Read)
 - Policy 7670 *Impartial Due Process Hearings/Selection of Impartial Hearing Officers* (2nd Read)
 - Policy 8460 *Field Trips*

B. Discussion

1. Policy Review – Draft First Read
 - Policy 7151 *Education of Students in Temporary Housing*
 - Policy 7214 *Student Membership in the National Honor Society*
 - Policy 7311 *Restitution for Loss, Theft and Destruction of District Property and for False Reporting*
 - Policy 7410 *Extracurricular Activities*
 - Policy 8470 *Home Instruction (Home Schooling)*
2. 2023-2024 Enrollment Update
3. Student Services Update – Year in Review 2022-23

VI. Personnel

A. Action Items

1. Classified & Non-Classified Personnel Actions
2. Policy Review – Draft no changes (2nd Read)
 - Policy 6190 *Staff-Student Relations (Anti-Fraternization)*
 - Policy 6211 *Staff Recruiting and Hiring*
 - Policy 6212 *Certification and Qualifications*
 - Policy 6220 *Temporary Personnel*
3. MOA with CCEA – Volleyball

B. Discussion

1. Policy Review – Draft First Read
 - Policy 6121 *Sexual Harassment in the Workplace*
2. Staffing Update – Larry Vito

VII. Business

A. Action Items

1. Draft Policy Review – No Changes
 - Policy 3220 *Public Participation at Board Meetings*
 - Policy 5150 *Contingency Budget*
 - Policy 5250 *Sale and Disposal of School District Property*
 - Policy 5310 *Bonding of Employees and School Board Members*
 - Policy 5320 *Expenditures of School District Funds*
 - Policy 5321 *Use of the District Credit Card*
 - Policy 5323 *Reimbursement for Meal Expenses Incurred During Meetings*
 - Policy 5511 *Maintenance of Fund Balance*
 - Policy 5512 *Reserve Funds*
 - Policy 5540 *Publication of the District's Annual Financial Statement*
 - Policy 5560 *Use of Federal Funds for Political Expenditures*
 - Policy 5570 *District Cell Phone Use*
 - Policy 5574 *Medicaid Compliance Program*
2. Draft Policy Review – Elimination
 - Policy 5330 *Budget Transfers*
3. Budget Amendment – Transfer to Phase VI
4. Budget Transfer – CCEA Short-Term Leave
5. BOE Committee Participation
6. Year End Budget Transfers

B. Discussion

1. Policy Review – Draft First Read
 - Policy 5140 *Administration of the Budget*
 - Policy 5530 *Petty Cash Funds, Cash in school Buildings, and Change Funds*
2. Draft Policy Review – No Changes
 - Policy 3150 *School Volunteers*
3. Reserve Funds Allocation
4. Update on Tax Assessment Challenges – Katie Guignon
5. Social Media Lawsuit

VIII. Committee & Event Reports

IX. * Executive Session

**The BOE may choose to enter into Executive Session to discuss confidential information regarding a legal issue, the employment history of particular individuals and/or negotiations with collective bargaining units or any other confidential issue considered exempt by the NYS Department of State, Committee on Open Government.*

X. Adjournment

Important Dates:

Monday, August 28: Fall Modified Sports Begin

Tuesday, August 29: Freshman Orientation, 9-11:00 a.m.

Wednesday, August 30: MS Grade 5 Ice Cream Social, MSN Café 11:00 a.m.-1:00 p.m.

Monday, September 4: No School, Labor Day

Tuesday, September 5: Superintendent's Conference Day/First Day for Staff

Tuesday, September 5: CES PreK/Kindergarten Meet & Greet, 2:00 p.m.

Tuesday, September 5: NGS &SHS Open House, 4-6:00 p.m.

Wednesday, September 6: First Day for Students

Thursday, September 7: MS Open House, 5-7:00 p.m.

Monday, September 11: Music Boosters Meeting, SHS Group Rm. #1104, 7:00 p.m.

Monday, September 11: Sports Boosters Meeting, PDA Rm. # 3802

Tuesday, September 12: BOE Meeting, Administrative Board Room, 7:00 p.m.

**CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION**

August 8, 2023

139 Fairbanks Rd, Churchville, NY 14428

6:00 P.M. WORK SESSION

MEMBERS PRESENT

Tom Albano, Kathleen Dillon, Steve Hogan, Alycia Nagle, Cheryl Repass, and Amy Wilson

MEMBERS ABSENT

Michelle Aloï, Kevin Johnson, Jonathan Payne

OTHERS PRESENT

Lori Orologio, Matt DeAmaral, Giulio Bosco, Nicole Livingston-Neal

WORK SESSION

A review of policies.

EXECUTIVE SESSION

Moved by S. Hogan and seconded by T. Albano to enter into an Executive Session at 6:34 p.m. to discuss confidential information regarding personnel and a legal issue.

YES: All (6) Abstained: None

NO: None Motion carried

MEMBERS PRESENT

Tom Albano, Kathleen Dillon, Steve Hogan, Alycia Nagle, Cheryl Repass, and Amy Wilson

MEMBERS ABSENT

Michelle Aloï, Kevin Johnson, Jonathan Payne

OTHERS PRESENT

Lori Orologio, Matt DeAmaral, Giulio Bosco, Nicole Livingston-Neal

RETURN FROM EXECUTIVE SESSION

Moved by K. Dillon and seconded by C. Repass to return from Executive Session at 7:01 p.m. and back into a public session.

YES: All (6) Abstained: None

NO: None Motion carried

7:00 P.M. - DISTRICT-WIDE SAFETY PLAN PUBLIC HEARING

Administrative Board Room – Room 3808

MEMBERS PRESENT

Tom Albano, Kathleen Dillon, Steve Hogan, Alycia Nagle, Cheryl Repass, and Amy Wilson

MEMBERS ABSENT

Michelle Aloï, Kevin Johnson, Jonathan Payne

OTHERS PRESENT

Lori Orologio, Matt DeAmaral, Giulio Bosco, Nicole Neal, Bill Sanborn, Roberta D'Agostino, Jeff Smith, Connor Magiera

PUBLIC HEARING CALL TO ORDER

Board of Education President Kathleen Dillon called the District-Wide Safety Plan Public Hearing to order at 7:04 p.m.

INTRODUCTION

President Kathleen Dillon introduced Bill Sanborn, Director of School Safety, Security and Emergency Planning who presented the District-Wide Safety Plan.

DISTRICT-WIDE SAFETY PLAN

Bill Sanborn, Director of School Safety, Security and Emergency Planning, shared with the Board the 2023-24 District-Wide Safety Plan and the building safety plan changes from last year's plan. He gave the audience an opportunity to ask questions.

The hearing was closed at 7:13 p.m. and the President moved immediately into the business meeting.

7:14 P.M. - REGULAR BUSINESS MEETING

Administrative Board Room – Room 3808

MEMBERS PRESENT

Tom Albano, Kathleen Dillon, Steve Hogan, Alycia Nagle, Cheryl Repass, and Amy Wilson

MEMBERS ABSENT

Michelle Aloï, Kevin Johnson, Jonathan Payne

OTHERS PRESENT

Lori Orologio, Matt DeAmaral, Giulio Bosco, Nicole Neal, Bill Sanborn, Roberta D'Agostino, Jeff Smith, Connor Magiera

CALL TO ORDER

President Dillon called the business meeting to order at 7:14 p.m. She began with the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

PRESIDENT'S REMARKS

President Dillon stated that the Board met in a Work Session prior to this meeting to discuss policies. The Board also met in an Executive Session to discuss confidential information regarding personnel and a legal issue. There is an addendum to the Classified & Non-Classified personnel actions that will need to be moved on at the same time as the ones that were in our packet.

AGENDA APPROVAL

Moved by C. Repass and seconded by A. Nagle to approve the agenda as presented.

YES: All (6) Abstained: None

NO: None Motion carried

APPROVAL OF MINUTES

Moved by S. Hogan seconded by A. Wilson to approve the July 11, 2023 minutes as presented.

YES: All (6) Abstained:

NO: None Motion carried

SPECIAL PRESENTATIONS

BREAKFAST AND LUNCH PROGRAM

Director of Nutritional Services Roberta D'Agostino presented information regarding the challenges of unpaid meal debt across the nation, supply chain disruptions/challenges and the Transitional Standards that went into effect 7/1/22. She also discussed the goals for Nutritional Services in 2023-24.

FINE ARTS UPDATE

Director of Fine Arts Jeff Smith presented an overview of the 2022-23 school year. He then presented the goals for curriculum development, instruction and programming for the 2023-24 school year.

CAPITAL PROJECT UPDATE

Connor Magiera gave an update on the Capital Project

SUPERINTENDENT REPORT

Each of the elementary schools are welcoming incoming kindergarteners this week for kindergarten assessment and providing an introduction for families.

We continue to see enrollment growth in our school community, we are welcoming approximately 68 new families (99 students) to our district this fall and 39 student exits to neighboring schools.

We are excited to have new lockers for our students in Ninth Grade Academy and Middle School South. The installation may take approximately three weeks and will be ready for our students in September.

Special thanks to administrative interns, Jen Clark and Ashely Guarino, along with our Office for Instruction team for helping to coordinate and facilitate our elementary summer school program this summer. It was a very successful experience for our students.

We look forward to training and planning time next week with the instructional administrative team. In addition, we are excited to spend time with the Board on August 22 to share highlights, goals, and School Improvement Team progress with regard to our ongoing focus of appreciation, empowerment, and innovation.

I would like to thank our administrators and staff for engaging in the ongoing hiring process this summer. We continue to advertise, screen and interview candidates as we work toward filling all of our positions across the district for the upcoming school year.

PRIVILEGE OF THE FLOOR

None

PROGRAM ACTIONS

CSE AND CPSE RECOMMENDATIONS

Moved by A. Wilson and seconded by A. Nagle to approve the CSE recommendations for meetings held on 5/16/2023, 6/6/2023, 6/13/2023, 6/20/2023, 6/28/2023, 6/30/2023, 7/6/2023, 7/7/2023, 7/10/2023, 7/11/2023, 7/18/2023, 7/20/2023, 7/21/2023, 7/24/2023, 7/25/2023, 7/26/2023, 7/27/2023 and 7/31/2023 and CPSE recommendations for meetings held on 6/22/2023, 6/29/2023, 6/30/2023, 7/2/2023, 7/6/2023, 7/20/2023 and 7/31/2023.

YES: All (6) Abstained: None

NO: None Motion carried

DRAFT POLICY REVIEW

Moved by C. Repass and seconded by T. Albano to approve the following policy as is.

- Policy 7410 *Extracurricular Activities*

YES: All (6) ABSTAINED: None

NO: None Motion carried

DONATION OF SCHOOL SUPPLIES

Moved by C. Repass and seconded by A. Nagle to accept the donation of school supplies from Calvary Assembly.

YES: All (6) Abstained: None

NO: None Motion carried

SHS OVERNIGHT FIELD TRIP – SCIENCE DEPARTMENT

Moved by A. Nagle and seconded by S. Hogan to approve the overnight field trip to Boston, MA for the SHS Science Department to attend a Whale Watch Tour.

YES: All (6) ABSTAINED: None

NO: None Motion carried

SHS OVERNIGHT FIELD TRIP – VARSITY CHEERLEADING TEAM

Moved by A. Wilson and seconded by A. Nagle to approve the overnight field trip to Dallas, TX for the varsity cheerleading team to participate in the National Cheerleading Championship.

YES: All (6) ABSTAINED: None

NO: None Motion carried

MS OVERNIGHT FIELD TRIP – 8TH GRADE

Moved by C. Repass and seconded by T. Albano to approve the overnight field trip to Boston, MA for the 8th grade class.

YES: All (6) ABSTAINED: None

NO: None Motion carried

PROGRAM DISCUSSION

ENROLLMENT UPDATE

Assistant Superintendent for Instruction Giulio Bosco provided the Board with an update on the status of our enrollment for 2023-2024.

MODIFICATIONS TO THE FOLLOWING POLICIES WERE PRESENTED FOR REVIEW

- Policy 7120 *Age of Entrance*
- Policy 7340 *Bus Rules and Regulations*
- Policy 7670 *Impartial Due Process Hearings/Selection of Impartial Hearing Officers*
- Policy 7150 *Remote Learning Instruction* (New Policy)
- Policy 7212 *Parent Conferences*
- Policy 7411 *Student Publications*
- Policy 7440 *Musical Instruments*

PERSONNEL ACTIONS

CERTIFIED AND CLASSIFIED PERSONNEL ACTIONS

Moved by S. Hogan and seconded by A. Nagle to adopt the following resolution:

BE IT RESOLVED, that the Churchville-Chili Central School District Board of Education, upon the recommendation of the Superintendent of Schools, does hereby approve the subsequent certified and classified personnel actions.

Upon the recommendation of the Superintendent of Schools, the following personnel actions shall be approved:

I. RESIGNATIONS

A. Certified

Mark Steffenilla, employed by the District as a Teaching Assistant at Chestnut Ridge Elementary School since October 24, 2022, has submitted his resignation effective July 19, 2023.

Lisa Moretto, employed by the District as a Teaching Assistant at Fairbanks Road Elementary School since September 2, 2015, has submitted her resignation effective July 17, 2023. Lisa will remain employed as a substitute.

Luke May, employed by the District as an Elementary Music Teacher since September 1, 2021, has submitted his resignation effective July 14, 2023.

Michelle Fridmann, employed by the District as an Elementary Grade 4 Teacher at Chestnut Ridge Elementary School since September 1, 2022, has submitted her resignation effective September 1, 2023.

B. Classified

James Brahaney, employed by the District as a Senior Computer Applications Specialist since June 18, 2007 has submitted his resignation effective January 31, 2024.

Robert Camman Jr., employed by the District as an HVAC Service Engineer since December 22, 2014 has submitted his resignation effective September 29, 2023.

Adam Sylvester, employed by the District as a Bus Mechanic since September 24, 2014, has submitted his resignation effective July 26, 2023.

Sharon Kelly, employed by the District as a Cafeteria Monitor at Chestnut Ridge Elementary School since September 17, 2018, has submitted her resignation effective July 20, 2023.

Rebecca Sheldon, employed by the District as a Food Service Helper at the Middle School North since August 31, 2022, has submitted her resignation effective July 13, 2023. She will remain employed as a substitute.

James Casey, employed by the District, most recently as a Security Worker, since November 9, 2016 has submitted his resignation effective August 6, 2023 in order to accept a position as a Maintenance Mechanic II.

Rebekah Daniels, employed by the District as a Bus Driver since December 14, 2021 has submitted her resignation effective August 7, 2023. Rebekah will remain employed as a substitute Bus Driver.

Daniel Azzolina, employed by the District as a Grounds Equipment Operator since October 16, 2017, has submitted his resignation effective at the end of the day August 16, 2023.

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- C. Coaches
Benjiman Muller, previously appointed as the 2023-2024 Modified B Football Coach has submitted his resignation effective July 31, 2023.

- D. Extraclass Activities - none

- E. Instructional Leaders - none

- F. Tutors – none

II. TERMINATIONS

- A. Certified - none

- B. Classified
Trenton Lautner, employed by the District, most recently as a Maintenance Mechanic II, since November 19, 2018, has been terminated effective August 1, 2023.

- C. Coaches - none

- D. Extraclass Activities - none

- E. Instructional Leaders – none

- F. Tutors – none

III. LEAVE OF ABSENCE

Sarah Sparks-Stewart, employed by the District as an Elementary Grade 1 Teacher at Chestnut Ridge Elementary School since April 29, 2019, has requested an extension to her unpaid leave of absence effective September 5, 2023 through November 24, 2023.

Daniel Azzolina, employed as a Grounds Equipment Operator since October 16, 2017, has requested an unpaid leave of absence effective July 11, 2023 through August 16, 2023

Claire Cohen, employed as a Kindergarten Teacher since September 1, 2021, has requested an unpaid leave of absence effective approximately November 28, 2023 through June 25, 2024.

IV. CHANGE IN EMPLOYMENT STATUS

- A. Certified
Eric Tytler, currently employed as a School Counselor at the Senior High School, will be changing to the Social Emotional Learning (SEL) School Counselor effective September 1, 2023. Eric's tenure area and salary will remain the same, except for the contractual increase.

Sara Speer, employed by the District as the Literacy Specialist at Chestnut Ridge Elementary School since September 1, 2022, has accepted a change to the new position of Reading Intervention Teacher at Chestnut Ridge Elementary School, effective September 1, 2023. Ms. Speer will become eligible for tenure in the area of Reading Teacher on September 1, 2027 and her current salary will remain the same, except for the contractual increase.

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Kristen Ockrin, employed by the District as a Reading Specialist at Churchville Elementary School since September 1, 2022, has accepted a change in position to a Reading Recovery Teacher at Churchville Elementary School, effective August 21, 2023. Ms. Ockrin will become eligible for Tenure in the area of Reading Teacher on August 21, 2026 and her current salary will remain the same, except for the contractual increase.

B. Classified

George McCormick, change from a Provisional to a Probationary appointment as a Senior Network Technician, effective July 31, 2023. He will be eligible for Permanent status on July 31, 2024.

Andrew Carson, change from a Provisional to a Probationary appointment as a Senior Network Technician, effective July 31, 2023. He will be eligible for Permanent status on July 31, 2024.

Barbara Wise, whose retirement resignation was accepted at the July 11, 2023 Board of Education meeting, will remain employed as a Substitute Bus Driver.

Tyler Sanborn, change from a Provisional to a Probationary appointment as a Security Worker, effective July 24, 2023. He will be eligible for Permanent status on January 24, 2024.

David Strachan, change from a Provisional to a Probationary appointment as the Network Administrator, effective July 17, 2023. He will be eligible for Permanent status on July 17, 2024.

Bailey Russo, change from a Probationary to a Permanent appointment as a Programmer Analyst, effective August 9, 2023.

C. Coaching - none

D. Extraclass Activities - none

V. APPOINTMENTS

A. Certified

Jacqueline Allchin	1.0 FTE Teaching Assistant
Assignment	Chestnut Ridge Elementary School
Effective	September 5, 2023 (previously cleared by a fingerprinting check)
Certification	Teaching Assistant I – Pending
Type of Appointment	Probationary
Tenure Area	Teaching Assistant
Tenure Date	September 5, 2027

Madeline Santangelo	1.0 FTE Elementary Grade 1 Teacher
Assignment	Fairbanks Road Elementary School
Effective	September 1, 2023 (Previously cleared by a fingerprinting check)
Certification	Elementary (1-6) / Special Education (1-6) - Initial
Type of Appointment	Probationary
Tenure Area	Elementary
Tenure Date	May 31, 2027

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***Michellene Barrett-Haughton** 1.0 FTE Reading Early Intervention Teacher
Assignment Chestnut Ridge Elementary School
Effective September 1, 2023 (Previously cleared by a fingerprinting check)
Certification Literacy (B-6) / Elementary (1-6) - Professional
Type of Appointment Probationary
Tenure Area Reading
Tenure Date September 1, 2026

***Vincent Ippolito** 1.0 FTE Social Studies Teacher
Assignment Senior High School
Effective September 1, 2023 (Previously cleared by a fingerprinting check)
Certification Social Studies (7-12) - Professional
Type of Appointment Probationary
Tenure Area Social Studies
Tenure Date September 1, 2027

Megan Becker Franko 1.0 FTE Teaching Assistant
Assignment Chestnut Ridge Elementary School
Effective September 5, 2023 (previously cleared by a fingerprinting check)
Certification Teaching Assistant I – Initial Pending
Type of Appointment Probationary
Tenure Area Teaching Assistant
Tenure Date September 5, 2027

***Michelle Pacino** 1.0 FTE Special Education Teacher
Assignment Chestnut Ridge Elementary School
Effective September 1, 2023 (Previously cleared by a fingerprinting check)
Certification Special Education (B-6) / Elementary (B-6) - Professional
Type of Appointment Probationary
Tenure Area Special Education
Tenure Date September 1, 2026

Samantha Rogers 1.0 FTE Special Education Teacher
Assignment Chestnut Ridge Elementary School
Effective September 1, 2023 (Previously cleared by a fingerprinting check)
Certification Special Education (1-6) / Elementary (1-6) - Professional
Type of Appointment Probationary
Tenure Area Special Education
Tenure Date September 1, 2027

B. Substitute and Part-time Teachers and Administrators

***Emily DeClerck** 1.0 FTE General Science Teacher
Assignment Middle School South
Effective September 5, 2023 through January 26, 2024 or earlier at the discretion of the Board of Education (previously cleared by a fingerprinting check)
Certification General Science (7-12) – Pending / Physics (7-12) - Initial
Type of Appointment Long-term Substitute

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Tenure Area N/A
Tenure Date N/A

Victoria Pothaczky
Assignment 1.0 FTE Elementary Grade 2 Teacher
Effective Chestnut Ridge Elementary School
September 5, 2023 through January 8, 2024 or earlier at the discretion of the Board of Education (previously cleared by a fingerprinting check)

Certification Elementary (B-6) / Special Education (B-6) - Pending
Type of Appointment Long-term Substitute
Tenure Area N/A
Tenure Date N/A

Juliana Schwab
Assignment 1.0 FTE Elementary Grade 5 Teacher
Effective Middle School North
September 5, 2023 through January 30, 2024 or earlier at the discretion of the Board of Education (previously cleared by a fingerprinting check)

Certification Elementary (1-6) / Special Education (1-6) - Initial
Type of Appointment Long-term Substitute
Tenure Area N/A
Tenure Date N/A

C. Department Liaisons – none

D. Classified
Colleen Ruppert
Assignment Bus Driver
Effective Transportation
September 5, 2023 (previously cleared by a fingerprinting check)
Type of Appointment Probationary

James Casey
Assignment Maintenance Mechanic II
Effective District Wide – O&M
August 7, 2023 (Previously cleared by a fingerprinting check)
Type of Appointment Probationary

***Julie Prattico**
Assignment Physical Therapist
Effective District Wide
September 1, 2023 (Previously cleared by a fingerprinting check)
Type of Appointment Probationary

Keith Brown
Assignment Maintenance Mechanic II
Effective District Wide – O&M
August 28, 2023 (Previously cleared by a fingerprinting check)
Type of Appointment Probationary

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E. Classified Substitutes and Part-time

Benzhen “Joy” Zhang Cafeteria Monitor
Assignment Chestnut Ridge Elementary School
Effective September 6, 2023 (Previously cleared by a fingerprinting check)
Type of Appointment Part-time

F. Interim Administrator – none

G. Coaches & Athletic Activities

2023-2024 Activity	Name
Volunteer Football Assistant Coach	Benjiman Muller
Mod A Girls Soccer Coach	Nicole Giacalone
Mod B Boys Soccer Coach	William Hueber
Assistant Varsity Girls Cross Country Coach	Dan Ward
Assistant Varsity Boys Cross Country Coach	Chris Memelo
Assistant Unified Bowling Coach	Claude Cajuste
JV Girls Volleyball Coach	Brittany Valente
Mod B Girls Volleyball Coach	David Wisniewski
Mod B Boys Volleyball Coach	Kayla Hare
Girls Varsity Volleyball Coach	Marissa King

H. Extra-Curricular Activities & Clubs

2023-2024 Activity	Name
6-8 Musical Artistic Director	Eric Traugott
6-8 Musical Producer	Eric Traugott
6-8 Musical Music Director	Eric Traugott
6-8 Musical Set Designer/Builder	Eugene Vogler
9-12 SH Play #1 Set Designer/Builder	Dan Fischer
9-12 Musical Lighting Director	Dan Fischer
9-12 Musical Set Designer/Builder	Dan Fischer
9-12 Musical Music/Vocal Director	Marissa Tucker

I. Mentors

Name	Building	Subject Area	Certification Area(s)
Carley Pries	CRS	Special Education	Special Education (1-6), Elementary (1-6)
Pam Cantleberry	CRS	Reading	Literacy (B-6), Special Education (K-12), Elementary (1-6)

CCEA Mentors

Name	Building	Subject Area	Certification Area(s)
Amy Lockamyeir	CRS	Elementary	Prek-6, Special Education K-12

Administrative Mentors

Mentor	Building	Mentee
Kate Daly	Middle School	Ashley Guarino

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Mary Leach	Senior High School	David Burgess
Kimberly Giancursio	Fairbanks Road Elementary	Andrew Guignon

J. Instructional Leaders

CRS Grade 2	Kristine Kander as substitute Instructional Leader from September 5, 2023 through June 25, 2024, due to a medical leave of absence
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K. CSE / CPSE Chairperson - none

L. Tutors - none

M. Internship – none

N. Student Helpers – none

O. **Summer Cleaners 2023-2024**

Name
Chealey, Chauncey
Courtney, Dominick
Vanhouten, Hayley
Lee, Lilliana
Shaw Jr., Charles

Name	2023-2024 Stipend
Terry Moore	The Learning Center Supervisor

Continuing Education Staff 2023-2024

General

Last Name	First Name	Title/Course	Fingerprinting
Prevosti	Stephanie	Assistant Instructor- Track and Field	On File

Bus Driver/Trainers

Tina Marie Bruton
Angelo Guarino
+Anthony Volta (Substitute Driver Trainer)

+for only preapproved hours worked solely as a driver trainer

YES: All (6) ABSTAINED: None

NO: None Motion carried

MOA WITH CHURCHVILLE-CHILI EDUCATION ASSOCIATION

Moved by A. Nagle and seconded by T. Albano to adopt the following resolution to regarding Memorandum of Agreements (MOAs) with the Churchville-Chili Education Association:

WHEREAS, representatives of the Board of Education of the Churchville-Chili Central School District collectively bargained with representatives of the Churchville-Chili Education Association;

WHEREAS, issues brought forth in these negotiations have been resolved to the mutual satisfaction of both parties;

THEREFORE BE IT RESOLVED, that the Board of Education of the Churchville-Chili Central School District authorizes Superintendent Dr. Loretta Orologio to enter into memorandum of agreements (MOAs) with the Churchville-Chili Education Association regarding E-Sports.

YES: All (6) ABSTAINED: None

NO: None Motion carried

MOA WITH CHURCHVILLE-CHILI EDUCATION ASSOCIATION

Moved by A. Wilson and seconded by C. Repass to adopt the following resolution to regarding Memorandum of Agreements (MOAs) with the Churchville-Chili Education Association:

WHEREAS, representatives of the Board of Education of the Churchville-Chili Central School District collectively bargained with representatives of the Churchville-Chili Education Association;

WHEREAS, issues brought forth in these negotiations have been resolved to the mutual satisfaction of both parties;

THEREFORE BE IT RESOLVED, that the Board of Education of the Churchville-Chili Central School District authorizes Superintendent Dr. Loretta Orologio to enter into memorandum of agreements (MOAs) with the Churchville-Chili Education Association regarding Girls' Soccer Coach.

YES: All (6) ABSTAINED: None

NO: None Motion carried

MOA WITH CHURCHVILLE-CHILI EDUCATION ASSOCIATION

Moved by T. Albano and seconded by A. Nagle to adopt the following resolution to regarding Memorandum of Agreements (MOAs) with the Churchville-Chili Education Association:

WHEREAS, representatives of the Board of Education of the Churchville-Chili Central School District collectively bargained with representatives of the Churchville-Chili Education Association;

WHEREAS, issues brought forth in these negotiations have been resolved to the mutual satisfaction of both parties;

THEREFORE BE IT RESOLVED, that the Board of Education of the Churchville-Chili Central School District authorizes Superintendent Dr. Loretta Orologio to enter into memorandum of agreements (MOAs) with the Churchville-Chili Education Association regarding Cheerleading Assistant Coach.

YES: All (6) ABSTAINED: None

NO: None Motion carried

MOA WITH CHURCHVILLE-CHILI EDUCATION ASSOCIATION

Moved by A. Wilson and seconded by T. Albano to adopt the following resolution to regarding Memorandum of Agreements (MOAs) with the Churchville-Chili Education Association:

WHEREAS, representatives of the Board of Education of the Churchville-Chili Central School District collectively bargained with representatives of the Churchville-Chili Education Association;

WHEREAS, issues brought forth in these negotiations have been resolved to the mutual satisfaction of both parties;

THEREFORE BE IT RESOLVED, that the Board of Education of the Churchville-Chili Central School District authorizes Superintendent Dr. Loretta Orologio to enter into memorandum of agreements (MOAs) with the Churchville-Chili Education Association regarding Substitute Teaching.

YES: All (6) ABSTAINED: None

NO: None Motion carried

RESOLUTION FOR APPROVAL OF MOA WITH CHURCHVILLE-CHILI MAINTENANCE ASSOCIATION

Moved by A. Wilson and seconded by S. Hogan to adopt the following resolution to regarding Memorandum of Agreement (MOA) with the Churchville-Chili Maintenance Association:

WHEREAS, representatives of the Board of Education of the Churchville-Chili Central School District collectively bargained with representatives of the Churchville-Chili Maintenance Association;

WHEREAS, issues brought forth in these negotiations have been resolved to the mutual satisfaction of both parties;

THEREFORE BE IT RESOLVED, that the Board of Education of the Churchville-Chili Central School District authorizes Superintendent Dr. Loretta Orologio to enter into memorandum of agreement (MOA) with the Churchville-Chili Maintenance Association in regards to HVAC Service Engineer

YES: All (6) Abstained: None

NO: None Motion carried

POLICY ELIMINATION - DRAFT

Moved by C. Repass and seconded by A.Nagle to eliminate the following policy:

- Policy 6214 *Incidental Teaching*

YES: All (6) Abstained: None

NO: None Motion carried

PERSONNEL DISCUSSION

MODIFICATIONS TO THE FOLLOWING POLICIES WERE PRESENTED FOR REVIEW

- Policy 6190 *Student-Staff Relations (Anti-Fraternization)*
- Policy 6211 *Staff Recruiting and Hiring*
- Policy 6212 *Certification and Qualifications*
- Policy 6220 *Temporary Personnel*

BUSINESS ACTIONS

DRAFT POLICY REVIEW

Moved by A. Wilson and seconded by A. Nagle to approve the following policies as is:

- Policy 2130 *Board Member Training*
- Policy 3110 *School Sponsored Media*
- Policy 3120 *Relations with Community and Business Organizations*
- Policy 3130 *Senior Citizens*
- Policy 3170 *Memorials*
- Policy 3220 *Public Participation at Board Meetings*
- Policy 4210 *Administrative Organization and Operation*
- Policy 5110 *Budget Planning and Development*
- Policy 5111 *Determination of Budget Priorities*
- Policy 5230 *Acceptance of Gifts, Grants and Bequests to the School District*
- Policy 5231 *Gifts to School Personnel*
- Policy 5240 *Local Tax Levy*
- Policy 5241 *School Tax Assessment and Collection/ Property Tax Exemptions*

YES: All (6) Abstained: None

NO: None Motion carried

TAX RATE FOR THE 2023-2024 SCHOOL YEAR

Moved by A. Wilson and seconded by C. Repass to adopt the following resolution approving the tax levy in the amount of \$41,160,624 and the tax rates as listed below:

TAX RATES 2023-2024

<u>Town</u>	<u>Tax Rate Per Thousand</u>	<u>Published Estimated Tax Rate Per Thousand</u>	<u>Increase/D ecrease from prior year</u>	<u>% Change from Prior Year</u>
Chili	20.24	20.35	-0.02	-0.12%
Ogden	23.47	23.60	0.98	4.35%
Riga	17.80	17.89	-0.65	-3.51%
Sweden	17.41	17.51	-1.03	-5.58%
True Value	16.19	16.28	-2.25	-12.19%

TAX LEVY 2023-2024

RESOLVED, that the Churchville-Chili Central School District levy a tax of \$41,160,624 on the taxable property in the District, and that the following resolution be adopted, to wit:

WHEREAS, the Board of Education was authorized by the voters of this district at the Annual Meeting on May 16, 2023 to raise for the current budget the necessary tax,

THEREFORE, BE IT RESOLVED, that the Board of Education fix the equalization tax rates and confirm the extension of the taxes as they appear in the following described rolls:

<u>Town</u>	<u>Assessed Value</u>	<u>Equal Rate</u>	<u>Tax Rate Per M of Assessed Valuation</u>
Chili	1,203,249,019	80.00	20.243181
Ogden	382,880,058	69.00	23.470355
Riga	436,742,367	91.00	17.796203
Sweden	1,369,953	93.00	17.413489

AND, BE IT FURTHER DIRECTED, that the tax warrant of this Board shall be duly signed, shall be affixed to the above described tax rolls, authorizing collection of said taxes to begin September 1, 2023 and to end October 31, 2023, giving the tax warrant an effective period of 60 days at the expiration of which time the collector(s) shall make an accounting in writing to the Board, AND, IT IS FURTHER DIRECTED, that the delinquent tax penalties shall be fixed as follows:

No interest charges on full payments made on or before October 1, 2023. Payments after October 1, carry two percent interest. Full payment bills may be made to the Monroe County Treasurer from November 1 through November 18 by calling telephone number 585-753-1200 for exact amount due.

Monroe County Treasury
P.O. Box 14420
Rochester, New York 14614

AND IT IS FURTHER DIRECTED, that under Local Law No. 1-75, a taxpayer (whose bill is \$50 or more) may elect to pay his school tax in three (3) equal installments, due on September 15th, October 15th and November 15th of the current year with no interest. A service charge will be levied and added into the installment amounts. If they elect to pay by installments, they must make the first installment by September 15, 2023 (there is a grace period, with one percent interest added) to Tax Collector as indicated on bill. No installment payments may be taken if the September installment is not paid by September 20, 2023. All other installments must be made to: Monroe County Treasury, at the address shown above.

For those taxpayers who do not choose the installment plan, payment in full may be made on or before October 1, 2023 with no interest. Payments after October 1, 2023 carry two percent interest. Full payment may be paid through November 18, 2023 at County Treasury or by mail to: Monroe County Treasury, P.O. Box 14420, Rochester, New York 14614. If payment is not made by the specified dates, unpaid taxes will be returned to County of Monroe where a penalty, plus interest will be computed and the total added to the Town and County tax bill, effective January 1, 2024.

YES: All (6) Abstained: None

NO: None Motion carried

DISTRICT WIDE SAFETY PLAN AND BUILDING LEVEL PLANS

Moved by T. Albano and seconded by S. Hogan to adopt the following resolution:

WHEREAS, The Churchville-Chili Central School District places a high value on maintaining a safe environment for students, staff and community. District Administrators of the Churchville-Chili Central School District have met to develop a comprehensive district-wide safety plan and sought input from staff, stakeholders and community. The district-wide safety plan was presented in a public hearing on August 8, 2023. Building administrators in each building met with building level teams to develop building level safety plans and building level plans were approved by the Churchville-Chili Central School District Board of Education at the August 8, 2023 meeting. All building level plans and district-wide safety plans have been reviewed for the 2023-2024 school year by District administrators with no significant changes.

NOW THEREFORE BE IT RESOLVED, that the Churchville-Chili Central School District hereby adopts the District-wide Safety Plan and Building Level Plans for the 2023-2024 school year as presented.

YES: All (6) ABSTAINED: None

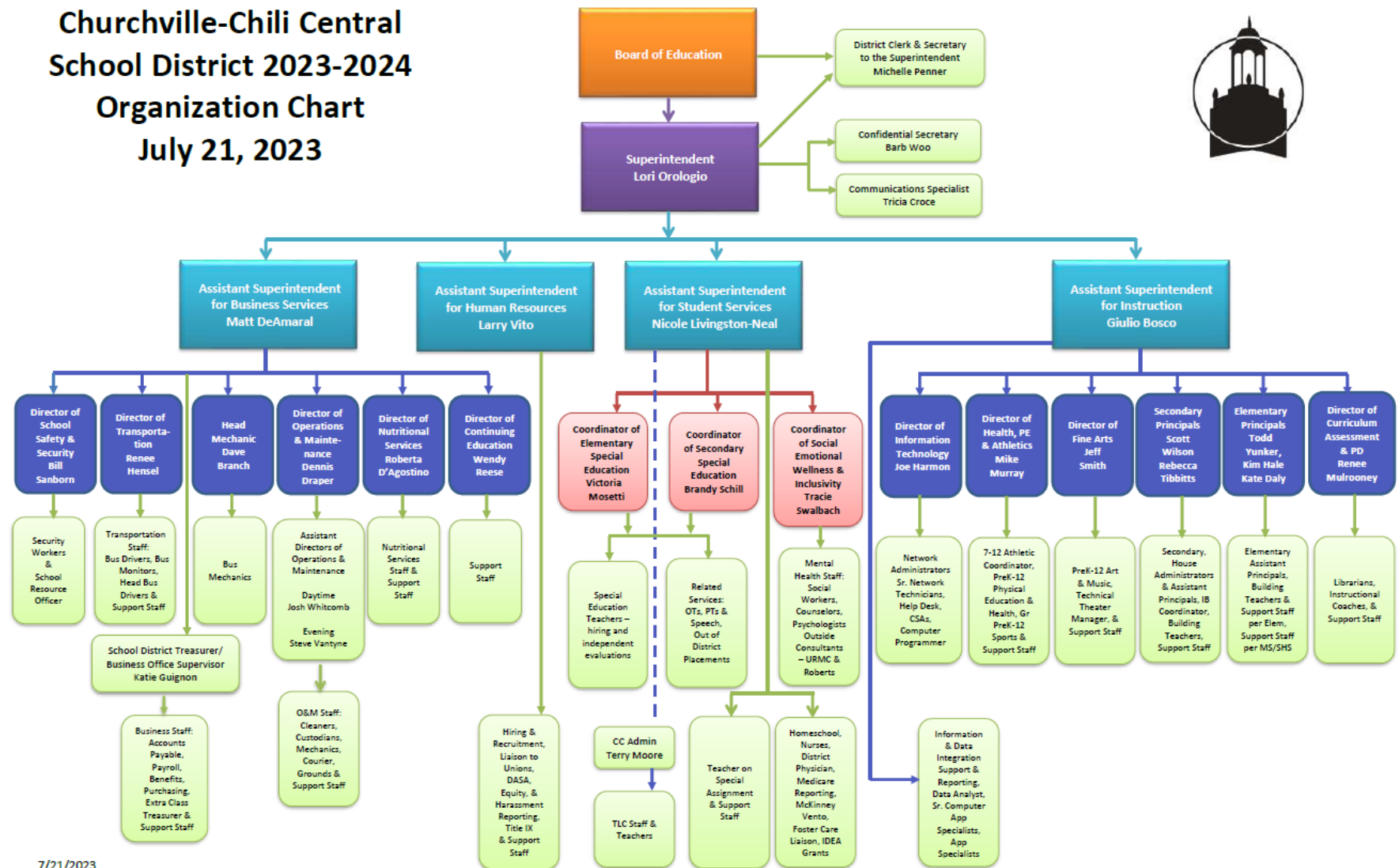
NO: None Motion carried

ORGANIZATION CHART

Moved by A. Nagle seconded by T. Albano to adopt the following organization chart for 2023-2024:

Continued on next page

Churchville-Chili Central School District 2023-2024 Organization Chart July 21, 2023



7/21/2023

M:\CO-Shares\CO Superintendent\Org Charts\23-24 Org Chart\2023-24 Org Chart 7-21-23.docx

BOARD OF EDUCATION
Minutes of August 8, 2023

YES: All (6) ABSTAINED: None

NO: None Motion carried

SRO CONTRACT FOR 2023-2024

Moved by S. Hogan and seconded by C. Repass to accept the following resolution:

BE IT RESOLVED, that the Board of Education of the Churchville-Chili Central School District grants Superintendent Lori Orologio the authority to enter into and negotiate a contract with the Monroe County Sheriff's Department to provide a School Resource Officer (SRO) to the Churchville-Chili District.

YES: All (6) ABSTAINED: None

NO: None Motion carried

CAPITAL PROJECT CHANGE ORDER

Moved by A. Nagle and seconded by A. Wilson to approve the Change Orders related to the HVAC controls in the District Office for a total value of \$48,646.32

YES: All (6) ABSTAINED: None

NO: None Motion carried

FLASH DONATIONS

Moved by A. Wilson and seconded by A. Nagle to accept the following donations which will be used in the annual FLASH event to welcome back families for the 2023-2024 school year.

VENDOR	DONATION	CONTACT
Campus Construction Management Group	\$150	Mark Esposito
CRSPTO	\$100	Kelly Sanborn
Churchville Veterinary Hospital	\$100	Rick & Marla Parsons
FRESPA	\$100	Kelly Carleton
Churchville Moose Lodge #2244	\$75	William Neilson
New Smiles Orthodontics	\$250	Dr. Deborah New
SEI Design Group	\$250	Gian Paul Piane
Waste Management	\$100	Nicole Simonetti
Tompkins Community Bank	\$250	Dianne Reiner

YES: All (6) ABSTAINED: None

NO: None Motion carried

DECLARATION OF SURPLUS EQUIPMENT

Moved by T. Albano and seconded by A. Nagle to declare the following list of items as surplus so that the items may be sold, in compliance with District policy #5250

Instrument	Location/Building	Room	Manufacturer	*Model	Serial Number	Asset No.
Clarinet	Senior High School	1029-SH Band Room	Sonata	Clarinet	4456	27755
Clarinet, Alto	Senior High School	1029-SH Band Room	Bundy	Alto Clarinet	2544	27786
Clarinet, Alto	Senior High School	1029-SH Band Room	Bundy	Alto Clarinet	4120	27785
Clarinet, Alto	Senior High School	1029-SH Band Room	Bundy	Alto Clarinet	762	27784
Clarinet, Alto	Senior High School	1029-SH Band Room	Bundy	Alto Clarinet	7715	27787
Clarinet, Bass	Senior High School	1029-SH Band Room	Bundy	Bass Clarinet	34521	27833
Clarinet, Bass	Senior High School	1029-SH Band Room	Bundy	Bass Clarinet	46836	27847
French Horn	Senior High School	1029-SH Band Room	Holton	French Horn 378	594633	27801
French Horn	Senior High School	1029-SH Band Room	King	French Horn 2269	630357	38734
French Horn	Senior High School	1029-SH Band Room	King	French Horn 2269	630359	27805
Oboe	Senior High School	1029-SH Band Room	Bundy	Oboe	B21457	27766
Oboe	Senior High School	1029-SH Band Room	Selmer	Oboe	2453	27767
Oboe	Senior High School	1029-SH Band Room	Selmer	Oboe	F11834	27764

BOARD OF EDUCATION
Minutes of August 8, 2023

French Horn	Middle School	3406-MSN Band Room	Reynolds	French Horn (double) Contempora	71388	27936
Saxophone, Tenor	Middle School	1153-MSS Band Room	Buescher	Tenor Saxophone 31 A	98168	27990
Saxophone, Tenor	Middle School	1153-MSS Band Room	Conn	Tenor Saxophone	N74754V	27988
Saxophone, Tenor	Senior High School	1029-SH Band Room	Bundy	Tenor Saxophone	382578	27770
Trombone, Trigger	Middle School	1153-MSS Band Room	Holton	Trombone (F- attachment)	555184	27961
Keyboard	Senior High School	1041-SH Mac Lab	Korg	EC150 Digital Piano	18731	14304
Keyboard	Senior High School	1041-SH Mac Lab	Korg	EC150 Digital Piano	4004585	7351
Keyboard	Senior High School	1041-SH Mac Lab	Korg	EC150 Digital Piano	4004637	
Keyboard	Senior High School	1041-SH Mac Lab	Korg	EC150 Digital Piano	4004583	
Grounds Equipment	Location/Building	Room	Manufacturer	*Model	Serial Number	Asset No.
10' x 12' Shed	Grounds	N/A				
Landscape Rake	Grounds	N/A	Frontier	LR2196		
Snow Blower	Grounds	N/A	Honda	HS520	SZBG-6012487	16448

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Rototiller	Grounds	N/A	Ariens	RT424	020846	16445
Paint Sprayer	Grounds	N/A	Briggs & Stratton			
Snowthrower	Grounds	N/A	Honda	HS621	SZAN-1000053	
Snowthrower	Grounds	N/A	Honda	HS621	SZAN-1011215	
Snowthrower	Grounds	N/A	Honda	HS621	SZAN-1106204	
Self-Propelled Lawn Mower	Grounds	N/A	John Deere	JS36	GXJS36A047732	
Self-Propelled Lawn Mower	Grounds	N/A	John Deere	JS36	GXJS36A047730	
Snowthrower	Grounds	N/A	Troy-Bilt	31AS2B5-766	1F174B20577	

YES: All (6) ABSTAINED: None

NO: None Motion carried

BUSINESS DISCUSSION

MODIFICATIONS TO THE FOLLOWING POLICIES WERE PRESENTED FOR REVIEW

- Policy 3320 *Confidentiality of Computerized Information*
- Policy 5140 *Administration of the Budget*
- Policy 5150 *Contingency Budget*

AMENDED SEQRA STATEMENT FOR PHASE VI CAPITAL PROJECT

Assistant Superintendent for Business Services Matt DeAmaral presented an Updated SEQRA statement for Phase VI Capital Project. The update to the scope will not change the “negative declaration” (no environmental impact) of the project. The Board will need to re-accept the results of this process at a subsequent meeting.

ADJOURNMENT

Moved by A. Wilson and seconded by T. Albano to adjourn the meeting at 8:17 p.m.

YES:	All (6)	ABSTAINED: None
NO:	None	Motion carried



Churchville-Chili Central School District

Where learning leads to a lifetime of opportunities

Churchville-Chili Central School District Organizational Professional Learning Plan 2023-2024

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Churchville-Chili Mission Statement

The Churchville-Chili Central School District challenges all students to strive for excellence while developing their unique talents and becoming respectful, resourceful citizens and contributing members of an interconnected global society.

What drives district decisions?

We use a well-defined set of Goals, Core Beliefs and Learner-Centered Principles to guide all district decisions.

District Goals (updated summer 2022)

The Churchville-Chili Central School District, within its community to include our Board of Education, Superintendent, staff, families and students will strive to:

Teaching and Learning

Engage all students in learner-centered instructional experiences based on state standards and rigorous district curriculum that leads to mastery on local, state, and national assessments, graduation, and transfer and application of learning into their lives

Develop well-rounded graduates who are goal-oriented, civic-minded, culturally respectful, responsible, and strive to be life-long learners

Wellness

Foster social, emotional, and physical well-being in our school community

Communication

Communicate effectively with stakeholders, emphasizing quality and service

Cost Effectiveness

Promote cost effectiveness; develop and manage a budget that provides a quality education in a fiscally responsible manner

Equity and Access:

Provide access and inclusivity for all to achieve equity

Safe School Environment

Provide quality facilities that are well maintained and safe

Safe and Secure Environment

Sustain a safe and secure school environment that adheres to the Code of Conduct

Technology

Integrate and utilize technological resources to enhance and support teaching and learning, communication, and school operations



District Core Beliefs

The Churchville-Chili Central School District, within its community to include our Board of Education, Superintendent, staff, families and students believe:

- In treating each other with mutual respect, dignity and honesty, that demonstrates appreciation.
- In respecting and preserving all of our school resources.
- That respecting diversity affirms individual worth and benefits the community.
- That everyone deserves a welcoming and nurturing environment that fosters positive relationships.
- Everyone learns best when they are engaged in meaningful, active work and encouraged to advance innovative ideas.
- Everyone is empowered to advance the learning of themselves and others.
- In promoting and modeling local, national and global citizenship for the greater good.



District Learner-Centered Principles

- Learners working collaboratively in a respectful and meaningful manner
- Learners using effective communication to create, share, and build upon ideas
- Learners taking responsibility for their own learning by setting goals and monitoring progress
- Learners making relevant connections between what they are learning and their own lives
- Learners using critical thinking skills to develop and refine their understandings
- Learners having some autonomy and choice
- Learners reflecting on their work and the work of others
- Learners using technology as a tool for learning and communicating
- Learners developing their own questions to guide their learning
- Learners producing meaningful work that demonstrates learning
- Learners persevering and using a variety of strategies to effectively solve problems
- Learners energized by engaging learning experiences

1. Introduction

Professional Learning, or Continuing Teacher and Leader Education (CTLE), is an avenue to support staff in ultimately attaining high levels of student learning and achievement. To that end, our district's instructional goal is to engage all students in learner-centered instructional experiences based on state standards and rigorous district curriculum that leads to mastery on local, state, and national assessments, graduation, and the transfer and application of learning into their lives. This goal is elaborated upon in our district's Principles of Learner-Centered Instruction. What is most critical to reaching our goals and meeting our principles is the core belief that everyone needs to take ownership for advancing the learning of themselves and others. The professional learning opportunities provided in Churchville-Chili are based upon this premise.

Professional Learning can be thought of as a complex process that results in long-term, positive change in schools. Such efforts include sharing current research, enhancing instructional strategies, analyzing data, strengthening leadership, and visiting successful programs. Professional Learning experiences that utilize collegiality, collaboration, discovery, problem solving, application and reflection enhance the individual strengths within a staff. The focus for professional learning is the individual working with others to provide the best learning environment for students. The process includes planning, risk taking, trial and error, monitoring results, and continued commitment to excellence. Professional Learning is results-driven, based on data analysis.

Professional Learning: Mission

The overall mission for Professional Learning at the Churchville-Chili Central School District shall be to incorporate, implement and foster concepts and practices from proven educational theories, perspectives, collaboration and research that promote excellence, access, and equity in our schools and for all learners.

Professional Learning at Churchville-Chili Central School District aspires to include the following attributes:

- Job-specific
- Job-embedded
- High quality
- On-going
- Research-based
- Evaluated and assessed
- For all employees

2. Professional Committee Membership

The board of education shall permit the professional learning team a period of at least 180 days to develop its recommended professional learning plan and shall convene such team on or before October 1 of the year preceding the school year for which the plan will be adopted. Our Professional Development Advisory Committee convened in May to review data and make recommendations for the new school year.

Such team shall submit to the board of education or to the BOCES a recommended professional [development] learning plan by a date specified by the board of education or BOCES. The board of education or BOCES may accept or reject the recommendations of the team in whole or part. Components of the plan not approved by the board of education or BOCES shall be returned to the team for further consideration. Any subsequent modification in the professional [development] learning team's recommendation to the board of education or BOCES shall be presented to the board of education or BOCES on or before June 1st, and the board of education or BOCES shall act on the plan by June 30th. The final determination on the content of the professional [development] learning plan shall be the determination of the board of education or BOCES.

The professional [development] learning plan shall be adopted or, in the case of multi-year plans, re-adopted by the board of education or BOCES at a public meeting. Each year, the board of education or BOCES shall evaluate the effectiveness of the plan. The board of

education or BOCES may adopt a multi-year plan or an annual plan, provided that in the case of a multi-year plan the professional [development] learning team shall be required to review the plan on an annual basis and submit to the board of education or BOCES recommended revisions, if necessary. The board of education or BOCES shall determine whether to approve the recommended revisions according to the process and timeline described in clause (d) of this subparagraph.

Name	Title
Dr. Loretta Orologio	District Superintendent
Giulio Bosco	Assistant Superintendent for Instruction
Renee Mulrooney	Director of Curriculum, Assessment, & Professional Development
Todd Yunker	Designee from School Administrator Collective Bargaining Unit
Jeff Smith	Director of Fine Arts
Kim Giancursio (Assistant Principal) Anya Pastecki (Grades UPK-4 Math Coach)	Parents
Brandy Schill	Coordinator of Special Education
Tim O'Toole	SHS Teacher
Stacy Ruby	Elementary Teacher (CES)
TBD	Elementary Teacher (CES)

Rachel Acresti	Elementary Teacher (CRS)
Kristine Taylor	Elementary Teacher (CRS)
Denise Barone	Elementary Teacher (FRS)
Jamie Snook	Elementary Teacher (FRS)
Emily Hanselman	MS Teacher-Math Intervention
Laurie Kaczanowski	MS Teacher
Mike Neumire	Instructional Technology Coach
Jennifer Lynch	Literacy Coach Elementary
Ashley Guarino	House Administrator MS
Rich Cravatta	SHS Teacher
Sarah Wergin	SHS Teacher
Stephanie Ricci	STEM Enrichment Specialist
TBD	Literacy Coach Grades 5-9
Amber McCarthy	Math Coach Grades 5-9
Pam Brunelle	Teaching Assistant
Jason Cline	Assistant Principal, SHS
Tracie Swalbach	Coordinator of Social Emotional Wellness & Inclusivity

Janeen Pizzo, SUNY Brockport	Higher Education Representative (if possible; plan should describe efforts made to include a representative of a higher education institution)
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Meeting Dates/Times of the Professional Learning Team Committee:

Board Adoption Date: August 2023

3. CTLE Requirements

This professional learning plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional learning plans that are reviewed annually. Additionally, professional learning activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Churchville-Chili Central School District will provide Professional Certificate holders with a record of completed workshops, trainings, and professional learning opportunities qualifying for CTLE credits. Such records will include: participant's name, date of workshop, number of hours, topic, and type of activity or program. *All educators that have successfully completed CTLE hours may individually access their awarded CTLE certificates at any time within our electronic registration system, Wincap. Electronic records are printable and include all of the information as noted on the NYSED approved CTLE hours certificate.* (See appendix G) In accordance with CTLE Regulations (2019), during the educator's registration period they must also complete a minimum of 15% of their CTLE hours in language acquisition, unless the BOCES or District has a waiver. Anyone who holds an English to Speakers of Other Languages professional or a Bilingual Extension must complete a minimum of 50% of their CTLE hours in language acquisition. CTLE Regulations (2019) educators who hold a Teaching Assistant Level 3 certificate are also required to complete CTLE hours.

NYS CONTINUING TEACHER LEADER EDUCATION (CTLE) REQUIREMENTS

Churchville-Chili Central School District is in accordance with the NYS Continuing Teacher Leader Education (CTLE) requirements and includes Churchville-Chili Central School District and approved vendors (see attached list). All Churchville-Chili Central School District internal vendors are vetted to comply with all CTLE requirements. All classroom teachers who hold a professional certificate are required to complete 100 hours of professional learning every five years. The professional learning activities contained in this plan will help staff fulfill these hours. CTLE certificates of completion must be retained for at least three years from the end of the registration period in which CTLE was completed and be available for review by the New York State Department of Education upon request.

PROFESSIONAL LEARNING PLAN NEEDS ANALYSIS--SEE APPENDIX E

The goals of the Churchville-Chili Central School District Professional Learning Plan are directly aligned with the New York State Learning Standards and New York State assessments. Data analysis was conducted to develop appropriate goals and align goals with strategies and outcomes to address the needs of our students. All goals and objectives are aligned to the New York State Professional Learning Standards:

<http://www.nysed.gov/educator-quality/professional-learning-and-growth#:~:text=The%20New%20York%20State%20Professional,ultimate%20impact%20on%20student%20learning.&text=This%20document%20gives%20participants%20and%20providers%20a%20framework%20for%20professional%20learning>. See Section 3 for a complete list of standards.

Churchville-Chili will provide teachers and educational leaders it employs holding a professional certificate and/or level III teaching assistant certificate with opportunities to complete 100 hours of continuing teacher and leader education (CTLE), as required every five years under Part 80. The district plans and implements professional learning opportunities designed to meet the needs of adult learners through a wide variety of formats. All staff members have opportunities to attend both required and self-selected professional learning sessions. The sessions are designed to meet the needs of adult learners. Each year staff earns a minimum of 35 hours of professional learning by attending professional development sessions on pedagogy and/content specific learning. In addition, our staff are able to attend professional learning through our BOCES and other CTLE eligible providers. We are currently approved for the CR Part 154 Professional Development Waiver for the 2023-2024 school year.

Out-of-District Sessions:

Specific outside sessions related to core instructional practices are promoted by the district but any outside session or professional learning opportunity of interest must be submitted for approval to the Short Term Leave Committee. These outside sessions may be related to in-depth aspects of job-specific skills or may be areas of professional growth beyond the usual scope of an individual's daily duties.

In-Service Sessions:

After-school in-service, online courses, collegial circles and other forms of professional learning outside of the regular school day provided by the district. These sessions may be extensions of training in core instructional practices or may provide other areas of professional growth.

In-District Required Sessions:

Skills and understanding considered to be common and critical core instructional practices at CCCSD are often introduced through mandatory full-day training sessions with frequent follow-up by trainers, coaches, mentors or other supports.

In-District Voluntary Sessions:

Skills and understanding considered to be common and critical core instructional practices at CCCSD are often introduced through voluntary full or half-day training sessions with frequent follow-up by trainers, coaches, mentors or other supports.

Required/ All Staff K-12 / Job-Embedded Sessions:

Skills and understanding considered to be common and critical core instructional practices are continually enhanced through targeted professional learning during regularly scheduled meetings of various teams including Faculty, Grade-Level, Departmental, Task-Force / Committee, and Administrator teams. Superintendent's Conference Days will also be used to provide time to work on core instructional practices. Through a combination of faculty meetings, conference days, and district professional learning offerings our staff members earn a minimum of 35 hours of CTLE credit each year. Our job-embedded professional development offerings would satisfy the 100 hour requirement for teachers, school leaders, and level III teaching assistants every 5 years.

Voluntary/ All Staff K-12 / Job-Embedded Sessions:

Skills and understandings considered to be common and critical core instructional practices are continually enhanced through targeted professional learning that is embedded in real-time and in the classroom. Instructional Coaches and Instructional Leaders provide

support to their colleagues through planning, implementation and debriefing of lessons.

Voluntary/ Online Professional Learning:

Staff can enhance their professional learning through participation in online and/or hybrid (online and face-to-face) opportunities. Online and hybrid learning provides flexibility and the ability to self-pace. Using collaborative web-tools, participants can share, learn and support each other even if they are not physically in the same location.

Conference Days:

All conference days at CCCSD are carefully planned to align with NYS and district initiatives, as well as district data analysis. Professional learning opportunities are differentiated. Staff often have a variety of choices in planning their day.

Full and Half Conference Days with a focus on professional learning:

August 28, August 29, August 30, and August 31, 2023 – Mentor Training and New Teacher Orientation and Induction Program acclimates teachers and mentors to the district and program guidelines. The Mentor and New Teacher Program also provides the opportunity to review curriculum, assessment, instructional materials, and classroom preparation for the start of school.

September 4, 2023 --Superintendent's Conference Day--Mandatory Annual Safety Training, social emotional learning and wellness topics related to building welcoming and affirming learning environments and strengthening our sense of community, access and equity, and instructional planning.

October 6, 2023--Superintendent's Conference Day--Topics may include Poverty Simulation, Professional Learning Communities, RTI & MTSS, Creating Welcoming and Affirming Schools, and Supporting English Language Learners.

January 29, 2024- Superintendent's Conference Day. Topics may include: Next Generation Learning Standards alignment, K-12, Computer Science and Digital Fluency Learning Standards, completion of semester courses, scoring state examinations, analysis of common assessments to refocus teaching strategies, RTI to MTSS, PLC work, instructional unit and lesson development focused upon learner-centered principles, culturally responsive sustaining education, diversity, equity, and inclusion content related assessment and planning, or any topics related to district-wide initiatives.

April 26, 2024 - Superintendent's Conference Day--Grades 3-8 scoring of Assessments and analysis of results to refocus teaching strategies; curriculum writing for grade 7-8 content area teachers and 9-12 teachers.

Delivery of Professional Learning

At Churchville-Chili Central School District we recognize that all of us are in different places as learners and educators. Some of us like to read deeply on a topic and discuss our thoughts in a small group as we wrestle with complex theory and philosophies. Some of us are energized to learn new skills and ideas we can implement right away. Some of us have already developed a great deal of expertise and are seeking a forum to share with and support our colleagues working on a similar topic.

To help meet these different needs, we've provided a variety of topics and formats. While all of our professional learning programs are focused on the Churchville-Chili Central School District (CCCSD) Mission, Beliefs and Goals, we have worked to offer different paths for learning and collaboration. Our CCCSD professional learning sessions are organized into several different models:

Workshops are designed to provide direct instruction to educators in specific concepts and skills. After an initial session, participants are given the tools to implement these new concepts and skills in their classrooms and share with the group. Workshops are an ideal way to learn or relearn powerful skills and concepts that can be immediately applied in the classroom.

Work Sessions are half or full days for collaborative development and ongoing refinement of instructional practice. These sessions are often multi-step projects where educators look at an area of instruction such as curriculum, instructional materials, and instructional strategies.

Book Groups are journeys where participants read, discuss, and reflect on the ideas of a particular text. Book Groups allow a deeper discussion of critical and complex topics. These sessions are an ideal forum to gain new ideas and insights from the book and from each other.

Coaching sessions can provide individuals and small groups an opportunity to work with a coach on a particular topic that may include work on curriculum, instructional strategies, or other professional learning areas.

Professional Learning Communities and User Groups are for educators who are seeking new ideas and support as they implement a particular strategy. While some new information will be shared in professional learning communities (PLC's), the focus is on implementing and refining practices rather than acquiring new information. PLC's are ideal for educators who are already familiar with a topic and are seeking to share their experiences and seek support from colleagues as they move to mastery.

Online Professional Learning offers more flexibility for teachers to continue their professional learning. Online courses include the opportunity to participate using web-based collaboration tools. Some online courses also offer the option for "face-to-face" interaction, either as a kick-off or a wrap-up to the course.

We create and regularly update our online professional learning catalog (WinCapPD) of sessions which includes workshops, book groups, after-school training, online courses and PLC's with similar topics such as Problem Based Learning, Literacy, Learner-Centered Instructional Planning, Engagement, and Assessment. Differentiation for adult learners will be taken into consideration as facilitators reflect on the various levels of experience and comfort when planning sessions using different delivery formats. Efforts are made to ensure that professional learning is continuous and sustained and that the methods and approaches for delivering professional learning have been shown to be effective.

4. Philosophy

Churchville-Chili provides all teachers and school leaders with substantial professional development learning opportunities. Our professional learning is tailored to the needs of educators and directly related to the student learning needs outcomes as identified by the analysis of Churchville-Chili's needs analysis (See APPENDIX E). Professional learning at Churchville-Chili Central School District is a vital component of our commitment to serving our educators in our district and our region as their Essential Partner. We are committed to high-quality, research-based professional learning to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional learning initiatives. Professional learning provided to internal employees is tailored to the needs of the individual district, and building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional learning in alignment with the New York State Professional Development Standards (<http://www.nysed.gov/educator-quality/professional-learning-and-growth>):

1. **Designing Professional Learning:** Professional learning design is based on data; is derived from the experience, expertise, and needs of the recipients; reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Professional learning at Churchville-Chili Central School District is culturally responsive and reflects the needs of the community we serve. Our professional development catalog includes opportunities for educators to learn more about culturally responsive approaches and practices. In addition, we collaborate with our BOCES to audit and develop curricular resources that are reflective of the diversity of our surrounding community. In addition, our school leaders participate in professional learning aligned to the expectations of the New York State Culturally Responsive-Sustaining Education Framework. One of our district goals is to “provide access and inclusivity for all to achieve equity.” To achieve this goal our professional learning is aligned to New York state teaching

standards, leadership, and learning standards, and assessments, student needs, adult learning theory, and current research in education including by not limited to linguistic, cultural diversity, and special needs. Our resources and curriculum are culturally appropriate and reflect responsive practices.

Through the use of our instructional teacher leaders and the implementation of professional learning teams, teachers review their curriculum for vertical alignment and determination of where to teach banded standards such as science, grammar, and conventions, etc. Our professional development offerings take into consideration the developmental nature of language acquisition, reading and writing process, and word study.

The Professional Development Advisory Committee meets regularly to review professional learning evaluations and other relevant data related to adult learning to make recommendations for future offerings needed to extend and expand the learning of our staff. The impact of our professional learning is measured by student performance on local, state, and national assessments. In addition, the teacher evaluation process captures data related to the strengths and areas for growth in instructional practices. The district is dedicated to authentic, job-embedded professional learning and uses the new teacher induction process, instructional coaches, and professional learning communities to engage adult learners in continuous improvement through the use of collaborative inquiry and data-driven decision-making.

5. Provisions for School Violence Prevention and Intervention Training, Child Abuse Recognition, the Needs of Children with Autism, and Dignity for All Students Act

Churchville-Chili Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention.

The Churchville-Chili Central School District provides required online training to study the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe

nonviolent school climate. In addition, staff attend Therapeutic Crisis Intervention training to build effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning. Our district uses Positive Behavior Intervention Supports to teach and review the integration of social and problem-solving skill development for students within the regular curriculum. Moreover, our school administrators, mental health staff, and security staff provide all staff learn intervention techniques designed to address a school violence situation. The Code of Conduct is reviewed by school leaders and shared with students and staff to build awareness and to consistently address referrals for behavior that falls outside the safety expectations and/or when students exhibit violent behavior. In addition, our District Citizenship Committee has developed behavioral expectations for all students.

Each year all staff receive at least two hours of mandatory training on the identification of child abuse and school violence prevention. Identified staff participate in TCIS (Therapeutic Crisis Intervention System) certification and recertification on a rotating basis. All mental health, special education, school building and district administrators, security personnel, health office staff, and teaching assistants are TCIS trained. In addition, all special area teachers (physical education, music, art, library) are TCIS trained. In addition, our mental health staff are trained in restorative practices and turn-key training associated with these practices for instructional staff members. Our multi-tiered systems of support (RTI) and our code of conduct are reviewed by our District Citizenship Committee at regular intervals. Updates are disseminated through required staff meetings in each building. (Administrative Team reviews RTI/MTSS and Student Wellness Committee)

A number of staff are actively involved in district-wide subcommittees that analyze student behavior data to provide supportive and restorative learning environments and share this information with staff in each of our five buildings regularly through staff meetings and School Improvement Team meetings.

The subcommittees are:

District Citizenship Committee-physical health and safety and well being using Positive Behavior Interventions & Supports.

Student Wellness Committee--using data to look at student behaviors at the secondary level

Safety Committee--Under the direction of our Director of Safety and Security professional learning for all staff is provided. In addition, the committee provides building administrators and other district administrators with on-going awareness of drugs, alcohol, violence, and security issues.

Mental Health Team--monthly meetings to review student data and provide proactive support to students who may be at risk.

Upon request or determination of necessity, Churchville-Chili Central School District will provide refreshers on school violence prevention and intervention.

In instructional settings, Churchville-Chili Central School District will also utilize interpersonal violence prevention education. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12. At Churchville-Chili Central School District we partner with Bivona Child Advocacy Center and the students are instructed using materials from the Monique Burr Foundation, Child Safety Matters and Teen Safety Matters. In addition, staff implement the research-based curricular units from Second Steps.

Each year staff members are required to take an online course from Safe Schools on the recognition and prevention of child abuse. New staff members are expected to complete the full course. All other returning staff members are required to take a refresher course. All staff in the district are required to participate in yearly training on the recognition of and requirements for reporting signs of child abuse.

The Churchville-Chili Central School District contracts with BOCES for the services of an autism specialist. The autism specialist consults with general education and special education teachers on the implementation of supports for students with communication and behavioral needs. Teachers, related service providers, and mental health staff have access to the autism specialist and regularly consult with her to monitor and make adjustments to each individual student's program when the need arises.

Each year staff members are required to participate in online training on the topic of bullying and the prevention of bullying. All staff in the district are required to complete training on DASA and the expectations for maintaining a safe, nurturing learning and work environment for all. District administrators provide information and updates on DASA on a yearly basis to all the staff in their buildings.

6. Provisions for Mentoring Program

The Churchville-Chili Central School District Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Churchville-Chili Central School District will complete a mentored teaching experience within their first year of employment as a teacher. Both initial certificate holders and those teachers who are new to the district and hold professional certification are required to participate. The purpose of the mentoring program is to increase the retention of new teachers and to provide quality instructional experiences aligned to district curriculum. The mentor teacher's role is to provide guidance and support to a new teacher. However, additional mentor responsibilities may be reflected in the role.

New Teacher Induction Program Overview

Vision

The CCCSD New Teacher Induction Program familiarizes all teachers new to Churchville-Chili to the district's policies and practices, fosters professional growth, and encourages teachers' participation in the school culture by providing guidance and opportunities for reflection within a supportive and collegial environment.

Program Components

To achieve these objectives, the New Teacher Induction Program has the following major components: New Teacher Orientation, New Teacher Seminar Series, New Teacher Mentoring Program, core program professional learning, instructional supervision and support, and continued training in standards and assessments as well as other skills critical to specific classroom situations and contents.

1. *New Teacher Orientation*: Orientation is a summer program that provides all new teachers with an introduction to personnel, policies, and practices of the district and schools. Administrators and mentors provide assistance with accessing curriculum, reviewing teaching expectations, understanding the mentor/protégé relationship, and preparing to teach at CCCSD.
2. *Seminar Series*: Monthly sessions are planned for probationary teachers and for long-term substitute teachers to collaboratively learn, develop, teach, reflect and revise lessons using Principles of Learner-Centered Instruction and other models or concepts being developed in their school sites. Administrators, Instructional Coaches, and teachers help to deliver the program.
3. *Mentoring Program*: This program is for teachers new to the profession or new to the district. The program pairs a trained and experienced mentor with a new teacher for one year.

Mentoring Program

The mentoring program will provide newly hired teaching and pupil personnel service staff with the personal attention of a mentor to support an orderly, professional, integrated transition into the district.

Churchville-Chili Central School District's professional teaching staff, which includes classroom teachers, school counselors, library-media specialists, learning specialists, reading specialists, and school psychologists, who meet the identified criteria in the District will have the opportunity to serve as mentors for these new teachers.

A mentor who is an experienced, tenured professional will be selected to assist each new teacher to make a successful transition to the District. The mentor's responsibilities will be to assist in a collaborative, non-evaluative advisory role. The mentor will serve as a model of collegiality, share ideas, problem-solve, and promote reflective practice.

Induction Program

The induction program will include an orientation to district policy, procedures, and systems. Professional staff new to the system will be provided with the information necessary to gain an understanding of district values, traditions, attitudes, vision, mission, and beliefs.

Each new teacher will participate in the New Teacher Seminar Series. This training is designed to promote the successful transition to the District and enhance the prior professional training received through college training or experiences in other school settings.

New Staff Induction Program

New teachers will work with their mentor to become familiar with district policies, expectations, curriculum materials and to develop lesson plans.

New Teacher Orientation Agenda 2023-2024

<i>Day 1</i>	<i>Monday, August 28</i>
8:00 – 8:15	Mentees & Mentors Continental Breakfast/Introduction to District-wide Administrators - NGA Cafe
8:15 – 9:00	Mentees & Mentors Overview of Churchville-Chili community and history with, Lori Orologio, Superintendent & Kathy Dillion, BOE President
9:00 – 11:00	Overview of District Philosophy with Superintendent Lori Orologio
11:00-12:00	Welcome lunch with building principals (travel to assigned building)
12:15-1:15	Mentees and Mentors: <ul style="list-style-type: none"> • Building-based laptop distribution • Required District Instructional Technology Overview Asynchronous Presentation from Joe Harmon • Overview of login and email, Infinite Campus, StaffConnect (intranet) and Policies
1:15 – 3:00	Mentees & Mentors School-Level Overview with Principals (Principal will provide schedule and location)

Day 2	Tuesday, August 29
8:00 – 8:05	Continental Breakfast/Overview of the Day in NGA Cafe
8:05-8:40	<p>Mentees: APPR--Observation & Evaluation <i>Teaching is a profession that requires continuous improvement. Moreover, it is an expectation for all members of our learning community. Our observation and evaluation process fosters a culture of professional growth in which educators can consistently improve their pedagogy in order to best meet the needs of their students.</i> Learn more about our process with Giulio Bosco and Renee Mulrooney.</p>
8:00 - 11:00	<p>ALL MENTORS: required to attend ½ Day Session at BOCES Mentoring Matters @ BOCES Big Ridge Rd Location Frontline Education (mylearningplan.com)</p>
8:45 - 11:30	<p>Mentees: Introduction to Therapeutic Crisis Intervention Support (TCIS) facilitated by Emily Iabone, Kristina Zito, Tracie Swalbach, Paula Schneider and Greg Kincaid</p> <p><i>When a student experiences a challenge, the kind of help and how it is given make a crucial difference between the child's learning from an experience or being set back. The Therapeutic Crisis Intervention training program for child and youth care staff presents a crisis prevention and intervention model designed to teach staff how to help children learn constructive ways to handle crisis. The skills, knowledge, and professional judgment of staff in responding to crises are critical factors in helping young people learn constructive and adaptive ways to deal with frustration, failure, anger, rejection, hurt, and depression.</i></p>
11:30 – 12:30	New Staff Luncheon with BOE/Administrators in the MSN Cafe
12:30 - 3:00	<p>Mentees: Continued - Introduction to Therapeutic Crisis Intervention Support (TCIS) facilitated by Emily Iabone, Kristina Zito, Tracie Swalbach, Paula Schneider and Greg Kincaid</p>
12:30 - 3:00	<p>Mentors: Work with Mike Neumire on Instructional Technology: Ed Camp Presentations “Using Technology to Create Welcoming and Affirming Classrooms” for AM Day 3 - Multi Purpose rm 2301</p>
Day 3	Wednesday, August 30
8:00 – 8:15	Continental Breakfast/Overview of the Day in NGA Cafe

8:15- 11:30	Mentees & Mentors District Curriculum <ul style="list-style-type: none"> Livebinder-Pin it! Link: https://www.livebinders.com/b/3486697?tabid=d7e56a16-8888-911c-e5ad-2a02b8cca502 Access key: newteacher Atlas Curriculum Management System with Renee Mulrooney Instructional Expectations Part 1: Learner Centered Principles, Differentiation, Assessment and Planning Cycle with Giulio Bosco and Renee Mulrooney
9:30-11:30	<ul style="list-style-type: none"> Mental Health Staff <ul style="list-style-type: none"> Work with Tracie Swalbach & Shavaughn Stefaniak on expectations for mental health staff - Multi Purpose rm 2301
8:00-11:30	<u>Mentors:</u> <i>NOTE MENTORS: AM Session is optional. Mentors present from 11:30-3:00 for the CCEA luncheon and ED CAMP.</i>
11:30 – 12:30	Lunch with CCEA in the SHS Cafe
12:30-3:00	Mentees & Mentors ED CAMP: Getting to know district resources to build “Welcoming and Affirming Classrooms” through mentor led mini-sessions on Nearpod, Google Classroom, Classroom Management Tips and Tricks, SeeSaw, eDoctrina, supporting ELL’s, RTI, Restorative Circles, and more!

<i>Day 4</i>	<i>Thursday, August 31</i>
8:00 – 8:15	Continental Breakfast/Overview of the Day in NGA Cafe
8:15 – 9:00	Mentees: Special Education and Student Services with Nicole Livingston-Neal and Brandy Schill--Overview for all new staff
9:00-10:00	Mentees: Substitute System, Certification and CTLE with Human Resources Staff in NGA Cafe
10:00-12:00	Mentees: Instructional Expectations Parts 2 & 3 with Giulio Bosco and Renee Mulrooney
10:00 -12:00	Mental Health Staff (Including School Psychologist Interns) - Multi Purpose rm 2301 <ul style="list-style-type: none"> Work with Tracie Swalbach & Shavaughn Stefaniak on expectations for mental health staff

8:15-10:00	<u>Mentors:</u> Mentoring Expectations Multi-purpose room 2301 facilitated by Kim Giancursio, Kim Eichas, and Jen Clark
12:00-1:00	Lunch & Work in Classrooms
1:00 – 3:00	Mentees & Mentors <ul style="list-style-type: none"> • UPK-6 new teachers work with mentors in classrooms • 7-12 new teachers will meet with IT staff to learn Infinite Campus, Gradebook and Report Card inputting in the NGA • Special Education Staff and Student Services staff meet with Brandy Schill and Nicole Livingston-Neal in Multi-Purpose room 2301 <p>All staff must complete the Wincap and Short-Term Leave self-paced presentations in Nearpod. Please complete the overviews prior to our September 20th New Teacher Meeting. Use this link to access the overviews: https://app.nearpod.com/?pin=GKW4H</p>

NEW TEACHER SEMINAR SERIES –Professional Learning Community

Our new teacher program includes ten after school sessions, entitled the New Teacher Seminar Series, which all new staff are **required to attend**. For those new staff with initial certification, the series is required by New York State to fulfill the mandates for professional certification. Those new staff with previous experience are also required to attend as part of the district's expectations for tenure. All sessions are in the **Multi-Purpose Room 2301** in the Middle School. *Please plan accordingly, and please understand that volunteering, other meetings, and appointments should be scheduled around the New Teacher Seminar Series.*

Probationary Teachers & LTS Teachers:

Secondary & District-wide Staff 2:00 PM - 3:30 PM

MS & Elementary 3:30 PM - 5:00 PM

Date	Location	Topic
Wednesday, September 20, 2023	MS Multi Purpose Rm 2301	Lesson Planning & Classroom Management for Learning that Sticks -Facilitated by Renee Mulrooney & Giulio Bosco
Wednesday, October 18, 2023	MS Multi Purpose Rm 2301	Response to Intervention - Facilitated by Renee Mulrooney and Giulio Bosco
Wednesday, November 15, 2023	MS Multi Purpose Rm 2301	Building Executive Function Skills & Student Agency Facilitated by Ashley Guarino, Lindsay Reimer
Wednesday, December 13, 2023	MS Multi Purpose Rm 2301	Feedback and Assessment - Facilitated by Lori Orologio and Giulio Bosco
Wednesday, January 10, 2024	MS Multi Purpose Rm 2301	UDL & Technology - Facilitated by Mike Neumire & Brandy Schill
Wednesday, February 14, 2024	MS Multi Purpose Rm 2301	DEI-Building Intellectual Capacity -Facilitated by Renee Mulrooney
Wednesday, March 13, 2024	MS Multi Purpose Rm 2301	Differentiated Instruction - Facilitated by Jennifer Lynch & Anya Pastecki
Wednesday, April 10, 2024	MS Multi Purpose Rm 2301	Best Practices in Academic Vocabulary & Academic Writing - Facilitated by Ashley Guarino and Renee Mulrooney
Wednesday, May 15, 2024	MS Multi Purpose Rm 2301	PBL, Rigor, and Enrichment - Facilitated by Patti Saucke and Shannon Barton or Stephanie Ricci
Wednesday, June 5, 2024	MS Multi Purpose Rm 2301	Reflect and Celebrate - Facilitated by Renee Mulrooney, Giulio Bosco, Lori Orologio and Kathy Dillon

Materials:

- *Mindset* (by Carol Dweck)
- *The New Art and Science of Teaching* (by Robert J. Marzano)
- *Culturally Responsive Teaching & The Brain* (by Zaretta Hammond)
- *Embedding Formative Assessments* (by William & Leahy) for Elementary Staff
- *Reading Strategies 2.0* (by Serravallo) for Elementary Staff
- *Grading for Equity* (by Joe Feldman) for Secondary Staff
- Optional book: *Fostering Resilient Learners* (by Kristin Souers)

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with the CTLE Regulations (2019), educators acting as a mentor to a new classroom teacher as part of the Churchville-Chili Central School District mentoring program may receive credit of up to 30 hours of such time towards their CTLE requirement in each 5-year registration period. Their participation in the four day teacher induction program and three additional new teacher seminar sessions meet these hours. This must be documented via Wincap our digital professional learning application. Educators acting as a mentor to a teacher candidate may credit up to 25 hours of such time towards CTLE requirement in each registration period.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Role of school leaders in supporting effective mentoring practices	School leaders are expected to observe and engage in reflective conversations about the new teacher's instructional practices. Conversations include a review of lesson plans, student work samples, resources, materials, and assessments. School leaders provide actionable feedback to new teachers through the APPR process and through informal visits to the classrooms.
Role of the mentors	May include but shall not be limited to providing guidance and support to the new teacher.
Preparation of mentors	May include but shall not be limited to the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques, and time management methodology.
Types of mentoring activities	May include but shall not be limited to modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team coaching, and orienting the new teacher to the school culture.
Time allotted for mentoring	May include but shall not be limited to scheduling common planning sessions, releasing the mentor and the new teacher for a portion of their instructional and/or non-instructional duties, and providing time for mentoring during Superintendent's Conference Days, before and after the school day, and during summer orientation sessions.

Assessment of mentoring program	Collection of evaluations of New Teacher Seminar Series from mentors and mentees. Review of the data collected through the use of the Pearson Observation Rubric.
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7. Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Churchville-Chili Central School District teachers will utilize the expertise and training provided by the Regional Bilingual Education-Resource Network to fulfill these requirements.

For all other faculty and staff, Churchville-Chili Central School District meets and applied for an exemption from the professional learning requirements in language acquisition for ELLs. The district, on an annual basis, has consistently fewer than 30 ELL students enrolled or the ELL population within the district is less than five percent of the total student population. The district was granted a waiver based on the number of enrolled students.

8. Organization-wide Goals

Churchville-Chili Professional Learning Goals

The following professional learning goals and objectives have been identified for the 2022-23 school year. This plan was generated through the analysis of multiple data sources and supports the needs of both district and buildings. It is aligned to New York State Professional Learning Standards as well as Churchville-Chili Central School District mission, core beliefs and district goals.

Churchville-Chili Central School District qualifies for the CR Part 154 School District Waiver Specific to English Language Learners. Note that our ESL teachers fully participate in the following professional learning plan as well as offerings provided by our Mid-West RBERN. See appendix F for a copy of the CR Part 154 School District Waiver.

NEEDS ANALYSIS-data is collected and reviewed throughout the course of each school year. The analysis influences our district goals and our professional learning offerings. We also rely on job-embedded coaching to refine and enhance the skills of our instructional staff. SEE APPENDIX E.

3. Action Plan

Goal 1: Engage all students in learner-centered instructional experiences based on state standards and rigorous district curriculum that leads to mastery of local, state, and national assessments, graduation, and the transfer and application of learning into their lives.

<p>Objective:</p> <p>1.1 Provide professional learning opportunities that promote learner-centered instruction that leads to mastery of local, state, and national assessments</p> <p>1.2 Provide data analysis and curriculum writing opportunities to create a rigorous and aligned curriculum that allows for the transfer of skills and is responsive to the needs of our students and the demands of the future workforce.</p> <p>1.3 Use a curriculum management system to conduct an audit of current courses to determine needed updates and realignment of course standards</p>			
<p>Activities and Strategies:</p> <ul style="list-style-type: none"> • Provide multiple trainings on the topics of Balanced Literacy, Multi-Tiered Systems of Support, Problem-Based Learning, Inquiry, and Engagement, Engineering Design, and Embedded Technology • Provide follow-up instructional coaching to assist teachers in transferring learning from professional learning trainings to the classroom • Assist teachers in self-evaluation and peer-evaluation of implementation of learner-centered teaching practices • Provide opportunities to review RtI data to make decisions about students in need of further support • Provide administrators with professional learning and checklists for important “look for’s” when observing teachers implementing learner-centered instruction • Provide release time and summer curriculum writing days, as well as professional learning and guidance for revising curriculum documents 			
Inputs	Evidence/Evaluation	Responsibility	Timeline
Provide professional learning offerings to align with Goal #1 through the WinCap PL Catalog	WinCap PL Catalog Attendance Rosters PL Advisory Committee Minutes	Central Office Administrators Building Administrators Directors Instructional Leaders Instructional Coaches Teacher Leaders PL Advisory Committee	Spring 2023-Spring 2024 Ongoing <ul style="list-style-type: none"> • PL Advisory Committee meetings in November, and March • Monthly Administrative meetings • Monthly Instructional Leader and Instructional

			Coaches meetings
Disseminate relevant outside PL offerings (BOCES, Colleges, etc.) to targeted teachers/administrators	Emails to teachers Flyers distributed to administrators	Central Office Administrators Building Administrators Directors Instructional Leaders	Ongoing <ul style="list-style-type: none"> Monthly Administrative meetings Monthly Instructional Leader and Instructional Coaches meetings
Provide professional learning for administrators, as well as checklists and “look for’s” to support Goal #1	Presentations to administrators Checklists for administrators	Central Office Administrators Instructional Coaches	Summer 2023 Ongoing <ul style="list-style-type: none"> Monthly Administrative meetings
Analyze student achievement data as well as evaluation of professional learning offerings to determine effectiveness of PL	Collaborative Inquiry forms RtI plans PL Advisory Committee minutes Administrative Meeting minutes NYS ELA, Mathematics, and Science Assessment results 3-8, NY Regents examinations 8-12	Central Office Administrators Building Administrators Directors PL Advisory Committee members Instructional Coaches	Summer 2023 Ongoing <ul style="list-style-type: none"> PL Advisory Committee meetings in November and March Monthly Administrative meetings Monthly Instructional Coaches meetings
Continue to refine our RtI Process and transition to a MTSS framework with our RTI/MTSS Leadership Team meetings	Refinement of district-wide RtI/MTSS resources which will include forms, articulation of the process, intervention binder and progress monitoring assessments RtI/MTSS minutes from Building Committees	RtI/MTSS Leadership Team Building RtI/MTSS Teams Instructional Coaches Instructional Leaders Administrators All staff (for Tier 1 Interventions)	<ul style="list-style-type: none"> October 2023, January 2024, March 2024, and May 2024
Future Ready Committee to reflect our goal of embedding Computer Science and Digital Fluency Learning Standards and	Minutes of the Future Ready Committee	Future Ready Committee Members	Quarterly meetings during the 2023-24 school year

ensuring that all of our students are college and career ready.			
The distribution of funds from the American Rescue Act Plan enabled the district to offer extended learning opportunities to students. The supports will supplement our current data-based approach to RTI/MTSS and the use of research-based practices including targeted tutoring, summer school, and hiring additional interventionists as well as providing other supports to help students regain skills.	Summer school pre and post data. Student achievement data-SRI, MI, Benchmarks for ELA & Math, Attendance Data, State Assessments (Grade 3-8 ELA & Math, NYS Regents Exams, Grade 8 Science) and other internal data as appropriate.	Office of Instruction and instructional coaches and leaders-including principals and directors	Summer 2023 and ongoing

Goal 2: Develop civic-minded, culturally respectful, responsible, well-rounded, goal-oriented graduates who strive to be lifelong learners.

<p>Objective:</p> <p>2.1 Provide professional learning offerings that promote civic-mindedness, cultural responsiveness, and digital citizenship</p> <p>2.2 Provide professional learning offerings that assist students in becoming well-rounded, lifelong learners</p>
<p>Activities and Strategies:</p> <ul style="list-style-type: none"> ● Incorporate an inquiry-based approach in social studies curriculum using the New York State Frameworks, the Inquiry Design Model (IDM), and the Stanford History Education Group resources ● Incorporate a Problem-Based Learning approach across grade levels and courses to promote problem-solving and transferable, life-long skills. ● Provide teachers with resources and instructional strategies that help students become independent, civically-minded, critical thinking, problem solvers ● Promote culturally responsive teaching

Inputs	Evidence/Evaluation	Responsibility	Timeline
Provide curriculum writing opportunities for social studies teachers to revise curriculum to align to the IDM model	Attendance logs for summer curriculum writing Atlas Curriculum Management system documents	Director of Curriculum BOCES professional learning Instructional Leaders Central Office Administrators	Summer 2023 and ongoing throughout the school year
Provide professional learning for Problem and Inquiry Based Learning--engage in “enrichment for all” curriculum	WinCap catalog review number of participants Attendance logs for inquiry/problem based offerings Enriched inquiry units in Atlas curriculum management system	Central Office Administrators Instructional Coaches Enrichment Teachers	May 2024 Session for New Teachers Ongoing throughout school year
Refine counseling curriculum and health curriculum to include new mini lessons related to District Citizenship Committee work and introduce the use of a new screening tool for social emotional learning (Panorama)	Curriculum Counseling pre and post assessments Panorama SEL screener results	Counselors Counseling Instructional Leader Administrators Director of Health K-4 Classroom teachers and secondary Health teachers	Summer 2023 Ongoing (department meetings)

Goal 3: Foster social, emotional and physical well-being in our school community

<p>Objective:</p> <p>3.1 Provide professional learning for all staff that promotes respectful relationships and provides strategies for managing stressful situations</p> <p>3.2 Provide professional learning and curriculum writing opportunities to develop a comprehensive health plan that supports students in positive decision-making and promotes mental and physical well-being</p>
<p>Activities and Strategies:</p> <ul style="list-style-type: none"> ● Train district staff to be trainers in Therapeutic Crisis Intervention for Schools (TCIS) and Restorative Practices ● Provide trainings and re-certification for administrators and staff in TCIS and Restorative Practices ● Continue to refine wellness and substance abuse curriculum units in Health and Physical Education ● Continue to support professional learning for trainers presenting the Monique Burr Child Safety Matters program

<ul style="list-style-type: none"> • Provide professional learning in mental health and social emotional learning • Implement the Panorama SEL screener and benchmarking tools • Provide training on social emotional learning and restorative practices 			
Inputs	Evidence/Evaluation	Responsibility	Timeline
Identify and send district staff to become trainers for TCIS and Restorative Practices	Certification documents from TCIS and Restorative Practices Attendance logs for these trainings	Central Office Administrators	Summer 2023 and during the year when the trainings are offered
Provide TCIS and Restorative Practice training throughout the year and to various staff	Certification documents from TCIS WinCap PL catalog Attendance logs Superintendent's Day Agenda	Central Office Administrators Building Administrators Directors TCIS and Restorative Practice trainers	Throughout the school year 2023-24 Superintendent's Conference Days
Provide professional learning on mental health, social emotional learning and executive function using results from our SEL screening tool	Counseling curriculum Health/PE curriculum professional learning opportunities in WinCap Improvement in mental health and other health-related data (attendance, etc.)	Counselors Director of Wellness and Inclusivity Instructional Coaches Psychologists PE Teachers Elementary Teachers Assistant Superintendent of Pupil Services Health teachers Partnership with University of Rochester to provide mental health support and training Community Schools Co-Ser	Ongoing throughout school year 2023-2024

Goal #4: Integrate and utilize technological resources to enhance and improve teaching and learning, communication, and school operations

<p>Objective:</p> <p>4.1 Provide professional learning to assist teachers in embedding technology to improve learning in their particular disciplines</p> <p>4.2 Provide professional learning to assist all staff in enhancing their efficiency and promote collaboration</p> <p>4.3 Use input from our Future Ready Committee to implement our approved NYS Instructional Technology Plan (three year plan)</p>			
<p>Activities and Strategies:</p> <ul style="list-style-type: none"> • Provide professional learning offerings on the topics such as eDoctrina to foster data analysis in PLC's, as well as content-specific technology offerings • Provide staff with professional learning offerings on digital tools to promote collaboration and efficiency • Provide staff with updated hardware and software as well as the training to utilize it • Provide professional development for using technology to engage learners with digital tools 			
Inputs	Evidence/Evaluation	Responsibility	Timeline
Provide offerings in WinCap PL as well as Department and Faculty meetings to promote thoughtful use of technology, especially with the evolution of Artificial Intelligence	WinCap PL catalog Attendance logs Department and Faculty Agendas	Central Office Administrators Building Administrators Instructional Technology coach and IT staff Instructional Leaders	Ongoing throughout school year 2022-23 Nearpod Fall 2023 eDoctrina Fall 2023
Provide professional learning around the NYS Computer Science and Digital Fluency Standards and other frameworks to use as a reflection tool related to individual technology use and also where we are on the continuum as a district	Higher level technology integration observed in classrooms Offerings in WinCap	Instructional Technology Coach Instructional Leaders Teacher Leaders	Summer 2023 (New Teacher Training) Ongoing throughout school year
Collect feedback from teachers about use of technology as a tool for teaching and learning through Future Ready and PL Advisory Committees	Future Ready minutes and surveys PL Advisory Committee minutes WinCap (PL Management System) evaluations from	Future Ready and PL Advisory Committee Central Office Administrators Building Administrators Directors	Ongoing throughout school year PL Advisory Committee meetings in November and March Future Ready Committee Meetings (bi-monthly)

	teachers attending workshops	Instructional Technology Coach and IT staff	
Review and raise awareness about NYS Computer Science and Digital Literacy Standards	Future Ready ILT Atlas (ILT minutes)	Future Ready Committee IL's	Ongoing throughout school year 2023-24 ILT meeting October 2024
Provide professional learning for all staff to promote collaboration and efficiency	WinCap PL catalog Attendance logs	Director of PL Communication Specialist IT staff	Ongoing throughout school year 2023-24
Provide training for upgraded hardware and software	Usage statistics Training opportunities in WinCap PL catalog	Technology Director and staff	Ongoing throughout school year 2023-24

Goal #5: Provide access and inclusivity for all to achieve equity

<p>Objective: 5.1 Provide culturally responsive professional learning that assists teachers in creating a positive classroom environment that respects and honors diversity. 5.2 Develop curriculum that supports and sustains a culture of access and equity by being aware of and respectful of diverse student backgrounds and traditions</p>			
<p>Activities and Strategies:</p> <ul style="list-style-type: none"> Provide activities, presentations, and assemblies to promote access and equity of opportunity for all 			
Inputs	Evidence/Evaluation	Responsibility	Timeline
Provide professional learning activities, presentations and assemblies to promote respect for diversity	School calendar and WinCap catalog	Building Administrators	Ongoing throughout school year 2023-24
Promote inclusivity through	Curriculum updates in Atlas	Office of Instruction and	Summer 2023 and ongoing

updating our materials and resources during curriculum writing.	Participation in professional learning on the subject of poverty	Instructional Leaders	
Administrative Team attends the summer Regional Equity Institute at Monroe 2 BOCES	Develop district and building level goals as they relate to developing cognitive independence for learners	Building Administrators Office of Instruction	Summer 2023 and ongoing during the school year
Continue to provide staff with professional learning around the use of translation tools--website, Proprio--when communicating with ENL families	Priority documents for translation District website	Office of Instruction	Summer 2023 and ongoing during the school year

Appendices

Appendix A: Board of Education Policy 6160

SUBJECT: PROFESSIONAL GROWTH/STAFF DEVELOPMENT 2021 6160

Personnel Page 1 of 2

It is the policy of the District that attention be given to in-service, pre-service, and other staff development programs which are believed to be of benefit to the School District and its students. The Superintendent, in consultation with the appropriate administrative staff and/or teacher committees, is directed to arrange in-service programs and other staff development opportunities which will provide for the selection of subjects pertinent to the curriculum in the schools, to build from these subjects those topics or courses for in-service or staff development which will help employees acquire new methods of performing their job responsibilities or help staff improve on those techniques which are already being used in the schools, with the objective of improving professional competencies.

It is recommended that administration develop meaningful in-service and/or staff development programs which will achieve the following:

- a) Contribute to the instructional program of the schools;
- b) Contribute to improved education for students;
- c) Achieve state mandates;
- d) Enhance the professional competencies and/or instructional abilities of staff members.

The Board of Education, therefore, encourages all employees to improve their competencies beyond that which they may obtain through the regular performance of their assigned duties. Opportunities should be provided for:

- a) Planned in-service programs, courses, seminars, and workshops offered both within the School System and outside the District.

- b) Visits to other classrooms and schools, as well as attendance at professional meetings, for the purpose of improving instruction and/or educational services.
- c) Orientation/reorientation of staff members to program and/or organizational changes as well as District expectations.

Attendance at such professional learning programs must be directly linked to the duties and responsibilities comprising the job description of the employee. Consequently, employees are encouraged to participate in the planning of staff development programs designed to meet their specific needs.

(Continued)

Appendix A: Board of Education Policy 6160 (Cont'd.)

2021 6160
Personnel Page 2 of 2

Members of the staff are also encouraged to continue their formal education as well as to attend their respective work-related workshops, conferences and meetings.

Funds for participating at such conferences, conventions, and other similar professional learning programs will be budgeted for by the Board of Education on an annual basis. Reimbursement to District staff for all actual and necessary registration fees, expenses of travel, meals and lodging, and all necessary tuition fees incurred in connection with attendance at conferences and the like will be in accordance with established regulations for conference attendance and expense reimbursement.

The Superintendent of Schools or his/her designee has authority to approve release time and expenses for staff members' attendance at professional training conferences, study councils, in-service courses, workshops, summer study grants, school visitations, professional organizations and the like within budgetary constraints.

A conference request form must be submitted by the employee and approved by the designated administrator prior to the employee's attendance at such conference or other professional learning program (see Policy 6161 *Travel Expenses*).

Mentoring Programs for First Year Teachers

First year teachers must participate in a mentoring program as a component of the School District's Professional Learning Plan. The purpose of the mentoring program is to increase the retention of new teachers and provide quality instructional

experiences aligned to district curriculum. The mentor's role is to provide guidance and support to a new teacher. However, additional mentor responsibilities may be negotiated and reflected in a collective bargaining agreement.

Education Law Section 1604(27)
General Municipal Law Sections 77-b and 77-c
8 New York Code of Rules and Regulations (NYCRR) Part 102.2(dd)

Adopted: 7/10/2001, Revised 5/25/2004, 12/9/2014, 1/12/2021

Appendix B: Board of Education Policy 6161

2020

6161

Personnel

1 of 2

SUBJECT: TRAVEL EXPENSES

Conference travel shall be for official business consistent with the School District's educational goals and focus and will be made utilizing a cost-effective and reasonable method of travel. Attendance at the conference must be essential to job performance. For instance, travel to participate in meetings of professional, civic or social associations will only be approved if their content is deemed to be specifically aligned with and critical to job performance.

Employees attending conferences and traveling on other district business are representatives of the District and are expected to conduct themselves in a professional and appropriate manner.

For purposes of this policy, members of the Board of Education and other nonemployees authorized to travel and attend conferences on behalf of the District shall be covered as if they were employees.

Conference/ Travel Requests

Prior to attending a conference, individuals must submit a completed Conference Request Form through WinCapWeb or if an individual does not have access to WinCapWeb then utilizing form 6161F. Once the request has been approved by the appropriate supervisor, it will be submitted to the Superintendent or his/her designee. Final approval of Conference Request Forms will be granted/denied by the Superintendent or his/her designee. Conference Request Forms are only to be used by District employees, Board Members and nonemployees authorized to travel and attend conferences on behalf of the District.

Expense Reimbursement

All conference reimbursement requests must be submitted using a Conference Reimbursement Form—which will be provided by the Purchasing Department. Only approved expenses are eligible for reimbursement.

Expenses for overnight-approved travel will be reimbursed when accompanied by original receipts with the exception of meal expenses which will be reimbursed based on per diem rates as outlined on the United States General Services Administration Website at www.gsa.gov. Lunch for approved conferences that do not require an overnight stay but do require travel outside of the County of Monroe, NY will also be reimbursed based on per diem rate as outlined above. New York State sales tax cannot generally be reimbursed. A Sales

(Continued)

Appendix B: Board of Education Policy 6161 (Cont'd.)

Tax-Exempt Form can be obtained from the Business Office prior to travel, for hotel accommodations or other travel expenses.

In extenuating circumstances, exceptions to the amount reimbursed may be granted by the Superintendent.

The Superintendent of Schools shall provide administrative regulations as necessary to define and implement this policy and to provide employees with proper guidance on those expenses that will be considered necessary conference expenses that are eligible for reimbursement by the District.

General Municipal Law §77-b (2)

Note: Refer also to Policy #5323 -- *Reimbursement for Meal Expenses Incurred During Meetings*

Adopted: 12/9/2014

Revised: 8/23/2016, 12/8/2020

SUBJECT: REGISTRATION AND PROFESSIONAL LEARNING**Registration**

All employees who are certificate holders must register with the State Education Department (SED) every five years through the TEACH system. An employee is a certificate holder if he or she holds a permanent or professional certificate in the classroom teaching service, a permanent or professional certificate in the educational leadership service (i.e., school building leader, school district leader, or school district business leader), or a Level III Teaching Assistant certificate. Only registered employees may teach or supervise in the District.

Employees who were certificate holders prior to July 1, 2016, had to apply for initial registration during the 2016-2017 school year and each subsequent five-year period thereafter.

Any individual who is issued a new certificate is automatically registered with SED. These certificate holders must renew their registration every five years during their birth month. Any certificate holder who fails to register by the beginning of the appropriate registration period may be subject to late filing penalties.

Certificate holders must notify SED of any change of name or mailing address within 30 days of such change through the TEACH system. Any certificate holder who willfully fails to inform SED of changes to his or her name and/or address within 180 days of such change may be subject to moral character review.

Continuing Teacher and Leader Education (CTLE) Credit Hours

All continuing teacher and leader education certificate holders (CTLE certificate holders) must successfully complete a minimum of 100 hours of acceptable CTLE during each five-year registration period to maintain a valid certificate. An employee is a CLTE certificate holder if he or she holds a professional certificate in the classroom teaching service, a professional certificate in educational leadership service, or a Level III Teaching Assistant certificate. This requirement may be completed at any time over the course of a five-year period. Credit hours cannot carry over to subsequent registration periods.

SED sets high standards for courses, programs, and activities that qualify for CTLE credit, and it must approve all CTLE sponsors. Generally, acceptable CTLE will be in the content area of any certificate title held by an individual or in pedagogy. Further, the CTLE will be aligned with professional learning standards created by the New York Professional Standards and Practices Board for Teaching.

(Continued)

Appendix C: Board of Education Policy 6213 (Cont'd.)

2020	6213
Personnel	2 of 3

The District will describe opportunities for teachers and administrators to engage in CTLE in its Professional Learning Plan. The District will annually certify, in a form and on a time table prescribed by the Commissioner of Education, that the requirements to have a professional learning plan for the succeeding school year have been met and that it has complied with the professional learning plan for the current school year. The District will provide CTLE opportunities that are designed to improve the teacher or leader's pedagogical and/or leadership skills and are targeted at improving student performance, among other things. A peer-review teacher or principal acting as an independent trained evaluator who conducts a classroom observation as part of a teacher evaluation under relevant sections of the Education Law may apply the observation time to fulfilling CTLE requirements. Time spent mentoring may also be counted toward required CTLE credit hours.

Language Acquisition CTLE and Exemption

Employees holding an English to speakers of other languages (all grades) certificate or a bilingual extension are required to complete a minimum of 50 percent of the required CTLE hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English Language Learner (ELL) students. All other certificate holders must hold a minimum of 15 percent of the required hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. A minimum of 15 percent of the required CTLE hours for employees holding a Level III Teaching Assistant certificate will be dedicated to language acquisition addressing the needs of ELLs and integrating language and content instruction for ELLs.

Employees holding school district business leader certificates are exempt from the language acquisition CTLE requirements for each year that they are employed in the District. Instead, they must complete a minimum of 15 percent of the required CTLE hours dedicated to the needs of ELLs and federal, state, and local mandates for ELLs.

Employees may be eligible for a waiver of language acquisition CTLE requirements. Each school year when there are fewer than 30 ELL students enrolled in the District or ELLs make up less than 5% of the total student population, the District may obtain an exemption. If the District obtains this exemption, employees would be exempt from the language acquisition CTLE requirement for each year that they are employed in the District.

(Continued)

Appendix C: Board of Education Policy 6213 (Cont'd.)

2019	6213
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CTLE Adjustment

The Commissioner may adjust an employee's number of CTLE hours and/or time to complete them due to poor health, as certified by a health-care provider; extended active duty in the Armed Forces; or other acceptable good cause.

Any employee holding a certificate in the classroom teaching service who obtains certification from the National Board for Professional Teaching Standards will be considered CTLE-compliant for the registration period in which he or she obtains this certification. The employee must still meet any language acquisition requirements, however.

Recordkeeping and Reporting Requirements

Employees must maintain a record of completed CTLE hours for at least three years from the end of the applicable registration period. The record must include the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of ELLs, the sponsor's name, any identifying number, attendance verification, and the date and location of the program.

The District will maintain a record of any professional learning it conducts or provides for at least seven years from the date of completion. The District will submit to SED, in a form and timetable prescribed by SED, information concerning the completion of professional learning for regularly employed certificate holders.

Education Law §§ 3006, 3006-a, 3012-d
8 NYCRR §§ 80-6, 100.2(dd)

NOTE: Refer also to Policy #6160 -- Professional Growth/Staff Development

Adopted: 11/27/2007

Reviewed: 3/25/2011

Revised: 3/26/2019; 8/20/2020 replaced "professional development: with "professional learning"; no content change

Appendix D: Board of Education Regulation 6213R

Registration and Professional Learning

2020

6213R

Personnel

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Continuing Teacher and Leader Education (CTLE) Standards

District teachers and educational leaders must complete 100 hours of CTLE courses, programs, and activities provided by SED-approved sponsors to maintain their professional or Level III teaching assistant certificate. The District is an approved sponsor. Other approved sponsors may include BOCES, Teacher Centers, accredited state institutions of higher learning, professional organizations, and SED-approved education programs. The District's CTLE should follow these standards:

- 1) professional learning design is based on data; derived from the experience, expertise, and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
- 2) professional learning expands content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and to assess student progress.
- 3) professional learning is research-based and provides opportunities to analyze, apply, and engage in research.
- 4) professional learning ensures that personnel have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.
- 5) professional learning ensures that personnel have the knowledge and skill to meet the diverse needs of all students.
- 6) professional learning assures that personnel have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.
- 7) professional learning ensures that personnel have the knowledge, skill and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
- 8) professional learning uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
- 9) professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.
- 10) professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

(Continued)

Appendix D: Board of Education Regulation 6213R (Cont'd.)

2020

6213R

SUBJECT: REGISTRATION AND PROFESSIONAL LEARNING (CONT'D.)**Continuing Teacher and Leader Education (CTLE) Standards (Cont'd.)**

For credit-bearing university or college courses, each semester-hour of credit will equal 15 clock hours of CTLE credit, and each quarter-hour will equal ten clock hours of CTLE credit. For all other approved CTLE courses, one CTLE credit hour will constitute a minimum of 60 minutes of instruction or education.

Conditional Registration

If an employee does not complete the required CTLE within his or her registration period, he or she will not be registered by SED and cannot practice unless he or she completes the registration or conditionally registers. The SED may issue a conditional registration that allows a candidate up to one year to complete outstanding CTLE hours to remain eligible to teach or supervise in the District. When the certificate holder completes the remaining CTLE, SED will consider him or her registered for the remaining registration period.

If a certificate holder returns to practice in the District, he or she will be required to first register with SED. If the certificate holder is in the middle of a registration period when he or she becomes inactive and is no longer practicing, he or she must complete a minimum of 20 CTLE hours for every year he or she was practicing in an applicable school.

District Recordkeeping Responsibilities

The District must maintain a record of any professional learning it conducts or provides for certificate holders for at least seven years from the completion date. The record will include:

- 1) The name of the professional certificate holder;
- 2) His or her teacher certification identification number;
- 3) The title of the program;
- 4) The number of hours completed; and
- 5) The date and location of the program.

The District will also maintain documents regarding its mentoring program implementation, including the name of each person receiving mentoring, his or her certificate identification number, type of mentoring activity, number of hours completed in the activity, and the name and certificate identification number of the person who provided the mentoring for at least seven years from the mentoring completion date.

(Continued)

Appendix D: Board of Education Regulation 6213R

2020
Personnel

6213R
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SUBJECT: REGISTRATION AND PROFESSIONAL LEARNING (CONT'D.)

District Reporting Responsibilities

Each year, the Superintendent will certify to the Commissioner that the District has a professional learning plan in place and that it has complied with that plan.

The District will also annually report to SED information about its employed certificate holders' completion of professional learning. Before doing so, the District will verify the accuracy of the information with the certificate holder.

Certificate Holder Responsibilities

Employees must maintain records of all professional learning courses, programs, and activities undertaken for at least three years from the completion date. The records will include:

- 1) The title of the program;
- 2) The total number of hours completed;
- 3) The number of hours completed in language acquisition;
- 4) The sponsor's name and any identifying number;
- 5) Attendance verification; and
- 6) The date and location of the program.

Adopted: 12/11/2007

Revised: 3/26/2019; 8/20/2020 Replaced "professional development" with "professional learning"; no content change

Appendix E: Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

X	School Report Card
	New York: The State of Learning (Chapter 655 Report)
	BEDS Data
	The CAR Report
	Special designation schools, SURR, Title 1
X	Student Attendance rates
X	Graduation and drop-out rates
X	Student Performance results disaggregated by ethnicity
X	Gender, SES, and other special needs (students who failed multiple subjects)
X	State benchmarks for student performance
	TIMSS report
	Student aspirations
X	Other student surveys
X	Longitudinal Data
X	Student/Teacher ratios
	Teacher turnover rate
	Number of uncertified teachers
	Number of teachers teaching out-of-field
X	Teacher Proficiency data (APPR)
X	Teacher surveys
	Teacher self-assessment (PPR)

X	Curriculum surveys
	Community employment opportunities
X	Other (specify): Discipline reports, attendance reports
X	Local Results

Appendix F: CR Part 154 School District Waiver

Waiver Pending, August 2023

Appendix G: Sample CTLE Certificate

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
 Office of Teaching Initiatives
 89 Washington Avenue
 Albany, New York 12234
www.highered.nysed.gov/cert

Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate


All CTLE must be completed with Approved Sponsors and be reported using this form in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copies for eight years. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested in the event of an audit or for use in obtaining an Initial Reissuance. **A separate form must be completed for each training.**

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

Section I:			
First Name:	Last Name:	Middle Initial:	
Date of Birth: ____/____/____	Last 4 Digits of the Social Security Number: _____		
Section II			
Name of Venue: _____			
Street Address:	City:	State:	Zip Code:
CTLE Activity Title: _____ <small>(Indicate title/subject/grade level, etc.)</small>			
Select One or More Areas of Activity: _____ Pedagogy _____ Content _____ English Language Learning			
CTLE Date(s): from: ____/____/____ <small>(mm) (dd) (yyyy)</small>		to ____/____/____ <small>(mm) (dd) (yyyy)</small> Number of hours awarded _____	
Section III			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name: Churchville-Chili Central School District			
Print Name of Authorized Certifying Officer: Loretta J. Orologio			
Signature of Authorized Certifying Officer: 			
Approved Provider Identification Number: 1007		Date: _____	
Email: _____		Phone #: _____	

ED-06/2015

Appendix H: Statement of Assurances

Churchville-Chili Central School District

Professional Learning Plan

STATEMENT OF ASSURANCES

The Superintendent certifies that:

- Planning, implementation and evaluation of the professional learning plan were conducted by a professional learning advisory team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional learning that:
 - Is aligned with state content and student performance standards;
 - Is articulated within and across grade levels;
 - Is continuous and sustained;
 - Indicates how classroom instruction and teacher practice will be improved and assessed;
 - Indicates how each teacher in the district will participate; and
 - Reflects congruence between student and teacher needs and district goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional learning and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Signature (Superintendent of Schools)

(Date)

Churchville-Chili Central School District

Response to Intervention (RtI) Plan

(First of a multi-year transition to a Multi-Tiered System of Support (MTSS) framework)

Guidance Document 2023-24

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Introduction

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RtI, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of that intervention depending on a student's responsiveness, and to identify students who are not making significant progress as students with possible learning disabilities. (NCRTI, 2010).

New York State Regulations and Response to Intervention

Specifically, the NYS Regents Policy Framework for RtI [8 NYCRR section 100.2 (ii)]

1. Defines RtI to minimally include:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension.
- **Screenings** applied to all students to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards (progress monitoring).
- **Data Collection and application of information** about student progress with an intervention to make **educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services (when necessary).

New York State Regulations and Response to Intervention (Cont'd.)

- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about :
 - the amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student's rate of learning; and
 - parents' right to request an evaluation for special education programs and/or services.

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and prereferral interventions in order to remediate a student's performance prior to referral for special education, which may include the RtI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to the:

- criteria for determining the levels of intervention to be provided to students,
- types of interventions,
- amount and nature of student performance data to be collected, and
- manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing an RtI program to take appropriate steps to ensure that staff has the **knowledge and skills** necessary to implement an RtI program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of RtI in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.** *“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”*

[8 NYCRR section 200.4(j)]

New York State Regulations and Response to Intervention (Cont'd.)

In addition to the above RtI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An RtI process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

RtI Tiers of Instruction

Tiered Instruction - an instructional delivery model which outlines intensity of instruction within a multi- tiered prevention/intervention system.

Tier 1: Effective, standards-based instruction that occurs in the general education classroom and is delivered by a general education teacher. Commonly referred to as "core instruction," it is designed to meet the needs of a minimum of 80% of all students. When students begin to struggle in the classroom, teachers may need to create a Tier 1 Intervention plan. In creating a Tier 1 Intervention plan, the teacher defines the problem, makes use of scientifically-based strategies, and progress monitors the intervention. Intervening early and at the classroom level often addresses the problem and ensures positive outcomes for each student.

Tier 2: Supplemental, small group instruction designed specifically for those students who are not making adequate progress in Tier 1. Tier 2 interventions do not supplant Tier 1 instruction, but are provided in addition to what the student is receiving at Tier 1. Interventions are designed to match the needs of students identified as at-risk through screening and progress monitoring measures and provide a

minimum of 20–30 minutes per session a minimum of 3-4 times per week by trained, knowledgeable and skilled school personnel.

Tier 3: Supplemental, individualized and customized intervention provided to students in a smaller group format (ideally 1:1) and delivered with greater frequency and duration (3-5 times per week for 30-60 minutes). Students in Tier 3 continue to receive core instruction at Tier 1. Interventions at Tier 3 are tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled educator.

RtI for September 2023 (due to COVID-19 Pandemic Impact)

We are prioritizing intervention services for those students most impacted by the COVID-19 Pandemic. We will begin intervention services immediately in September 2023 and will monitor progress to drive further instructional decisions. We will continue to utilize our Response to Intervention process to monitor and intervene with students who are experiencing academic and/or social emotional struggles. Our instructional staff will focus on strengthening our core instruction for all and will create, implement and monitor Tier 1, 2 and 3 intervention plans for students who need extra support and/or extended learning opportunities.

APPENDIX A

UPK-12 Assessment Administration and Reporting Timeline 2023-24

Revised 8/7/2023

Quarter 1 Assessments	Administration	Reported on ITS Site
MATH		
Math Inventory (Gr. 1-6)	Sept. 11-22	NA
Math Inventory (Gr. 9 - 12)	Sept. 15	NA
Administer Performance Based Assessments (Gr. K-1)	By Nov. 9	By Nov. 17
ELA		
Kindergarten: ELBA (Score 10/11 = Administer Engage Literacy)	Oct. 16 – Oct 27	By Nov. 6
Kindergarten: Sight Words, Letter ID, Sounds, PA - Rhyming & Syllables	By Nov. 9	NA
Sight Words (Gr. 1-2)	By Sept. 30	NA
Engage Literacy (Gr. 1) (fiction)	By Sept. 29	By Sept. 29 (report independent level)
Engage Literacy (Gr. 2) (fiction)	Level I or lower by Sept. 29 Level J or higher by Oct. 30	By Oct. 31
DRA2+ (Gr. 3-6) (fiction) SRI score of basic or below basic	By Oct. 12	*Consider a Tier 1 plan for students who score in the below basic range, with progress monitoring using RR at an independent level.
DRA2+ (Gr. 3-6) (fiction) SRI score of proficient or advanced	By Nov. 9	By Nov. 9

SRI (Gr. 3-12)	By Sept. 23	NA
DSA (Gr. 1-6)	Oct. 1- Oct. 30	By Oct.31
Quarterly ELA Benchmark (Gr. 7-8)	Oct 24. - Nov. 7	NA
Report Card End of Quarter: Nov. 9 Window opens Nov. 2	Entered by: Nov. 15 (UPK-6), Nov. 15 (7-12)	Available: Nov. 21

Quarter 2 Assessments	Administration	Reported on ITS Site
MATH		
15 Week Math Benchmark (Gr. 7-12)	Dec. 4 - Dec. 21	NA
Math Inventory (15 weeks) (Gr. 7 - 12)	Dec. 4 - Dec. 21	NA
Math Inventory (Gr. 1-6)	Jan. 16 - 25	NA
20 Week Math Benchmark (Gr. K-6)	By Jan. 25	By Feb. 2 for K-2, 3-6 in eDoctrina
ELA		
Kindergarten Engage Literacy (nonfiction)	Jan. 2-24	By January 25
Kindergarten: Letter ID, Sounds, PA Assessment (all),	By Jan. 25	
Kindergarten: Word Study - Dictated Sentence (all) AND DSA (as appropriate)	Jan 2-12	DSA by January 12
Engage Literacy (Gr. 1) (nonfiction)	Level G or above by Dec. 22 Level F or below by Jan. 25	By Dec. 22 (report independent level)
Engage Literacy (Gr. 2) (nonfiction) BELOW GRADE LEVEL ONLY	Level J or below by Jan. 25	By January 25

DRA2+ (Gr. 3-6) (nonfiction) BELOW GRADE LEVEL ONLY as determined by an SRI score of basic or below basic.	By Jan. 25	By January 25 (report independent level) *Consider a Tier 1 plan for students who score in the below basic range, with progress monitoring using RR at an independent level.
15 Week ELA Benchmark (Gr. 2-8)	Dec. 11. - Dec. 15	*2nd grade teachers please report on ITS, all others NA
SRI (Gr. 3-12)	Dec. 1-8	NA
DSA (Gr. 1-6)	By Jan. 25th	Report on ITS by Jan. 25
UPK		
DIAL-4	By Dec. 1	NA
Report Card End of Quarter: Jan. 25	Entered by: Feb. 1 (7-12)	Available on: Feb. 5

Quarter 3 Assessments	Administration	Reported on ITS Site
MATH		
Administer Performance Based Assessments (Gr. K)	By April 19	By April 25
Universal Math Screening (9-12)	By April 19	NA
ELA		
Kindergarten: Letter ID, Sounds, PA Assessment (all)	By April 12	NA
Kindergarten: Word Study - Dictated Sentence (all) AND DSA (as appropriate)	March 25 - April 12	DSA only by April 19
Engage Literacy (Gr. K): Students at TRL~A, A, 1, Inst. 2 (for below grade level students only) (fiction)	By March 15	By March 17 (report independent level)

Engage Literacy (Gr. 1)	Levels G or below by March 31	By March 31 (report independent level)
Engage Literacy (Gr. 2)	Levels L or below by March 31	By March 31 (report independent level)
DRA2+ (Gr. 3-6) (fiction) BELOW GRADE LEVEL ONLY as determined by a December SRI score of basic or below basic and/or currently instructing at a GR level below expected performance for grade level.	By March 31	By March 31 (report independent level) *Consider a Tier 1 plan for students who score in the below basic range, with progress monitoring using RR at an independent level.
Quarterly ELA Benchmark (Gr. 7-8)	March 29 - April 12	NA
Report Card End of Quarter: April 12 Window opens March 28	Entered by: April 17 (UPK-12)	Available on: April 22

Quarter 4 Assessments	Administration	Reported on ITS Site
STATE ASSESSMENTS		
ELA State Test (Grades 3 - 8)	CBT: April 17 & 18	NA
NYS Math Assessment (Grades 3-8)	CBT: May 1 & 2	NA
Grades 5 & 8 CBT Science Assessment	CBT: May 14	NA
MATH		
Math Inventory (Gr. 1--8) <ul style="list-style-type: none"> 8th grade Algebra students have the option to take MI assessment after Regents Exam 	May 28 - June 5	NA
40 Week Math Benchmark (K-6)	By June 12	By June 17 for K-2, 3-6 in eDoctrina
35 Week Math Benchmark (7-12)	By May 24	NA
ELA		

Kindergarten: Letter ID, Sounds, PA Assessment (all)	By June 14	NA
Kindergarten: Word Study - Dictated Sentence (all) AND DSA (as appropriate)	June 3-14	DSA only by June 14 *Dictated sentence goes in student work folder
Engage Literacy (Gr. K-2) (nonfiction)	June 3-14	By June 14 (report independent level)
DRA2+ (Gr. 3-6) (nonfiction)	June 1 - June 14	By June 14 (report independent level)
DSA (Gr. 1-6)	May 1-31	By May 31
35 Week ELA Benchmark (Gr. 2-8)	May 15- May 22	*2nd Grade Teachers Report on ITS, all others NA
SRI (Gr. 3-12)	By June 9	NA
Report Card End of Quarter: June 21 Window opens June 7	Entered by: June 21 9:00 AM (UPK-6).	Available June 25 (UPK-6)

- 15 and 35 week ELA benchmark assessments administered using eDoctrina will populate data within eDoctrina. The results do not need to be reported on ITS for these assessments.
 - IEP testing accommodations are not used for ELA benchmark assessments or Math Inventory.
 - IEP testing accommodations are used for Math benchmark assessments.
 - Special class teachers may select a benchmark assessment that reflects the level at which the student is currently being instructed.
-
- Marking Periods:
 - Q1 November 9, 2023
 - Q2 January 25, 2024
 - Q3 April 12, 2024
 - Q4-6/25/24 (Last day students)

APPENDIX B

Grade	Beginning of Year (Aug – Sept.)	1st Interval Assessment (Nov. – Dec.)	2 nd Interval Assessment (Feb. - Mar.)	End of Year (May - June)
K		C+	D+	E+
		B 1-2	C 3-4	D 6
		A	B	C
				Below C
1	E+	G+	I+	K+
	D/E 6-8	F 10	H 14	J 18
	C	E	G	I
	Below C	Below E	Below G	Below I
2	K+	L+	M+	N+
	J/K 18-20	K 20	L 24	M 28
	I	J	K	L
	Below I	Below J	Below K	Below L
3	N+	O+	P+	Q+
	M/N 28-30	N 30	O 34	P 38
	L	M	N	O
	Below L	Below M	Below N	Below O
4	Q+	R+	S+	T+
	P/Q 38-40	Q 40	R 40	S 40-50
	O	P	Q	R
	Below O	Below P	Below Q	Below R
5	T+	U+	V+	W+
	S/T 40-50	T 40-50	U 50	V 50
	R	S	T	U
	Below R	Below S	Below T	Below U
6	W+	X+	Y+	Z
	V/W 50-60	W 60	X 60	Y 70
	U	V	W	X
	Below U	Below V	Below W	Below X
7	Z	Z	Z+	Z+
	Y 70	Y 70	Z 70-80	Z 80
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
8	Z+	Z+	Z+	Z+
	Z 80	Z 80	Z 80	Z 80
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

APPENDIX C

Response to Intervention Assessments

The following describes the assessments that will be used to establish baseline information about readers as well as provides on-going information about student progress. The purpose of these assessments is to give teachers information about how each student is progressing towards the goal of making at least a year's growth in a school year.

Running Reading Records (RRR)-A running reading record is an assessment tool used to monitor and analyze a student's reading process by recording the reader's oral reading exactly as it is performed. The RRR gives information about the student's reading accuracy, fluency, and comprehension.

Early Literacy Behaviors Assessment (ELBA)-The Early Literacy Behaviors Assessment provides information about ways to teach young children how to look at print. Critical early concepts help them understand how to look at letters, how letters are put together to make words, and how print is arranged from left to right. These basic understandings are important as foundations for using letter-sound relationships.

Sight Words-The sight word assessment measures the student's ability to automatically and accurately identify and write sight words from a grade-specific list.

Writing Post Assessment-The writing assessment is administered at the end of a unit of study and assesses the student's ability to respond to a specific writing prompt. The writing sample is assessed for meaning, development, organization, language use and conventions.

Letter Identification, Sounds and Rhyming-This series of tasks measures a young reader's knowledge of letter names and sounds, as well as the ability to distinguish rhyming and non-rhyming words.

Scholastic Reading Inventory (SRI)-The Scholastic Reading Inventory is an untimed, computer adaptive assessment that determines a student's reading level. The student reads short passages and answers multiple-choice and fill-in-the blank questions about the passage.

Developmental Reading Assessment 2 (DRA2)-The Developmental Reading Assessment is an individually-administered assessment that determines each student's independent level with an evaluation of three components of reading: reading engagement, oral reading fluency, and comprehension.

Developmental Reading Assessment 2+ (DRA2+)-DRA2 + Progress Monitoring Assessment consists

of 95 brief , leveled passages and passage-specific Teacher Observation Guides that measure reading growth and provide information on: oral reading rate, oral reading accuracy, comprehension skills, vocabulary and word reading skills.

Developmental Spelling Analysis (DSA)-The Developmental Spelling Analysis provides information about a student's knowledge of word study. The DSA determines a student's word study stage of development , as well as strength and needs within that stage.

Universal Math Assessment (UMA)--Created by our district math interventionists, this assessment measures the essential skills at each grade level.

Math Inventory--Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments.

APPENDIX D

Distinguishing between Key Terms

Intervention can sometimes be confused with other terms more closely linked to special education. The table below clarifies some differences.

Core Instruction	Intervention	Accommodation	Modification
<p>Those instructional strategies that are used routinely with all students in a general-education setting are considered ‘core instruction’. High- quality instruction is essential and forms the foundation of RTI academic support.</p> <p>NOTE: While it is important to verify that good core instructional practices are in place for a struggling student, those routine practices do not ‘count’ as individual student interventions.</p>	<p>A strategy used to teach a new skill, build fluency in a skill, or encourage a student to apply an existing skill to new situations or settings. An intervention can be thought of as a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory.</p>	<p>An accommodation is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student’s rate of learning (Skinner, Pappas & Davis, 2005). An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.</p>	<p>A modification changes the expectations of what a student is expected to know or do—typically by lowering the academic standards against which the student is to be evaluated.</p>
<p><u>Example:</u> At least 80% of students in the classroom or grade level are performing at or above grade-wide academic screening benchmarks through classroom instructional support alone.</p>		<p><u>Examples:</u> -Students are allowed to supplement silent reading of a novel by listening to the book on tape. -For unmotivated students, the instructor breaks larger assignments into smaller ‘chunks’ and provides students with performance feedback and praise for each completed ‘chunk’ of assigned work.</p>	<p><u>Examples:</u> -Giving a student 5 math problems for practice instead of the 20 problems assigned to the rest of the class. -Letting a student consult course notes during a test when peers are not permitted to do so. -Allowing a student to select an easier book for a book report than would be allowed to his or her classmates.</p>

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SUBJECT: AGE OF ENTRANCE

Kindergarten

Students who are legal residents of the School District and who reside with parents or guardians within the School District at the time of the opening day of school must be five (5) years of age **on or before December 1 of the year in which he or she seeks to enroll** in order to register for Kindergarten.

A child who transfers into the School District at any time during the school year may be considered for admission to Kindergarten by the Superintendent provided:

- a) The parents were not legal residents of the School District on the opening day of school, and
- b) The child has been registered and enrolled in kindergarten in the district in which his/her parents were legal residents.

Pre-Kindergarten

Students must turn four (4) years of age on or before December 1 of the year in which he or she seeks to enroll or be otherwise eligible to enter public school kindergarten commencing with the following school year.

Other Grades

Admission of children to other grades shall involve a consideration of both chronological age and the readiness of the children to do the work of those grades.

Proof of Age

A student's birth certificate or other satisfactory evidence of age shall be presented at the time of initial registration. The child shall be entered under his/her legal name.

Education Law Sections 1712, 3202 and 3212

Adopted 7/10/2001

Reviewed by Superintendent & Assistant Superintendent for Instruction on 3/13/2019 with no recommended changes; reviewed & approved by BOE on 3/26/2019

SUBJECT: REMOTE (LEARNING) INSTRUCTION

Overview

The District firmly believes that in-person instruction is essential and provides an optimal learning environment. It is the District's decision to move to remote learning and will be discretionary based on the situation and lack of ability to provide in-person instruction (e.g., emergency conditions of adverse weather and/or impairment of facilities). The District may also decide to offer remote (learning) instruction to meet academic needs of students in extenuating circumstances (e.g., tutoring for homebound or suspended students, independent study, and enrichment).

~~The District may offer remote or distance (learning) instruction to students, at certain times including, but not limited to, independent study, enrichment courses, and in the event of an emergency condition, including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.~~

In the event the District remains in session and provides remote instruction when it would otherwise close due to an emergency condition, the remote instruction provided by the District will be consistent with the District's emergency remote instruction plan, located on the district website and in the District-wide school safety plan.

When making decisions about remote (learning) instruction, the District will consult with ~~students, parents, teachers, administrators, community members, and other stakeholders,~~ as appropriate. When implementing remote instruction, the District will also ensure that it is complying with NYS Education Department regulations 8 NYCRR Sections 100.1, 100.5, 155.17, 175.5 and 200.11 ~~applicable teaching and learning requirements.~~

Definitions

- a) "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.
- b) "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials where the student to teacher interaction occurs via telephone or other audio platforms.
- c) "Remote instruction" means instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.
 - 1. Remote instruction will encompass synchronous instruction provided through digital video-based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.

(Continued)

SUBJECT: REMOTE (LEARNING) INSTRUCTION (Cont'd.)

Definitions (cont'd)

2. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where this instruction is more appropriate for a student's educational needs.
- d) "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

Formats and Methods of Remote (Learning) Instruction

Remote (learning) instruction may be delivered through a variety of formats and methods. Determinations about how to best deliver remote (learning) instruction will take into account a variety of factors including, but not limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the District and students. Consideration will also be given to whether accommodations need to be made for students with disabilities or English language learners.

Remote Instruction During an Emergency Condition

Emergency Remote Instruction Plan

The District-wide school safety plan will include plans for the provision of remote instruction during any emergency school closure. The emergency remote instruction plan will include:

- a) Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous and asynchronous instruction and policies and procedures to ensure students receiving remote instruction under emergency conditions will access Internet connectivity. The Superintendent will survey students and parents and persons in parental relation to obtain information on student access to computing devices and access to Internet connectivity to inform the emergency remote instruction plan;
- b) Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
- c) A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
- d) A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and

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Students

SUBJECT: REMOTE (LEARNING) INSTRUCTION (Cont'd.)

Remote Instruction During an Emergency Condition (cont'd)

- e) If the District receives foundation aid, the estimated number of instructional hours the District intends to claim for state aid purposes for each day spent in remote instruction due to emergency conditions.

Reporting of Computer and Connectivity Survey Results

No later than June 30 of each school year, the Superintendent will report to the Commissioner of Education the results of the survey on student access to computing devices and access to Internet connectivity on a form and format prescribed by the Commissioner.

Minimum Instructional Hours

Ideally, remote (learning) instruction will mirror in-person instructional hours. The District will minimally provide instructional hours that meet the state Homebound Instruction and Tutoring requirement (e.g., 10 hours elementary; 15 hours secondary per week are required 2023-2024 school year).

~~Remote instruction provided on days when the District would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of state aid. The Superintendent will certify to the New York State Education Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled school day and that the District was in session and provided remote instruction on that day and indicate how many instructional hours were provided on that day and certify that remote instruction was provided in accordance with the District's emergency remote instruction plan.~~

Remote (Learning) Instruction Support

As necessary, the District will provide instruction on using remote (learning) instruction technology and IT support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote (learning) instruction experience. An annual training will be provided for all instructional staff to ensure readiness to use quality instructional resources and strategies.

Compliance with District Policies, Procedures, and the Code of Conduct

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the Code of Conduct at all times while engaged in remote (learning) instruction. Violations of the Code of Conduct and/or engaging in prohibited conduct may result in disciplinary action as warranted.

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Students

SUBJECT: REMOTE (LEARNING) INSTRUCTION (Cont'd.)

Privacy and Security of Student and Teacher Data

The District will take measures to protect the personally identifiable information of students and teachers from unauthorized disclosure or access when using remote (learning) instruction technologies in compliance with law, regulation, and District policy. Examples of these measures include, but are not limited to, minimizing the amount of data shared to only that which is necessary, identifying data, and using encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.

8 NYCRR Sections 100.1, 100.5, 155.17, 175.5 and 200.11

NOTE: Refer also to Policies #5681 -- School Safety Plans
#7220 -- Graduation Options/Early Graduation/Accelerated Programs

Adopted: 8/22/2023

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Students

SUBJECT: PARENT CONFERENCES

The Board of Education encourages parent conferences with teachers as an effective means of communication between the home and the school. These conferences provide opportunity for open communication regarding administrative procedures, instructional programs, goals and objectives, and pertinent information regarding student progress.

Teachers have a responsibility and are encouraged to meet with parents to discuss student progress and problems. When a parent requests a conference with a teacher, the teacher shall make every effort to arrange a mutually convenient time. Such conferences should be scheduled around the school day so as not to interfere with the instructional process. Teachers should notify the appropriate building principal in advance of such conferences.

The following guideline will be observed:

UPK-12 parents are to be informed regularly, at least four (4) times a year, of their child's progress. Four (4) report cards at grades 7-12. One (1) parent/teacher conference and three (3) reports at grades UPK-6. Parent(s)/guardian(s) will receive documentation from teacher(s) whether they attend a parent/teacher conference or not. Grades 7-12 interim reports shall be available at least four (4) times a year. Progress reporting will be made via a digital reporting system or by mail if requested by parent/guardian.

~~Bulletins and manuals containing information necessary for the full understanding of the school program by parents and other citizens will be regularly provided by the District. The Board believes that parents are entitled to be informed concerning all phases of education.~~

Opportunities to learn more about school programs will be provided such as Open House, curriculum nights, etc. Syllabus, course outlines and curriculum documents, etc., will be available on the district website.

Refer to Policy 7210 *Student Evaluation, Promotion, Retention, and Placement*

Adopted: 7/10/2001

Reviewed by Superintendent & Assistant Superintendent for Instruction on 3/13/2019 with no recommended changes; reviewed & approved by BOE on 3/26/2019

Revised: 8/4/2023

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Students

SUBJECT: BUS RULES AND REGULATIONS

The Churchville-Chili Central School District furnishes transportation to those students whose disability or distance from the school, make the service essential. Except as otherwise mandated in a student's Individualized Education Program (IEP), riding these buses is a privilege and may be withdrawn if the student does not comply with the rules and regulations set forth in this District.

Bus drivers shall be held responsible for reasonable and acceptable behavior of students while riding the school bus. Students riding school buses are expected to conform to the rules of conduct in order to permit the bus driver to transport his/her passengers safely.

The Superintendent and/or his/her designee has the authority to suspend the transportation privileges of children who are disorderly and insubordinate on buses. Generally, parent(s)/guardian(s) will be required to make alternative transportation arrangements for their children who have been suspended from riding the bus. However, the effect of a suspension from transportation on the student's ability to attend school will be considered. If a suspension from transportation effectively results in a suspension from attendance because of the distance between the home and the school and the absence of alternative public or private means of transportation, the District shall make appropriate arrangements to provide for the student's education.

If a student with a disability who receives special transportation as part of his or her Individualized Education Program is being considered for suspension from transportation, and that suspension would effectively result in a change in placement, the student shall be referred to the Committee on Special Education.

The Board directs the administration to establish rules and regulations for student conduct on buses, including applicable due process rights to be afforded students suspended from transportation privileges. These rules and regulations shall be promulgated to all concerned, including the non-public schools to which students are transported.

Individuals With Disabilities Education Act (IDEA)
20 United States Code (USC) Sections 1400-1485
8 New York Code of Rules and Regulations (NYCRR) Section 156

Adopted: 7/10/2001

Revised: 3/28/2006, 8/27/2019; 5/30/2023

SUBJECT: STUDENT PUBLICATIONS

Students shall enjoy the constitutional right of freedom of expression. They shall have the right to express their views in speech, in writing, or through any other medium or form, limited solely by those restrictions imposed on all citizens generally and those specifically applicable to children and youth in a school setting.

The Board of Education encourages student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views and a means of communicating both within and beyond the school community.

All student publications will comply with the rules for responsible journalism. Libelous statements, unfounded charges and accusations, obscenity, false statements, materials advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted. Expressions of personal opinion must be clearly identified as such, and bear the name of the author. Opportunity for the expression of opinions differing from those of the student publishers must be provided.

In addition, student newspapers and/or publications which are paid for by the School District and/or produced under the direction of a teacher as part of the school curriculum are not considered a public forum. In such cases, the Board reserves the right to edit or delete such student speech which it feels is inconsistent with the District's basic educational mission.

Distribution of Literature

Students have a right to distribute literature on school grounds and in school buildings provided such distribution does not interfere with or disrupt the educational process. No literature may be distributed unless a copy is submitted in advance to the Superintendent of Schools or designee.

Guidelines have been established that are in keeping with the above and shall provide for the review of the content of all student publications prior to their distribution.

School Newspapers

The Churchville-Chili School District encourages student participation and involvement in the school newspaper, recognizing the importance of the newspaper as a public forum for student expression. Members of the student body should be encouraged to submit articles to the newspaper staff for publication. Student staff members responsible for editorials and editing of articles must recognize their responsibility to observe the rules for responsible journalism and to refrain from libel and obscenity.

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Students

SUBJECT: STUDENT PUBLICATIONS (CONT'D.)

School Newspapers (Cont'd.)

The school principal shall prohibit distribution of any school publication when the content of the publications would materially and substantially interrupt the education process or intrude upon the rights of others.

School newspaper staff members may be held responsible for harm caused by materials which are libelous or obscene.

Official school publications guidelines developed under the supervision of the school publication's faculty advisor(s) shall provide direction.

Adopted: 7/10/2001
Revised: 8/27/2019
Reviewed: 7/24/2023

POLICY

Churchville-Chili Central School District

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Students

SUBJECT: MUSICAL INSTRUMENTS

- a) All instrumental music students shall be expected to own or rent their instrument - particularly the common and less expensive instruments (flute, clarinet, trumpet, saxophone etc.).
- b) Students will not be required to ~~rent~~ or own the less common and more expensive instruments. Instruments in this category are as follows: oboe, bassoon, tuba, French horn, ~~trombone~~, baritone horn, tenor and baritone saxophones, bass trombone, cello, upright bass, and percussion instruments. School-owned instruments in this classification will be disbursed upon decisions by the instrumental music staff. Decisions of disbursement will be made on a case-by-case basis dependent upon instrumentation needs at each grade level. Students who rent musical instruments will pay the rental fee set forth each year at the Board of Education's annual reorganization meeting. Rental fees will be waived in the case of severe hardship or if a student is on free/reduced lunch.
- c) Students and parents/guardians will assume responsibility for proper care of school-owned instruments and will pay for damages to same.
- d) The District will only transport in its vehicles those instruments meeting certain safety standards as indicated in the New York State Department of Transportation Regulations.

New York State Department of Transportation Regulations Section 720.22

Adopted: 7/10/2001

Revised: 8/26/2008, 4/23/2019; 7/19/2023

POLICY

Churchville-Chili Central School District

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Students

SUBJECT: IMPARTIAL DUE PROCESS HEARINGS/SELECTION OF IMPARTIAL HEARING OFFICERS

Due Process Complaints

The District ~~is committed to making~~ **will make** every effort to amicably resolve disputes regarding the educational programs for students with disabilities. ~~In the event~~ **If** these disputes cannot ~~otherwise~~ be resolved, either a parent, **person in parental relation**, or the District may file a due process complaint challenging the identification, evaluation, or educational placement of a student with a disability, or a student suspected of having a disability, or the provision of a free appropriate public education to the student. The complainant may not ~~have receive~~ an impartial due process hearing until the complainant, or the ~~attorney representing the complainant's attorney~~, files a due process complaint notice that meets the requirements set forth in law for the notice. All due process hearings will be conducted in a manner consistent with the timelines and procedures set forth in law and regulation.

Except as otherwise provided by law, all requests for impartial due process hearings must be submitted within two years of the date the parent/**guardian** or the District knew **or should have known** about the alleged action forming the basis of the complaint. Upon receipt or filing of the due process complaint notice, the District will provide the most current version of the procedural safeguards notice to the parents/**guardian**. The District will also inform parents/**guardian** in writing of the availability of mediation and any free or low-cost legal and other relevant services available in the area.

An impartial due process hearing will be conducted at a time and location reasonable and convenient to the parent/**guardian** and student involved. The hearing will be closed to the public unless the parent/**guardian** requests otherwise. **The impartial hearing officer (IHO) may conduct the hearing by videoconference or teleconference with parental/guardian consent which may be obtained at a pre-hearing conference, or at a minimum of ten days before the scheduled hearing date, provided that all personally identifiable data, information, or records pertaining to the student during the hearing is kept confidential in accordance with law and regulation.**

A student whose education is the subject of a due process complaint will remain in ~~his or her~~ **their** current placement during the pendency of the impartial due process hearing unless both parties agree or as otherwise permitted by law.

Resolution Process

Prior to the opportunity for an impartial due process hearing, the District will convene a meeting with the parents/**guardian** and the relevant member or members of the Committee on Special Education or Committee on Preschool Special Education who have specific knowledge of the facts identified in the complaint. This meeting will provide the parents/**guardian** with an opportunity to discuss their complaint and the facts that form the basis of the complaint, and an opportunity to resolve the complaint with the District. The District will take steps to ensure that one or both of the parents/**guardian** of the student with a disability are present at the resolution meeting, and will notify parents/**guardians** of the meeting early enough to ensure that they have the opportunity to attend. The resolution meeting will be at a mutually agreed upon time and place, and in a location that is **physically** accessible to the parents/**guardian**. **The parents/guardian and District may agree to use alternative means of meeting participation, such as videoconferences and conference calls.** The District will ensure that all resolution meetings conform to the requirements set forth in the Commissioner's regulations.

(Continued)

POLICY

Churchville-Chili Central School District

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Students

SUBJECT: IMPARTIAL DUE PROCESS HEARINGS/SELECTION OF IMPARTIAL HEARING OFFICERS (CONT'D.)

The parents/~~guardian~~ and the District may agree, in writing, ~~however~~, to waive the resolution process or agree to use the mediation process to resolve the dispute.

Selection and Board Appointment of Impartial Hearing Officers

~~In the event~~ **When** a due process complaint notice is properly filed, the Board or its designee will arrange for an impartial due process hearing to be conducted. In these instances, the Board will immediately, but not later than two business days after receipt of the due process complaint notice or mailing of the due process complaint notice to the parent/~~guardian~~, initiate the process to select ~~an impartial hearing officer (IHO)~~ through a rotational selection process. To expedite this process, the Board may designate one or more of its members to appoint the IHO on its behalf.

The District will utilize the New York State Education Department's (**NYSED**) Impartial Hearing Reporting System to access the alphabetical list of the names of each IHO certified in New York State and available to serve in the District. The appointment of an IHO will be made only from this list and in accordance with the alphabetical rotation selection process and the timelines and procedures established by the Commissioner of Education. The District will record and report required information relating to the selection of IHOs and the conduct of impartial due process hearings according to the manner and schedule specified by **NYSED**.

The District will be responsible for compensating the IHO for prehearing, hearing, and post-hearing activities at the rate agreed upon at the time of the IHO's appointment. The District will also reimburse the IHO for certain travel and other hearing-related expenses in accordance with an annually determined schedule.

Individuals with Disabilities Education Act (IDEA),
20 USC §1400 et seq.
34 CFR Part 300

Education Law Sections ~~4005, 4202~~, 4404~~(1)~~ and 4410(7)
8 NYCRR §§ ~~200.1~~, 200.2, **and** 200.5, ~~200.16, 200.21 and 201.11~~

NOTE: Refer also to Policies #7313 -- Suspension of Students
#7660 -- Parent Involvement for Children with Disabilities
#7690 -- Special Education Mediation

Adopted: 8/10/2004

Revised 11/23/2004, 11/27/2007, 10/26/2010, 1/28/2020; **5/15/2023**

SUBJECT: FIELD TRIPS

School Sponsored Curricular Field Trips and School Sponsored Extracurricular Field Trips (Athletic or Other Non-Curricular)

The Board of Education recognizes that field trips are an educationally sound and important ingredient in the instructional program of the schools and that various school organizations, clubs or teams may have an interest in taking trips for a variety of non-curricular reasons.

A school-sponsored curricular field trip is defined as any journey by a group of students away from the school premises, under the supervision of a teacher and/or other approved chaperone. They are an integral part of an approved course of study and are conducted for the purpose of providing a first-hand educational and learning experience not available in the classroom. These trips are instructive in nature and should be aligned with the school curriculum, Churchville-Chili graduation outcomes and the New York State standards, as appropriate. Such trips are open to all students enrolled in the relevant course of study and having a legitimate academic interest in the area. The final decision on a student's participation rests with his/her parents.

A school-sponsored extracurricular field trip is defined as any journey by a group of students away from the school premises, under the supervision of a teacher, coach, group advisor and/or other approved chaperone. These trips are not part of the curriculum or instructional program. Except in extenuating circumstances, they should be scheduled outside of the instructional day.

This Policy applies to both school-sponsored curricular field trips and school-sponsored extracurricular field trips unless otherwise specified. "Field trips" refers to both types of trips defined above.

Procedures

The rules and procedures shall be reviewed with all chaperones, students and guests prior to the trip. In addition, the Superintendent shall outline rules and procedures along with the necessary paperwork for any field trip in field trip regulations. Trip organizers should submit plans for approval providing the information required in the field trip regulations.

Approval

All field trips must have the approval of the Building Principal prior to any other necessary approvals. Full or partial day field trips must also be approved in advance by the Superintendent or his/her designee. All overnight or out-of-town trips must also be approved in advance by the Board of Education upon recommendation by the Superintendent.

(Continued)

SUBJECT: FIELD TRIPS (CONT'D.)

Approval (Cont'd.)

In determining a proposed trip's acceptability, the following items will be reviewed:

- Cost
- Funding
- Mode and availability of Transportation
- Length of trip
- Itinerary
- Insurance coverage
- Necessary supervision
- Participant's safety and security
- If field trip is a school-sponsored curricular trip, the relationship of the field trip activity to a particular aspect of classroom instruction

With regard to safety and security the following criteria will be considered:

- Age of students
- Number of students
- Destination
- Itinerary
- Mode of transportation
- Route traveled
- Distance
- Length of trip
- Government advisories

Code of Conduct

The District Code of Conduct applies to all participants at all times during a trip. Participation by students or adult leaders may be terminated for a violation of the Code of Conduct during the trip. All expenses arising out of such an infraction including travel back to school or damage to property are the responsibility of the student's parents, or in the case of an adult leader, that individual.

(Continued)

SUBJECT: FIELD TRIPS (CONT'D.)

Consent Forms

Consent forms signed by a parent/guardian must be submitted for each student attending the trip. The consent form shall inform a parent/guardian of the following:

1. Name, location, and date(s) of event
2. Cost to student
3. Mode of transportation
4. Activities and name of supervisor
5. Classification of driver (staff, volunteer, district bus driver, etc.)
6. Parent(s)' responsibility (i.e., medical forms)

For overnight trips, students must also present a behavior contract signed by the student indicating that he/she recognizes that the District Code of Conduct applies to all activities on the trip, just as it does in any other school-related event or activity. The student's parent or guardian must also sign this contract, indicating that he or she will transport the student home from the trip in the event of a violation of the Code of Conduct.

Funding

All field trip support shall be determined annually by the Board during budget deliberations. Trips may be funded entirely or in part by the school, the participating organization(s) and/or participating students.

In cases where no school funds have been designated for a school sponsored extracurricular field trip, all costs are the responsibility of the participating students and/or adults (either directly or through district approved fundraising). In the case where an extracurricular club wins a competition, the District may fund entry fees for state, regional, or national competitions.

Transportation

Adequate transportation must be provided for all field trips including the return trip home. No student can be left without transportation for any reason.

Under no circumstances shall a student be allowed to transport any other student(s) on a field trip. District transportation shall be provided whenever possible, but private companies may be used on special trips. If a private carrier is used for transportation, District insurance shall be augmented with adequate liability coverage provided by that carrier.

(Continued)

SUBJECT: FIELD TRIPS (CONT'D.)

Transportation (Cont'd.)

Volunteer drivers shall be restricted to district staff or agency employees with valid New York State operator's licenses, a copy of which shall be provided to the District. The District must also obtain proof that the driver has no more than five (5) points for driving violations accumulated within eighteen (18) months. Volunteer drivers will be restricted to vehicles owned by the agency, the volunteer or his/her spouse. A vehicle must contain a valid New York State inspection sticker, which shall be examined prior to departure, and the driver must provide the District with a copy of valid New York State registration and valid vehicle insurance. The number of passengers in a vehicle, in addition to the driver, shall not exceed the number of operational passenger seat belts in the vehicle. Seat belts must be worn by every passenger in the vehicle while the vehicle is being operated. Where the driver's license indicates a physical impairment (i.e. hand controls required) to supervise students when the leave the vehicle, one of the five (5) passengers will be an adult to assist the driver in supervising activities outside of the vehicle.

Cancellation

The Board of Education reserves the right to cancel a field trip **at any time**, particularly if security and safety is in doubt. In the event a field trip is cancelled, the District will not be responsible for reimbursing any deposits or expenses incurred by students, parents or staff unless the District receives reimbursement from a third party vendor or supplier. A trip's sponsors should consider whether cancellation insurance should be obtained based upon the nature and type of the trip. No refund will be made if a participant's involvement is terminated during the trip due to behavioral issues.

Eligibility for School Sponsored Extracurricular Field Trips (Class, Athletic or Other Non-Curricular)

Eligibility standards can be established based on good academic standing as well as disciplinary and attendance records. However, no extracurricular trip may be used for academic credit or grades. Non-resident or private school students may not attend without special administrative approval.

Chaperones

Chaperones shall be at least 21 years of age and shall be provided as follows. The number of students to adults on any field trip shall not exceed 10 students for each adult. Exempt groups will require a ratio of no more than 20 students to each adult. Any exceptions to this must be approved by the Superintendent or his/her designee.

Adopted: 7/10/2001

Revised: 7/8/2003, 6/13/2017

Reviewed by Superintendent and Assistant Superintendent for Instruction on 8/7/2023 with no recommended changes; BOE agreed & approved on 8/22/2023

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING

The Board recognizes the unique challenges that face students in temporary housing and will provide these students with access to the same free, appropriate public education, including public preschool education, as other children and youth, and access to educational and other services necessary to be successful in school, and will ensure that they are not separated from the mainstream school environment. The Board is also committed to eliminating barriers to the identification, enrollment, attendance, or success of homeless students. The District uses a housing questionnaire that asks for a description of the current living arrangement of the child or youth to determine whether the child or youth meets the definition of homeless child.

As defined in Commissioner's Regulations, a "homeless child" means a child or youth who lacks a fixed, regular, and adequate nighttime residence; including a child who is:

- a) Sharing the housing of other persons due to a loss of housing, economic hardship or a similar reason;
- b) Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
- c) Abandoned in hospitals; or
- d) A migratory child means a child or youth who made a qualifying move in the preceding 36 months:
 1. as a migratory agricultural worker or migratory fisher; or
 2. with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.
- e) A child or youth who has a primary nighttime location that is:
 1. A supervised, publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the state or local department of social services, and residential programs for runaway and homeless youth established pursuant to Article 19-H of the Executive Law; or
 2. A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings; including a child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station or similar setting.
- f) An "unaccompanied youth" means
 1. a homeless child not in the physical custody of a parent or legal guardian.
 2. This term does not include a child or youth who is residing with someone other than a parent or legal guardian for the sole reason of taking advantage of the schools in the district.

(Continued)

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (CONT'D.)

A designator will decide which school district a homeless child or unaccompanied youth will attend. A designator is:

- a) The parent or person in parental relation to a homeless child; or
- b) The homeless child, together with the homeless liaison designated by the District, in the case of an unaccompanied youth; or
- c) The director of a residential program for runaway and homeless youth, in consultation with the homeless child, where the homeless child is living in that program.

The designator may select either the school district of current location, the school district of origin, or a school district participating in a regional placement plan, as the district the student in temporary housing will attend. However, the designated school district must determine whether the designation made by the parent, guardian, or youth, in the case of an unaccompanied youth, is consistent with the best interest of the child by considering certain student-centered factors, including factors related to the impact on education and the health and safety of the student.

A student in temporary housing is entitled to attend the school district of origin for the duration of his or her homelessness and also through the remainder of the school year in which he or she locates permanent housing and for one additional year if that year constitutes the student's terminal year in that school building, in accordance with his or her best interest.

The term "school district of origin" includes preschool and feeder schools as defined by applicable law.

Enrollment, Retention and Participation in the Educational Program

The District will immediately enroll children and youth who are homeless even if the child missed any relevant application or enrollment deadlines during any period of homelessness. The ability of a homeless child or youth to continue or participate in the educational program shall not be restricted due to issues such as:

- a) Transportation;
- b) Immunization requirements (adhering to NYS Law);
- c) Residency requirements;
- d) Birth certificates, medical records, individualized education programs (IEPs), school records and other documentation;
- e) Guardianship issues;

(Continued)

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (CONT'D.)

Enrollment, Retention and Participation in the Educational Program (Cont'd.)

- f) Comprehensive assessment and advocacy referral processes;
- g) Resolution of disputes regarding school selection;
- h) Proof of social security numbers;
- i) Attendance requirements;
- j) Sports participation rules;
- k) Inability to pay fees associated with extracurricular activities such as club dues and sports uniforms;
or
- l) Other enrollment issues

Educational Programs and Services

The School District shall provide homeless children and youth with access to all of its programs, activities and services to the same extent that they are provided to resident students.

Homeless children and youth shall be educated as part of the school's regular academic program. Services will be provided to homeless children and youth through programs and mechanisms that integrate homeless children and youth with their non-homeless counterparts including programs for special education, vocational and technical education, enrichment, before and after school, English language learners/limited English proficiency, Head Start, Even Start, and school nutrition. Services provided with McKinney-Vento funds will expand upon or improve services provided as part of the regular school program. Consequently, the School District shall ensure that homeless children and youth are not segregated in a separate school, or in a separate program within the school, based on their status as homeless; and to the extent feasible consistent with the requirements of Commissioner's Regulations, keep a homeless child or youth in the school of origin except when doing so is contrary to the wishes of the child's or youth's parent or guardian. Further, the School District shall review and revise policies and practices, including transportation guidelines as well as those related to outstanding fees, fines or absences, that may act as barriers to the enrollment, attendance, school success, and retention of homeless children and youth in the School District.

Access to Free Meals

The District will provide free meals to all children identified as homeless. They do not have to complete a free or reduced-price meal application. When the McKinney-Vento liaison or a shelter director provides a child's name to the District's school food service office, free school meals will commence immediately.

(Continued)

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (CONT'D.)

Transportation

In order to ensure immediate enrollment, and so as not to create barriers to the attendance, retention, and success of homeless students, transportation must be promptly provided. If the local social service district or the Office of Children and Family Services is not required to provide transportation, the designated district is responsible for the provision and the cost of the student's transportation through the remainder of the school year in which the homeless student becomes permanently housed. Where a homeless student designates the school district of current location as the district the student will attend, then that district shall provide transportation to the student on the same basis as a resident student. **Students who have been designated homeless are also eligible to receive transportation to extracurricular activities and district-sponsored summer programs.** Where the homeless student designates the school district of origin or a school district participating in a regional placement plan, then that district must provide transportation to and from the homeless child's temporary housing, for example a shelter, a motel or a Runaway and Homeless Youth facility, and school not to exceed fifty (50) miles each way unless the Commissioner certifies that the transportation is in the best interest of the child.

Transportation responsibilities apply to all school districts regardless of whether or not they receive McKinney-Vento funds. Transportation must be provided pending final resolution of any enrollment disputes, including any available appeals. If the designated district provides transportation for non-homeless preschool children, it must also provide comparable transportation services for homeless preschool children.

Transportation Reimbursement

The District is eligible for reimbursement for the direct costs of transportation for students who continue enrollment in the District schools after finding permanent housing midyear in a different school district within New York State. In these cases, the District will directly bill the new district where the student permanently resides for all direct costs of transportation that are not otherwise reimbursed.

Transportation is required even if the school of origin is located in another local educational agency (LEA) as long as the attendance at the school of origin is in the best interest of the child or youth, even if it requires students to cross district lines. If two school districts are involved, the districts must agree on a method to apportion the cost and responsibility of transportation, or they must split it equally.

District Liaison for Homeless Children and Youth

The School District shall designate an appropriate staff person, who may also be a coordinator for other federal programs, as the local educational agency liaison for homeless children and youth to carry out the duties as described in law, Commissioner's Regulations and applicable guidance issued by the U.S. and New York State Education Departments. The District will inform school personnel, local service providers and advocates of the office and duties of the local homeless liaison.

(Continued)

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (CONT'D.)

Training

All school enrollment staff, secretaries, school counselors, school social workers, and principals will be trained on the requirements for enrollment of homeless students. Other staff members, including school nutrition staff, school registered professional nurses, teachers, and bus drivers will receive training on homelessness that is specific to their field.

Outreach

The District will make every effort to inform the parents or guardians of homeless children and youth of the education, transportation and related opportunities available to their children including transportation to the school of origin. The parent(s)/guardian(s) will be assisted in accessing transportation to the school they select, and they will be provided with meaningful opportunities to participate in the education of their children. Public notice of educational rights of homeless children and youth will be disseminated by the District in places where families and youth are likely to be present (eg., schools, shelters, soup kitchens), and in comprehensible formats (eg., geared for low literacy or other community needs).

Dispute Resolution

The District shall establish procedures for the prompt resolution of disputes regarding school selection or enrollment of a homeless child or youth and provide a written explanation, including a statement regarding the right to appeal to the parent or guardian if the School District sends the student to a school other than the school of origin or the school requested by the parent or guardian. These disputes shall include, but are not limited to, disputes regarding transportation and/or a child's or youth's status as a homeless child or unaccompanied youth.

In the event of a dispute regarding eligibility, school selection, or enrollment, the homeless child or youth will be entitled to immediate or continued enrollment and transportation pending final resolution of the dispute, including all available appeals.

If the parent or guardian of a student in temporary housing or unaccompanied youth commences an appeal to the Commissioner within 30 days of such final determination, the student will be permitted to continue to attend the school he or she is enrolled in at the time of the appeal and/or receive transportation to that school pending the resolution of all available appeals.

(Continued)

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (CONT'D.)

Record and Reporting Requirements

If the District, as the school district of origin, receives a request to forward student records to a receiving district, the records must be forwarded within five (5) days.

The School District shall maintain documentation regarding all aspects of the District's contact with and services provided to homeless students and youth for possible on-site monitoring by the State Education Department.

The District shall collect and transmit to the Commissioner of Education at such time and in the manner as the Commissioner may require, a report containing such information as the Commissioner determines is necessary to assess the educational needs of homeless children and youths within the state.

Tuition Reimbursement

The District is eligible to request reimbursement from the State Education Department for the direct costs of educational services to students in temporary housing that are not otherwise reimbursed, when:

- a) The District is either the school district of current location or a school district participating in a regional placement plan;
- b) The District is designated as the school district of attendance; and
- c) The school district of origin for the student in temporary housing is within New York State.

All claims for reimbursement will be made on the STAC 202 form prescribed by the Commissioner of the State Education Department.

Student Privacy

Any information pertaining to the living situation of a homeless student, such as his or her homeless status or temporary address, is considered a student educational record and is not subject to disclosure as directory information under the Family Educational Rights and Privacy Act (FERPA).

(Continued)

POLICY

Churchville-Chili Central School District

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Students

SUBJECT: EDUCATION OF STUDENTS IN TEMPORARY HOUSING (CONT'D.)

McKinney-Vento Homeless Education Assistance Act, as reauthorized by Every Student Succeeds Act (ESSA)
42 USC § 11431 et. seq.
Education Law §§ 902(b) and 3209
Education Law Article 19-H
8 NYCRR Section 100.2(x)

Adopted: 8/10/2004

Revised: 6/9/2009, 3/22/2011, 9/22/2015, 9/11/2018, 11/12/2019, 8/25/2020; 8/8/2023

SUBJECT: STUDENT MEMBERSHIP IN THE NATIONAL HONOR SOCIETY

Selection of students to the National Honor Society (NHS) is a privilege, not a right. ~~Students do not apply for membership in the National Honor Society;~~ ~~S~~students who meet the ~~National Honor Society~~ requirements ~~will be notified by the NHS Advisor.~~ ~~Identified students~~ may ~~apply and~~ provide information to be used by the local selection committee (i.e., the Faculty Council) to support their candidacy for membership. The building principal shall annually appoint a member of the faculty as chapter adviser, who may serve consecutive terms. The chapter adviser shall be an ex-officio, non-voting, sixth member of the Faculty Council. The Faculty Council shall consist of five voting faculty members appointed annually by the principal. No principal or assistant principal may be included on the Faculty Council. The term of the Faculty Council shall be one year. The Faculty Council may be appointed to consecutive terms. The Faculty Council shall meet at least once a year to review the procedures of the chapter, to select members and to consider non-selection, dismissal, other disciplinary actions, and warning cases. The Faculty Council will develop and revise, when necessary, all chapter procedures for selection, disciplining, and dismissal of members, all of which must remain in compliance with the national guidelines.

Membership to the NHS is granted only to those students selected by the Faculty Council in each school and is based on outstanding scholarship (which must meet or may exceed national guidelines as determined by the Faculty Council), leadership, service, and character. The National Honor Society is more than just an honor roll, and the extent to which the local chapter emphasizes the components of the selection process enumerated above should be carefully included in the selection process guidelines. The selection of each member to the chapter shall be by a majority vote of the Faculty Council. Once selected, members have the responsibility to continue to demonstrate these qualities.

The selection process must be public information, available to parents, students, and faculty upon request. It may be published in student handbooks, the school newspaper, in parent newsletters, or some other publication that is widely available to students and parents and, in addition, should be shared at orientation programs for new students. Proper dissemination of information about the local chapter, particularly details concerning the selection process used at the school, will help prevent problems with students or parents who may wish to question the process. However, whatever procedure is followed by the selection committee, it must be fair, non-discriminatory, consistently applied, and written for public dissemination.

The principal shall reserve the right to approve all activities and decisions of the chapter; and he/she shall receive appeals in cases of non-selection of candidates, and the disciplining or dismissal of members. The National Council and the National Association of Secondary School Principals shall not consider appeals of the Faculty Council's decision regarding selection of individual members to local chapters.

Adopted: 7/10/2001

Revised: 10/22/2019; 8/17/2023

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Students

SUBJECT: RESTITUTION FOR LOSS, THEFT AND DESTRUCTION OF DISTRICT PROPERTY AND FOR FALSE REPORTING

The Superintendent or his/her designee is authorized to seek restitution, through criminal and/or civil action when determined necessary and appropriate, from the parent or guardian of a student and/or the student, when the student:

- a) Has damaged, defaced or destroyed real or personal property in the care, custody and/or ownership of the District; or
- b) Has wrongfully taken, lost, obtained or withheld personal property owned or maintained by the District; or
- c) Has falsely reported an incident; or
- d) Has placed a false bomb threat.

SUBJECT: LOSS OR DESTRUCTION OF DISTRICT PROPERTY OR RESOURCES

~~The District is authorized to seek restitution, through civil action when necessary, from the parent or guardian of an unemancipated student over the age of ten (10) and under the age of eighteen (18) where such student:~~

- ~~a) Has willfully, maliciously, or unlawfully damaged, defaced or destroyed real or personal property in the care, custody and/or ownership of the District; or~~
- ~~b) Has knowingly entered or remained in a District building, and wrongfully taken, obtained or withheld personal property owned or maintained by the District.~~

~~In instances where the District has sought and obtained a judgment from a court of competent jurisdiction, parent/guardian liability for civil damages shall not exceed \$5,000. Under certain circumstances, prior to the entering of a judgment in the sum total of \$500.00 or more, a court may consider the parent's or guardian's financial inability to pay any portion or all of the amount of damages which are in excess of \$500.00, and enter a judgment in an amount within the financial capacity of the parent or guardian. However, no such judgment shall be entered for an amount which is less than \$500.00.~~

False Reporting of an Incident and/or Placing a False Bomb

~~A School District is also authorized to seek restitution, as described in law, from a parent or guardian of an unemancipated student over the age of ten (10) and under the age of eighteen (18) where such student:~~

- ~~a) Has falsely reported an incident; or~~
- ~~b) Has placed a false bomb as defined in the New York State Penal Law.~~

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~~Damages for falsely reporting an incident or placing a false bomb shall mean the funds reasonably expended by the School District in responding to such false report of an incident or false bomb, less the amount of any funds which have been or will be recovered from any other source as enumerated in law.~~

~~In seeking restitution, the School District shall file with the court, district attorney and defense counsel an affidavit stating that the funds reasonably expended for which restitution is being sought have not been and will not be recovered from any other source or in any other civil or criminal proceeding, except as provided for pursuant to General Obligations Law Section 3-112.~~

General Obligations Law Section 3-112
Penal Law Section 60.27

Adopted: 7/10/2001

Reviewed by Superintendent and Assistant Superintendent for Instruction with no recommended changes on 5/23/2023; reviewed & approved by BOE on 5/7/2019

Revised: 8/8/2023

POLICY

Churchville-Chili Central School District

201923 7410

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Students

SUBJECT: EXTRACURRICULAR ACTIVITIES

The Board of Education considers extracurricular activities to be a valuable part of the program of the school and shall support these activities within the financial means of the District.

Eligibility for Attendance (7-12)

- a) Students who are suspended from school on a day of an athletic game or practice session, party, school dance, or other school affair scheduled after regular school hours are not eligible for participation or attendance at such events.
- b) In order for students to attend a school-sponsored function, it is necessary that students attend classes for at least half of the school day on the day of the activity, unless otherwise excused by the building administrator. One-half of the school day is defined as follows: three hours in the morning or three hours in the afternoon.
- c) Student participation in athletics and all co-curricular activities shall be restricted to those that ~~do not fail or~~ are not failing ~~more than~~ two (2) ~~or more~~ subjects at the time of grade check. Students failing two ~~or more~~ subjects must meet with their Assistant Principal or House Administrator to be placed on an academic improvement plan. If the student meets all the guidelines of their plan and shows progress, they may continue to participate in extracurricular activities. Any student who is failing ~~four (4)~~ ~~three~~ (3) or more courses or does not follow their plan will be deemed ineligible from attending athletic events and all co-curricular activities.

8 New York Code of Rules and Regulations (NYCRR) Sections 172.1 and 172.2
Education Law Sections 1709, 1709-a, 2503-a, and 2554-a
Equal Access Act, 20 United States Code (U.S.C.) Sections 4071-4074

Adopted: 7/10/2001

Revised: 6/19/2007, 1/08/2008, 2/14/2017, 12/10/2019; 6/22/2023

SUBJECT: HOME INSTRUCTION (HOME SCHOOLING)

The School District will attempt to cooperate with parents who wish to provide home schooling for their children realizing that the child who is educated at home should receive an education in a manner consistent with an educational plan and at least substantially equivalent to that given to students of like age and attainments in the local public schools. The required subjects should be taught in a competent, systematic, and sequential manner, specifically in relation to the required courses as enumerated in Commissioner's Regulation Section 100.10.

Primary responsibility for determining compliance with Commissioner's Regulations addressing home instruction rests with the Superintendent of School, **or designee**, of the school district in which a home-instructed student resides.

Provision of Services to Home-Instructed Students*Regarding Home-Instructed Students:*

They are not awarded a high school diploma. A high school diploma may only be awarded to a student enrolled in a registered secondary school who has completed all program requirements set by the Board of Regents, the school or the District.

- a) Students instructed at home are not eligible to participate in interscholastic sports. Commissioner's Regulations mandate that only students enrolled in the public school are allowed to participate in interscholastic sports. The School District does permit home-instructed students to participate in school-sponsored extracurricular activities.
- b) The District is not required to loan available textbooks and other materials (e.g., library materials, microscopes, ~~computer software, movie projectors~~) to home-instructed students. However, the District shall provide such textbooks and other materials to home-instructed students if they are available.
- c) The School District is not required to furnish health services.
- d) The District is not responsible for providing ~~remedial programs~~ **intervention services**.
- e) The District is not authorized to provide Career and Technical Education programs (occupational and vocational education) nor programs for the Gifted, to home-instructed students.
- f) Solely for the purpose of Education Law Section 3602-c, home-instructed students with disabilities are deemed to be students enrolled in and attending a non-public school, which enables them to receive special education services, as well as to be included for computation of state aid for such education by the District.

(Continued)

POLICY

Churchville-Chili Central School District

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Instruction

SUBJECT: HOME INSTRUCTION (HOME SCHOOLING) (CONT'D.)

- g) The Committee on Special Education (CSE) will develop an Individualized Education Services Program (IESP) for the student. The IESP shall be developed in the same manner and with the same content as an IEP. The Board of Education will determine a location where special education services are to be provided to a home-instructed student. This location may, but is not required to be, in the student's home.
- h) Students instructed at home shall be allowed to use school facilities provided that there is mutual agreement on the part of all involved parties.

Education Law Sections 3204, 3205, 3210(2), 3212(2),
3240-42, 3602-c, 3602-c(2-c), and 4402
8 New York Code of Rules and Regulations (NYCRR)
Sections 100.10, 135.4(c)(7)(ii)(b)(2) and 200.2(a)

Adopted 7/10/2001

Revised: 01/08/2002, 09/13/2011; 5/15/2023

Reviewed 10/1/2019 by Superintendent, Assistant Superintendent for Instruction and Pupil Services Director with no recommended changes; BOE agreed and approved at their 10/8/2019 meeting

Building Level Enrollments as of 8-18-23

	CES	FRS	CRS	MS 5-8	Ninth Grade Acad	SHS	<i>August 18, 2023 Totals</i>	<i>August 1, 2023 Totals</i>	Change from August 1, 2023 to August 18, 2023	<i>August 19, 2022 Totals</i>	Change from August 1, 2022 to August 1, 2023
PreK	18	18	36				72	72	0	54	18
K	61	71	92				224	217	7	259	-35
1	72	89	110				271	274	-3	283	-12
2	78	84	106				268	269	-1	283	-15
3	69	93	115				277	281	-4	279	-2
4	83	85	117				285	285	0	284	1
5				284			284	283	1	287	-3
6				293			293	287	6	291	2
7				286			286	285	1	305	-19
8				307			307	304	3	296	11
9					294		294	288	6	288	6
10						283	283	285	-2	303	-20
11						293	293	292	1	294	-1
12						298	298	296	2	314	-16
Bldg Totals	381	440	576	1170	294	874	3735	3718	17	3820	-85



Student Services Update

Board of Education

August 22, 2023



A Year in Review

Committee on Special Education

Number of Students : 455

In District -373

- Elementary: 129
- Middle: 124
- High: 120

Out of District - 82

Number of Meetings: 594

Annual Reviews: 406

Initial Eligibility: 54

Program Reviews: 54

CPSE to CSE : 27

Manifestation Determination: 8

Reevaluation: 45

Special Education Plan 23-24

Elementary:

Consultant Teacher Services (ELA & Math)

Special Class 12:1:1 (4 core)

- K - 1: Fairbanks Road School
- 2 - 3/3-4: Churchville Elementary School

★ ***Resource Room (All buildings K - 4)***

Special Education Plan 23-24

Middle/High Schools:

Consultant Teacher Services (4 core)

Integrated Co-Teaching (4 core)

Special Class

- 5th grade (15:1)
- 5th/6th grade (15:1)
- ★ **7th grade (15:1)**
- ★ **8th grade (15:1)**
- 5-8 & 9-12 Life Skills (12:1:1)

★ **7 - 12 Study Skills (15:1)**

Resource Room

- ★ **5-6**
- 9-12



A Year in Review

504 Committee

Number of Students : 180

In District - 178

- Elementary: 44
- Middle: 60
- High: 74

Out of District - 2 (Westside)

Number of Meetings: 217

Annual Reviews: 111

Initial Eligibility: 45

Program Reviews: 13

Manifestation Determination: 3

Reevaluation: 45



A Year in Review

Committee on Preschool Special Education

Number of Students : 108

Number of Meetings: 127

- Annual Review: 46
- Initial Eligibility: 41
- Program Review: 6
- Reevaluation: 34

Number of Agencies: 14



A Year in Review

Student Assessment

Reevaluations: 147

CRS: 17

CES: 13

FRS: 15

MS: 44

SHS: 58

Initial Eligibility: 86

CRS: 19

CES: 17

FRS: 20

MS: 19

SHS: 11



A Year in Review

Mental Health Supports

Mandated: 147

CRS: 7

CES: 13

FRS: 12

MS: 66

SHS: 49

Social Work: 108

Elementary: 36

Middle School: 31

High School: 41

Groups: 98

Elementary: 49

Middle School: 32

High School: 17



Goal Update 22-23

- ❖ **Appreciation:** *Acknowledgement of the hard work everyone has done as often as possible throughout the school year.*
 - Celebration of Specific days
 - Monthly department meetings at each level
 - Weekly emails and updates
 - Regular updates (Thanksgiving, Holiday break, Annual reviews etc. to demonstrate our appreciation for their work).



Goal Update 22-23

- ❖ **Empowerment:** *New Team in Student Services (Admin/Clerical)*
 - Monthly meetings with Administrators
 - Support communication to sped teams throughout the district
 - Support decision making with CSE/CPSE/504
 - Support development of continuum of services
 - Establishment of Special Education Advisory Council
 - Monthly meetings with Coordinator of Social-Emotional Wellness
 - Encouraged regular communication with staff/office hours
 - Supporting initiatives (MTSS, U of R support)



Goal Update 22-23

- ❖ **Innovation:** *New Ideas to support students with disabilities and mental health supports*
 - Self-Review
 - Monthly meetings with Chairpersons (Sped Continuum)
 - Kiosks (starting in 23-24)
 - Time tracking for Mental Health Staff
 - Programming
 - Creation of Alternative High School Committee
 - Special Education Advisory Council

Thank you for all of your support
this year!!!



CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

139 Fairbanks Road
Churchville, New York 14428

Board of Education Meeting
August 22, 2023

Personnel Actions
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Upon the recommendation of the Superintendent of Schools, the following personnel actions shall be approved:

I. RESIGNATIONS

A. Certified

Kacie Hall, employed by the District as a Special Education Teacher at Chestnut Ridge Elementary School since September 1, 2020, has submitted her resignation effective September 14, 2023.

Steven Klumpp, employed by the District as an English Teacher at the Senior High School since September 1, 1998, has submitted his resignation effective August 31, 2023.

Monica Virgil, employed by the District as a Speech Therapist at Fairbanks Road Elementary School since September 1, 2014, has submitted her resignation effective August 17, 2023.

Jourdan Heller, employed by the District as a School Counselor at the Middle School South since May 9, 2022, has submitted her resignation effective August 17, 2023.

Tammy Chalifoux, employed by the District as an Elementary Grade 4 at Chestnut Ridge Elementary School since September 1, 2021, has submitted her resignation effective August 17, 2023.

B. Classified - none

C. Coaches - none

D. Extraclass Activities - none

E. Instructional Leaders - none

F. Tutors – none

II. TERMINATIONS

A. Certified - none

B. Classified - none

C. Coaches - none

D. Extraclass Activities - none

E. Instructional Leaders – none

F. Tutors – none

III. LEAVE OF ABSENCE - none

IV. CHANGE IN EMPLOYMENT STATUS

A. Certified

Todd Yunker, Principal of Fairbanks Road Elementary School, will be replacing Mary Leach as David Burgess's administrative mentor for the 2023-2024 school year.

B. Classified

Kimberly Mantegna, change from a Temporary to a Probationary appointment as an Office Clerk III, effective August 5, 2023.

Connie Crowl, change from a Temporary to a Provisional appointment as a Computer Support Assistant, effective July 26, 2023.

- C. Coaching - none
- D. Extraclass Activities - none

V. APPOINTMENTS

- A. Certified
 - *Alexandra Lakeman** 1.0 FTE Math Teacher
Assignment Middle School South
Effective September 1, 2023 (Previously cleared by a fingerprinting check)
Certification Mathematics (7-12) - Initial
Type of Appointment Probationary
Tenure Area Mathematics
Tenure Date September 1, 2027
 - *Bethany Valente** 1.0 FTE School Counselor
Assignment Middle School South
Effective September 18, 2023 (Previously cleared by a fingerprinting check)
Certification School Counselor - Provisional
Type of Appointment Probationary
Tenure Area School Counselor
Tenure Date September 18, 2027
 - *Amber McCarthy** 1.0 FTE Grade 5-9 Math Coach
Assignment District Wide
Effective September 18, 2023 (Previously cleared by a fingerprinting check)
Certification Mathematics (7-12) / Special Education (1-6) / Elementary (1-6) /
Literacy (B-12) - Professional
Type of Appointment Probationary
Tenure Area Mathematics
Tenure Date September 18, 2026
 - *Heather Renke** 1.0 FTE Elementary Grade 3 Teacher
Assignment Chestnut Ridge Elementary School
Effective September 1, 2023 (Previously cleared by a fingerprinting check)
Certification Elementary (1-6) / - Initial
Type of Appointment Probationary
Tenure Area Elementary
Tenure Date September 1, 2027
- B. Substitute and Part-time Teachers and Administrators
 - *Janelle Baker** 1.0 FTE Special Education Teacher
Assignment Senior High School
Effective September 5, 2023 through November 28, 2023 or earlier at the discretion of
the Board of Education (previously cleared by a fingerprinting check)
Certification Special Education (7-12) - Initial
Type of Appointment Long-term Substitute
Tenure Area N/A
Tenure Date N/A
- C. Department Liaisons – none
- D.
- E. Classified

***Frank Valente**
Assignment Theater Production Assistant
Effective Senior High School
Type of Appointment September 7, 2023 (Previously cleared by a fingerprinting check)
Probationary

Bonnie Manley
Assignment Bus Monitor
Effective Transportation
Type of Appointment September 5, 2023 (Conditional upon New York State Department of Education's notification to the District of clearance for employment after a fingerprinting check)
Probationary

F. Classified Substitutes and Part-time

Lindsay Boychuk
Assignment Escort Monitor
Effective Fairbanks Road Elementary School
Type of Appointment September 6, 2023 (Conditional upon New York State Department of Education's notification to the District of clearance for employment after a fingerprinting check)
Part-time

Tammy Cook
Assignment Food Service Helper
Effective Middle School South
Type of Appointment August 30, 2023 (Previously cleared by a fingerprinting check)
Part-time

Jennifer Kann
Assignment Food Service Helper
Effective Churchville Elementary School
Type of Appointment August 30, 2023 (Previously cleared by a fingerprinting check)
Part-time

Arlene Himes
Assignment Food Service Helper
Effective Middle School North
Type of Appointment August 30, 2023 (Previously cleared by a fingerprinting check)
Part-time

Cheryl Hill
Assignment Cafeteria Monitor
Effective Chestnut Ridge Elementary School
Type of Appointment September 6, 2023 (Previously cleared by a fingerprinting check)
Part-time

G. Interim Administrator – none

H. Coaches & Athletic Activities

2023-2024 Activity	Name
Modified B Girls Soccer Coach	Marissa Kerwin
Modified B Boys Soccer Coach	Cory Terwilliger
Girls Lacrosse Program Assistant	Emily Benham
Volunteer Assistant Girls Tennis Coach	Sophie Farnholz
Volunteer Assistant Fall Cheerleading Coach	Jessica Keipper
Volunteer Assistant Girls Soccer Coach	Sean Osborne
Substitute Boys Varsity Cross Country Coach (during Paul Glor's medical leave of absence)	Chris Memelo

I. Extra-Curricular Activities & Clubs

2023-2024 Non-Athletic Activities		
Activity	Advisor	Co-Advisor
DW 7-12 Non-Athletic Chaperone Supervisor	Joe Pencille	

CRS Musical Advisor	Jonathan Meyers	
CRS Safety Patrol Advisor	Brian Walker	
FRS Bookstore Advisor	Kathy Occhioni	
FRS Kindergarten Helpers Advisor	Katie Zehr	
FRS Safety Patrol Officer	David Santangelo	
Math Olympiad Gr. 5 Advisor	Margaret Assenato	
5-6 Bookstore Advisor	Mike Seccombe	
5-6 Literary Club Advisor	Mary Courtney	
5-6 Peer Coaching Club Advisor	Margaret Assenato	
5-6 Service Club Advisor	David Childs	
5-6 Ski Club Advisor	Margaret Assenato	
5-8 Chess Club Advisor	Ernie Orlando	
5-8 Foreign Language Club Advisor	Stephanie Colosi	
5-8 Newspaper Advisor	Mary Courtney	
5-8 Technology Club Advisor	Tim Olmsted	
5-8 Yearbook Advisor	Mike Seccombe	
5-6 Student Council Advisor	Sara Glasser	David Childs
7-8 Student Council Advisor	Deanna VanEenwyk	David Childs
5-8 Video Production Advisor	Brian Young	
Math Olympiad Gr. 6 Advisor	Patti Saucke	
7-8 Bookstore Advisor	Ernie Orlando	
7-8 Leo Club Advisor	Catherine Kwiecien	
7-8 Literary Magazine Advisor	Mary Courtney	
Math Counts Gr. 7 & 8 Advisor	Mike Seccombe	Brittany Fitzgerald
National Honor Society Gr. 7-9 Advisor	Daniel Ward	Deanna VanEenwyk
7-9 Ski Club Advisor	Assenato, Margaret	
Gr. 9 Advisor	Rita Pencille	
9 Student Council Advisor	Rita Pencille	
9-12 Bookstore Advisor	Chelsea Whitney	
9-12 Chess Club Advisor	Eileen Hammond	
9-12 Citron Advisor	Mary Courtney	
9-12 Foreign Language Club Advisor	Rachel Harding	
9-12 Gay/Straight Alliance	Eric Tytler	
9-12 Leo Club Advisor	Janelle Hernandez	
9-12 Link Crew Advisor	Katie Kunkle	Dan Corrado
9-12 Master Minds Advisor	Kerry Hallock	
9-12 Math League Advisor	Rebecca Taylor	
9-12 Model UN Advisor	Eric Trendel	
9-12 Newspaper Advisor	Sarah Wergin	
9-12 Robotics Club Advisor 1	Jason Rees	
9-12 Robotics Club Advisor 2	Gerard Lasponara	
9-12 Science Olympiad Advisor	Karl Biedlingmaier	
9-12 Students for the Environment Advisor	Karl Biedlingmaier	
9-12 Yearbook Advisor	Gina Hill	
9-12 Rotary Interact Advisor	Paul Glor	
10-12 Mock Trial Club Advisor	Eric Trendel	
10-12 National Honor Society Advisor	Paul Glor	
10-12 Peer Coaching Advisor	Paul Glor	
10-12 Ski Club Advisor	John Mahoney	
10-12 Student Council Advisor	Keri Stonehouse	Heather Burns
11 Junior Class Advisor	Keri Stonehouse	Janelle DeVito
11-12 Future Educator's Club Advisor	James Hauck	
12 Commencement Director	Julie Walsh	
12 Senior Class Advisor	Maria Siderakis	Renee Sheelar
2023-2024 Fine Arts Activities		
Activity	Advisor	Co-Advisor

5-6 Art Club Advisor	Michelle Sunday	
5-6 Drama Club Advisor	Maria Straight	
5-6 Jazz Band Advisor	Brett Chipman	
5 Musical Lighting Director	Joe Pencille	
5 Musical Producer	Maria Straight	
5 Musical Set Designer/Builder	Leah Saada-Sherman	
5 Musical Artistic/Music Director	Maria Straight	
5 Musical Choreographer	Maria Straight	
5 Musical Costume Designer	Maria Straight	
5 Musical Sound Director	Joe Pencille	
7-8 Art Club Advisor	Gretchen Foechner	
7-8 Drama Club Advisor	Maria Straight	
7-8 Jazz Band Advisor	Brett Chipman	
5-8 Talent Show Advisor	Erik Reinhart	Maria Straight
9-12 Off the Beat (Vocal Ensemble)	Erik Reinhart	
9-12 Art & Design Club Advisor	Kelly Bosco	
9-12 Computer Graphics Club Advisor	Jon Woodard	
9-12 Drama Club Advisor	Erin Fischer	
9-12 Swinging Saints Jazz Band Director	Allison Chipman	
9-12 Band Council	Allison Chipman	Stephanie Bezon
9-12 Choral Council	Erik Reinhart	
9-12 Photography Club	Kelly Bosco	
9-12 Orchestra Director	Chelsea Wahl	
9-12 Singing Saints Director	Eric Reinhart	
9-12 Ceramics Club Advisor	Jon Woodard	
12 Commencement Music Director	Erik Reinhart (66%)	Allison Chipman (34%)
12 SH Production #2 Artistic Director/Producer	Erin Fischer	Mary Courtney
12 SH Production #2 Set Design/Builder	Erin Fischer	
10-12 Varsity Vocals	Erik Reinhart	
2023-2024 Athletic Activities		
Activity	Advisor	Co-Advisor
CES Intramural Coordinator	Bethany Matsko	
CRS Intramural Coordinator	Benjamin Parkes	
FRS Intramural Coordinator	David Santangelo	
9-12 Intramural Coordinator	Paul Glor	
7-12 Athletic Coordinator	Chris Daly	
7-12 Athletic Chaperone Supervisor	Chris Daly	
YAC Advisor	Sarah Wergin	

J. Mentors

Name	Building	Subject Area	Certification Area(s)
David Santangelo	FRS	School Counselor	School Counselor
Erik Reinhart	SHS	Music	Music

K. Instructional Leaders - none

K. CSE / CPSE Chairperson - none

L. Tutors - none

M. Internship – none

N. Student Helpers - none

O. Other - none

SUBJECT: STAFF-STUDENT RELATIONS (ANTI-FRATERNIZATION)

The Churchville-Chili Central School District Board of Education requires that all School District employees maintain a professional, ethical relationship with students that is conducive to an effective, safe learning environment, and that staff members act as role models for students at all times, whether on or off school property and both during and outside of school hours. Staff must establish appropriate personal boundaries with students and not engage in any behavior that could reasonably lead to even the appearance of impropriety. (The terms “employee” and “staff member” for purposes of this policy shall be interpreted to include third-party contractors and volunteers.)

Staff members are prohibited, under any circumstances, to date or engage in any improper fraternization or undue familiarity with students, regardless of the student's age and/or regardless of whether or not the student may have "consented" to such conduct. Further, Employees shall not ~~engage in improper fraternization with students (i.e.,~~ entertain students or socialize with students in such a manner as to create the perception that a dating or intimate relationship exists). Similarly, any action or comment by a staff member which invites romantic or sexual involvement with a student is considered highly unethical, in violation of District policy, and may result in the notification of law enforcement officials and the filing of criminal charges and/or disciplinary action by the District up to and including termination of employment.

Inappropriate employee behavior includes, but is not limited to:

- flirting
- making suggestive comments
- dating or meeting in person outside of school unrelated to school/District events or activities
- requesting sexual activity
- inappropriate touching
- engaging in sexual contact and/or sexual relations
- giving or receiving inappropriate personal gifts
- giving the student extra privileges
- frequent personal communications with a student unrelated to course work or official school matters (This includes any form in which the personal communication may occur including, but not limited to, voice or text-based communication via phone, email, instant messaging, text messaging or through social networking websites or applications.)
- inappropriately communicating with a student regarding the employee's or the student's personal life (e.g., marriage, boyfriends, sex, mental health, suicide)
- failing to refer students to appropriate resources within the school for serious or personal issues
- providing alcohol or drugs to students
- transporting a student in the employee's private vehicle without the prior written approval of the District and the student's parent
- developing a relationship with a student's family to gain access to the student
- requesting a student to keep a secret or to lie

(Continued)

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Churchville-Chili Central School District

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Personnel

SUBJECT: STAFF-STUDENT RELATIONS (ANTI-FRATERNIZATION) (CONT'D.)

~~Inappropriate fraternization of staff with students~~, Even if the student participated “willingly” in the activity (regardless of the student’s age), ~~inappropriate fraternization of staff with students~~ is against District policy and may be in violation of professional standards of conduct and New York State Law. However, inappropriate ~~employee conduct fraternization of staff with students~~ does not need to rise to the level of criminal activity for such conduct to be in violation of District ~~Policy rules~~ and to subject ~~an employee~~ to ~~appropriate~~ disciplinary sanctions.

~~Improper fraternization includes, but is not limited to, flirting; making suggestive comments; dating; requests for sexual activity; physical displays of affection; giving inappropriate personal gifts; frequent communication with a student unrelated to course work or official school matters (whether in person, by phone, by email, by text messaging, through social media sites, or otherwise); providing alcohol or drugs to students; inappropriate touching; and engaging in sexual contact or relations.~~

Reporting

Any student who believes that ~~he/she~~ ~~they~~ ~~has~~ ~~have~~ been subjected to inappropriate staff behavior as ~~enumerated~~ ~~described~~ in this policy, as well as ~~any~~ students, school employees, parents or community members ~~individual~~ who has knowledge of or witnesses any possible occurrence of inappropriate staff-student relations must report the incident to any staff member or the employee’s supervisor, the student’s Principal or a ~~staff-student relations which they believe to be improper, should report the incident to the building principal or the District’s~~-designated Complaint Officer. In all circumstances, these reports will be forward to the designated Compliance Officer for further investigation. Anonymous complaints of inappropriate fraternization of staff members with students will also be investigated by the District.

Employees, contractors and volunteers who have knowledge of, receive a complaint of and/or witness any possible occurrence of inappropriate staff-student relations must as soon as practicable under the circumstances report the incident to a District-designated Compliance Officer or the Superintendent of Schools.

Any employee having knowledge of or reasonable suspicion that another employee may have engaged in inappropriate conduct with a student that may constitute child abuse in an educational setting must also follow the District's reporting procedures for such allegations. See Policy No. 7530 (“Child Abuse and Maltreatment) and related regulations. This information will also be reported by the designated administrator as required by state law to law enforcement officials, the State Education Department (SED), and/or Child Protective Services as may be applicable.

If a student initiates inappropriate behavior toward a staff member, that employee will document the incident and must as soon as practicable under the circumstances report it to their Building Principal or Supervisor.

(Continued)

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Personnel

SUBJECT: STAFF-STUDENT RELATIONS (ANTI-FRATERNIZATION) (CONT'D.)

~~(Staff members must follow the procedures for reporting child abuse in an educational setting when they have knowledge of or reasonable suspicion that another employee may have engaged in inappropriate conduct with a student that may constitute child abuse.) In all events such reports shall be forwarded to the designated Complaint Officer for further investigation. Anonymous complaints of inappropriate fraternization of staff members with students shall also be investigated by the District. The District shall promptly investigate all complaints of inappropriate staff student relations, and take prompt corrective action to stop such conduct if it occurs. Investigations shall follow the procedures utilized for complaints of harassment within the District. Allegations of inappropriate staff student behavior shall be treated as confidential to the extent possible within legal constraints.~~

~~A staff member who believes a student has initiated inappropriate behavior toward him or her, shall document the incident and report it to his or her building principal.~~

Investigation

Investigations of allegations of inappropriate staff-student relations will generally follow the procedures utilized for complaints of harassment within the School District. Allegations of inappropriate staff-student behavior shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints. If there is a finding upon completion of the investigation that inappropriate conduct occurred, the District administration will take prompt corrective action. The District will promptly investigate all complaints of inappropriate staff-student relations, and take prompt and appropriate corrective action to stop such conduct if it occurs.

Prohibition of Retaliatory Behavior (Commonly Known as “Whistle-Blower” Protection)

The Churchville-Chili Central School District Board of Education prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of inappropriate staff-student relations. Follow-up inquiries and/or appropriate monitoring shall be made to ensure verify that the alleged conduct has not resumed and that those involved in the investigation have not suffered retaliation. ~~are not being retaliated against.~~ Any act of retaliation is subject to appropriate disciplinary and/or other corrective action by the District.

District Responsibility/Training

The principal of each school and/or program director will be responsible for informing students, staff and volunteers of the requirements of this policy, including the duty to report and the procedures established for investigation and resolution of complaints. Further, staff training will be provided to facilitate staff identification of possible behavior that may constitute inappropriate staff-student relationships. Students will be provided such training in an age-appropriate manner.

(Continued)

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Personnel

SUBJECT: STAFF-STUDENT RELATIONS (ANTI-FRATERNIZATION) (CONT'D.)

This policy (or summary) will be disseminated as appropriate to staff, students, and parents.

Disciplinary **and Other** Sanctions

Any staff member who engages in inappropriate conduct with a student, prohibited by the terms of this policy, **or who fails to follow the reporting requirements set forth in this policy, shall** ~~will~~ be subject to appropriate disciplinary measures up to and including termination of employment in accordance with legal **and any contractual requirements.** ~~guidelines, District policy and regulation, and the applicable collective bargaining agreement.~~ A violation of this policy may also subject the employee to criminal and/or civil sanctions, as well as disciplinary action by the State Education Department **or other state agency.**

Title IX of the Education Amendments of 1972, 20 USC §1681 et seq.
Education Law Article 23-B
Social Services Law Sections 411-428
8 NYCRR Part 83

Adopted: 4/26/2011, 3/24/2020
Revised: 7/27/2023

POLICY

Churchville-Chili Central School District

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Personnel

SUBJECT: STAFF RECRUITING AND HIRING

~~Through its employment policies, the Board of Education~~ The District will attempt to attract, secure, and retain qualified personnel for all positions. The selection program will be based upon finding candidates who will devote themselves to the education and the welfare of the children attending the public schools.

Recruiting procedures shall enable the District to seek qualified candidates from a variety of sources, including present staff. Any current employee of the District may apply for any position for which he/she meets certification and other stated requirements.

The Board adheres to the practice of recruiting and hiring personnel without regard to actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, or any other status protected by law.

It will be the duty of the Superintendent of Schools to see that persons nominated for employment in the schools meet all certification requirements and the requirements of the Board for the ~~type of~~ position. ~~for which the nomination is made.~~

While the Board may accept or reject a nomination ~~(with the exception of the Superintendent of Schools)~~, an appointment will be valid only if made with the recommendation of the Superintendent. ~~In the case of a rejection, it is the duty of Superintendent to make another nomination.~~ No person shall be considered employed until a resolution to that effect has been approved by the Board. ~~and a contract executed by the employee.~~

Education Law Sections 913, 1604, 1709, 2509, and 3012

NOTE: Refer also to Policy #6120 -- Equal Employment Opportunity.

Adopted: 7/10/2001

Revised: 3/12/2019; 7/27/2023

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Personnel

SUBJECT: CERTIFICATION AND QUALIFICATIONS

The following provisions will govern certification and qualifications of District personnel:

- a) In accordance with applicable statutes, Rules of the Board of Regents, and Commissioner's Regulations, each employee whose employment requires certification or other licensure must inform the ~~Superintendent~~ **Assistant Superintendent for Human Resources** immediately of any change in his/her certification or licensure status. The changes may include the granting, revocation, upgrading, expiration, conversion and/or extension of documents as to their periods of validity or their titles.
- b) Online verification of an employment applicant's certification status will be used in lieu of printed certificates for current and potential employees. The District will also check the TEACH database to ensure that any Permanent or Professional certificates for new hires remains valid.
- c) It is the responsibility of the employee to ensure that he or she maintains the appropriate certification and/or licensure required for his or her assignment.

Parent Notification

The District is required to provide parents, upon request, with specific information about the professional qualifications of their children's classroom teachers. The following will be provided by the District upon request:

- a) If the teacher has met New York State qualifications and licensing criteria for the grade levels and subject areas he or she teaches;
- b) Whether the teacher is teaching under emergency or other provisional status through which the State qualification or licensing criteria have been waived;
- c) The teacher's college major; whether the teacher has any advanced degrees, and if so, the subject of the degrees; and
- d) If the child is provided services by any instructional aides or similar paraprofessionals and, if so, their qualifications.

20 USC § 7801(23)
34 CFR §§ 200.55, 200.56, and 200.61
Education Law §§ 3001, 3001-a, 3004, 3006 and 3008
NYCRR Subparts 80-1, 80-2, 80-3, 100.2(dd) and 100.2(o), 120.6

Adopted: 7/10/2001

Revised: 12/9/2008, 3/26/2019; 7/12/2023

Reviewed: 2/11/2011

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SUBJECT: TEMPORARY PERSONNEL

District's needs may sometimes require temporary appointments. The terms of these appointments shall be defined by the Board of Education on a case by case basis.

Student Teachers

The District will cooperate with teacher training institutions in the placement of student teachers, **as determined appropriate**, to provide beginning teachers with **the best possible** student teaching experience.

Schools are required to allow student teachers to videotape themselves providing instruction in a classroom to meet part of their performance assessment requirements for teaching certification. The video must remain confidential, is a confidential record of the New York State Education Department (SED), and is not subject to viewing or disclosure to an individual or entity other than the student teacher applicant and relevant SED personnel.

Substitute Teachers

The Superintendent will employ appropriately qualified substitute teachers. A substitute teacher is employed in place of a regularly appointed teacher who is absent, but is expected to return.

The Board will annually establish the rate for per diem substitute teachers.

~~New York State recognizes the following three categories of substitute teachers:~~

- ~~a) — Substitutes with valid NYS teaching certificates or certificates of qualification. A substitute teacher in this category may be employed in any capacity, for any number of days, in any number of school districts. However, if employed more than 40 days by a school district in any given school year, the substitute teacher must be employed in the area for which they are certified.~~
- ~~b) — Substitutes without a valid NYS certificate, but who are completing collegiate study towards NYS certification at the rate of not less than six semester hours per year. A substitute teacher in this category may be employed in any capacity, for any number of days, in any number of school districts. However, if employed for more than 40 days by a school district in any given school year, the substitute teacher must be employed in the area for which they are seeking certification.~~
- ~~c) — Substitutes without a valid certificate and who are not working towards certification may serve for no more than 40 days per school year. In extreme circumstances — where there is an urgent need for a substitute teacher — however, the District may employ this substitute teacher beyond the 40-day limit, for up to an additional 50 days (90 days total in a school year), if the Superintendent certifies that the District conducted a good faith recruitment search and there are no certified teachers available who can perform the duties of the position.~~

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SUBJECT: ~~TEMPORARY PERSONNEL (CONT'D.)~~

~~Substitute Teachers (Cont'd.)~~

~~The District may hire this substitute teacher beyond the 90 days only if the Superintendent attests that the District conducted a good faith recruitment search, but there are still no certified teachers available who can perform the duties of the position and that the District needs a particular substitute teacher to work with a specific class or group of students until the end of the school year.~~

The District shall engage substitute teachers in accordance with applicable law and regulations.

8 NYCRR §§ 80-1.5 and 80-5.4
Education Law §3023

Adopted: 7/10/2001

Revised: 3/26/2019; 7/27/2023

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Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE

The District is committed to creating and maintaining an environment ~~that~~ which is free from harassment and discrimination ~~discrimination and harassment~~. This policy addresses sexual harassment and gender discrimination in the workplace. It is intended to inform covered individuals of: their right to work in an environment that is free from sexual harassment and discrimination; what sexual harassment and discrimination look like; how they can prevent and report sexual harassment and discrimination; how they are protected from retaliation after taking action; and the general process for investigating a claim of sexual harassment and discrimination that falls under this policy. This policy ~~it~~ is just one component of the District's overall commitment to maintaining a harassment and discrimination ~~and harassment~~-free educational and work environment.

Under New York State Human Rights Law (NYSHRL), it is illegal for an employer to discriminate based on age, race, creed, color, national origin, citizenship or immigration status, sexual orientation, gender identity or expression, military status, sex, disability, predisposing genetic characteristics, familial status, marital status, status as a victim of domestic violence, or criminal history. These different identities impact an individual's perception and understanding of the world. For example, an individual's race, ability, or immigration status may impact their experience with gender discrimination in the workplace. While this policy is focused on sexual harassment and gender discrimination, the process for reporting and investigating discrimination based on other protected classes is generally the same. However, the exact process may vary depending on a number of factors including, but not limited to, who is involved. Other District policies and documents such as regulations, procedures, collective bargaining agreements, and the District's *Code of Conduct* detail the specific process for reporting and investigating discrimination based on other protected identities.

Sexual harassment is a form of workplace discrimination that subjects individuals to inferior conditions of employment due to their gender, gender identity, gender expression (perceived or actual), and/or sexual orientation. Sexual harassment is often viewed simply as a form of gender-based discrimination, but the District recognizes that discrimination can be related to or affected by other identities beyond gender.

~~Sexual harassment is a form of employee misconduct, a violation of District policy, and unlawful. Employees of every level who engage in sexual harassment, including supervisory personnel who engage in sexual harassment, who knowingly allow such behavior to continue, or fail to report suspected sexual harassment will be subject to remedial and/or disciplinary action by the District. Sexual harassment may also subject the District to liability for harm to targets of sexual harassment. Harassers may also be individually subject to liability.~~

Discrimination of any kind, including sexual harassment, is unlawful, a violation of District policy, and may subject the District to liability for the harm experienced by targets of discrimination. All individuals are required to work in a manner designed to prevent sexual harassment and discrimination in the workplace.

Harassers may also be individually subject to liability and supervisors who fail to report or act on harassment may be liable for aiding and abetting sexual harassment and discrimination. Employees at every level who engage in harassment or discrimination, including supervisory personnel who engage in harassment or discrimination or who allow such behavior to continue, will be subject to remedial and/or disciplinary action by the District.

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SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (CONT'D)

The District adopts this policy as part of its effort to provide for the prompt and equitable resolution of complaints of sexual harassment in the workplace. The District will promptly respond to reports of sexual harassment in the workplace, ~~ensure~~ **verify** that all investigations are conducted within a reasonably prompt time frame and under a predictable fair grievance process that provides due process protections, and impose disciplinary measures and implement remedies when warranted.

Inquiries about this policy may be directed to the District's Civil Rights Compliance Officer(s) (CRCO(s)) and/or Title IX Coordinator(s).

Scope and Application

This policy applies to all instances of sexual harassment **and gender discrimination** perpetrated against a "covered ~~person individual~~" ~~regardless of immigration status~~, by anyone in the workplace, including a co-worker, supervisor, or third-party such as a non-employee, paid or unpaid intern, vendor, building security, visitor, volunteer, parent, or student. For purposes of this policy, a "covered ~~person individual~~" includes:

- a) Employees;
- b) Applicants for employment;
- c) Paid or unpaid interns; and
- d) Non-employees, which include anyone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or other person providing services pursuant to a contract in the workplace. **These non-employees include persons commonly referred to as independent contractors, gig workers, and temporary workers. Also included are non-employees providing equipment repair, cleaning services, or any other service through a contract with the District.**

~~Sexual harassment in the work place can occur between individuals, regardless of their sex or gender. Unlawful sexual harassment is not limited to the physical workplace itself. Sexual harassment can occur on school property and at school functions, which, for purposes of this policy, means a school sponsored or school authorized extracurricular event or activity regardless of where the event or activity takes place, including any event or activity that may take place virtually or in another state. It can also occur while employees are traveling for District business. Calls, texts, emails, and social media usage can constitute unlawful workplace harassment, even if they occur away from school property, on personal devices, or during non-work hours. Accordingly, conduct or incidents of sexual harassment that create or foreseeably create a disruption within the District may be subject to this policy in certain circumstances.~~

Other District policies and documents such as regulations, procedures, collective bargaining agreements, and the District's *Code of Conduct* may address misconduct related to sexual harassment and may provide for additional, different, or more specific grievance procedures depending on a number of factors including, but not limited to, who is involved and where the alleged sexual harassment occurred. These documents must be read in conjunction with this policy. ~~Applicable policies or documents may include: Policy #3420—Non-Discrimination and Anti-Harassment in the District; and Policy #3421—Title IX and Sex Discrimination.~~

(Continued)

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (CONT'D.)

Scope and Application (Cont'd.)

The dismissal of a complaint under one policy or document does not preclude action under another related District policy or document.

What Constitutes Sexual Harassment

Sexual harassment is a form of ~~gender-based sex~~ discrimination ~~and that~~ is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, and the status of being transgender. ~~Sexual harassment is not limited to sexual contact, touching, or expressions of a sexually suggestive nature. Sexual harassment includes all forms of gender discrimination including gender role stereotyping and treating individuals differently because of their gender.~~

Under ~~New York State Human Rights Law~~ NYSHRL, sexual harassment is unlawful when it subjects an individual to inferior terms, conditions, or privileges of employment. Harassment ~~does need not need to be~~ severe or pervasive to be ~~unlawful illegal~~. ~~It and~~ can be any harassing ~~behavior conduct~~ that ~~consists of more than rises above~~ petty slights or trivial inconveniences. ~~Every instance of harassment is unique to those experiencing it, and there is no single boundary between petty slights and harassing behavior. However, NYSHRL specifies that whether harassing conduct is considered petty or trivial is to be viewed from the standpoint of a reasonable victim of discrimination with the same protected characteristics. Generally, any behavior in which a covered individual is treated worse because of their gender (perceived or actual), sexual orientation, or gender expression is considered a violation of District policy. The intent of the behavior, for example, making a joke, does not neutralize a harassment claim. Not intending to harass is not a defense. The impact of the behavior on a person is what counts.~~

Sexual harassment includes any unwelcome conduct which is either ~~directed at an individual because of that individual's gender identity or expression (perceived or actual), or is of a sexual nature, or which is directed at an individual because of that individual's sex~~ when:

- ~~Such conduct has +~~ The purpose or effect of ~~this behavior~~ unreasonably ~~interferes interfering~~ with an individual's work performance or ~~creates creating~~ an intimidating, hostile, or offensive work environment. ~~even if the reporting~~ The impacted individual ~~is not does not need to be~~ the intended target of the sexual harassment;
- ~~Employment depends implicitly or explicitly on accepting such unwelcome behavior; Such conduct is made either explicitly or implicitly a term or condition of employment;~~ or
- ~~Decisions regarding an individual's employment are based on an individual's acceptance to or rejection of the behavior. These decisions can include what shifts and how many hours an employee might work, project assignments, as well as salary and promotion decisions. Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual's employment.~~

(Continued)

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (CONT'D.)

What Constitutes Sexual Harassment (Cont'd)

There are two main types of sexual harassment:

- a) ~~A sexually harassing host~~ Hostile work environment includes, but is not limited to, words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex, **gender identity, or gender expression**. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory **or discriminatory or sexually discriminatory remarks statements made by someone** which **an employee finds** are offensive or objectionable, ~~to the recipient, which~~ causes ~~the recipient an employee~~ discomfort or humiliation, ~~which~~ or interferes with the ~~recipient's employee's~~ job performance.
- b) **Quid pro quo Sexual** harassment ~~also~~ **which** occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions, or privileges of employment. ~~This is also called "quid pro quo" harassment.~~

Any covered person who feels harassed ~~should~~ **is encouraged** to report the ~~conduct~~ **behavior** so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be ~~addressed under~~ **discrimination and is covered by** this policy.

Examples of Sexual Harassment

The following describes some actions that may constitute unlawful sexual harassment and that are strictly prohibited. This list is just a sample of behaviors and should not be considered exhaustive. Any covered individual who believes they have experienced sexual harassment, even if it does not appear on this list, should feel encouraged to report it:

- a) Physical acts of a sexual nature;
- b) Unwanted sexual advances or propositions;
- c) Sexually oriented gestures, noises, remarks or jokes, or questions and comments about a person's sexuality, sexual experience, or romantic history which create a hostile work environment. This is not limited to interactions in person. Remarks made over virtual platforms and in messaging apps when employees are working remotely can create a similarly hostile work environment;
- d) Sex stereotyping, which occurs when someone's conduct or personality traits are judged based on other people's ideas or perceptions about how individuals of a particular sex should act or look;
- e) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity;

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SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (CONT'D.)**Examples of Sexual Harassment (cont'd)**

- f) Sexual or discriminatory displays or publications anywhere in the workplace;
- g) Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity, or gender expression.

Who Can be a Target of Sexual Harassment?

Sexual harassment can occur between any individuals, regardless of their sex or gender. Harassment does not have to be between members of the opposite sex or gender. This policy applies to all instances of sexual harassment perpetrated against a "covered individual" by anyone in the workplace, including a co-worker, supervisor, or third-party such as a non-employee, paid or unpaid intern, vendor, building security, visitor, volunteer, parent, or student.

Individuals bring personal history with them to the workplace that might impact how they interact with certain behavior. It is especially important for all employees to be aware of how words or actions might impact someone with a different experience than their own in the interest of creating a safe and equitable workplace.

Where Can Sexual Harassment Occur?

Unlawful sexual harassment is not limited to the physical workplace itself. Sexual harassment can occur on school property and at school functions which, for purposes of this policy, means a school-sponsored or school-authorized extracurricular event or activity regardless of where the event or activity takes place, including any event or activity that may take place virtually or in another state. It can occur while covered individuals are traveling for District business or at District or industry-sponsored events or parties. Calls, texts, emails, and social media usage by covered individuals can constitute unlawful workplace harassment, even if they occur away from school property, on personal devices, or during non-work hours. Accordingly, conduct or incidents of sexual harassment that create or foreseeably create a disruption within the District may be subject to this policy in certain circumstances.

Sexual harassment can occur when covered individuals are working remotely. Any behaviors outlined above that leave a covered individual feeling uncomfortable, humiliated, or unable to meet their job requirements constitute harassment even if the covered individual is working remotely when the harassment occurs. Harassment can happen on virtual meeting platforms, in messaging apps, and after working hours between personal cell phones.

Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

~~Unlawful~~ Retaliation is unlawful and ~~can be~~ is any action by an employer or supervisor that punishes an individual upon learning of a harassment claim, that seeks to ~~could~~ discourage a covered ~~person~~ individual from ~~coming forward to make or support~~ making a formal complaint or supporting a sexual harassment or discrimination claim, or that punishes those who have come forward. Adverse actions need not be job-related or occur in the workplace to constitute unlawful retaliation. ~~(e.g., threats of physical violence outside of work hours)~~. For example, threats of physical violence outside of work hours or disparaging someone on social media would be covered as retaliation under this policy.

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SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (CONT'D.)

Prohibition of Retaliatory Behavior (Commonly Known as “Whistle-Blower” Protection)

Retaliation is unlawful under federal, state, and local law. The NYSHRL protects any individual who has engaged in "protected activity." Protected activity occurs when a person has:

- a) Made a complaint of sexual harassment or discrimination, either internally or with any government agency;
- b) Testified or assisted in a proceeding involving sexual harassment or discrimination under the NYSHRL or any other anti-discrimination law;
- c) Opposed sexual harassment or discrimination by making a ~~oral~~ verbal or informal complaint, ~~of harassment to a~~ or by simply informing a supervisor, building principal, other administrator, or the CRCO of suspected harassment;
- d) Reported that a ~~another employee covered~~ individual has been sexually harassed or discriminated against; or
- e) Encouraged a ~~fellow employee~~ covered individual to report harassment.

The ~~Board~~ District prohibits ~~any/all retaliatory~~ retaliation. Any individual that reports an incident of sexual harassment or discrimination, provides information, or otherwise assists in any investigation of a sexual harassment or discrimination complaint is protected from retaliation. No one should fear reporting sexual harassment or discrimination if they believe it has occurred. Even if the alleged harassment does not turn out to rise to the level of a violation of law, the individual is protected from retaliation if the person had a good faith belief that the practices were unlawful. However, the retaliation provision is not intended to protect persons making intentionally false charges of sexual harassment or discrimination. ~~behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the reporting or investigation of a complaint of sexual harassment. Such retaliation is unlawful under federal, state, and (where applicable) local law. The New York State Human Rights Law protects any individual who has engaged in “protected activity”. Protected activity occurs when a person has:~~

Any District employee who retaliates against anyone involved in a sexual harassment or discrimination investigation will face disciplinary action, up to and including termination. All covered individuals who believe they have been subject to retaliation should inform a supervisor, building principal, other administrator, or the CRCO.

All employees and covered individuals who believe they have been a target of retaliation may also seek relief from government agencies, as explained in this policy.

Reporting Allegations of Sexual Harassment

Anyone who experiences, witnesses, or becomes aware of potential instances of sexual harassment is encouraged to report the behavior to a supervisor, building principal, other administrator, or the CRCO. Covered individuals should not feel discouraged from reporting harassment because they do not believe it is

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SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (CONT'D.)

Reporting Allegations of Sexual Harassment (cont'd)

bad enough or conversely because they do not want to see someone fired over less severe behavior. Just as harassment can happen in different degrees, potential discipline for engaging in sexual harassment will depend on the degree of harassment and could include education, counseling, suspension, or termination.

Reports of sexual harassment may be made verbally or in writing. A written complaint form is posted on the District's website if a covered individual would like to use it, but the complaint form is not required. Individuals who are reporting sexual harassment on behalf of another individual may use the complaint form and note that it is being submitted on another individual's behalf. A verbal or otherwise written complaint (such as an email) on behalf of oneself or another individual is also acceptable.

Reports may be made to a CRCO in person, by using the contact information for a CRCO, or by any other means that results in a CRCO receiving the person's verbal or written report. This report may be made at any time (including during non-business hours) by using the telephone number or email address, or by mail to the office address, listed for a CRCO.

~~Preventing sexual harassment is everyone's responsibility. The District cannot prevent or remedy sexual harassment unless it knows about it. Any covered person who has been subjected to behavior that may constitute sexual harassment is encouraged to report such behavior to a supervisor, building principal, other administrator, or the CRCO. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report such behavior.~~

Reports of sexual harassment may ~~also~~ be made ~~orally or in writing~~ to any other District employee including a supervisor or building principal. All reports of discrimination and/or harassment must be immediately forwarded to the CRCO. Reports may also be forwarded to other District employees depending on the allegations. ~~A form for submission of a written complaint is posted on the District website, and all covered persons are encouraged to use this complaint form. Persons who are reporting sexual harassment on behalf of another person should use the complaint form and note that it is being submitted on another person's behalf.~~

District employees must comply with reporting requirements in any other applicable District policy or document. ~~Applicable policies or documents may include: Policy #3420 – Non-Discrimination and Anti-Harassment in the District; and Policy #3421 – Title IX and Sex Discrimination.~~

~~Any person~~ Covered individuals who believes they have been a target of sexual harassment may ~~also~~ at any time seek assistance in ~~other~~ additional available forums, as explained in this policy.

Supervisory Responsibilities

Everyone must work toward preventing sexual harassment, but leadership matters. Supervisors, building principals, other administrators, and the CRCOs have a special responsibility to make sure employees feel safe at work and that workplaces are free from harassment and discrimination. All supervisors, building

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SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (CONT'D.)

Supervisory Responsibilities (cont'd)

principals, and other administrators who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing or discriminatory behavior, or for any reason suspect that sexual harassment or discrimination is occurring, are required to report the suspected sexual harassment to the CRCO. If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, ~~the Superintendent will ensure that~~ another person with the appropriate training and qualifications will be designated by the Superintendent or the Board to investigate and process the complaint. ~~is appointed to act as the CRCO.~~

~~All supervisors, building principals, and other administrators who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing behavior or for any reason suspect that sexual harassment is occurring, are required to report such suspected sexual harassment to the CRCO. If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.~~

Supervisors, building principals, and other administrators should not be passive and wait for a covered individual to make a claim of harassment. If they observe such behavior, they must act.

Supervisors, building principals, and other administrators can be disciplined if they engage in sexually harassing or discriminatory behavior themselves. Supervisors, building principals, and other administrators, can also be disciplined for failing to report suspected sexual harassment or allowing sexual harassment to continue after they know about it.

~~Supervisors, building principals, and other administrators will also be subject to discipline for engaging in any retaliation.~~

While supervisors, building principals, and other administrators have a responsibility to report harassment and discrimination, they must be mindful of the impact that harassment and a subsequent investigation has on victims. Being identified as a possible victim of harassment and questioned about harassment and discrimination can be intimidating, uncomfortable and re-traumatizing for individuals. Supervisors, building principals, and other administrators must accommodate the needs of individuals who have experienced harassment to ~~ensure~~ verify the workplace is safe, supportive, and free from retaliation for them during and after any investigation.

~~In addition to being subject to discipline if they engaged in sexually harassing conduct themselves, supervisors, building principals, and other administrators will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue.~~

(Continued)

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (CONT'D.)

Bystander Intervention

Any individual witnessing harassment as a bystander is encouraged to report it. A supervisor, building principal, or other administrator that is a bystander to harassment is **required** to report it. There are five standard methods of bystander intervention that can be used when anyone witnesses harassment or discrimination and wants to help.

- a) A bystander can interrupt the harassment by engaging with the individual being harassed and distracting them from the harassing behavior;
- b) A bystander who feels unsafe interrupting on their own can ask a third-party to help intervene in the harassment;
- c) A bystander can record or take notes on the harassment incident to benefit a future investigation;
- d) A bystander might check in with the person who has been harassed after the incident, see how they are feeling and let them know the behavior was not ok; and
- e) If a bystander feels safe, they can confront the harassers and name the behavior as inappropriate. When confronting harassment, physically assaulting an individual is never an appropriate response.

Though not exhaustive, and dependent on the circumstances, the guidelines above can serve as a brief guide of how to react when witnessing harassment in the workplace.

Process for Complaints of Sexual Harassment in the Workplace

All complaints or information about sexual harassment will be investigated, whether that information was reported in verbal or written form. An investigation of any complaint, information, or knowledge of suspected sexual harassment will be prompt, thorough, equitable, and started and completed as soon as possible. Investigations will be kept confidential to the extent possible. Disclosure may, however, be necessary to complete a thorough investigation of the charges and/or notify law enforcement officials. All individuals involved, including those making a harassment claim, witnesses, and alleged harassers deserve a fair and impartial investigation.

The CRCO will generally oversee the District's investigation of all complaints of discrimination and/or harassment. In the event an anonymous complaint is filed, the District will respond to the extent possible.

District employees may be required to cooperate as needed in an investigation of suspected sexual harassment. The District recognizes that participating in a harassment investigation can be uncomfortable and has the potential to retraumatize a covered individual. Individuals receiving claims and leading investigations will handle complaints and questions with sensitivity toward participants.

(Continued)

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (CONT'D.)

Process for Complaints of Sexual Harassment in the Workplace (cont'd)

While the process may vary from case to case, investigations will be done in accordance with the following steps. Upon receipt of a complaint, the CRCO:

- a) Will conduct a prompt review of the allegations, assess the appropriate scope of the investigation, and take any interim actions (for example, instructing the individual(s) about whom the complaint was made to refrain from communications with the individual(s) who reported the harassment), as appropriate.

If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, ~~the Superintendent will ensure that another person with the appropriate training and qualifications will be designated by the Superintendent or the Board to investigate and process the complaint. is appointed to act as the CRCO.~~

- b) Will investigate all complaints of sexual harassment regardless of how those complaints are reported and treat all complaints with equal priority. For verbal complaints, the individual will be encouraged to complete, in writing, the complaint form. If the individual reporting prefers not to fill out the complaint form, a complaint form or equivalent documentation based on the verbal reporting will be prepared. The individual reporting the harassment will be provided a copy of the completed complaint form.
- c) Will take steps to obtain, review, and preserve documents sufficient to assess the allegations, including documents, emails, or phone records that may be relevant to the investigation. The CRCO will consider and implement appropriate document request, review, and preservation measures, including for electronic communications.
- d) Will seek to interview all parties involved, including any relevant witnesses. If a student is involved, the District will follow all applicable District policies and procedures regarding questioning students.
- e) Will create written documentation of the investigation (such as a letter, memo, or email), which generally contains the following, where appropriate:
 1. A list of all documents reviewed, along with a detailed summary of relevant documents;
 2. A list of names of those interviewed, along with a detailed summary of their statements;
 3. A timeline of events;
 4. A summary of any prior relevant incidents disclosed in the investigation, reported or unreported; and
 5. The basis for the decision and final resolution of the complaint, together with any corrective action(s).

(Continued)

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (CONT'D.)

Process for Complaints of Sexual Harassment in the Workplace (cont'd)

- f) Will keep the written documentation and associated documents in a secure and confidential location.
- g) Will promptly notify the individual(s) who reported the harassment and the individual(s) about whom the complaint was made that the investigation has been completed and implement any corrective actions identified in the written document. Any corrective action taken will be in accordance with applicable law and regulation, as well as any applicable District policy, regulation, procedure, collective bargaining agreement, third-party contract, or other document such as the District's *Code of Conduct*.
- h) Will inform the individual(s) who reported the harassment of the right to file a complaint or charge externally as outlined in this policy.

Other District policies and documents address sexual harassment. All complaints will be handled in accordance with the applicable District policies and/or documents.

The determination as to which District policies and/or documents are applicable is fact specific, and the CRCO may work with other District staff such as the District's Title IX Coordinator(s) to determine which District policies and/or documents are applicable to the specific facts of the complaint.

Annual Training

The District will provide a sexual harassment prevention training program to all employees on an annual basis. The training will be interactive and will include:

- a) An explanation of sexual harassment consistent with guidance issued by the Department of Labor in consultation with the Division of Human Rights;
- b) Examples of conduct that would constitute unlawful sexual harassment;
- c) Information concerning the federal and state statutory provisions concerning sexual harassment and remedies available to victims of sexual harassment;
- d) Information concerning employees' rights of redress and all available forums for adjudicating complaints; and
- e) Information addressing conduct by supervisors and any additional responsibilities for such supervisors.

Notification

The District will ~~include~~ provide this policy to all employees in-person or digitally through email upon hiring and will be posted prominently in all work locations. In addition to sending the policy through email, this policy will also be available on the ~~and the contact information for the Title IX Coordinator(s) in its annual school calendar and post it on the d~~ District's website.

(Continued)

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (CONT'D.)

Notification (cont'd)

At the time of hiring and at every annual sexual harassment prevention training program, the District will provide each employee a notice containing this policy and the information presented at the District's sexual harassment prevention training program.

This notice will be provided in English and in the language identified by the employee as their primary language, provided that the New York State Department of Labor Commissioner has published a template of the model materials in that language.

The notice will be delivered in writing, either in print or digitally. The notice will either link to or include, as an attachment or printed copy, the policy and training materials.

Legal Protections and External Remedies

Sexual harassment is not only prohibited by the District, but it is also prohibited by state, federal, and, where applicable, local law.

The District's internal process outlined in the policy above is one way for covered individuals to report sexual harassment. Covered individuals may also choose to pursue legal remedies with the following governmental entities. While a private attorney is not required to file a complaint with a governmental agency, covered individuals may also seek the legal advice of an attorney.

In addition to those outlined below, individuals may have other legal protections.

New York State Division of Human Rights (NYSDHR)

The NYSHRL, NY Executive Law, Art. 15, Section 290 et seq., applies to all employers in New York State and protects covered individuals, regardless of immigration status. A complaint alleging violation of the NYSHRL may be filed either with the NYSDHR or in New York State Supreme Court.

Complaints of sexual harassment filed with NYSDHR may be submitted any time **within three years** of the harassment. If an individual does not file a complaint with NYSDHR, they can bring a lawsuit directly in state court under the NYSHRL, **within three years** of the alleged sexual harassment. An individual may not file with NYSDHR if they have already filed a NYSHRL complaint in state court.

Complaining internally to the District does not extend the time to file with NYSDHR or in court. The three years are counted from the date of the most recent incident of harassment.

Individuals do not need an attorney to file a complaint with NYSDHR, and there is no cost to file with NYSDHR.

(Continued)

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (CONT'D.)

New York State Division of Human Rights (NYSDHR) (cont'd)

NYSDHR will investigate the complaint and determine whether there is probable cause to believe that sexual harassment has occurred. Probable cause cases receive a public hearing before an administrative law judge. If sexual harassment is found at the hearing, NYSDHR has the power to award relief. Relief varies, but it may include requiring the employer to take action to stop the harassment, or repair the damage caused by the harassment, including paying of monetary damages, punitive damages, attorney's fees, and civil fines.

NYSDHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458. Individuals may call (718) 741-8400 or visit: www.dhr.ny.gov.

Go to dhr.ny.gov/complaint for more information about filing a complaint with NYSDHR. The website has a digital complaint process that can be completed on a computer or mobile device from start to finish. The website has a complaint form that can be downloaded, filled out, and mailed to NYSDHR. The website also contains contact information for NYSDHR's regional offices across New York State.

Call the NYSDHR sexual harassment hotline at **1-800-HARASS-3 (1-800-427-2773)** for more information about filing a sexual harassment complaint. This hotline can also provide a referral to a volunteer attorney experienced in sexual harassment matters who can provide limited free assistance and counsel over the phone.

The United States Equal Employment Opportunity Commission

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act, 42 USC Section 2000e et seq. An individual can file a complaint with the EEOC anytime within 300 calendar days from the most recent incident of harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint and determine whether there is reasonable cause to believe that discrimination has occurred. If the EEOC determines that the law may have been violated, the EEOC will try to reach a voluntary settlement with the employer. If the EEOC cannot reach a settlement, the EEOC (or the Department of Justice in certain cases) will decide whether to file a lawsuit. The EEOC will issue a Notice of Right to Sue permitting workers to file a lawsuit in federal court if the EEOC closes the charge, is unable to determine if federal employment discrimination laws may have been violated, or believes that unlawful discrimination occurred but does not file a lawsuit.

Individuals may obtain relief in mediation, settlement, or conciliation. In addition, federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An individual alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov, or via email at info@eeoc.gov. To file a complaint with the United States Equal Employment Opportunity Commission, please visit <https://www.eeoc.gov/filing-charge-discrimination>.

If an individual filed an administrative complaint with the NYSDHR, then NYSDHR will automatically file the complaint with the EEOC to preserve the right to proceed in federal court.

(Continued)

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Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (CONT'D.)

Title IX

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. The United States Department of Education's Office for Civil Rights (OCR) enforces Title IX of the Education Amendments Act of 1972.

For more information about how to file a complaint, contact OCR at 800-421-3481 (TDD 800-877-8339) or visit: <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html>. The website contains information about filing the complaint online, by mail, or by email.

Local Protections

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city, or town in which they live to find out if a law exists.

Contact the Local Police Department

If the harassment involves unwanted physical touching, coerced physical confinement, or coerced sex acts, the conduct may constitute a crime. Those wishing to pursue criminal charges are encouraged to contact their local police department.

Title VII of the Civil Rights Act of 1964, 42 USC Section 2000e et seq.
Title IX of the Education Amendments Act of 1972, 20 USC Section 1681 et seq.
29 CFR Section 1604.11(a)
34 CFR Subtitle B, Chapter I
Civil Service Law Section 75-b
New York State Human Rights Law, Executive Law Section 290 et seq.
Labor Law Sections 201-g and 740

NOTE: Refer also to Policies #3420 - Non-Discrimination and Anti-Harassment in the School District
#3421 - Sex Discrimination and Sexual Harassment Prohibited by Title IX of the Education Amendments of 1972
#7551 - Sexual Harassment of Students

Adopted: 7/10/2001

Revised: 8/10/2004, 2/12/2008, 9/27/2011, 11/13/2018, 9/14/2021; 7/27/2023

Reviewed by Superintendent and Assistant Superintendent for Human Resources with no recommended changes which BOE approved 12/10/2019

SUBJECT: PUBLIC PARTICIPATION AT BOARD MEETINGS

The public is welcome and encouraged to attend any and all regular or special meeting of the Board of Education. Whether an individual or group intends to speak at a meeting or observe, they must realize that the Board is required to conduct business essential to the operation and good order of the School District. To ensure that all meetings will be conducted in an appropriate and professional manner, the following guidelines will apply:

- a) The Board of Education asks that the request to speak be in writing, states the nature of the comments and is signed by the person to address the Board of Education;
- b) Visitors who wish to make a formal presentation other than a brief privilege of the floor are requested to notify the District Office at least 10 days in advance and ask to be placed on an agenda of a regular Board meeting;
- c) The President of the Board of Education may schedule the appearance of the individual, or defer the appearance to an appropriate future meeting based on the confidentiality and content of the subject matter. If the matter pertains to confidential information regarding a particular individual, regardless of whether he/she is a student, staff member or board member, in order to meet FERPA guidelines, this issue will require an Executive Session with the Board. The President of the Board may call the individual aside who is wishing to address the board, to determine whether public discussion of this subject would violate FERPA guidelines;
- d) There will be at least one opportunity at every board meeting set aside for visitor's comments which will be referred to as privilege of the floor. Each privilege of the floor will be limited to fifteen minutes in total; therefore no speaker will be permitted to speak for longer than five minutes unless otherwise authorized by the Board President. Large groups representing a similar interest will be asked to select a spokesperson;
- e) Each visitor who wishes to address the board will file with the Clerk of the Board a speaker registration form. Registration to speak applies to the meeting for which it is requested. If a resident does not speak at that meeting, they must reapply to speak at a future board meeting;
- f) Due to the time limitation, privilege of the floor is extended first to community residents, out of district parents that have custody of children attending our district, and employees. Speakers who register at least 24 hours in advance of the meeting will speak in order of their sign up. Residents who do not register 24 hours before the meeting will speak after those who signed up in advance, if time allows. Non-residents will receive last priority;

(Continued)

SUBJECT: PUBLIC PARTICIPATION AT BOARD MEETINGS (CONT'D.)

- g) Speakers will adhere to the District's Code of Conduct. Speakers will not make verbal attacks or use individual employee's or student's names when making public allegations. The President of the Board of Education may terminate the privilege of any speaker who violates this policy to continue his/her address. If requested to terminate, the speaker must do so. Failure to follow this request to stop speaking may result in the speaker being removed by security staff. In extreme cases (when physical harm is threatened), the police may be summoned;
- h) Speakers involved in union negotiations may not negotiate publicly with the Board. Residents who are candidates in any state, federal, municipal, or Board of Education election will not use the board meeting as a personal campaign opportunity; nor shall former employees, after the termination of service or employment with the School District, appear before the board of the Churchville-Chili District in relation to any case, proceeding, or application in which he/she personally participated during the period of his/her service or employment or which was under his/her active consideration. Please refer to Policy #6110, Code of Ethics for All District Personnel;
- i) It is suggested that any issue, question or suggestion pertaining to an individual building first be directed to the principal of the building so that resolution may occur at that level. All public complaints about any facet of the school operation are subject to the procedures described in Policy #3230 Public Complaints;
- j) All persons in attendance should be advised that regular and special meetings are public in nature and may be audio/video recorded;
- k) All persons/bags may be subject to search. ID may also be required;
- l) Members of the audience who are not formally addressing the board are asked to be courteous and respectful and to not disrupt the meeting. The President of the Board has the right to have any audience member who disrupts the meeting removed from the premises.

After the individual or group has been heard, the matter will be taken under advisement and considered by the Board of Education. The Board of Education may advise the individual or group of its findings in person or by mail, at the Board of Education's discretion.

Adopted: 7/10/2001

Revised: 11/12/2002, 2/8/2011

Reviewed by Superintendent and Assistant Superintendent for Business Services on 6/8/2023 with no recommended changes; BOE agreed at 8/8/2023 BOE meeting

SUBJECT: CONTINGENCY BUDGET

The School District budget for any school year or any part of such budget, or any proposition involving the expenditure of money for such school year, shall not be submitted for a vote of the qualified voters of the District more than twice in any school year.

If the original proposed budget is not approved by District voters at the Annual District Meeting and Election, the Board has the option of either resubmitting the original or revised budget for voter approval at a special meeting held at a later date; or the Board may, at that point, adopt a contingency budget. If the Board decides to submit either the original or a revised budget to the voters for a second time, and the voters do not approve the second budget submittal, the Board must adopt a contingency budget and the tax levy cannot exceed the total tax levy of the prior year (0% levy growth).

The contingency budget will include the sum necessary for teachers' salaries (i.e., professional educator positions certificated by the State Education Department which include teachers, administrators, teaching assistants, and professional specialists in the various areas of pupil personnel services) and ordinary contingent expenses as determined by the Board in accordance with law including, but not limited to, the purchase of library books and other instructional materials associated with the school library; expenses for cafeteria or restaurant services; and expenses incurred for interscholastic athletics, field trips and other extracurricular activities. Ordinary contingent expenses include, but are not limited to, legal expenses incurred by the District; expenditures specifically authorized by statute; and other items necessary to maintain the educational program, preserve property, and assure the health and safety of students and staff. As deemed necessary, school counsel may be consulted for review as to those items considered to be ordinary contingent expenses prior to Board adoption of the contingency budget.

Additionally, the administrative component of the contingency budget shall not comprise a greater percentage of the contingency budget exclusive of the capital component than the lesser of:

- a) The percentage the administrative component had comprised in the prior year budget exclusive of the capital component; or
- b) The percentage the administrative component had comprised in the last proposed defeated budget exclusive of the capital component.

~~The Consumer Price Index to be used refers to the percentage that represents the average of the national consumer price indexes determined by the U.S. Department of Labor for the twelve month period preceding January first of the current year.~~

Education Law Sections 2002, 2023, 2023-a, 2024 and 2601-a

Adopted: 7/10/2001

Revised: 10/25/2005, 1/28/2014; 6/14/2023

Reviewed by Superintendent and Assistant Superintendent for Business Services on 11/6/2019 with no recommended changes; BOE agreed and approved on 11/12/2019

SUBJECT: SALE AND DISPOSAL OF SCHOOL DISTRICT PROPERTY

Sale of School Property

No school property shall be sold without prior approval of the Board of Education. However, the responsibility for such sales may be delegated. The net proceeds from the sale of school property shall be deposited in the General Fund.

Disposal of District Personal Property

Equipment

School District equipment that is obsolete, surplus, or unusable by the District shall be disposed of in such a manner that is advantageous to the District.

The Superintendent will be responsible for selling the equipment in such a way so as to maximize the net proceeds of sale which may include a bona fide public sale preceded by adequate public notice. If it is determined that reasonable attempts to dispose of the equipment have been made and such attempts have not produced an adequate return, the Superintendent or his/her designee may dispose of the equipment in any manner which he/she deems appropriate.

Textbooks and Library Books

Textbooks and Library books may lose their value to the educational program because of changes in the curriculum or they contain outdated material and/or are in poor condition.

Books can be disposed of for the following reasons:

- Copyright date is over 10 years
- Book has been damaged and cannot be used (missing pages, written on and cannot read the text)
- Context is outdated and cannot be used as a reference

If textbooks or library books are no longer useful or usable, the procedures for disposal shall adhere to the following order of preference:

- a) Sale of books. If reasonable attempts to dispose of surplus textbooks and/or library books fail to produce monetary return to the School District; then
- b) Donation to charitable organizations; or
- c) Disposal as trash.

Also refer to Policy 8320 – Selection of Library and Audiovisual Materials

Education Law Section 1709(9) and (11)
General Municipal Law Sections 51 and 800 et seq.

Adopted: 7/10/2001

Revised: 11/13/2007, 2/26/2019

Reviewed by Superintendent & Assistant Superintendent for Business Services with no recommended changes on 6/26/2023. BOE agreed & approved at their 8/22/2023 meeting.

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Non-Instructional/Business Operations

SUBJECT: BONDING OF EMPLOYEES AND SCHOOL BOARD MEMBERS

In accordance with New York State Education Law and the Commissioner's Regulations, the Board of Education directs that the Treasurer of the Board of Education, the tax collector and the claims auditor be bonded prior to assuming their duties. Such bonds shall be in the amounts as determined and approved by the Board of Education.

Other school personnel and members of the Board of Education authorized or required to handle School District revenues may be covered by a blanket undertaking provided by the District in such amounts as approved by the Board of Education based upon the recommendations of the Superintendent or his/her designee.

Education Law Sections 1709(20-a),
1720, 2130(5), 2526, and 2527
Public Officers Law Section 11(2)
8 New York Code of Rules and Regulations
(NYCRR) Section 170.2(d)

Adopted: 7/10/2001

Revised: 7/11/2006

Reviewed by Superintendent & Assistant Superintendent for Business Services on 6/26/2023 with no recommended changes; reviewed & approved by BOE on 8/22/2023.

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Non-Instructional/Business Operations

SUBJECT: EXPENDITURES OF SCHOOL DISTRICT FUNDS

The Board of Education authorizes the Purchasing Agent to expend school funds as appropriated by approved operational and capital budgets, and by the adoption of special resolutions. He/she will make expenditures in accordance with applicable law and in a manner that will achieve the maximum benefit from each dollar expended.

All claims shall be properly audited before payment by the Claims Auditor who shall attest to the existence of evidence of indebtedness to support the claim.

Complete records of all expenditures shall be maintained for future analysis and reporting within the time frame required by the Records Disposition Law or regulation.

Education Law Section 1720 and 2523

Adopted: 7/10/2001

Revised: 3/8/2005, 7/11/2006

Reviewed by Superintendent & Assistant Superintendent for Business Services on 6/26/2023 with no recommended changes; BOE reviewed & approved on 8/22/2023.

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Non-Instructional/Business Operations

SUBJECT: USE OF THE DISTRICT CREDIT CARD

The School District will issue a credit card in its name to the Purchasing Agent/his or her designee for the use of its officers and designated employees for authorized expenses. Authorized personnel must submit an approved requisition to generate a purchase order for those related expenses, prior to the use of the credit card.

This credit card will only be for those purchases of goods and services that require a credit card and do not accept other payment methods. Any other reason for the credit card use must be approved by the Assistant Superintendent for Business Services or District Treasurer prior to use.

Expenses incurred on each credit card shall be paid in such a manner as to avoid interest charges. The charge cards shall be locked in a secure place in the purchasing or designee's office.

Any individual who makes an unauthorized purchase with a School District credit card shall be required to reimburse the School District for the purchase.

Adopted: 8/9/2005

Revised: 7/9/2019

Reviewed by Superintendent & Assistant Superintendent for Business Services with no recommended changes on 6/26/2023. BOE agreed & approved at their 8/22/2023 meeting.

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Non-Instructional/Business Operations

SUBJECT: REIMBURSEMENT FOR MEAL EXPENSES INCURRED DURING MEETINGS

Generally, meals and refreshments at meetings is not considered an appropriate expense and will not be provided or reimbursed. However, the Board of Education recognizes that from time to time it may be appropriate to provide food or refreshment at district meetings and or events, which are being held for an educational purpose.

Meal Expenses

- A. Meals may be considered a proper municipal expense where the School District is faced with business of an immediate nature between two or more people, and the meetings are required to be held at meal times due to staff schedules.
- B. In order for meal expenses for a meeting between staff members to be eligible for reimbursement or payment by the organization, the following conditions need to be met:
 - 1) The topic(s) of the meeting must be of an immediate nature, or there must be a pressing need to complete the business at hand;
 - 2) Scheduling prevents the meeting from being held at a different time;
 - 3) The meal must be provided during the meeting.
- C. When claiming such expenses for reimbursement or requesting that payment be made, the claimant must justify on the purchase order or claim form the need for such expense as outlined above.
- D. Before meal expenses for meetings with staff members can be reimbursed or paid, the following information **must** be provided to the Business Office:
 - 1) the purpose of the meeting
 - 2) when the meeting was held
 - 3) what time the meeting was held
 - 4) what the reason was that the meal had to be served during the meeting
 - 5) the list of attendees
 - 6) the signature of an administrator or supervisor conducting the meeting

Refreshments

- A. The Board of Education recognizes that it may be appropriate to provide light refreshments at District meetings during non-meal times (i.e. coffee, water, juice, bagels, etc.), where such meetings serve an educational purpose.

(Continued)

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Non-Instructional/Business Operations

**SUBJECT: REIMBURSEMENT FOR MEAL EXPENSES INCURRED DURING MEETINGS
(CONT'D.)**

Examples of authorized categories of expenditures include but are not limited to:

1. Teacher orientation day at the beginning of each school year.
2. Superintendent's Conference Day
3. Employee Workshops
4. Community/District Meetings
5. Assessment day grading of tests
6. Receptions for Volunteers
7. Evening Board meetings
8. Senior Breakfast/Graduation meeting
9. Additional activities/events may be allowed as long as they are pre-approved by the Superintendent or his/her designee.

These guidelines apply to all employees of the School District and are effective immediately.

Adopted 8/9/2005

Revised: 12/14/2010, 8/20/2013

Reviewed by Superintendent & Assistant Superintendent for Business Services on 6/26/2023 with no recommended content change however renumber from 5572 to 5323; BOE agreed & approved on 8/22/2023.

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Non-Instructional/Business Operations

SUBJECT: MAINTENANCE OF FUND BALANCE

General Provisions

The Board of Education recognizes that the maintenance of a fund balance is essential to the financial integrity of the District insofar as it helps mitigate current and future risks and assists in ensuring stable tax rates. Consistent with this understanding, the Board adopts the following standards and practices.

Classification of Funds

The District will ensure that funds are classified consistent with Governmental Accounting Standards Board (GASB) Statement Number 54, *Fund Balance Reporting and Governmental Fund Type Definitions*. Consequently, fund balance amounts will be categorized as non-spendable, restricted, committed, assigned, or unassigned.

Unassigned represents the residual classification for the government's general fund, and could report a surplus or deficit. In funds other than the general fund, the unassigned classification should be used only to report a deficit balance resulting from overspending for specific purposes for which amounts had been restricted, committed, or assigned.

Unassigned Fund Balance

Minimum Unassigned Fund Balance

In order to maintain financial stability and protect against cash flow shortfalls, the Board of Education will strive to maintain an unassigned fund balance of at least 2% of the current year's budgeted expenses. In the event such balance falls below the 2% floor, the District will seek to replenish deficiencies through reducing expenses and/or increasing revenue.

Maximum Unassigned Fund Balance

In order to support normal operating costs and provide fiscal stability for the District, the Board of Education will also strive to ensure that the unassigned fund balance does not exceed 4% of the current year's budgeted expenditures. If it is anticipated that such balance will exceed the 4% ceiling, the Board of Education will evaluate current commitments and assignments in order to determine the final distribution of fund balance in any fiscal year. The District will ensure unexpended surplus funds are used to reduce taxpayer liability in conformance with Real Property Tax Law Section 1318.

Fund Balance and Budget Development

The District's ability to maintain its unassigned fund balance within the limits articulated above is contingent upon the development of a reasonable budget. Consequently, the District will develop and adopt budgets that, to the extent possible, reflect the anticipated revenues and expenditures.

Likewise, the District will ensure that appropriate reserve funds are established and utilized, consistent with applicable law and District policy, to ensure the fund balance is sufficient to meet District needs.

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Non-Instructional/Business Operations

SUBJECT: MAINTENANCE OF FUND BALANCE (CONT'D.)

Compliance

The District will adhere to the reporting requirements of Article 3 of the General Municipal Law of the State of New York, and the practices set forth in GASB Statement Number 54.

NOTE: Refer also to Policies #5110 -- *Budget Planning and Development*
#5512 -- *Reserve Funds*

Adopted: 7/12/2011

Revised & Renumbered from 5512 on 11/12/2019

Reviewed by Superintendent & Assistant Superintendent for Business Services with no recommended changes on 6/26/2023. BOE agreed & approved at their 8/22/2023 meeting.

SUBJECT: RESERVE FUNDS

Reserve funds (essentially a legally authorized savings account designated for a specific purpose) are an important component in the District's financial planning for future projects, acquisitions and other lawful purposes. The District may establish and maintain reserve funds in accordance with New York State Laws, Commissioner's regulations and the rules or opinions issued by the Office of the New York State Comptroller. The District will comply with the reporting requirements of Article 3 of the General Municipal Law of the State of New York and the Governmental Accounting Standards Board (GASB) issued GASB Statement Number 54, *Fund Balance Reporting and Governmental Fund Type Definitions*.

Any and all District reserve funds will be properly established and maintained to promote the goals of creating an open, transparent and accountable use of public funds. The District will authorize all payments or transfers into a reserve fund by express resolution. The District may engage independent experts and professionals, including but not limited to, auditors, accountants and other financial and legal counsel to monitor all reserve fund activity and prepare any and all reports that the Board may require.

Periodic Review and Annual Report

The Board of Education will periodically review all reserve funds. The District will also prepare and submit an annual report of all reserve funds to the Board. The annual report will include the following information for each reserve fund:

- a) The type and description of the reserve fund;
- b) The date the reserve fund was established and the amount of each sum paid into the fund;
- c) The interest earned by the reserve fund;
- d) Capital gains or losses resulting from the sale of investments of the reserve fund;
- e) The total amount and date of each withdrawal from the reserve fund;
- f) The total assets of the reserve fund showing cash balance and a schedule of investments; and
- g) An analysis of the projected needs for the reserve fund in the upcoming fiscal year and a recommendation regarding funding those projected needs.

(Continued)

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Non-Instructional/Business Operations

SUBJECT: RESERVE FUNDS (Cont'd.)

The Board will utilize the information in the annual report to make necessary decisions to adequately maintain and manage the District's reserve fund balances while mindful of its role and responsibility as a fiduciary of public funds.

Education Law §3653

Refer to: Policy 5511: Maintenance of Fund Balance

Adoption Date: 8/9/2011

Revised & Renumbered from 5511 on 11/12/2019

Reviewed by Superintendent & Assistant Superintendent for Business Services with no recommended changes on 6/26/2023. BOE agreed & approved at their 8/22/2023 meeting.

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Non-Instructional/Business Operations

SUBJECT: PUBLICATION OF THE DISTRICT'S ANNUAL FINANCIAL STATEMENT

In compliance with Education Law, the Board of Education shall direct the District Clerk to publish annually, during the month of October, a full account of all moneys received by the Board or the Treasurer of the District for its account and use, and all of the money expended therefore, giving the items of expenditure by major function.

The account shall be published in the official District newspaper once each year.

Education Law Sections 1610, 1721 and 2117
8 New York Code of Rules and Regulations (NYCRR) Section 170.2

Adopted: 7/10/2001

Revised: 10/23/2007

Reviewed by Superintendent & Assistant Superintendent for Business Services on 6/26/2023 with no recommended changes; reviewed & approved by BOE on 8/22/2023.

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Non-Instructional/Business Operations

SUBJECT: USE OF FEDERAL FUNDS FOR POLITICAL EXPENDITURES

The Board of Education prohibits the use of any federal funds for partisan political purposes or expenditures of any kind by any person or organization involved in the administration of federal, state and locally assisted programs.

This policy refers generally, but is not limited to, lobbying activities, publications, or other materials intended for influencing legislation or other partisan political activities.

In recognition of this stricture, the Board of Education assigns the Purchasing Agent the responsibility of monitoring expenditures of federal funds so that said funds are not used for partisan political purposes by any person or organization involved in the administration of any federal, state and locally assisted programs.

Compliance Supplement for Single Audit of State and Local Governments (revised September 1990)
supplementing OMB Circular A-128

NOTE: Refer also to Policy #6430 -- Employee Activities.

Adopted: 7/10/2001

Revised: 7/9/2019

Reviewed by Superintendent & Assistant Superintendent for Business Services with no recommended changes on 6/26/2023. BOE agreed & approved at their 8/22/2023 meeting.

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Non-Instructional/Business Operations

SUBJECT: DISTRICT CELL PHONE USE

One of the two options listed below are available to employees who are required by the Superintendent or designee to have a cell phone for District Use.

1) District-owned cell phones issued to District employees

A School District-owned cell phone will be issued to a District employee when required by that employee's job duties and as determined by the Superintendent or designee.

Additionally, the following rules shall apply regarding the use of a District-owned cell phone:

- 1) An annual amount to be set at the annual reorganization meeting will be deducted from the paycheck of each employee who is issued a District-owned cell phone. This amount will be divided equally over 21 paychecks. Amounts will be prorated for less than a full term employee. This deduction covers the use of this cell phone for personal phone calls made by the employee.
- 2) The cell phone may not be used by anyone other than the School District employee.
- 3) Personal use charges for items including but not limited to text messaging, picture messaging, long distance, roaming, 411 or downloading will be paid for by the employee.

2) Employee-owned cell phones that are used to conduct District business

An employee-owned cell phone may be used by a District employee to conduct District business when required by that employee's job duties and as determined by the Superintendent or designee.

Additionally, the following rules shall apply regarding the use of an employee-owned cell phone used to conduct District business:

- 1) The cell phone used by the employee must be approved by the District prior to use.
- 2) An annual amount to be set at the annual reorganization meeting will be paid to each employee who is using an employee-owned cell phone to conduct District business. This amount will be paid equally over 21 paychecks and subject to the appropriate taxes. Amounts will be prorated for less than a full term employee. This payment covers the use of the cell phone to conduct District business.
- 3) All additional expenses, including but not limited to taxes, text messaging, picture messaging, long distance, roaming, 411, downloading, or any additional monthly phone plan charges will be paid for by the employee at their expense.
- 4) The District employee must be the owner of the cell phone used to conduct District business.

Adopted 7/10/2007

Revised: 8/25/2009, 7/27/2010, 10/26/2010

Reviewed by Superintendent and Assistant Superintendent for Business Services on 6/26/2023 with no recommended changes; BOE agreed and approved at their 8/22/2023 meeting

POLICY

Churchville-Chili Central School District

20~~19~~23

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Non-Instructional/Business Operations

SUBJECT: MEDICAID COMPLIANCE PROGRAM

The Churchville-Chili Central School District will comply with all New York State and federal laws and regulations related to the District's participation as a provider of care, services or supplies under the Medicaid program.

As required by the New York State Office of the Medicaid Inspector General (OMIG), the District will establish and maintain a program designed to detect and prevent fraud, waste and abuse. The program will include all elements OMIG requires now and will incorporate any further requirements that laws or OMIG may establish in the future.

The Superintendent/designee will establish written procedures setting forth the terms of the District's Medicaid Compliance Program.

Social Services Law Section 363-d
18 NYCRR Part 521

Adopted 1/12/2010
Revised 11/26/2019

Reviewed by Superintendent & Assistant Superintendent for Business Services with no recommended changes on 6/26/2023. BOE agreed & approved at their 8/22/2023 meeting.

POLICY

Churchville-Chili Central School District

201923

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Non-Instructional/Business Operations

SUBJECT: ~~BUDGET TRANSFERS~~

~~—— The transfer of funds between and within functional unit appropriations of the General Fund is commonly required during the school year. The Superintendent of Schools or his or her designee, in accordance with the Regulations of the Commissioner of Education, is authorized to make budget transfers between line item accounts, up to \$10,000. Whenever transfers will exceed \$10,000, they are to be approved by the Board of Education.~~

~~§ New York Code of Rules and Regulations
(NYCRR) Section 170.2(l)
Education Law Section 1718~~

~~Adopted: 7/10/2001~~

~~Revised: 3/14/2006, 8/26/2008, 2/26/2019~~

Recommended for elimination. Information is now included in policy 5140 *Administration of the Budget*



Churchville-Chili Central School District

Where learning leads to a lifetime of opportunities

Loretta J. Orologio, Ed.D.

*Superintendent of Schools
x2300*

**Superintendent's
Executive Cabinet**

Mr. Matthew DeAmaral, CPA
*Assistant Superintendent for Business
Services
x2330*

Mr. Giulio Bosco, Jr.
*Assistant Superintendent for
Instruction
x2310*

Mr. Lawrence M. Vito
*Assistant Superintendent for Human
Resources
x2320*

Ms. Nicole A. Livingston-Neal
*Assistant Superintendent for Student
Services
x2460*

MEMO

**To: Board of Education
Dr. Loretta J. Orologio, Superintendent**

**From: Matthew J. DeAmaral
Assistant Superintendent for Business Services**

Re: Transfer to Capital Fund – Reduce Phase VI Borrowing

Date: August 18, 2023

As you are aware, the district received substantial revenue from Federal grants aimed at addressing the COVID-19 pandemic. These grants have contributed to larger than usual year-end surpluses in our general fund budget. Because these are non-recurring revenues, the most prudent uses of these funds are one-time expenditures or reducing/avoiding debt.

Our current Phase VI capital project has total estimated debt to be issued of over \$46 million. In lieu of issuing serial bonds for this entire amount, we have the ability to reduce the borrowing by utilizing some of our year-end funds. This would reduce the amount of debt issued in the future and reduce the amount of interest paid over the 15-year life of the bond.

If the Board is interested in doing this, we would need to amend the 2022-23 budget by increasing the Transfer to Capital Fund line item in the General Fund in the amount of \$4,000,000. In order to balance the budget increase, we would also increase the appropriated fund balance by the same \$4,000,000.

If you have any questions, please give me a call prior to the Board meeting.

MJD/br



Churchville-Chili Central School District

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*Superintendent of Schools
x2300*

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Services
x2460*

MEMO

**To: Board of Education
Dr. Loretta J. Orologio, Superintendent**

**From: Matthew J. DeAmaral
Assistant Superintendent for Business Services**

Re: Budget Transfer - CCEA

Date: August 18, 2023

As per the contractual agreement with the Churchville-Chili Education Association, Article VI, C-2 states that in the event sabbatical leaves are not used, the minimum hire-in rate for the year for which the sabbatical leave would have been approved will be added to the short term leave budget the following fiscal year. In 2022-2023, CCEA did not use any funds for sabbatical leaves. Therefore, in order to increase the short term leave budget, the budget transfer listed below will need to be approved by the Board of Education.

From	Amount	To
59-2110-140	\$42,525.00	59-2110-465
Contract Sub Teacher Salary		Short Term Leave

If you have any questions, please contact me.

MJD/hr

Name of Committee	Mission	Facilitator	Board Member(s)	Members	Dates
Audit Committee	to oversee and report upon the annual independent audit of the school district's records	Matt DeAmaral	Cheryl Repass Steve Hogan Alycia Nagle	Board Members only	as needed; generally once or twice in fall and then several times before and after budget vote
DEI (Dignity for All)	to enhance and/or modify district programs, policies and/or practices to ensure all individuals are treated with respect and support our district goal #3 and our core beliefs	Lori Orologio	Cheryl Repass	Administrators, counselors, teachers, nurses, community members and parents	8:00 am - 9:00 am Room 2301 10/17/23, 12/12/23, 2/27/24, 4/23/24, 6/4/24
FLASH	To develop and provide learning opportunities that engage and inform parents and caregivers, establish two-way communication to develop offerings based on need, maintain online resources for parents and caregivers of Churchville-Chili students, and measure success of offerings for future planning.	Wendy Reese	Amy Wilson	Administrators, counselors & parents	4:15 pm - 5:15 pm PD A 9/11, 10/2, 12/4, 2/5, 3/25, 4/29, 6/3
Grading and Report Card 7-8 Advisory Committee	To serve in an advisory capacity reviewing and providing input toward report cards (standards-referenced or standards-based)	Giulio Bosco	Michelle Aloï Kathy Dillon	Administrators, teachers, & parents	8:00-11:00am PDA October & March (holding until August to 2023 set dates)
Grading and Report Card 9-12 Advisory Committee	To serve in an advisory capacity reviewing and providing input toward report cards (standards-referenced or standards-based)	Giulio Bosco	Michelle Aloï Kathy Dillon	Administrators, teachers, & parents	7:30-10:15 am PDA October & March (holding until August to 2023 set dates)
Instructional Leaders 9-12	To promote and share district instructional initiatives, review instructional programs through collegial dialogue (curriculum, instruction, assessments) and discuss and recommend professional development opportunities which support the instructional program	Giulio Bosco		Administrators, teachers	Tuesdays monthly 2:10-3:40 pm PDA 9/19, 10/17, 11/14, 12/5, 1/16, 2/6, 3/5, 4/16, 5/14, 6/4
Instructional Leaders 5-8	To promote and share district instructional initiatives, review instructional programs through collegial dialogue (curriculum, instruction, assessments) and discuss and recommend professional development opportunities which support the instructional program	Giulio Bosco	Tom Albano	Administrators, teachers	Tuesdays monthly, 2:50-4:20 pm PDA 9/12, 10/10, 11/7, 12/12, 1/23, 2/13, 3/12, 4/9, 5/7, 6/11
Instructional Leaders K-4	To promote and share district instructional initiatives, review instructional programs through collegial dialogue (curriculum, instruction, assessments) and discuss and recommend professional development opportunities which support the instructional program	Giulio Bosco	Alycia Nagle	Administrators, teachers	Tuesdays monthly, 3:45-5:15 pm PDA 9/19, 10/17, 11/14, 12/5, 1/16, 2/6, 3/5, 4/16, 5/14, 6/4
Memorials	To oversee the placement and selection of memorials so that the district respectively honors former students and teachers while ensuring that the campus functions appropriately for a school	Matt DeAmaral	Amy Wilson	board members, principals, O&M, Fine Arts Director, Athletic Director	on an as needed basis as proposed memorials come up

Safety & Security	To provide a safe and secure environment for all students, staff and visitors to our district.	Matt DeAmaral	Steve Hogan Kevin Johnson Jonathan Payne Tom Albano	Athletics, Principal, Architect, Campus Construction, Transportation, local Fire & Police, BOCES2 Safety Specialist, Maintenance, Buildings & Grounds, Chemical Hygiene Officer, Teachers, Nurse, Parent, Student, Insurance Representative	Wednesdays 2-3 pm quarterly, BOE Rm 10/18/2023 12/6/2022 3/6/2023 5/15/2023
Student Wellness Advisory Committee	To promote a healthy social and emotional climate, through family, school and community collaboration, giving all students an equitable chance at academic success.	Nicole Livingston-Neal and Paula Schneider	Cheryl Repass	Administrators, teachers, counselors, school nurse, high school students, BOE Member and Community Members/Parents	Wednesdays 4-5:30pm at least three times per year November, March and May
Title 1 Parent Involvement Advisory Team	Review current intervention plans & title grants, research current practices & ways for parents to work with their children to improve their academic achievement and monitor their child's progress; & work with educators to improve academic achievement	Giulio Bosco	Jonathan Payne Alycia Nagle	Administrators, teachers & parents	4:00 - 5:00 pm PDA 10/26/22 and 2/8/2023
CESPA and Events	Board visibility at school events and engagement at PTO meetings	Principal Kate Daly	Alycia Nagle	Lily Maira 944-5354	9/21, 11/2, 12/7, 1/18, 2/8, 3/7, 4/11, 5/2
CRS PTO and Events	Board visibility at school events and engagement at PTO meetings	Principal Kim Hale	Michelle Aloï	Christine Skivington 478-8053	3rd Wednesday, every other month, at 7 pm 9/20/23, 11/15/23, 1/17/24, 3/20/24, 5/8/24, CRS Library
FRS PTO and Events		Principal Todd Yunker	Tom Albano	Co-Presidents: Meagan Cartwright and Katherine Flesch	6:45 pm FRS Library 10/2/23, 11/6/23, 12/4/23, 2/5/24, 3/4/24, 4/15/24, 5/6/24
MS PTO and Events		Executive Principal Rebecca Tibbitts	Jonathan Payne Kathy Dillon	Christine Skivington 478-8053	9/18/23, 11/20/23, 1/22/24, 3/18/24, 5/20/24
SHS POSH and Events		Executive Principal Scott Wilson	Steve Hogan - Alt Kevin Johnson Jonathan Payne	TBD	9/21/22 then 3rd Wednesday of each month 6 - 7:30 pm, SHS Library (subject to change)
MCSBA Info Exchange	mission determined by MCSBA	MCSBA	Jonathan Payne	Monroe County School Board Members only	Monthly 2nd Wednesday of month at noon 9/13, 10/11, 11/8, 1/10, 2/7, 3/13, 4/17
MCSBA Labor Relations	mission determined by MCSBA	MCSBA		Monroe County School Board Members only	Monthly 3rd or 4th Wednesday of month at noon 9/20, 10/25, 11/15, 1/17, 2/14, 3/20, 4/24
MCSBA Legislative	mission determined by MCSBA	MCSBA	Michelle Aloï Kathy Dillon	Monroe County School Board Members only	Monthly 1st Wednesday of month at noon 9/6, 10/4, 11/1, 11/29, 1/3, 1/31, 2/5, 2/28, 4/10
MCSBA Steering	mission determined by MCSBA	MCSBA	Kathy Dillon	Monroe County School Board Members only	Wednesday noon 8/9, 11/1, 1/24, 3/27
MCSBA BOE Leadership	mission determined by MCSBA	MCSBA	Kathy Dillon	Monroe County School Board Members only	Wednesdays 5:45 pm 9/6, 11/8, 2/28, 5/1
MCSBA Executive Committee	mission determined by MCSBA	MCSBA	Kathy Dillon	Monroe County School Board Members only	Wednesdays 5:45 pm 10/11, 11/29, 2/14, 4/24
Discussion					
Athletic Committee			Kevin Johnson Jonathan Payne Michelle Aloï	Mike Murray	3x year
Budget Committee			Michelle Aloï	Matt DeAmaral	Tuesdays, 5 pm - 6 pm 1/24/23, 2/28/23



Churchville-Chili Central School District

Where learning leads to a lifetime of opportunities

Loretta J. Orologio, Ed.D.

*Superintendent of Schools
x2300*

**Superintendent's
Executive Cabinet**

Mr. Matthew DeAmaral, CPA
*Assistant Superintendent for Business
Services
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Mr. Lawrence M. Vito
*Assistant Superintendent for Human
Resources
x2320*

Ms. Nicole A. Livingston-Neal
*Assistant Superintendent for Student
Services
x2460*

MEMO

**To: Board of Education
Dr. Loretta J. Orologio, Superintendent**

**From: Matthew J. DeAmaral
Assistant Superintendent for Business Services**

Re: Year End Budget Transfers

Date: August 18, 2023

Attached are the year ended June 30, 2023 Budget Transfers which need to be approved by the Board of Education.

If you have any questions, please give me a call.

**MJD/br
attachment**

YEAR END BUDGET TRANSFERS
FOR THE YEAR ENDED JUNE 30, 2023

From Account		To Account		Amount	Explanation
<u>A/C #</u>	<u>Description</u>	<u>A/C #</u>	<u>Description</u>		
10-2110-200	Equipment CRS	03-1310-200	Equipment	38,023	Expense Reallocation due to increase in costs
59-2110-120	Teacher Salaries, K-6	05-1620-161	NC Salaries	66,859	Salary Reallocation due to contractual obligations
59-9060-800	Health Insurance	05-1620-458	Major Project Repairs	519,153	Expense Reallocation due to year-end purchase
18-2630-202	Network Admn Equip	05-1621-200	Equipment	38,832	Expense Reallocation due to increase in costs
59-9060-800	Health Insurance	05-1621-450	Repairs & Services	13,242	Expense Reallocation due to increase in costs
59-2110-120	Teacher Salaries, K-6	05-1622-160	NC Salary	55,655	Salary Reallocation due to contractual obligations
05-1620-200	O&M Equipment	05-1622-200	Equipment	17,360	Expense Reallocation due to increase in costs
10-2110-200	Equipment CRS	05-1622-200	Equipment	8,482	Expense Reallocation due to increase in costs
59-2250-490	BOCES Services	06-1680-490	BOCES IM Support	20,928	Expense Reallocation for BOCES services
59-9060-800	Health Insurance	08-2011-502	PreK Supplies	15,108	Expense Reallocation due to increase in costs
59-2110-120	Teacher Salaries, K-6	59-2020-151	Instructional Salaries	63,287	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	59-2020-161	NC Salaries	146,800	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	59-2020-162	NC Sub Salaries	10,070	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	59-2070-151	Effect Sch Salary Undiv	45,575	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	10-2110-140	CRS Sub Tchr Sal	14,264	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	11-2110-140	FRS Sub Tchr Sal	17,625	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	12-2110-140	CES Sub Tchr Sal	18,037	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	20-2110-140	MS Sub Tchr Sal	26,564	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	21-2110-140	SHS Sub Tchr Sal	26,309	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	59-2110-154	Curr Dev	172,008	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	59-2110-161	NC Salary-Teach Assist	230,860	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	59-2110-166	NC Salary - Teach Aide	65,428	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	59-2110-167	Cafeteria Monitors Sal	29,042	Salary Reallocation due to contractual obligations
05-1620-200	O&M Equipment	59-2110-200	Equipment Undivided	31,245	Expense Reallocation due to increase in costs
05-1620-200	O&M Equipment	59-2110-207	Music Equipment	25,982	Expense Reallocation due to increase in costs
59-9060-800	Health Insurance	59-2110-460	Undivided Other Exp	20,690	Expense Reallocation due to increase in costs
59-2250-490	BOCES Services	59-2110-490	BOCES Services	877,490	Expense Reallocation for BOCES services
59-9060-800	Health Insurance	15-2250-470	Tuition	18,056	To cover tuition charges from other schools
59-2250-490	BOCES Services	59-2330-490	Boces Services	11,386	Expense Reallocation for BOCES services
59-2110-210	Equipment PE K-12	59-2630-203	Security Cameras	12,335	Expense Reallocation due to increase in costs
59-9060-800	Health Insurance	59-2815-439	Doctors Fees/Spt Physica	24,074	Expense Reallocation due to increase in costs
59-9060-800	Health Insurance	28-2855-501	Supplies	13,203	Expense Reallocation due to increase in costs
04-5510-161	Bus Drivers Salaries	04-5510-165	Monitors Salaries	61,394	Salary Reallocation due to contractual obligations
04-5510-161	Bus Drivers Salaries	04-5510-167	Substitute Bus Dr Sal	44,611	Salary Reallocation due to contractual obligations
59-9060-800	Health Insurance	04-5510-430	Telephone Service	11,993	Expense Reallocation due to increase in costs
59-9060-800	Health Insurance	04-5510-501	General Supplies	25,710	Expense Reallocation due to increase in costs
59-2110-120	Teacher Salaries, K-6	59-9089-800	Retirement Incentive	61,740	Expense Reallocation due to retirements

POLICY

Churchville-Chili Central School District

201923

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Non-Instructional/Business Operations

SUBJECT: ADMINISTRATION OF THE BUDGET

The Superintendent, working in conjunction with the administrative staff, is responsible to the Board for the administration of the budget. This includes, but is not limited to:

- a) Acquainting District employees with the final provisions of the program budget and guiding them in planning to operate efficiently and economically within these provisions.
- b) Providing direction to the District in maintaining those records of accounting control as are required by the New York State Uniform System of Accounts for School Districts, the Board, and other procedures, as are deemed necessary.
- c) Keeping the various operational units informed through periodic reports as to the status of their individual budgets.

Unless otherwise provided by law, no claim against the District will be paid unless such claims have been audited and approved by the ~~*Board/~~Claims Auditor.

Budget Transfers

The transfer of funds between and within functional unit appropriations of the General Fund is commonly required during the school year. The Superintendent of Schools or his or her designee, in accordance with the Regulations of the Commissioner of Education, is authorized to make budget transfers between line item accounts, up to ~~\$10,000~~ \$20,000. Whenever transfers will exceed ~~\$10,000~~ this amount, they are to be approved by the Board of Education.

Statement of the Total Funding Allocation

~~When required by law, the District will annually submit to the Commissioner of Education and the Director of the Budget a detailed statement of the total funding allocation for each school in the District for the upcoming school budget year. This statement will be in a form developed by the Director of the Budget, in consultation with the Commissioner of Education. This statement will be made publicly available and posted on the District website.~~

Education Law §1604(35), 1709(20-a), 1711, 1718, ~~1720~~, 1724, 1950(4)(k), 2508, 2523-2526, 2554(2-a), ~~and~~
3614

8 NYCRR §§ 170.12(c) and 170.2(1)

Adopted: 7/10/2001

Revised: 12/8/2009, 10/22/2019; 8/14/2023

POLICY

Churchville-Chili Central School District

201923

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Page 1 of 2

Non-Instructional/Business Operations

SUBJECT: PETTY CASH FUNDS, CASH IN SCHOOL BUILDINGS, AND CHANGE FUNDS

Petty Cash Funds

A petty cash fund of not more than one hundred dollars (\$100) ~~shall~~ **may** be maintained in the District Office, the Business Office, the maintenance facility, the Transportation Department, the Continuing Education Department and in each school building. Payments from petty cash funds may be made for materials, supplies or services only when payment is required upon delivery. At the time of reimbursement, an itemized statement of expenditures, together with substantiating receipts, shall be submitted. Such accounts will be authorized by Board resolution at their annual meeting.

~~The following petty cash funds will be established:~~

Department	Petty Cash Amount	Responsible Individual
Superintendent—CO	\$100.00	Superintendent
District Treasurer—CO	\$100.00	Treasurer
Operations & Maintenance	\$100.00	O&M Secretary
Transportation	\$50.00	Director of Transportation
Continuing Education	\$100.00	Director of Continuing Education
Senior High School (SHS)	\$100.00	SHS Executive Principal
Middle School (MS)	\$100.00	MS Executive Principal
Chestnut Ridge Elementary (CRS)	\$25.00	CRS Principal
Churchville Elementary (CES)	\$25.00	CES Principal
Fairbanks Rd Elementary (FRS)	\$25.00	FRS Principal

Cash In School Buildings

Not more than \$250, whether District or extraclassroom funds, shall be held in the vault in the main office of each District school building. Under no circumstances shall cash be left in classroom areas or desks. The District will not be responsible for funds left unprotected.

All funds, whether District or extra-classroom funds, shall be deposited prior to close of school each week. Only authorized personnel designated by the building administrator shall be allowed in the main office vault.

(Continued)

POLICY

Churchville-Chili Central School District

201923

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Page 2 of 2

Non-Instructional/Business Operations

SUBJECT: PETTY CASH FUNDS, CASH IN SCHOOL BUILDINGS, AND CHANGE FUNDS (CONT'D.)

Change Funds

Change funds ~~will~~ **may** be established **for Athletics, Fine Arts, Nutritional Services, and the Tax Collector** and used to give change to customers when they are paying for goods or services. The selling of such goods or services must have been previously approved through appropriate channels.

The funds received by a department to establish a change fund are not an expense, but a loan from the District that must be properly safeguarded by an established designee and returned when the fund is no longer being used and/or closed. ~~The following departments have been approved for a change fund as listed below:~~

Department	Change Fund Amount	Designee
Athletics Director	\$100	Director of Athletics
Athletics Section Five	\$500	Director of Athletics
Performing Arts	\$300	Director of Fine Arts
Nutritional Services	\$400	Director of Nutritional Services
Town of Riga Tax Collector	\$150	Appointed Tax Collector

Any amounts over the limits established by this policy, requires the prior approval of the Superintendent.

Education Law Section 1709(29)
8 New York Code of Rules & Regulations (NYCRR) Section 170.4

Adopted: 7/10/2001

Revised: 1/24/2006, 6/23/2015, 11/26/2019; **6/26/2023**

POLICY

Churchville-Chili Central School District

20~~19~~23

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Community Relations

SUBJECT: SCHOOL VOLUNTEERS

The Board of Education recognizes that the use of volunteers strengthens school/community relations through positive participation, builds an understanding of school programs among interested citizens, and assists employees in providing more individualization and enrichment opportunities in instruction.

Volunteers may come from all backgrounds and age groups and may include any persons willing to give their time for the purpose of helping children through planned auxiliary services. Volunteers may be involved in many facets of school operations, from mentor/tutor relationships to clerical tasks. School personnel who are responsible for tasks or projects that will make use of volunteers will identify appropriate tasks and time schedules for such activities, as well as make provisions for adequate supervision, in-service programs, and evaluation. No volunteer shall be permitted to have unsupervised direct contact with students.

Volunteers will not be used to provide transportation for school-sponsored activities without Board approval. Volunteers shall serve without compensation or employee benefits except for liability protection under the District plan.

Volunteer Athletic coaches will complete a coaching application and be accepted by the Board of Education. Literacy volunteers will complete a literacy volunteer application and be accepted by the literacy volunteer program coordinator.

All volunteers are required to act in accordance with district policies, regulations and school rules. Any staff member who supervises volunteers may ask any volunteer who violates district policies, regulations or school rules, to leave school grounds.

Each Building Principal shall be responsible for maintaining a current and complete list of all active volunteers and their assignments for the current school year.

Volunteer Protection Act of 1997,
42 U.S.C. §14501 et seq.
Education Law §§3023 and 3028
Public Officers Law § 18

NOTE: Refer also to Policy #6540 -- Defense and Indemnification of Board Members and Employees.

Adopted: 7/10/2001
Revised: 1/22/2019
Reviewed: 6/13/2023



Churchville-Chili Central School District

Where learning leads to a lifetime of opportunities

Loretta J. Orologio, Ed.D.

*Superintendent of Schools
x2300*

**Superintendent's
Executive Cabinet**

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*Assistant Superintendent for Business
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Mr. Lawrence M. Vito
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Ms. Nicole A. Livingston-Neal
*Assistant Superintendent for Student
Services
x2460*

DISCUSSION ITEM

MEMO

**To: Board of Education
Dr. Loretta J. Orologio, Superintendent**

**From: Matthew J. DeAmaral
Asst. Superintendent for Business Services**

Re: Reserve Funds Allocation

Date: August 18, 2023

As we close the books for June 30, 2023, the district generated a surplus of \$5,748,809. This surplus is the result of additional sales tax revenue, interest revenue, better than expected BOCES and benefit costs, federal funding and sound financial management. In addition, total fund balance also increased \$1,376,382 due to reserves appropriated to budget and \$628,764 due to resolved tax certiorari cases.

Per the resolution passed by the Board of Education on June 27, 2023, \$48,542.50 was transferred to the Employee Benefit and Accrued Liabilities Reserve, \$5,600,000 to the 2022 Capital Reserve, \$1,500,000 to the Retirement Contribution Reserve, and \$568,684.97 to the Teachers' Retirement System Reserve. In addition, the district retained \$3,881,135 in unassigned fund balance, which is \$89,194 below the 4% statutory limit.

If you have any questions, please contact me.

MJD/br



Churchville-Chili Central School District

Where learning leads to a lifetime of opportunities

Loretta J. Orologio, Ed.D.

*Superintendent of Schools
x2300*

**Superintendent's
Executive Cabinet**

Matthew DeAmaral, CPA
*Assistant Superintendent for Business
Services
x2330*

Mr. Giulio Bosco, Jr.
*Assistant Superintendent for
Instruction
x2310*

Mr. Lawrence M. Vito
*Assistant Superintendent for Human
Resources
x2320*

Ms. Nicole A. Livingston-Neal
*Assistant Superintendent for Student
Services
x2460*

MEMO

**To: Board of Education
Dr. Loretta J. Orologio, Superintendent**

From: Katherine P. Guignon, District Treasurer

Re: Tax Assessment Challenges

Date: August 17, 2023

It is important to understand that tax assessment challenges made by property owners may have a financial impact on the District. These tax assessment challenges are also known as tax certioraris (or Article 7 reviews) and may result in the District paying a refund to the property owner.

Some challenges are from homeowners and are handled through the town assessor's office on an annual basis. The District has a \$10,000 budget to cover any property tax refunds due as a result of these challenges.

For commercial real estate properties, the potential financial impact to the District is much greater. These assessment reviews are more involved and can be settled at any time, and sometimes multiple years are settled together. To mitigate the financial risk of these claims, the District maintains a Tax Certiorari Reserve. As of June 30, 2023, the potential liability from these claims is \$600,209.76 and is fully reserved.

Since June 30, four additional tax assessment challenges have been filed. The potential liability for these challenges is \$472,300.65. Should the District be ordered to pay these claims, funds would need to come from the 2023-24 General Fund budget. Attached is a summary of all open tax certiorari cases and the potential financial impact of each.

Should you have any questions or concerns, you may contact me directly at extension 2380 or Matt at extension 2330.

Tax Certiorari Summary at 8/17/23

	Property Name and Address	Potential Liability at 6/30/23	2023-24 Potential New Liability	Total Potential Financial Impact
A	Rochester Parklands LLC (Legacy at Parklands)-2000 Park Creek Ln	\$ 431,184.21	\$ 96,867.87	\$ 528,052.08
B	MC Springlake Apartments LLC (Springlake Apartments and Townhouses)-850 Paul Rd	\$ 105,297.63	\$ 48,393.75	\$ 153,691.38
C	Atlantic Properties LLC (Parklands of Chili Apartments)-3793 Chili Ave	\$ 35,040.46	\$ -	\$ 35,040.46
D	Atlantic Properties LLC (Parklands of Chili Apartments)-3795 Chili Ave	\$ 28,687.46	\$ -	\$ 28,687.46
E	Howitt-Paul Road LLC (Greenwood Townhomes)-751 Paul Rd	\$ -	\$ 281,380.61	\$ 281,380.61
F	North Chili Yankees LLC (Walgreens)-4366 Buffalo Rd	\$ -	\$ 45,658.42	\$ 45,658.42
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	Total	\$ 600,209.76	\$ 472,300.65	\$ 1,072,510.41