

PITTSFORD CENTRAL SCHOOL DISTRICT
PITTSFORD, NEW YORK
BOARD OF EDUCATION MEETING
MONDAY, JANUARY 13, 2020
BOARD ROOM – BARKER ROAD MIDDLE SCHOOL

AGENDA

7:00 P.M.

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. APPROVAL OF AGENDA (BOARD ACTION)
- IV. APPROVAL OF MINUTES: December 9, 2019 (BOARD ACTION)
- V. PUBLIC COMMENT
The Board of Education offers this time for those wishing to express public opinion. When addressing the Board, you will be asked to clearly state your name and address and limit your comment/s to approximately three minutes in order for the Board to accomplish the evening's agenda.
- VI. BOARD OF EDUCATION REPORT
 - A. Monroe County School Boards Association Meeting Reports
 - 1. Board President's – next meeting – 3/4/20
 - 2. Executive Committee – next meeting – 2/26/20
 - 3. Information Exchange Committee – next meeting – 1/15/20
 - 4. Labor Relations Committee – next meeting – 1/22/20
 - 5. Legislative Committee – next meeting – 2/5/20
 - 6. Steering Committee – next meeting – 1/29/20
 - 7. Communications Outreach Advisory Committee- next meeting-TBD
 - B. Other Meeting Reports
 - C. Dates to Remember
 - 1. 1/20/20 – Schools Closed for Martin Luther King, Jr. Day
 - 2. 1/23/20 – Board Visit/Tour at Park Road Elementary School (Tour 7:15am/Visit 7:30)
 - 3. 1/27/20 – Next Regularly Scheduled Meeting
 - 4. 2/26/20 – Board Retreat
- VII. FINANCIAL REPORT – Darrin Kenney
 - A. Action Items:
 - 1. Acceptance of Treasurer's Report – November 30, 2019 (BOARD ACTION)
 - 2. Bid Awards (See Consent Agenda)
 - a. BOCES Cooperative Multi Media AV Equipment
 - b. BOCES Cooperative Printer and Copier Supplies
 - B. Discussion:
 - C. Other:
- VIII. HUMAN RESOURCE REPORT – Mr. Leone
 - A. Action Items:
 - 1. Professional Staff Report (BOARD ACTION)
 - 2. Support Staff Report (BOARD ACTION)
 - B. Discussion:
 - C. Other:
- IX. STUDENT SERVICES REPORT – Dr. Vaughan-Brogan
 - A. Action Items: (See Consent Agenda)
 - 1. Code of Conduct Document
 - B. Discussion:
 - C. Other:

- X. CHIEF INFORMATION OFFICER REPORT – Dr. Jeff Cimmerer
 - A. Action Items:
 - B. Discussion:
 - 1. Enrollment Projections
 - C. Other:

- XI. SPECIAL EDUCATION REPORT – Ms. Woods
 - A. Action Items: (See Consent Agenda)
 - 1. Committee on Special Education: Amendments – Agreements No Meetings, Initial Eligibility Determination Meetings, Reevaluation Reviews, Requested Reviews, Requested Review – Transfer Student, Transfer Student – Agreement No Meeting.
 - 2. Sub-Committee on Special Education: Amendments – Agreements No Meetings, Annual Review, Reevaluation Reviews, Requested Review.
 - 3. Committee on Preschool Special Education: Initial Eligibility Determination Meetings, Reevaluation Reviews, Amendments – Agreements No Meetings, Annual Review.
 - B. Discussion:
 - C. Other:

- XII. SUPERINTENDENT’S REPORT – Mr. Pero
 - A. Action Items:
 - 1. Call for Executive Session (BOARD ACTION)
 - 2. Field Trip Approval to Myrtle Beach, SC (SHS Baseball) (BOARD ACTION)
 - 3. Gift to the District (See Consent Agenda)
 - a. Donation of \$5,000.00 from Lindsey Spencer for establishment of the Donald Spencer, Class of 1945, Memorial Scholarship.
 - B. Discussion:
 - C. Other:

- XIII. CONSENT AGENDA (BOARD ACTION)
 - A. Bid Awards
 - B. Code of Conduct Document
 - C. Committee on Special Education
 - D. Sub-Committee on Special Education
 - E. Committee on Preschool Special Education
 - F. Gift to the District

- XIV. OLD BUSINESS

- XV. NEW BUSINESS

- XVI. PUBLIC COMMENT

- XVII. ADJOURNMENT/RECESS (BOARD ACTION)

Next regularly scheduled meeting: January 27, 2020



Mission: *The Pittsford Central School District community works collaboratively to inspire and prepare our students to be their best, do their best and make a difference in the lives of others.*

For school district information, visit our website at pittsfordschools.org

PITTSFORD CENTRAL SCHOOL DISTRICT

Board of Education Meeting

Monday, December 9, 2019

Barker Road Middle School

The REGULAR MEETING of the Pittsford Central School District Board of Education began at 6:00 p.m. in the Board Room, Barker Road Middle School on Monday, December 9, 2019.

BOARD MEMBERS PRESENT: A. Thomas, K. McCluski, T. Aroesty, V. Baum, R. Sanchez-Kazacos, P. Sullivan

BOARD MEMBERS ABSENT: I. Narotsky

LEADERSHIP TEAM PRESENT: M. Pero, J. Cimmerer, D. Kenney, M. Leone, P. Vaughan-Brogan, M. Ward, N. Wayman, E. Woods

OTHERS PRESENT: *The sign-in sheets in their entirety are duly made a part of these minutes and are kept in a supplemental file for this meeting.*

1. At 6:00 p.m., the Board immediately convened into an Executive Session for the purpose of discussing the employment of a particular person, where no official business was conducted.

2. Motion was made by Mrs. Baum, seconded by Mrs. Sanchez-Kazacos and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education approves the adjournment of its Executive Session at 6:50 p.m. **APPROVED: ADJOURNMENT**

Vote: Unanimously carried by those present

3. Mrs. Thomas called the regular meeting to order at 7:00 p.m. and asked everyone to stand for the Pledge of Allegiance.

4. Motion was made by Mr. Aroesty, seconded by Mrs. McCluski and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education approves the agenda for this meeting. **APPROVED: AGENDA**

Vote: Unanimously carried by those present

5. Mr. Joshua Walker, principal, and Mr. Falzoi, vice principal were present to update the Board on the activities taking place at Calkins Road Middle School.

6. Motion was made by Mrs. Baum, seconded by Mr. Sullivan and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education approves the minutes of its November 18, 2019, meeting. **APPROVED: MINUTES 11/18/19**

Vote: Unanimously carried by those present

7. Public Comment: T. Rohrer, S. Schertzer, K. Ronan, M. Rundberg, M. Perna, K. Finkbeiner, V. Hartman, C. Rohrer all spoke about immunizations. V. Nolan spoke about the Pittsford Pride award.

8. Board Reports: Mrs. Thomas read the MCSBA meeting dates as well as other dates to remember.

9. Motion was made by Mrs. Sanchez-Kazacos, seconded by Mr. Aroesty and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education accepts the Treasurer's Report for the period ending October 31, 2019. **ACCEPTED: TREASURER'S REPORT**

Vote: Unanimously carried by those present

53.

10. Motion was made by Mrs. McCluski, seconded by Mr. Sullivan and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education of the Pittsford Central School District at its regular meeting does hereby accept the bid submitted by L & O Mechanical, Inc. in the amount of Two Hundred Sixty-Five Thousand, Nine Hundred Dollars (\$265,900) for services in conjunction with the replacement of the fuel island and storage approved by voters on May 21, 2019.

**APPROVED:
FUEL ISLAND
REPLACEMENT**

Vote: Unanimously carried by those present

11. Motion was made by Mr. Aroesty, seconded by Mrs. Sanchez-Kazacos and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education, upon the Superintendent’s recommendation, approves the following Professional Staff Report:

**APPROVED:
PROFESSIONAL
STAFF REPORT**

Vote: Unanimously carried by those present

A. Appointment – Certificated Staff

Name: Valerie Schubmehl
Position: Student Services Teacher
Type of Position: Part-Time .6
Tenure Area: N/A
Probationary Period: N/A
Certification: Permanent
Salary: \$38,779.00
Effective Date: 12/02/2019

B. Appointment – School Related Professional

Name: Fiona Kier
Position: CSE Assigned Paraprofessional/MCE
Type of Position: Full-time
Probationary Period: N/A
Salary: \$15,729.12
Effective Date: 12/02/2019

Name: Cathleen Tommasi
Position: CSE Assigned Paraprofessional/JRE
Type of Position: Full-time
Probationary Period: N/A
Salary: \$15,895.00
Effective Date: 11/25/2019

C. Winter Coaching Annual Appointments – REVISED - see attached revised listing

D. Resignations – Teacher

Amanda Gaiter – see attached letter

E. Resignations – School Related Professional

Tabitha Buffery – see attached letter
Judith Flagg – see attached letter

This report in its entirety is duly made a part of these minutes and is kept in a supplemental file for this meeting.

F. Resignation for Retirement – School Related Professional – Letter Attached

First Name	Last Name	Location	Position	Yrs. In District	Retirement Date
Cynthia	Tyler	SHS	College Career/Center Coordinator	10	4/17/2020

12. Motion was made by Mrs. Baum, seconded by Mrs. McCluski and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education, upon the Superintendent's recommendation, approves the following Support Staff Report:
Vote: Unanimously carried by those present

**APPROVED:
SUPPORT
STAFF REPORT**

TRANSPORTATION

APPOINTMENTS	POSITION	BLDG	HOURS	DATE	SALARY
Gamaliel Ayala	Bus Driver	TMF	4.5/hrs.	11/26/2019	\$14,718.78
Alan Dias	Bus Driver	TMF	4.5/hrs.	12/04/2019	\$13,548.96
Thomas McGrath	On Call Bus Driver	TMF	Per Diem	01/06/2020	\$17.95/hr.

TRANSPORTATION

RESIGNATIONS	POSITION	BLDG	LENGTH OF SVC	DATE
Thomas McGrath	Bus Driver	TMF	6 Yrs.	01/06/2020

CUSTODIAL/MAINTENANCE

APPOINTMENTS	POSITION	BLDG	HOURS	DATE	SALARY
James Fairchild	Cleaner	MHS	8/hrs.	12/02/2019	\$27,620.00

CUSTODIAL/MAINTENANCE

RESIGNATIONS	POSITION	BLDG	LENGTH OF SVC	DATE
Meagan Smith	Cleaner	TMF	7 mos.	11/18/2019
Jack Whitaker	Student Help	TMF	5 mos.	10/31/2019
Toby Rothfuss	Cleaner	MCE	9 Yrs.	11/19/2019

FOOD SERVICE

APPOINTMENTS	POSITION	BLDG	HOURS	DATE	SALARY
Maricel Serrana	Food Service Worker	MHS	4 hrs.	11/18/2019	\$12.00/hr.
John Boufford	Food Service Worker	TMF	4 hrs.	11/18/2019	\$11.80/hr.

13. Mr. Leone noted the 1st reading of tenure recommendations which will be brought back for action at the next Board meeting.

14. Student Services Report: Dr. Vaughan-Brogan presented the 2nd reading of the Code of Conduct.

15. Motion was made by Mrs. McCluski, seconded by Mrs. Sanchez-Kazacos and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education approves the new course: English 12 Program.
Vote: Unanimously carried by those present

**APPROVED
NEW COURSE:
ENGLISH 12
PROGRAM**

16. Special Education Report: Mrs. Woods noted that all items would be acted upon this evening under the Consent Agenda.

17. Mr. Pero talked about the Barnes and Noble fundraising event this past Saturday and provided an overview of the Roc2Change event and Generation Ready workshop from last week.

18. Motion was made by Mrs. Sanchez-Kazacos, seconded by Mr. Sullivan and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education approves the following items per the Consent Agenda:
Vote: Unanimously carried by those present

**APPROVED:
CONSENT
AGENDA**

Bid Awards:

BOCES II Cooperative Electrical, Plumbing & Building Supplies	Various Vendors	
2020 New & Recapped Tires, Supplies & Services	Various Vendors	(Estimated) \$55,060.00
BOCES II Cooperative Non-Food Supplies	Regional Distributors, Inc.	(Estimated) \$45,212.47

Committee on Special Education: Amendments – Agreements No Meetings, Annual Review, Initial Eligibility Determination Meetings, Reevaluation Reviews, Requested Review.

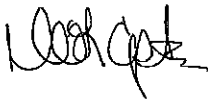
Sub-Committee on Special Education: Amendments – Agreements No Meetings, Reevaluation Reviews, Requested Review.

Committee on Preschool Special Education: Requested Review, Amendment – Agreement No Meeting, Initial Eligibility Determination Meetings, Reevaluation Review.

19. Motion was made by Mr. Sullivan, seconded by Mrs. Sanchez-Kazacos and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education approves the adjournment of its Regular Meeting at 8:37 p.m.
Vote: Unanimously carried by those present

**APPROVED:
ADJOURNMENT**

Respectfully submitted,



Deborah L. Carpenter
School District Clerk

PITTSFORD CENTRAL SCHOOL DISTRICT

TREASURER'S REPORT

November 30, 2019

The following reports have been prepared by the Assistant Director of Finance, Holly Evans, in accordance with the Uniform System of Accounts for School Districts as required by the New York State Department of Audit and Control. These reports represent the financial status of the District as of November 30, 2019.

GENERAL FUND

- Real Property Taxes in the amount of \$10,041,548 were received. The amount collected is 97.85% of the levy (see page 4).
- The District received their proportionate share of Sales Tax for the 3rd Quarter of 2019 from Monroe County in the amount of \$1,609,361 (see page 4).
- The District received Lottery Grant Aid of \$120,507 from New York State (see page 4).

SCHOOL LUNCH FUND

- The school lunch program had net operations of \$9,634 for the month of November (see page 6).

TRUST & AGENCY FUND

- Activity was normal for the month of November. (see page 8).

SPECIAL AID FUND

- Activity was normal for the month of November. The District received SED approval for the Title I & II along with 20% of the funding. The District is awaiting SED approval for Title III & Title IV (See page 11).

CAPITAL, DEBT AND RESERVE FUNDS

- Capital and Debt Service Funds have an unencumbered balance of \$4,361,666 (see page 13).
- Reserve fund balances total \$32,989,000 (see page 13).

Respectfully submitted,



Leeanne G. Reister
Director of Finance

PITTSFORD CENTRAL SCHOOLS

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS
November 30, 2019

GENERAL FUND

	10/31/2019 Balance	Receipts	Disbursements	11/30/2019 Balance
Cash in Banks - Checking	\$ 20,350,565.67	\$ 12,327,322.51	\$ 25,503,721.96	\$ 7,174,166.22
Money Market Account-Chase	388,757.56	143.68	-	388,901.24
Money Market Account- Key	333,217.96	54.78	-	333,272.74
Money Market Account- M & T	4,588,619.57	2,527.56	-	4,591,147.13
Money Market Account- CNB	81,900.42	15,000,002.60	15,000,000.00	81,903.02
Money Market Account- NYCLASS	20,012,407.37	26,541.32	-	20,038,948.69
Chase Purchasing Card	-	448,072.60	448,072.60	-
Investments (See Schedule)	27,058,907.89	15,030,291.67	-	42,089,199.56
	\$ 72,814,376.44	\$ 42,834,956.72	\$ 40,951,794.56	\$ 74,697,538.60

RESERVES

	10/31/2019 Balance	Receipts	Disbursements	11/30/2019 Balance
Unemployment Reserve (Checking)	\$ 364,705.01	\$ 44.86	\$ -	\$ 364,749.87
Workers' Compensation Reserve	441,016.76	54.25	-	441,071.01
Reserve for Tax Certiorari (Checking)	1,091,319.97	134.23	-	1,091,454.20
Teachers Retirement Contribution	867,983.31	1,151.06	-	869,134.37
Employee Retirement Contribution	2,104,590.35	258.86	-	2,104,849.21
Reserve for Liability (Checking)	1,601,834.91	197.03	-	1,602,031.94
Insurance Reserve (Checking)	1,187,663.49	146.08	-	1,187,809.57
Capital Reserve	16,083,375.90	2,285.09	-	16,085,660.99
Bus Purchase Reserve	5,090,400.02	631.14	-	5,091,031.16
Employee Benefit Reserve	2,517,506.63	309.65	-	2,517,816.28
Instructional Technology Capital Reserve	2,407,448.74	296.12	-	2,407,744.86
	\$ 33,757,845.09	\$ 5,508.37	\$ -	\$ 33,763,353.46

SCHOOL LUNCH FUND

	10/31/2019 Balance	Receipts	Disbursements	11/30/2019 Balance
Cash in Banks - Checking	\$ 334,810.52	\$ 190,924.69	\$ 166,214.26	\$ 359,520.95
Money Market Account-Chase	228,015.54	28.05	-	228,043.59
Money Market Account-NYCLASS	200,085.31	265.37	-	200,350.68
	\$ 762,911.37	\$ 191,218.11	\$ 166,214.26	\$ 787,915.22

CAPITAL FUND

	10/31/2019 Balance	Receipts	Disbursements	11/30/2019 Balance
Cash in Banks - Checking	\$ 28,079.13	\$ 3.22	\$ 3,202.00	\$ 24,880.35
Capital Reserve	2,485,886.77	-	37,831.05	2,448,055.72
Bus Purchase Reserve -Capital	40,799.75	-	-	40,799.75
	\$ 2,554,765.65	\$ 3.22	\$ 41,033.05	\$ 2,513,735.82

SPECIAL AID FUND

	10/31/2019 Balance	Receipts	Disbursements	11/30/2019 Balance
Cash in Banks - Checking	\$ 436,690.28	\$ 133,840.11	\$ 419,965.69	\$ 150,564.70
	\$ 436,690.28	\$ 133,840.11	\$ 419,965.69	\$ 150,564.70

PITTSFORD CENTRAL SCHOOLS
INVESTMENT SCHEDULES

As of November 30, 2019

GENERAL FUND

Date Purchased	Maturity Date	Bank of Deposit	Principal Amount	Interest Rate	Number of Days	Interest Income
10/8/2019	12/7/2019	CNB	2,058,907.89	1.70%	60	5,753.66
11/7/2019	1/6/2020	CNB	5,006,791.67	1.47%	60	12,098.60
11/12/2019	12/12/2019	CNB	15,000,000.00	1.40%	30	17,260.27
11/12/2019	12/12/2019	Chase	20,023,500.00	1.30%	30	21,394.97
			<u>42,089,199.56</u>			<u>56,507.51</u>

Our current interest rates are as follows:

JP Morgan Chase Checking	0.10% -0.25%
JP Morgan Chase Money Market	0.57%
Key Checking	0.15%
Key Money Market	0.15% -0.20%
Canandaigua National Bank Money Market	0.07%
M & T Money Market -General Fund	0.75%

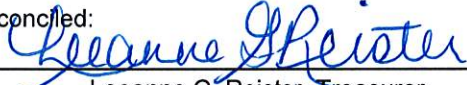
Many of our Chase money market accounts are bundled, but with separate account numbers to provide a higher rate of return.

PITTSFORD CENTRAL SCHOOLS
BANK RECONCILIATION FOR THE MONTH OF NOVEMBER 2019
General Fund Accounts (Checking and Money Market)

DATE	DESCRIPTION CHECK/RECEIPT #	RECEIPTS	DISBURSEMENT	BALANCE
31-Oct	BEGINNING BALANCE			<u>45,755,468.55</u>
	Receipts:			
	Taxes & Tax Items	10,041,547.88		
	Non Property Taxes	1,609,361.25		
	Local Revenues	214,387.43		
	State Aid (VLT Lottery Aid, SSBA Aid)	453,113.33		
	Federal Aid - Medicaid (Both Portions)	6,105.17		
	Interest	32,077.39		
	Net Transfers	15,000,000.00		
	Total Receipts:			<u>27,356,592.45</u>
	Disbursements:			
	EFT/Wire Transfers		73,802.30	
	Check #254381-254788		4,036,750.61	
	ACH #000612-000648		7,303.98	
	Transfer to CD		15,000,000.00	
	Payroll Funding		5,937,792.47	
	Transfer to P-Card		448,072.60	
	Net Transfers		15,000,000.00	
	Total Disbursements:			<u>(40,503,721.96)</u>
30-Nov	ENDING BALANCE	<u>\$ 27,356,592.45</u>	<u>\$ 40,503,721.96</u>	<u>32,608,339.04</u>

BANK RECONCILIATION

BALANCE PER BANK:	32,685,375.85
ADD:	
Outstanding Deposits	15.00
SUBTRACT:	
Outstanding Checks	(24,733.70)
Outstanding Transfer to Memorials & Scholarships	(2,650.00)
Outstanding Transfer to Special Aid	(49,668.11)
ADJUSTED BANK BALANCE	<u>32,608,339.04</u>
BALANCE PER BOOKS	<u>32,608,339.04</u>

This is to certify that the cash balance is in agreement with the bank statement, as reconciled:


 Leeanne G. Reister, Treasurer

Received by the Board of Education and entered as part of the minutes of the board meeting held:

 Deborah L. Carpenter, School District Clerk

PITTSFORD CENTRAL SCHOOLS

GENERAL FUND

Monthly Statement of Revenues
November 30, 2019

DESCRIPTION	BUDGETED REVENUES WITH ADJUSTMENTS	REV. REC'D 11/30/2019	REV. REC'D TO DATE	ESTIMATED TO 6/30	OVER/(UNDER) BUDGET
Real Property Taxes	103,141,036.00	8,723,066.78	92,221,287.68	103,141,036.00	-
Other Payments in Lieu of Taxes	91,930.00	-	93,708.67	93,708.67	1,779
STAR Tax Relief Program	-	-	-	-	-
Interest & Penalties	515.00	-	-	515.00	-
County Sales Tax	5,330,861.00	1,609,361.25	1,668,166.13	5,330,861.00	-
Textbook Charges	600.00	-	12.00	600.00	-
Tuition - Individuals	-	-	-	-	-
Other Student Charges	15,000.00	12.00	66.25	15,000.00	-
Admissions	13,450.00	-	6,374.00	13,450.00	-
Tuition - Other Districts	125,000.00	-	-	125,000.00	-
Health Services - Other Districts	215,000.00	-	-	215,000.00	-
Interest Earned on Investments	225,000.00	62,442.28	130,627.26	225,000.00	-
Rental of Real Property	80,000.00	(117.50)	14,543.50	80,000.00	-
Rental of Real Property, BOCES	-	-	-	-	-
Rental of Buses	2,000.00	-	3,482.57	3,482.57	1,483
Commissions	-	-	-	-	-
Forfeiture of Deposits	-	-	-	-	-
Sale of Scrap and Excess Materials	1,000.00	6.30	788.84	1,000.00	-
Sale of Instructional Materials - Textbooks	-	-	487.75	487.75	488
Sale of Equipment	100,000.00	-	32,647.50	100,000.00	-
Insurance Recoveries	40,000.00	2,351.41	7,048.09	40,000.00	-
Other Compensation for Loss	2,000.00	76.24	1,203.81	2,000.00	-
Refund for BOCES Aided Services	285,000.00	-	-	285,000.00	-
Refund of Prior Years Expense	90,000.00	1,908.50	170,785.75	170,785.75	80,786
Gifts and Donations	30,000.00	6,605.00	25,477.82	30,000.00	-
Unclassified Revenues	170,000.00	3,574.00	31,665.62	170,000.00	-
State Aid - General Operating/Foundation Aid	6,838,486.42	1,659,698.13	4,999,508.96	6,838,486.42	-
State Aid - Excess Cost	810,756.00	-	(11,624.00)	810,756.00	-
State Aid - Building Aid	6,594,136.00	-	-	6,594,136.00	-
State Aid - Lottery Aid	5,243,067.70	-	5,243,067.70	5,243,067.70	-
State Aid - Lottery Grant	321,352.88	120,507.33	321,352.88	321,352.88	-
State Aid - Commercial Gaming Grant	-	-	-	-	-
State Aid - BOCES	2,819,445.00	-	-	2,819,445.00	-
State Aid - Textbooks	358,645.00	-	92,445.00	358,645.00	-
State Aid - Software Aid	90,583.00	-	-	90,583.00	-
State Aid - Hardware Aid	95,198.00	-	-	95,198.00	-
State Aid - Library Mat. Aid	39,719.00	-	-	39,719.00	-
State Aid - Other Charter School CSBT	-	-	-	-	-
State Aid - Other FDK Conversion	478,396.00	-	-	478,396.00	-
State Aid - Other Urban Suburban	1,071,244.00	-	-	1,071,244.00	-
Medicaid Assistance	50,000.00	3,052.59	25,766.43	50,000.00	-
Interfund Transfers	-	-	-	-	-
Appropriated Fund Balance	1,300,000.00	-	-	1,300,000.00	-
Reserve for Encumbrances	1,972,753.53	-	-	1,972,753.53	-
Appropriated Reserve: Liability	114,353.00	-	-	114,353.00	-
Appropriated Reserve: Workers Compensation	20,000.00	-	-	20,000.00	-
Appropriated Reserve: EBALR	400,000.00	-	-	400,000.00	-
Appropriated Reserve: ERS	200,000.00	-	-	200,000.00	-
Appropriated Reserve: Unemployment Res	40,000.00	-	-	40,000.00	-
Appropriated Reserve: Bus Purchase Reserve	-	-	-	-	-
TOTALS:	\$ 138,816,527.53	\$ 12,192,544.31	\$ 105,078,890.21	\$ 138,901,062.27	\$ 84,534.74

PITTSFORD CENTRAL SCHOOLS

GENERAL FUND

Schedule of Appropriated Expenses
November 30, 2019

	ORIGINAL APPROPRIATIONS	TRANSFERS AND ADJUSTMENTS	REVISED APPROPRIATIONS	EXPENDITURES TO DATE	OUTSTANDING ENCUMBRANCES	UNENCUMBERED BALANCES
School Operations						
Elementary Schools	18,785,800.00	201,821.20	18,987,621.20	5,234,477.38	12,261,855.70	1,491,288.12
Middle School	14,487,850.00	270,527.94	14,758,377.94	4,049,290.10	9,529,761.95	1,179,325.89
High School	20,253,891.00	341,077.45	20,594,968.45	5,979,647.85	12,468,047.32	2,147,273.28
Total School Operations	53,527,541.00	813,426.59	54,340,967.59	15,263,415.33	34,259,664.97	4,817,887.29
Central Student Programs & Services						
Special Education Office	553,941.00	69,211.82	623,152.82	153,545.30	205,553.46	264,054.06
Special Education Services	1,228,511.00	35,256.00	1,263,767.00	326,604.47	882,139.73	55,022.80
Out of District Spec. Ed Programs	6,313,232.00	271,154.52	6,584,386.52	2,292,985.75	3,828,394.96	463,005.81
Special Services	687,772.00	(35,600.00)	652,172.00	185,286.13	444,907.01	21,978.86
Summer Programs	26,000.00	433.00	26,433.00	9,600.00	14,400.00	2,433.00
Non Public Services	428,114.00	17,174.90	445,288.90	63,408.40	300,052.07	81,828.43
BOCES	450,355.00	(60,695.49)	389,659.51	205,166.18	139,433.82	45,059.51
Total Central Programs & Services	9,687,925.00	296,934.75	9,984,859.75	3,236,596.23	5,814,881.05	933,382.47
Instructional Services						
Curriculum & Instruction Services	754,251.00	17,083.69	771,314.69	349,954.39	271,690.55	149,669.75
Standards of Performance	501,720.00	44,928.88	546,648.88	142,279.16	327,683.34	76,684.38
Pupil Services Office	328,635.00	7,439.93	336,074.93	117,266.05	162,717.60	56,091.28
Instructional Technology Services	1,648,872.00	277,351.56	1,926,223.56	979,613.14	737,309.16	209,301.26
Professional Development Services	261,608.00	4,675.51	266,283.51	91,535.41	129,935.90	44,812.20
Data Team	420,585.00	2,621.11	423,206.11	181,151.99	231,679.02	10,375.10
Total Instructional Services	3,915,671.00	354,078.68	4,269,749.68	1,861,800.14	1,861,015.57	546,933.97
Support Services						
Finance Services	947,453.00	22,692.38	970,145.38	425,883.69	463,715.58	80,546.11
Personnel Services	426,397.00	13,999.47	440,396.47	185,320.10	199,917.82	55,158.55
Public Information Services	363,098.00	5,653.72	368,751.72	108,484.95	205,348.09	54,918.68
Operations and Maintenance	8,155,228.00	855,720.23	9,010,948.23	2,862,216.52	4,148,651.51	2,000,080.20
Printing and Mailing Services	287,390.00	7,295.56	294,685.56	93,775.25	186,297.34	14,612.97
Support Services Technology	1,481,131.00	(29,844.96)	1,451,286.04	740,461.56	439,911.44	270,913.04
Transportation Services	4,804,057.00	155,693.44	4,959,750.44	1,301,209.76	2,535,679.28	1,122,861.40
Total Support Services	16,464,754.00	1,031,209.84	17,495,963.84	5,717,351.83	8,179,521.06	3,699,090.95
Central Administration						
Board of Education	59,400.00	760.69	60,160.69	21,683.50	11,927.66	26,549.53
Superintendent's Office	372,525.00	38,962.08	411,487.08	159,303.00	221,141.90	31,042.18
Total Central Administration	431,925.00	39,722.77	471,647.77	180,986.50	233,069.56	57,591.71
Undistributed Expenses						
Debt Service & Interfund Transfers	11,608,669.00	1,385.75	11,610,054.75	5,825,197.00	5,164,857.75	620,000.00
Insurance & Fees	1,667,676.00	149,162.47	1,816,838.47	881,121.55	814,774.28	120,942.64
Employee Benefits	39,385,260.00	(594,959.32)	38,790,300.68	14,217,337.46	20,576,639.97	3,996,323.25
Total Undistributed Expenses	52,661,605.00	(444,411.10)	52,217,193.90	20,923,656.01	26,556,272.00	4,737,265.89
TOTAL	136,689,421.00	2,090,961.53	138,780,382.53	47,183,806.04	76,904,424.21	14,692,152.28

Transfers and Adjustments Detail:

Prior Year Encumbrances	1,972,753.53
Athletics Equipment Donation	3,855.00
Liability Reserve Appropriation	114,353.00
Total Transfers and Adjustments	<u><u>2,090,961.53</u></u>

**PITTSFORD CENTRAL SCHOOLS
BANK RECONCILIATION FOR THE MONTH OF NOVEMBER 2019**

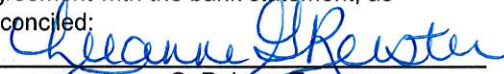
School Lunch Fund

DATE	DESCRIPTION CHECK/RECEIPT #	RECEIPTS	DISBURSEMENT	BALANCE
31-Oct	BEGINNING BALANCE			<u>\$ 762,911.37</u>
	Receipts:			
	Daily Deposits	32,404.86		
	Prepays- School Lunch Office	1,770.00		
	Prepaid- via NutriKids/Heartland	155,174.76		
	Other Sales-Vending	1,469.66		
	Catering	60.25		
	Miscellaneous	-		
	Interest	338.58		
	Net Transfers	-		
	Total Receipts:			<u>191,218.11</u>
	Disbursements:			
	EFT/Wire Transfers			
	Check # 202686-202721		91,985.64	
	Payroll Funding		74,228.62	
	Void Checks			
	Transfer to Trust & Agency re: Sales Tax			
	Net Transfers			
	Total Disbursements:			<u>(166,214.26)</u>
30-Nov	ENDING BALANCE	<u>\$ 191,218.11</u>	<u>\$ 166,214.26</u>	<u>787,915.22</u>

BANK RECONCILIATION

BALANCE PER BANK:	789,149.24
ADD: Outstanding Deposits	595.00
NSF Checks	
SUBTRACT:	
Outstanding Checks	(1,829.02)
ADJUSTED BANK BALANCE	<u>787,915.22</u>
BALANCE PER BOOKS	<u>787,915.22</u>

This is to certify that the cash balance is in agreement with the bank statement, as reconciled:



Lianne G. Reister, Treasurer

Received by the Board of Education and entered as part of the minutes of the board meeting held:

Deborah L. Carpenter, School District Clerk

**PITTSFORD CENTRAL SCHOOLS
TRUST & AGENCY
November 30, 2019**

	10/31/2019			11/30/2019
	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
Private Purpose Funds (Scholarships)	110,721.21	4,588.83	660.00	114,650.04
Special Revenue Funds (Local Grants/Donations)	17,664.36	2.12	-	17,666.48
Consolidated Payroll	(587.09)	3,840,649.99	3,840,349.74	(286.84)
Net 1099R Distributions	-	-	-	-
NYS Employee Retirement	341.53	26,261.14	-	26,602.67
Income Protection (LTD)	-	12,781.31	12,781.31	-
Hospital Insurance	-	211,298.95	211,298.95	-
AFLAC	-	1,306.62	1,306.62	-
NYS Income Tax	(8.87)	244,714.00	244,714.00	(8.87)
Federal Income Tax	-	529,585.15	529,585.15	-
Federal Income Tax-1099R	-	-	-	-
Earned Income Credit	-	-	-	-
Income Execution	-	7,361.17	7,361.17	-
Association Dues	-	47,309.34	47,309.34	-
Social Security	(122.10)	832,887.88	832,887.88	(122.10)
Teacher Loans	-	21,806.66	21,806.66	-
Tax Sheltered Annuities	-	329,172.42	329,172.42	-
Bid Deposits	-	-	-	-
Other Liabilities	4,019.00	-	4,019.00	-
United Way	-	2,166.60	2,166.60	-
Life Insurance	-	6,654.51	6,654.51	-
Flex Benefits-Medical Exp.	(50,133.00)	58,098.82	65,683.49	(57,717.67)
Flex Benefits-Dependent Care	34,427.79	32,754.48	33,349.66	33,832.61
Flex Benefits-Management Fee	656.66	203.85	212.40	648.11
529 College Savings	-	-	-	-
Sales Tax	-	-	-	-
Accounts Receivable	-	-	-	-
Due from Other Funds	-	6,166,832.13	6,166,832.13	-
Due to Other Funds	2,156.09	70.00	-	2,226.09
Health Fund Reserve	1,551,142.65	19,816.46	42,753.29	1,528,205.82
TOTALS:	\$ 1,670,278.23	\$ 12,396,322.43	\$ 12,400,904.32	\$ 1,665,696.34

**PITTSFORD CENTRAL SCHOOLS
BANK RECONCILIATION FOR THE MONTH OF NOVEMBER 2019**

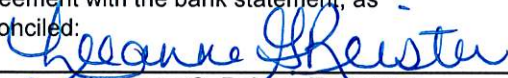
Trust & Agency Accounts

DATE	DESCRIPTION CHECK/RECEIPT #	RECEIPTS	DISBURSEMENT	BALANCE
31-Oct	BEGINNING BALANCE			<u>\$ 1,541,367.66</u>
	Receipts:			
	Payroll Funding	6,166,832.13		
	FSA Deductions	27,177.82		
	General Fund- DT/DF	19,645.50		
	FSA/Health Fund Prefunding Credit			
	Miscellaneous	300.25		
	Interest	240.96		
	Net Transfers	1,607,187.03		
	Total Receipts:			<u>7,821,383.69</u>
	Disbursements:			
	EFT/Wire Transfers-Taxes		1,607,187.03	
	EFT Withdrawals (FSA/Health Fund Accounts)		78,119.51	
	EFT/Wire Transfers (Omni, NYS ERS & NYS Sales Tax)		329,172.42	
	Payroll Checks # 237246-237362		458,288.89	
	Direct Deposits (D332280-D334855)		3,745,922.65	
	T & A Checks #200091-200092		4,019.00	
	Void Checks			
	Net Transfers		1,607,187.03	
	Total Disbursements:			<u>(7,829,896.53)</u>
30-Nov	ENDING BALANCE	<u>\$ 7,821,383.69</u>	<u>\$ 7,829,896.53</u>	<u>1,532,854.82</u>

BANK RECONCILIATION

BALANCE PER BANK	1,800,732.75
ADD:	
Deposit in Transit	
SUBTRACT:	
Outstanding Checks	(261,540.68)
Benefit Resources - Current Month's transactions taken Next Month	(6,337.25)
ADJUSTED BANK BALANCE	<u>1,532,854.82</u>
BALANCE PER BOOKS	<u>1,532,854.82</u>

This is to certify that the cash balance is in agreement with the bank statement, as reconciled:



Leanne G. Reister, Treasurer

Received by the Board of Education and entered as part of the minutes of the board meeting held:

Deborah L. Carpenter, School District Clerk

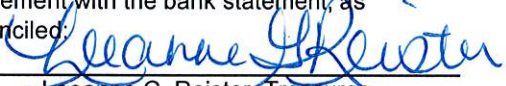
PITTSFORD CENTRAL SCHOOLS
BANK RECONCILIATION FOR THE MONTH OF NOVEMBER 2019
Private Purpose Trusts and Special Revenue Accounts

DATE	DESCRIPTION CHECK/RECEIPT #	RECEIPTS	DISBURSEMENT	BALANCE
31-Oct	BEGINNING BALANCE			<u>\$ 128,385.57</u>
	Receipts:			
	Miscellaneous -Dividend & Local Money	4,575.00		
	Interest	15.95		
	Net Transfers			
	Total Receipts:			<u>4,590.95</u>
	Disbursements:			
	Checks 200618-200621		660.00	
	Void Checks			
	Net Transfers			
	Total Disbursements:			<u>(660.00)</u>
30-Nov	ENDING BALANCE	<u>\$ 4,590.95</u>	<u>\$ 660.00</u>	<u>132,316.52</u>

BANK RECONCILIATION

BALANCE PER BANK:	130,301.52
ADD:	
Outstanding Transfer from General	2,650.00
NSF Check	25.00
SUBTRACT:	
Outstanding Checks	(660.00)
ADJUSTED BANK BALANCE	<u>132,316.52</u>
BALANCE PER BOOKS	<u>132,316.52</u>

This is to certify that the cash balance is in agreement with the bank statement, as reconciled:



 Leanne G. Reister, Treasurer

Received by the Board of Education and entered as part of the minutes of the board meeting held:

 Deborah L. Carpenter, School District Clerk

PITTSFORD CENTRAL SCHOOLS
SPECIAL AID FUNDS
SCHEDULE OF APPROPRIATED EXPENSE
November 30, 2019

DESCRIPTION	ORIGINAL BUDGET/REVENUES	PRIOR YR EXPENDITURES	CURRENT YR EXPENDITURES	O/S ENCUMBRANCES	UNENCUMBERED BALANCES	GRANT ADMINISTRATORS
SERVICES FOR FEES						Student Services
Driver Education (Cumulative Balance)	118,018.13	-	60,888.73	2,020.41	55,108.99	
Summer Enrichment (Cumulative Balance)	90,964.30	13,403.56	64,098.39	286.67	13,176.68	
ROC 2 Change (Cumulative Balance)	10,048.60	-	4,997.83	2,428.69	2,622.08	
IDEA 611 19/20 (07/01/19-06/30/20)	1,522,816.00	-	417,770.94	957,027.86	147,817.20	Special Education
Covers special education expenditures						
IDEA 619 19/20 (07/01/19-06/30/20)	33,007.00	-	-	5,576.70	27,430.30	Special Education
Covers pre-school educational expenses.						
TITLE I 18/19 (09/01/18-08/31/19)	198,070.00	177,809.09	3,560.00	-	16,700.91	Student Services
TITLE I 19/20 (09/01/19-08/31/20)	180,534.00	-	40,285.94	131,694.22	8,553.84	Student Services
Provides program additions at qualifying schools to support students at risk of not passing the required state assessments.						
TITLE IIA GRANT 18/19 (09/01/18-08/31/19)	165,126.00	87,687.21	22,881.16	-	54,557.63	Student Services
TITLE IIA GRANT 19/20 (09/01/19-08/31/20)	95,897.00	-	5,967.86	31,281.96	58,647.18	Student Services
Enhances Teacher/Principal training and recruitment.						
TITLE III GRANT 18/19 (09/01/18-08/31/19)	38,642.00	18,072.95	2,560.00	-	18,009.05	Student Services
TITLE III GRANT 19/20 (09/01/19-08/31/20)	8,196.00	-	-	375.00	7,821.00	Student Services
Provides language instructional education programs to assist Limited English Proficient (LEP) students achieve standards						
TITLE IV SSAE GRANT 18/19 (09/01/18-08/31/19)	13,480.00	4,390.00	1,300.00	-	7,790.00	Student Services
TITLE IV SSAE GRANT 19/20 (09/01/19-08/31/20)	13,613.00	-	1,711.38	5,134.22	6,767.40	
Provides resources to increase the capacity of local agencies to provide student support and academic enrichment programs						
TEACHER CENTER GRANT 2018-20	43,907.00	-	32,031.78	373.00	11,502.22	Teacher Center
Provides staff development opportunities for teachers.						
SPECIAL ED SUMMER PROGRAMS 4408	360,000.00	-	337,897.02	16,872.68	5,230.30	Special Education
Payments for tuition to BOCES and outside providers of summer special education programs.						
SPECIAL ED SUMMER PROGRAM-In District	360,000.00	-	302,889.27	-	57,110.73	Special Education
Expenses for staff and materials for state approved in-district special education summer program.						
SPECIAL ED SUMMER PROGRAM-Related Services	19,000.00	-	6,324.75	-	12,675.25	Special Education
Payments to outside providers and staff for related services during July and August.						
SCHOOL LIBRARY SYSTEM GRANT 2018-19	5,400.00	-	-	5,785.00	(385.00)	Various Schools
Mini grants through BOCES for School Library Media Specialists.						
STATE SUPPORTED SCHOOLS	43,000.00	-	21,354.02	21,645.98	-	Spec Ed/Business Office
4201 Schools for the Blind and Deaf						
TOTALS:	3,319,519.03	301,362.81	1,326,519.07	1,180,502.39	511,134.76	

**PITTSFORD CENTRAL SCHOOLS
BANK RECONCILIATION FOR THE MONTH OF NOVEMBER 2019**

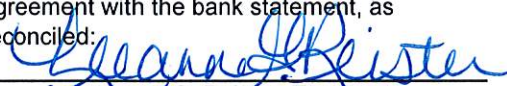
Special Aid Funds

DATE	DESCRIPTION CHECK/RECEIPT #	RECEIPTS	DISBURSEMENT	BALANCE
31-Oct	BEGINNING BALANCE			\$ 436,690.28
	Receipts:			
	Local Revenues			
	State Aid/Federal Aid	133,840.11		
	Transfer from General (20% funding)			
	Transfer from General DT/DF			
	Transfer to Special Aid Fund: write offs			
	Net Transfers			
	Total Receipts:			<u>133,840.11</u>
	Disbursements:			
	EFT/Wire Transfers			
	Check # 205480-205492		265,154.65	
	Transfer to General Fund re: DT/DF			
	Void Checks/Stop Payments/NSF Checks			
	Payroll Funding		154,811.04	
	Net Transfers			
	Total Disbursements:			<u>(419,965.69)</u>
30-Nov	ENDING BALANCE	<u>\$ 133,840.11</u>	<u>\$ 419,965.69</u>	<u>150,564.70</u>

BANK RECONCILIATION

BALANCE PER BANK:	118,128.20
ADD: NSF Payments	
Interfund Transfer from General Fund	49,668.11
SUBTRACT:	
Outstanding Checks	(17,231.61)
Outstanding Payment Center Fees	
ADJUSTED BANK BALANCE	<u>150,564.70</u>
BALANCE PER BOOKS	<u>150,564.70</u>

This is to certify that the cash balance is in agreement with the bank statement, as reconciled:



 Leeanne G. Reister, Treasurer

Received by the Board of Education and entered as part of the minutes of the board meeting held:

 Deborah L. Carpenter, School District Clerk

PITTSFORD CENTRAL SCHOOLS

Capital & Debt Service SCHEDULE OF APPROPRIATED EXPENSE November 30, 2019

DESCRIPTION	PRIOR YEAR		EXPENDITURES	O/S ENCUMBRANCES	UNENCUMBERED BALANCES
	APPROPRIATIONS	PROJECT EXPENDITURES			
Bus Purchases 2019-20	1,021,349.00	-	980,549.25	-	40,799.75
Capital 14-15 Funded by General Fund	250,000.00	111,599.54	103,010.31	33,899.00	1,491.15
Capital 15-16 Funded by General Fund	250,000.00	-	59,685.50	119,789.00	70,525.50
Capital 16-17 Funded by General Fund	250,000.00	-	-	-	250,000.00
Capital 17-18 Funded by General Fund	250,000.00	-	-	-	250,000.00
Capital 18-19 Funded by General Fund	250,000.00	-	-	-	250,000.00
Capital Funded by Reserve - May 2019	3,000,000.00	138,580.41	548,269.24	1,647,874.58	665,275.77
BOCES Capital Project	2,833,574.00	-	-	-	2,833,574.00
Subtotal - Capital Fund	5,271,349.00	250,179.95	1,691,514.30	1,801,562.58	4,361,666.17
Debt Service	10,738,669.00	-	5,825,197.00	4,913,472.00	-
TOTALS :	16,010,018.00	250,179.95	7,516,711.30	6,715,034.58	4,361,666.17

RESERVE BALANCES November 30, 2019

DESCRIPTION	FUND BALANCE AT 07/01/2019	APPROPRIATED AMOUNT OR ACTUAL EXPENDITURE	INTEREST/ OTHER REVENUES	APPROVED TRANSFER (In/Out)	FUND BALANCE TO DATE
Bus Purchases Funded by Reserve	5,087,762.02	-	3,269.14	-	5,091,031.16
Capital Reserve	16,074,876.07	-	10,784.92	-	16,085,660.99
Instructional Technology Capital Reserve	2,406,458.85	-	1,286.01	-	2,407,744.86
Insurance Reserve	1,187,064.73	-	744.84	-	1,187,809.57
Unemployment Insurance Reserve	364,520.26	(40,000.00)	229.61	-	324,749.87
Reserve for Liability	1,601,027.35	(114,353.00)	1,004.59	-	1,487,678.94
Reserve for Tax Certiorari	1,090,769.79	-	684.41	-	1,091,454.20
Employee Benefit & Accrued Liability Reserve	2,516,314.31	(400,000.00)	1,501.97	-	2,117,816.28
Reserve for Retirement Contributions	2,103,521.02	(200,000.00)	1,328.19	-	1,904,849.21
Reserve for Teacher Retirement Contributions	867,535.00	-	1,599.37	-	869,134.37
Workers' Compensation Reserve	440,830.90	(20,000.00)	240.11	-	421,071.01
TOTALS :	33,740,680.30	(774,353.00)	22,673.16	-	32,989,000.46

Note: Fund Balance includes the use of appropriated or actual amounts, as well as, approved transfers yet to be completed and may not equal cash on page 1.

**PITTSFORD CENTRAL SCHOOLS
BANK RECONCILIATION FOR THE MONTH OF NOVEMBER 2019**

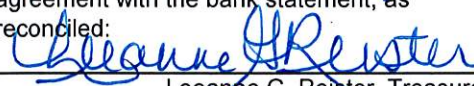
Capital

DATE	DESCRIPTION CHECK/RECEIPT #	RECEIPTS	DISBURSEMENT	BALANCE
31-Oct	BEGINNING BALANCE			<u>\$ 2,554,765.65</u>
	Receipts:			
	Transfer from General Fund re: Due to/from			
	Transfer from General Fund re: Bus Purch. Reserve			
	BAN Proceeds			
	Interest	3.22		
	Net Transfers			
	Total Receipts:			<u>3.22</u>
	Disbursements:			
	EFT/Wire Transfers			
	Transfer to Debt Service Fund			
	Capital Checks-# 60119-60121		3,202.00	
	Capital Reserve Checks #874		37,831.05	
	Bus Purchase Reserve Checks #200030			
	Net Transfers			
	Total Disbursements:			<u>(41,033.05)</u>
30-Nov	ENDING BALANCE	<u>\$ 3.22</u>	<u>\$ 41,033.05</u>	<u>2,513,735.82</u>

BANK RECONCILIATION

BALANCE PER BANK:	2,513,735.82
ADD:	
SUBTRACT:	
Outstanding Checks	
ADJUSTED BANK BALANCE	<u>2,513,735.82</u>
BALANCE PER BOOKS	<u>2,513,735.82</u>

This is to certify that the cash balance is in agreement with the bank statement, as reconciled:



 Leeanne G. Reister, Treasurer

Received by the Board of Education and entered as part of the minutes of the board meeting held:

 Deborah L. Carpenter, School District Clerk

**PITTSFORD CENTRAL SCHOOLS
BANK RECONCILIATION FOR THE MONTH OF NOVEMBER 2019**


**Reserves: Liability, Tax Certiorari, Unemployment Insurance, Employee Retirement Contribution,
Employee Benefit & Accrued Liabilities Reserves, Workers' Compensation & Insurance Reserves**

DATE	DESCRIPTION	CHECK/RECEIPT #	RECEIPTS	DISBURSEMENT	BALANCE
31-Oct	BEGINNING BALANCE				\$ 10,176,620.43
	Receipts:				
	Transfer from General Fund				
	Interest - Reserve for Liability		197.03		
	Interest -Tax Certiorari		134.23		
	Interest- Unemployment Insurance		44.86		
	Interest- Employee Benefit & Accrued Liabilities		309.65		
	Interest- Employee Retirement Contribution		258.86		
	Interest- Teachers Retirement Contribution		1,151.06		
	Interest- Workers' Compensation		54.25		
	Interest- Insurance Reserve		146.08		
	Transfers				
	Total Receipts:				2,296.02
	Disbursements:				
	EFT Withdrawals				
	Transfer to General Fund				
	Transfers				
	Total Disbursements:				-
30-Nov	ENDING BALANCE		\$ 2,296.02	\$ -	<u>10,178,916.45</u>

BANK RECONCILIATION

BALANCE PER BANK:	10,178,916.45
ADD:	
SUBTRACT:	
Outstanding Checks	
ADJUSTED BANK BALANCE	<u>10,178,916.45</u>
BALANCE PER BOOKS	<u>10,178,916.45</u>

This is to certify that the cash balance is in agreement with the bank statement, as reconciled:



 Leeanne G. Reister, Treasurer

Received by the Board of Education and entered as part of the minutes of the board meeting held:

 Deborah L. Carpenter, School District Clerk


PITTSFORD CENTRAL SCHOOLS
BANK RECONCILIATION FOR THE MONTH OF NOVEMBER 2019
Capital Reserve, Capital Instructional Technology Reserve and Bus Purchase Reserve Accounts

DATE	DESCRIPTION CHECK/RECEIPT #	RECEIPTS	DISBURSEMENT	BALANCE
31-Oct	BEGINNING BALANCE			<u>\$23,581,224.66</u>
	Receipts:			
	Interest - Bus Purchase Reserve	631.14		
	Interest - Capital Reserve	2,285.09		
	Interest - Capital IT Reserve	296.12		
	Net Transfers			
	Total Receipts:			<u>3,212.35</u>
	Disbursements:			
	Net Transfers			
	Total Disbursements:			<u>-</u>
30-Nov	ENDING BALANCE	<u>\$ 3,212.35</u>	<u>\$ -</u>	<u>23,584,437.01</u>

BANK RECONCILIATION

BALANCE PER BANK:	23,584,437.01
ADD:	-
SUBTRACT:	
Outstanding Checks	
ADJUSTED BANK BALANCE	<u>23,584,437.01</u>
BALANCE PER BOOKS	<u>23,584,437.01</u>

This is to certify that the cash balance is in agreement with the bank statement, as reconciled:


 Leanne G. Reister, Treasurer

Received by the Board of Education and entered as part of the minutes of the board meeting held:

 Deborah L. Carpenter, School District Clerk

**PITTSFORD CENTRAL SCHOOLS
BANK RECONCILIATION FOR THE MONTH OF NOVEMBER 2019**


Debt Service Fund

DATE	DESCRIPTION CHECK/RECEIPT #	RECEIPTS	DISBURSEMENT	BALANCE
31-Oct	BEGINNING BALANCE			\$ 2,983,380.38
	Receipts:			
	Transfer from General Fund (per appropriations)	219,273.50		
	Transfer from Capital Fund (Assuming BAN Premium)			
	Interest	5,947.45		
	Net Transfers			
	Total Receipts:			225,220.95
	Disbursements:			
	Checks (001054)			
	Depository Trust Company (Wires)			
	Net Transfers			
	Total Disbursements:			-
30-Nov	ENDING BALANCE	\$ 225,220.95	\$ -	3,208,601.33

BANK RECONCILIATION

BALANCE PER BANK:	3,208,601.33
ADD:	
SUBTRACT:	
ADJUSTED BANK BALANCE	3,208,601.33
BALANCE PER BOOKS	3,208,601.33

This is to certify that the cash balance is in agreement with the bank statement, as reconciled:



 Leeanne G. Reister, Treasurer

Received by the Board of Education and entered as part of the minutes of the board meeting held:

 Deborah L. Carpenter, School District Clerk

**PITTSFORD CENTRAL SCHOOLS
BANK RECONCILIATION FOR THE MONTH OF NOVEMBER 2019**

Zero Balance Accounts: Purchasing Card

DATE	DESCRIPTION CHECK/RECEIPT #	RECEIPTS	DISBURSEMENT	BALANCE
31-Oct	BEGINNING BALANCE			\$ -
	Receipts:			
	Transfer from General Fund	448,072.60		
	Total Receipts:			448,072.60
	Disbursements:			
	JP Morgan Chase Withdrawal		448,072.60	
	Total Disbursements:			(448,072.60)
30-Nov	ENDING BALANCE	\$ 448,072.60	\$ 448,072.60	-

BANK RECONCILIATION

BALANCE PER BANK:	-
ADD:	-
SUBTRACT:	-
ADJUSTED BANK BALANCE	-
BALANCE PER BOOKS	-

This is to certify that the cash balance is in agreement with the bank statement, as reconciled:



 Leeanne G. Reister, Treasurer

Received by the Board of Education and entered as part of the minutes of the board meeting held:

 Deborah L. Carpenter, School District Clerk

PITTSFORD CENTRAL SCHOOLS

MONTHLY EXTRACLASROOM ACTIVITY SUMMARY & RECONCILIATION November 30, 2019

SCHOOL	BEGINNING BALANCE 7/1/2019	RECEIPTS	DISBURSEMENTS	ENDING BALANCE 11/30/2019
Allen Creek Elementary	527.49	-	-	527.49
Jefferson Road Elementary	1,469.88	20.25	-	1,490.13
Mendon Center Elementary	13,552.41	7,774.81	5,942.28	15,384.94
Park Road Elementary	3,762.21	4,075.50	3,039.04	4,798.67
Thornell Road Elementary	4,282.63	2,888.00	479.04	6,691.59
Barker Road Middle School	43,135.02	58,060.02	48,542.55	52,652.49
Calkins Road Middle School	65,939.66	43,633.69	26,686.17	82,887.18
Sutherland High School	75,991.24	29,164.02	24,427.28	80,727.98
Mendon High School	93,429.77	40,640.90	12,416.00	121,654.67
TOTALS :	302,090.31	186,257.19	121,532.36	366,815.14

BANK RECONCILIATION			
COMBINED BALANCES PER BANK:			371,152.15
ADD:	Outstanding Deposits / Bank Adjustments		
	NSF Checks		55.00
SUBTRACT:			
	Outstanding Checks		(4,392.01)
ADJUSTED BANK BALANCE			<u>366,815.14</u>
BALANCE PER BOOKS			<u>366,815.14</u>

PITTSFORD CENTRAL SCHOOL DISTRICT

Budgetary Transfer Report

Current Appropriation - Effective From: 11/01/2019 To: 11/30/2019

Fiscal Year: 2020

Effective Date	Trans ID	Transaction Description	Budget Account	Description	Amount Transferred From	Amount Transferred To
Fund: A - GENERAL FUND						
11/08/2019	011152	To provide funds to replace basketball nets in the gymnasium.	A117-2100-500 R	TR SchISuppt Supplies	-63.76	
			A117-2167-200 R	TR PhysEd Equipment		63.76
11/05/2019	011239	TO COVER ADDITIONAL HEALTH SUPPLIES.	A341-2100-500 R	MHS SchISuppt Supplies	-19.87	
			A341-2815-500 R	MHS HealthSv Supplies		19.87
11/05/2019	011298	TO COVER FUNDS FOR SAANY'S CONFERENCE.	A114-2110-500 R	MC Tch RegSch Supplies	-189.43	
			A114-2020-465 R	MC Supr RegSch Trav Conf		189.43
11/05/2019	011430	To provide funds for ALA memberships costs.	A511-2062-500 R	STD Library Supplies	-10.00	
			A511-2062-468 R	STD Library Memberships		10.00
11/06/2019	011557	TO COVER TEACHER MEMBERSHIPS FOR AATF.	A341-2134-500 R	MHS World Lang Supplies	-110.00	
			A341-2134-468 R	MHS World Lang Membership		110.00
11/06/2019	011580	TO COVER THE COST FOR A FIELD TRIP.	A341-2164-500 R	MHS Music Instr Supplies	-162.50	
			A341-2165-500 R	MHS Music Vocal Supplies	-80.00	
			A341-2110-403 R	MHS Tch RegSchField Trip		242.50
11/06/2019	011739	To provide funds for Middle School Interscholastic Chess Registration.	A231-2100-500 R	BR SchISuppt Supplies	-201.00	
			A231-2100-490 R	BR SchISuppt BOCES		201.00
11/22/2019	011764	To purchase rug for hallway.	A115-2020-500 R	PR Supr RegSch Supplies	-218.00	
			A115-2100-506 R	PR SchI Suppt Copy Paper	-700.00	
			A115-2100-500 R	PR SchISuppt Supplies		918.00
11/14/2019	011952	TO COVER THE COST FOR SECURE RECYCLING.	A117-2110-500 R	TR Tch RegSch Supplies	-250.00	
			A117-2100-400 R	TR SchISuppt Contr Svc		250.00
11/13/2019	012055	TRANSFER ART SUPPLIES INTO CULTURAL ARTS FOR FIELD TRIP TO NAZARETH.	A341-2113-500 R	MHS Art Supplies	-230.00	
			A341-2110-493 R	MHS Young Aud-Cultural Ar		230.00
11/18/2019	012175	To take care of the negative account balance.	A530-2630-500 R	ITS Computer Inst Supplie	-26.67	
			A112-2630-464 R	AC Computer Inst Software		26.67

PITTSFORD CENTRAL SCHOOL DISTRICT

Budgetary Transfer Report

Current Appropriation - Effective From: 11/01/2019 To: 11/30/2019

Fiscal Year: 2020

Effective Date	Trans ID	Transaction Description	Budget Account	Description	Amount Transferred From	Amount Transferred To
11/13/2019	012575	TO COVER THE COST FOR HEALTH OFFICE SUPPLIES.				
			A341-2100-500 R	MHS SchlSuppt Supplies	-1.87	
			A341-2815-500 R	MHS HealthSv Supplies		1.87
11/18/2019	012629	To provide funds for online training for the ITSS.				
			A530-2630-490 R	ITS Computer Inst BOCES	-1,750.00	
			A530-2630-400 R	ITS Computer Inst Contr S		1,750.00
11/22/2019	012634	TO COVER THE COST FOR NEW BASKETBALL NETS.				
			A117-2100-500 R	TR SchlSuppt Supplies	-63.76	
			A117-2167-500 R	TR PhysEd Supplies		63.76
11/14/2019	012764	TRANSFER FUNDS TO CULTURAL ARTS FOR A FIELD TRIP.				
			A341-2100-500 R	MHS SchlSuppt Supplies	-490.00	
			A341-2110-493 R	MHS Young Aud-Cultural Ar		490.00
11/15/2019	012803	To provide funds for contractual services.				
			A231-2134-500 R	BR World Lang Supplies	-172.75	
			A231-2100-400 R	BR SchlSuppt Contr Svc		172.75
11/19/2019	013003	TO COVER COSTS ASSOCIATED WITH GENERATION READY TRAININGS AND CONSULTANT FEES.				
			A830-9060-800 R	BEN Hospital Medical	-30,000.00	
			A720-2070-422 R	Supt Office PD Consultants		25,000.00
			A720-2070-500 R	Supt Office PD Supplies		5,000.00
11/18/2019	013004	FOR GENERATION READY WORKSHOPS FUNDED BY PTSA DONATION.				
			A830-9020-800 R	BEN Teachers Retirement	-2,000.00	
			A720-2070-422 R	Supt Office PD Consultants		2,000.00
11/19/2019	013020	TO COVER THE COST OF PE CONTRACTUAL SERVICES FOR ROLLER SKATING.				
			A341-2167-500 R	MHS PhysEd Supplies	-425.00	
			A341-2167-400 R	MHS PhysEd Contracted Sv		425.00
11/19/2019	013091	To provide funds for Veeam renewal through Boces.				
			A530-2630-400 R	ITS Computer Inst Contr S	-6,135.17	
			A530-2630-491 R	ITS-Comp Equip BOCES		6,135.17
11/19/2019	013144	TO CORRECTLY CODE GENERATIONS READY TO THE BOCES CODE.				
			A720-2070-422 R	Supt Office PD Consultants	-27,000.00	
			A720-2070-490 R	Supt Office PD - BOCES		27,000.00
11/30/2019	013209	TO COVER MILEAGE EXPENSES FOR BANK RUNS AS CENTRAL TREASURER.				
			A114-2100-465 R	MC SchlSuppt Trav Conf	-100.00	
			A114-2110-466 R	MC Tch RegSch Mileage		100.00

PITTSFORD CENTRAL SCHOOL DISTRICT

Budgetary Transfer Report

Current Appropriation - Effective From: 11/01/2019 To: 11/30/2019

Fiscal Year: 2020

Effective Date	Trans ID	Transaction Description	Budget Account	Description	Amount Transferred From	Amount Transferred To
11/22/2019	013309	To complete the VEEAM order through Boces	A530-2630-400 R	ITS Computer Inst Contr S	-896.31	
			A530-2630-500 R	ITS Computer Inst Supplie	-126.22	
			A530-2630-491 R	ITS-Comp Equip BOCES		1,022.53
11/25/2019	013326	To cover travel and conference for Infinite Campus Interchange @ Fordham University 3/17-3/19.	A550-2060-466 R	DAT Mileage	-221.80	
			A550-2060-500 R	DAT Supplies & Materials	-500.00	
			A550-2060-465 R	DAT Travel and Conference		721.80
11/22/2019	013385	TO PROVIDE FUNDS FOR EXCEL WORKSHOP.	A620-1430-500 R	PER Supplies & Materials	-25.72	
			A620-1430-465 R	PER Travel and Conference		25.72
11/25/2019	013517	TO COVER PURCHASE OF MICROSOFT VISIO SOFTWARE.	A550-2060-500 R	DAT Supplies & Materials	-84.00	
			A530-2630-491 R	ITS-Comp Equip BOCES		84.00
11/30/2019	014476	To correct negative budget accounts.	A100-2100-145 R	ES SchISuppt Proctors	-700.00	
			A100-2100-148 R	ES SchISuppt Accompanist	-1,500.00	
			A100-2100-168 R	ES SchISuppt Clerk Subs	-2,000.00	
			A102-2167-121 R	ACE PhysEd Tchr Salary	-6,943.65	
			A104-2100-162 R	MCE SchISuppt Para Salary	-102.86	
			A105-2100-162 R	PRE SchISuppt Para Salary	-508.86	
			A200-2100-148 R	MS SchISuppt Accompanist	-27,000.00	
			A202-2020-161 R	CR Supr RegSch Clerk Sal	-4,615.66	
			A202-2167-131 R	CR PhysEd Tchr Salary	-10,713.51	
			A300-2610-173 R	HS Library OT/Extra hrs	-332.39	
			A311-2855-137 R	MHS Athletics Coach Salar	-48,444.17	
			A430-2252-472 R	PrivSchi Tuition	-33,906.40	
			A670-5510-165 R	TRN Bus Drivers Salaries	-1,782.38	
			A830-9060-800 R	BEN Hospital Medical	-11,429.41	
			A102-2100-145 R	ACE SchISuppt Proctors		700.00
			A102-2100-168 R	ACE SchISuppt Clerk Subs		2,000.00
			A103-2100-148 R	JRE SchISuppt Accompanist		1,500.00
			A105-2167-121 R	PRE PhysEd Tchr Salary		6,943.65
			A105-2250-162 R	PRE SpEd Para Salary		102.86
			A107-2100-162 R	TRE SchISuppt Para Salary		508.86
			A201-2100-148 R	BR SchISuppt Accompanist		13,500.00

PITTSFORD CENTRAL SCHOOL DISTRICT
 Budgetary Transfer Report
 Current Appropriation - Effective From: 11/01/2019 To: 11/30/2019
 Fiscal Year: 2020

Effective Date	Trans ID	Transaction Description	Budget Account	Description	Amount Transferred From	Amount Transferred To
			A202-2100-148 R	CR SchISuppt Accompanist		13,500.00
			A202-2100-161 R	CR SchISuppt Clerk Sal		4,615.66
			A202-2250-131 R	CR SpEd Tchr Salary		33,906.40
			A300-2855-137 R	HS Athletics Coach Salary		48,444.17
			A310-2167-131 R	SHS PhysEd Tchr Salary		10,713.51
			A341-2100-173 R	MHS SchISuppt OT/Extra hr		332.39
			A511-2057-135 R	STD SNT InstLdr Stipend		5,210.00
			A610-1310-180 R	FIN BusAdmn Sup/Tech Sal		6,219.41
			A670-5530-166 R	TRN Mechanic Salaries		1,782.38
11/30/2019	014495	To correct negative budget accounts.				
			A311-2100-162 R	MHS SchISuppt Para Sal	-14,919.71	
			A430-2253-490 R	Out District BOCES Placem	-116,832.96	
			A107-2250-162 R	TRE SpEd Para Salary		14,919.71
			A311-2250-131 R	MHS SpEd Tchr Salary		116,832.96
			Total for Fund A - GENERAL FUND		-353,985.79	353,985.79

Director of Finance
 (money is available and allowable)
 Assistant Superintendent for Business Approval

Heleanna Reister
Don T. Reany

Date of Treasurer's Report for BOE review

1/14/2020

Date Completed

12/12/2019

Person Completing

Cherri Carl Geco

PITTSFORD CENTRAL SCHOOL DISTRICT

PITTSFORD, NEW YORK

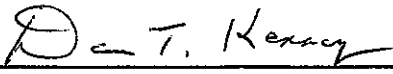
RECOMMENDATION FOR COMPETITIVE BID AWARD

To: Board of Education
From: Darrin Kenney, Assistant Superintendent for Business
(Prepared by Leslie Pawluckie, Purchasing Agent)
BOE Date: January 13, 2020
Topic: BOCES II Cooperative Multi-Media AV Equipment RFB-1903-19
Date Advertised: October 10, 2019
Bid Opening Date: November 7, 2019
Bid Opening Time: 2:00 PM, BOCES II
Fund: Building/Dept

BE IT RESOLVED, That the Board of Education of the Pittsford Central School District award contracts to the following vendors as low responsive bidders meeting specifications:

ITEM BID	RECOMMENDED VENDOR	ESTIMATED AMOUNT
Audio-Visual Equipment		
	Camcor	\$ 1,499.35
	Pyramid School Products	\$ 1,784.25
	Tequipment Inc	\$ 17,490.00
	Tri-State Camera	\$ 210.00
	Troxell Communications	\$ 464.26
		<u>\$ 21,447.86</u>

Comments: The BOCES II Cooperative Multimedia Audio Visual Equipment Bid contract is valid from 1/1/20-12/31/20. Pittsford and six (6) other Districts participated. The bids were reviewed by Rose Brennan, BOCES II Bid Coordinator, Kimberly Palumbos, Assistant Purchasing Agent, and Leslie Pawluckie, Purchasing Agent. It is recommended for award to the lowest responsive and responsible bidders meeting all required bid specifications. Catalog discounts were also obtained from the vendors as part of this bid. Items purchased from this bid are identified on an ongoing basis by budget managers in the AV departments and schools.



Darrin Kenney, Assistant Superintendent for Business

RECOMMENDATION FOR COMPETITIVE BID AWARD

To: Board of Education
 From: Darrin Kenney, Assistant Superintendent for Business
 (Prepared by Leslie Pawluckie, Purchasing Agent)
 BOE Date: January 13, 2019
 Topic: BOCES II Cooperative Printer and Copier Supplies RFB-1907-19
 Date Advertised: October 17, 2019, *Democrat & Chronicle*
 Bid Opening Date: November 14, 2019
 Bid Opening Time: 2:00 PM, BOCES II
 Fund: Budget, Each Building or Department

BE IT RESOLVED, That the Board of Education of the Pittsford Central School District award contracts to the following vendors as low responsive bidders meeting specifications:

ITEM BID	RECOMMENDED VENDOR	ESTIMATED AMOUNT
Printer Supplies		
	Rapid Refill	\$7,059.78
	The Tree House, Inc.	\$2,555.60

TOTAL: \$9,615.38
 (ESTIMATED)

Comments: BOCES II Cooperative Printer and Copier Supplies Bid contract is valid 02/01/20 - 01/31/21. Pittsford and five (5) other districts and/or BOCES participated. The bid was reviewed by Rose Brennan, BOCES II Bid Coordinator; Kimberly Palumbos, Purchasing Assistant; and Leslie Pawluckie, Purchasing Agent. The awards are recommended to the responsive bidders meeting all required bid specifications. Vendors offered discounts by brand for items not listed on the bid. Items are identified on an ongoing basis by budget managers in the departments and schools.



 Darrin Kenney, Assistant Superintendent for Business

2019-2020

Code of Conduct



Pittsford Schools

Table of Contents

Why do We Have a Code of Conduct? 3

Introduction 4

Positive School Culture and Climate 5

Definitions 6

Rights and Responsibilities..... 12

Student Conduct 14

Interpersonal Communication 15

Dress 16

**Building Procedures Involving District Staff,
Parents/Guardians, Students and Visitors..... 17**

Enforcement 18

Teacher Removal of a Student from a Class 20

Searches and Interrogations..... 20

Child Protective Services Investigations..... 23

Specific Disciplinary Measures and Minimum Periods of Suspension 24

Discipline Procedures for Students with Disabilities 26

Rights of Appeal 27

Distribution of the Code of Conduct..... 27

Welcome to the 2019-2020 Pittsford Central School District Code of Conduct

Why do We Have a Code of Conduct?

Safe, supportive and successful learning environments are developed through collaboration among students, school staff, parents/guardians and the community. Creating safe, orderly, and welcoming learning environments is critical to educating and preparing all of our children and youth to achieve their highest potential and contribute to society.

A Code of Conduct helps students succeed by establishing expectations and boundaries. It brings clarity and consistency in practices across the District and helps school staff and administrators know how to address behavioral issues. It ensures a student's right to an education in a safe, civil, caring and supportive learning environment. It serves as a guide to citizenship and provides the tools for school community members to understand and appreciate the norms of behavior within our school culture.



Pittsford Schools, along with school and community partners have worked to develop this Phase II version of the Code of Conduct. Phase I began last year, with wording changes and professional development related to social emotional learning (SEL) and restorative practices in schools. Phase II continues and enhances this work, further defining the relationship of SEL, mental health literacy, academic rigor and supports, restorative practices and culturally and linguistically responsive practices to education in our schools. Phase III, will commence in winter 2020 and will result in a more comprehensive document to guide work over the next several years.

The Code of Conduct is one of many ways the District ensures that students have the right to an education in safe and supportive schools. It is based upon the laws, regulations and policies that create access to education for all while protecting the due process rights of the individual. The Code of Conduct ensures that schools provide equal access to a wide range of supports and interventions that promote positive behaviors and help students develop social emotional efficacy.

The Code of Conduct aligns with the District mission, vision and values. These principles form the foundation for the relationships built through the Code of Conduct, the expectations established for students, staff, parents/guardians and visitors, and the methods to support learning related to behavior. This is accomplished through collaborative efforts to maintain positive school climates, promoting inclusivity and equity for all.

The Pittsford Board of Education recognizes the need to:

- **clearly define the expectations of acceptable conduct on school property**
- **ensure that schools provide equal access to a wide array of supports and interventions that promote positive behavior**
- **help students develop self-discipline and social/emotional efficacy**
- **enable students to improve and correct inappropriate, unacceptable and unskillful behaviors**
- **identify possible consequences and interventions to unacceptable conduct**
- **ensure that when discipline is necessary, it is administered promptly and fairly**

Introduction

All members of the Pittsford school community have a collective responsibility to maintain a safe and orderly school environment. The Pittsford Code of Conduct governs the conduct of students, school staff and administrators, as well as parents/guardians and visitors. It is intended to be proactive, foster a positive environment for all, focus on learning, and support restorative approaches for disciplinary consequences when possible.

Unless otherwise indicated, this Code of Conduct applies when on school property or attending a school function. School property is defined as any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary lines of the District or on a school bus. School functions include, but are not limited to, school-sponsored activities or athletic events, whether on school property or not. Behavior that occurs off school property may be subject to the conditions of the Code of Conduct if such behavior is found to be a significant disruption to the educational process.

The Pittsford Code of Conduct was developed in collaboration with students, school staff, administrators, parents/guardians and community organizations. It outlines the District's commitment to clearly reinforcing the roles and responsibilities of students, school staff, parents/guardians and visitors. The Code of Conduct sets forth expectations for behavior, promotes bias free environments, ensures fair, appropriate and equitable student discipline practices, and complies with all applicable laws and regulations.

Vision and Values

The Code of Conduct supports the District vision: *“Our students will navigate a journey of self-discovery, leading them to overcome obstacles, pursue balance and wellness, and personalize their education. They will recognize challenges as opportunities for learning and accomplishment. They will have the skills and competence necessary to understand and thrive in a diverse, global society. During and after their time with us, they will be independent, healthy, resilient, and compassionate contributors to our community and beyond.”*



Positive School Culture and Climate

Pittsford Schools aims to foster a positive, safe and supportive school culture, based upon mutual respect. Creating a safe learning environment involves protecting students and staff from physical, emotional, and/or psychological harm. Students need to feel safe and secure at school in order to learn effectively. The Code of Conduct is rooted in principles of civility, citizenship, character, equity, mutual respect, honesty, integrity and is consistent with culturally and linguistically responsive educational practices.

The District builds its culture and climate based on high expectations, respect, and accountability. At the essence of a healthy school culture is the commitment of all to take an active role in the academic, social and emotional development of students and to model the skills, behaviors, and mindsets needed for academic and social emotional success.

The District incorporates multiple strategies and supports designed to inspire and prepare all members of the school community to be their best, do their best and make a difference in the lives of others. These include:

Social-Emotional Learning

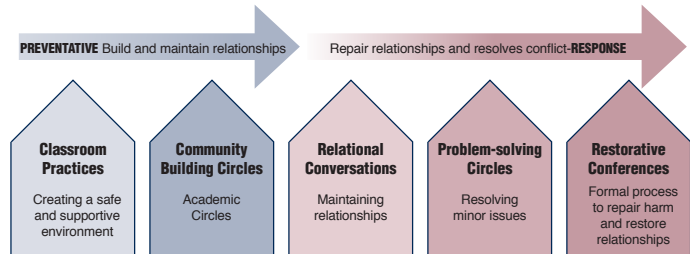
Schools within the District embrace social emotional learning principles and practices. The goal is to help students acquire and apply knowledge, attitudes and skills necessary to:

- Develop self-awareness and self-management skills essential to success in school and in life
- Use social awareness and interpersonal skills to establish and maintain positive relationships
- Demonstrate ethical decision making skills and responsible behaviors in person, school and community contexts

Restorative Practices

Pittsford Schools will implement restorative practices as part of accountability interventions associated with developing positive school culture and climate. Restorative Practices incorporate a continuum of proactive and responsive approaches to create strong community and manage student behavior. These practices offer opportunities to address student misconduct and/or harm in a way that

strengthens relationships, focusing on the identified harm in addition to the rule(s) broken. Restorative Practices can be used with existing Code of Conduct procedures and consequences for inappropriate behavior, or upon agreement of all involved parties, in place of those procedures as appropriate.



Mental Health Literacy

Mental health is a state of well-being in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their community (World Health Organization). The New York State Department of Education (NYSED) provides guidance for developing effective mental health education instruction in the classroom, that complies with the recent amendments to Education Law §804, while also looking at embedding mental health well-being within the broader context of the entire school's environment. To that end, the Code of Conduct incorporates mental health development as part of a comprehensive system of supports.

Academic Rigor & Supports

Pittsford Schools is committed to providing a rigorous academic environment for all students. Instruction and coursework allow for discovery and engagement with meaningful and challenging content. Eligible students are provided academic support services to assist their learning, as appropriate.

Culturally and Linguistically Responsive Practices

Schools cultivate students' cultural and linguistic proficiencies through provision of challenging and rich academic environments. These environments promote sociocultural integration and create inclusive, responsive classrooms and school environments that address the social, emotional, and academic needs of all students.

Definitions

The following definitions apply to this Code of Conduct:

Academic Honesty: Demonstrating and upholding the highest integrity and honesty in all academic work. Academic honesty is integral to the academic experience in school. Collusion, plagiarism and other forms of academic dishonesty are prohibited.

Alcohol/Drugs/Controlled Substances: Any illegal, intoxicating, addictive, mood altering, or potentially harmful substance including, but not limited to, alcohol, inhalants, controlled substances, marijuana, cocaine/crack, LSD, PCP, THC, amphetamines, heroin, steroids, look-alikes, and any of those substances commonly referred to as “designer drugs.” For purposes of this definition, prescription, CBD and over-the-counter drugs when used inappropriately are also included.

Applicable Law: Any federal, state or local law, regulation, rule or order applicable to the situation so described.

Bullying: Unwanted, aggressive repeated acts done knowingly and with deliberation, by an individual or individuals that target and/or harm another person physically or emotionally. It is important to note that a single negative act may constitute “bullying” based upon the particular circumstances such as the seriousness of the act and/or the intent of the actor. Administration will use discretion reviewing each incident independently in the context of the situation.

Bullying generally involves a real or perceived power imbalance. Bullying conduct includes, but is not limited to, harassment related to race, color, weight, ethnicity, national origin, religion, religious practices, sexual orientation, gender, gender identity or expression (as defined in Education Law 11(6)), or sex, age, disability, and physical appearance. It can occur before and after school hours, in a school building or places like a playground or bus, while a child is traveling to or from school or on the Internet.

Bullying can take three forms:

- Physical (including, but not limited to, hitting, kicking, punching, spitting, pushing, taking personal belongings);
- Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and
- Psychological (including, but not limited to, non-verbal actions, spreading rumors, manipulating social relationships, or engaging in social exclusion, extortion, or intimidation).

Bullying, Harassment, Discrimination, and Intimidation refer to any material incident of harassment, bullying, and/or discrimination including a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying, and/or discrimination by a student and/or employee on school property, at a school function, or off-school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, or where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

The act of bullying can involve a single incident; however, it generally involves repeated actions intended to target, intimidate, or harm an individual. In a single incident with equally engaged participants, the administrator may determine such interaction to be a conflict situation, and address this with the participating individuals.



Definitions

Cyberbullying: Harassment or bullying which occurs through any form of electronic communication. Bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, sexting or terrorizing another student or staff member by way of any technological tool, such as, but not limited to, sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, social media, or website postings (including blogs). It may occur on campus and off school grounds. It may involve student use of the District Electronic Information System or student use of personal digital devices, such as smartphones, digital cameras and personal computers, to engage in bullying.

Electronic bullying or harassment includes, but is not limited to, the following misuses of technology:

- harassing, teasing, intimidating, threatening, or terrorizing another student by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs).
- sending mean, vulgar or threatening messages or images;
- posting sensitive, private information about another person; and/or,
- pretending to be someone else in order to make unfavorable representation of that person.

Incidents considered cyber or electronic bullying or harassment have any of these effects:

- Causing physical, social/relational, emotional or mental harm to a student;
- Placing a student in reasonable fear of physical, emotional or mental harm;
- Placing a student in reasonable fear of damage to, or loss of, personal property; and/or,
- Interfering with a student's educational performance and/ or denying or limiting a student's ability to participate in or to receive benefits, services or opportunities in District programs.

Discrimination: Unfavorable treatment or action taken against any person based on the protected group, class, or category to which a person belongs. This includes a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or any other protected class.

Emotional or Mental Harm: Harm to a student's emotional well-being through the creation of a hostile school environment that is severe or pervasive as to unreasonably and substantially interfere with a student's education.

Harassment: The creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being. Harassment also includes conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. Such conduct, verbal threats, intimidation or abuse includes, but is not limited to, conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity or expression, or sex (Education Law 11 (6) and (7)).

- **Color:** Refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race
- **Disability:** (a) A physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions, which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques; or (b) a record of such an impairment; or (c) a condition regarded by others as such an impairment.

Definitions

- **Ethnic Group:** A group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.
- **Gender:** The socially constructed roles, behaviors, activities, and attributes that a given society attributes to men and women (masculine and feminine denotes “gender”); actual or perceived sex and includes a person’s gender identity or expression: The way in which people self-identify and present their masculinity and femininity to the world.
- **Gender Identity:** An individual’s sense of being a man, a woman, a boy, or a girl, or sometimes outside of these binaries. Gender identity is internal, and is not necessarily visible to others. (Education Law §11(6)).
- **National Origin:** A person’s country of birth or ancestor’s country of birth.
- **Race:** A group of persons related by a common descent or heredity.
- **Religion:** Either religious or spiritual belief or preference, regardless of whether this belief is represented by an organized group or affiliation with an organized group having specific religious or spiritual tenets.
- **Religious Practice:** Attending worship services, praying, wearing religious garb or symbols, displaying religious objects, adhering to certain dietary rules, proselytizing or other forms of religious expression, or refraining from certain activities. Determining whether a practice is religious turns not on the nature of the activity, but on the person’s motivation.
- **Sex:** The biological and physiological characteristics that define men and women (Male and Female denotes “sex”).
- **Sexual Orientation:** The sex to which a person is sexually attracted; someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual.
- **Size:** Refers to a person’s weight or height.

Child Protective Services (CPS): The local governmental agency responsible for providing child protection, which includes responding to reports of child abuse or neglect.

Culturally Responsive-Sustaining Education (CR-S): Education grounded in a cultural view of learning and human development in which multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality religion, or ability) are recognized and regarded as assets for teaching and learning (NYSED).

DASA [New York State’s Dignity for All Students Act (DASA)]: Law that seeks to provide the State’s public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. The Dignity Act was enacted into law on September 13, 2010, and took effect on July 1, 2012. Amendments to the Act were effective on July 1, 2013.

Definitions

Discipline: Comes from the Latin word “disciplina”, meaning 'teaching or learning.' A discipline system is comprised of rules of conduct, training, practice, instruction and consequences that support and sustain positive behaviors and self-discipline.

Disruptive Student: Any student under the age of 21 who substantially interferes with the teacher’s authority over the classroom or is substantially disruptive of the educational process on or off school property.

E-Cigarette: Battery-operated devices used to inhale an aerosol, which typically contains nicotine with flavorings and/or other chemicals, or may contain hash oil or other THC-rich extracts (THC is the primary intoxicant in marijuana). They can resemble cigarettes, cigars, pipes or everyday objects such as pens or USB memory sticks. Other devices, such as those with fillable tanks, may look different. Most devices operate in a similar manner and consist of the following components:

- a cartridge or reservoir which holds a liquid solution (e-liquid or e-juice) containing varying amounts of nicotine;
- flavorings and other chemicals, or THC-rich extracts like hash oil;
- a heating element (atomizer);
- a power source (usually a battery); or,
- a mouthpiece that is used to inhale.

Electronic Devices: Cell phones or other telecommunication devices with phone, IM, and/or text messaging; electronic games; or other viewing or listening devices (iPods, iPads, headphones, cameras, camcorders, etc.); or those yet to be developed.

Equity: The principle of providing student access to fair, appropriate and necessary (but not necessarily equal) programs, resources, and strategies to ensure that all students can succeed in school and achieve equitable outcomes.

Expectations: An expression of strong beliefs of what people are capable of doing and achieving. Expectations are normative and aspirational. They provide enduring guidelines for how to present and express ourselves, how we should behave, how we learn and what we should achieve.

Firearms and Other Weapons:

- **Firearm:** As defined as in 18 USC Section 921.
- **Other Weapons:** Any dangerous or deadly instrument which can cause death, injury or damage to a person or property including, but not limited to, BB gun, pellet gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb.

The possession or use of firearms and/or dangerous instruments or weapons on school properties or during school sponsored events is prohibited.

Hazing: Any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of their willingness to participate. Hazing produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule, or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur. Hazing behaviors include, but are not limited to, the following general categories:

- Humiliation (socially offensive, isolating or uncooperative behaviors);
- Substance abuse (abuse of alcohol, tobacco or illegal substances); or,
- Dangerous hazing (hurtful, aggressive, destructive, and disruptive behaviors).

Incorporated within this definition are various forms of physical, emotional and/or sexual misconduct that may range in severity from teasing/embarrassing activities to life-threatening actions.

Definitions

Inclusivity: Inclusivity (Inclusion + Diversity) is taking diversity and inclusion and turning this into action by creating a school environment of engagement, respect and connection. It is an environment where ideas, backgrounds and perspectives are tied together in a caring environment.

Diversity means all the ways we differ. Anything that makes us unique is part of this definition of diversity.

Inclusion means bringing together. It involves making someone a part of something bigger and embracing diversity in a beneficial way.

Illegal Substance: Possession, Distribution and/or Use: Use, sale, possession, and/or distribution of alcohol, inhalable substances (i.e. e-cigarettes, vaping devices or other drug delivery device), illegal substances, synthetics, drug paraphernalia or the inappropriate use of prescription substances and/or over the counter substances, or any substance used for other than its intended purpose, on school property or during school functions is prohibited.

IEP (Individualized Education Plan): A legal written document required for children who are eligible to receive special education services.

Mental Health: A state of wellbeing in which every individual realizes their own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to their community (World Health Organization, as cited in NYSED Mental Health Education Literacy in Schools, 2019).

Norms: The behavioral expectations or rules. Norms inform us how we are expected to behave towards each other and towards the materials we use in schools.

Parent/Guardian: A student's biological, adoptive, or foster parent(s), guardian(s), or caregiver(s) or any person(s) in a parental or custodial relationship to the student.

Resilience: The capacity to rise above difficult circumstances, allowing children to exist in this less-than-perfect world, while moving forward with optimism and confidence. There are seven crucial ingredients needed to bounce back from life's challenges, and thrive far into the future: competence, confidence, connection, character, contribution, coping, and control (Ginsburg, 2011).

Restorative Practices: Processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. It represents a framework that identifies a continuum of both proactive (building relationships) and responsive approaches (repairing harm and restoring relationships). Restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future. Restorative justice is a subset of restorative practices and consists of formal or informal responses to infractions and other wrongdoing after it occurs. (<http://www.iirp.edu/what-is-restorative-practices.php>; <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>)

Safe and Supportive Learning Environment: Critical qualities of a learning environment that enable every student to act responsibly and succeed academically.

School Community: Members associated with the school district. This includes students, school staff, administrators, parents/guardians, residents and visitors attending any events.

Definitions

Sexual Offenses:

- **Inappropriate Sexual Behavior:** Includes, but is not limited to, physical touching of intimate body parts of another or one's self. Consensual acts of intimacy are not appropriate in an educational setting and are prohibited.
- **Sexual Harassment:** Unwelcome sexual advances, requests for sexual favors, taking or sending sexually explicit videos, pictures or auditory recordings or other inappropriate verbal, written or physical conduct of a sexual nature, directed toward others. The sexual harassment offender suggests, solicits, requests, commands, demands or otherwise attempts to induce another individual to have sexual contact or sexual intercourse or unlawful sexual penetration knowing that it is likely to cause annoyance, offense or alarm to that individual.
- **Sexual Assault:** Physical sexual act by force or threat of force against a staff member or another student, including inappropriate touching.
- **Rape or Attempted Rape:** Forced or attempted forced sexual contact without the consent of the victim.

Theft and Vandalism:

- **Theft:** Seizing, receiving, or concealing property with knowledge that it has been stolen.
- **Vandalism:** The willful marring, defacing, or destruction of property and applies to the buildings, both exteriors and interiors thereof, books, school buses, private automobiles, school grounds, and any property associated with the school, students and/or staff.

Tobacco or Tobacco-Related Products: Use, sale, possession or distribution of tobacco or tobacco-related products on school property or during school functions.



Threat: A statement of an intention to inflict pain, injury, death, damage, or other hostile action against a student, staff, school or the District.

Trauma: A response to a perceived threat to survivor or emotional well-being of an individual or a community. Trauma can lead to adverse brain, bodily, and psychological changes that challenge self and impair living, learning, and working.

Vaping: Act of inhaling and exhaling the aerosol, often referred to as vapor, produced by an e-cigarette or similar device. The term is used because e-cigarettes do not produce tobacco smoke, but rather an aerosol, often mistaken for water vapor, that consists of fine particles. In most devices, puffing activates the heating component, which vaporizes the liquid. The person then inhales the resulting aerosol or vapor.

Violent Student: An elementary or secondary student under 21 years of age who commits an act of violence upon another student, school staff, administrator, school employee, or person lawfully on school property. It also applies to possession or displaying a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death; threatening to use any instrument that appears capable of causing physical injury or death; or knowingly and intentionally damaging or destroying school district property or the personal property of a student, school staff, administrator, or school district employee.

Rights and Responsibilities

Student Rights

Students at the District are guaranteed rights provided by constitutional and statutory law, including the right to a free and appropriate public education.

Students have the right to:

- Be afforded a rigorous, authentic, high quality education from Kindergarten through Grade 12 in a safe, supportive, collaborative, culturally and linguistically responsive environment.
 - Have access to support services to promote student social emotional and academic success.
 - Be heard and respected as an individual and be treated fairly, with dignity by other students, school staff, parents/guardians/guardians and visitors.
 - Express one's opinions, verbally or in writing or with assistance in a respectful manner.
 - Dress in such a way as to express one's personality as long as it does not distract or disrupt the learning environment.
 - Take part in school activities on an equal basis regardless of person's actual or perceived [race](#), [color](#), weight, [national origin](#), [ethnic group](#), religious affiliation or practices, [disability](#), [sex](#), [sexual orientation](#), [gender](#), [gender identity](#) or expression.
 - Have access to relevant and objective information concerning [drug and alcohol](#) use and prevention and access to individuals/agencies/services providing direct assistance to students.
 - Be protected from [discrimination](#) and/or [bullying](#) and [harassment](#), based on a person's actual or perceived race, color, weight, national origin, ethnic group, religious affiliation or practices, disability, sex, sexual orientation, gender, gender identity or expression.
 - Be protected by the [Dignity for All Students Act \(DASA\)](#), which prohibits acts of harassments and bullying, including cyber bullying and/or discrimination by students, employees or others on school property or at a school function, or conduct off school property that significantly interferes with the educational process.
 - Be afforded due process by being provided with developmentally appropriate information such as:
 - the Code of Conduct
 - the rules of the district
 - school rules, policies and procedures
 - federal, state and local laws guaranteeing or affecting students' rights to participation
 - appropriate behavior and behaviors that may result in disciplinary action
 - Be afforded the opportunity to be heard in disciplinary actions for alleged infractions of the Code of Conduct in accordance with 3410 R.
 - Be informed of the due procedures for disciplinary processes.
 - Be provided opportunities, when appropriate, to reduce disciplinary action.
 - Be accompanied by a [parent/guardian](#) and/or representative at disciplinary hearings, unless otherwise determined by law or legal authorities.
 - To engage in opportunities that enable students to:
 - be active learners by participating in academic discourse which takes into account multiple and diverse points of view
 - serve on student councils, advisory bodies and/or school teams and committees that make decisions about school life, with supports as needed to participate
 - voice opinions about school decisions and policies using established procedures
 - participate in peer leadership opportunities
 - apply to form groups that represent individual, group and/or cultural interests or needs, following established district procedures
 - recognize and respond to instances of harassment, bullying and [cyberbullying](#), and have access supports to deal with challenging situations
- The Student Rights will be explained to students on an annual basis, and be publicized in developmentally appropriate language.

Rights and Responsibilities

Responsibilities for Students, Parents/Guardians, Staff and Visitors

All students, school staff and administrators, parents/guardians and visitors shall conduct themselves respectfully, responsively and ethically in school and community contexts and comply with the following regulations. No person shall:

- interfere with the freedom of movement and speech of any individual or group, in accordance with applicable provisions of law.
- disrupt or interfere with classes, educational activities, service activities, extracurricular functions or any authorized event.
- bring materials from protests or demonstrations, without appropriate and lawful authority, into any building or room where a class, speech, or other school function is to take place.
- without appropriate and lawful authority, utilize or threaten physical force, physical harassment or physical obstruction, or intentionally cause bodily harm or endanger the health of any person.
- incite or encourage physical violence by other persons or commit any of the acts herein prohibited.
- without appropriate and lawful authority, enter, occupy or remain in any classroom, office building or premise.
- without appropriate and lawful authority, impede or restrict reasonable and free access to, or exit from, any classroom, office building or premise.
- intentionally or recklessly cause damage to, or be involved in, the [theft](#) of school property, or the property of any person where such property is located on school premises.
- without appropriate and lawful authority, invade the privacy of any school records, data or communications or any record, data or communication which is the property of, or in the possession of, another person.
- without prior permission of the District and in accordance with applicable provisions of law, possess, maintain or use an noxious, dangerous or apparently dangerous [weapon](#), instrument or substance in or upon any building in the District or on school premises.
- refuse the request of any school official or authorized public official, any person present in any building or on school property to promptly identify themselves.
- interfere with or disrupt the orderly conduct of activities of the Board including, but not limited to, meetings of the Board, budget votes and/or elections.
- commit any action which threatens the safety or welfare of persons in or on property to which the rules and regulations contained herein apply.
- in accordance with applicable provisions of law, violate another person's civil rights or behave in a manner that is harassing, discriminatory, or abusive, either physically, verbally or in writing.
- refuse to obey the directions of an administrator, faculty or staff member, or event supervisor.
- discriminate and/or harass any student on school property or at a school function. This includes conduct that creates a hostile environment with or without physical contact and/or by verbal [threats](#), intimidation or abuse, of such a severe nature that:
 - has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or,
 - reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, [religion](#), [religious practices](#), disability, sexual orientation, gender, gender identity or expression, or sex (Education Law 11(6)and (7)).

Student Conduct

Students shall demonstrate and adhere to developmentally appropriate standards of conduct on all school property, and at all school functions. The District also expects that conduct off school property shall not significantly interfere with the educational process. In the event that it is determined that off school property conduct significantly interferes with the educational process, the Code of Conduct will be applied. All students shall treat school personnel, other students and visitors with respect. They shall adhere to the requests and directions of any administrator, school employee or event supervisor. Students are prohibited from engaging in aggressive, disruptive, or violent behavior that causes physical or emotional harm, whether intentional or unintentional. This includes, but is not limited to, physical or verbal aggression, [hazing](#), [bullying](#), or other acts that intimidate other students, school personnel, or visitors.

The District has a several policies regarding student behavior that form the basis of this Code of Conduct.

The schools have developmentally appropriate rules and expectations that are applicable at the elementary, middle or high school levels.

The athletic department has training rules and an Athletic Code of Conduct that applies specifically to student athletes. All students shall comply with local, state and federal laws and statutes, including but not limited to, the [Dignity for All Schools Act \(DASA\)](#) and other [applicable laws](#) and regulations.



Interpersonal Communication

Students are protected from intimidation, harassment, or discrimination based on a person's actual or perceived race, color, size, national origin, ethnic group, religious affiliation or practices, disability, sex, sexual orientation, gender, gender identity or expression, or other reasons on school property or at a school sponsored event.

Students are also protected from intimidation, harassment or discrimination based upon hurtful language related to factors such as athleticism, academic standing, appearance, financial or living situation, age, marital status and/or political beliefs.

Intentional or unintentional language, including language perceived as hurtful, can be communicated directly or indirectly through methods such as:

- face to face interactions
- imitation
- body language and/or gestures
- use of social media
- electronic messages or texts
- gossip from one student to another
- sharing of inappropriate jokes, memes or music
- repeating an insensitive line from a movie, television, music or other media
- social isolation
- slurs or derogatory language

Profane, vulgar or abusive language is also prohibited.



Dress

Pittsford schools has established a student dress code to foster [equity](#) and ensure consistent enforcement in all schools. The dress code is designed in a manner that does not reinforce stereotypes and is meant to minimize reasons for conflict. Students should be able to dress comfortably for school and engage in the educational environment without fear of unnecessary [discipline](#) or body shaming. Students are to be treated equitably regardless of [race](#), [disability](#), [sex](#), [gender identity](#), gender expression, [sexual orientation](#), ethnicity, [religion](#), cultural observance, political affiliation, household income, or body type/size. Students are allowed to wear clothing that expresses their self-identified gender, promote social emotional well-being and maintain a safe learning environment. In classes where protective or supportive clothing is needed, students will be made aware of such requirements.

Students are expected to come to school appropriately dressed. Individuality in dress is a matter of personal choice, but it will not be permitted to interfere with, disrupt, or distract from the educational activities of the school. Students must wear clothing to cover private body parts with opaque (non-transparent) material, including:

- A shirt or top
- Bottoms (pants, jeans, shorts, leggings, sweatpants, skirts, dresses, etc.)
- Shoes (sneakers, boots, sandals, flip-flops, slides, flats, heels, etc.)



Clothing and/or accessories that contain derogatory language or offensive images, or promote or advertise the use of [vaping](#), [cigarettes](#), [alcohol](#), [illegal substances](#) or other illegal activities is not appropriate.

Items of clothing or accessories that affect safety are not allowed.

Footwear shall be worn at all-times unless relevant to particular lessons.

Reasonable accommodations based upon religious or cultural practices will be provided to the extent possible.

Building Procedures Involving District Staff, Parents/Guardians, Students and Visitors

All members of the [school community](#) are expected to identify potential and actual violations of the Code of Conduct as they occur in the school building, on or about school property, or at school functions. Any such concerns should be reported to the appropriate school personnel. School personnel should either deal directly with the potential or actual violation or refer it to an appropriate member of the staff and/or administrators. Students and parents/guardians are encouraged to communicate information about potential or actual violations to appropriate school personnel. Students are expected to be cooperative and assist school personnel in the identification and investigation processes.

- a) Appropriate school personnel will address the issue immediately by following District policy and building procedures.
- b) Situations that are not resolved immediately and are in need of further inquiry and/or information shall be addressed by an administrator or other appropriate staff member. This inquiry process may include information from students, staff members, parents/guardians, and community resources. Resolution will be tailored to the situation and may include individual and/or group interventions as outlined in this Code of Conduct.

Where required by law, and under other circumstances deemed appropriate by school authorities, infractions involving breaking of local, state and federal laws shall be reported to the appropriate legal authority.



Enforcement

It shall be the duty of the administrator, or other appropriate school personnel responsible for a school activity to make an initial determination as to whether the conduct of any person violates the Code of Conduct. The person making the initial determination of such an infraction may take immediate and appropriate action to address the violations. A determination of the appropriate disciplinary interventions may be deferred for a reasonable period for further investigation and action by building administration.

Building administrators, or designees, shall have responsibility to investigate the alleged violation of the Code of Conduct and to administer appropriate interventions and/or disciplinary measures for violations. When deemed necessary, law enforcement or other agencies will be notified.

The Superintendent is responsible to promote a safe, supportive school culture and climate, execute Board policies to secure the best educational results and maintain public order. Therefore, the Superintendent shall hear and determine appeals from decisions of other District administrators or designees, regarding violations of the Code of Conduct and the subsequent disciplinary consequences and/or intervention. The Superintendent has authority to modify or impose other [discipline](#) as deemed appropriate.

The Board of Education shall hear and determine appeals from decisions of the Superintendent for suspensions that are over five days in length.



Disciplinary Consequences and Corrective Actions

- a) **Violation by Students:** A student found in violation of the Code of Conduct is subject to such action as set forth under the Consequences, Interventions and Involvement of outside agencies section as deemed appropriate under the circumstances. If the student is a student-athlete and the violation is also an infraction of the training rules, the student-athlete shall also be subject to the provisions of the Athletic Code of Conduct. Parents/guardians will be notified either orally or in writing, by the Building administrator/designee and/or Athletic Director/designee, depending on the nature of the violation. Appropriate District personnel will address Code of Conduct violations promptly. Building or District administrators and/or the Superintendent will be involved as deemed necessary.
- b) **Violation by District Personnel:** District personnel found in violation of the Code of Conduct are subject to actions as outlined in provisions of the New York Education Law, New York Civil Service Law, and applicable collective bargaining agreements.
- c) **Violation by Other Community Members:** Any community member who is determined to be in violation of this Code of Conduct shall be informed of the alleged violation and asked to desist. If necessary, the person may be required to leave the District property. Upon failure to do so, or if otherwise deemed appropriate, law enforcement authorities may be called upon to assist.

Enforcement

Disciplinary Consequences, Interventions and Involvement of Outside Agencies

It is the policy of the Board that all disciplinary consequences employed by persons enforcing the Code of Conduct have as objectives the maintenance of a safe school environment and the development of responsible school behavior. Disciplinary consequences shall be appropriate and equitable for the individual. Law enforcement authorities shall be called to school property as required by law or when deemed necessary by the building administrator. Other community agency involvement may be requested in selected circumstances.

The following disciplinary consequences are among those deemed appropriate. The list is not exhaustive and may include one or more of the following activities:

- a) Individual appropriate action by District or school personnel
- b) Parent/Student conference-collaborative effort between school and parent/student to resolve the identified issue
- c) Removal from a class by a teacher
- d) Removal from a class by an administrator
- e) Loss of privileges
- f) Suspension of bus privileges
- g) After-school detention
- h) In-school detention (designated time within school day)
- i) Saturday detention
- j) In-school suspension

- k) Out-of-school short term suspension (up to five days)
- l) Out-of-school long term suspension (more than five days) requires Superintendent hearing
- m) Expulsion (only as allowed by school law)
- n) Involvement of appropriate legal agencies and actions

The District cannot mandate disciplinary consequences other than those listed above. However, administrators in consultation with parents/guardians and students, may agree to alternative actions such as, but not limited to:

- a) restorative practices
- b) community service activities
- c) restitution
- d) counseling
- e) mediation
- f) referral to a medical professional or other appropriate agency or service

These actions may be used in combination with or in place of disciplinary consequences. The District will follow required procedures for juvenile delinquency petitions, Persons in Need of Supervision (PINS) proceedings, and/or criminal proceedings as necessary and appropriate.



Teacher Removal of a Student from a Class

A teacher may remove a [disruptive student](#) from a classroom for up to two days in accordance with procedures described in administrative regulations 3410R. No such student shall return to the classroom until the Principal makes a final determination pursuant to Education Law Section 3214(3-a)(c) or

the period of removal expires, whichever is less.

For those disciplinary measures which remove a student from classroom instruction, provisions will be made to provide continued academic support.

Searches and Interrogations

Pittsford Schools is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, school personnel may question a student about an alleged violation of law or this Code. Students are not entitled to a “Miranda”-type warning before being questioned, nor are school personnel required to contact a student’s parent before questioning the student. However, school personnel should inform students why they are being questioned.

The Board of Education authorizes the superintendent, building/program administrators, and other designated persons to conduct searches of students and their belongings if there is a reasonable suspicion to believe that the search will result in evidence that the student violated the law or this Code. Those same individuals may conduct a search of a student’s belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as there is a legitimate reason for the very limited search. For purposes of this Code of Conduct, a student’s cell phone is considered a belonging that can be searched for evidence. Additionally, a student may be required to relinquish their cell phone as part of an investigation so as not to allow the opportunity to communicate with others about the investigative process.

Authorized individuals may also search a student or the student’s belongings based on information received from a reliable informant. Individuals, other than school personnel, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or

they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate [threat](#) to safety. School personnel will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student’s belongings, the student should be encouraged to admit possession of physical evidence of the violation of law or this Code, or encouraged to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Whenever practicable, searches will be conducted in the privacy of administrative offices, and the student will be present when their possessions are searched.

For safety and security purposes, Pittsford Schools works with local police to conduct periodic searches on school grounds using trained narcotics dogs and conducts periodic screening for [weapons](#) using metal detector scanning devices.

Searches and Interrogations

searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that students' lockers, desks, and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent. Each student is responsible for the contents of their locker.

Strip Searches

Under no circumstances will any school personnel conduct a strip search of any other person. For the purposes of this section, requiring the removal of an outer coat or jacket, or shoes and socks, shall not constitute a strip search. In the unlikely event that such a strip search is warranted, law enforcement will be called to assist.

Searches of Student Vehicles

An authorized school official may search a student's unlocked vehicle on school grounds if the school official has reasonable suspicion to believe that the vehicle contains contraband in violation of the law or this Code of Conduct. A trunk is considered unlocked if the passenger compartment is unlocked and the trunk lid can be released from within the passenger compartment. If the vehicle is locked, the school official should ask the student to unlock the vehicle. If the student refuses to unlock the vehicle, the school official may either call the student's parent(s)/guardian(s) for permission to open the vehicle or, if there is reasonable suspicion that the vehicle contains illegal contraband, call the police to determine whether or not they have grounds to search the vehicle, either with or without a warrant. If a student and/or a student's parent(s)/guardian(s) refuse to open a locked vehicle to allow a search by school officials based on reasonable suspicion, or if they remove the vehicle from school grounds to avoid the search, the student's parking privileges may be suspended or revoked.



Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age, and grade of student searched
2. Reasons for the search
3. Name of any informant(s)
4. Purpose of search (that is, what item(s) were being sought)
5. Type and scope of search
6. Person conducting search and his or her title and position
7. Witnesses, if any, to the search
8. Time and location of search
9. Results of search (that is, what items(s) were found)
10. Disposition of items found
11. Time, manner, and results of parental/guardian notification

The building principal/designee shall be responsible for the custody, control, and disposition of any illegal or dangerous item taken from a student. The principal/designee shall label each item taken from the student and retain control of the item(s) until turned over to the police. The principal/designee shall personally deliver dangerous or illegal items to police authorities.

Searches and Interrogations

Interrogation of Students Suspected of Possession or Consumption of Alcohol, Other Drugs, or Illegal Substances or Being Under the Influence of Alcohol, Other Drugs or Illegal Substances

Authorized District staff shall investigate suspected consumption, use or being under the influence of [alcohol](#) or [illegal substances](#) (including [vaping](#) devices) on school property or at a school function. Such investigations may include, but are not limited to:

- Searching students lockers, desks, and other storage spaces
- Searching student clothing and/or belongings as outlined within this Code of Conduct
- Questioning students
- Conducting prescreening tests (e.g. examining coordination, mannerisms, speech)
- Using hand-held portable testing devices
- Use of methods to test contents of drug delivery devices, including vaping devices



Police Involvement in Searches and Interrogations of Students

Pittsford Schools is committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. a search or an arrest warrant;
2. probable cause to believe a crime has been committed on school property or at a school function; or,
3. been requested by school officials to investigate a reported or suspected crime.

Police questioning of students under 18 considered as suspects should not be done without notifying the parents/guardians. However, the decision when and how to notify parents/guardians should be made by the police, not school officials. School officials are not authorized to give consent to police questioning of students under the age of 18 as required by section 305.2 of the Family Court Act.

When the police are investigating a reported or suspected crime on school grounds or at a school function, school officials shall defer to the police officers concerning questioning of students or searching of any student's person or property. School officials shall defer to police judgment whether or not it is necessary to call any student's parents/guardians before questioning or searching the student, whether or not it is necessary to advise the student of any rights before questioning or searching, whether or not it is necessary to obtain a warrant before conducting a search, and whether or not it is necessary to advise parents/guardians before taking a student into custody.

School officials shall cooperate with police procedures to assist the successful investigation of the suspected crime, and not advise students of their rights or call parents/guardians without police consent. School officials should not advise parents/guardians that a student will be or is being questioned or searched by the police in connection with the investigation of a suspected crime in school until after the investigation has been completed or the student has been taken into police custody from school.

Child Protective Services Investigations

Consistent with the District's commitment to keep students safe from harm and the obligation of school officials to report to [Child Protective Services \(CPS\)](#) when they have reasonable cause to suspect that a student has been abused or maltreated, the District will cooperate with local Child Protective Services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations. All requests by CPS workers to interview a student on school property shall be made directly to building principal or designee. The principal or designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other District medical personnel must be present during that portion of the interview.

No student may be required to remove clothing in front of a Child Protective Services worker or school District official of the opposite sex. A Child Protective Services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's/guardian's consent.



Specific Disciplinary Measures and Minimum Periods of Suspension

While the following minimum periods of suspension are established, the suspending authority or Superintendent has the discretion to modify the minimum period on a case-by-case basis, considering any of the following:

- age of student
 - the student's prior disciplinary record
 - the Superintendent's belief that other forms of [discipline](#) may be more effective
 - input from teachers, parents/guardians and/or others
 - other extenuating circumstances
- a) Possession or use of a [firearm](#) will result in a five-day out-of-school suspension, Superintendent's Hearing with a one-year suspension, and referral to legal authorities.
- b) Possession or use of a [weapon](#) other than a firearm will result in a five-day out-of-school suspension, and may include a referral to a Superintendent's Hearing for consideration of a long-term suspension. The student may also be referred to legal authorities.
- c) Bomb threats will result in a five-day out-of-school suspension, a Superintendent's Hearing with a one-year suspension, and referral to legal authorities.
- d) Violent behavior, the use of physical force, [threats](#), or acts of violence toward other students, will result in a five-day out-of-school suspension and may include referral to a Superintendent's Hearing for consideration of a long-term suspension. The student may also be referred to legal authorities.
- e) Violent behavior, the use of physical force, threats, or acts of violence toward staff, will result in a five day out-of-school suspension and referral to a Superintendent's Hearing for consideration of a long-term suspension. The student may also be referred to legal authorities.
- f) Repeated substantially disruptive behavior will result in a two-day suspension, in school or out of school, to be determined by the Principal. For purposes of this Code, repeated substantially disruptive behavior means engaging in conduct that results in the student being removed from the classroom by the teacher on three or more different occasions during a semester, or four or more different occasions during a school year.



Specific Disciplinary Measures and Minimum Periods of Suspension



- g) Possession, distribution or use of [tobacco](#) (smoke or smokeless) may result in up to a three day suspension.
- h) Possession, distribution or use of [alcohol](#), [e-cigarettes](#) or other drug delivery devices, including [vaping](#) devices, inhalable substances, [illegal substances](#), synthetics, drug paraphernalia or the inappropriate use of prescription substances and/or over the counter substances or any substance used for other than its intended purpose, will result in a five day out-of-school suspension. Repeat offenders may be further referred to a Superintendent's Hearing. Possession of illegal substances will be reported to legal authorities.
- i) Sale, or distribution, of alcohol, e-cigarettes or other drug delivery devices, including vaping devices, inhalable substances, illegal substances, synthetics, drug paraphernalia, the inappropriate use of prescription substances or over the counter substances (when intended use is in violation of District policy), or any substance used for other than its intended purpose, will result in a five day out-of-school suspension, a Superintendent's Hearing for consideration of a long-term suspension, and referral to legal authorities.

- j) [Vandalism](#), or the willful or malicious destruction of public or private property, will result in suspension, in school or out of school, based on the particular circumstances and as determined by the Principal. Restitution may be pursued and the student may be referred to legal authorities.
- k) Violation of civil rights will result in suspension, in school or out of school, based on the particular circumstances and as determined by the Principal.
- l) Violation of the District Electronic Information Network Policy may result in a five-day suspension, referral to a Superintendent's Hearing, and legal action.
- m) [Harassment](#), including but not limited to, [bullying](#), [cyberbullying](#) or [hazing](#) may result in up to a five-day suspension, in school or out of school, and may include a referral to a Superintendent's Hearing for consideration of a long-term suspension upon review of the content (if available), intent and planned nature of the bullying, harassment or hazing, as determined by the Principal.

A student who is suspended from school may not participate in any extracurricular activities on or off school grounds, including sporting events, field trips, intramurals, or other school sponsored activities.

Persons determining disciplinary consequences are encouraged to use appropriate, innovative remedial measures toward the end of obtaining mature personal growth and securing willing cooperation with the policies of the Board and the maintenance of order on District property. Insofar as specific procedures are mandatory prerequisites to the administration of disciplinary measures, those procedures shall be followed.

Discipline Procedures for Students with Disabilities

The District will comply with all state and federal laws regulating [discipline](#) procedures for students with disabilities. The disciplinary procedures for students with disabilities have been developed to:

- a) Promote early intervention and avoid escalation of behavioral or other adjustment problems;
- b) Examine and respond to behavior as it relates to the [disability](#); and,
- c) Provide for modifications of instructional program, services and/or placement, in an expedited fashion to avoid disruption of the student's education.

It is intended that behavior which is related to the disability and does not present a serious danger to self or others, should be dealt with through modification of the instructional program, behavior support plan, services, or placement rather than the suspension process. This would include conferences among the teacher, Special Education Teacher, Administrator, and the [parent/guardian](#) to attempt to resolve the problem. It may result in a referral to the

Committee on Special Education or modifications within the existing program which do not affect the Individualized Education Plan.

Where the behavior is not related to the disability and/or the behavior does present a serious danger to self or others, the short-term suspension process may still be used. These procedures have been developed to avoid prolonged periods without any instructional program for students and/or to minimize the staff time involved in the long-term process. (Refer to administrative procedures concerning students with disabilities).

Alternative Educational Programs

Any or all alternative educational programs approved by the New York State Education Department will be considered as to their appropriateness based on the needs of a student. These will be considered on a case-by-case basis.



Rights of Appeal



Insofar as permitted by law, authority for the implementation of the Code of Conduct and [discipline](#) is delegated to the Superintendent. Any individual aggrieved by a finding of violation of this policy, and/or the disciplinary measures resulting there from, may appeal to the Superintendent.

Such appeals must be in writing and submitted to the Superintendent within thirty days of the initial decision to be appealed. The Superintendent shall review and decide the appeal within thirty school days following its submission. The appeal may be determined solely upon written papers or such further investigation as the Superintendent, in the Superintendent's sole and unrestrained discretion, shall deem pertinent to the questions presented on appeal.

Distribution of the Code of Conduct

The District shall ensure that all District staff members are familiar with the content of the Code of Conduct and their responsibility in its implementation and enforcement through annual staff and new staff orientation meetings.

The Code of Conduct will be adopted by the Board of Education only after at least one public hearing that provided for the participation of school personnel, parents/guardians, students, and any other interested parties. Copies of the Code of Conduct shall be disseminated pursuant to law and Commissioner's Regulations.

The Code of Conduct shall be reviewed on an annual basis, and updated as necessary in accordance with law. The Board shall reapprove any updated Code of Conduct or adopt revisions only after at least one public hearing that provides for the participation of school personnel, parents/guardians, students, and any other interested parties.

The District shall file a copy of its Code of Conduct and all amendments to the Code with the Commissioner of Education no later than thirty days after their respective adoptions.



Pittsford Schools



Pittsford Schools

Field Trip Approval Form

This form must be filled out for every district field trip. Complete and submit at least three months in advance for an overnight, out of state or out of country trip and 30 days for a day trip.

Date of application: 1/3/20

School Requesting Trip: Athletics

Date(s) of trip: 4/3/20 - 4/10/20

Classification of trip: (Check all that apply)

- Day Trip
- Overnight without missing instructional time
- Overnight with missing instructional time
- Out of state
- Out of country

Type of field trip: Athletic Varsity Baseball Myrtle Beach Tri

Class/Club/Team Name Participating in the Trip:

Sutherland Varsity Baseball

Reason for Trip:

To get 4 games and a scrimmage in while the weather up north is unplayable. This gives our team a chance to work on skills and practice outside when we would typically be inside in the gymnasium. This a great opportunity for the team to bond and build a close relationship. Also families enjoy their time on vacation while meeting other parents of the team. It has been a tradition for over a decade and continues to be one of the most memorable experiences the players have in

Trip Initiator(Teacher/Advisor/Coach):

Brandon

DeRosa

First Name

Last Name

Trip Initiator Email: brandonderosa6@gmail.com

Number of substitute teacher(s) to be needed for the date(s) of the trip? None

TRIP LOGISTICS

Have both the district and building calendars been checked for conflicts?

Yes No

None

Identify conflicts:

Trip Destination Address: (if overnight trip, provide name and address of overnight lodging)

Name: Long Bay Resort

Street Address: 7200 North Ocean Boulevard

City: Myrtle Beach

State: South Carolina

Zip: 29572

Date(s) of Departure from School: 4/3/20

Time(s) of Departure from School: 5:00 p.m.

Date(s) of Return to School: 4/10/20

Time(s) of Return to School: 10:00 p.m.

Estimated round trip miles: 1,600

Estimated Number of Students participating in trip: 20

Estimated Number of PCSD Chaperones participating in trip: 3

Estimated Number of Parent Chaperones participating in trip: 0

Is a nurse needed to attend the trip? No

Are you aware of the process for collecting, administering, distributing and securing medication? Yes

Are you aware of the process for accommodating students with IEP's, allergies, and/or medical conditions? Yes

Is trip insurance available for this trip?

Yes No, Explain

Type of transportation. Check all that apply:

- Pittsford School Bus
- Non-Pittsford School Bus
- Commercial Tour Bus
- Train
- Airplane
- Other

TRIP COSTS - Expenses

Are you aware of any students who may require alternative financial support in order to attend? No - Explain

There has not been a family that has said they cannot afford the trip. In years past, if a player cannot afford it, the booster club \

Estimated trip cost per student: \$ 1,150
Additional costs per student (spending money, event fees, food, gratuities, etc):\$ 0
Estimated Trip Insurance fee per student (if applicable): \$ 0 - covered

TRIP FUNDING - Payments

Student payments will be made to: Other, please specify Booster club - Friends of Sutherland Baseball

Please describe any fundraising (if involved):

We have a pancake breakfast, little league clinics and restaurant nights that raise money for the booster club and is used on the trip.

Supervision of Overnight, Extended, Out-of-State, Out-of-Country Trips

Name of Tour Company used to manage trip: 1st Choice Educational - Bedore Tours Bus Company
Date of Parent Informational Meeting: 3/17/20
Date of Chaperone Meeting: 3/17/20

Supervision Details i.e. baggage checks, curfews, room check-ins, non-direct supervision activities:

Each coach will go through player's bags to make sure there is nothing that violates the code of conduct. Room checks will happen each night at 10 p.m. All players and coaches will be together for the duration of the trip. All transportation, games and meals will be together as a team.

Trip Adviser agrees to provide the Code of Conduct during the mandatory parent meeting and will obtain confirmation that all participants have read and agree to the code of conduct

Policy 8460: The District Code of Conduct applies to all participants at all times during a trip. Participation by students or adult supervisors may be terminated for a violation of the Code of Conduct during the trip. All expenses arising out of such an infraction, including travel expenses back to school and damage to property, are the responsibility of the student's parents, or in the case of an adult supervisor, that individual.

Trip Advisor Initials: BD

Trip Advisor will provide participants with the field trip cancellation policy and will obtain confirmation that all participants have read this policy.

Policy 8460: The Superintendent or designee reserves the right to cancel a field trip, particularly if security and safety is in doubt.

Trip Advisor Initials: BD

Curricular / Instructional

Instructional Objectives (Be specific, include outcomes, desired proficiency level and how you will measure the standards and district curriculum goals it meets.):

N/A

Preparation Activities (How will the student be prepared to for the trip as an instructional activity?):

N/A

On Trip Activities (What instructional activities will occur on the trip?):

N/A

Follow-Up Activities (Upon return, what activities will occur to enrich the experience and to determine if the objectives were achieved?):

N/A

What instructional provisions have been made to help participants keep up with other classes that they will miss?

Students are able to bring work with them if they feel that they need to do it on the trip. There is down time each night to get work done if necessary.

What specific plans have been made for the continued instruction of those students who will not participate in the field trip?

N/A

Other remarks about trip not included in any of the above fields:

N/A

Approvals:

Building Principal / Director Initials: *SMB*

Date: 1/6/20

Superintendent Initials:

MP

Date:

1/19/20

* Holly has
check *

5230F

PITTSFORD CENTRAL SCHOOL DISTRICT

ACCEPTING GIFTS FROM THE PUBLIC

If you wish to have a gift considered for acceptance by the school district, please read board policy "Accepting Gifts from the Public" and complete the form below.

Name Lindsey Spencer Phone 847 - 855 - 9105

Address 269 Southridge Dr. Gurnee, IL 60031

School: Sutherland HS

1. Describe the gift. What is it? List its condition, age, size, and other details as applicable. If not cash or new item, please estimate the fair market value.

Donation of \$5,000 for establishment
of the Donald Spencer, Class of 1945,
Memorial Scholarship

2. Describe any conditions or restrictions for its use.

see attached email.

3. If the gift is in trust, describe specifically your intentions for the use of the principle and for investment. (You may contact the District Treasurer to agree on a method for treating the principle.)

N/A

4. Which of the following conditions does the gift fulfill?

- Is it in support of and a benefit to all district schools or to a particular district school? SFS
- Is it for a purpose for which the district could legally expend its own funds?
- Is it for the purpose of awarding scholarships to students graduating from the district?

Thank you for your consideration of the district as a recipient of a gift. We will consider your donation and respond to you about our ability to accept your gift as soon as possible.

PLEASE NOTE:

In the case of Technology/Computer equipment, the gift needs to be approved by our Coordinator of Technology, Matthew Kwiatkowski. In the case of Athletic donations, the gift needs to be approved by our Athletic Director, Scott Barker.

Administrator's Approval: _____ Date _____
(When appropriate)

Principal's Approval:  Date 12/18/19

Superintendent's Approval:  Date 12/20/19

Board Action: Date: _____