

PITTSFORD CENTRAL SCHOOL DISTRICT  
PITTSFORD, NEW YORK  
BOARD OF EDUCATION MEETING  
**TUESDAY, AUGUST 10, 2021 – 5:00 P.M.**  
MCCLUSKI ROOM – BARKER ROAD MIDDLE SCHOOL  
(LINK TO PUBLIC VIEWING ON WEBSITE)

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AGENDA

5:00 P.M.

- I. CALL TO ORDER
- II. APPROVAL OF AGENDA (BOARD ACTION)
- III. APPROVAL OF MINUTES July 13, 2021 (Reorganization/  
Regular Meeting) (BOARD ACTION)
- IV. BOARD OF EDUCATION REPORT
  - A. Monroe County School Boards Association Meeting Reports
    - 1. Board Leadership – next meeting – 8/11/21
    - 2. Executive Committee – next meeting – 10/6/21
    - 3. Information Exchange Committee – 9/15/21
    - 4. Labor Relations Committee – next meeting – 9/22/21
    - 5. Legislative Committee – next meeting – 9/8/21
    - 6. Steering Committee – next meeting – 8/11/21
    - 7. Communications Outreach Advisory Committee
  - B. Other Meeting Reports
  - C. Dates to Remember
    - 1. 9/9/21 – Schools Open
    - 2. 9/14/21 – Next Regularly Scheduled Meeting
- V. FINANCIAL REPORT – Mr. Kenney
  - A. Action Items:
    - 1. Assessment Review – Stipulation and Consent Order (BOARD ACTION)
    - 2. NYS Employees’ Retirement System Standard Work Day (BOARD ACTION)
    - 3. Transportation Services Contracts-Students w/ Special Needs (BOARD ACTION)
    - 4. Tax Collection Process Resolution (BOARD ACTION)
    - 5. Year-End Transfer to Reserve Funds (BOARD ACTION)
    - 6. Bid Awards (**See Consent Agenda**)
      - a. Special Needs Transportation
      - b. Musical Instruments
  - B. Discussion:
    - 1. Professional Service Contracts Report
  - C. Other:
- VI. HUMAN RESOURCE REPORT – Mr. Clark
  - A. Action Items:
    - 1. Professional Staff Report (BOARD ACTION)
    - 2. Support Staff Report (BOARD ACTION)
    - 3. Approval of Equity Coordinator (BOARD ACTION)
  - B. Discussion:
  - C. Other:
- VII. STUDENT SERVICES – Mrs. Cutaia
  - A. Action Items: (**See Consent Agenda**)
    - 1. 2021-2022 Emergency Preparedness Guide
    - 2. Code of Conduct Document – 2<sup>nd</sup> Reading
  - B. Discussion:
  - C. Other:

- VIII. SPECIAL EDUCATION REPORT – Ms. Woods
- A. Action Items: (**See Consent Agenda**)
    - 1. Committee on Special Education: Amendments - Agreement No Meetings, Annual Review, Initial Eligibility Meetings, Requested Reviews, Requested Review Transfer Student, Transfer Student- Agreement No Meeting.
    - 2. Sub-Committee on Special Education: Amendments – Agreement No Meetings, Annual Review.
    - 3. Committee on Preschool Special Education: Annual Reviews, Amendment - Agreement No Meetings, Initial Eligibility Determination Meeting, Re-evaluation Review.
  - B. Discussion:
    - 1. Special Education District Plan – **1<sup>st</sup> Reading**
  - C. Other:

- IX. SUPERINTENDENT’S REPORT – Mr. Pero
- A. Action Items:
    - 1. Call for Executive Session (BOARD ACTION)
    - 2. Resolution for Appeal (BOARD ACTION)
    - 3. Policy Approval – **2<sup>nd</sup> Reading (See Consent Agenda)**
      - a. #5633-Gender Neutral Single-Occupancy Bathrooms
  - B. Discussion:
  - C. Other:

- X. CONSENT AGENDA (BOARD ACTION)
- A. Bid Awards
  - B. Emergency Preparedness Guide
  - C. Code of Conduct Document
  - D. Committee on Special Education
  - E. Sub-Committee on Special Education
  - F. Committee on Preschool Special Education
  - G. Policy #5633

XI. OLD BUSINESS

XII. NEW BUSINESS

XIII. PUBLIC COMMENT

*The Pittsford Board of Education values transparency and the public comments made during its meetings. As such, the Pittsford Board of Education actively provides for this agenda item at its regular meetings. Board of Education meetings are not public forums, rather they are business meetings held in public where dialogue is not normally conducted with audience members.*

*The purpose of this agenda item is for the Board to receive respectful and constructive feedback, opinions and information. These comments are then taken under advisement by the Board of Education and the Superintendent of Schools. Respect and civility are required during these meetings, particularly as we have students routinely attending as part of their course work.*

*Comments should be in reference to an interest or topic, not an individual. Each speaker will have the floor for **no more than three minutes**. The Board President reserves the right to limit the total amount of speaking time. In an effort to avoid repetitiveness, if speakers are attending with other residents with similar input, we ask that the group designate one person to address the Board as a group. For speakers who do not follow meeting and decorum protocols, the speaker’s privilege to use the floor will no longer be recognized by the Board of Education. Those planning to address the Board during the Public Comment agenda item must share the nature of their topic, name and address with the Board Clerk **before** speaking. Notecards are available for this purpose at the sign-in table near the entrance of the meeting room.*

- XIV. ADJOURNMENT/RECESS (BOARD ACTION)

Next regularly scheduled meeting: **Tuesday, September 14, 2021**

***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](http://pittsfordschools.org)*

PITTSFORD CENTRAL SCHOOL DISTRICT

Board of Education Meeting

Tuesday, July 13, 2021

Barker Road Middle School

(Link to Public Viewing on Website)

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The REORGANIZATION AND REGULAR MEETINGS of the Pittsford Central School District Board of Education were held at 5:00 p.m. in the McCluski Room, Barker Road Middle School on Tuesday, July 13, 2021.

BOARD MEMBERS PRESENT: A. Thomas, T. Aroesty, J. Casey, S. Pelusio, R. Sanchez-Kazacos, R. Scott, P. Sullivan.

LEADERSHIP TEAM PRESENT: M. Pero, J. Cimmerer, S. Clark, S. Cutaia, D. Kenney, 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. Mr. Pero called the Reorganization Meeting to order at 5:00 p.m. and asked everyone to stand for the Pledge of Allegiance.

2. Mr. Pero administered the Oath of Office to District Clerk, Mrs. Deborah Carpenter.

3. Mrs. Carpenter administered the Oaths of Office to re-elected Board Member, Mrs. René Sanchez-Kazacos and newly elected Board Members, Mr. Jeffrey Casey and Mrs. Sarah Pelusio.

4. Motion was made by Mrs. Thomas, seconded by Mrs. Sanchez-Kazacos and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education approves the agenda for the Reorganization Meeting. **APPROVED: AGENDA**  
Vote: Unanimously carried

5. Motion was made by Mr. Sullivan, seconded by Mrs. Scott and carried nominating Mrs. Amy Thomas to the office of President of the Pittsford Central School District Board of Education for the 2021/2022 school year. **APPROVED: A.THOMAS PRESIDENT**  
Vote: Unanimously carried

6. Mrs. Carpenter administered the Oath of Office to President Thomas.

7. Motion was made by Mrs. Sanchez-Kazacos, seconded by Mrs. Pelusio and carried nominating Mr. Ted Aroesty to the office of Vice-President of the Pittsford Central School District Board of Education for the 2021/2022 school year. **APPROVED: T. AROESTY VICE-PRESIDENT**  
Vote: Unanimously carried

8. Mrs. Carpenter administered the Oath of Office to Vice-President Aroesty.

9. Mrs. Carpenter administered the Oath of Office to Superintendent Pero.

10. Motion was made by Mrs. Scott, seconded by Mrs. Sanchez-Kazacos regarding the following resolutions: **APPROVED: APPOINTMENTS**  
Vote: Unanimously carried

BE IT RESOLVED, that the below listed appointments be approved for the 2021/2022 school year, retroactive to July 1, 2021, with ratification for their acts performed in the ordinary course of their duties.

3.

School District Clerk, Mrs. Deborah Carpenter will give the District Treasurer, Assistant Treasurer and the Internal Claims Auditor their Oath of Office in the course of their duties.

DISTRICT CLERK	Deborah Carpenter	\$11,530
DISTRICT TREASURER	Leeanne Reister	-----
ASSISTANT DISTRICT TREASURER	Holly Evans	-----
INTERNAL CLAIMS AUDITOR	Cynthia Heagerty	\$26.63/hr.
DEPUTY (SUBSTITUTE) CLAIMS AUDITOR	TBD	-----
DEPUTY (SUBSTITUTE) PURCHASING AGENT	Karen Houston	-----
SCHOOL PHYSICIAN	Dr. Robert Tuite	-----
CHIEF CENSUS ENUMERATOR	Shana Cutaia	-----
DISTRICT DIGNITY ACT COORDINATOR	Shana Cutaia	-----
BUILDING DIGNITY ACT COORDINATORS	*See attached list	-----
CENTRAL TREASURER FOR EXTRA-CLASSROOM ACTIVITY FUNDS	Leeanne Reister	-----
RECORDS MANAGEMENT OFFICER	Deborah Carpenter	-----
RECORDS ACCESS OFFICER	Deborah Carpenter	-----
LEA ASBESTOS DESIGNEE	William Buell	\$4,000
TITLE IX OFFICER	Shawn Clark	-----
PURCHASING AGENT	Leslie Pawluckie	-----
DESIGNATED EDUCATION OFFICIAL	Shana Cutaia	-----
HEALTH & SAFETY COMMITTEE	*See attached list	-----
REFERRALS TO CSE AND CPSE	*See attached list	-----
CSE COMMITTEE APPOINTMENTS	*See attached list	-----
CSE SUB COMMITTEE APPOINTMENTS	*See attached list	-----
CPSE COMMITTEE APPOINTMENTS	*See attached list	-----
ELECTION CHIEF INSPECTOR/CHAIRPERSON	To Be Appointed	\$25/hour
DATA COORDINATOR	Jeff Cimmerer	-----
DATA PRIVACY OFFICER (DPO)	Jeff Cimmerer	-----

BE IT RESOLVED that Harris Beach PLLC and Harter Secrest & Emery LLP be appointed as the school district's attorneys for the 2021/2022 school year.

BE IT RESOLVED that Mengel, Metzger, Barr & Co. LLP be appointed to conduct the District's regular audit, single audit, and extra-classroom audit for the 2021/2022 school year as per the previous year's engagement agreement and in accordance with Education Law Chapter 263.

BE IT RESOLVED that HV Audit LLC be appointed to conduct the District's internal audit for the 2021/2022 school year as per the signed agreement.

BE IT RESOLVED that the District Audit Committee shall consist of three members of the Board of Education for the 2021/2022 school year. Members and committee charter will be approved by the Board following the first Audit Committee meeting.

BE IT RESOLVED that SEI Design Group Architects, P.C. be designated as the District's architect for the 2021/2022 school year.

BE IT RESOLVED that the Board of Education will appoint Impartial Hearing Officers on the Impartial Hearing Officer Rotational List from the New York State Education Department Impartial Hearing Reporting System for the 2021/2022 school year.

BE IT RESOLVED that the Board of Education, pursuant to Section 200.5(j) (3) of the Regulations of the Commissioner of Education, hereby appoints the president or vice president of the Board of Education, each such individual empowered to act alone, to make an appointment of the Impartial Hearing Officer when a special education impartial hearing is requested or initiated under Part 200 of the Regulations of the Commissioner of Education, for the 2021/2022 school year.

11. Motion was made by Mr. Aroesty, seconded by Mr. Sullivan and carried regarding the following designations:  
Vote: Unanimously carried

**APPROVED:  
DESIGNATIONS**

BE IT RESOLVED that the following banks and institutions be authorized as depositories for the 2021/2022 school year for District funds and/or authorized as institutions that the District may invest funds with:

<u>Depository Name:</u>	<u>Maximum Amount on Deposit</u>
J.P. Morgan/Chase	\$150,000,000
Canandaigua National Bank	\$ 25,000,000
M & T Bank	\$ 25,000,000
Key Bank	\$ 25,000,000
NYCLASS	\$ 25,000,000

BE IT RESOLVED that the Board of Education designates the following dates as Regular Meetings for the 2021/2022 school year, Annual Election/Budget Vote, Retreats, Building Tours, Audit Oversight Committee Meetings and July and August 2022 meetings:

Regular Meetings are held at Barker Road Middle School, 7:00 p.m. unless otherwise noted below.

July 13 – Tuesday Reorganization/Regular Meeting (5:00 p.m.)  
 August 10 – Tuesday (5:00 p.m.)  
 September 14 – Tuesday  
 October 5 – Tuesday  
 October 19 – Tuesday  
 November 2 – Tuesday  
 November 16 – Tuesday  
 December 14 – Tuesday  
 January 11 – Tuesday  
 January 25 – Tuesday  
 February 8 – Tuesday – 6:00 Work Session/7:00 Regular Meeting  
 March 1 – Tuesday – 6:00 Work Session/7:00 Regular Meeting  
 March 15 – Tuesday – 6:00 Work Session/7:00 Regular Meeting  
 March 29 – Tuesday  
 April 12 – Tuesday  
 April 26 – Tuesday - Budget Adoption and Regular Meeting  
 May 10 – Tuesday – Regular Meeting and Budget Hearing  
 May 24 – Tuesday  
 June 7 – Tuesday  
 June 21 – Tuesday

Summer 2022

July 12 – Tuesday – Reorganization/Regular Meeting @ 5:00 p.m.  
 July 12/13 (Summer Workshop) Location/Times TBD  
 August 9 – Tuesday – Regular meeting

Board Retreats – 4:30-6:00 p.m. unless otherwise noted. \*County calendars are not yet complete and these dates are subject to change.

October 13, 2021

February 16, 2022

April 13, 2022

June 8, 2022

Building tours: These are done on the same day as monthly Board visits

7:15 a.m. Elementary

7:00 a.m. Secondary

Audit Oversight Committee Meetings – 3:30-4:30 p.m. – Superintendent’s Conference Room

September 29, 2021

December 8, 2021

June 1, 2022

BE IT RESOLVED that the Daily Record be designated as the official newspaper for appropriate legal notices, to include bids, and the Rochester Business Journal be designated as the official newspaper for notice of the Annual Meeting only for the 2021/2022 school year.

12. Motion was made by Mrs. Pelusio, seconded by Mr. Casey and carried regarding the following resolution:

**APPROVED:  
AUTHORIZATIONS**

Vote: Unanimously carried

BE IT RESOLVED that the Assistant Superintendent for Business, and in his absence, the Superintendent, be authorized to certify payrolls for the 2021/2022 school year.

BE IT RESOLVED that the Superintendent designates the Assistant Superintendent of Human Resources to sign professional service contracts for individuals and the Assistant Superintendent for Business to sign professional service contracts for corporations per policies #5410, #5411 and #5412 for the 2021/2022 school year.

BE IT RESOLVED that the establishment of Petty Cash Funds, as listed below, be approved for the 2021/2022 school year:

Administration Building	Purchasing Agent	\$100
Allen Creek	Building Secretary	\$50
Mendon Center	Building Secretary	\$50
Thornell Road	Building Secretary	\$50
Barker Road Middle School	Building Secretary	\$100
Calkins Road Middle School	Building Secretary	\$100
Bus Garage	Transportation Secretary	\$100
Athletic Department	Athletic Director (cash drawer)	\$500
School Lunch (change fund)	Food Service Director	\$825
Summer Enrichment Inst. (change fund)	Dir. of Summer Enrichment Institute	\$300

BE IT RESOLVED that only the facsimile signature of the District Treasurer or Assistant District Treasurer are required for disbursing monies for all school district accounts for the 2021/2022 school year.

BE IT RESOLVED that the Superintendent of Schools or Assistant Superintendent for Business be authorized to make and approve budgetary transfers up to \$75,000 between appropriation function accounts for the 2021/2022 school year without prior Board of Education approval.

BE IT RESOLVED that the IRS reimbursement rate will be used for automobile mileage, meals and lodging rates for employees who must travel on District business in accordance with BOE Policy #6161 for the 2021/2022 school year.

BE IT RESOLVED that the Board of Education of the Pittsford Central School District, upon recommendation of the Superintendent of Schools, shall compensate Impartial Hearing Officers who have been certified by the Commissioner of Education of the State of New York to serve as Impartial Hearing Officers in accordance with Education Law Section 4404(1) and 8 N.Y.C.R.R. Section 200.1(x), at the following rates for services and expenses for the 2021/2022 school year:

[1] Certified Impartial Hearing Officers shall be compensated at the rate of one hundred dollars (\$100) per hour for time spent in pre-hearing, hearing, and post-hearing activities of researching and writing a decision. The District does not and will not pay for hearing dates which are adjourned or cancelled, regardless of the reason, when the adjournment or cancellation is on two or more business days' notice.

[2] Certified Impartial Hearing Officers will be reimbursed for reasonable and customary office expenses of photocopying, postage and facsimiles incurred and for travel time to and from the hearing at the rate of forty dollars (\$40) per hour.

[3] Automobile travel shall be reimbursed at the then-current per mile rate which is established from time-to-time for travel by District employees and representatives.

[4] Airline or train travel shall be reimbursed at the actual reasonable costs incurred by the Impartial Hearing Officer.

[5] The District will reimburse Impartial Hearing Officers for the cost of their lodging up to eighty dollars (\$80) per night with receipt submitted or fifty-five dollars (\$55) per night without receipt submitted for hearing dates that fall on consecutive days.

BE IT RESOLVED that the District shall participate in cooperative bids with other school districts, BOCES and/or municipalities when it is to the advantage of the District to do so for the 2021/2022 school year.

BE IT RESOLVED, that the District for the 2021/2022 school year may participate in the 2012 amendment to GML 103, "Piggybacking Exception" to purchase goods and services (apparatus materials, equipment and supplies) through the use of contracts let by the United States or any agency thereof, any state, any country, political subdivision or district of any state. The method of this exception of procurement is permitted on contracts issued by other governmental entities through a compliant competitive bidding process.

BE IT RESOLVED, that the District Treasurer and Assistant Treasurer shall be bonded in the amount of \$1,000,000 for the 2021/2022 fiscal year and the Internal Claims Auditor shall be bonded for \$250,000.

BE IT RESOLVED that the Board of Education of the Pittsford Central School District does hereby approve the list of purchasing card holders as set forth in the below schedule and in accordance with Policy #5321 for the 2021/2022 school year.

Title	Card Holder	Per Use Limit	Daily Limit
Purchasing Agent/ BOE Officer	L. Pawluckie	\$ 10,000	\$ 50,000
Purchasing Agent/BOE Officer	L. Pawluckie (Accounts Payable)	500,000	1,000,000
Director of Transportation	C. Grove	5,000	9,000
School District Clerk	D. Carpenter	3,000	5,000

7.

Director of Operations, Maintenance & Security	PCSD Maintenance Department J. Beardsley (card authorized users: J. Ross, F. Reina, T. Gill, W. Smith, B. Buell, D. Fursman)	1,000	3,000
Grounds Foreman	M. Miceli	1,000	3,000
Asst. to Asst. Superintendent	K. Dimitri	500	1,000
Coordinator of Technology	M. Kwiatkowski	500	1,000

13. The following committee participation was determined by the Board of Education members for the 2021/2022 school year.

**BOARD COMMITTEE APPOINTMENTS**

- A. Monroe County School Boards Association Committees
  - 1. Executive Mike Pero (Superintendent)  
Amy Thomas (Past President of MCSBA), BOE Pres.
  - 2. Legislative Robin Scott  
Sarah Pelusio (Alt)
  - 3. Labor Relations Pete Sullivan  
Ted Aroesty (Alt)
  - 4. Information Exchange Sarah Pelusio  
Jeff Casey (Alt)
  - 5. Board Leadership/Presidents Amy Thomas (Past President of MCSBA), BOE Pres.
  - 6. COAC - Communications Pete Sullivan  
Outreach Advisory Committee
  - 7. Steering Committee Amy Thomas (Past President of MCSBA)
  
- B. District or Board Committees
  - 1. Legislative Liaison Robin Scott
  - 2. Teacher Center Policy Board Sarah Pelusio
  - 3. Town/Village/School District Leadership President, Vice-President, Superintendent
  - 4. Audit Oversight Committee René Sanchez-Kazacos  
Robin Scott  
Jeff Casey
  - 5. District Advocacy Committee Superintendent, President, Legislative Liaison
  - 6. BOE Self Evaluation - Amy Thomas will serve as an ex-officio member of the self-evaluation subcommittee work.
    - a. Community Engagement René Sanchez-Kazacos  
Robin Scott  
Sarah Pelusio
    - b. BOE Insight Articles Pete Sullivan  
René Sanchez-Kazacos  
Jeff Casey



REGULAR MEETING  
JULY 13, 2021

1. Mrs. Thomas called the Regular Meeting to order at 5:18 p.m.
2. 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 approves the agenda for this evening's meeting.  
Vote: Unanimously carried **APPROVED:  
AGENDA**
3. Mrs. Cutaia presented on the Annual Public Hearing - Code of Conduct.
4. Motion was made by Mr. Sullivan, seconded by Mrs. Scott and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education approves the minutes of its June 21, 2021, meeting.  
Vote: Unanimously carried **APPROVED:  
MINUTES  
6/21/21**
5. Motion was made by Mrs. Sanchez-Kazacos, seconded by Mrs. Pelusio and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education approves the minutes of its July 8, 2021, Special meeting.  
Vote: Carried by all except Mr. Aroesty and Mr. Sullivan who abstained as they were not in attendance at the meeting. **APPROVED:  
MINUTES  
7/8/21**
6. Board Reports: Mrs. Thomas read the MCSBA meeting dates as well as other dates to remember.
7. All Board members participated in reading the commitment of service documents (Board Governing Mission and Communications Agreement). Both documents were signed by all Board members.
8. Motion was made by Mr. Sullivan, seconded by Mr. Aroesty and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education approves and carried the 2021/2022 Board Governing Mission and Communications Agreement.  
Vote: Unanimously carried **APPROVED:  
MISSION/  
COMMUNICATIONS  
AGREEMENT**
9. Motion was made by Mr. Casey, seconded by Mrs. Scott and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education does hereby approve the transportation contract with the Monroe #1 BOCES estimated to be Forty Thousand, Four Hundred Twenty-seven Dollars (\$40,427.00) to transport and provide attendant/aide services to Pittsford Central School District students with special needs for the Extended 2021 School Year. **APPROVED:  
#1 BOCES  
TRANSPORTATION  
CONTRACT - ESY 2021**
10. Motion was made by Mrs. Pelusio, seconded by Mr. Sullivan 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:  
Vote: Unanimously carried **APPROVED:  
PROFESSIONAL  
STAFF REPORT**

A. Appointment - Certificated Staff

Name: Aimee Vilcins  
Position: BRMS Special Education  
Type of Position: Probationary  
Tenure Area: Special Education  
Probationary Period: 09/01/2021 - 08/31/2024

9.

Certification: Professional  
Salary: \$67,001.00  
Effective Date: 09/01/2021

B. Change of Status – Part Time to Probationary

Name: Andrea Lanctot  
Position: MHS .8/SHS .2 Mathematics  
Type of Position: Probationary  
Tenure Area: Mathematics  
Probationary Period: 09/01/2021 – 08/31/2025  
Certification: Professional  
Salary: \$50,993.00  
Effective Date: 09/01/2021

C. Appointment – School Related Professional

Name: Karoline Trojian  
Position: ACE Educational Assistant Paraprofessional  
Type of Position: Part Time  
Salary: \$19.05 hr.  
Effective Date: 09/01/2021

D. Resignation – School Related Professional – See attached  
Amanda Malone

E. Termination – Position Ending – Remote Teachers

Name: Kerri Claffey  
Position: Remote Elementary – Master Teacher Support  
Type of Position: Per Diem Substitute  
Effective Date: 06/30/2021

Name: Elizabeth Coonan  
Position: Remote Elementary – Master Teacher Support  
Type of Position: Per Diem Substitute  
Effective Date: 06/30/2021

F. Appointment – Supervisory and Technical

Name: Patrick Mclean  
Position: Network Technician  
Type of Position: Full -Time  
Probationary Period: 1 Year  
Salary: \$50,500.00  
Effective Date: 07/19/2021

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 Support Staff Report:  
Vote: Unanimously carried

**APPROVED:  
SUPPORT  
STAFF REPORT**

## CLERICAL

<u>APPOINTMENTS</u>	<u>POSITION</u>	<u>BLDG</u>	<u>HOURS</u>	<u>DATE</u>	<u>SALARY</u>
Susan Towlson	School Aide	PRE	12.5 wk.	09/01/2021	\$15.23

## TRANSPORTATION

<u>RESIGNATIONS</u>	<u>POSITION</u>	<u>BLDG</u>	<u>LENGTH OF SVC</u>	<u>DATE</u>
Charles Davis	On-Call Bus Driver	TMF	1 yr.	06/18/2021
John Cummings	Bus Attendant	TMF	7.3 yrs.	06/28/2021

## CUSTODIAL/MAINTANANCE

<u>APPOINTMENTS</u>	<u>POSITION</u>	<u>BLDG</u>	<u>HOURS</u>	<u>DATE</u>	<u>SALARY</u>
Marissa Pragle	Cleaner	SHS	40 wk.	07/01/2021	\$30,386.00
Benjamin Cerrone	Summer Helper	Technology	Per Diem	07/06/2021	\$12.50 hr.
Nicholas Amico	Summer Helper	Technology	Per Diem	07/06/2021	\$12.50 hr.

## CUSTODIAL/MAINTANANCE

<u>RESIGNATIONS</u>	<u>POSITION</u>	<u>BLDG</u>	<u>LENGTH OF SVC</u>	<u>DATE</u>
Jeffrey Manerio	Cleaner	MHS	2 wks.	07/01/2021

12. Motion was made by Mr. Casey, seconded by Mrs. Pelusio and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education, upon the Superintendent's recommendation, approves the following Per Diem Substitutes and Specialists Salaries as follows:

Vote: Unanimously carried

**APPROVED:  
PER DIEM  
SUBSTITUTES/  
SPECIALISTS  
SALARIES**

	<u>2020 - 2021</u>	<u>2021 - 22</u>
Tutors -		
In-hospital students	23.00/hr.*	23.00/hr.*
Life Guards (school year)	12.50/hr.	12.50/hr.
Accompanist	17.50/hr.	17.50/hr.
Substitute Teachers—Itinerant	103.00/day	103.00/day
Substitute Teachers—Short Term	128.00/day	128.00/day
Substitute Paraprofessionals	13.20/hr.	13.20/hr.
Kindergarten Screeners (district and non-district)	27.00/hr.	27.00/hr.
Administrative Substitute	200.00/day	200.00/day
Single Presenter	60.00/hr.	60.00/hr.
Co-Presenter	40.00/hr.	40.00/hr.
Collegial Circle Facilitator (Professional Staff)+	10.00/hr.	10.00/hr.
H.S. Concert Coverage (Lights/Sound)	31.09/hr.	31.09/hr.
Administrator Mentor	\$3,800/yr.	\$3,800/yr.
Bus Driver Trainees		
9/1-12/31	12.50/hr.	12.50/hr.
1/1-6/30	12.50/hr.	TBD**

\*Mileage and parking to be paid for those experiencing these costs as a result of their assignment.

+As professional staff already are paid a salary this is an additional stipend amount for purposes of minimum wage.

\*\*Increase as of January 1st due to minimum wage.

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

11.

14. Motion was made by Mrs. Scott, seconded by Mr. Aroesty and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education approves calling an Executive Session for the purpose of discussing matters which will imperil the public safety if disclosed, no official business will be conducted. This session will take place immediately after the Regular Meeting.

**APPROVED:  
EXECUTIVE  
SESSION**

Vote: Unanimously carried

15. Mr. Pero provided an update and spoke on the use of federal funds.

16. Motion was made by Mrs. Thomas, seconded by Mrs. Pelusio and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education approves the initial draft plan of Allocation of Federal Funds as presented.

**APPROVED:  
ALLOCATION OF  
FEDERAL FUNDS**

Vote: Unanimously carried

17. Mr. Pero noted that the district is planning to have school open full time for K-12 in the fall. He also noted that there are still some unknowns around guidance from the NYS Dept. of Health and CDC.

18. Mr. Pero spoke on the focus of this year's summer workshop.

19. Mr. Pero noted the first reading of policy #5633 – Gender Neutral Single-Occupancy Bathrooms.

20. Motion was made by Mr. Sullivan, seconded by Mr. Aroesty and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education approves the following items per the Consent Agenda:

**APPROVED:  
CONSENT  
AGENDA**

Vote: Unanimously carried

Committee on Special Education: Amendment, Amendments – Agreement No Meetings, Annual Reviews, Initial Eligibility Determination Meetings, Reevaluation CPSE to CSE Transition, Reevaluation/Annual Reviews, Reevaluation Reviews, Requested Reviews, Requested Reviews CPSE to CSE Transition, Transfer Student-Agreement, No Meeting.

Sub-Committee on Special Education: Amendments, Amendments – Agreement No Meetings, Annual Reviews, Reevaluation/Annual Reviews, Reevaluation Reviews.

Committee on Preschool Special Education: Initial Eligibility Determination Meeting, Re-evaluation/Annual Reviews, Annual Reviews, Re-evaluation Review.

21. Mrs. Thomas read the protocols for public comment, also shown on the agenda.

22. Public Comment: public comments sent in electronically: resident C. Dolgos wrote about Critical Race Theory (CRT) and curriculum beginning with kindergarten students. Resident B. Meguid complimented the district for having a multilayered prevention strategy to keep kids safe in school this past year. She also wrote about masking in school and protecting our youngest learners. In-person comments: resident M. Shaughnessy spoke on the status of a potential pilot program around race, class and inequities, as well as the equity coordinator concept and remote learning. Mr. Pero and Mrs. Ward responded. Resident T. Thavakumar spoke on ASL interpreters and gender-neutral words.

23. Motion was made by Mrs. Scott, seconded by Mrs. Pelusio and carried regarding the following resolution: BE IT RESOLVED, that the Board of Education approves recessing its Reorganizational and Regular Meetings in order to enter into Executive Session at 6:15 p.m.

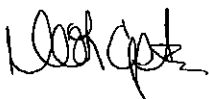
**APPROVED:  
RECESS**

Vote: Unanimously carried

24. 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 approves the adjournment of its Executive Session, Reorganization and Regular Meetings at 6:40 p.m. Vote: Unanimously carried

**APPROVED:  
ADJOURNMENT**

Respectfully submitted,



Deborah L. Carpenter  
School District Clerk

# Pittsford Schools

Administrative Offices  
75 Barker Road – East Wing  
Pittsford, NY 14534  
585.267.1053

fax: 585.381.9368

Darrin\_Kenney@pittsford.monroe.edu

Darrin Kenney  
*Assistant Superintendent for Business*

Date: July 20, 2021  
To: Michael Pero, Superintendent of Schools  
From: Darrin T. Kenney, Assistant Superintendent for Business  
Re: Assessment Review - Stipulation and Consent Order

STK

Daniel Palermo, Esq., has been representing the District in the Birnbaum Companies and Eight Tobey Road Corporation v. Town of Pittsford assessment challenge. The Petitioner is challenging the assessment of 2850 Clover Street in the Pittsford Central School District. I have been advised that a proposed settlement, as defined in the Stipulation and Consent Order, has been agreed upon by the Town of Pittsford and the Petitioner.

In summary, the Petitioner was seeking a Full Value Assessment reduction to \$1million for the 2020 and 2021 tax years, requiring a refund for the 2020 year. The proposal settlement is for no reduction in assessment or refund for the 2020 tax year and a nominal assessment reduction for the 2021 year and three (3) years thereafter. Upon approval of the Board of Education, the settlement paperwork will be executed.

*I therefore recommend the following resolution to wit:*

**BE IT RESOLVED THAT** the Board of Education of Pittsford Central School District does hereby approve the Stipulation and Consent Order for the tax certiorari proceedings for Birnbaum Companies and Eight Tobey Road Corp., Petitioner.

DTK:kd

Encl.

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# Pittsford Schools

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Darrin\_Kenney@pittsford.monroe.edu

Darrin Kenney  
*Assistant Superintendent for Business*

Date: August 2, 2021

To: Michael Pero, Superintendent

From: Darrin T. Kenney, Assistant Superintendent for Business

DTK

Re: NYS Employees' Retirement System Standard Work Day

In January 2021, the NYS Comptroller's Office (OSC) performed a review on behalf of the NYS Employees' Retirement System (ERS). Through that review it became evident that the previously Board of Education defined and approved "Standard Work Day" for non-certified employees needed some adjustments to reflect changes over the years. The yellow highlights on the attached report depict the recommended changes.

Upon Board of Education approval, the resolution and data will be provided to the ERS to assist and provide them with supporting documentation for their calculations of member years of service calculations. The Director of Finance has spent a considerable amount of time researching, providing supporting calculations, and has reviewed this information with the Assistant Superintendent of Human Resources.

I therefore recommend the following resolution:

***BE IT RESOLVED*** that the Board of Education of the Pittsford Central School District has approved and established for purpose of the New York State and Local Employees' Retirement System (ERS) the "standard workday" for non-certified employees per the attached schedule.

***BE IT FURTHER RESOLVED*** that the standard workday schedule shall remain in effect until modified and approved by the Board of Education.

DTK:kd  
*Attachment*

# Pittsford Schools

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Darrin Kenney  
Assistant Superintendent for Business

Date: August 3, 2021  
To: Michael Pero, Superintendent of Schools  
From: Darrin T. Kenney, Assistant Superintendent for Business  
Re: Transportation Services Contracts – Students with Special Needs

DTK

The District has several special needs students who require transportation to various locations. At this time, we do not have vehicles or personnel to accommodate these transports. To that end, two transportation service bids have been extended for the 2021-22 school year and another bid, the only and successful bidder, Transpo Bus Services LLC, is being presented to the Board of Education tonight.

To secure aid your signature, the Board of Education president and SED approval are necessary.

I therefore recommend the following resolution to be approved by the Board of Education:

**BE IT RESOLVED** that the Board of Education at its regular meeting does hereby approve the following contracts to provide services for Pittsford Central School District students with disabilities:

COMPANY	DATES	AMOUNT	BID INFORMATION
Transpo Bus Services	9/8/21-9/23/22	\$56,657	Extended
Rochester Medical Transportation	9/7/21-9/23/22	\$94,663	Extended
Transpo Bus Services LLC dba TBS	9/8/21-6/23/22	\$79,020	Bid opened 7/21/21

DTK:kd

Attachments

Cc: L. Reister  
C. Grove  
E. Woods



# Pittsford Schools

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Darrin\_Kenney@pittsford.monroe.edu

Darrin Kenney  
Assistant Superintendent for Business

Date: August 5, 2021  
To: Michael Pero, Superintendent of Schools  
From: Darrin T. Kenney, Assistant Superintendent for Business  
Re: Tax Collection Process Resolution

STK

In order for the District to collect the taxes that support 76% of the 2021-2022 budget, the Board of Education must take the following three actions no later than August 10, 2021:

1. Confirm the Tax Rolls;
2. Authorize the Tax Levy;
3. Issue a Tax Warrant commanding Town Tax Collector(s) to collect taxes in a prorated sum of funds for that town. The total of all towns less the STAR exemptions shall equal the total Tax Levy. At the Board meeting, each Board member will need to sign the Warrant Certification for each town.

As per the law, the voters approve the total budget (spending plan) and the Board of Education is charged with establishing the Tax Levy. This is to allow the Board the ability to adjust for any reconciling items that may occur between the April estimates and known information in August, such as State Aid, Assessments, Payments in Lieu of Taxes, and insures a balanced budget (Revenue equals Appropriations).

This year two towns had an assessment reduction (Mendon and Brighton) while all six towns have equalization rates below 100% (Pittsford 91%, Perinton and Mendon 93%, Brighton 95%, Penfield 85% and Victor 99%). Assessment growth was offset in large part due to the COVID-19 pandemic resulting in re-assessments being put on hold. Growth was also impacted by several recent assessment challenges. (Tax Certiorari proceedings this past year, further supporting the need for and benefits of that reserve, and properties no longer eligible for COMIDA exemptions).

For information purposes, I have provided below a Tax Warrant table demonstrating the amount of tax levy to be collected by town as well as the Full Value Tax Rate for each town.

One item of note this year is that the composite tax rate decreased by \$0.58 or 2.27%.

TOWN	TAXABLE ASSESSED	EQUALIZATION RATE	FULL VALUE ASSESSED (w/exemptions)	LEVY ALLOCATION	TAX LEVY PER TOWN \$	TAX RATE 2021-22	TAX RATE 2020-21
PITTSFORD	3,106,781,968	0.9100	3,414,059,305	77.51%	84,519,296	\$ 27.203488	\$ 26.662056
PERINTON	622,646,836	0.9300	669,515,952	15.20%	16,574,702	\$ 26.614702	\$ 27.240837
MENDON	62,096,569	0.9300	66,770,504	1.52%	1,652,987	\$ 26.619619	\$ 26.667847
BRIGHTON	169,886,187	0.9500	178,827,565	4.06%	4,427,099	\$ 26.059205	\$ 25.334449
PENFIELD	17,013,323	0.8500	20,015,674	0.45%	495,513	\$ 29.124998	\$ 29.120027
VICTOR	54,878,802	0.9900	55,433,133	1.26%	1,443,998	\$ 26.312491	\$ 26.600358
<b>DISTRICT TOTAL</b>	<b>4,033,303,685</b>		<b>4,404,622,133</b>	<b>100%</b>	<b>109,113,596</b>		

2021-22 Composite Full Value Tax Rate	\$	24.770902	New Year
2020-21 Composite Full Value Tax Rate	\$	25.346440	Previous Year
Decrease	\$	(0.58)	\$ change

Based on our analysis of the information at hand, and to be in compliance with the law and aforementioned requirements, I recommend the following resolution to be presented to wit:

### 2021-2022 Tax Levy Resolution

**BE IT RESOLVED** that the valuation of the property comprising Pittsford Central School District, State of New York, Counties of Monroe and Ontario, as shown on the District Assessment rolls, and certified by the respective assessors of the towns in the district be approved; THAT a sum not to exceed \$109,113,596 be levied in the form of a tax on the property set forth on the aforementioned assessment rolls; that the Board of Education has retained up to \$1,541,746 in unexpended surplus funds and, in compliance with the law, such unexpended surplus funds have been applied in determining the amount of the school tax levy; and that the warrant therefore and the rolls thereof, be executed by a majority of the members of the Board of Education; and that the receiver of taxes be authorized to collect taxes on said warrant for a period of 30 days, beginning September 1, 2021, without penalty, and for a period of 31 days thereafter with a two percent (2%) penalty, as provided by the statute.

DTK:kd

C: L. Reister

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# Pittsford Schools

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Fax: 585.381.9368

Darrin Kenney  
*Assistant Superintendent for Business*

Darrin\_Kenney@pittsford.monroe.edu

Date: August 5, 2021

To: Michael Pero, Superintendent of Schools

From: Darrin T. Kenney, Assistant Superintendent for Business

DTK

Re: Year-End Transfer to Reserve Funds

At the last board meeting in June, the Board of Education approved the transfer of available fund balance into the existing reserves. That resolution was required by the State to be done prior to June 30 and was based on year-end estimates. However, at this date, the books are "closed" and the District's independent audit fieldwork has been completed. Therefore, consistent with the June resolution, we are recommending the transfers accordingly so we may remain within the 4% Unappropriated Fund Balance law, as well as fund reserves in a manner to promote fiscal stability and budget relief into the future.

The Director of Finance and I have met regularly throughout the year to review Fund Balance management and financial forecasting. In consultation with the District's external auditor and the Audit Oversight Committee (AOC), we feel this combination of reserve funding provides the best future stability with our current resources. Upon the conclusion of the audit, Mengel Metzger Barr & Co. LLP, will provide an analysis of the year-end financial condition of the District.

The following resolutions are consistent with what was previously seen by the Board of Education.

I therefore request the following resolutions be put before the Board of Education for approval at the August 10, 2021 regular meeting:

## Capital Reserve for Bus Purchase Resolution

**BE IT RESOLVED** that the Board of Education of the Pittsford Central School District at its regular meeting does hereby authorize the transfer of Nine Hundred Fifty-Six Thousand, Three Hundred Ninety-Eight Dollars (\$956,398) of unappropriated fund balance from the General Fund as of June 30, 2021 to the "Capital Reserve Fund - Purchase of Buses" pursuant to its authority under a proposition approved by the voters on May 19, 2015.

**Capital Reserve for Facilities Resolution**

BE IT RESOLVED that the Board of Education of the Pittsford Central School District at its regular meeting does hereby authorize the transfer of One Million, Nine Hundred Twenty-Eight Thousand, Four Hundred Forty-Five Dollars (\$1,928,445) of unappropriated fund balance from the General Fund as of June 30, 2021 to the General Capital Reserve Fund pursuant to its authority under a proposition approved by the voters on May 18, 2021.

**Capital Reserve for Instructional Technology Resolution**

BE IT RESOLVED that the Board of Education of the Pittsford Central School District at its regular meeting does hereby authorize the transfer of Five Hundred Thousand Dollars (\$500,000) of unappropriated fund balance from the General Fund as of June 30, 2021 to the General Capital Instructional Technology Reserve Fund pursuant to its authority under a proposition approved by the voters on May 24, 2014.

**Retirement Contribution Reserve Resolution (ERS)**

BE IT RESOLVED that the Board of Education of the Pittsford Central School District at its regular meeting does hereby authorize the transfer Three Hundred Thousand Dollars (\$300,000) of unappropriated fund balance from the General Fund as of June 30, 2021 to the Retirement Contribution Reserve Fund pursuant to its authority unanimously established and approved by the Board of Education at its regular meeting held on October 14, 2008.

**Teachers' Retirement System Reserve Resolution**

BE IT RESOLVED that the Board of Education of the Pittsford Central School District at its regular meeting does hereby authorize the transfer of Nine Hundred Sixty Thousand, One Hundred Thirty Dollars (\$960,130) of unappropriated fund balance from the General Fund as of June 30, 2021 to the Teachers' Retirement Reserve Fund pursuant to its authority unanimously established and approved by the Board of Education at its regular meeting held on June 10, 2019

**Employee Benefits Accrued Liability Reserve Resolution**

BE IT RESOLVED that the Board of Education of the Pittsford Central School District at its regular meeting does hereby authorize the transfer of Five Hundred Thousand Dollars (\$500,000) of unappropriated fund balance from the General Fund as of June 30, 2021 to the Employee Benefits Accrued Liability Reserve Fund pursuant to its authority unanimously established and approved by the Board of Education at its regular meeting held on October 14, 2008.

**Insurance Reserve Resolution**

**BE IT RESOLVED** that the Board of Education of the Pittsford Central School District hereby authorizes the transfer of One Million Dollars (\$1,000,000) of unappropriated fund balance from the General Fund as of June 30, 2021 to the Insurance Reserve Fund pursuant to its authority unanimously approved by the Board of Education October 14, 1986. .

**Workers' Compensation Reserve Resolution**

**BE IT RESOLVED** that the Board of Education of the Pittsford Central School District hereby authorizes the transfer of Two Hundred Thousand Dollars (\$200,000) of unappropriated fund balance from the General Fund as of June 30, 2021 to the Workers' Compensation Reserve Fund pursuant to its authority unanimously approved by the Board of Education in on June 23, 2014.

*DTK:kd*

*Cc: L. Reister*

*Attachment*

# 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: August 10, 2021  
TOPIC: RFB 22-01 Student(s) with Special Needs Transportation  
LEGAL AD: July 7, 2021, *The Daily Record*  
BID OPENING: July 21, 2021, 11:00 A.M.  
BUDGET: Transportation Budget A-670-5540-400-0540

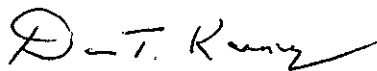
**BE IT RESOLVED**, That the Board of Education of the Pittsford Central School District award a contract to the following vendor as low responsive bidder meeting all district specifications:

ITEM BID	RECOMMENDED VENDOR	AMOUNT
22-01 Students with Special Needs Transportation	Transpo Bus Services LLC, dba TBS	\$79,020.00
<b>TOTAL:</b>		<u>\$79,020.00</u>
		(Total Annual Estimated Cost)

### Other Bids Received

Ontario Bus - \$83,880.00  
First Student - No Bid

**Comments:** 22-01 Students with Special Needs Transportation bid contract is valid from Board of Education award through last day of school in June 2022. Two bids were received and reviewed by Leeanne Reister, Director of Finance; Carla Grove, Director of Transportation; Elizabeth Woods, Director of Special Education; and Leslie Pawluckie, Purchasing Agent. Bid is recommended for award to the vendor submitting the lowest responsive and responsible bid meeting all required specifications.



Darrin Kenney, Assistant Superintendent for Business

# PITTSFORD CENTRAL SCHOOL DISTRICT

PITTSFORD, NEW YORK

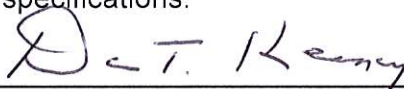
## RECOMMENDATION FOR COMPETITIVE BID AWARD

To: Board of Education  
From: Darrin Kenney, Assistant Superintendent for Business  
(Prepared by Leslie Pawluckie, Purchasing Agent)  
BOE Date: August 10, 2021  
Topic: Musical Instruments  
Paper of Record: The Daily Record  
Advertised Date: July 13, 2021  
Date of Bid Opening: July 27, 2021  
Time of Bid Opening: 11:00 A.M.  
Funds: Curriculum 510 2110 200 0164

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 District specifications:

ITEM BID	RECOMMENDED VENDOR	AMOUNT
Musical Instruments	National Education Music Company	\$2,398.00
	Washington Music Sales	\$14,191.85
	Stringed Instrument Services	\$1,995.00
	Woodwind & Brasswind, Inc	\$4,148.00
	Total	\$22,732.85

Comments: The 21-22 Musical Instrument Bid contract begins from date awarded by Board of Education through 02/28/22. It represents 9 musical instruments. All items were awarded. The bids were reviewed by Tammy Keller, Standards Leader for Music; Kimberly Palumbos, Assistant Purchasing Agent; and Leslie Pawluckie, Purchasing Agent. Award is based on lowest responsive and responsible bidder meeting District specifications.



Darrin Kenney, Assistant Superintendent for Business

# 2021-2022

## *Code of Conduct*



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# Pittsford Schools

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# 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

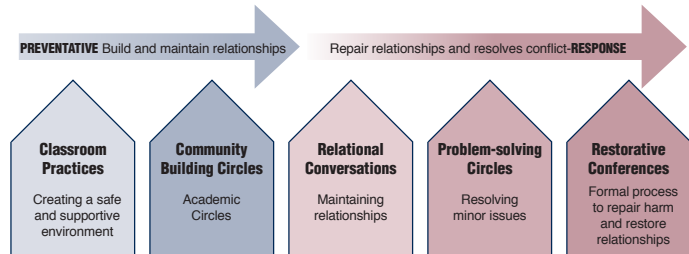
Schools within the District embrace social emotional learning principles and practices. The goal is to help students acquire and apply knowledge, attitudes and skills necessary to:

- 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

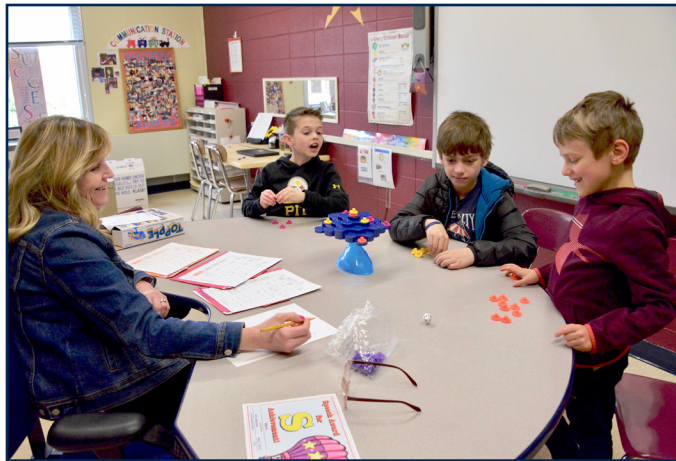
## Sexual Offenses:

- **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.

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## 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.



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# Pittsford Schools

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Non-Instructional/Business  
Operations

**SUBJECT: GENDER NEUTRAL SINGLE-OCCUPANCY BATHROOMS**

The District is committed to creating and maintaining an inclusive educational and work-environment. The District will ensure that all single-occupancy bathroom facilities are designated as gender neutral for use by no more than one occupant at a time or for family or assisted use.

"Single-occupancy bathroom" means a bathroom intended for use by no more than one occupant at a time or for family or assisted use and which has a door for entry into and egress from the bathroom that may be locked by the occupant to ensure privacy and security.

All gender neutral bathroom facilities will be clearly designated by the posting of signage either on or near the entry door of each facility.

Education Law § 409-m  
Public Buildings Law § 145