

Victor Central School
Board of Education
PROPOSED AGENDA
Regular/Organizational Meeting, Thursday, July 11, 2024 – 7:15 PM
Early Childhood School Auditorium/Boardroom
953 High Street
Victor, NY 14564

✓ = Board Action Expected

1. **Meeting Called to Order by District Clerk Maureen Goodberlet**
 - A. **Greetings to Visitors/Public Participation Reminder**
 - B. **Reading of Fire Evacuation Procedure**

(In case of a fire, would everyone please follow the EXIT signs to the outside of the building. Please completely clear of the building to provide space for any Fire Department vehicles.)
 - C. **Moment of Silence**
 - D. **Pledge to the Flag**
 - E. **Election of Officers**
 - ✓ 1. **Nominations for the Office of President**
 - a. Election of President
 - ✓ 2. **Nominations for the Office of Vice-President**
 - b. Election of Vice-president
 3. **Administer the Oaths of Office**
 - a. Superintendent of Schools
 - b. Board of Education Officers
- ✓ 2. **Approval of Agenda**
3. **Superintendent's Update**
4. **Presentations/Recognitions**
 - **None at this time**
- ✓ 5. **Organizational Items (15 min.)**
6. **Public Participation:** Although the Board's work is open to the public, this is not a meeting with the public. At this time privilege of the floor is offered to those who have signed up to speak. The Chair will be happy to recognize those of you who wish to speak. When you approach the microphone, please identify yourself before presenting your thoughts.

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

Please note, issues related to specific School District personnel or students must be brought to the attention of the Superintendent of Schools privately as they are not discussable at this venue. Thank you.
- ✓ 7. **Acceptance of Consent Items (5 min.)**
 - A. **Minutes of the Regular Meeting of June 12, 2024 and the Special Meeting of June 27, 2024 and the Victor Farmington Library Vote of June 27, 2024**
 - B. **Treasurer's Report for the month ending May 31, 2024**
 - C. **Personnel Agenda**

Victor Central School
Board of Education
PROPOSED AGENDA

- D. Recommendations of the Committee on Special Education from the meetings of February 12, 21, 29, 2024, March 1, 4, 6, 7, 8, 13, 19, 20, 22, 25, 26, 27, 28, 2024, April 10, 11, 12, 16, 17, 18, 23, 24, 25, 26, 30, 2024, May 1, 2, 3, 6, 7, 8, 10, 13, 14, 15, 16, 20, 21, 22, 24, 28, 29, 30, 31, 2024, June 5, 6, 7, 10, 11, 12, 13, 17, 18, 20, 21, 25, 2024, and July 1, 2024 and the Committee on Preschool Special Education meetings of April 16, 2024, May 7, 10, 14, 21, 28, 2024, June 4, 5, 10, 11, 13, 18, 22, 2024, and July 1, 2024**
- E. Accept the following donations:**
- **Roughly 50 string instruments from Ithaca Talent Education valued at approximately \$7,500 to the Victor Central School District Music Department**
 - **\$12,949.54 from the Victor Swim Club, Inc. to the Victor Central School District to be put towards purchasing materials and equipment for the Aquatic Center**
 - **\$1,500.00 from PTSA to the Early Childhood School to be used for literacy and/or inquiry programs**
 - **\$500.00 from PTSA to the Early Childhood School**
 - **\$2,500.00 from PTSA to the Primary School to be used for literacy and/or inquiry programs**
 - **\$500.00 from PTSA to the Primary school**
- F. Approve the School Resource Officer Contract for the 2024-2025 School Year**
- G. Approve the Professional Learning Plan for the 2024-2025 School Year**
- H. Approve the following textbooks:**
- **Grades 6-8 *Amplify Science Curriculum/Resources***
 - **Kindergarten – *I Like Myself !, Know and Follow Rules* by Cheri J. Meiners, *Be You!* By Peter H. Reynolds, *Manners at School* by Carrie Finn, *Me on the Map* by Joan Sweeney**
- I. Declare the following as surplus:**
- **2011 Blue Bird D3FE Buses Fleet #s 255, 256**
 - **2010 Blue Bird D3FE buses Fleet #s 248, 250**
 - **2006 Blue Bird D3FE Buses Fleet # 216**
 - **12 Seat Folding Cafeteria Tables VCS Tag #s 02874, 03783, 03784, 03788, 03789, 03790, 03792, 03793, 03794, 03796, 03797, 03798, 03799, 03800, 03802, 011045 and 1 without a tag**
 - **Folding Tables without Seats VCS Tag #s 014111, 015043, and 4 with no tags**
 - **Small Blue Round Tables without Seats; 2 tables without tags**
 - **6-Seater Booths VCS Tag #s 014638, 014637, 014729, and 1 without a tag**
 - **4-Seater Booths VCS Tag #s 04701, 04702, 04733, 012577, 012579, 014296, and 3 without tags**
 - **2-Seater Booths VCS Tag #s 013950, 014075, 014076, 014078, 014079, 014080, 014081, 014083, 014085**
 - **18 Books Titled *Ishmael* ISBN #0-553-37540-7**
 - **16 Books Titled *Takes Sides* ISBN #1-56134-059-6**
 - **30 Books Titled *The Structure of Scientific Revolutions* ISBN #0-226-45808-3**
 - **22 Books Titled *Lies My Teacher Told Me* ISBN #978-0-7432-9628-1-4**
 - **23 Books Titled *Man is the Measure* ISBN #0-684-836-36-X**

Victor Central School
Board of Education
PROPOSED AGENDA

- 24 Books Titled *United States Government Democracy in Action* ISBN #978-0-07-879982-2
 - 58 Books Titled *Our Changing Planet* ISBN #978-0-9579819-6-6
 - 27 Books Titled *Our Planets Urban Environments* ISBN #978-0-648-02104-9
 - 28 Books Titled *Our Planets Leisure, Sport and Tourism* ISBN #978-0-648-02102-5
- J. Approve Dr. Robert J. Tuite as Victor Central School's School Physician and Medical Director for the 2024-2025 School Year
- K. Approve Carla Ann Romeis as the Victor Central School's Nurse Practitioner for the 2024-2025 School Year
8. A. Campus News
- B. Capital Project Update (*Derek Vallese; 10 min.*)
- ✓ C. Approve the following field trips:
- Varsity Football Team to Clinton, NY from 7/21/2024 – 7/24/2024 to participate on Football Camp
 - NYSSMA All-State Conference Trip to Rochester, NY from 12/5/2024 – 12/8/2024;
 - Wrestling Trip to Cooperstown, NY to participate in a tournament from 12/27/2024 – 12/28/2024;
 - 8th Grade French Trip to Quebec City from 5/15/2025 – 5/18/2025;
- D. Second and Final Review of the following Policy:
- Code of Conduct; Policy 5300
- E. Review and sign policy 2160, School District Officer and Employee Code of Ethics.
9. Meeting Reports
- ✓ A. Monroe County School Boards Association Dues for 2024-2025
10. Upcoming Events
- A. Next Regular Board Meeting, August 8, 2024 at 7:15 PM;
 - B. New Teacher Orientation; August 20, 2024 from 8:00 AM – 8:30 AM
 - C. Superintendent's Conference Day (Opening Day for Staff) August 28, 2024, from 8:00 AM – 9:00 AM;
- ✓ 11. Adjourn

Victor Central School District
Organizational Meeting for 2024-2025 School Year
Thursday, July 11, 2024
Agenda

I. Appointment of District Officers:

- a. Maureen Goodberlet as Clerk of the Board of Education
- b. Penny Johnston as District Treasurer
- c. Jill Smith as Deputy District Treasurer
- d. Janene Sweet as Tax Collector
- e. Kathryn Selleck as Claims Auditor

(District Clerk, District Treasurer, Deputy District Treasurer, Tax Collector and Claims Auditor may sign the oath at the convenience of the Superintendent.)

II. Appointment of Other Positions:

- a. Bond, Schoeneck & King, Ferrara Fiorenza PC, Monroe 2 Orleans BOCES, and Hawkins, Delafield & Wood LLP as attorneys for the 2024-2025 school year
- b. Assistant Superintendent for Pupil Services as Attendance Officer
- c. Assistant Superintendent for Business as Purchasing Agent
- d. R.L. Anderson - Van Horne Agency as Insurance Consultant
- e. Mengel, Metzger, Barr, CPA as External Auditor
- f. EFPR Group as Internal Auditor
- g. District Clerk as Records Access/Management Officer
- h. Director of School Facilities as Asbestos (LEA) Designee
- i. Assistant Superintendent for Instruction and Assistant Superintendent for Personnel as Title IX Coordinators
- j. Assistant Superintendent for Pupil Services as Section 504 Officer
- k. Assistant Superintendent for Personnel and Assistant Superintendent for Pupil Services as Civil Rights Compliance Officers;
- l. Committee on Preschool Education and Special Education Members:
Ariel Aranova, Tara Baldwin, Erin Black, Amanda Byrne, Dakota Chaffee, Anne Clark, Joseph Costanza, Abby Crimmins, Leah Daniels-Farren, Rob DeRose, Brian Gee, Jennifer Grimes, Tara Hopson, Amy Joseph, Shannon Markin-McMurtrie, Hunter Marzolf, Jim Mauro, Erika Maxwell, Sarah Miller, Jessica Owen, Keith Pedzich, Laura Reynolds, Karyn Ryan, Heidi Robb, Brian Siesto, Natalie Sonnevile, Amanda Tripp, Dr. Robert Tuite, Nicole Weidel, Laura Westerman, and Tania Zazulak-Angelini.
- m. Deputy District Treasurer as Treasurer–Extra Classroom Activities Account
- n. Amanda Byrne, Brian Gee, Karen Finter, Jennifer Grimes, Keith Pedzich, Laura Reynolds, Natalie Sonnevile, and Laura Westerman as Dignity Act Coordinators
- o. Superintendent as the Designated Education Official for the 2024-2025 school year
- p. Director of Technology as the Data Protection Officer for the 2024-2025 school year
- q. Assistant Superintendent for Pupil Services as the McKinney-Vento Homeless Assistance Act Liaison for the 2024-2025 school year

III. Bonding of Personnel:

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

IV. Designations:

- a. BE IT RESOLVED, that any commercial bank and/or trust company, including but not limited to Canandaigua National Bank, Five Star Bank, having offices in New York State or any bank participating in the Insured Cash Sweep (ICS) or Certificate of Deposit Account Registry Services (CDARS) programs be and hereby are designated as the official depositories for the school district funds during the school year 2024-25 and that the maximum amount which may be kept on deposit in any one bank shall not exceed the District’s annual general fund budget.
- b. Designation of The Daily Messenger as official newspaper of the District;
- c. Designation of the second Thursday of each month at 7:15 P.M. as the regular meeting time for the Board of Education except for October 2024 which will be Thursday, October 17, 2024, January 2025 which will be Thursday, January 16, 2025 and March 2025 which will be Wednesday, March 12, 2025. The Board of Education work sessions will be scheduled for the fourth Thursday of the month as necessary except for November 2024 which will be Thursday, November 21, 2024, December 2024 which will be Thursday, December 19, 2024 and April 2025 which will be Wednesday, April 23, 2025;
- d. Designation of Thursday, July 10, 2025, as the date of the organizational meeting for the 2025-2026 school year;
- e. Establishment, pursuant to Section 2118 of the Education Law, of the mileage reimbursement rate for employees at an amount equal to the Internal Revenue Service rate.

V. Authorizations:

- a. Authorization for the Assistant Superintendent for Business to certify the payroll
- b. Authorization for the Superintendent or designee and Board President or Vice President to sign contracts for student services (such as health and transportation), and tuition contracts, when necessary
- c. Authorization for the Superintendent or designee to approve attendance of instructional and non-instructional staff at conferences for the 2024-2025 school year
- d. Authorization for the Assistant Superintendent for Business to establish the following Petty Cash Accounts:

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

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

- j. Authorization for the Superintendent or designee to make all necessary budget transfers in accordance with Section 170.2 (1) of the Commissioner’s Regulations and Board Policy 6150

VI. Other Items:

- a. Authorization for the Assistant Superintendent for Business, District Treasurer or Deputy District Treasurer to execute wire transfers of District funds
- b. Authorization for the Superintendent to employ staff members pending Board approval at its next regular meeting
- c. Authorization for the District to participate in all BOCES Cooperative and County Bids for the 2024-2025 school year
- d. Authorization of the Superintendent and the Assistant Superintendent for Business, District Treasurer or Deputy District Treasurer to jointly confer, and then invest - if deemed appropriate - such portions of the District money available for time deposit accounts, certificates of deposit, short term government securities, or other investments permitted by law.
- e. Authorization of the Superintendent to apply for State and Federal Grants in Aid
- f. Authorization for Board of Education members to attend conferences, conventions, workshops and standing committee meetings with expenses paid by the School District
- g. Authorization for Superintendent to purchase consultant and professional services;
- h. Authorization for Assistant Superintendent for Personnel, or (alternate) Assistant Superintendent for Business to sign Civil Service Reports of Personnel Change
- i. Establishment of the compensation rate for members of the Board of Registration and for election inspectors and clerks at minimum wage
- j. Appointment of the following individuals to the Board of Registration for the 2024-2025 school year: Jennifer Mehigan, Pamela Shufelt, and Linda Tice;
- k. Establishment of the following per diem and substitute rates for the 2024-2025 school year:

<u>Position</u>	<u>2024-2025</u>
Accompanist	\$50.00 per hour (2 hour maximum)
Administrator (Per Diem, Not Interim)	\$400.00 per day
Auto Mechanic Substitute	\$18.59 per hour
Auto Mechanic Helper Substitute	\$18.05 per hour
Bus Driver Substitute	\$21.00 per hour
Bus Driver Trainee	\$15.80 per hour
Bus Monitor Substitute	\$15.50 per hour
Summer Bus Monitor Substitute	\$15.50 per hour
Cleaner Substitute	\$15.50 per hour
District Office Support (Per Diem)	\$15.80 per hour
Driver Education Teacher	\$38.25 per hour
Driver Education Coordinator	\$500.00 per session (3 sessions total)
Food Service Helper Substitute	\$15.50 per hour
Food Service Laborer Substitute	\$15.50 per hour
Groundskeeper Substitute	\$15.50 per hour
Life Guard (Junior Per Diem Status)	\$15.50 per hour
Life Guard (Senior Per Diem Status)	\$16.37 per hour
Messenger Substitute	\$15.50 per hour
Nurse Substitute	\$165.00 per day
Pool Supervisor (Per Diem)	\$18.30 per hour
Summer Bus Driver	\$25.00 per hour
Summer Grounds Helper	\$15.50 per hour

Student Worker	\$15.50 per hour
Teacher Aide Substitute	\$15.50 per hour
Teacher Assistant Substitute	\$15.75 per hour
Teacher Substitute NYSTRS Retiree	\$145.00 per day (1-30 days)
	\$160.00 per day (31+ days)
Teacher Substitute NYS Certified	\$130.00 per day (1-30 days)
	\$145.00 per day (31+ days)
Teacher Substitute Un-Certified	\$120.00 per day
Teacher (Short-term Substitute)	\$225.00 per day
Traffic Support	\$15.50 per hour
Translator (Per Diem)	\$20.00 per hour
Tutor (Per Diem)	\$40.00 per hour
Typist/Clerk Substitute	\$15.50 per hour

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

VICTOR CENTRAL SCHOOL
Victor, NY 14564

Memorandum

To: Dr. Timothy Terranova,
Superintendent of Schools

From: Karyn Ryan
Assistant Superintendent of Pupil Services

Date: July 1, 2024

Re: Committee on Special Education (CSE): 2024-2025
Sub Committee on Special Education (CSE): 2024-2025
Committee on Preschool Special Education (CPSE): 2024-2025

Please present the following list of names to the Victor Central School Board of Education for their approval as members of the District's Committee on Special Education (CSE) and Committee on Preschool Special Education for the 2024-2025 school year.

- The parent or persons in parental relationship to the student;
- At least one regular education teacher of the student whenever the student is or may be participating in the regular education environment (approved District staff member for the 2024-2025 school year);

One special education teacher of the student, or, if appropriate, a special education provider of the student (approved District staff member for the 2024-2025 school year);

- A school psychologist: Erin Black, Abby Crimmins, Tania Zazulak-Angelini, Hunter Marzolf, Jessica Owen, Erika Maxwell, Dakota Chaffee, Anne Clark, Sarah Miller, Joseph Costanza, Ariel Aranova, Amy Joseph and Tara Hopson and Nicole Weidel.
- A representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general curriculum and the availability of resources of the school district, provided that an individual who meets these qualifications may also be the same individual appointed as the special education teacher or the special education provider of the student or the school psychologist: Karyn Ryan, Amanda Tripp, Shannon Markin-McMurtrie, Tara Baldwin, Leah Daniels-Farren, Rob DeRose, Laura Reynolds, Heidi Robb, Amanda Byrne, Jim Mauro, Natalie Sonnevill, Brian Gee, Laura Westerman, Brian Siesto, Jennifer Grimes and Keith Pedzich.
- An individual who can interpret the instructional implication of evaluation results. (Such individual may also be the individual appointed as the regular education teacher, the special education teacher or special education provider, the school psychologist, the representative of the school district or a person having knowledge or special expertise regarding the student when such member is determined by the school district to have the knowledge and expertise to fulfill this role on the committee.);
- A school physician, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting: Dr. Robert Tuite;
- An additional parent member if specifically required in writing by the parent at least 72 hours in advance (for CSE/CPSE meetings).
- Other persons having knowledge or special expertise regarding the student, including related services personnel as appropriate, as the school district or the parent(s) shall designate; and
- If appropriate, the student.

Investments

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

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

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

Policy References:

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

Local Finance Law 24.00, 25.00, 65.00

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

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

Reviewed: 07/09/2022, 07/13/2022, [07/11/2024](#)

6000 - Fiscal Management

Purchasing

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

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

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

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

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

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

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

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

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

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

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

Competitive Bidding

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

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

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

Exceptions to Competitive Bidding

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

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

Purchasing when Competitive Bidding Not Required

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

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

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

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

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

General Purchasing Provisions

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

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

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

Conflict of Interest

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

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

Policy References:

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

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

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

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

County Law §408-a(2)

8 NYCRR Part 114

Cross Ref:

6710 - Purchasing Authority

6740 - Purchasing Procedures

6741 - Contracting For Professional Services

Adoption Date: 1/12/2006, Revised: 5/13/2010; 09/09/2010, 12/11/2014, 07/12/2018,

Reviewed: 07/14/2022, 07/13/2022, [07/11/2024](#)

6000 - Fiscal Management

Parent and Family Engagement

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

Title I Parent and Family Engagement – District Level Policy

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

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

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

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

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

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

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

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

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

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

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

Development of school level parent and family engagement approaches

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

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

Building capacity for parental involvement

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

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

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

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

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

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

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

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

Coordination of parental involvement strategies

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

Review of the District-wide parental involvement policy

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

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

Policy References:

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

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

Adoption Date: 12/9/1999, Revised: 7/11/2013; 02/09/2017

Reviewed: 07/14/2022, 07/13/2022, 07/11/2024

1000 - Community Relations

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

Introduction

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

Section I: General Considerations and Planning Guidelines

A. Purpose

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

B. Identification of School Teams

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

C. Concept of Operations

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

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

D. Plan Review and Public Comment

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

Section II: General Emergency Response Planning

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

A. Identification of sites of potential emergency, including:

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

Section III: Victor District-Wide Safety Plan

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

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

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

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

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

C. Prevention and Intervention Strategies

Methods used in the Victor Central School District include:

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

D. Procedures for involving law enforcement for violent incidents

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

E. Procedures for contacting parents/guardians regarding violent incidences

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

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

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

1. Limiting access for all persons to one main entrance during regular instructional hours.
2. Being cognizant of strangers in the building and stopping visitors who have not properly registered.
3. Providing adequate lighting in all areas.
4. Reducing and controlling traffic flow on campus.

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

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

H. Procedures for annual safety training for staff and students

Appropriate training will be held for the following:

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

I. Protocols for responding to emergency situations

(Refer to the Emergency Management Plan)

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

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

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

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

- e. Serves as a liaison with local law enforcement agencies
 - f. Serves as a positive role model for students PreK-12
 - g. Serves as a resource to faculty and staff on crime prevention issues
 - h. Promotes the development of positive attitudes toward law enforcement personnel
2. Campus Safety Team – Job Responsibilities
- a. Assists teachers in cafeteria study hall with attendance procedures, passes, and maintenance of order
 - b. Assists with corridor and parking lot supervision before school, during lunch periods, and activity period as assigned by the assistant principal
 - c. Assists with attendance procedures as requested by the assistant principal
 - d. Assists teachers with other such duties as deemed appropriate by the principal or his/her designee

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

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

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

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

O. Description of Internal and External Communication Systems

1. Internal: Two-way communication is provided from all building areas and rooms to the main office.
 - a. Key administrators, key staff members, and Campus Safety Team have two-way radios within the buildings.
2. External: The 911 system directly links all phones to the County Emergency Management Office.
 - a. Administrators have cell phones for external and internal use.
 - b. Fire and burglar alarms are linked directly to the 911 system.

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

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

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

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

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

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

APPR Principal Lead Evaluator Resolution

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

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

Date

District Clerk

APPR Teacher Lead Evaluator Resolution

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

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

Date

District Clerk

**Victor Central School
953 High Street
Victor, New York 14564**

(585) 924-3252 (phone)

(585) 742-7090 (fax)

To: Board of Education

From: Tim Terranova, Ed.D.

Date: July 2, 2024

Re: Student Attendance Data

Attendance is a critical factor in school success for students. Consistent school attendance, academic success and school completion have a positive correlation. Please keep in mind that starting March 16, 2020 student daily attendance was no longer reported due to COVID-19.

Early Childhood School School Year Attendance					
Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	96.84%	94.06%	93.81%	92.65%	94.23%
1 st	97.39%	94.02%	94.26%	93.77%	94.57%
2 nd	--	--	97.74%	94.77%	79.78%
					based on 1 student

Primary School School Year Attendance					
Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	96.66%	94.53%	94.49%	92.62%	95.29%
1 st	97.17%	97.02%	94.99%	93.34%	95.05%
2 nd	97.80%	94.40%	94.86%	94.41%	94.91%
3 rd	97.83%	94.73%	95.01%	94.76%	95.33%
4 th	--	--	92.66%	94.35%	98.31%
5 th	--	--	--	--	98.88%

Intermediate School School Year Attendance					
Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
3 rd	--	--	--	--	96.97%
4 th	97.62%	94.95%	95.48%	95.29%	95.02%
5 th	97.67%	94.80%	94.94%	95.28%	95.04%
6 th	97.43%	94.64%	94.24%	95.03%	95.14%

Junior High School School Year Attendance					
Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6 ^{thq}	--	--	--	--	93.15%
7 th	97.84%	93.73%	94.63%	94.73%	95.55%
8 th	97.41%	93.64%	94.72%	94.73%	95.31%

Senior High School School Year Attendance					
Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
9 th	97.70%	91.62%	93.99%	95.20%	95.58%
10 th	97.41%	91.83%	92.87%	94.41%	94.89%
11 th	97.49%	91.45%	93.36%	92.87%	94.44%
12 th	96.55%	91.13%	91.77%	91.58%	91.64%

VICTOR CENTRAL SCHOOLS
Human Resources Office

To: Tim Terranova
Superintendent of Schools

From: Dorothy DiAngelo
Assistant Superintendent for Personnel

Date: May 14, 2024

Subject: Standard Work Hours Resolution

The New York State Office of the Controller requires the Board of Education set standard work hours annually for all positions covered by the New York State and Local Retirement Systems. Each civil service position must have a standard number of hours defined by the school district, no less than 6 hours daily, and that standard must apply to all employees holding the same title. This standard assures that retirement service credit will be awarded equitably to all those employed in the same title. Please note that there are several positions that are regularly scheduled for less than six hours daily and they are not included on the attached list.

The attached list represents an accurate list of civil service titles and associated standard work hours in the Victor Central School District. I am asking that the Board of Education adopt this list of standard work hours by consent at the July Board meeting. Please let me know if there are any questions that need to be addressed.

Xc: Business Office
HR & Payroll Offices

Standard Work Hours for Civil Service Titles

<i>Title</i>	<i>Hours</i>
19A Lead Trainer-Bus Driver	8
Accounts Payable Clerk	8
Assistant Cook	6
Assistant Head Automotive Mechanic	8
Audio Visual Assistant	8
Audio Visual Technician	8
Automotive Mechanic	8
Automotive Mechanic Helper	8
Automotive Mechanic Substitute	8
Automotive Mechanic Helper Substitute	8
Behavior Analyst	7.5
Building Maintenance Assistant	8
Building Maintenance Mechanic	8
Building Secretary	8
Campus Security Guard	8
Centralized Purchasing & Receiving Clerk	8
Cleaner	8
Cleaner Substitute	8
Companion Care Aide	6.5
Computer Services Assistant	8
Custodian	8
Department Secretary	8
Deputy District Treasurer	8
Director of Human Resources	8
Director of School Facilities	8
Director of Transportation	8
Dispatcher	8
Employee Relations Assistant	8
Food Service Helper	6
Food Service Helper Substitute	6
Food Service Laborer	6
Food Service Supervisor	6
Groundskeeper	8
Head Automotive Mechanic	8
Head Bus Driver	8
Head Cook	8
Human Resources Clerk	8
Information Technology Support Technician I	8
Information Technology Support Technician II	8
Laborer	8
Laborer Substitute	8
Library Clerk	7
Lifeguard	6
Music Therapist	7.5
Network Engineer I	8
Network Engineer II	8

Occupational Therapist	7.5
Parent Information Translator	8
Payroll Clerk	8
Physical Therapist	7.5
Public Relations Officer	8
Purchasing Assistant	8
Registered Professional Nurse	7.5
Registered Professional Nurse Substitute	7.5
School Business Administrator	8
School District Safety Officer	8
School District Treasurer	8
School Lunch Director	8
School Tax Collector	8
Secretary to the Assistant Superintendent	8
Secretary to the Superintendent/District Clerk	8
Senior Account Clerk	8
Senior Groundsperson	8
Senior School Lifeguard	7
Senior Typist	8
Senior Building Maintenance Assistant	8
Senior Building Maintenance Mechanic	8
Substitute Clerk/Typist	8
Teacher Aide	6.5
Teacher Aide Substitute	6.5
Typist	8
Working Supervisor	8

**VICTOR CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION**

**Unapproved Minutes of the Regular Meeting of June 12, 2024
Early Childhood School Auditorium/Boardroom
953 High Street
Victor, New York 14564**

CALL TO ORDER President Tim DeLucia called the meeting to order at 5:40 PM.

Members Present Bryan Adams, Tim DeLucia, Kristin Elliott, Elizabeth Mitchell, Christopher Parks

Members Absent Lisa Kostecki, Adam Snyder

EXECUTIVE SESSION: A motion was made by B. Adams, seconded by K. Elliott, to enter executive session at 5:40 PM to discuss a student discipline appeal as well as the employment history of specific individuals. The motion was carried. 5 yes 0 no 0 abstentions.

REGULAR SESSION: A motion was made by K. Elliott, seconded by E. Mitchell, to return to regular session at 6:50 PM. The motion was carried. 5 yes 0 no 0 abstentions.

RESOLUTION DETERMINING THE APPEAL OF A STUDENT DISCIPLINARY MATTER:

The following motion was made by C. Parks, seconded by K. Elliott:

WHEREAS, the Board of Education of the Victor Central School District (the “Board”) received a written appeal from a student disciplinary matter arising under the District’s Code of Conduct Policy; and **WHEREAS**, the Board has considered the matter in executive session, to protect the privacy of a student’s education records and personally identifiable information under Federal and State Law, pursuant to a motion made and approved under Public Officers Law §108(3) during the regular business meeting of the Board on June 12, 2024; and

NOW, THEREFORE, BE IT RESOLVED, that having reviewed the paperwork, listening to the hearing and due deliberation having been had, the appeal is denied, and the decisions of the building administration and the Superintendent of Schools are affirmed.

AND IT IS FURTHER RESOLVED, that the President of the Board of Education, or the District Clerk as designee of the President, is hereby authorized to prepare a letter consistent with this Resolution and with the deliberations in Executive Session to be prepared, signed and mailed to the appellant; and to include in that letter language appropriate to inform the appellant of the time and manner in which an aggrieved party may file an appeal of this decision with the New York State Commissioner of Education;

AND IT IS FURTHER RESOLVED, that this Resolution shall take effect immediately.

A roll call vote was taken. T. DeLucia – appeal denied, B. Adams – appeal denied, K. Elliott – appeal denied, E. Mitchell – appeal denied, C. Parks – appeal denied
The motion was carried. 5 yes 0 no 0 abstentions

ADJOURN THE MEETING: A motion was made by B. Adams, seconded by K. Elliott, to adjourn the meeting at 6:51 PM. The motion was carried. 5 yes 0 no 0 abstentions.

CALL THE MEETING TO ORDER: Board President T. DeLucia called the meeting to order at 7:22 PM.

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

PRESENTATIONS/RECOGNITIONS:

PERMANENT ART COLLECTION: Mr. DeLucia introduced Elementary Art Teacher Joe Fastaia who spoke about the inductees to the Victor Permanent Art Collection. He said the young artists are talented; however, how many times did they encounter difficulty, make mistakes, practice with new and sometimes unusual materials and how many revisions did they have to make for each step of the way. Mr. Fastaia said the young artists have worked hard, persevered and earned their place in the Permanent Art Collection. He presented certificates to Wiktorina Barnum from the Early Childhood School, Kalliope Gitsis from the Primary School and Nora Bresnan from the Intermediate School. Junior High School Art Teacher Christie Gordon spoke about the secondary students. She presented certificates to Abby Houghton from the Junior High School and Kiko Tuttle from the Senior High School. Their artwork was on display in the lobby prior to the Board Meeting.

WINTERGUARD NEW YORK STATE NORTHEAST COLORGUARD CIRCUIT STATE CHAMPIONS: Board President DeLucia introduced Julia Solan who spoke about the Winter Guard Season. She started out by thanking the Board of Education for allowing them to come and speak about their amazing season. She said they have about 17 members that range from 7th – 12th grade on the varsity level team. Ms. Solan said it was a unique season with many opportunities for the talented group. The show was called *A Vibrant City*, set in the streets of New Orleans. After the 12 hours of practice every week, their hard work really paid off. They had an undefeated local season competing all over western New York. They traveled to Bethlehem, PA and competed in the East Coast Power Regional against 30 guards and placed in the top 10. They went on to win the New York State Northeast Color Guard Circuit State Championship. Ms. Solan said after that they traveled to Dayton, OH to compete in the World Championships, where they competed against 120 guards across the world. She congratulated them on their phenomenal work. She said they continue to strive for excellence, determination, and perseverance. Each participant was presented with a certificate acknowledging their accomplishments.

Board President DeLucia introduced Director of Health, Physical Education and Athletics Duey Wiemer who recognized athletics.

VARSITY BASEBALL SECTION V CLASS AA CHAMPIONS: Mr. Weimer said the team had a great season, 20 and 6. They ended up first in Monroe County, first in Class AA Section V, Far West Regional Champions with a 92.48 cumulative Grade Point Average (GPA). He said they had a great run and made it to the state final four. Coach Rucker was the Division 1 Monroe County and the Class AA Coach of the Year. He then introduced Coach Rucker. Coach Rucker said he is so grateful for the school community. He started in 1995 coaching the baseball team and back then they had meet the coach night in the auditorium they are receiving the recognition for their championship. He said there is so much support from the community, the Board of Education, Superintendent Terranova, the athletic department, and his assistant coaches. Coach Rucker said he is so proud of the team. As the season went on, they won a really tough Division 1 Monroe County League, beating Fairport twice who won the state championship. They went on to Buffalo winning the Far West Regional Championship and then on to the Binghamton State Tournament. Coach Rucker said the team gave it their all and he is very proud of them. Each athlete was presented with a certificate acknowledging their accomplishments.

VARSITY BOYS GOLF SECTION V CLASS AA CHAMPIONS: Mr. Weimer said the Boys Golf Program were the Monroe County Champions, Section V Class AA Champions, 20 and 1 on the season and a 94.81 GPA. Mr. Weimer introduced Coach Trevor Sousa. Coach Sousa thanked the Board of

Education and Dr. Terranova for holding the recognitions. He said a lot of the guys have been part of the team since they returned from COVID and they have unmasked an 82 and 2 and 1 record over the course of the last four years. They have won three of the last four Class AA Championships. They set a record in 2022 of 364 and this year they broke their own record shooting 357, which is -3 as a high school golf team. They won sectionals against McQuaid with one stroke 384 to 385. There are five seniors who have been part of the program for a combined 17 years. Coach Sousa thanked everyone for the support and said he couldn't be prouder to be the coach of the team for the last 15 years. Each athlete was presented with a certificate acknowledging their accomplishments.

INDIVIDUAL VARSITY TRACK AND FIELD SECTION V CLASS A1 CHAMPIONS: Mr. Weimer introduced Coach Bob Goodell along with athletes Terez Davis, Emma Goodell and Rhylin Fehrenbach. Mr. Weimer said the track and field program continues to grow under the leadership of Coach Goodell. They continue to improve, not only in the performance as individuals but as a team. Both the Boys and Girls teams are Scholar Athlete Teams. Coach Goodell started out by thanking the Board of Education and the administration for the support of the Track and Field Program. He said the sport is growing in numbers every year and with that comes with additional support. Coach Goodell said Terez Davis won the Class A1 title in the Tripple Jump. He then went on to the state championship and placed third in the Division 1 State Championship breaking the school record with a leap of 47 ft 1 ½ in. Emma Goodell had a great season with a tough unbeaten streak as a hurdler. Between indoor and outdoor she was not defeated in Section V and had to go to the states to get her first loss. She is also closing in on a school record. She won both the 400M and 100M Hurdles in Section V Class A1 and represented Victor at the state meet in both events. Rhylin Fehrenbach she is a fantastic athlete for those that have watched her play soccer and basketball. As a first-year track athlete she chose to do the most difficult event and that is the pentathlon, which encompasses five events. She did it well, winning the Section V Class A1 Championship. Each athlete was presented with a certificate acknowledging their accomplishments.

VARSITY BOYS' LACROSSE SECTION V CLASS B CHAMPIONS: Mr. Weimer introduced Coach Dan Stone and the Varsity Boys Lacrosse team. Mr. Weimer said this was another Monroe County Class B first place team in Section V, Far West Champions with a season of 18 and 4. They were the New York State runners-up while demonstrating class and respect. Their overall GPA was 92.46. Mr. Weimer said Coach Stone with the Section V Class B Coach of the Year. Coach Stone started out by thanking the Board of Education and Dr. Terranova and the athletic department for all their support. Coach Stone said the Boys Lacrosse team is an incredible team. He also gave a shout out the Booster Club who stepped up to help when they had a situation with the bus. The game was one to remember with a new appreciation for 8/10s of a second. He said he couldn't be prouder of the team, and he is grateful for them and the community as well. The athletes were presented with certificates acknowledging their accomplishments.

VARSITY GIRLS' LACROSSE SECTION V CLASS B CHAMPIONS AND NEW YORK STATE CHAMPIONS: Mr. Weimer introduced Coach Jen Haggerty and the Varsity Girls Lacrosse team. He said it is one of the strongest programs at Victor in the last ten years. They ended the season with 19 and 3, including a 14 game win streak. Monroe County Class B Section V Champions and three-time Class B New York State Champions, which is the second time in school history it has ever happened for a spring program and only the sixth time in New York State history for a girls' lacrosse program. A 95.61 accumulative GPA. Mr. Weimer said Coach Smith, was unable to attend she has been solid with sixteen years in the program and at the varsity level the past two years. He said head coach Jen Haggerty had an outstanding first year at the helm. Her desire to learn, grow, and allow her players to be part of the process was instrumental in the team's success. Coach Haggerty started out by thanking the Board of Education, Dr. Terranova and Mr. Weimer and the entire athletic office for their support. She went on the thank her assistant coaches, all the administration and supporters. She said every single day the girls had passion

and perseverance. The goal for the season was grit and mindset and with that they came out champions. The athletes were presented with certificates acknowledging their accomplishments.

TENURE CANDIDATES: Superintendent Terranova recognized the tenure recipients for the 2023-2024 school year. He said in Victor tenure is not a given, it is earned and signifies a deep respect between administration and the teaching staff. It is not just about teaching but also about the staff's social emotional skills to collaborate, not only with one another but with families and children. The following staff have earned tenure: Jonathan Aldrich and Jeffrey Salerno from the Senior High School, Jessica D'Ambrosia and Carrie Ferreri from the Junior High School, Alexandra Orsini and Carolyn Isaacson from the Intermediate School, Kevin Haak, Christina Coniglio and Heather Della-Porta from the Primary School, Erin Black, Mikayla Brennan, Jackie Walker, Kathryn Ward and Jennifer Gerace from the Early Childhood School, Kristin Williamson Director of PreK-12 Humanities, Angela Affronti Director of Technology, Dorothy DiAngelo Assistant Superintendent for Personnel and Derek Vallese Assistant Superintendent for Business.

BOARD MEMBER RECOGNITION: Superintendent Terranova thanked Board of Education member Elizabeth Mitchell for her service. Her term expires the end of June. He said over the last three years she has been an incredible advocate for kids, always putting kids first. She infuses the team of eight, the seven Board Members and the Superintendent at every moment. She is amazing with ideas giving the Board and Superintendent ideas on how to pursue better ways to communicate with the community, to work with the staff whether it be building visits on a monthly basis. Dr. Terranova said she came up with the idea of the Superintendent creating a Student Superintendent Leadership Group between Junior and Senior High students. He thanked Mrs. Mitchell for her leadership and support. Board President DeLucia thanked Mrs. Mitchell for being part of their team. He said he learned a great deal from her. The idea of visiting the buildings helps the Board connect with staff and students. It had wonderful benefits and helped with decision making. He thanked her for her advocacy for the District, meeting with legislators, Regents and the list goes on. Mr. DeLucia said in addition, as a teacher she brought the important education perspective, which is valuable. He thanked her for her service on the Board of Education.

SUPERINTENDENT'S UPDATE: Dr. Terranova started out by reminding everyone that in his last Superintendent's update to the community on June 7th he gave a brief update about student-to-student conflict. He said he has done it at different times throughout the year and although it is June it is still a good reminder for families. He said know that the District is committed to working together with families to resolve issues that occur between students. If your student brings you a concern about something that has happened, the best way to begin is by addressing it with the adults who are in closest contact with your children, which is usually a teacher. These are the adults who will make a difference. Certainly, involving a counselor or other pupil services staff and building administration is appropriate if the initial steps are not improving the situation. Dr. Terranova said he also talked about the Dignity for All Students Act (DASA). DASA is the official policy of New York State that all students in public schools have the right to an education free of discrimination and harassment. He said the District has to do everything in our power to address a situation if a student does not feel safe coming to school. It is important to build a strong community of learners where people respect one another. Dr. Terranova then went on to congratulate Sue Utz, who is the Work-Based Learning Coordinator at the Senior High School received the Jordan Pappas Vocational Service Award today through the Victor Farmington Rotary. He said Flag Day is this Friday, June 14th, the anniversary of the adoption of the stars and stripes, the official flag of the United States. The Elementary Special Olympics start on Friday, June 14th at 9:15 AM at the Intermediate Building. Next week is Juneteenth, June 19th a holiday the commemorates the emancipation of enslaved people in the United States. Graduation will take place on Friday, June 21st at Innovative Field at 7:30 PM. Fireworks will follow the ceremony.

PUBLIC PARTICIPATION: Angela Delgado, a parent, shared her concerns regarding bullying against her student. Jen Arena, a parent, shared her concerns regarding bullying. Nancy Guerdat, a grandparent, shared her concerns regarding bullying. Ashlyn Arena, a student, shared her personal experiences around being bullied along with her concerns about the bullying taking place within the District. Mike Modleski, President of the Victor Teachers' Association first thanked Ashlyn for speaking up. He said it took a lot of courage and it was really powerful. He then went on to congratulate Adam Snyder and Carol Prescott for being elected to the Board of Education. He thanked Elizabeth Mitchell for her years of service. Mr. Modleski thanked the Board of Education for recognizing the teachers who receive tenure and for their work over the year.

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

MINUTES: Minutes of the Regular Meeting of May 9, 2024, the Special Meetings of May 23, 2024 and June 4, 2024;

FINANCIAL STATEMENTS: Treasurer's Report for the month ending April 30, 2024;

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

Instructional

Probationary Appointments:

The probationary appointment of **Katherine Harmon**, who has certification in Childhood Education Grades 1-6, to a probationary position as an Elementary Teacher, effective August 28, 2024, at an annual salary of \$46,726, leading towards tenure in Elementary Education.

The probationary appointment of **Madelyn VanAken**, who has certifications in Childhood Education Grades 1-6, Students with Disabilities Grades 1-6, Early Childhood Education Birth-Grade 2, and Students with Disabilities Birth-Grade 2, to a probationary position as a Special Education Teacher, effective August 28, 2024, at an annual salary of \$48,858, leading towards tenure in Special Education.

The probationary appointment of **Maxwell Hill**, who has certification in Physical Education, to a probationary position as a Physical Education Teacher, effective August 28, 2024, at an annual salary of \$54,078, leading towards tenure in Physical Education.

The probationary appointment of **Benjamin Bernstein**, who has pending certifications in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a probationary position as a Special Education Teacher, effective August 28, 2024, at an annual salary of \$49,346, leading towards tenure in Special Education.

The probationary appointment of **Natalie Powers**, who has certifications in Childhood Education Grades 1-6 and Early Childhood Education Birth-Grade 2, to a probationary position as an Elementary

Teacher, effective August 28, 2024, at an annual salary of \$53,028, leading towards tenure in Elementary Education.

The probationary appointment of **Rachel Scott**, who has certification as a Library Media Specialist, to a probationary position as a Library Media Specialist, effective August 28, 2024, at an annual salary of \$50,278, leading towards tenure as a Library Media Specialist.

**Part Time
Appointments:**

The appointment of **Matthew Bauerlein**, who is certified in Industrial Arts, to a part-time (.6fte) position as a Technology Teacher effective August 28, 2024, and ending June 30, 2025, at an annual salary of \$61,843.

The appointment of **Charles Miller**, who has certification in Technology Education, to a part-time (.4fte) position as a Technology Teacher effective August 28, 2024, and ending June 30, 2025, at an annual salary of \$40,989.

The appointment of **Steven Mascari**, who has certification in Technology Education, to a part-time (.6fte) position as a Technology Teacher effective August 28, 2024, and ending June 30, 2025, at an annual salary of \$61,483.

The appointment of **Gregory Caryk**, who has certification in Physical Education, to a part-time (.6fte) position as a Physical Education Teacher effective August 28, 2024, and ending June 30, 2025, at an annual salary of \$28,237.

Appointments:

The appointment of the following as Extended School Year Registered Professional Nurse at an hourly rate of \$30.00: **Kristin Renkert**

The appointment of **Kristin Guckian**, Teacher Center Director, effective July 1, 2024, at an annual salary of \$29,333.

The appointment of the following as Summer Enrichment Teacher at an hourly rate of \$40.00: **Naomi Foley**

The appointment of the following as Summer Academy Teacher at an hourly rate of \$40.00: **Gina Lahue**

The appointment of the following as Extended School Year Teacher at an hourly rate of \$40.00: **Emily Morsheimer** and **Johanna Arnitz**

**Long Term
Substitute
Appointments:**

The appointment of **Michael Guido**, who has intern certification in Students with Disabilities Grades 7-12, to a long term substitute position as an Special Education Teacher, effective August 28, 2024, and ending June 30, 2025, at an annual salary of \$48,662.

The appointment of **Frederick Finter**, who has intern certifications in Students with Disabilities Grades 7-12 and Mathematics Grades 7-12, to a long term substitute position as a Special Education Teacher, effective August 28, 2024, and ending June 30, 2025, at an annual salary of \$48,703.

Leaves of Absence: The granting of a childcare leave of absence for **Lindsay Scott**, Special Education Teacher, effective approximately August 28, 2024, and extending through November 25, 2024.

The granting of a childcare leave of absence for **Kelly McLaughlin**, Special Education Teacher, effective approximately August 28, 2024, and extending through June 30, 2025.

Resignations: The resignation of **Jennifer Blanchette**, Mathematics Teacher, effective June 30, 2024.

The resignation of **Ashley Socola**, Principal, effective July 31, 2024.

The resignation of **Thomas Cheevers**, Assistant Principal, effective June 30, 2024.

The resignation of **Sarah Annlee**, School Social Worker, effective June 30, 2024.

The resignation of **Katie Convertino**, Special Education Teacher, effective August 27, 2024.

The resignation of **Kristin Williamson**, Director of Humanities, effective June 30, 2024.

The resignation, due to retirement, of **Gina Colucci**, Speech/Language Therapist, effective June 30, 2024.

The resignation of **Emily Cook**, Special Education Teacher, effective June 30, 2024.

**Per Diem
Substitutes:**

<u>Candidate</u>	<u>Area of Certification</u>
Tricia Toth	Uncertified
Karen Gushue	Uncertified
Sander Nagar	Uncertified
Ryan Konko	Uncertified
Marysue Hartz-Holtz	Art
Gerald Della Porta	Uncertified

**Non-Instructional
Appointments:**

The appointment of **Joseph Limbeck**, from Substitute School Bus Driver to Part Time School Bus Driver, effective February 6, 2024, at an hourly rate of \$21.99.

The appointment of **Alessio Giacobone**, from Substitute School Bus Driver Trainee to Full Time School Bus Driver, effective May 21, 2024, at an hourly rate of \$21.99.

The appointment of **Kelly Stein**, from Substitute School Bus Driver Trainee to Full Time School Bus Driver, effective May 2, 2024, at an hourly rate of \$21.99.

The appointment of **Izabella Clarke**, Full Time Teacher Aide, effective June 10, 2024, at an hourly of \$15.17.

The appointment of **Kelly Gelin**, from Full Time Teacher Aide to Part Time Teacher Aide, effective August 28, 2024.

The appointment of **Ralph Heine**, Information Technology Support Technician II, effective August 1, 2024, at an hourly rate of \$24.03.

The appointment of the following as Extended School Year Teacher Aide at their 2024/2025 hourly rate: **Antwennette Brady, Amanda Cooley, Marina Coleman and Jenna Wagner**

The appointment of the following as Extended School Year Teacher Aides at the 2024/2025 teacher aide substitute rate: **Benjamin Lake and Melissa Benulis**

The appointment of the following as Extended School Year Teacher Assistants at their 2023/2024 hourly rate: **Bakhtavar Engineer**

The appointment of **Jennifer George**, Employee Relations Assistant, effective July 1, 2024, at an annual salary of \$52,000.

Resignations:

The resignation, due to retirement, of **Rosemary Viggiano**, Department Secretary, effective July 27, 2024.

The resignation of **Gerald Della Porta**, Part Time Teacher Aide, effective June 30, 2024.

The resignation, due to retirement, of **William Brown**, School Bus Driver, effective June 26, 2024.

The resignation, due to retirement, of **James Phillips**, School Bus Driver, effective June 25, 2024.

The resignation of **Roger Palmer**, School Bus Driver, effective June 5, 2024.

Terminations:

The termination of **Scott Ellmaker**, School Bus Driver, effective May 16, 2024.

The termination of **Jashira Calderon**, Assistant Cook, effective May 16, 2024.

Leaves of Absence:

The granting of an extended unpaid leave of absence for **Elijah Flansburg**, Full Time Teacher Aide, effective January 29, 2024, and extending through June 25, 2024.

Benefits:

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

Salaries:

The following salaries for non-affiliated district office staff will be effective for the 2024-2025 school year:

Confidential Staff	Patricia Chapman	Human Resources Clerk	\$20.98/hour
	Kimberly Doell	Public Relations Specialist	\$78,000
	Maureen Goodberlet	District Clerk/Secretary to the Superintendent	\$101,967.08

Lisa Hagen	Payroll Clerk, Part Time	\$59,488
Penny Johnston	School District Treasurer	\$88,518.14
Katie Lew	Employee Relations Assistant	\$59,834.11
Jill Smith	Deputy District Treasurer	\$53,812.93
Elizabeth Temple	School District Data Specialist	\$59,336.58

Per Diem and Substitute Positions:

<u>Candidate</u>	<u>Position</u>
Hannah Saunders	Lifeguard
Elizabeth Lahue	Teacher Aide
Linda Tice	Typist
James Polo	Teacher Aide
Doyle Ierlan	Teacher Aide
Jaycee Birkemeier	Teacher Aide/ Lifeguard
Brian Wagner	Teacher Aide
Emma Alvares	Teacher Aide
Katheryn Sheridan	Food Service Helper
Morgan Harris	Cleaner
William Brown	School Bus Driver
Jennifer George	Employee Relations Assistant

CSE/CPSE RECOMMENDATIONS: Recommendations of the Committee on Special Education from the meetings of January 16, 2024, February 1, 6, 26, 27, 28, 29, 2024, March 1, 3, 5, 6, 7, 8, 11, 13, 19, 20, 22, 26, 27, 28, 2024, April 9, 10, 11, 12, 16, 17, 18, 19, 23, 24, 25, 26, 29, 30, 2024, May 1, 2, 3, 7, 8, 9, 10, 14, 15, 16, 17, 20, 21, 22, 23, 24, 28, 29, 31, 2024 and June 3, 4, 2024 and from the Committee on Preschool Special Education from the meetings of April 9, 11, 16, 19, 23, 30, 2024, May 3, 6, 7, 10, 14, 28, 31, 2024, and June 3, 4, 5, 2024.

ELECTION INSPECTORS: Election inspectors for the June 27, 2024 Victor Farmington Library Vote as submitted.

SURPLUS: Declare the following as surplus; 16 Boys Basketball Uniforms Navy and White; Fitness Equipment: Bikes with VCS Tag #s 04705, 012703, 00830053; Treadmill with VCS Tag # 04704; Elliptical with VCS Tag # 03962; Cheerleading: 15 Signs, 35 Poms/Misc., 1 Speaker, 30 Warm-ups, 25 Uniforms (bodysuits, tops, skirts), 1 Gatorade cart.

DONATIONS: \$497.00 from Boys Lacrosse Booster club to be used toward the helmet decals for Varsity and Junior Varsity; 2 Sets of Alumagoal 3” Classic (4 total goals) valued at \$6,559 from the Victor Soccer Club. Mrs. Elliott thanked the community for the continued support and acknowledged how much it is appreciated.

INTERNAL AUDIT REPORT AND CORRECTIVE ACTION PLAN: The Internal Audit Report and corresponding Corrective Action Plan for year ended June 30, 2023.

TERMS AND CONDITIONS: The Terms and Conditions between the Victor Central School District and the Assistant Superintendent for Business for July 1, 2024 – June 30, 2026; The Terms and Conditions between the Victor Central School District and the Assistant Superintendent for Instruction for July 1, 2024 – June 30, 2026; The Terms and Conditions between the Victor Central School District and the

Assistant Superintendent for Personnel for July 1, 2024 – June 30, 2026; The Terms and Conditions between the Victor Central School District and the Assistant Superintendent for Pupil Services for July 1, 2024 – June 30, 2026.

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

SUPERINTENDENT’S CONTRACT: The Superintendent’s Contract for the period of July 1, 2024 through June 30, 2029 and authorize the Board of Education President to execute it on behalf of the Board.

SCHOOL BOARD MEMBER TRAINING: Incoming Board Member Carol Prescott to participate in the 2024-2025 Mandated Training for new School Board Members through Four County School Boards Association.

2024 CAPITAL RESERVE RESOLUTION: Based on the recommendation of the Superintendent of Schools, we recommend the funding of the 2024 Capital Reserve, as authorized by Section 3651 of the New York State Education law, up to a maximum of \$7,000,000 from unappropriated fund balance as of June 30, 2024.

TRANSPORTATION BID: The transportation bids from Comfortable Transportation, Transpo, Ontario Bus Company with Buses and Ontario Bus Company without Buses to ensure sufficient support for students and programs.

The motion to accept the foregoing consent items was carried.

5 yes 0 no 0 abstentions *(end of consent items)*

CAMPUS NEWS: VCS administrators summarized campus news and events.

ATHLETIC UPDATE: Director of Health, Physical Education and Athletics Duey Weimer, Head Boys and Girls Golf Coach Trevor Sousa and Head Coach for Alpine and Girls Lacrosse Jen Haggerty presented on the Blue Devil Athletic Program. Mr. Weimer started out by showing the flow chart that is shared with community members and at the coaching staff meetings, so everyone knows who to contact in different situations. He said the Department of Health, Physical Education and Athletics connect with so much such as officials, transportation, other districts throughout New York State, event staff, maintenance, grounds, custodians, local BOCES and the New York State Department of Education regarding certifications. Mr. Weimer talked about the heroic goal he developed and that is when alumni reflect about their time as Blue Devils, he aspires for Victor coaches to emerge as their most encouraging, inspiring, and motivating mentors. The Interscholastic-Athletics Position Statement that is presented at every meeting is “To place the highest priority on the overall quality of the students’ educational experience, via the development of positive relationships self-efficacy, good will, and all-around growth and good citizenship qualities.” He said at no point is the purpose to win championships. It is an educationally based program, to learn and to grow using the vehicle of sport. There are five keys to the purpose. The first is to have kids feel safe socially/emotionally, mentally, and physically. The second is to make sure everything that is done is worthwhile. It is an extension of the classroom. The third is a shared vision. Everyone is in this together. The fourth is to have a growth mindset and quantifiable goals. Lastly, are students being engaged and are they having fun. Mr. Weimer then went over the participation numbers. From the year 2017 to the present year the roster size has increased by 323 participants. Of the 323 participants, 206 are at the modified level. Mr. Weimer said that is a huge thanks to the Board of Education for providing additional opportunities for the Junior High students. Indoor Track and Field is a new addition. Providing additional modified teams is a huge addition. There are 107 more multi-sport

athletes. In grades 7-12 there are 1,081 students participating. There are 33 offerings with 87 teams. Victor is one of the largest in Section V with total team opportunities. There are 169 coaching positions with 39 of those being certified volunteers. Mr. Weimer said they are continuously critiquing participation. They released approximately 250 students this year. He said they are asking the question "Are we meeting the needs of all students?". He said they are continuing to advocate and find creative ways to develop new programs based on interest. Mr. Weimer said he is always working to improve communication and voice to allow for additional collegiality and collaboration among coaches and to further develop their mentorship programs. He said they are building a common bond between the District, the youth sports programs and the booster clubs. They continue to navigate the challenge of the athletic facility limitations. Mr. Weimer talked about the Level Up Cohorts. He said every year he, along with the Head Coach's Council create different groups of coaches based on experience levels and how they would like to see them interact. The groups come up with a moto for the year and there are different opportunities for them to have professional development, collaboration, and support. Coach Haggerty and Coach Sousa spoke about their experiences with the Level Up Cohorts. Coach Sousa said, in his eyes, it is one of the best things Mr. Weimer has done for coaches. Coaching is a difficult position and sometimes you can feel on an island, even with the best assistant coaches in the world it can be challenging. He said he is thankful for the structure as it has helped him grow as a coach. Board President thanked them for the presentation. He said it was very informative. Mrs. Elliott said she loves hearing about the collaboration.

CAPITAL PROJECT UPDATE: Assistant Superintendent for Business Derek Vallese presented an update on the Capital Project. Mr. Vallese said the District is talking about two different buildings the Junior/Senior High School and the Intermediate School; however in the state's eyes it is one building. When the District submitted their plans back in February for their preliminary review the state said that both buildings, based off the state's calculation had 16 too many classrooms as is. Shortly after that Mr. Vallese said he along with Dr. Terranova, Director of Facilities Chris Marshall, Assistant Superintendent for Instruction Karyn Finter, Assistant Superintendent for Pupil Services Karyn Ryan and the Architect from SWBR met with the State Education Department (SED) and talked about the District's challenges and the goals. Based off that information the District supplied SED with additional information on April 1st. Over approximately a six week time period the District was told we would hear from SED in the very near future. Mr. Vallese said last week he was in Saratoga, NY for the State Business Officials Conference and Sara Madison, the head of SED Facilities Planning did a presentation and after her presentation Mr. Vallese said he was first in the line of school districts looking for her attention. He said it has seemed to progress. The District did receive a response from SED, and have supplied additional information. SED got back to us again this week. As of right now, of the five classrooms at the Intermediate School they have approved aid for three of them. They are still pushing back on the cafeteria. SED now claims the Junior/Senior High School has exactly enough classes; however, one thing that was learned in the second calculation was how they are calculating it. Over the last couple of days SWBR Architects has revised plans to adapt it to the calculations. He said they will do another submittal tomorrow morning and based off the calculations they feel we should be aidable for six of the classrooms in the new addition. They did approve for one secure vestibule because in their mind the Junior/Senior High School is one building. The District has a justification, which indicates they are two different main offices. Currently the aidability on the Intermediate School addition is at 40%. Unfortunately, for the Junior/Senior High School we are still at 2%. However, they are hoping to get to 40%-50% for that one as well, based off of the updated information. Mr. DeLucia said keep up the good work. Dr. Terranova thanked Mr. Vallese for the work he and the team are doing. Continually giving more information the state is asking for to whittle away at getting more aid. Dr. Parks said it has been an exercise of patience and confidence and he thanked Mr. Vallese on behalf of the Board for leading the charge for the District.

APPROVE TRIP: A motion was made by E. Mitchell, seconded by B. Adams, to approve the following trip; Girls Varsity Soccer Team to Livonia, NY from 8/31/2024 – 9/1/2024.
The motion was carried. 5 yes 0 no 0 abstentions

POLICY REVIEW First Reading: Policy 5300, Code of Conduct was brought to the Board of Education for a first read.

MEETING REPORTS: Monroe County School Boards Association: Mrs. Elliott thanked the Monroe County School Boards Association for hosting their end of the year Annual Meeting and Dinner. It is always a great event, passionate people with a common goal. Mr. DeLucia said the Annual Meeting was excellent and always informative.

UPCOMING EVENTS:

The next Organizational and Regular Board meeting will take place on Thursday, July 11, 2024 in the Early Childhood School Boardroom at 7:15 PM.

Kristin Elliott congratulated the District on a wonderful year. She thanked her fellow Board members for the support she has had in her service on the Board. She said in navigating an ever-changing landscape in her personal and professional life she wanted to inform the community and leadership that she will be resigning her seat for the final year of her term effective June 30, 2024. She said she cannot be more grateful for the work she has been able to be a part of. Board President DeLucia thanked Mrs. Elliott for her service. He said as an educator she brings that perspective that is so valuable with her guidance and knowledge. He said she is a lady with a heart of gold and always has the best interest of the students in mind.

ADJOURN: A motion was made by K. Elliott, seconded by B. Adams, to adjourn the meeting at 9:40 PM.

Respectfully submitted,

Maureen A. Goodberlet
District Clerk

**VICTOR CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION**

**Unapproved Minutes of the Special Meeting of June 27, 2024
District Office Conference Room
953 High Street
Victor, New York 14564**

CALL TO ORDER President Tim DeLucia called the meeting to order at 5:05 PM.

Members Present Bryan Adams, Tim Delucia, Lisa Kostecki, Adam Snyder

Members Absent Kristin Elliott, Elizabeth Mitchell, Christopher Parks

DISTRICT CLERK PRO TEM: A motion was made by L. Kostecki, seconded by B. Adams, to appoint Tim Terranova as the District Clerk Pro Tem for the meeting.
The motion was carried. 4 yes 0 no 0 abstentions

APPROVE AGENDA: A motion was made by B. Adams, seconded by A. Snyder, to approve the agenda for the meeting. The motion was carried. 4 yes 0 no 0 abstentions

EXECUTIVE SESSION: A motion was made by L. Kostecki, seconded by A. Snyder, to enter executive session to discuss the employment history of specific individuals.
The motion was carried. 4 yes 0 no 0 abstentions

REGULAR SESSION: A motion was made by L. Kostecki seconded by A. Snyder, to return to regular session at 5:23 PM. The motion was carried. 4 yes 0 no 0 abstentions

PERSONNEL: A motion was made by L. Kostecki, seconded by B. Adams to approve the following personnel item:

This appointment is made in compliance with New York State Education Law relating to criminal history background clearances for new employees. Conditional clearances under that law have been requested for all new employees.

Instructional

Probationary Appointments: The probationary appointment of **James Mauro**, who has certification in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, and as a School Building Leader and School District leader, to a probationary position as the Intermediate School Principal, effective July 15, 2024, at an annual salary of \$109,000, leading towards tenure as the Intermediate School Principal.

The motion was carried. 4 yes 0 no 0 abstentions

STUDENT LUNCH PRICES FOR 2024-2025: Mrs. Kostecki said the Board received the option which would enable the four buildings, Primary School, Intermediate School, Junior High School and Senior High School to receive free lunches for all students while the Early Childhood School would have to pay. She said they did confirm that students in need of the free lunch at the Early Childhood School would still be eligible. Dr. Terranova said that is correct, however there are really three options. Due to the District not having 25% of the total population receiving free and reduced lunch the first option would be to raise

the lunch prices, and everyone pay except for the students that qualify for the free and reduced lunch. The second option would be to connect school buildings who do qualify, which are the Intermediate School and the Junior High School with one other building each, which covers four out of the five buildings. He said the way to do that to cover the most kids, which would be to include all buildings but the Early Childhood School. The Junior High School would link to the Senior High School and the Primary School would link to the Intermediate Building. That would leave the Early Childhood School to pay for their lunches and everyone else would have completely free lunches. The kids who qualify for free and reduced lunches in the Early Childhood School would still receive them. The third option would be the same as the second option, however the District would pay for all the Early Childhood School lunches for a year. The problem with that is it costs somewhere between \$130,000-\$160,000, which cannot come out of the lunch fund. That would have to come out of the general fund, which has not been budgeted for. President DeLucia said it could be a long-term expense. Dr. Terranova said it could be done year-to-year, but yes. Mrs. Kostecki said it could be an expectation if it is started. Dr. Terranova said right now the money would be coming out of the general fund and it has not been budgeted for. Mrs. Kostecki said there is a possibility that something else may not get funded. Dr. Terranova said he feels that in April 2025 the District has a strong chance of being over 25% free and reduced lunch overall, however it is not a guarantee as it is based on the enrollment. This year the District was 24.97% and they do not round up in the federal government. Mr. DeLucia said if four out of the five building receive free lunches it takes advantage of the federal money. Mr. Snyder asked what the situation is this year. Dr. Terranova said this year the families in all buildings pay for their lunches except for kids that qualify. Mr. Snyder said it would be a gain to have lunches paid for. Mr. DeLucia said it is taking advantage of resources that are available for the next school year without incurring additional expenses for the District. Mr. Adams said how often would we be able to rely on this for the other buildings. Dr. Terranova said it is an annual thing. The trend is that it is increasing; however, it is not a guarantee that it. Mr. DeLucia said this needs to be very clear when communicating it to the public. That we are taking advantage of federal money and its not a guarantee for future years, but it is for this year. That is the communication that has to go out.

ADJOURN: A motion was made by B. Adams, seconded by L. Kostecki to adjourn the meeting at 5:35 PM. The motion was carried. 4 yes 0 no 0 abstentions

Respectfully submitted,

Tim Terranova
District Clerk Pro Tem

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**Victor Farmington Library Funding Proposition
VICTOR VILLAGE HALL
60 E. Main Street, Victor, NY 14564**

Thursday, June 27, 2024

The meeting of the qualified voters of Victor Central School District was held on June 27, 2024, at the Victor Village Hall, 60 E. Main Street, Victor, New York.

Chairperson Jennifer Mehigan convened the meeting at 12:00 Noon, and declared the polls open.

Chairperson Mehigan closed the polls at 8:00 P.M.

RESULTS OF VOTING

Funding Proposition:	Total YES	940
	Total NO	219
Total Voters:		1159

The funding proposition was declared passed.

Respectfully submitted,

Maureen A. Goodberlet
District Clerk
Victor Central School District

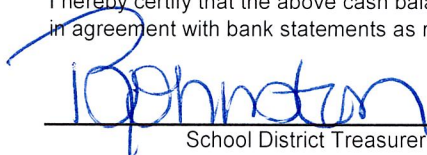


Treasurer's Report

May 2024

<u>Account Description</u>	<u>Bank</u>	<u>Beginning Balance</u>	<u>Monthly Receipts</u>	<u>Monthly Disbursements</u>	<u>Ending Balance</u>
Cash Accounts					
General Fund Checking	Canandaigua National Bank	2,711,868.28	8,675,646.95	10,419,568.54	967,946.69
General Fund Money Market	Canandaigua National Bank	667,526.13	14,939.84	-	682,465.97
General Fund Tax Checking	Canandaigua National Bank	-	-	-	-
General Fund Tax Money Market	Five Star Bank	-	-	-	-
Multifund Insured Cash Sweep	Five Star Bank	1,652,548.63	8,006,255.08	3,150,278.59	6,508,525.12
School Lunch Fund Checking	Canandaigua National Bank	3,747.60	97,845.50	97,844.89	3,748.21
School Lunch Fund Money Market	Canandaigua National Bank	1,031,750.21	195,950.28	179,375.04	1,048,325.45
Special Aid Fund Checking/Sweep	Canandaigua National Bank	700,256.87	145,570.00	614,374.35	231,452.52
Capital Fund Checking-29M	Canandaigua National Bank	901,340.48	22.90	-	901,363.38
Trust & Agency Fund - Checking	Canandaigua National Bank	554,876.86	1,489,289.29	1,489,224.27	554,941.88
Trust & Agency Fund - Payroll Checking	Canandaigua National Bank	3,614.79	32,476.08	33,337.37	2,753.50
Trust & Agency Fund - Direct Deposit Checking	Five Star Bank	57.47	3,150,278.59	3,150,278.59	57.47
	Total Cash	\$ 8,227,587.32	\$ 21,808,274.51	\$ 19,134,281.64	\$ 10,901,580.19
Investments					
General Fund Certificate of Deposit	Canandaigua National Bank	-	-	-	-
General Fund	NYCLASS	48,458,190.91	211,708.09	2,800,000.00	45,869,899.00
Capital Fund	NYCLASS	-	-	-	-
Debt Service Fund	NYCLASS	2,853,233.21	12,628.50	-	2,865,861.71
	Total Investments	\$ 51,311,424.12	\$ 224,336.59	\$ 2,800,000.00	\$ 48,735,760.71
	District Totals	\$ 59,539,011.44	\$ 22,032,611.10	\$ 21,934,281.64	\$ 59,637,340.90

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



 School District Treasurer

Extraclass Fund
From May 1, 2024 to May 31, 2024

<u>Activities</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Ending Balance</u>
CLASS OF 2023	-			-
CLASS OF 2024	5,562.68	18,630.71	17,782.86	6,410.53
CLASS OF 2025	27,413.98		298.27	27,115.71
CLASS OF 2026	3,485.98	1,855.36	845.00	4,496.34
CLASS OF 2027	1,200.00			1,200.00
CLASS OF 2028	2,488.53			2,488.53
CLASS OF 2029	1,227.53			1,227.53
AQUATIC LEADERS	-			-
ART CLUB	-			-
BUSINESS CLUB	2,841.31	132.00	1,097.58	1,875.73
DRAMA CLUB	12,989.18	456.60	3,419.08	10,026.70
FRENCH CLUB	8,575.64		494.12	8,081.52
GO GREEN GARDEN TEAM	-			-
GLOBAL COMPETENCY	410.55		50.00	360.55
INTERNATIONAL CLUB	-			-
J.H. MUSICAL	28,110.80		500.00	27,610.80
J.H. STORE	-			-
J.H. ST. CO.	6,084.01	3,602.10	8,445.41	1,240.70
J.H. YEARBOOK	499.44			499.44
KEYCLUB	572.60	1,000.00	2,088.60	(516.00)
MEDICAL EXPLORERS	-			-
MENTORING CLUB	3,695.96	70.00	50.00	3,715.96
N.H.S.	993.44			993.44
OUTDOOR ACTIVITY	421.67			421.67
POSITIVE SCHOOL CLIMATE	3,112.10			3,112.10
SALES TAX	1,808.36	2,549.92		4,358.28
SEAS	95.73			95.73
S.H. ORCHESTRA	14,883.36	8,760.00	8,103.70	15,539.66
SH SCHOOL STORE	5,756.99			5,756.99
S.H. ST. CO.	18,675.24	2,184.67	676.14	20,183.77
SH YEARBOOK	528.25		200.00	328.25
SPANISH CLUB	3,138.89			3,138.89
VICTOR MUSIC SOCIETY	2,358.19		606.49	1,751.70
VICTOR CARES	13,748.05	13,045.08	8,582.90	18,210.23
WELLNESS CLUB	386.81			386.81
TOTALS	171,065.27	52,286.44	53,240.15	170,111.56

Bank Balance	188,179.99
Checks Outstanding	18,358.43
Interest Not Posted	-
Deposit from General	
Transfer to General	
Returned Checks	290.00
Electronic Payment	
Total Reconciled Bank Balance	170,111.56

Jill Smith, Extraclass Treasurer

Victor Central School District
Revenue Status Report As Of: 05/31/2024
Fiscal Year: 2024
Fund: A GENERAL FUND

Revenue Account	Subfund	Description	Original Estimate	Current Estimate	Year-to-Date	Current Cycle	Anticipated Balance	Excess Revenue
1001		Real Property Taxes Tom	56,247,957.00	53,948,063.95	53,948,063.95	0.00	0.00	0.00
1081		Other Pmts in Lieu of Taxes	3,385,889.00	3,385,889.00	3,345,579.22	236,852.22	40,309.78	0.00
1085		STAR Reimbursement	0.00	2,299,893.05	2,299,893.52	0.00	0.00	0.47
1090		Int. & Penal. on Real Prop. Tax	50,000.00	50,000.00	64,179.81	0.00	0.00	14,179.81
1120		Nonprop. Tax Distrib. By Co.	90,000.00	90,000.00	75,937.77	15,523.84	14,062.23	0.00
1311		Other Day School Tuition (Indv	0.00	0.00	5,412.50	0.00	0.00	5,412.50
1335		Oth Student Fee/Charges (Indiv	0.00	0.00	165,459.25	3,219.00	0.00	165,459.25
1410		Admissions (from Individuals)	0.00	0.00	986.15	0.00	0.00	986.15
2230		Day School Tuit-Oth Dist. NYS	40,000.00	40,000.00	54,895.27	-5,091.63	0.00	14,895.27
2401		Interest and Earnings	85,000.00	85,000.00	2,101,425.54	218,177.10	0.00	2,016,425.54
2410		Rental of Real Property,Indiv.	40,000.00	40,000.00	48,262.46	3,714.73	0.00	8,262.46
2440		Rental of Buses	0.00	0.00	14,532.83	0.00	0.00	14,532.83
2450		Commissions	0.00	0.00	990.42	0.00	0.00	990.42
2680		Insurance Recoveries	0.00	0.00	12,690.21	0.00	0.00	12,690.21
2690		Other Compensation for Loss	0.00	0.00	10,067.09	1,271.00	0.00	10,067.09
2701		Refund PY Exp-BOCES Aided Srvc	200,000.00	200,000.00	418,703.87	0.00	0.00	218,703.87
2703		Refund PY Exp-Other-Not Trans	100,000.00	100,000.00	575,299.24	0.00	0.00	475,299.24
2770		Other Unclassified Rev.(Spec)	10,000.00	10,000.00	93,124.61	7,877.14	0.00	83,124.61
2801		Interfund Revenues	0.00	0.00	20,129.00	0.00	0.00	20,129.00
3101		Basic Formula Aid-Gen Aids (Ex	35,068,618.00	27,086,525.14	25,407,268.95	6,658,235.37	1,679,256.19	0.00
3102		Lottery Aid	0.00	7,982,092.86	7,784,788.33	0.00	360,000.00	162,695.47
3103		BOCES Aid (Sect 3609a Ed Law)	3,094,276.00	3,094,276.00	546,990.75	0.00	2,547,285.25	0.00
3260		Textbook Aid (Incl Txtbk/Lott)	254,960.00	254,960.00	254,902.00	0.00	58.00	0.00
3262		Computer Sftwre, Hrdwre Aid	131,527.00	131,527.00	131,498.00	0.00	29.00	0.00
3263		Library A/V Loan Program Aid	26,150.00	26,150.00	26,143.00	0.00	7.00	0.00
3289		Other State Aid	0.00	0.00	30,496.35	0.00	0.00	30,496.35
4601		Medic.Ass't-Sch Age-Sch Yr Pro	100,000.00	100,000.00	67,927.72	7,398.44	32,072.28	0.00
5999		Appropriated Fund Balance	0.00	1,355,994.96	0.00	0.00	1,355,994.96	0.00
Total GENERAL FUND			98,924,377.00	100,280,371.96	97,505,647.81	7,147,177.21	6,029,074.69	3,254,350.54

Selection Criteria

* Estimated revenue for Carryover Encumbrances from the prior fiscal year will not be realized.

These are estimates to balance the budget

Victor Central School District
Revenue Status Report As Of: 05/31/2024
Fiscal Year: 2024
Fund: A GENERAL FUND

Revenue Account	Subfund	Description	Original Estimate	Current Estimate	Year-to-Date	Current Cycle	Anticipated Balance	Excess Revenue
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Criteria Name: Shared: BOE Modified
As Of Date: 05/31/2024
Suppress revenue accounts with no activity
Show Actual revenue in 'As Of' cycle
Show special revenue accounts 5997-5999
Print Summary Only
Sort by: Fund/State Revenue
Printed by PENNY L. JOHNSTON

* Estimated revenue for Carryover Encumbrances from the prior fiscal year will not be realized.
These are estimates to balance the budget

Victor Central School District

Budget Status Report As Of: 05/31/2024

Fiscal Year: 2024

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
1010 Board Of Education							
4 Contractual and Other		18,240.00	19,888.45	18,214.97	0.00	630.00	1,043.48
45 Materials & Supplies		1,768.00	9,981.25	8,977.33	41.50	990.39	13.53
49 BOCES Services		3,120.00	5,029.37	4,527.10	502.27	502.27	0.00
Subtotal of 1010 Board Of Education		23,128.00	34,899.07	31,719.40	543.77	2,122.66	1,057.01
1040 District Clerk							
16 Noninstructional Salaries		49,112.00	49,622.64	45,537.42	4,085.22	4,085.22	0.00
Subtotal of 1040 District Clerk		49,112.00	49,622.64	45,537.42	4,085.22	4,085.22	0.00
1060 District Meeting							
4 Contractual and Other		1,456.00	1,558.57	1,558.57	1,522.50	0.00	0.00
45 Materials & Supplies		3,640.00	11,057.88	4,141.45	2,709.05	6,916.43	0.00
Subtotal of 1060 District Meeting		5,096.00	12,616.45	5,700.02	4,231.55	6,916.43	0.00
1240 Chief School Administrator							
15 Instructional Salaries		222,568.00	220,312.97	198,896.06	18,081.46	18,081.34	3,335.57
16 Noninstructional Salaries		49,112.00	49,112.00	44,937.42	4,085.22	4,085.21	89.37
4 Contractual and Other		6,214.00	8,437.75	6,528.70	0.00	534.38	1,374.67
45 Materials & Supplies		1,040.00	1,754.16	1,662.33	82.74	90.00	1.83
Subtotal of 1240 Chief School Administrator		278,934.00	279,616.88	252,024.51	22,249.42	22,790.93	4,801.44
1310 Business Administration							
15 Instructional Salaries		151,987.00	149,301.11	134,982.76	12,271.16	12,271.24	2,047.11
16 Noninstructional Salaries		150,686.00	157,006.33	152,433.65	15,430.45	4,572.68	0.00
4 Contractual and Other		7,090.00	14,785.39	9,813.95	0.00	4,016.44	955.00
45 Materials & Supplies		2,200.00	4,051.45	4,048.20	200.92	0.00	3.25
49 BOCES Services		115,000.00	147,489.48	130,776.21	16,713.27	16,713.27	0.00
Subtotal of 1310 Business Administration		426,963.00	472,633.76	432,054.77	44,615.80	37,573.63	3,005.36
1320 Auditing							
16 Noninstructional Salaries		0.00	6,015.38	5,515.38	500.00	500.00	0.00
4 Contractual and Other		43,680.00	38,564.62	31,965.00	0.00	3,935.00	2,664.62
Subtotal of 1320 Auditing		43,680.00	44,580.00	37,480.38	500.00	4,435.00	2,664.62
1325 Treasurer							
16 Noninstructional Salaries		85,280.00	85,280.00	78,020.80	7,092.80	7,092.80	166.40
4 Contractual and Other		500.00	1,500.00	1,500.00	0.00	0.00	0.00
45 Materials & Supplies		1,000.00	1,000.00	790.22	0.00	0.00	209.78
Subtotal of 1325 Treasurer		86,780.00	87,780.00	80,311.02	7,092.80	7,092.80	376.18
1330 Tax Collector							
4 Contractual and Other		17,500.00	20,497.52	10,634.05	5,113.51	9,863.47	0.00
45 Materials & Supplies		100.00	100.00	0.00	0.00	0.00	100.00
Subtotal of 1330 Tax Collector		17,600.00	20,597.52	10,634.05	5,113.51	9,863.47	100.00
1345 Purchasing							

Victor Central School District

Budget Status Report As Of: 05/31/2024

Fiscal Year: 2024

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
16 Noninstructional Salaries		45,000.00	45,000.00	0.00	0.00	0.00	45,000.00
4 Contractual and Other		15,080.00	12,082.48	187.49	0.00	83.52	11,811.47
Subtotal of 1345 Purchasing		60,080.00	57,082.48	187.49	0.00	83.52	56,811.47
1420 Legal							
4 Contractual and Other		100,000.00	104,308.36	29,652.27	870.00	39,597.00	35,059.09
49 BOCES Services		28,000.00	30,901.41	28,051.88	2,849.53	2,849.53	0.00
Subtotal of 1420 Legal		128,000.00	135,209.77	57,704.15	3,719.53	42,446.53	35,059.09
1430 Personnel							
15 Instructional Salaries		161,434.00	160,210.41	143,372.46	13,033.86	13,033.85	3,804.10
16 Noninstructional Salaries		221,550.00	236,824.52	218,425.34	19,920.26	18,399.18	0.00
4 Contractual and Other		126,000.00	112,110.32	53,863.33	5,815.11	19,189.10	39,057.89
45 Materials & Supplies		1,350.00	1,350.00	89.95	0.00	0.00	1,260.05
49 BOCES Services		8,320.00	8,320.00	1,723.65	0.00	6,596.35	0.00
Subtotal of 1430 Personnel		518,654.00	518,815.25	417,474.73	38,769.23	57,218.48	44,122.04
1480 Public Information and Services							
15 Instructional Salaries		56,081.00	61,532.85	56,778.39	5,515.82	4,754.46	0.00
16 Noninstructional Salaries		66,000.00	76,367.11	67,991.25	6,250.00	8,375.86	0.00
4 Contractual and Other		22,500.00	30,778.35	20,755.30	9,287.05	36.00	9,987.05
45 Materials & Supplies		13,000.00	15,142.12	14,339.56	0.00	592.00	210.56
49 BOCES Services		66,560.00	75,323.11	68,589.55	6,733.56	6,733.56	0.00
Subtotal of 1480 Public Information and Services		224,141.00	259,143.54	228,454.05	27,786.43	20,491.88	10,197.61
1620 Operation of Plant							
16 Noninstructional Salaries		1,851,832.00	1,439,736.22	1,269,550.59	143,720.39	50,239.43	119,946.20
4 Contractual and Other		1,258,100.00	1,275,355.78	894,758.94	54,268.02	161,262.18	219,334.66
45 Materials & Supplies		225,000.00	225,000.00	162,876.02	25,335.91	6,709.56	55,414.42
Subtotal of 1620 Operation of Plant		3,334,932.00	2,940,092.00	2,327,185.55	223,324.32	218,211.17	394,695.28
1621 Maintenance of Plant							
16 Noninstructional Salaries		773,307.00	770,397.57	679,300.94	70,700.78	49,517.12	41,579.51
2 Equipment		216,763.00	231,914.00	197,275.01	0.00	30,965.50	3,673.49
4 Contractual and Other		692,050.00	1,119,348.79	992,984.82	57,339.41	84,522.33	41,841.64
45 Materials & Supplies		250,000.00	417,503.76	328,890.22	15,007.14	88,596.05	17.49
49 BOCES Services		20,000.00	19,265.51	0.00	0.00	200.00	19,065.51
Subtotal of 1621 Maintenance of Plant		1,952,120.00	2,558,429.63	2,198,450.99	143,047.33	253,801.00	106,177.64
1622 Security of Plant							
16 Noninstructional Salaries		373,000.00	407,047.18	376,509.22	43,689.47	30,537.96	0.00
2 Equipment		60,000.00	16,110.00	0.00	0.00	0.00	16,110.00
4 Contractual and Other		165,000.00	176,747.30	126,197.35	36,661.63	24,398.55	26,151.40
45 Materials & Supplies		5,000.00	49,576.64	48,004.32	192.00	1,572.32	0.00
Subtotal of 1622 Security of Plant		603,000.00	649,481.12	550,710.89	80,543.10	56,508.83	42,261.40
1670 Central Printing & Mailing							

Victor Central School District

Budget Status Report As Of: 05/31/2024

Fiscal Year: 2024

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
4 Contractual and Other		72,800.00	73,026.65	41,484.76	307.93	22,460.53	9,081.36
Subtotal of 1670 Central Printing & Mailing		72,800.00	73,026.65	41,484.76	307.93	22,460.53	9,081.36
1680 Central Data Processing							
49 BOCES Services		700,000.00	860,845.16	865,439.49	83,442.70	83,442.70	-88,037.03
Subtotal of 1680 Central Data Processing		700,000.00	860,845.16	865,439.49	83,442.70	83,442.70	-88,037.03
1910 Unallocated Insurance							
4 Contractual and Other		300,000.00	302,782.90	302,782.90	-50.25	0.00	0.00
Subtotal of 1910 Unallocated Insurance		300,000.00	302,782.90	302,782.90	-50.25	0.00	0.00
1920 School Association Dues							
4 Contractual and Other		12,000.00	9,416.32	0.00	0.00	0.00	9,416.32
Subtotal of 1920 School Association Dues		12,000.00	9,416.32	0.00	0.00	0.00	9,416.32
1964 Refund on Real Property Taxes							
4 Contractual and Other		0.00	26,354.31	26,354.31	0.00	0.00	0.00
Subtotal of 1964 Refund on Real Property Taxes		0.00	26,354.31	26,354.31	0.00	0.00	0.00
1981 BOCES Administrative Costs							
49 BOCES Services		795,000.00	1,008,165.85	898,906.33	82,643.56	161,016.54	-51,757.02
Subtotal of 1981 BOCES Administrative Costs		795,000.00	1,008,165.85	898,906.33	82,643.56	161,016.54	-51,757.02
2010 Curriculum Devel and Suprvsn							
15 Instructional Salaries		759,813.00	759,813.00	683,573.76	55,617.16	53,537.24	22,702.00
16 Noninstructional Salaries		177,233.00	162,059.62	122,064.08	12,232.77	14,705.81	25,289.73
4 Contractual and Other		25,000.00	26,468.13	13,907.56	1,934.60	3,076.00	9,484.57
45 Materials & Supplies		30,900.00	190,253.25	34,951.77	1,961.20	147,765.43	7,536.05
Subtotal of 2010 Curriculum Devel and Suprvsn		992,946.00	1,138,594.00	854,497.17	71,745.73	219,084.48	65,012.35
2020 Supervision-Regular School							
15 Instructional Salaries		1,284,313.00	1,282,993.80	1,164,872.95	111,850.72	102,650.48	15,470.37
16 Noninstructional Salaries		430,369.00	475,532.55	422,198.52	45,535.66	22,266.40	31,067.63
4 Contractual and Other		10,952.00	10,120.00	7,084.55	0.00	40.00	2,995.45
45 Materials & Supplies		10,480.00	8,953.48	4,637.88	195.15	484.00	3,831.60
49 BOCES Services		0.00	38,118.01	34,165.98	3,952.03	3,952.03	0.00
Subtotal of 2020 Supervision-Regular School		1,736,114.00	1,815,717.84	1,632,959.88	161,533.56	129,392.91	53,365.05
2060 Research, Planning & Evaluation							
4 Contractual and Other		2,800.00	1,600.00	1,175.00	0.00	0.00	425.00
45 Materials & Supplies		500.00	1,925.75	925.75	0.00	1,000.00	0.00
Subtotal of 2060 Research, Planning & Evaluation		3,300.00	3,525.75	2,100.75	0.00	1,000.00	425.00
2070 Inservice Training-Instruction							
15 Instructional Salaries		45,000.00	98,533.97	97,835.84	3,158.57	0.00	698.13
4 Contractual and Other		10,000.00	0.00	0.00	0.00	0.00	0.00
45 Materials & Supplies		5,000.00	2,788.36	927.92	0.00	0.00	1,860.44
49 BOCES Services		98,800.00	152,188.76	151,244.01	21,157.14	21,157.14	-20,212.39

Victor Central School District

Budget Status Report As Of: 05/31/2024

Fiscal Year: 2024

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
Subtotal of 2070 Inservice Training-Instruction		158,800.00	253,511.09	250,007.77	24,315.71	21,157.14	-17,653.82
2110 Teaching-Regular School							
10	Teacher Salaries, Pre-K	89,501.00	2,481.34	0.00	0.00	0.00	2,481.34
12	Teacher Salaries, K-6	11,640,768.00	11,348,494.67	8,897,915.74	983,633.47	2,055,158.96	395,419.97
13	Teacher Salaries, 7-12	10,093,423.00	10,068,964.26	8,067,286.13	896,583.33	1,899,536.08	102,142.05
14	Substitute Tchr Salaries	663,000.00	832,431.05	819,028.28	148,195.42	941.12	12,461.65
16	Noninstructional Salaries	1,000,438.00	1,187,027.03	943,595.67	119,731.54	85,169.85	158,261.51
2	Equipment	240,982.00	278,476.75	211,628.57	12,345.94	17,767.40	49,080.78
4	Contractual and Other	145,130.00	195,083.17	78,419.79	2,489.48	136,587.43	-19,924.05
45	Materials & Supplies	434,815.00	582,864.29	373,579.81	26,535.64	178,022.40	31,262.08
471	Tuition Pd To NYS Pub Sch	60,000.00	59,260.00	6,501.74	0.00	0.00	52,758.26
473	Payment to Charter School	25,000.00	25,000.00	0.00	0.00	0.00	25,000.00
48	Textbooks	132,679.00	315,513.80	110,407.41	0.00	205,103.78	2.61
49	BOCES Services	438,370.00	456,335.58	363,847.05	41,131.22	92,488.53	0.00
Subtotal of 2110 Teaching-Regular School		24,964,106.00	25,351,931.94	19,872,210.19	2,230,646.04	4,670,775.55	808,946.20
2250 Prg For Sdnts w/Disabil-Med Elgble							
13	Teacher Salaries, 7-12	215,392.00	215,392.00	35,496.24	5,872.00	0.00	179,895.76
15	Instructional Salaries	4,886,596.00	4,886,596.00	3,846,486.03	428,804.20	795,304.56	244,805.41
16	Noninstructional Salaries	3,022,886.00	2,714,955.22	1,963,398.14	216,184.02	388,723.72	362,833.36
4	Contractual and Other	255,350.00	612,184.03	517,913.72	68,317.83	139,868.64	-45,598.33
45	Materials & Supplies	60,000.00	68,512.06	62,848.74	704.56	2,481.60	3,181.72
471	Tuition Pd To NYS Pub Sch	9,000.00	55,989.64	47,894.85	0.00	8,094.79	0.00
472	Tuition-All Other	965,000.00	828,483.86	540,662.80	51,546.61	121,897.74	165,923.32
473	Payment to Charter School	20,000.00	21,529.18	21,529.18	21,395.18	0.00	0.00
49	BOCES Services	2,650,000.00	2,840,233.44	2,798,017.97	274,568.99	274,568.99	-232,353.52
Subtotal of 2250 Prg For Sdnts w/Disabil-Med Elgble		12,084,224.00	12,243,875.43	9,834,247.67	1,067,393.39	1,730,940.04	678,687.72
2259 Prg for English Language Learners							
15	Instructional Salaries	738,090.00	738,090.00	412,581.77	45,329.12	89,672.12	235,836.11
45	Materials & Supplies	4,215.00	4,215.00	2,820.24	0.00	0.00	1,394.76
Subtotal of 2259 Prg for English Language Learners		742,305.00	742,305.00	415,402.01	45,329.12	89,672.12	237,230.87
2280 Occupational Education(Grades 9-12)							
49	BOCES Services	835,000.00	884,999.00	903,293.00	89,258.40	89,258.40	-107,552.40
Subtotal of 2280 Occupational Education(Grades 9-12)		835,000.00	884,999.00	903,293.00	89,258.40	89,258.40	-107,552.40
2330 Teaching-Special Schools							
4	Contractual and Other	0.00	4,308.00	4,308.00	359.00	0.00	0.00
49	BOCES Services	38,800.00	103,533.61	87,935.28	15,598.33	15,598.33	0.00
Subtotal of 2330 Teaching-Special Schools		38,800.00	107,841.61	92,243.28	15,957.33	15,598.33	0.00
2610 School Library & AV							
15	Instructional Salaries	389,686.00	393,456.14	305,146.42	33,897.24	83,074.53	5,235.19
16	Noninstructional Salaries	119,927.00	120,879.75	108,694.19	12,210.74	12,185.56	0.00

Victor Central School District

Budget Status Report As Of: 05/31/2024

Fiscal Year: 2024

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
4 Contractual and Other		3,360.00	1,355.00	729.79	0.00	625.00	0.21
45 Materials & Supplies		7,628.00	10,213.84	10,118.07	498.51	72.45	23.32
46 Sch. Library AV Loan Prog		66,049.00	65,572.53	51,108.01	2,117.40	13,484.35	980.17
49 BOCES Services		88,566.00	88,566.00	73,665.30	6,715.19	14,900.70	0.00
Subtotal of 2610 School Library & AV		675,216.00	680,043.26	549,461.78	55,439.08	124,342.59	6,238.89
2630 Computer Assisted Instruction							
15 Instructional Salaries		169,713.00	115,045.74	99,908.38	9,082.58	9,082.62	6,054.74
16 Noninstructional Salaries		441,963.00	401,963.00	327,237.53	35,736.64	66,533.58	8,191.89
22 State Aided Comp Hardware		155,000.00	167,748.20	95,751.94	757.95	8,319.51	63,676.75
4 Contractual and Other		87,000.00	69,559.00	33,277.37	5,234.16	20,452.54	15,829.09
45 Materials & Supplies		30,000.00	40,000.00	34,285.91	3,223.46	4,767.41	946.68
46 Sch. Library AV Loan Prog		118,000.00	118,000.00	53,031.94	2,945.48	4,613.10	60,354.96
49 BOCES Services		1,143,000.00	1,884,110.85	2,109,256.60	170,144.64	220,144.64	-445,290.39
Subtotal of 2630 Computer Assisted Instruction		2,144,676.00	2,796,426.79	2,752,749.67	227,124.91	333,913.40	-290,236.28
2810 Guidance-Regular School							
15 Instructional Salaries		1,385,128.00	1,385,128.00	1,142,227.11	115,990.73	184,343.26	58,557.63
16 Noninstructional Salaries		147,886.00	147,886.00	64,188.95	7,748.87	11,386.78	72,310.27
Subtotal of 2810 Guidance-Regular School		1,533,014.00	1,533,014.00	1,206,416.06	123,739.60	195,730.04	130,867.90
2815 Health Svcs-Regular School							
16 Noninstructional Salaries		432,402.00	465,472.53	414,794.55	48,715.40	49,758.34	919.64
4 Contractual and Other		160,000.00	184,733.39	146,627.22	104,829.50	57,327.44	-19,221.27
45 Materials & Supplies		27,000.00	27,028.50	21,231.53	745.86	2,292.73	3,504.24
Subtotal of 2815 Health Svcs-Regular School		619,402.00	677,234.42	582,653.30	154,290.76	109,378.51	-14,797.39
2820 Psychological Svcs-Reg Schl							
15 Instructional Salaries		1,124,305.00	1,120,705.00	835,900.62	70,595.67	91,069.59	193,734.79
Subtotal of 2820 Psychological Svcs-Reg Schl		1,124,305.00	1,120,705.00	835,900.62	70,595.67	91,069.59	193,734.79
2825 Social Work Svcs-Regular School							
15 Instructional Salaries		442,050.00	442,050.00	218,233.74	24,918.35	38,568.08	185,248.18
Subtotal of 2825 Social Work Svcs-Regular School		442,050.00	442,050.00	218,233.74	24,918.35	38,568.08	185,248.18
2830 Pupil Personnel Svcs-Special Schools							
15 Instructional Salaries		431,007.00	410,852.25	195,719.62	17,715.42	17,715.38	197,417.25
16 Noninstructional Salaries		204,021.00	224,175.75	214,081.64	22,818.89	10,094.11	0.00
4 Contractual and Other		800.00	800.00	0.00	0.00	0.00	800.00
Subtotal of 2830 Pupil Personnel Svcs-Special Schools		635,828.00	635,828.00	409,801.26	40,534.31	27,809.49	198,217.25
2850 Co-Curricular Activ-Reg Schl							
15 Instructional Salaries		240,525.00	240,525.00	124,477.64	-72,540.18	15,787.83	100,259.53
4 Contractual and Other		34,400.00	45,000.00	15,813.32	5,100.00	0.00	29,186.68
45 Materials & Supplies		16,770.00	20,301.59	8,788.84	1,459.84	5,406.46	6,106.29
Subtotal of 2850 Co-Curricular Activ-Reg Schl		291,695.00	305,826.59	149,079.80	-65,980.34	21,194.29	135,552.50
2855 Interscholastic Athletics-Reg Schl							

Victor Central School District
Budget Status Report As Of: 05/31/2024
Fiscal Year: 2024
Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
15 Instructional Salaries		884,302.00	940,847.79	848,192.25	88,039.65	88,478.07	4,177.47
16 Noninstructional Salaries		60,000.00	60,000.00	56,078.81	6,917.20	2,508.66	1,412.53
2 Equipment		127,600.00	140,121.00	123,849.21	2,799.72	15,610.00	661.79
4 Contractual and Other		274,000.00	270,374.97	256,688.96	22,901.36	10,553.62	3,132.39
45 Materials & Supplies		78,000.00	94,973.00	90,132.72	1,326.33	4,195.35	644.93
Subtotal of 2855 Interscholastic Athletics-Reg Schl		1,423,902.00	1,506,316.76	1,374,941.95	121,984.26	121,345.70	10,029.11
5510 District Transportation Services							
16 Noninstructional Salaries		2,504,375.00	2,421,663.36	2,094,075.63	237,616.01	240,924.62	86,663.11
2 Equipment		6,500.00	6,500.00	885.37	21.12	1,416.54	4,198.09
4 Contractual and Other		313,500.00	442,635.34	348,566.67	30,973.96	38,265.97	55,802.70
45 Materials & Supplies		640,000.00	643,795.26	526,347.98	39,469.25	90,269.75	27,177.53
Subtotal of 5510 District Transportation Services		3,464,375.00	3,514,593.96	2,969,875.65	308,080.34	370,876.88	173,841.43
5530 Garage Building							
16 Noninstructional Salaries		499,150.00	499,150.00	372,147.58	43,568.79	30,494.38	96,508.04
4 Contractual and Other		63,050.00	70,792.47	31,641.16	1,549.22	35,287.28	3,864.03
Subtotal of 5530 Garage Building		562,200.00	569,942.47	403,788.74	45,118.01	65,781.66	100,372.07
5581 Transportation from Boces							
49 BOCES Services		15,965.00	21,709.58	20,190.51	1,519.07	1,519.07	0.00
Subtotal of 5581 Transportation from Boces		15,965.00	21,709.58	20,190.51	1,519.07	1,519.07	0.00
7310 Youth Program							
15 Instructional Salaries		0.00	31,336.41	29,882.97	344.26	0.00	1,453.44
Subtotal of 7310 Youth Program		0.00	31,336.41	29,882.97	344.26	0.00	1,453.44
9010 State Retirement							
8 Employee Benefits		1,693,874.00	1,575,426.07	1,007,697.13	123,451.01	132,609.15	435,119.79
Subtotal of 9010 State Retirement		1,693,874.00	1,575,426.07	1,007,697.13	123,451.01	132,609.15	435,119.79
9020 Teachers' Retirement							
8 Employee Benefits		3,623,000.00	3,418,629.98	2,776,943.24	306,213.64	567,600.57	74,086.17
Subtotal of 9020 Teachers' Retirement		3,623,000.00	3,418,629.98	2,776,943.24	306,213.64	567,600.57	74,086.17
9030 Social Security							
8 Employee Benefits		3,731,457.00	3,509,449.27	2,902,994.82	323,090.36	543,287.95	63,166.50
Subtotal of 9030 Social Security		3,731,457.00	3,509,449.27	2,902,994.82	323,090.36	543,287.95	63,166.50
9040 Workers' Compensation							
8 Employee Benefits		401,700.00	351,701.00	290,721.00	0.00	0.00	60,980.00
Subtotal of 9040 Workers' Compensation		401,700.00	351,701.00	290,721.00	0.00	0.00	60,980.00
9045 Life Insurance							
8 Employee Benefits		23,000.00	31,500.00	28,995.34	2,656.30	2,504.66	0.00
Subtotal of 9045 Life Insurance		23,000.00	31,500.00	28,995.34	2,656.30	2,504.66	0.00
9050 Unemployment Insurance							
8 Employee Benefits		15,000.00	15,000.00	6,593.54	0.00	0.00	8,406.46

Victor Central School District

Budget Status Report As Of: 05/31/2024

Fiscal Year: 2024

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
Subtotal of 9050 Unemployment Insurance		15,000.00	15,000.00	6,593.54	0.00	0.00	8,406.46
9055 Disability Insurance							
8 Employee Benefits		30,000.00	30,000.00	19,097.00	1,636.50	2,627.00	8,276.00
Subtotal of 9055 Disability Insurance		30,000.00	30,000.00	19,097.00	1,636.50	2,627.00	8,276.00
9060 Hospital, Medical, Dental Insurance							
8 Employee Benefits		17,127,572.00	16,411,614.20	12,346,910.50	1,049,261.71	504,300.40	3,560,403.30
Subtotal of 9060 Hospital, Medical, Dental Insurance		17,127,572.00	16,411,614.20	12,346,910.50	1,049,261.71	504,300.40	3,560,403.30
9089 Other (specify)							
8 Employee Benefits		225,000.00	225,000.00	0.00	0.00	0.00	225,000.00
Subtotal of 9089 Other (specify)		225,000.00	225,000.00	0.00	0.00	0.00	225,000.00
9711 Serial Bonds-School Construction							
6 Principal		4,465,000.00	4,465,000.00	0.00	0.00	0.00	4,465,000.00
7 Interest		2,270,150.00	2,270,150.00	1,457,974.72	0.00	0.00	812,175.28
Subtotal of 9711 Serial Bonds-School Construction		6,735,150.00	6,735,150.00	1,457,974.72	0.00	0.00	5,277,175.28
9732 Bond Antic Notes-Bus Purchases							
6 Principal		581,613.00	581,613.00	581,613.00	0.00	0.00	0.00
7 Interest		85,027.00	85,027.00	85,026.83	0.00	0.00	0.17
Subtotal of 9732 Bond Antic Notes-Bus Purchases		666,640.00	666,640.00	666,639.83	0.00	0.00	0.17
9789 Other Debt (specify)							
6 Principal		230,707.00	230,707.00	230,706.73	0.00	0.00	0.27
7 Interest		101,034.00	101,034.24	101,034.24	0.00	0.00	0.00
Subtotal of 9789 Other Debt (specify)		331,741.00	331,741.24	331,740.97	0.00	0.00	0.27
9901 Transfer to Other Funds							
95 Transfer-Special Aid Fund		200,000.00	200,000.00	0.00	0.00	0.00	200,000.00
Subtotal of 9901 Transfer to Other Funds		200,000.00	200,000.00	0.00	0.00	0.00	200,000.00
Total GENERAL FUND		98,924,377.00	100,280,371.96	76,006,843.07	7,392,163.03	11,231,899.32	13,041,629.57

Victor Central School District
Budget Status Report As Of: 05/31/2024
Fiscal Year: 2024
Fund: A GENERAL FUND

Selection Criteria

Criteria Name: Shared: BOE Summary by State Modified
Fund: A
Budget type: Current Year
As Of Date: 05/31/2024
Suppress Budget Accounts with no activity
Print Summary Only
Sort by: Fund/State function/State object
Printed by PENNY L. JOHNSTON

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**
Personnel Agenda, July 11, 2024

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

**Instructional
Probationary
Appointments:**

The probationary appointment of **Stephen Pete**, who has certification in Childhood Education Grades 1-6, to a probationary position as an Elementary Teacher, effective August 28, 2024, at an annual salary of \$56,978, leading towards tenure in Elementary Education.

The probationary appointment of **Heidi Finger**, who has certifications in Childhood Education Grades 1-6, Students with Disabilities Grades 1-6, Literacy Grades 5-12, and Literacy Birth-Grade 6, to a probationary position as an Elementary Teacher, effective August 28, 2024, at an annual salary of \$67,275, leading towards tenure in Elementary Education.

The probationary appointment of **Sara Cross**, who has certification in PreKindergarten, Kindergarten, and Grades 1-6, Special Education, and Literacy Birth-Grade 6, to a probationary position as a Special Education Teacher, effective August 28, 2024, at an annual salary of \$69,129, leading towards tenure in Special Education.

The probationary appointment of **Jessica Owen**, who has certification as a School Psychologist, to a probationary position as a School Psychologist, effective July 1, 2024, at an annual salary of \$63,925, leading towards tenure as a School Psychologist.

The probationary appointment of **Haley Erwin**, who has certification in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a probationary position as a Special Education Teacher, effective August 28, 2024, at an annual salary of \$58,975, leading towards tenure in Special Education.

The probationary appointment of **Ayumi Yuasa**, who has certification as a School Counselor, to a probationary position as a School Counselor, effective August 1, 2024, at an annual salary of \$60,463, which will be prorated based on the start date, leading towards tenure as a School Counselor.

**Part Time
Appointments:**

The appointment of **Amanda Johnston**, who has certification in Visual Arts, to a part-time (.6fte) position as an Art Teacher effective August 28, 2024, and ending June 30, 2025, at an annual salary of \$30,086.

The appointment of **Megan Steger**, who is certified in Childhood Education Grades 1-6, Students with Disabilities Grades 1-6, and Literacy Birth-Grade 6, to a part-time (.6fte) position as a Reading Teacher effective August 28, 2024, and ending June 30, 2025, at an annual salary of \$33,065.

The appointment of **Allison Jensen**, who has certification in Students with Disabilities Grades 1-6, to a part-time (.6fte) position as an Intervention Teacher on Special Assignment effective August 28, 2024, and ending June 30, 2025, at an annual salary of \$40,148.

Appointments:

The appointment of the following as Summer Academy Teacher at an hourly rate of \$40.00: **Carolyn Segrue, Tyler Spitz, Vanessa Kelly, Elizabeth McLean, Allison McKinnon, Hilary Ross, Shari Bischooping, Amy Marx, and Alecia Purdie**

The appointment of **Andrea Tait**, Wellness Coordinator and Lift Project Coordinator, for the 2024/2025 school year, at an annual rate of \$2,400.

The appointment of **Vivian Richelsen**, FLASHP Rewards Ambassador and Plant-Based Coach Coordinator, for the 2024/2025 school year, at an annual rate of \$800.

The appointment of the following as Extended School Year Speech/Language Teacher at an hourly rate of \$40.00: **Arden Faiola**

The appointment of the following as Extended School Year Teacher Assistant at his 2024/2025 hourly rate: **Lucas Mastin**

Long Term Substitute Appointments:

The appointment of **Sarah Lanpher**, who has certifications in Early Childhood Education Birth-Grade 2, Students with Disabilities Birth-Grade 2, and Students with Disabilities Grades 1-6, to a long term substitute position as an Elementary Teacher, effective August 28, 2024, and ending June 30, 2025, at an annual salary of \$51,223.

Resignations:

The resignation, due to retirement, of **Michael Myers**, Social Studies Teacher, effective June 30, 2024.

The resignation of **Caitlin Mack-Elliott**, Teacher on Special Assignment, effective July 12, 2024.

Co-Curriculars:

	<u>Teacher Leaders</u>	<u>Name</u>
Strand 1	Career Occupational Studies	Mark Selvek
	ELA Building Level (K-3)	Holly DeVito

ELA Building Level (K-3)	Amy Hogan
English Language Arts (9-12)	Laura Avissato
ENL (K-12)	Cristie Rydzynski
Library Media	Maggie Elliott
Math Building Level (K-3)	Kimberly McConnell
Math Building Level (K-3)	Leslie Summerson
Math (9-12)	Dawn Knapp
Music (K-12) – Shared Position	Kristin Mellema
Music (K-12) – Shared Position	Naomi Foley
PE & Health (K-6)	Jillian Clapp
PE & Health (7-12)	David Vistocco
School Psychologist (K-12)	Anne Clark
Science (9-12)	Kristina Sykes
Social Studies (9-12)	Erica Thompson
Special Education (K-12)	Caitlin Mack-Elliott
Theater Arts (K-12)	Jeremy Hawkinson
Visual Arts (K-12)	Shawn Duckworth
World Languages K-12	Anne Stekl

Strand 2

Elementary Grade Teacher Leader (K-3)	Kristen MacLean
Elementary Grade Teacher Leader (K-3)	Lindsey Remillard
Elementary Grade Teacher Leader (K-3)	Steve Fish
Elementary Grade Teacher Leader (K-3)	Mikayla Brennan
Science & Social Studies (K-3)	Dana DiSabato
Science & Social Studies (K-3)	Adrienne Dahlstrom
Special Education (Pre K-3)	Jeffrey Pistritto
Special Education (Intermediate)	Gisela Armbruster
Special Education (Jr. High)	Kristina Buschang
Special Education (Sr. High)	Johanna Arnitz

Strand 3

Chemical Hygiene Officer	Jeff Schraver
ELA AIS (K-6)	Laura Colcord
ELA Building Level (4-6)	Valarie Pezzimenti
English Language Arts (7-8)	Hannah Morris
Instructional Technology/Computer (ECS) – Shared Position (.5)	Christina Burke
Instructional Technology/Computer (Primary) – Shared Position (.25)	Michele Linse
Instructional Technology/Computer (Primary) – Shared Position (.25)	Sarah Stockman
Instructional Technology/Computer (Intermediate)	Margaret Elliott
Instructional Technology/Computer (Jr. High)	Christopher Wuest
Instructional Technology/Computer (Sr. High)	Danyelle Westbrook
Intermediate ELA 4 th Grade	Jennifer Garland
Intermediate ELA 5 th Grade	Jamie Condon

Intermediate ELA 6 th Grade - Shared Position	Valarie Pezzimenti
Intermediate ELA 6 th Grade - Shared Position	Rachel Lowe
Intermediate Math 4 th Grade	Brittany Gordon
Intermediate Math 5 th Grade	Michelle Ricigliano
Intermediate Math 6 th Grade	Maire Welling
Math (7-8)	Thomas Zaccardo
Math AIS (K-6)	Kylie Hegeman
Math Building Level (4-6) – Shared Position	Maire Welling
Math Building Level (4-6) – Shared Position	Haley Erwin
Nursing (K-12)	Kristin Renkert
PreK	Lynne Reeves
Science (4-6)	Shawna Spriggs
Science (7-8)	Paula Smith
Social Studies (4-6)	Catherine Kuschel
Social Studies (7-8)	Daniel Taylor
World Languages (6-8)	Ann Marie Crye

Strand 4	Intermediate Elementary 4 th Grade – Shared Position	Jennifer Garland
	Intermediate Elementary 4 th Grade – Shared Position	Erin Delforte
	Intermediate Elementary 5 th Grade – Shared Position	Sarah LaChance-Tofany
	Intermediate Elementary 5 th Grade – Shared Position	Heather Hyer
	Intermediate Elementary 6 th Grade	Joy Volkmuth
	Health (K-6)	Amanda Muster

Aquatics Director	Fall, Winter, & Spring	Lindsay Karl
Driver Education Coordinator	Summer, Fall, & Spring	Andrew Purdie

Co-Curriculars:

Clubs & Advisors

	<u>Name</u>	<u>Band</u>
Int. Student Council	Kathleen Habecker	1
Int. Student Council	Kristin Munski	1
Int. Math Olympiad	Amy Smith-Faczan	1
Jr. High Big Time Friends – Shared Position	Catherine Bossard	1(2)
Jr. High Big Time Friends – Shared Position	Emily Morsheimer	1(2)
Jr. High Academic Challenge Bowl	Matthew Halloran	2
Jr. High Culinary Club	Karen Ierlan	1
Jr. High French Club	Darcel Ross	2
Jr. High Garden Club	Joanna Schoff	2
Jr. High Jazz Band	Zachary Pelton	1
Jr. High Pops Orchestra	Elizabeth Knapp	1
Jr. High Math Olympiad	Susan Ibrisimovic	1
Jr. High Spanish Club	Ann Marie Crye	1
Jr. High Student Council	Christie Gordon	3

Jr. High Student Council	Caleb Benson	3
Jr. High Victor Pride Coalition	Quintin Peacock	1
Sr. High Academic Teams	Andrew Purdie	4
Sr. High Academic Teams Assistant	Stephanie Schlueter	3
Sr. High Aquatics Leaders	Lindsay Karl	1
Sr. High Art Club	Andrew Reddout	1
Sr. High Chess Club	Ryan Horst	1
Sr. High Coding Club	Christopher Wuest	2
Sr. High DECA (Business Club)	Susan Utz	4
Sr. High DECA (Business Club)	Mike Cutaia	4
Sr. High Diversity Equity Inclusion	Emily Paolicelli	1
Sr. High Dollars for Scholars	Laura Fiorito	3
Sr. High Dollars for Scholars	Julie Merges	3
Sr. High Drama Club – Shared Position	Jeremy Hawkinson	1 (2)
Sr. High Drama Club – Shared Position	Matthew Mayne	1 (2)
Sr. High French Club	Anne Stekl	2
Sr. High Freshman Class Advisor – Shared Position	Johanna Arnitz	1 (2)
Sr. High Freshman Class Advisor – Shared Position	David Denner	1 (2)
Sr. High Gay Straight Alliance	Emily Paolicelli	1
Sr. High Global Competency	Cristie Rydzynski	3
Sr. High Global Competency Assistant	Lauren Santella	1
Sr. High International Club	Angelica Sanzotta	1
Sr. High Junior Class Advisor	Alison Baker	3
Sr. High Junior Class Advisor	Courtney Tortarella	3
Sr. High Link Crew	Michael Guido	3
Sr. High Link Crew	Katie McIntee	3
Sr. High Literacy Magazine	Mallory Horsfall	1
Sr. High Math Academic Team – Shared Position	Dawn Knapp	3 (2)
Sr. High Math Academic Team – Shared Position	Ashley Wagner	3 (2)
Sr. High Medical Explorers – Shared Position	Kimberly Spitzer	2 (2)
Sr. High Medical Explorers – Shared Position	Laurie Neroni	2 (2)
Sr. High Outdoor Activity	Kelly Ahern	2
Sr. High Positive School Climate Club Advisor	Johanna Arnitz	2
Sr. High Quiddich Club	Laura Dunbar	1
Sr. High SEAS Club	Steve Cronmiller	2
Sr. High Senior Class Advisor	LeeAnne Birkemeier	3
Sr. High Senior Class Advisor	Anne Stekl	3
Sr. High Sophomore Class Advisor	Joseph Carey	1
Sr. High Yearbook	David Denner	4
Sr. High Yearbook Assistant	Caterina Vongprachanh	2
Sr. High Spanish Club	Vivian Richelsen	2
Sr. High Student Council	Jonathan Aldrich	3
Sr. High Student Council	Danyelle Westbrook	3
Tri-M Honor Society Advisor – Shared Position	Laura Brewer	1 (4)
Tri-M Honor Society Advisor – Shared Position	Gretchen Judge	1 (4)
Tri-M Honor Society Advisor – Shared Position	Kristin Mellema	1 (4)

Tri-M Honor Society Advisor – Shared Position	Dominic Marini	1 (4)
Sr. High Victor Cares Advisor	Laura Dunbar	3
Sr. High Victor Cares Advisor	Matthew Mayne	3
Sr. High Wellness Club	Vivian Richelsen	1

Co-Curriculars:	<u>Music</u>	<u>Name</u>	<u>Group</u>
	First Robotics – Shared Position	Brian Shevlin	5 (2)
	First Robotics Assistant – Shared Position	Brian Shevlin	1 (2)
	First Robotics Assistant – Shared Position	Melissa Gydesen	1 (2)
	First Robotics – Shared Position	Melissa Gydesen	5 (2)
	Jazz Ensemble	Zachary Pelton	1
	SH Fall Play Stage Technician	Timothy Caughlin	1
	SH Fall Play Assistant	David Denner	1
	SH Fall Play Assistant	Aaron Isaacs	1
	SH Fall Play Assistant	Nathan Wolf	1
	SH Fall Play Assistant	Wendy Sentiff	1
	SH Fall Play Director	Jeremy Hawkinson	4
	SH Spring Musical Asst. .5 Capacity	Timothy Caughlin	2
	SH Spring Musical Asst. .25 Capacity	Matthew Mayne	2
	SH Spring Musical Asst. .5 Capacity	Merrick Shawe	2
	SH Spring Musical Assistant	Nathan Wolf	2
	SH Spring Musical Assistant	LeeAnne Birkemeier	2
	SH Spring Musical Assistant	David Denner	2
	SH Spring Musical Assistant	Aaron Isaacs	2
	SH Spring Musical Assistant	Laura Brewer	2
	SH Spring Musical Assistant	Erin Fetzner	2
	SH Spring Musical Assistant	Kristin Mellema	2
	SH Spring Musical Assistant	Wendy Sentiff	2
	SH Spring Musical Assistant	Sarah Reilly	2
	SH Spring Musical Director	Jeremy Hawkinson	5
	JH Musical Assistant	Shari Bischooping	2
	JH Musical Assistant	Laura Brewer	2
	JH Musical Assistant	Anthony D’Agostino	2
	JH Musical Assistant	Eric Dahlstrom	2
	JH Musical Assistant	Christie Gordon	2
	JH Musical Assistant	Aaron Isaacs	2
	JH Musical Assistant	Matthew Mayne	2
	JH Musical Assistant	Sarah Reilly	2
	JH Musical Assistant	Kristin Mellema	2
	JH Musical Director	LeeAnne Birkemeier	5
	Marching Band Director	Mark Gowman	5

Athletics:	<u>Position</u>	<u>Name</u>	<u>Level</u>	<u>Years</u>
Strength & Conditioning	Head Coach	Nathan VanKouwenberg	2	11

	Volunteer	Alexander Ciccone	-	-
Golf – Girls	Head Coach	Trevor Sousa	3	17
	JV	Andrew Reddout	5	5
	Volunteer	Brian Bailey	-	-
Soccer – Boys	Head Varsity	Steven Fish	2	31
	Varsity Assistant	Christopher Wuest	4	18
	JV	Jeffrey Schraver	4	19
	JV Assistant	Joseph Carey	5	21
	Modified	Michael Schlueter	6	22
	Modified	Blake Smith	6	16
	Head Varsity	Kelly Ahern	2	22
Soccer – Girls	Varsity Assistant	Rena Lindsay	4	16
	JV	Michael Mandrino	4	24
	JV Assistant	Grace Dunnigan	5	2
	Modified	Jill Clapp	6	19
	Head Varsity	Brett Leader	2	16
Swimming & Diving – Girls	Varsity Assistant	Lindsay Karl	4	4
Cross County	Head Varsity	Ross Hunkovic	2	10
	Varsity Assistant	Jed Kovalovsky	5	3
	Varsity Assistant	Bonnie Binggeli	5	4
	Modified	Christopher Levy	5	16
Tennis – Girls	Head Varsity	Krystina Barnum	3	18
	JV	Steve Cronmiller	5	25
	Modified	Andrea Tait	6	9
Football	Head Varsity	Geoff Mandile	1	29
	Associate Head	Sean Rucker	2	29
	Varsity Assistant	Michael Guido	3	2
	Varsity Assistant	Paul Ojeda	3	23
	Varsity Assistant	David Condon	3	41
	JV	James Andre	3	34
	JV Assistant	Kevin Geno	3	15
	JV Assistant	Patrick Lawley	3	26
	Modified	Mark Foeder	3	30
	Modified	Craig Kaper	3	19
	Modified Assistant	Bryan Kavanaugh	3	10
	Modified Assistant	Jameson Ricigliano	3	4
	Modified Assistant	Mark Cain	3	36
	Volunteer	David Eisler	-	-
	Volunteer	Miklos Szoczel	-	-
	Volunteer	David Tantillo	-	-
	Volunteer	Frederick Finter	-	-
Volunteer	Maxwell Hill	-	-	
Cheerleading	Head Varsity	Alexandra Dayton	3	12
	Varsity Assistant	Alyssa Dayton	5	17
	JV	Alexa O'Brien	5	8

	Modified	Brooke Wagner	6	8
	Volunteer	Dayna Maier	-	-
Gymnastics	Volunteer	Carol Mancari	-	-
	Volunteer	Jason Mancari	-	-
Volleyball – Boys	Head Varsity	Jacob Martin	2	18
	Varsity Assistant	Brian Kinsman	4	3
	JV	Ryan Repich	4	3
	Modified	Carrie Ferreri	6	19
Volleyball – Girls	Head Varsity	Matthew Glover	2	26
	Varsity Assistant	Robert Sarneckis	4	7
	JV	Allyson McFadden	4	3
	Modified	Brian Biro	6	10
	Volunteer	Christopher Swyers	-	-
	Volunteer	Freeman Fessler	-	-
	Volunteer	Emily Willow	-	-
	Volunteer	Lauren Willow	-	-
Baseball	Head Varsity	Sean Rucker	2	30
Unified Basketball	Head Coach	David Vistocco	4	10
Golf – Boys	Head Varsity	Trevor Sousa	3	17
Lacrosse – Boys	Head Varsity	Daniel Stone	2	25
Lacrosse – Girls	Head Varsity	Jennifer Haggerty	2	7
Softball	Head Varsity	Gina Potenza	2	14
Tennis – Boys	Head Varsity	Krystina Barnum	3	18
Bowling	Head Varsity	Mark Foeder	3	20
Alpine Skiing	Head Varsity	Jennifer Haggerty	3	25
Swimming & Diving – Boys	Head Varsity	Brett Leader	1	16
Basketball – Boys	Head Varsity	Tyler Roberts	1	16
Basketball – Girls	Head Varsity	Ashley Zahn	1	6
Indoor Track & Field	Head Varsity	Robert Goodell	2	23
Winter Cheerleading	Head Varsity	Alexandra Dayton	2	12
Hockey	Head Varsity	Michael Ferreri	1	25
Wrestling	Head Varsity	Craig Kaper	1	25

Per Diem Substitutes:

<u>Candidate</u>	<u>Area of Certification</u>
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William Martin	Uncertified
Pamela Lowe	Mathematics

Non-Instructional

Appointments: The appointment of **Janene Sweet**, Senior Account Clerk, effective June 12, 2024, at an hourly rate of \$23.23.

The appointment of the following as Extended School Year Teacher

Aide at their 2024/2025 hourly rate: **Jill Cody** and **Natalia Lewis**

The appointment of **Kathryn Selleck**, Claims Auditor, effective July 1, 2024, at an annual rate of \$6,000.

The appointment of **Sherryl Knoebel**, Part Time Records Clerk, effective July 1, 2024, at an hourly rate of \$21.79.

The appointment of the following as Summer Academy Teacher Aide at their 2024/2025 hourly rate: **Kelly Mason, Kristy Folkerth, Caitlin Goodemote, Jacqueline O'Mara-Bartolone, Xuemei Jiang, Mariann Giglia, Marimar Manzano, Donna Ryan, and Jennifer Postle**

The appointment of the following as Summer Academy Teacher Aide at the 2024/2025 substitute teacher aide hourly rate: **Lauren Freitas**

The appointment of **Brian Pancoast**, from School Bus Driver Trainee to Full Time School Bus Driver, effective June 20, 2024, at an hourly rate of \$21.99.

The appointment of **Alexis Sterling**, Department Administrative Assistant, effective July 15, 2024, at an hourly rate of \$19.14.

Resignations:

The resignation of **Myla Reese**, Part Time Teacher Aide, effective June 24, 2024.

The resignation of **Rachel York**, Full Time Teacher Aide, effective June 24, 2024.

The resignation of **Erika Younis**, Part Time Teacher Aide, effective June 25, 2024.

The resignation, due to retirement, of **Sandra Kramer**, Part Time Teacher Aide, effective June 30, 2024.

The resignation, due to retirement, of **Pamela Pickering**, Full Time Teacher Aide, effective June 20, 2024.

The resignation of **Cristina Grassi**, Typist, effective July 26, 2024.

The resignation of **Brianna Perales**, Full Time Teacher Aide, effective August 16, 2024.

The resignation of **Natalia Lewis**, Full Time Teacher Aide, effective August 16, 2024.

Terminations: The termination of **Juan Rosa Martinez**, Cleaner, effective June 10, 2024.

The termination of **Brittany Chamberlain**, Full Time Teacher Aide, effective June 12, 2024.

The termination of **Wesley Laureano Rodriguez**, Cleaner, effective July 2, 2024.

**Per Diem and
Substitute Positions:**

<u>Candidate</u>	<u>Position</u>
Erika Younis	Teacher Aide
Isaac Sheahan	Summer Groundskeeper
Sandra Kramer	Teacher Aide
Jacob Duvall	School Bus Driver Trainee/ School Bus Monitor
Pamela Shufelt	Teacher Aide
Suzette Hughes	Teacher Aide
Sapna Bhargava	Teacher Aide
Karen Poon	School Bus Driver Trainee/ School Bus Monitor
Sarah Reilly	Teacher Aide

THIS AGREEMENT (this “Agreement”) made on September 1, 2024, by and between the COUNTY OF ONTARIO, a municipal corporation organized and existing under the laws of the State of New York, having its county seat and principal offices at 20 Ontario Street, Canandaigua, New York 14424, hereinafter referred to as the “County”, and, VICTOR CENTRAL SCHOOL DISTRICT an educational corporation organized and existing under the laws of the State of New York having its principal offices at 953 HIGH STREET VICTOR, NY 14564-0000, hereinafter referred to as the “School.” The County and the School are sometimes referenced to in this Agreement individually as a “party” or collectively as the “parties.”

WITNESSETH:

WHEREAS, the School desires the services of a school resource officer (“SRO”) in an attempt to deter criminal behavior through positive interactions with students during school hours; and

WHEREAS, the County, through its Sheriff’s Office, desires to provide the School with a SRO; and

WHEREAS, the School and the County recognize the potential outstanding benefits of the SRO Program to the citizens of the School; and

WHEREAS, it is in the best interests of the School, the County, and the citizens of the School to establish this program; and

NOW THEREFORE, in consideration of the mutual promises and covenants herein contained, the School and the County hereby agree as follows:

1. **TERM.** The term of this Agreement shall be September 1, 2024 to June 30, 2025.
2. **SUSPENSION OR TERMINATION OF AGREEMENT.**
 - a. This Agreement may be terminated at any time by either party upon the giving of thirty (30) days’ written notice to the other party that it has failed to substantially perform in accordance with the terms and conditions of this Agreement; or without cause upon ninety (90) days’ written notice. In the event this Agreement is terminated, compensation will be made to the County for all costs actually incurred in performing the services to the date of termination. The School shall be entitled to a pro-rated refund for that period of time when SRO services are not provided because of such termination.
3. **SCOPE OF SCHOOL RESOURCE OFFICER PROGRAM.** The SRO Program is designed to provide education, law enforcement and counseling to school students. It is an attempt to deter criminal behavior through positive interactions with students during school hours. The SRO will work with the School community to promote a safe learning environment for all students. It is the intention of the parties over the life of this Agreement to collaborate on the issues of recruitment, on-boarding and training of an SRO; evaluation of data and effectiveness; and receipt of feedback from constituents, in a manner consistent with the Local Implementation Rubric adopted by the U.S. Department of Justice and the U.S. Department of Education under their Joint Safe School-based Enforcement through Collaboration, Understanding and Respect (SECUR-e) program.
4. **RIGHTS AND DUTIES OF COUNTY SHERIFF.** The County Sheriff shall assign one (1) SRO to the School as follows:
 - a. The SRO shall be assigned to the School for the number of hours defined in Schedule A attached hereto and made a part hereof for the period of this Agreement. During the SRO’s daily

tour of duty, the SRO may be off-campus performing such tasks as may be required by his/her assignments.

b. The SRO may be temporarily reassigned by the County Sheriff when deemed necessary at the sole discretion of the County Sheriff. Should such reassignment occur, any hours spent by the SRO on County business outside the duties as SRO shall not be billed to the School.

c. Regular working hours may be adjusted on a situational basis with the consent of the SRO's supervisor and the School administrator. These adjustments should be approved prior to the adjustment being required and should be to cover scheduled school-related activity requiring the presence of a SRO.

d. The SRO will be off-campus for in-service and other training required. The SRO will not be available to the School from July 1 through August 31.

e. The SRO, if requested to work any hours in addition to that defined in Schedule A by School administration for security, sporting events and other special projects, shall be paid by the School as provided in Schedule A of this Agreement.

f. Body worn cameras ("BWC") are a common law enforcement tool and are utilized by the County. A BWC will be utilized by the SRO; in the school setting the SRO shall have the discretion to record contacts when the SRO considers it to be in the best interest of the student, staff, school administrators or the SRO. The SRO's consideration shall take into account privacy interests of those subject to recording. The recordings of a BWC are the property of the County. The County will, if not otherwise prohibited by law, provide to the School copies of footage, upon request. If providing a copy of the footage is prohibited, the County will facilitate the availability of its officer that made the video to testify, upon request of the School, in any school disciplinary hearing concerning the facts and circumstances of the videoed incident. If the BWC footage is provided to a third party, not including a district attorney's office or a county attorney's office, the County will also provide a copy to the School upon its request. Any records produced by the BWC are not considered education records subject to FERPA, unless the School takes possession of a copy of such records, upon which the copy may be treated as an education record. The SRO, while on School property, shall use body-worn camera only in accordance with Section 423.6.8 of the Ontario County Sheriff's Office Law Enforcement Policy Manual, a copy of which is attached to this Agreement as Addendum D. During the time period of this contract, any change in policy specifically related to the SRO position will be provided to the School in writing prior to implementation for review.

g. The SRO shall comply with all applicable laws, regulations, and School policies regarding corporal punishment of students and the use of physical restraints on students. Corporal punishment, meaning any act of physical force upon a student for the purpose of punishing that student, shall be prohibited. Physical restraint shall only be used in a situation in which immediate intervention involving the use of reasonable physical force is necessary to prevent imminent danger of serious physical harm to the student or others. The use of a prone restraint, meaning a physical or mechanical restraint while the student is in the face down position, is strictly prohibited. Physical restraint must be discontinued as soon as imminent danger of serious physical harm has resolved and may not be used in a manner that restricts a student's ability to breathe or communicate or harms the student. This section shall not apply when a student is under arrest, in which case the SRO is acting in the capacity of law enforcement and may use handcuffs as necessary for the safety of the student and others. Further, this paragraph is subject to the

provisions in Section 5(j) herein and shall not be interpreted to restrict the SROs's rights and responsibilities as a law enforcement officer for the County.

5. **DUTIES OF SCHOOL RESOURCE OFFICERS.** Instructional responsibility of the SRO at the School is as follows:

- a. The SRO shall act as an educator, counselor and police officer.
- b. The SRO shall act as an instructor for specialized, short-term programs at the School, when invited to do so by the principal or member of the faculty.
- c. The SRO shall make available to the School faculty and students a variety of law related presentations.
- d. The SRO shall coordinate all of his/her activities with the School principal and staff members concerned and will seek permission, advice and guidance prior to enacting any program within the School.
- e. The SRO shall develop expertise in presenting various subjects to the School students. Such subjects shall include basic understanding of the laws, the role of the police officer and the police mission.
- f. The SRO shall encourage individual and small group discussions with School students, based upon material presented in class to further establish rapport with the students.
- g. The SRO shall make himself/herself available for conference with School students, parents and faculty members in order to assist them with problems of law enforcement or crime prevention.
- h. The SRO shall become familiar with all School community agencies which offer assistance to youths and their families such as mental health clinics, drug treatment centers, etc. The SRO shall make referrals to such agencies when necessary, thereby acting as a resource person to the students, faculty and staff at the School.
- i. The SRO shall assist the School principal in developing plans and strategies to prevent and/or minimize dangerous situations which may occur on the School campus or during School sponsored events.
- j. The SRO shall take law enforcement action as required by law. As soon as practicable, the SRO shall make the principal of the School aware of such action. At the principal's request and upon final approval by the County Sheriff, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the School and related School functions, to the extent that the SRO may do so under the authority of the law. Whenever practicable, the SRO shall advise the School principal before requesting additional police assistance on the School campus.
- k. The SRO shall give assistance to other police officers and deputy sheriffs in matters regarding his/her School assignment, whenever necessary and authorized by the County Sheriff.
- l. The SRO may be assigned non-campus investigations relating to runaways that attend the School to which the SRO is assigned.

- m. The SRO shall maintain detailed and accurate records of the operation of the SRO Program, and shall make them available to the School principal or superintendent if required by law.
- n. The SRO shall not act as a School disciplinarian, and matters of school discipline shall be referred to the appropriate building principal. However, if the School principal believes an incident is a violation of the law, the principal may contact the SRO and the SRO shall then determine whether law enforcement action is appropriate. The SRO is not to be used for regularly assigned lunchroom duties, hall monitoring, bus duties or other monitoring duties. If there is a problem in one of these areas, then the SRO may assist the School until the problem is solved. This paragraph however, shall not be interpreted to restrict the SRO's rights and responsibilities as a law enforcement officer for the County.
- o. The SRO shall be prohibited from detaining or questioning students about their immigration status.
- p. The County and the SRO shall comply with all applicable federal, State and local laws, rule and regulations. All of the obligations of the SRO as required under this Agreement shall be met without discriminating on the basis of race, color, sex, national origin, language status, disability, religion, sexual orientation, or membership in any other protected class.
- q. The County and the SRO shall comply with all federal, state and local laws, rules and regulations while performing duties under the Agreement. The County and SRO shall comply with health and safety practices and protocols consistent with DOH's applicable New York Department of Health guidance and the School's policies, plans and procedures applicable to the provision of SRO services.

6. RIGHTS AND DUTIES OF THE SCHOOL.

- a. The School shall comply with all applicable federal, State and local laws, rule and regulations.
- b. The School shall provide to the SRO the following materials and facilities, which are deemed necessary for the performance of the SRO's duties:
 - i. Access to an air-conditioned and properly lighted private office which office shall contain a telephone which may be used for general business purposes.
 - ii. A location for files and records which can be properly locked and secured.
 - iii. A desk with drawers, a chair, work table, filing cabinet and office supplies.
 - iv. Access to a computer and/or secretarial assistance.

7. PAYMENT.

- a. The School shall compensate the County in accordance with Schedule A attached hereto and made a part hereof. The County shall invoice the School quarterly upon execution of this Agreement and the School shall submit payment within thirty (30) days of receipt of each invoice. Any overtime costs shall be billed monthly by the County on separate invoices and shall be paid by the School within thirty (30) days.

8. EMPLOYMENT STATUS OF SCHOOL RESOURCE OFFICER. The SRO shall remain an

employee of the County Sheriff 's Office, and shall provide services to the School as an independent contractor. The SRO shall therefore not hold himself out as, nor claim to be, an employee of the School, nor make any claim, demand, or application to or for any right or privilege applicable to an officer or employee of the School, including, but not limited to, workers' compensation coverage, unemployment insurance benefits, social security coverage, disability benefits, or retirement membership or credit. The SRO shall not have, or hold himself out as having the authority or power to bind or create liability for the School by the SRO's acts or omissions. The School and the County acknowledge that the SRO shall remain responsive to the chain of command of the County Sheriff who shall have sole control and authority over such SRO.

9. **APPOINTMENT OF SCHOOL RESOURCE OFFICERS.** SRO applicants must meet the following requirements and be acceptable to the School:

- a. The applicant must be a volunteer for the position of SRO.
- b. The applicant must be a County Deputy Sheriff.
- c. The applicant must possess job knowledge, experience, training, education, and appropriate appearance, attitude, communications skills and demeanor.

10. **DISMISSAL AND REPLACEMENT OF SCHOOL RESOURCE OFFICER.**

1. In the event the principal of the School feels that the SRO is not effectively performing his/her duties and responsibilities, the principal shall recommend to the School Superintendent that the SRO be removed from the program and shall state the reasons therefore in writing. Within a reasonable time after receiving the recommendation from the principal, the School Superintendent shall advise the County Sheriff of the principal's request.
2. If the County Sheriff so desires, then the School Superintendent and Sheriff shall meet with the SRO to mediate or resolve any problems which may exist. At such meeting, specified members of the staff of the School may be required to be present.
3. If, within a reasonable amount of time after commencement of such mediation the problem cannot be resolved or mediated or in the event mediation is not sought by the County Sheriff, then the SRO shall be removed from the program at the School.
4. The County Sheriff may dismiss or reassign the SRO based upon County Department Rules and Regulations governing special assignments and/or general orders and when it is in the best interest of the people of the School.
5. In the event of the resignation, dismissal or reassignment of the SRO, or in the case of long-term absences by the SRO, the County Sheriff may provide a temporary replacement for the SRO within thirty (30) days of receiving notice of such absence, dismissal, resignation or reassignment. However, the County may terminate this Agreement if no suitable replacement can be found.

11. **NOTICES.** Any and all notices of any other communication herein required or permitted shall be deemed to have been given when deposited in the United States Postal Service as regular mail, postage prepaid and addressed as follows:

TO THE COUNTY:

Ontario County Sheriff

74 Ontario Street

Canandaigua, NY 14424

with a copy to:

Ontario County Attorney

20 Ontario Street

Canandaigua, NY 14424

TO THE SCHOOL:

VICTOR CENTRAL SCHOOL DISTRICT

953 HIGH STREET VICTOR, NY 14564-0000

with a copy to:

Ferrara Fiorenza PC

5010 Campuswood Drive

East Syracuse, New York 13057

12. **GOOD FAITH.** The School, the County, their agents and employees, agree to cooperate in good faith in fulfilling the terms of this Agreement. The School Superintendent and the County Sheriff or their designees shall endeavor to resolve any difficulties or questions by negotiation.

13. **DATA PRIVACY AND SECURITY.**

- a. **Protection of Confidential Data.** The County shall provide the contracted services in a manner which protects Student Data (as defined by 8 NYCRR 121.1(q)) and Teacher or Principal Data (as defined by 8 NYCRR 121.1(r)) (hereinafter “Confidential Data”) in accordance with the requirements articulated under Federal, New York State and local laws and regulations, including but not limited to Education Law Section 2-d and the associated regulations (8 NYCRR Part 121).
- b. **Data Breach.** In the event that Confidential Data is accessed or obtained by an unauthorized individual due to the County’s or the SRO’s acts or omissions, and/or a subcontractor or affiliate of the County’s acts or omissions, the County shall provide notification to the School without unreasonable delay and not more than seven calendar days after the discovery of such breach. The County shall follow the following process:

- i. The security breach notification shall be titled “Notice of Data Breach,” shall be clear, concise, use language that is plain and easy to understand, and to the extent available, shall include: a brief description of the breach or unauthorized release; the dates of the incident in the date of discovery; a description of the types of Confidential Data affected; an estimate of the number of records affected; a brief description of the County’s investigation or plan to investigate; and contact information for representatives who can assist the School District with additional questions.
 - ii. The County shall also prepare a statement for parents and eligible students which provides information under the following categories: “What Happened,” “What Information Was Involved,” “What We Are Doing,” “What You Can Do,” and “For More Information.”
 - iii. Where a breach or unauthorized release of Confidential Data is a result of the County’s or the SRO’s acts or omissions, and/or a subcontractor or affiliate of the County’s acts or omissions, the County shall pay for or promptly reimburse the School for the cost of notification to parents and eligible students of the breach.
 - iv. The County shall cooperate with the School and law enforcement to protect the integrity of investigations into the breach or unauthorized release of Confidential Data.
- c. **2-d Addenda.** The following addenda attached hereto shall be incorporated into the Agreement, and shall supersede any inconsistent provisions in the Agreement:
- i. Addendum A: School District’s Parents’ Bill of Rights for Data Privacy and Security
 - ii. Addendum B: Parents’ Bill of Rights – Supplemental Information Addendum
 - iii. Addendum C: Third-Party Data Security and Privacy Plan

14. **MODIFICATION.** This document constitutes the full understanding of the parties and no terms, conditions, understandings or agreement purporting to modify or vary the terms of this document shall be binding unless hereafter made in writing and signed by both parties.

15. **NON-ASSIGNMENT.** The School shall not assign or transfer this agreement to any other person or corporation without the previous consent, in writing, of the Chairman of the Ontario County Board of Supervisors. The County shall not assign or transfer this Agreement to any other person or corporation without the previous consent, in writing, of the School’s Board of Education.

16. **SEVERABILITY.** In the event any provision of this contract shall be or become invalid under any provision of federal, state or local law, such invalidity shall not affect the validity or enforceability of any other provision hereof.

17. **CONTRACT INTEREST.** No officer or employee of the County, who is authorized in such capacity and on behalf of the County to negotiate, make, accept or approve, or to take part in negotiating, making, accepting or approving this contract, shall become directly or indirectly interested personally in this contract, or in any part hereof. No officer or employee of, or for the County, who is authorized in such capacity and on behalf of the County to exercise any supervisory or administrative

function in connection with this contract, shall become directly or indirectly interested personally in this contract or in any part hereof.

18. **INDEMNIFICATION.** The Parties agrees to the fullest extent of the law:

a. that except for the amount, if any, of damage contributed to, caused by or resulting from the negligence of the County, the School shall indemnify and hold harmless the County, its officers, employees and agents from and against any and all liability, damage, claims, demands, costs, judgments, fees, attorneys' fees or loss arising directly or indirectly out of the negligent acts and/or omissions or a material breach of this Agreement by the School or third parties under the direction or control of the School; and

b. to provide defense for and defend, at its sole expense, any and all claims, demands or causes of action directly or indirectly arising out of the acts or omissions referred to in paragraph (a) and to bear all other costs and expenses related thereto. The duty to defend hereunder shall be triggered immediately upon notice to the School by the County of the County's receipt of a Notice of Claim, service of process or other demand or claim.

c. That except for the amount, if any, of damage contributed to, caused by or resulting from the negligence of the School district, the County shall indemnify and hold harmless the School district, its officers, employees and agents from and against any and all liability, damage, claims, demands, costs, judgments, fees, attorneys' fees or loss arising directly or indirectly out of the negligent acts and/or omissions or a material breach of this Agreement by the County or third parties under the control of the County (including the SRO); and;

d. To provide defense and defend, at its sole expense, any and all claims, demands or causes of action directly or indirectly referred to in subparagraph (c) and to bear all other costs and expenses related thereto. The duty to defend hereunder shall be triggered immediately upon notice to the county by the School district of the School district's receipt of a Notice of Claim, service of process or other demand or claim.

e. Notwithstanding the provisions in subparagraphs (c) and (d), the County shall not be required to indemnify, hold harmless, or defend the School with respect to claims arising out of any law enforcement actions taken by the SRO, including but not limited to actions taken with respect to violent intruders, violent guests, active shooters, or other similar situations, unless the SRO is adjudged liable for negligence or willful misconduct in connection with the same.

f. The defense and indemnification obligations provided herein shall survive the expiration or termination of this Agreement, whether occasioned by this Agreement's expiration or earlier termination.

19. **ENTIRE CONTRACT AND INCORPORATION.** This contract constitutes the entire agreement of the parties hereto and all previous communications between the parties, whether written or oral, with reference to the matter of this contract, are hereby superseded.

20. **SPECIAL RELATIONSHIP.** This Agreement does not create a "special relationship." Specifically, this Agreement is not:

1. an assumption by the County of an affirmative duty to act on behalf of a party who was injured;

2. knowledge on the part of the County's agents that inaction could lead to harm;
3. some form of direct contact between the County's agents and the injured party; and
4. evidence of a party's justifiable reliance on the County's affirmative undertaking.

IN WITNESS WHEREOF, the parties hereto have caused these presents to be signed and their respective seals to be hereunto affixed by their duly authorized officers the day and year first above written.

DIGITAL SIGNATURE PAGE

SCHEDULE A - FULL-TIME

		9/1/2024 - 6/30/2025	
		Cost	
		Annual	1 FT SRO
[1]	Gross Salary	\$95,132	
[2]	Fringe Benefits	\$66,001	
	Subtotal Salary & Fringe at 100%	\$161,133	
	Annual Average Cost for SRO	\$161,133	
	Standard Monthly Rate		\$13,428
	Standard Hourly Rate		\$77.47
[3]	Overtime Hourly Rate		\$116.20
[4]	Anticipated School Cost for SRO 1,733 Hours	\$134,252	
[1]	Salary based on current contract - at top step for Full Time County Police Officer, assumes Tier 4 ERS.		
[2]	Fringe Benefits paid on Gross Wages for FT Deputy	2024	
	FICA	7.65%	
	WC	2.61%	
	Retirement	26.10%	
	Health & Dental Insurance, H.R.A./H.S.A.	33.02%	
		<u>69.38%</u>	
[3]	Overtime incurred by SRO for School related activities to be billed separately at this overtime rate.		
[4]	The deputy assigned to your detail may have selected a lesser benefit package or may be at a lower ERS rate. This represents the highest potential charge.		

ADDENDUM A

PARENTS BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY

The Victor Central School District seeks to use current technology, including electronic storage, retrieval, and analysis of information about students' education experience in the district, to enhance the opportunities for learning and to increase the efficiency of our district and school operations.

The Victor Central School District seeks to ensure that parents have information about how the District stores, retrieves, and uses information about students, and to meet all legal requirements for maintaining the privacy and security of protected student data and protected principal and teacher data, including Section 2-d of the New York State Education Law.

To further these goals, the Victor Central School District has posted this Parents' Bill of Rights for Data Privacy and Security.

1. A student's personally identifiable information cannot be sold or released for any commercial purposes.
2. Parents have the right to inspect and review the complete contents of their child's education record. The procedures for exercising this right can be found in Board Policy 5500 <https://www.victorschools.org/district/board-policies/policy-details-page/~board/board-policies/post/5500-student-records> entitled Family Educational Rights and Privacy Act (FERPA).
3. State and federal laws protect the confidentiality of personally identifiable information, and safeguards associated with industry standards and best practices, including but not limited to, encryption, firewalls, and password protection, must be in place when data is stored or transferred.
4. A complete list of all student data elements collected by the State is available at <http://www.nysed.gov/data-privacy-security/student-data-inventory> and a copy may be obtained by writing to: Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, NY 12234
5. Parents have the right to have complaints about possible breaches of student data

addressed.

a. Parents may make a written report of a possible breach of student data to the District Data Protection Officer by email at angela.affronti@victorschools.org, by completing <https://docs.google.com/forms/d/e/1FAIpQLSfGucnHGYky802dDzBjZLd7DrPKvMpR23Zv76MgZ56DYfbuaQ/viewform> or by US Mail at 953 High Street, Victor, NY 14564.

b. Complaints may also be directed in writing to the Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, NY 12234, by email to privacy@nysed.gov, by telephone at 518.474.0937, or by submitting the form at: <http://www.nysed.gov/data-privacy-security/report-improper-disclosure>

ADDENDUM B

SUPPLEMENTAL INFORMATION ADDENDUM

In the course of complying with its obligations under the law and providing educational services to District residents, Victor Central School District has entered into agreements with certain third-party contractors. Pursuant to such agreements, third-party contractors may have access to "student data" and/or "teacher or principal data," as those terms are defined by law.

Each contract the District enters into with a third party contractor where the third party contractor receives student data or teacher or principal data will include this Bill of Rights along with the following information:

1. The exclusive purposes for which the student data or teacher or principal data will be used;
2. How the third party contractor will ensure that the subcontractors, persons or entities that the third party contractor will share the student data or teacher or principal data with, if any, will abide by data protection and security requirements;
3. The duration of the contract including when the agreement expires and what happens to the student data or teacher or principal data upon expiration of the agreement;
4. If and how a parent, student, eligible student, teacher, or principal may challenge the accuracy of the student data or teacher or principal data that is collected; and
5. Where the student data or teacher or principal data will be stored (described in such a manner as to protect data security), and the security protections taken to ensure such data will be protected, including whether such data will be encrypted.
6. Address how the data will be protected using encryption while in motion and at rest.

Addendum C

THIRD-PARTY DATA SECURITY AND PRIVACY PLAN

WHEREAS, the Victor Central School District (hereinafter “School District”) and the County of Ontario (“Contractor”) entered into an agreement dated September 1, 2023, (hereinafter “Agreement”) for the provision of School Resource Officer services (hereinafter “Services”).

WHEREAS, pursuant to the requirements under 8 NYCRR § 121, Contractor maintains the data security and privacy plan described herein in connection with the Services provided to the School District.

1. During the term of the Agreement, Contractor will implement all state, federal and local data security and privacy requirements, consistent with the School District's Data Security and Privacy Policy in the following way(s):

As a local government entity, Contractor actively works to maintain compliance with various data security and privacy requirements, and will comply with the School District's Data Security and Privacy Policy when accessing and/or transmitting student data.

2. Contractor has in place the following administrative, operational and technical safeguards and practices to protect personally identifiable information that it will receive under the Agreement:

Contractor will not receive or store any personally identifiable information on County network resources. Contractor agrees to only access the School District's Student Management System through a District device on the District's computer network. Contractor agrees to only use the District-provided email address to communicate electronically regarding District matters in the course of providing School Resource Officer Service. Contractor agrees to comply with the District's Data Security and Privacy Policy when accessing the District's computer system.

3. Contractor shall comply with 8 NYCRR § 121 in that it acknowledges that it has reviewed the School District's Parents Bill of Rights for Data Privacy and Security and will comply with same.

- a. Contractor will use the student data or teacher or principal data only for the exclusive purposes defined in the Agreement.
- b. Contractor will ensure that the subcontractor(s) or other authorized persons or entities to whom Contractor will disclose the student data or teacher and principal data, if any, will abide by all applicable data protection and security requirements as described in the “Supplemental Information” appended to the Agreement.
- c. At the end of the term of the Agreement, Contractor will destroy, transition or return, at the direction of the School District, all student data and all teacher and principal data in accordance with the “Supplemental Information” appended to the Agreement.

- d. Student data and teacher and principal data will be stored in accordance with the “Supplemental Information” appended to the Agreement.
- e. Student data and teacher and principal data in motion and at rest will be protected using an encryption method that meets the standards described in 8 NYCRR 121.

4. Prior to receiving access to student data and/or teacher and principal data, officer(s) and employee(s) of Contractor and any assignees who will have access to student data or teacher or principal data shall receive training on the federal and state laws governing confidentiality of such data. Such training shall be provided:

The School Resource Officer shall receive training from the School District at the start of the school year.

5. Subcontractors: Contractor shall not utilize sub-contractors.

6. Contractor has the following procedures, plans or protocols in place to manage data security and privacy incidents that implicate personally identifiable information: *Procedures, plans or protocols must, at a minimum, specify plans to identify breaches and unauthorized disclosures, and to promptly notify the School District.*

Contractor maintains various IT security policies and plans, including but not limited to a data breach notification policy. Contractor does not currently intend to receive or store any school district-related PII on County network resources.

7. Termination of Agreement.

To the extent Contractor receives or stores PII, within 30 days of termination or expiration of the agreement without renewal, Contractor shall delete or destroy all student personally identifiable information in its possession.

8. In the event of a conflict between the terms of this Data Security and Privacy Plan and the terms of the Agreement, the terms of this Data Security and Privacy Plan shall control. All of the defined terms in the Agreement shall have the same definitions in the Data Security and Privacy Plan, unless otherwise defined herein. Except as expressly set forth in this Data Security and Privacy Plan, the terms and conditions of the Agreement shall remain unmodified and in full force and effect.

IN WITNESS WHEREOF, the Contractor hereto has executed this Data Security and Privacy Plan as of September 1, 2023.

Addendum D

Portable Audio/Video Recorders

423.1 PURPOSE AND SCOPE

This policy provides guidelines for the use of portable audio/video recording devices by members of this office while in the performance of their duties. Portable audio/video recording devices include all recording systems whether body-worn, hand-held or integrated into portable equipment.

Where this policy explicitly references body-worn camera (or BWC), those terms shall apply to the authorized primary portable video and audio recording device issued to members of this Office. Where the body-worn camera (or BWC) is not specifically named as the recording device being referenced, those terms shall apply to all portable recording devices as previously described, including the BWC.

This policy does not apply to mobile audio/video recordings, interviews or interrogations conducted at any Ontario County Sheriff's Office facility, authorized undercover operations, wiretaps or eavesdropping (concealed listening devices).

423.2 POLICY

The Ontario County Sheriff's Office may provide members with access to portable recorders, either audio or video or both, for use during the performance of their duties. The use of recorders is intended to enhance the mission of the Office by accurately capturing contacts between members of the Office and the public.

423.3 BODY-WORN CAMERA COORDINATOR

The Sheriff or the authorized designee should designate a BWC coordinator responsible for:

- (a) Establishing procedures for the security, storage and maintenance of data and recordings.
- (b) Establishing procedures for accessing data and recordings.
- (c) Establishing procedures for logging or auditing access.
- (d) Establishing procedures for transferring, downloading, tagging or marking events.

All other data and recordings made on devices other than body-worn cameras shall be processed in accordance with the Property Room Policy.

See Body-Worn Camera Procedure

423.4 MEMBER PRIVACY EXPECTATION

All recordings made by members on any office-issued device at any time, and any recording made while acting in an official capacity of this office, regardless of ownership of the device it was made on, shall remain the property of the Office. Members shall have no expectation of privacy or ownership interest in the content of these recordings.

Portable Audio/Video Recorders

423.5 MEMBER RESPONSIBILITIES

Prior to going into service, each uniformed member will be responsible for making sure that he/she is equipped with a portable body-worn camera (BWC), issued by the Office, and that the BWC is in good working order. If the BWC is not in working order or if the member becomes aware of a malfunction at any time, the member shall promptly report the failure to his/her supervisor and obtain a functioning device as soon as reasonably practicable. Uniformed members should wear the BWC in a conspicuous manner with an unobstructed front-facing view of their activity when in use.

Any member assigned to a non-uniformed position shall carry a body-worn camera unless in an undercover or other capacity where use the BWC or other recording device would not be conducive to the investigation or safety of the member. Unless conducting a lawful recording in an authorized undercover capacity, non-uniformed members should wear the recorder in a conspicuous manner with an unobstructed front-facing view of their activity when in use.

Members should document the existence of a recording in any report or other official record of the contact, including any instance where the recorder malfunctioned or the member de-activated the recording. Members should include the reason for de-activation.

423.6 ACTIVATION OF THE BODY-WORN CAMERA

This policy is not intended to describe every possible situation in which the body-worn camera should be used, although there are many situations where its use is appropriate. Members shall have their BWC powered on at all times while conducting patrol activities and should activate the recorder any time the member believes it would be appropriate or valuable to record an incident.

The recorder shall be activated in the following situations:

- (a) All enforcement and investigative contacts including stops and field interview situations, transports of incident involved subjects, and any other enforcement related activity.
- (b) Traffic stops including, but not limited to, traffic violations, stranded motorist assistance and all crime interdiction stops.
- (c) Self-initiated activity in which a deputy would normally notify Dispatch.
- (d) Any other contact that becomes adversarial after the initial contact in a situation that would not otherwise require recording.

Members should remain sensitive to the dignity of all individuals being recorded and exercise sound discretion to respect privacy by discontinuing recording whenever it reasonably appears to the member that such privacy may outweigh any legitimate law enforcement interest in recording. Requests by members of the public to stop recording should be considered using this same criterion. Recording should resume when privacy is no longer at issue unless the circumstances no longer fit the criteria for recording.

Portable Audio/Video Recorders

At no time is a member expected to jeopardize his/her safety in order to activate a portable recorder or change the recording media. However, the recorder should be activated in situations described above as soon as reasonably practicable.

Failure to activate, delayed activation, recording disruption, or camera malfunction which prevents or interrupts recording shall be documented on the appropriate Incident Report, or in memorandum to the Duty Sergeant if the enforcement activity did not result in an Incident Report. The Duty Sergeant shall review the documentation and take appropriate action as needed based on the circumstances and frequency of such occurrences by the member.

423.6.1 CESSATION OF RECORDING

Once activated, the BWC shall remain on until the event that prompted the activation has concluded and/or the member has physically left the scene, except that recording may be stopped during significant periods of inactivity such as report writing or other breaks from direct participation in the incident.

If a member deviates from either full video & audio activation of the BWC for any of the above authorized reasons, they shall document such on the recording prior to deactivation or muting and in either the Incident Report if one is produced, or in memorandum to the Duty Sergeant if the situation does not result in an Incident Report.

423.6.2 MUTING OF BODY-WORN CAMERA

A BWC that is activated in accordance to the provisions of this policy, shall remain un-muted until the situation no longer fits the criteria for activation and/or the member has physically left the scene., or when in accordance to any other section of this policy.

Members involved in an arrest or detainment of an individual shall not deactivate or mute their BWC in the time frame immediately succeeding the arrest or detainment simply based on removing yourself from the proximity of the subject. Once a subject is arrested or detained, communications relevant to such arrest are subject to the rules of discovery and thus shall be considered enforcement activity requiring full video and sound activation of the BWC.

423.6.3 DISCRETIONARY RECORDING

In certain circumstances, members may have the discretion to continue to record, to not record, to record audio only, or mute the BWC audio based upon a weighing of legitimate law enforcement interests and an individual's privacy. Situations to include, but not limited to:

- (a) A potential witness who requests to speak to an officer confidentially or desires anonymity.
- (b) A victim or witness who requests that he/she not be recorded (audio or video) and the situation is non-confrontational.
- (c) A victim who requests that he/she not be recorded as a condition of cooperation and the interests of justice require such cooperation.

Ontario County Sheriff's Office

Law Enforcement Bureau Policy Manual

Portable Audio/Video Recorders

If a member deviates from full video & audio activation of the BWC based on the authority of this policy section, they shall document such on the recording prior to deactivation or muting and in either the Incident Report if one is produced, or in memorandum to the Duty Sergeant if the situation does not result in an Incident Report.

423.6.4 SURREPTITIOUS USE OF THE AUDIO/VIDEO RECORDER

New York law permits an individual to surreptitiously record any conversation in which one party to the conversation has given his/her permission. Members may surreptitiously record any conversation during the course of a criminal investigation in which the member reasonably believes that such a recording will be lawful and beneficial to the investigation.

423.6.5 EXPLOSIVE DEVICE

Many portable recorders, including body-worn cameras and audio/video transmitters, emit radio waves that could trigger an explosive device. Therefore, these devices should not be used where an explosive device may be present.

423.6.6 LIVESTREAMING BODY-WORN CAMERAS

Livestreaming of another Member's BWC may only be authorized by a Supervisor and are limited to the following situations:

- (a) In tactical situations, to include, but not limited to, SWAT operations.
- (b) In an Officer Safety situation where an on-duty Member has not responded to repeated calls or status checks from dispatch.
- (c) At the request of a Member who wishes to have a Supervisor livestream his BWC under special circumstances.
- (d) By an Investigator for investigative purposes in a criminal case to which they have been assigned or assisting.
- (e) For any other reason or special circumstance as determined by the Sheriff or authorized designee.

In all situations, other than for Officer Safety issues, members being livestreamed should be notified prior to the livestream being initiated. Any member being livestreamed under the circumstances in this section will comply as directed and may not intentionally interrupt the livestream. Any question by a Member regarding the purpose of a livestream should afterwards be submitted to the BWC coordinator for review.

423.6.7 CRITICAL INCIDENTS AND SPECIAL CIRCUMSTANCES

During critical incidents and other special circumstances, all activated BWC recordings shall continue uninterrupted until otherwise instructed by a supervisor. These situations include:

- (a) Officer-involved shootings.
- (b) In-custody deaths.
- (c) Member involved traffic crashes with fatalities or serious injuries.

Portable Audio/Video Recorders

- (d) Serious injury or death of a member in the line-of-duty.
- (e) Active-shooter and/or mass casualty events.
- (f) Any other critical situation where a supervisor orders continuous activation of on-scene BWCs.

423.6.8 SCHOOL RESOURCE OFFICERS

Members assigned to the position of a School Resource Officer shall abide by all provisions of this Policy, except that, while on school property, mandatory activation when interacting with students shall be more restrictive to criminal enforcement action or other activity which:

- (a) Constitutes a criminal offense, or there is reason to believe that such offense is about occur.
- (b) Becomes confrontational towards the SRO.
- (c) Requires, or there is reason to believe that it may require, Use of Force or any other physical contact, or verbal warning of physical contact for gaining compliance.

Body-worn cameras should not be activated by the School Resource Officer during normal everyday interactions with students or staff, or when encountering or assisting staff with a student whom is simply violating school policies or protocol, unless such activity is covered under any other sections of this policy where discretionary activation would be beneficial for the protection of the member and integrity of the Sheriff's Office, or other involved parties.

423.7 PROHIBITED USE OF PORTABLE RECORDERS

Members are prohibited from using office-issued portable recorders and recording media for personal use and are prohibited from making personal copies of recordings created while on-duty or while acting in an official capacity.

Members are also prohibited from retaining recordings of activities or information obtained while on-duty, whether the recording was created with office-issued or personally owned recorders. Members shall not duplicate or distribute such recordings in any manner, except for authorized legitimate office business purposes. All such recordings shall be retained at the Office. Members shall not erase, alter, reuse, modify or tamper with any recording. Members will not allow citizens to review recordings unless authorized by a Supervisor.

Members are prohibited from using personally owned recording devices while on-duty without the express consent of their supervisor. Any member who uses a personally owned recorder for office-related activities shall comply with the provisions of this policy, including retention and release requirements, and should notify the on-duty supervisor of such use as soon as reasonably practicable.

Recordings shall not be used by any member for the purpose of embarrassment, harassment or ridicule.

It shall further be prohibited to use the body-worn camera or other portable recorder in the following manner:

Portable Audio/Video Recorders

- (a) To intentionally record conversations of fellow members without their knowledge during routine, non-enforcement related activities, or communications with other law enforcement personnel unrelated to official duties.
- (b) In places where a reasonable expectation of privacy exists, such as: locker rooms, dressing rooms or restrooms, unless the recording is being made pursuant to an arrest or in search of the location or the individuals.
- (c) When conducting tactical planning.
- (d) While administering a DataMaster breath test during which time the recorder shall be powered off.
- (e) Encounters with undercover officers or confidential informants where the conversation would identify them as such. This does not include when members are engaging in enforcement-related activity where activation is required in accordance to the provisions of this policy.
- (f) In order to capture discussions between individuals with privilege, such as attorneys, members of the clergy, peer support counselors, and medical professionals.

423.8 IDENTIFICATION AND PRESERVATION OF RECORDINGS

To assist with identifying and preserving data and recordings, members shall download, tag or mark these in accordance with procedure and document the existence of the recording in any related case report.

423.9 RETENTION OF RECORDINGS

All recordings shall be retained for a period consistent with the requirements of the established records retention schedule but in no event for a period less than 180 days.

423.9.1 RELEASE OF AUDIO/VIDEO RECORDINGS

Requests for the release of audio/video recordings shall be processed in accordance with the Records Maintenance and Release Policy.

Members may only release audio/video recordings to outside agencies without prior authorization when such recording is relevant to an arrest, criminal prosecution, or a verified criminal investigation being conducted by another law enforcement or prosecuting agency, or when otherwise authorized in this policy or the Body-Worn Camera Procedure.

423.10 REVIEW OF RECORDED MEDIA FILES

When preparing written reports, members should review their recordings as a resource (see the Officer-Involved Shootings and Deaths Policy for guidance in those cases). However, members shall not retain personal copies of recordings. Members should not use the fact that a recording was made as a reason to write a less detailed report.

Supervisors are authorized to review relevant recordings any time a recording involves or is relevant to a Use of Force incident, when they are investigating alleged misconduct or reports of

Ontario County Sheriff's Office

Law Enforcement Bureau Policy Manual

Portable Audio/Video Recorders

meritorious conduct, or whenever such recordings would be beneficial in reviewing a member's performance.

Supervisors are further authorized to review recordings that may be beneficial for training purposes. If a recording is deemed as such, the Supervisor shall make a request to the Sheriff, or Sheriff's designee, with an explanation of the training benefits, and receive approval prior to using it as a training aid for uninvolved members.

Recorded files may also be reviewed:

- (a) By members assigned to criminal investigations where recordings from other members would be relevant to their investigation.
- (b) By any member of the Office who has been authorized to participate in an official administrative investigation, personnel complaint, or other administrative task where reviewing the recording would be relevant to the matter.
- (c) By any member of the Use of Force Review Committee in accordance to their assigned duties on said committee.
- (d) Pursuant to lawful process or by court personnel who are otherwise authorized to review evidence in a related case.
- (e) By media personnel with permission of the Sheriff or the authorized designee.
- (f) In compliance with a public records request, if permitted, and in accordance with the Records Maintenance and Release Policy.
- (g) By Sheriff designated members prior to sharing with other Federal, State, or Local agencies, or other County Departments as necessary for legitimate work-related purposes.
- (h) In any other circumstance where the Sheriff authorizes review of specific recordings by designated members.

All recordings should be reviewed by the County Attorney's Office prior to public release (see the Records Maintenance and Release Policy). Recordings that unreasonably violate a person's privacy or sense of dignity should not be publicly released unless disclosure is required by law or order of the court (Public Officers Law § 89).

Any member viewing another member's BWC recording as authorized by this Policy, shall document the reason in the recording file on Evidence.com, except if doing so would be detrimental to the integrity of an administrative investigation, or violate the privacy of any member subject to the administrative investigation. In those circumstances, required documentation of the review should instead be completed in the administrative investigation report (see Personnel Complaints Policy).



Victor Central School District
Professional Learning Plan
2024-2025

VCS Professional Learning Plan 2024-2025

Professional Learning Plan Committee Membership

The Victor Central School District Professional Learning Plan Committee is a sub-committee of the VCS Curriculum Council, and is comprised of the Superintendent or designee, school administrators upon designation by the administrative collective bargaining organization, teachers upon designation by the teachers' collective bargaining organization, at least one parent upon designation by the established parent groups, Curriculum Specialist(s) meaning a teacher or admin whose primary job responsibility involves the development or evaluation of curricula, upon designation by the district and/or the collective bargaining organization. In addition, the committee shall include at least one representative of a higher education institution, provided that the Board of Education determines that a qualified candidate is available to serve after conducting a reasonable search.

2024 Membership

Name	Title	Name	Title
Carrie Goodell	Dir. of Math and Science	Luciana Cursino-Parent	Higher Education/Parent
Karen Finter	Ast. Super. Instruction	Kacey Holmes	Parent
Brian Gee	Principal, VJHS	Carol Prescott	Parent
Shannon Markin-McMurtrie	Dir. 7-12 Pupil Services	Christie Smith	Parent
JoEllen Hill	Teacher, VIS	Tristen Bernhardt	Student, VHS
Kelly McLaughlin	Teacher, ECS	Katie McCarthy	Teacher, ECS
Aly Ricci	Teacher, VPS	Ted Isham	Teacher, VPS
Sue Utz	Teacher, VHS	Lisa Shaw	Teacher, VIS
Laura Davis	Teacher, VJRHS	Dawn Knapp	Teacher, VHS
Melissa VanRensselaer	Teacher, VJHS	Salma Nhaila	Student, VHS
		Hannah Grace Check	Student, VHS

TABLE OF CONTENTS

1. Mission, Vision, and Organizational Focus Areas
2. NYSED Regulations and Requirements
3. Philosophy
4. Needs Analysis
5. Professional Learning Action Plans
6. Provisions for Mentoring
7. Provisions for School Violence Prevention
8. Provisions for Teachers Certified in Bilingual and ELL Education

1. **Mission, Vision, and Organizational Focus Areas**

Victor Central Schools will be a high performing learning organization where all children and adults thrive. Our vision recognizes that our community's greatest asset is its children. **To teach, to learn, to improve, to achieve!** is the mission of the Victor Central Schools. The district is committed to helping our students meet high standards and becoming productive citizens.

In order to achieve the district's mission and vision, district teams, including the Professional Development Office are focused on the following three pillars of our Strategic Plan:

Culture: Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

Learning and Instruction: Develop comprehensive processes and systems that positively impact all students' academic success.

Student Supports and Opportunities: Maximize student support and opportunities so every student can achieve their full potential.

2. **New York State Department Regulations and Requirements**

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

Victor Central School District, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional learning providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, trainings, and professional learning opportunities qualifying for CTLE credits. Such certificates will include: participant's name, title of the program attended, date and location of program, number of hours completed, and providing sponsor's name. VCS will maintain professional learning records for at least eight years, and professional learning transcripts are available through the Frontline Professional Learning system. Please see appendix A for a sample certificate from the VCS. The content of the Victor Central School District's

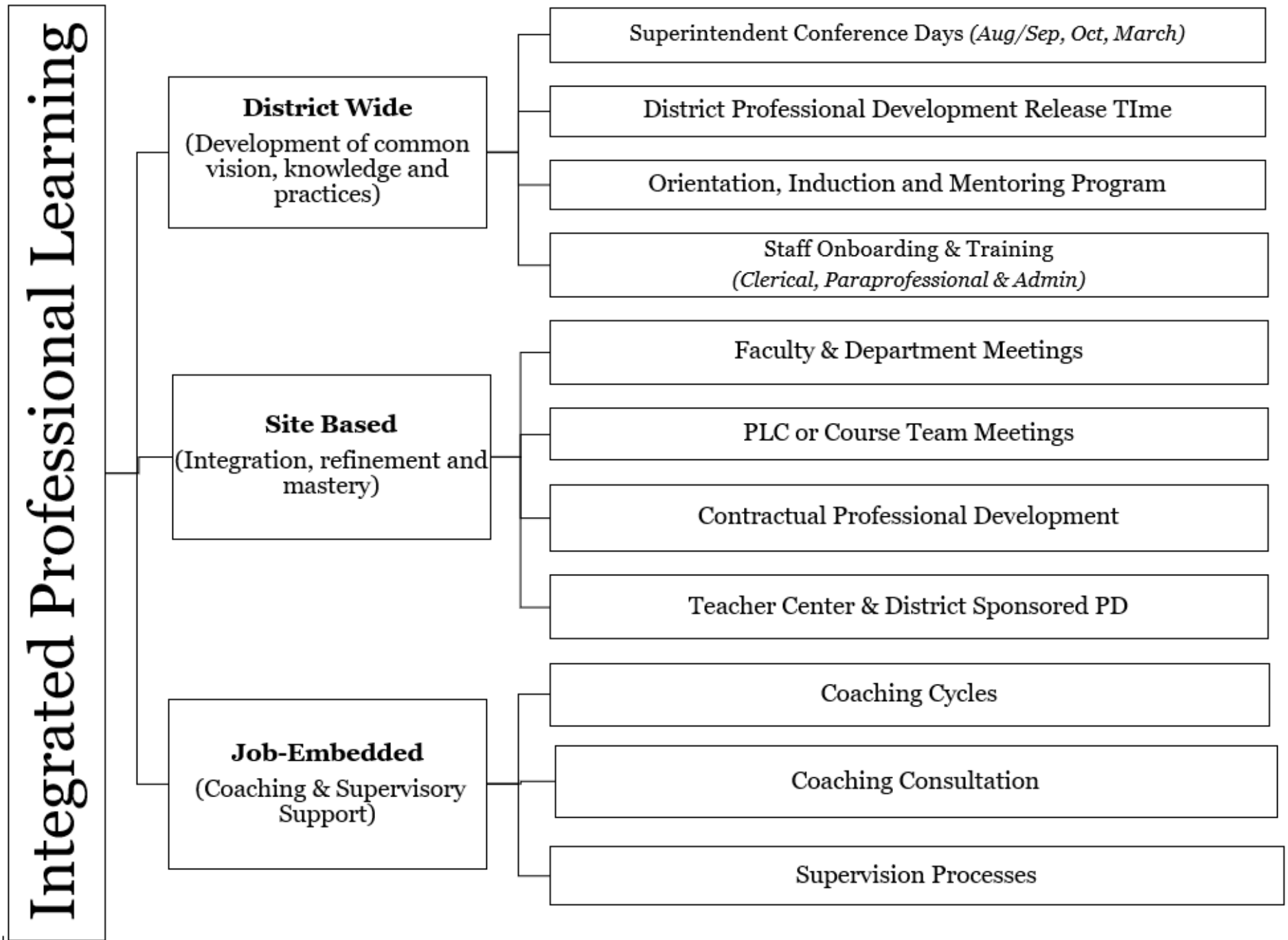
VCS Professional Learning Plan 2024-2025

professional learning plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

3. Philosophy

The Victor Central School District plans and implements an integrated model of professional development. This model includes different types of active professional learning where teachers are engaged in the analysis of teaching and student achievement. In addition, the program design ensures that multiple teachers and staff members participate in the same learning opportunities over a predetermined period of time.

The purpose of the plan shall be to improve the quality of teaching and student learning. This plan is designed to help administrators, teachers, teaching assistants, and other instructional staff participate in professional learning, remain current with their profession, and meet the learning needs of their students. Professional learning provided to internal employees is tailored to the needs of the district and buildings, progresses across grade levels (PreK-graduation) and is continuous and sustained.



PD Standards

We provide professional learning in alignment with the New York State Professional Learning Standards:

- **Professional Growth and Collaboration.** Professional learning fosters a foundation of continuous professional growth characterized by collaborative relationships, reflection, respect, and commitment to student and educator learning.
- **Expanding Professional Capacity.** Professional learning builds individual and collective capacity for deepening and expanding educator expertise and improving outcomes for all students.
- **Leadership.** Professional learning develops and fosters skillful leaders who cultivate vision, capacity, advocacy, communication, and support systems.
- **Professional Learning Approaches.** Professional learning integrates theories, research, and models of adult learning to achieve intended outcomes.
- **Utilizing Data.** Professional learning incorporates a variety of sources and types of student, educator, and system data to monitor student progress, sustain professional growth, and inform, plan, assess, and evaluate professional learning. .
- **Cultural Responsiveness.** Professional learning responds to a culturally and linguistically diverse population of learners and promotes academic and social-emotional growth by emphasizing and building upon their cultural strengths, knowledge, and skills.
- **Engagement Among Diverse Communities.** Professional learning builds capacity for educators, families, community members, and other stakeholders for shared ownership of student and community success.

4. Needs Analysis

As part of the ongoing professional development planning cycle, district and building teams within the Victor Central School District reviews multiple sources of data. The following items may be analyzed annually to determine the focus and content of the professional development plan.

STUDENT ACHIEVEMENT DATA:

- NYSED School Report Card & ESSA Indicators
- Disaggregated Student Achievement Data
- NYS and District Assessments (i.e., 3-8 testing and Regents exams) and College Boards (AP, SAT)
- Report Cards
- Student Attendance and Discipline Reports
- Graduation and Drop-out Rates
- College Placement Rates
- Special Education Reports
- Academic Intervention Service Records and Benchmark Assessments

SURVEYS:

- Professional Development Evaluations/Feedback Surveys
- Professional Development Needs Assessment(s)
- SEL Student Surveys (Panorama)
- Ontario County Youth At Risk Survey (Gr 8 and 10)

ADDITIONAL DATA:

- BEDS Data
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Mentor Program Evaluation Data
- Feedback from Shared Decision Making Teams, including Curriculum Council and Building Councils
- SED Regulations and Mandates

5. Professional Learning Action Plans

Culture Pillar: Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

PLP Goal Area: *Culturally Affirming Awareness and Practices*; Foster an inclusive and equitable community that empowers all stakeholders to value diversity.

Action Step(s)	Evidence	Responsibility	Timeline
<p>Provide learning opportunities that will increase diversity awareness and inclusive mindsets for students, staff, and community.</p>	<p>Book Studies from the Office of Instruction and the Victor Teacher Center focusing on culturally responsive teaching and diversity, equity and inclusion.</p> <p>Sample Book Studies: <i>Grading for Equity</i> <i>Culturally Responsive Teaching & the Brain</i> <i>Start Here, Start Now</i></p>	<p>Teacher/Leader Facilitators; Teacher Center Director Assistant Superintendent for Instruction; Principals</p>	<p>2024-2025 School Year (Site-Based)</p>
<p>Incorporate into curriculum writing, professional learning in support of the implementation of culturally responsive, student centered practices during development and subsequent instruction.</p>	<p>Curriculum documents incorporate best practices including diverse texts, multiple perspectives, accurate portrayals, and inclusive entry points.</p> <p>Classroom lessons and learning experiences incorporate culturally responsive, student-centered practices, including: teacher as</p>	<p>Assistant Superintendent for Instruction; Director of Humanities & Professional Learning; Director of Mathematics and Science; Principals PLCs</p> <p>Outside Presenters: Cody Miller, SUNY Brockport Kesha James and Shane Weigand, Resistance Mapping Curriculum Project</p>	<p>2024-2025 School Year (District & Site-Based)</p>

VCS Professional Learning Plan 2024-2025

	<p>facilitator, students producing artifacts of their learning, productive struggle and embedded total participation techniques.</p>	<p>(U of R) Dr. Jevon Hunter, Buffalo State University</p>	
<p>Provide professional development that supports inclusive practices within diverse classroom settings, including Students with Disabilities (SWD) and English Language Learners (ELL).</p>	<p>Completed training and implementation of best practices within consultant and integrated co-taught classrooms.</p> <p>Completed training to faculty regarding instructional strategies that promote inclusion within diverse classroom settings.</p>	<p>Assistant Superintendent for Instruction; Assistant Superintendent for Pupil Services, Director of Humanities & Professional Learning, Director of Mathematics and Science, Directors of Special Education</p> <p>Outside Presenters: R-BRN (Monroe 2 BOCES); Monroe 1 BOCES ICT Trainers and Coaches, University of Rochester Cadre</p>	<p>2024-2025 School Year (District & Site-Based)</p>
<p>Provide professional development regarding Responsive Classroom (pK-3) and Restorative Practices (4-12) to support the development of strong classroom communities.</p>	<p>Completed Training for PPS Teams and Administration (Summer 2024) with follow-up sessions, as needed</p>	<p>WFL BOCES Trainer;</p>	<p>2024-2025 School Year (District & Site-Based)</p>

VCS Professional Learning Plan 2024-2025

Learning and Instruction Pillar: Develop comprehensive processes and systems that positively impact all students' academic success.

PLP Goal Area: Curriculum and Instruction, Development: Develop an aligned, guaranteed, and viable PK-12 curriculum to meet the needs of all students.

Action Step(s)	Evidence	Responsibility	Timeline
<p>pk-12 Teachers and administrators will receive training on and facilitation of the development of a guaranteed and viable curriculum, aligned to content standards.</p> <p>Areas of focus: Next Generation ELA/Math, NYS Science Learning Standards Computer Science & Digital Literacy, SEL Framework, , NYS Visual & Performing Arts Standards, NYS Health Standards, NYS SS Framework, NYS CTE Standards (Technology, Business, FACS)</p>	<p>Completed trainings for all teaching faculty and administration</p> <p>Updated curriculum maps and common assessments.</p> <p>Updated Curriculum Audit documentation.</p>	<p>Directors will train all teachers, teacher leaders, and building administrators in the curriculum development/refinement process.</p> <p>Teaching teams will develop curriculum using common processes and templates, relying heavily on the unpacking and prioritization of State standards.</p> <p>Outside Presenters/Supports: CTE TAC</p>	<p>2024-2025 School Year (District & Site Based)</p>
<p>Teachers and administrators will receive training on best practices related to assessment development and assessment data analysis.</p>	<p>Unit based curriculum writing will include opportunities to explore assessment best practices including formative and summative assessment development.</p> <p>PLCs will be trained on tools (ie: eDoctrina) to capture assessment data in addition to protocols that</p>	<p>Directors, Curriculum Writing Teams, Teacher Leaders(pk-12)</p> <p>Assistant Superintendent for Instruction; Directors, Teacher Leaders, PLCs</p>	<p>2024-2025 School Year (District and Site Based)</p>

VCS Professional Learning Plan 2024-2025

	would support the analysis of data and the refinement of instructional practices as a result.		
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Learning and Instruction Pillar: Develop a comprehensive process and systems that positively impact all students’ academic success.

PLP Goal Area: *Student Achievement*, Vision: Foster a learning environment that supports high levels of student achievement for all.

Action Step(s)	Evidence	Responsibility	Timeline
pK-12 Educators will receive training in implementing research-based Social and Emotional Learning strategies at the Tier 1 level	Panorama survey results focused on SEL	PPS Team members, including Counseling, Psychologists and Social Workers, Building Administration	2024-2025 School Year (Site Based)
pK-6 teachers will receive training related to instructional practices aligned to literacy research. Teachers will be provided with word study, vocabulary and comprehension training.	Literacy workshops offered throughout the year PLC discussion of the impact of new teacher learning on student results	Director of Humanities, coaches, and teacher leaders to offer workshops pK-6 Teachers to attend trainings and implement in classrooms Principals	2024-2025 School Years (District & Site Based)
Professional development will be provided to teachers of mathematics to broaden the understanding of <i>Building Thinking Classrooms</i> and the mathematical routines.	Classroom instruction, WIN time and AIS providers will leverage mathematical routines and strategies from BTC (<i>Building Thinking Classrooms</i>) as observed through	K-5 Math Coach K-12 STEM Coach Teacher Leaders Director of Mathematics and Science	2024-2025 School Year (Site Based)

VCS Professional Learning Plan 2024-2025

	PLCs and the supervision process.		
K-12 Teachers of science will engage in training in support of the implementation of the NYS Science Learning Standards and NYS Science Investigations	Grade level and Course PLCs will participate in the training.	Director of Mathematics and Science, Science Teacher Leaders, Science TOSA	2024-2025 School Year (Site Based)
In support of the 1:1 initiative, faculty and staff will have opportunities to engage in professional learning that promotes student-centered learning and achievement through the integration of Instructional Technology.	Technology workshops will be offered throughout the year, focusing on tools and best practices. Summer Technology Conference (in-district) will feature outsider presenters.	Director of Technology, Technology TOSAs/Coach, Teacher Leaders	2024-2025 School Year (District and Site Based)
Through contractual professional development time, teachers will be provided the opportunity to analyze student assessment data to identify strengths and areas of need to address within the Tier 1 as well as within the Tier 2/3 settings. Professional skill focus areas include: <ul style="list-style-type: none"> • Backwards planning (Enduring Understandings, Evidence of Learning)) • Student-centered instruction, resulting in student work that demonstrates evidence of 	PLCs and Course Teams will review current instructional practices and will reflect on impact through a review of student work.	Directors, Building Administration	2024-2025 School Year (Site Based)

VCS Professional Learning Plan 2024-2025

<p>learning</p> <ul style="list-style-type: none"> • Culturally responsive practices • Utilization of eDoctrina as an Assessment tool 			
<p>Teachers will be provided the opportunity to engage with Dr. Jevon Hunter (Buffalo State) to revise a current unit to incorporate culturally responsive components (high expectations, problem-based or project based assessment, community connections, relevant application of skills)</p>	<p>Selected Teacher teams will meet periodically to work on units of study throughout the year (up to 15 hours) to revise current units and/or develop learning experiences..</p>	<p>Assistant Superintendent for Instruction, Directors, Coaches</p>	<p>2024-2025 SY (District Based/Action Research)</p>
<p>Probationary teachers (P2-P4) will participate in a 4-day release program providing a strong foundation in Backward Design Planning including assessment for learning and student-centered learning.</p>	<p>Cohort training for up to 30 P2-P4 teachers will be completed (4 sessions / cohort)</p>	<p>Assistant Superintendent for Instruction, Directors, Coaches</p>	<p>2024-2025 SY (District Based)</p>

VCS Professional Learning Plan 2024-2025

Student Supports and Opportunities Pillar: Maximize student support and opportunities so every student can achieve their full potential.

PLP Goal Area: *Special Education*: Create a vision and identify processes and supports to promote growth and achievement for all students.

Inputs	Evidence	Responsibility	Timeline
Provide educators working in high-needs special education classrooms training directly related to their role, including IEP writing and Case Management.	Faculty and Staff will have a common understanding of the IEP development and refinement process and Case Management.	Assistant Superintendent for Pupil Services, Directors of Special Education, Teacher Leaders, BOCES Trainer	2024-2025 School Year
Provide a consistent training foundation for faculty regarding the function of behavior, including Therapeutic Crisis Intervention in Schools (TCIS)	Teaching Teams will be trained in the foundations of TCI in cohorts throughout the year.	Assistant Superintendent for Pupil Services, Directors of Special Education, WFL BOCES Trainers, District Trainers	2024-2025 School Years (Site Based)
Provide all staff with a deeper understanding of Response to Intervention and Multiple Tiered Systems of Support.	<p>Training will be embedded into the RtI/MTSS process.</p> <p>Tier 2/Tier 3 training will be provided to interventionists and RtI Teams throughout the year, with revised processes/criteria implemented during the year.</p>	Building Administration, MTSS TOSA, Directors	2024-2025 School Years (District and Site Based)
Provide ongoing training and support for the faculty in support of the integrated co-teaching (ICT) model.	<p>Facilitator lead training (BOCES) provided to all co-teaching partners and administration.</p> <p>Overviews of inclusive educational</p>	Assistant Superintendent for Instruction; Assistant Superintendent for Pupil Services, Director of Humanities, Director of Mathematics and Science, Directors of Special	2024-2025 School Years (District and Site Based)

VCS Professional Learning Plan 2024-2025

	<p>practices provided to all staff through the conference day structures.</p> <p>Co-teaching partners will have access to coaching support throughout the school year.</p>	<p>Education</p>	
<p>Provide training to build understanding of Social-Emotional Learning competencies and the intersection with academic tasks.</p>	<p>Implementation of protocols to support:</p> <ul style="list-style-type: none"> ● Self management (Checklists, timelines, check-ins) ● Relationships: Community building circles, Responsive Classroom practices) ● Self awareness (Conversation protocols, goal setting and progress tracking) 	<p>Assistant Superintendent for Instruction; Assistant Superintendent for Pupil Services, Director of Humanities, Director of Mathematics and Science, Directors of Special Education, Coaches</p>	<p>2024-2025 School Years (District and Site Based)</p>

Teacher Assistants:

Learning and Instruction Pillar: Develop a comprehensive process and systems that positively impact all students’ academic success.

Learning & Instruction: PLP Goal Area, *Student Achievement, Vision:* Foster a learning environment that supports high levels of student achievement for all.

Student Supports & Opportunities: PLP Goal Area, *Special Education:* Create a vision and identify processes and supports to promote growth and achievement for all students.

Over the last several years, there has been an increase in the number of Teaching Assistants across the district. These specialized roles require a level of introductory training and ongoing support:

Inputs	Evidence	Responsibility	Timeline
Provide training to teacher assistants aligned with student behavioral support strategies.	<p>TAs will be invited to TCIS training throughout the year, including annual refreshers.</p> <p>TAs at the early elementary level (pK-3) will have training in Responsive Classroom practices, including inclusive language,</p>	Directors of SPED, TOSAs, Building Administration	<p>2024-2025 School Year</p> <p>Conference Days After-School PD Sessions</p>
Provide an overview of content-specific, grade level learning goals, aligned with TAs area of focus.	ICT Teams will meet to review grade level goals, and individual student needs.	ICT Teams, SPED TOSAs	<p>2024-2025 School Year</p> <p>Conference Days (Aug.-Sept.)</p>

6. Provisions for Mentoring

Goal: To provide services that support the instructional program, maximize resources and improve customer service by expanding professional capacity.

Objective: Victor Central Schools will ensure that new staff know our mission and vision, understand their role within the district and the school, and utilize standards-based planning and instruction.

Provisions for Mentoring Program

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

All new teachers at Victor Central Schools holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

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

VCS employs two full time mentor teachers that serve as a mentoring support to all new faculty members in their first year; some staff continue to be supported with the mentor program further into their probationary period.

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

Procedure for Selecting Mentors	A rigorous selection process including narrative essay, letters of recommendation, completed application in conjunction with administrative approval and mentor panel interview is used to select mentors.
Role of the Mentors	<p>Confidentiality</p> <p>The Mentor Panel has designed specific program assurances to protect confidentiality between the mentor and intern. During the initial interview, the Mentor Panel places a high priority on the potential mentor’s understanding that the position of mentor is a highly confidential position. Potential mentor(s) must clearly understand it is not an administrative position. Information provided to them by the interns is to be maintained in strict confidence. When a mentor observes an intern, the data collected during the observation will be</p>

VCS Professional Learning Plan 2024-2025

provided only to the intern, and the mentor will provide feedback from the observation in a confidential setting with the intern.

Support

It is crucial that the intern sees the mentor in a supportive role. This relationship is developed through activities during New Teacher Orientation, conferences, informal discussions, and on-going staff development. In addition, the mentor attends post-observation conferences with the intern, as well as other conferences with administrators as requested.

Facilitation

The mentor(s) facilitate on-going professional development for untenured teachers.. At these staff development sessions, the group is able to focus on topics of broad concern or importance. An added benefit to such group discourse is the development of personal friendships and professional networks. The mentor(s) may also make specific referrals to support groups, individuals, and faculty/administration that may provide additional or more specific information on a topic of interest.

Professional Growth

The mentor(s) are expected to conduct observations of the interns and meet with them to discuss instruction and other pertinent issues. The purpose of these activities is to develop or enhance effective teaching skills and to encourage the habit of self-reflection, an integral component of effective teaching.

Collaboration

The mentor(s) are expected to work closely with each other (if applicable), their interns, Mentor Pool members, Mentor Panel members, and district administrators. A high degree of collaboration is required.

Improvement Plans

In addition to working with teachers new to the district, the mentors work with tenured teachers who have been identified as those in need of a Plan for Improvement, per the VTA/BOE agreement and/or the current VCSD APPR document.

VCS Professional Learning Plan 2024-2025

<p>Preparation of Mentors</p>	<p>Mentoring is based on a learning-focused relationship, with clear roles to increase teacher efficacy as instructional problem-solvers and decision makers (Lipton & Wellman, 2018). Mentor preparation is self-directed and responsive to needs of the district and interns.</p>
<p>Types of Mentoring Activities</p>	<ol style="list-style-type: none"> 1. Meet with interns as needed. 2. Observe the interns both formally and informally as needed. 3. Provide data as requested and feedback to the interns regarding their lessons in written form or in a post-conference setting. 4. Assist in the development of daily and long-range planning as necessary. 5. Communicate with the appropriate school principals at least monthly. 6. Clarify and reinforce administrative expectations for interns as needed. 7. Attend post-observation conferences with interns. 8. Conduct and/or plan on-going seminars and chats. 9. Assist the intern in developing appropriate interpersonal skills within the professional community including teachers, ancillary staff, and administrators. 10. Meet with the Mentor Panel and/or the Teaching Center Director to discuss the needs of interns and facilitate appropriate activities. Mentors will plan and facilitate professional development for interns. Professional development opportunities are communicated in the summer. 11. Formally report to the Mentor Panel on a monthly basis. 12. Assist the Mentor Panel in preparation of reports as needed. 13. Organize, run, and participate in New Teacher Orientation, district induction. 14. Utilize the skills and talents of the Mentor Pool members to assist whenever necessary to meet the needs of the interns.
<p>Time Allotted for Mentoring</p>	<p>The Victor Mentoring Program currently has 2 FTE Mentors that are TOSAs.</p>
<p>CTLE Credits for Mentoring New VCS Educators and Teacher Candidates</p>	<p>Educators acting as a mentor to a new classroom teacher earn CTLE credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate earn up to 25 hours of CTLE credit towards the CTLE requirement in each five-year registration period.</p>

7. Provisions for School Violence Prevention and Intervention

The Victor Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a learning and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill learning for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, The Victor Central Schools will provide refreshers on school violence prevention and intervention. While these trainings are mandatory, they are not eligible for CTLE credit through the VCS system.

Objective: 100% of staff will meet the State requirement for school violence and intervention training.

Strategies:

1. A district-wide safety team representing all stakeholders meets at least quarterly to review and revise the following district documents: district-wide safety plan, and building level safety plans.
2. The District Council, which is a Shared Decision Making group, reviews the Code of Conduct annually and makes recommendations to the Board of Education.
3. At least annually, the School District Resource Officer meets with each school's Building Emergency Response Team to review a menu of crisis situations, "drill each scenario, and update and revise the Emergency Plans as needed. The school's team and administration will train the school's staff on each of the various situations and scenarios.
4. Each building principal ensures that annual updates are presented to students, parents and staff regarding behavioral expectations.
5. Each building conducts a presentation on Dignity for All Students Act (DASA) requirements and expectations to their building staff on an annual basis.
6. All staff are provided with access to mandated safety training, including Work Based Violence Prevention, Sexual Harassment training, Safe Schools, Internet Safety/ed Law 2d training, etc.

8. Provisions for Teachers Certified in Bilingual and ELL Education

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

Though the Victor Central School District has been provided a waiver due to English Language Learners making up less than five percent of our population, we will provide other CTLE certificate holder's, Professional and Level III Teaching Assistants, Professional Learning clock hours dedicated to the needs of English Language Learners including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners as needed.

Victor Central School District teachers will utilize the expertise and training provided by the Regional Bilingual Education Resource Network or other approved sponsors to fulfill these requirements.

Objective: Provide professional development for general education teachers and teachers within the English as a New Language program.

Strategies:

1. Provide professional development opportunities focused on stages of language acquisition, instructional practices for supporting English Language development in the classroom and learning strategies to increase performance of English Language Learners (ELLs).

Objective 1: Provide teachers new to Victor professional development focused on language acquisition for ELLs.

Inputs	Evidence	Responsibility	Timeline
pK-12 teachers that are new to Victor will receive professional development focused on the stages of language acquisition and learning strategies in the classroom.	Session with new teachers, TESOLs and Mentors Survey regarding PD effectiveness completed by new teachers	Director of Humanities and Professional Learning TESOLs Mentors	2024-2025 Academic School Year

Continuing Teacher and Leader Education (CTLE) Language Acquisition Addressing the Needs of English Language Learners Requirements		
Certificate Type	% of 100 Clock Hour CTLE Requirement Devoted to Language Acquisition	Can Exemption* from the Language Acquisition Requirement Apply?
Professional Classroom Teacher other than English to Speakers of Other Languages	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional School Leader	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Level III Teaching Assistant	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional English to Speakers of Other Languages	50%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional Bilingual Extension Annotation	50%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Permanent Classroom Teacher other than English to Speakers of Other Languages	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent School Leader	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent English to Speakers of Other Languages	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Bilingual Extension Annotation	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Pupil Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Bilingual Education (PPS/Admin) Extension	Permanent certificate holders are NOT subject to CTLE requirements.	N/A

9. Additional Professional Development Supported by VCS:

Professional Development within the Victor Central School district is thoughtfully planned and implemented based on need. All professional groups within the organization are encouraged to engage in professional learning so as to best meet the needs of our students. Throughout the school year, teachers through participation in superintendent conference days, professional learning community meetings and job-embedded professional development will meet and exceed the CTLE hour expectations. Each professional learning activity that is eligible for CTLE credit is maintained within the VCS Professional Growth system (formerly MyLearningPlan).

After each professional learning activity, faculty and staff submit evaluation forms that are then used to assess the efficacy of the activity, as well as to plan for future offerings.

In addition to district provided professional learning, CTLE credit is provided through

- Workshops, Book Studies and courses offered through the Victor Teacher Center and the Greater Rochester Teacher Center Network
- Professional learning (workshops, study sessions, trainings) that occur during faculty, department, grade level, Professional Learning Communities, and Colleague Consultations

VCS Professional Learning Plan 2024-2025

- Service as a cooperating teacher for a student teacher
- Successful completion of National Board Certification or successful completion of recertification
- Mentor provided workshops as offered through VCS New Educator Orientation
- Approved graduate level college course work
- BOCES sponsored professional development
- Approved off-campus, online conferences and workshops
- Publishing in education journals
- Approved teacher collaborative projects, study groups, or Alternative Supervisory Assessment
- Participation in local, regional, and State curriculum related committees or projects
- Coaching cycles and/or Teacher Awards

VCS Professional Learning Plan 2024-2025
PROFESSIONAL LEARNING PLAN STATEMENT OF CERTIFICATION

School District: Victor Central School District

BEDS Code: 431701060000

The superintendent certifies to the Commissioner that: (1) The planning, implementation and evaluation of the plan were conducted by a professional learning team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan. (2) The requirements of CR 100.2 (dd) to have a professional learning plan for the succeeding school year have been met. (3) The school District or BOCES has complied with the professional learning plan applicable to the current school year. (4) The plan focuses on improving student performance and teacher practice as identified through data analysis. (5) The plan describes professional learning that:

- is aligned with state content and student performance standards;
- is articulated within and across grade levels;
- is continuous and sustained;
- indicates how classroom instruction and teacher practice will be improved and assessed;
- indicates how each teacher in the district will participate; and
- reflects congruence between student and teacher needs and district goals and objectives.

(6) The plan describes how the effectiveness of professional learning will be evaluated and indicates how activities will be adjusted in response to that evaluation. (7) The plan complies with CR 100.2(dd) to:

- describe and implement a mentoring program for new teachers;
- provide teachers holding a professional certificate with opportunities for completing 100 hours of professional learning (CTLE) every five years;
- ensure that level III teaching assistants and long-term substitute teachers participate in professional learning activities,
- state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;

VCS Professional Learning Plan 2024-2025

- describe how all teachers will be provided professional learning opportunities directly related to student learning needs as identified in the school report card and other sources;
- provide staff with training in school violence prevention and intervention; and
- provide professional learning to all professional and supplementary school staff who work with students with disabilities. (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). The latest version of CR 100.2 (dd) can be found at: <http://www.emsc.nysed.gov/part100/pages/1002h.html>. (9)

The plan or the annual update to the plan was adopted at a public meeting by the Board of Education. **JULY 11, 2024**

Print Name of Superintendent of Schools **Dr. Timothy Terranova** Original Signature of Superintendent of Schools _____

Date

Appendix A: CTLE Certificate Sample

Victor Central School District
953 High Street
Victor, NY 14564
Phone: 585-924-3252
Email: Williamsonk@victorschools.org

(Authorized Provider #: 857)

This certifies that
(DOB:5/8/1971, SSN:n/a) has

successfully completed the following course/activity:

Technology Summit: Keynote Marcia Kish

This started on 7/27/2022 and was completed on 7/27/2022

1 Hours - 100 Hours CTLE requirement

Category - Content, ELL, Pedagogy

I certify that the individual listed completed the
CTLE cited pursuant to Subpart 80-6 of the
Regulations of the commissioner of Education



Karen Finter
Assistant Superintendent for Instruction

Printed on 8/21/2022



Victor Central School District Textbook Evaluation Rubric

Directions for use of Evaluation Rubric:

- A team of educators reviewing textbook(s) will complete applicable sections of the form. Please note, reviewers do not need to answer every question; however, responses should support the rating of the applicable section.
- Should the team need support or have questions, they should reach out to their respective director.
- Completed evaluations should be sent to the building administrator and then appropriate director for review and signature.
- The Office of Instruction will schedule the BOE presentation; a member of the textbook review team and/or a member of the Office of Instruction may be invited to present a summary of the recommendations.
- Upon approval or denial of textbook adoption, textbook reviewers will be notified in writing and the purchasing process may begin.
- Keep in mind that the entire request process may take 2-3 months to complete.

Text Name:	Amplify Science Curriculum/Resources				
Subject Area	Science	Grade Level(s)/Department	Grades 6-8	Date	6/1/24
Name(s) of Reviewer(s)	C. Goodell, S. Johnson 6th Grade: H. Erwin, E. Thayer, J. Volkmuth JH: J. Ciluffo, M. Wade, J. Zebelman, P. Smith			Publisher & Copyright Date	
Number of copies Requested	Digital access (simulations, instructional resources, modeling tools) - Science learning experiences - investigations, investigation notebooks, articles/text Instructional materials VIS - Full Rollout - 9 Teachers, Full cohort of students (350) VJHS - Partial Rollout - 4 Teachers, Students (7th -350, 8th - 225) (Price/copy	Refer to Invoice

Rubric for answering questions about overarching considerations:

Not Found (NF): The materials do not support this element.

Low (L): The materials contain limited support for this element, but the support is not embedded or consistently present.

Medium (M): The materials contain support for this element, but it is not always embedded or consistently present.

High (H): The materials contain embedded support for this element so that it is consistently present.



Victor Central School District Textbook Evaluation Rubric

Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Student-Centered Learning	<ul style="list-style-type: none"> ● Draw upon students’ personal experiences and background knowledge to facilitate learning? ● Encourage teachers to draw on multiple resources such as objects, drawings, and graphs to facilitate learning? ● Empower student voice, discourse and communication? ● Assist students in building connections between conceptual understanding and knowledge and/or procedural skills? ● Provide opportunities to integrate content areas? ● Offer opportunities that address real world contexts and problem solving as an integral part of the program? ● Help students clearly see how ideas build upon, or connect with, other ideas both within and across grades? ● Provide opportunities for students to think independently and creatively? 	<ul style="list-style-type: none"> ● Engages students in relevant, real-world problems where they investigate scientific phenomena, engage in collaboration/discussions, and develop models or explanations to support their conclusions ● Instruction is primarily provided through student exploration and experience while making moves to student driven instruction, rather than teacher directed ● Program includes a balance of technology-based simulations and hands-on learning experiences
	Overall Rating for Student-Centered Learning (<i>Refer to Rubric, NA-NF-L-M-H</i>)	High
Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Equity and Access	<ul style="list-style-type: none"> ● Suggest accommodations and modifications for English Language Learners that will support their regular and active participation? ● Suggest accommodations and modifications for Special Education Students that will support their regular and active participation? ● Provide opportunities for teachers to use a variety of grouping strategies (individual and collective)? 	<ul style="list-style-type: none"> ● Amplify provides recommendations around modifications for ELL and/or students with an IEP. The structure of Amplify provides instructional flexibility around and offers a variety of features to support the diverse needs of students. ● Amplify incorporates multi-modal approaches to all science content areas. Students speak, listen, read, and write about their experiences.



Victor Central School District Textbook Evaluation Rubric

	<ul style="list-style-type: none"> ● Provide opportunities for differentiation (supports and extensions)? ● Provide accessible features that would accommodate a range of learners’ needs (electronic text to speech; translated editions, audio formats, hard copy resources for home use, etc...)? ● Ensure multiple perspectives are presented? ● Promote inclusion and equity? See CRS Framework. 	<ul style="list-style-type: none"> ● The hands on experiences as well, as the simulations, are representative and celebrate the discoveries of those around the world as well as the collaboration that is inherent in science practices
	<p>Overall Rating for Equity and Access (<i>Refer to Rubric, NA-NF-L-M-H</i>)</p>	<p style="text-align: center;">High</p>
<p style="text-align: center;">Overarching Considerations</p>	<p style="text-align: center;">Questions to Consider: To what extent do the tasks/materials...</p>	<p style="text-align: center;">Comments</p>
<p style="text-align: center;">Learning and Assessment</p>	<ul style="list-style-type: none"> ● Align to the current NYS Standards or identified course standards and district curriculum? ● Describe the intended learning for all lessons and activities? ● Provide guidance in giving meaningful feedback for student learning? ● Provide assessments that will show evidence of student learning, including both summative and formative assessments? ● Provide strategies and student work examples for teachers to identify student errors and misconceptions? ● Encourage students to monitor their own progress and promote reflection? 	<ul style="list-style-type: none"> ● Resource is fully-aligned to New York State Science Learning Standards ● Supports a spiraled Science instructional approach for 6-8 Science. ● Units that integrate the disciplines of Science so that students can identify connections between Life, Physical, and Earth Science ● Incorporates 3-dimensional Science instruction -content, science/engineering practices, and crosscutting skills/concepts ● Our spiral of 6th - 8th grade units is based on cognitive development of our students and will connect learning between grade levels and build solid foundations for the following year. This structure will also provide a strong background of information as students move into Biology / Earth Space Science. ● Assessment, both formative and summative, is built into the program for each of the units. This includes an internship piece where students use their knowledge to behave as an expert in that field in order to solve a real-world problem. ● Amplify provides embedded performance-based investigations and internship experiences for students so that they can apply their learning and understanding. In addition, these units align to the required New York State Elementary/Intermediate Science



Victor Central School District Textbook Evaluation Rubric

		Investigations that must be completed before the 5th and 8th Grade Science assessments.
	Overall Rating for Learning and Assessment (<i>Refer to Rubric, NA-NF-L-M-H</i>)	High
Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Technology	<ul style="list-style-type: none"> ● Integrate technology such as interactive tools, virtual manipulatives/objects in ways that engage students? ● Include or reference technology that provides opportunities for teachers and/or students to communicate with each other? ● Include opportunities to assess student learning using technology? ● Include teacher guidance for the mindful use of embedded technology to support and enhance student learning? ● Includes an electronic format for the text and supplemental materials? 	<ul style="list-style-type: none"> ● The Amplify program combines a balance of technology-based simulations/activities and hands-on learning experiences. ● Teachers will receive training / orientation to the digital Amplify resources so that they can be utilized efficiently. The digital platform itself includes multiple supplemental resources for teachers to support extended / option learning experiences. ● Students will have access to digital platform, as well as Investigation notebooks and other hands-on materials.
	Overall Rating for Technology (<i>Refer to Rubric, NA-NF-L-M-H</i>)	High

Strengths
<ul style="list-style-type: none"> ● Alignment to NYSSLS ● Will support 6th-8th grade teachers in implementation of 3-dimensional science instruction ● Supports the re-structure of our 6-8 curriculum into a spiraled sequence of units per grade level ● Built in supports for subgroup populations ● Student-centered approach ● Variety of resources available ● Real world application of learning / understanding (in response to phenomena-based units) ● Will support our 6th grade science instruction - materials, scaffolds, training, support for staff that are not content specialists



Victor Central School District Textbook Evaluation Rubric

Areas of Concerns

- Significant shift in instructional pedagogy and planning
- Rigorous implementation plan - 6th grade (1st year, full rollout)
- Requires parallel professional development in 3-dimensional science instruction
- Possible mis-alignment with scheduling restrictions at the 6-8 level
- Materials storage (VIS)
- Will require professional development plan - unpacking of units, supplemental resources, scope and sequence
- Potential annual costs (digital and consumables)

Recommendation to Board of Education

We recommend the purchase of Amplify to support our staff and students, as we re-align our 6-8 instructions to the New York State Science Learning Standards. We recommend a three-year, all units purchased for our 6th grade students/staff and a three-year purchase of 2 units (per grade level) at Victor Junior High School.

We recommend the purchase of 1 training/orientation day for staff to acclimate to the digital platform and related resources/materials

Principal's Signature: _____

Brian D. Gee

Director's Signature: _____

Assistant Superintendent for Instruction's Signature:

BOE Approval Granted on: _____



Victor Central School District Textbook Evaluation Rubric

Directions for use of Evaluation Rubric:

- A team of educators reviewing textbook(s) will complete applicable sections of the form. Please note, reviewers do not need to answer every question; however, responses should support the rating of the applicable section.
- Should the team need support or have questions, they should reach out to their respective director.
- Completed evaluations should be sent to the building administrator and then appropriate director for review and signature.
- The Office of Instruction will schedule the BOE presentation; a member of the textbook review team and/or a member of the Office of Instruction may be invited to present a summary of the recommendations.
- Upon approval or denial of textbook adoption, textbook reviewers will be notified in writing and if applicable, the purchasing process may begin.
- Keep in mind that the entire request process may take 2-3 months to complete.

Text Name:	I Like Myself!				
Subject Area	Social Studies	Grade Level(s)/Department	Kindergarten	Date	6/6/24
Name(s) of Reviewer(s)	Carey Land, Jessica Fronczak, Sarah Toy, Katie McCarthy, and Stephanie Licata			Publisher & Copyright Date	Harper Collins 2004
Number of copies Requested	4 copies			Price/copy	11.39

Rubric for answering questions about overarching considerations:

Not Found (NF): The materials do not support this element.

Low (L): The materials contain limited support for this element, but the support is not embedded or consistently present.

Medium (M): The materials contain support for this element, but it is not always embedded or consistently present.

High (H): The materials contain embedded support for this element so that it is consistently present.



Victor Central School District Textbook Evaluation Rubric

Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Student-Centered Learning	<ul style="list-style-type: none"> ● Draw upon students’ personal experiences and background knowledge to facilitate learning? ● Encourage teachers to draw on multiple resources such as objects, drawings, and graphs to facilitate learning? ● Empower student voice, discourse and communication? ● Assist students in building connections between conceptual understanding and knowledge and/or procedural skills? ● Provide opportunities to integrate content areas? ● Offer opportunities that address real world contexts and problem solving as an integral part of the program? ● Help students clearly see how ideas build upon, or connect with, other ideas both within and across grades? ● Provide opportunities for students to think independently and creatively? 	<p>This book introduces children to self esteem and encourages students to appreciate everything about themselves inside and out. It has rhyming words and wild illustrations that celebrate self acceptance and self love.</p>
	Overall Rating for Student-Centered Learning <i>(Refer to Rubric, NA-NF-L-M-H)</i>	H
Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Equity and Access	<ul style="list-style-type: none"> ● Suggest accommodations and modifications for English Language Learners that will support their regular and active participation? ● Suggest accommodations and modifications for Special Education Students that will support their regular and active participation? ● Provide opportunities for teachers to use a variety of grouping strategies (individual and collective)? 	<p>Staff will support students with this text in their settings and scaffolds can be accessed for all students who need it. This will include, but not limited to, explicit vocabulary instruction, sentence starters, and chunking of texts.</p> <p>This text also aligns with the NYS Social Emotional Learning Benchmarks as it acknowledges and celebrates the contributions of various cultures.</p>



Victor Central School District Textbook Evaluation Rubric

	<ul style="list-style-type: none"> ● Provide opportunities for differentiation (supports and extensions)? ● Provide accessible features that would accommodate a range of learners’ needs (electronic text to speech; translated editions, audio formats, hard copy resources for home use, etc...)? ● Ensure multiple perspectives are presented? ● Promote inclusion and equity? See CRS Framework. 	
	<p>Overall Rating for Equity and Access (<i>Refer to Rubric, NA-NF-L-M-H</i>)</p>	H
Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Learning and Assessment	<ul style="list-style-type: none"> ● Align to the current NYS Standards or identified course standards and district curriculum? ● Describe the intended learning for all lessons and activities? ● Provide guidance in giving meaningful feedback for student learning? ● Provide assessments that will show evidence of student learning, including both summative and formative assessments? ● Provide strategies and student work examples for teachers to identify student errors and misconceptions? ● Encourage students to monitor their own progress and promote reflection? 	<p>This read aloud is aligned to NYS Next Generation learning standards in both reading and writing and supports our kindergarten curriculum for social studies.</p> <p>The specific standards focuses on with this text include Next Generation Standards <i>Social Studies Framework</i> Social Studies: K Individual Development & Cultural Identity</p> <ul style="list-style-type: none"> • K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation. • K.2 Children, families, and communities exhibit cultural similarities and differences. • K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community. • K.5 Rules affect children and adults, and people make and change rules for many reasons. <p>NYS SEL Benchmarks:</p> <ul style="list-style-type: none"> ● 1B Describe one’s likes, dislikes, needs, wants, strengths, challenges, and opinions. Identify family, peer, school, and community strengths and supports.



Victor Central School District Textbook Evaluation Rubric

		<ul style="list-style-type: none"> • 2B Describe the ways that people are similar and different. Describe positive qualities in others. • 2C Identify ways to work and play well with others. Demonstrate adaptability and appropriate social behavior at school. • 3C Identify and perform roles that contribute to one's classroom, identify and perform roles that contribute to one's family.
	Overall Rating for Learning and Assessment (Refer to Rubric, NA-NF-L-M-H)	H
Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Technology	<ul style="list-style-type: none"> • Integrate technology such as interactive tools, virtual manipulatives/objects in ways that engage students? • Include or reference technology that provides opportunities for teachers and/or students to communicate with each other? • Include opportunities to assess student learning using technology? • Include teacher guidance for the mindful use of embedded technology to support and enhance student learning? • Includes an electronic format for the text and supplemental materials? 	Due to the age of our students, technology will not be included.
	Overall Rating for Technology (Refer to Rubric, NA-NF-L-M-H)	H

Strengths
Strong alignment to SEL and Social Studies Framework.
Areas of Concerns



Victor Central School District Textbook Evaluation Rubric

N/A

Recommendation to Board of Education

We recommend approval of I Like Myself! to be used in conjunction with the other texts in the kindergarten humanities unit, Me, Myself, and our School Community. The text will support the students ability to develop positive self esteem and accept differences of others.

Principal's Signature: _____ *RT TK* _____

Director's Signature: _____ *Ki W* _____

Assistant Superintendent for Instruction's Signature: _____ *Harmon Z. Finter* _____

BOE Approval Granted on: _____



Victor Central School District Textbook Evaluation Rubric

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- A team of educators reviewing textbook(s) will complete applicable sections of the form. Please note, reviewers do not need to answer every question; however, responses should support the rating of the applicable section.
- Should the team need support or have questions, they should reach out to their respective director.
- Completed evaluations should be sent to the building administrator and then appropriate director for review and signature.
- The Office of Instruction will schedule the BOE presentation; a member of the textbook review team and/or a member of the Office of Instruction may be invited to present a summary of the recommendations.
- Upon approval or denial of textbook adoption, textbook reviewers will be notified in writing and if applicable, the purchasing process may begin.
- Keep in mind that the entire request process may take 2-3 months to complete.

Text Name:	Know and Follow Rules by Cheri J. Meiners				
Subject Area	Social Studies	Grade Level(s)/Department	Kindergarten	Date	6/6/2024
Name(s) of Reviewer(s)	Mikayla Brennan, Stephanie Bock, Amy Fallon			Publisher & Copyright Date	free spirit publishing 2005
Number of copies Requested	4			Price/copy	\$9.39

Rubric for answering questions about overarching considerations:

Not Found (NF): The materials do not support this element.

Low (L): The materials contain limited support for this element, but the support is not embedded or consistently present.

Medium (M): The materials contain support for this element, but it is not always embedded or consistently present.

High (H): The materials contain embedded support for this element so that it is consistently present.



Victor Central School District Textbook Evaluation Rubric

Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Student-Centered Learning	<ul style="list-style-type: none"> ● Draw upon students’ personal experiences and background knowledge to facilitate learning? ● Encourage teachers to draw on multiple resources such as objects, drawings, and graphs to facilitate learning? ● Empower student voice, discourse and communication? ● Assist students in building connections between conceptual understanding and knowledge and/or procedural skills? ● Provide opportunities to integrate content areas? ● Offer opportunities that address real world contexts and problem solving as an integral part of the program? ● Help students clearly see how ideas build upon, or connect with, other ideas both within and across grades? ● Provide opportunities for students to think independently and creatively? 	<p>This book introduces four basic rules to help kids understand the value and importance of rules as well as develop social skills including empathy and respect.</p> <p>This aligns with the building of our community at the beginning of the school year. As a class, we create classroom rules aligned with our hopes and dreams for the year as well as building wide expectations.</p>
	Overall Rating for Student-Centered Learning <i>(Refer to Rubric, NA-NF-L-M-H)</i>	H
Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Equity and Access	<ul style="list-style-type: none"> ● Suggest accommodations and modifications for English Language Learners that will support their regular and active participation? ● Suggest accommodations and modifications for Special Education Students that will support their regular and active participation? ● Provide opportunities for teachers to use a variety of grouping strategies (individual and collective)? 	<p>Staff will support students with this text in their co-taught settings and scaffolds can be accessed for all students who need it. This will include, but not be limited to, explicit vocabulary instruction, sentence starters, the use of an anchor chart, and chunking of the text.</p> <p>This text also aligns with the NYS Social Emotional Learning Benchmarks as it acknowledges and celebrates the contributions of various cultures.</p>



Victor Central School District Textbook Evaluation Rubric

	<ul style="list-style-type: none"> ● Provide opportunities for differentiation (supports and extensions)? ● Provide accessible features that would accommodate a range of learners’ needs (electronic text to speech; translated editions, audio formats, hard copy resources for home use, etc...)? ● Ensure multiple perspectives are presented? ● Promote inclusion and equity? See CRS Framework. 	<p>Illustrations reflect a diverse group of students within a classroom.</p>
	<p>Overall Rating for Equity and Access (<i>Refer to Rubric, NA-NF-L-M-H</i>)</p>	<p>H</p>
<p>Overarching Considerations</p>	<p>Questions to Consider: To what extent do the tasks/materials...</p>	<p>Comments</p>
<p>Learning and Assessment</p>	<ul style="list-style-type: none"> ● Align to the current NYS Standards or identified course standards and district curriculum? ● Describe the intended learning for all lessons and activities? ● Provide guidance in giving meaningful feedback for student learning? ● Provide assessments that will show evidence of student learning, including both summative and formative assessments? ● Provide strategies and student work examples for teachers to identify student errors and misconceptions? ● Encourage students to monitor their own progress and promote reflection? 	<p>This book is aligned to NYS Next Generation learning standards in both social studies and social emotional learning, and supports our Kindergarten curriculum unit “Me, Myself, and Our School Community”.</p> <p>Social Studies:</p> <p style="padding-left: 20px;">K.2 Children, families, and communities exhibit cultural similarities and differences.</p> <p style="padding-left: 20px;">K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.</p> <p style="padding-left: 20px;">K.5 Rules affect children and adults, and people make and change rules for many reasons.</p> <p>SEL Benchmarks:</p> <p style="padding-left: 20px;">2C Identify ways to work and play well with others. Demonstrate adaptability and appropriate social behavior at school.</p> <p style="padding-left: 20px;">3C Identify and perform roles that contribute to one’s classroom, identify and perform roles that contribute to one’s family.</p>
	<p>Overall Rating for Learning and Assessment (<i>Refer to Rubric, NA-NF-L-M-H</i>)</p>	<p>H</p>
<p>Overarching Considerations</p>	<p>Questions to Consider: To what extent do the tasks/materials...</p>	<p>Comments</p> <p>Due to the age of our Kindergarten students and time of year being used, technology will not be used during this read aloud.</p>



Victor Central School District Textbook Evaluation Rubric

Technology	<ul style="list-style-type: none"> ● Integrate technology such as interactive tools, virtual manipulatives/objects in ways that engage students? ● Include or reference technology that provides opportunities for teachers and/or students to communicate with each other? ● Include opportunities to assess student learning using technology? ● Include teacher guidance for the mindful use of embedded technology to support and enhance student learning? ● Includes an electronic format for the text and supplemental materials? 	
	Overall Rating for Technology (Refer to Rubric, NA-NF-L-M-H)	H

Strengths
<p>This book is age appropriate for students who are entering their first school experience and a helpful review for students who have experience in a pre-kindergarten setting. This text supports students' understanding of classroom and schoolwide expectations. The text scaffolds class discussions around what rules should be implemented in a classroom setting.</p>
Areas of Concerns
<p>NA</p>
Recommendation to Board of Education
<p>We recommend approval of <i>Know and Follow Rules</i> to be used, along with additional texts, in the kindergarten unit “Me, Myself, and Our Community.” This text will support students’ understanding of a classroom community and the importance of school rules. This text will be used as a scaffold for students as they</p>



Victor Central School District Textbook Evaluation Rubric

begin to brainstorm rules they think we should have in order to be successful at school. This will result in our three, building and district wide rules: We take care of ourselves, others, and our school.

Principal's Signature: _____ *RT TK* _____

Director's Signature: _____ *Ki W* _____

Assistant Superintendent for Instruction's Signature:

Harmon Z. Finter

BOE Approval Granted on: _____



Victor Central School District Textbook Evaluation Rubric

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- Completed evaluations should be sent to the building administrator and then appropriate director for review and signature.
- The Office of Instruction will schedule the BOE presentation; a member of the textbook review team and/or a member of the Office of Instruction may be invited to present a summary of the recommendations.
- Upon approval or denial of textbook adoption, textbook reviewers will be notified in writing and if applicable, the purchasing process may begin.
- Keep in mind that the entire request process may take 2-3 months to complete.

Text Name:	Be You! by Peter H. Reynolds				
Subject Area	Social Studies/Identity	Grade Level(s)/Department	Kindergarten	Date	6/6/2024
Name(s) of Reviewer(s)	Kim Gallina, Jessica Sapp			Publisher & Copyright Date	Scholastic 2020
Number of copies Requested	4			Price/copy	\$17.99

Rubric for answering questions about overarching considerations:

Not Found (NF): The materials do not support this element.

Low (L): The materials contain limited support for this element, but the support is not embedded or consistently present.

Medium (M): The materials contain support for this element, but it is not always embedded or consistently present.

High (H): The materials contain embedded support for this element so that it is consistently present.



Victor Central School District Textbook Evaluation Rubric

Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Student-Centered Learning	<ul style="list-style-type: none"> ● Draw upon students' personal experiences and background knowledge to facilitate learning? ● Encourage teachers to draw on multiple resources such as objects, drawings, and graphs to facilitate learning? ● Empower student voice, discourse and communication? ● Assist students in building connections between conceptual understanding and knowledge and/or procedural skills? ● Provide opportunities to integrate content areas? ● Offer opportunities that address real world contexts and problem solving as an integral part of the program? ● Help students clearly see how ideas build upon, or connect with, other ideas both within and across grades? ● Provide opportunities for students to think independently and creatively? 	<p>This book highly supports our kindergarten student's learning as we teach self awareness and the appreciation of our identity as part of the kindergarten social studies curriculum.</p> <p>This book introduces students to fictional literature focusing on the uniqueness of individuals and how we treat everyone with respect. Students will have the opportunity to broaden their understanding of themselves after discussing the book in a whole group setting.</p>
	Overall Rating for Student-Centered Learning <i>(Refer to Rubric, NA-NF-L-M-H)</i>	H
Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Equity and Access	<ul style="list-style-type: none"> ● Suggest accommodations and modifications for English Language Learners that will support their regular and active participation? ● Suggest accommodations and modifications for Special Education Students that will support their regular and active participation? ● Provide opportunities for teachers to use a variety of grouping strategies (individual and collective)? 	<p>Teachers will support students with this text in their classrooms and help students make their own connections regarding their self awareness.</p>



Victor Central School District Textbook Evaluation Rubric

	<ul style="list-style-type: none"> ● Provide opportunities for differentiation (supports and extensions)? ● Provide accessible features that would accommodate a range of learners’ needs (electronic text to speech; translated editions, audio formats, hard copy resources for home use, etc...)? ● Ensure multiple perspectives are presented? ● Promote inclusion and equity? See CRS Framework. 	
	<p>Overall Rating for Equity and Access (<i>Refer to Rubric, NA-NF-L-M-H</i>)</p>	H
Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Learning and Assessment	<ul style="list-style-type: none"> ● Align to the current NYS Standards or identified course standards and district curriculum? ● Describe the intended learning for all lessons and activities? ● Provide guidance in giving meaningful feedback for student learning? ● Provide assessments that will show evidence of student learning, including both summative and formative assessments? ● Provide strategies and student work examples for teachers to identify student errors and misconceptions? ● Encourage students to monitor their own progress and promote reflection? 	<p>This book aligns with the New York State Next Generation Standards.</p> <p style="padding-left: 20px;">Individual Development & Cultural Identity Social Studies Framework:</p> <ul style="list-style-type: none"> ● K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation. ● K.2 Children, families, and communities exhibit cultural similarities and differences. ● K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community. ● K.5 Rules affect children and adults, and people make and change rules for many reasons. <p>NYS Social Emotional Learning Benchmarks:</p> <ul style="list-style-type: none"> ● 1B Describe one’s likes, dislikes, needs, wants, strengths, challenges, and opinions. Identify family, peer, school, and community strengths and supports. ● 2B Describe the ways that people are similar and different. Describe positive qualities in others. ● 2C Identify ways to work and play well with others. Demonstrate adaptability and appropriate social behavior at school. ● 3C Identify and perform roles that contribute to one’s classroom, identify and perform roles that contribute to one’s family.



Victor Central School District Textbook Evaluation Rubric

	Overall Rating for Learning and Assessment (<i>Refer to Rubric, NA-NF-L-M-H</i>)	H
Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Technology	<ul style="list-style-type: none"> • Integrate technology such as interactive tools, virtual manipulatives/objects in ways that engage students? • Include or reference technology that provides opportunities for teachers and/or students to communicate with each other? • Include opportunities to assess student learning using technology? • Include teacher guidance for the mindful use of embedded technology to support and enhance student learning? • Includes an electronic format for the text and supplemental materials? 	Due to the age of our students, technology will not be utilized with this book.
	Overall Rating for Technology (<i>Refer to Rubric, NA-NF-L-M-H</i>)	H


Strengths
This book is engaging and appropriate for the kindergarten grade level. It is a text that encourages healthy discussion and promotes an understanding of a person's individuality as well as their connections to others around them.
Areas of Concerns
N/A
Recommendation to Board of Education



Victor Central School District Textbook Evaluation Rubric

We recommend this book, “Be You!” because it is engaging and appropriate for the kindergarten grade level. It is a text that encourages healthy discussion and promotes an understanding of a person’s individuality as well as their connections to others around them.

Principal’s Signature: 

Director’s Signature: 

Assistant Superintendent for Instruction’s Signature:

A handwritten signature in cursive script, appearing to read "Harvey Z. Finter".

BOE Approval Granted on: _____



Victor Central School District Textbook Evaluation Rubric

Directions for use of Evaluation Rubric:

- A team of educators reviewing textbook(s) will complete applicable sections of the form. Please note, reviewers do not need to answer every question; however, responses should support the rating of the applicable section.
- Should the team need support or have questions, they should reach out to their respective director.
- Completed evaluations should be sent to the building administrator and then appropriate director for review and signature.
- The Office of Instruction will schedule the BOE presentation; a member of the textbook review team and/or a member of the Office of Instruction may be invited to present a summary of the recommendations.
- Upon approval or denial of textbook adoption, textbook reviewers will be notified in writing and if applicable, the purchasing process may begin.
- Keep in mind that the entire request process may take 2-3 months to complete.

Text Name:	<u>Manners at School</u> by Carrie Finn				
Subject Area	Humanities	Grade Level(s)/Department	Kindergarten	Date	6/6/24
Name(s) of Reviewer(s)	Lauren Gold, Aryanne Costanza , Amy Marx, Amy Hewitson, Kelly McLaughlin			Publisher & Copyright Date	Picture Window Books, 2007
Number of copies Requested	Six			Price/copy	\$7/copy

Rubric for answering questions about overarching considerations:

Not Found (NF): The materials do not support this element.

Low (L): The materials contain limited support for this element, but the support is not embedded or consistently present.

Medium (M): The materials contain support for this element, but it is not always embedded or consistently present.

High (H): The materials contain embedded support for this element so that it is consistently present.



Victor Central School District Textbook Evaluation Rubric

Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Student-Centered Learning	<ul style="list-style-type: none"> ● Draw upon students’ personal experiences and background knowledge to facilitate learning? ● Encourage teachers to draw on multiple resources such as objects, drawings, and graphs to facilitate learning? ● Empower student voice, discourse and communication? ● Assist students in building connections between conceptual understanding and knowledge and/or procedural skills? ● Provide opportunities to integrate content areas? ● Offer opportunities that address real world contexts and problem solving as an integral part of the program? ● Help students clearly see how ideas build upon, or connect with, other ideas both within and across grades? ● Provide opportunities for students to think independently and creatively? 	<p>This book integrates important content areas including humanities, English Language Arts, and social emotional learning. The setting of the story takes place in a school, which provides a relatable context for kindergarteners at the start of the school year. This book prompts students to consider real-world situations and problems that may arise throughout a school day, and how to appropriately work through them in this setting. It will encourage students to build positive relationships with classmates and adults in the school community.</p>
	Overall Rating for Student-Centered Learning (<i>Refer to Rubric, NA-NF-L-M-H</i>)	H
Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Equity and Access	<ul style="list-style-type: none"> ● Suggest accommodations and modifications for English Language Learners that will support their regular and active participation? ● Suggest accommodations and modifications for Special Education Students that will support their regular and active participation? ● Provide opportunities for teachers to use a variety of grouping strategies (individual and collective)? 	<p>This book features simple, clear language paired with illustrations that will support diverse learners in understanding the text.</p> <p>“Fun Facts” at the end of the book provide text-to-world connections that draw in children’s experiences from around the world. This text is also available on-line, providing listening opportunities for individuals or small groups.</p>



Victor Central School District Textbook Evaluation Rubric

	<ul style="list-style-type: none"> ● Provide opportunities for differentiation (supports and extensions)? ● Provide accessible features that would accommodate a range of learners' needs (electronic text to speech; translated editions, audio formats, hard copy resources for home use, etc...)? ● Ensure multiple perspectives are presented? ● Promote inclusion and equity? See CRS Framework. 	
	Overall Rating for Equity and Access (<i>Refer to Rubric, NA-NF-L-M-H</i>)	H
Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Learning and Assessment	<ul style="list-style-type: none"> ● Align to the current NYS Standards or identified course standards and district curriculum? ● Describe the intended learning for all lessons and activities? ● Provide guidance in giving meaningful feedback for student learning? ● Provide assessments that will show evidence of student learning, including both summative and formative assessments? ● Provide strategies and student work examples for teachers to identify student errors and misconceptions? ● Encourage students to monitor their own progress and promote reflection? 	<p>Social Studies K Standard: K.5 Rules affect children and adults, and people make and change rules for many reasons.</p> <p>Unit focus: In this unit students are learning about themselves, those around them and their classroom community. They will discover ways in which they are similar and different to their peers through various activities in which they examine their own identity and the identity of their peers. Students will collectively establish classroom rules and understand why rules are needed in a community setting.</p> <p>Lesson Focus: I can apply school rules to our 3 ECS behaviors (we take care of ourselves, others, and our school) by sorting each rule into the appropriate category.</p> <p>Teachers can provide guidance and feedback to students related to specific scenarios in the text as they come up in the real classroom environment, and connect these situations to school-wide and classroom rules.</p>
	Overall Rating for Learning and Assessment (<i>Refer to Rubric, NA-NF-L-M-H</i>)	H
Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments



Victor Central School District Textbook Evaluation Rubric

Technology	<ul style="list-style-type: none"> ● Integrate technology such as interactive tools, virtual manipulatives/objects in ways that engage students? ● Include or reference technology that provides opportunities for teachers and/or students to communicate with each other? ● Include opportunities to assess student learning using technology? ● Include teacher guidance for the mindful use of embedded technology to support and enhance student learning? ● Includes an electronic format for the text and supplemental materials? 	<p>This text is available as an online read aloud for individuals and small groups of children as an opportunity to reread/relisten for comprehension and enjoyment.</p>
	Overall Rating for Technology (Refer to Rubric, NA-NF-L-M-H)	H

Strengths
<p>This text is relatable to children as it is set in a classroom. It encourages appropriate problem-solving strategies and respectful interactions among peers and adults. It will help children to make connections with children in the classroom, school and community settings.</p>
Areas of Concerns
N/A
Recommendation to Board of Education
<p>We would like the approval of <i>Manners at School</i> to be used, in conjunction, with other text in the kindergarten Humanities unit.</p>



Victor Central School District Textbook Evaluation Rubric

Principal's Signature: RA TK

Director's Signature: Ki W

Assistant Superintendent for Instruction's Signature: Harmon Z. Finter

BOE Approval Granted on: _____



Victor Central School District Textbook Evaluation Rubric

Directions for use of Evaluation Rubric:

- A team of educators reviewing textbook(s) will complete applicable sections of the form. Please note, reviewers do not need to answer every question; however, responses should support the rating of the applicable section.
- Should the team need support or have questions, they should reach out to their respective director.
- Completed evaluations should be sent to the building administrator and then appropriate director for review and signature.
- The Office of Instruction will schedule the BOE presentation; a member of the textbook review team and/or a member of the Office of Instruction will be invited to present a summary of the recommendations.
- Upon approval or denial of textbook adoption, textbook reviewers will be notified in writing and if applicable, the purchasing process may begin.
- Keep in mind that the entire request process may take 2-3 months to complete.

Text Name:	Me on the Map by Joan Sweeney				
Subject Area	Social Studies	Grade Level(s)/Department	Kindergarten	Date	6/20/2024
Name(s) of Reviewer(s)	Mikayla Brennan, Kristin Williamson			Publisher & Copyright Date	Random House Children's Books, 2014
Number of copies Requested	4			Price/copy	\$7.79 on Amazon

Rubric for answering questions about overarching considerations:

Not Found (NF): The materials do not support this element.

Low (L): The materials contain limited support for this element, but the support is not embedded or consistently present.

Medium (M): The materials contain support for this element, but it is not always embedded or consistently present.

High (H): The materials contain embedded support for this element so that it is consistently present.

Victor Central School District Textbook Evaluation Rubric

Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Student-Centered Learning	<ul style="list-style-type: none"> ● Draw upon students' personal experiences and background knowledge to facilitate learning? ● Encourage teachers to draw on multiple resources such as objects, drawings, and graphs to facilitate learning? ● Empower student voice, discourse and communication? ● Assist students in building connections between conceptual understanding and knowledge and/or procedural skills? ● Provide opportunities to integrate content areas? ● Offer opportunities that address real world contexts and problem solving as an integral part of the program? ● Help students clearly see how ideas build upon, or connect with, other ideas both within and across grades? ● Provide opportunities for students to think independently and creatively? 	<p>This introduction to maps shows children how they can locate where they can find themselves, others, various locations, etc. on a map. This is an introduction to maps as it appropriately illustrates and describes in a child-friendly way different types of maps and places and what you can find using a map.</p>
	<p>Overall Rating for Student-Centered Learning (<i>Refer to Rubric, NA-NF-L-M-H</i>)</p>	H
Overarching Considerations	Questions to Consider: To what extent do the tasks/materials...	Comments
Equity and Access	<ul style="list-style-type: none"> ● Suggest accommodations and modifications for English Language Learners that will support their regular and active participation? ● Suggest accommodations and modifications for Special Education Students that will support their regular and active participation? ● Provide opportunities for teachers to use a variety of grouping strategies (individual and collective)? 	<p>The illustrations in this book strongly support the concepts being taught, as it starts small with a little girl in her bedroom, then a map of her bedroom, where she lives, her town, etc. This aligns with the lessons and activities we will later teach, providing visual supports for students to understand our learning targets. At the end of the story, this book connects to other SS units we (kindergarten) teach as it suggests how people all over the world have their own special place on the map.</p>



Victor Central School District Textbook Evaluation Rubric

	<ul style="list-style-type: none"> ● Provide opportunities for differentiation (supports and extensions)? ● Provide accessible features that would accommodate a range of learners' needs (electronic text to speech; translated editions, audio formats, hard copy resources for home use, etc...)? ● Ensure multiple perspectives are presented? ● Promote inclusion and equity? See CRS Framework. 	
	<p>Overall Rating for Equity and Access (<i>Refer to Rubric, NA-NF-L-M-H</i>)</p>	H
Overarching Considerations	<p>Questions to Consider: To what extent do the tasks/materials...</p>	Comments
Learning and Assessment	<ul style="list-style-type: none"> ● Align to the current NYS Standards or identified course standards and district curriculum? ● Describe the intended learning for all lessons and activities? ● Provide guidance in giving meaningful feedback for student learning? ● Provide assessments that will show evidence of student learning, including both summative and formative assessments? ● Provide strategies and student work examples for teachers to identify student errors and misconceptions? ● Encourage students to monitor their own progress and promote reflection? 	<p><i>Social Studies : K</i> Geography, Humans, and the Environment</p> <ul style="list-style-type: none"> • K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.
	<p>Overall Rating for Learning and Assessment (<i>Refer to Rubric, NA-NF-L-M-H</i>)</p>	H
Overarching Considerations	<p>Questions to Consider: To what extent do the tasks/materials...</p>	Comments



Victor Central School District Textbook Evaluation Rubric


Technology	<ul style="list-style-type: none"> ● Integrate technology such as interactive tools, virtual manipulatives/objects in ways that engage students? ● Include or reference technology that provides opportunities for teachers and/or students to communicate with each other? ● Include opportunities to assess student learning using technology? ● Include teacher guidance for the mindful use of embedded technology to support and enhance student learning? ● Includes an electronic format for the text and supplemental materials? 	NA for the age of our learners.
	Overall Rating for Technology (Refer to Rubric, NA-NF-L-M-H)	NA

Strengths
Supportive illustrations, age-appropriate explanation of a map, and connections to students specifically, while describing how and why we might use a map.
Areas of Concerns
NA
Recommendation to Board of Education
This story is a wonderful resource for our team to represent new concepts (maps); what they are, look like, their purpose, and how they can be used in the hands of a kindergartener specifically.



Victor Central School District Textbook Evaluation Rubric

Principal's Signature:  Director's Signature: 

Assistant Superintendent for Instruction: 

BOE Approval Granted on: _____

UPDATED VCS Field Trip Form

You have been requested to review the following:

Requestor's Email Address:	mandileg@victorschools.org
Requestor's First Name:	Geoff
Requestor's Last Name:	Mandile
School:	HS
Course / Grade Level of Students::	Varsity Football, 9-12
Short Description or Name of Field Trip:	Hamilton College Football Camp
Select the appropriate type of field trip:	Athletics
Have BOTH the District and Building calendars been checked for potential conflicts?:	Yes
Estimated number of Students::	50-60
Departure Date::	Jul 21, 2024
Place of Departure::	North Parking Lot Victor HS
Type of Transportation::	School buses
Departure Time::	9:00 AM
Destination (include EXACT address)::	Clinton, NY 13323
Time you plan to REACH your destination::	11:00 AM
Return Date::	Jul 24, 2024
Time you plan to LEAVE your destination::	12:00 PM
Estimated Round-Trip Mileage:	102 miles
Return Time::	2:00 PM
Would you like the bus to stay with the group or may it return at a different time?:	No, the bus can return at a different time
Arrangements for meals (if necessary)::	NA

Preparation: How will the student be prepared for the trip as an instructional activity?:	NA
On trip: What instructional activities will occur on the trip?:	3 practices per day. 3 meetings per day. Team building activities.
Upon Return: What activities will occur to enrich the experience and determine if the objectives were accomplished?:	Start of practice August 19th.
What instructional provisions have been made to help participants keep up with other classes that they will miss?:	Summer camp
What specific instructional plans have been made for any student missing the field trip?:	We will get them caught up once our season officially starts.
Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the time period of this field trip.:	NA
Do you have any supporting documents such as an itinerary?:	Yes
Estimated Number of Chaperones (including teachers/staff/parents)::	6 Coaches
Special arrangements, instructions, or comments::	NA
Will you be requesting this trip again next year?:	Yes
School and/or District Funding Requested?:	No
If fundraising is involved, please describe::	NA
Out of Pocket Cost to Student (if any)::	\$435 unless there is a financial hardship--in that case, booster club helps
Cost to Chaperone (if any)::	NA
Cost Breakdown per Student - Event Fee::	\$435
Cost Breakdown per Student - Meals::	NA
Cost Breakdown per Student - Travel::	NA
Cost Breakdown per Student - Other::	NA
Cost Breakdown per Student TOTAL::	NA

Upload supporting itinerary:	File Upload 1
Email Address:	mandileg@victorschools.org
Is this an overnight trip?:	Yes
Please select the correct Nurse for your building.:	HS, Kim Spitzer

Approval history

In progress

Copy Sent to clinkk@victorschools.org
Approved by siestob@victorschools.org
Approved by finterk@victorschools.org
Approved by weimerd@victorschools.org
Approved by clinkk@victorschools.org

UPDATED VCS Field Trip Form

You have been requested to review the following:

Requestor's Email Address:	mellemak@victorschools.org
Requestor's First Name:	Kristin
Requestor's Last Name:	Mellema
School:	HS
Course / Grade Level of Students::	Band/Choir/Orchestra - Grades 11 & 12
Short Description or Name of Field Trip:	NYSSMA Conference All-State Festival
Select the appropriate type of field trip:	Students are invited to participate based on their NYSSMA solo score.
Have BOTH the District and Building calendars been checked for potential conflicts?:	Yes
Estimated number of Students::	4
Departure Date::	Dec 05, 2024
Place of Departure::	school
Type of Transportation::	Students provide their own transportation. NO DISTRICT TRANSPORTATION NEEDED.
Departure Time::	11:00 AM
Destination (include EXACT address)::	East Main Street, Rochester NY 14604
Time you plan to REACH your destination::	11:30 AM
Return Date::	Dec 08, 2024
Time you plan to LEAVE your destination::	1:00 PM

Estimated Round-Trip Mileage:	36
Return Time::	1:30 PM
Would you like the bus to stay with the group or may it return at a different time?:	N/A
Arrangements for meals (if necessary)::	Meals are included.
Preparation: How will the student be prepared for the trip as an instructional activity?:	Students will rehearse on their own and with their music teacher to prepare the music for the festival.
On trip: What instructional activities will occur on the trip?:	Students will work with guest conductors and students from across the state to prepare for a concert. They will also attend an event to meet with representatives from colleges with music programs.
Upon Return: What activities will occur to enrich the experience and determine if the objectives were accomplished?:	A successful final performance.
What instructional provisions have been made to help participants keep up with other classes that they will miss?:	Students know that they should make up missed work.
What specific instructional plans have been made for any student missing the field trip?:	Not all students are invited.
Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the time period of this field trip.:	Up to three senior high music teachers will need coverage on Friday, December 6th.
Do you have any supporting documents such as an itinerary?:	No
Estimated Number of Chaperones (including teachers/staff/parents)::	3
Special arrangements, instructions, or comments::	DISTRICT TRANSPORTATION IS NOT NEEDED.

Will you be requesting this trip again next year?:	Yes
School and/or District Funding Requested?:	Yes
If fundraising is involved, please describe::	Funds from our department's contractual budget have been set aside for this festival.
Out of Pocket Cost to Student (if any)::	0
Cost to Chaperone (if any)::	0
Cost Breakdown per Student - Event Fee::	600
Cost Breakdown per Student - Meals::	0
Cost Breakdown per Student - Travel::	0
Cost Breakdown per Student - Other::	0
Cost Breakdown per Student TOTAL::	600
Email Address:	mellemak@victorschools.org
Is this an overnight trip?:	Yes
Please select the correct Nurse for your building.:	HS, Kim Spitzer

Approval history

In progress

Copy Sent to clinkk@victorschools.org
 Approved by siestob@victorschools.org
 Approved by finterk@victorschools.org
 Approved by clinkk@victorschools.org

UPDATED VCS Field Trip Form

You have been requested to review the following:

Requestor's Email Address:	kaperc@victorschools.org
Requestor's First Name:	Craig
Requestor's Last Name:	Kaper
School:	HS
Course / Grade Level of Students::	8th to 12th
Short Description or Name of Field Trip:	Victor Wrestling - Coopers Town Tournament
Select the appropriate type of field trip:	Athletics
Have BOTH the District and Building calendars been checked for potential conflicts?:	Yes
Estimated number of Students::	21
Departure Date::	Dec 27, 2024
Place of Departure::	North Wing Entrance High School
Type of Transportation::	Bus
Departure Time::	12:00 PM
Destination (include EXACT address)::	Cooperstown, NY 13326
Time you plan to REACH your destination::	2:45 PM
Return Date::	Dec 28, 2024
Time you plan to LEAVE your destination::	8:00 PM
Estimated Round-Trip Mileage:	320 miles
Return Time::	10:45 PM
Would you like the bus to stay with the group or may it return at a different time?:	Yes, the bus can stay with the group

Arrangements for meals (if necessary)::	Parent/Player - 1 meal supplied by boosters
Preparation: How will the student be prepared for the trip as an instructional activity?:	Athletic Practice
On trip: What instructional activities will occur on the trip?:	N/A
Upon Return: What activities will occur to enrich the experience and determine if the objectives were accomplished?:	N/A
What instructional provisions have been made to help participants keep up with other classes that they will miss?:	This trip is during the holiday break and will not interfere with classroom instruction.
What specific instructional plans have been made for any student missing the field trip?:	This trip is during the holiday break and will not interfere with classroom instruction.
Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the time period of this field trip.:	This trip is during the holiday break and will not interfere with classroom instruction.
Do you have any supporting documents such as an itinerary?:	Yes
Estimated Number of Chaperones (including teachers/staff/parents)::	4 to 5
Special arrangements, instructions, or comments::	None
Will you be requesting this trip again next year?:	Yes
School and/or District Funding Requested?:	Yes
If fundraising is involved, please describe::	N/A
Out of Pocket Cost to Student (if any)::	Meals only
Cost to Chaperone (if any)::	Meals only
Cost Breakdown per Student - Event Fee::	Entry fee and Transportation
Cost Breakdown per Student - Meals::	\$10 per student
Cost Breakdown per Student - Travel::	District covered
Cost Breakdown per Student - Other::	NA

Cost Breakdown per Student TOTAL::	NA
Upload supporting itinerary:	File Upload 1
Email Address:	kaperc@victorschools.org
Is this an overnight trip?:	Yes
Please select the correct Nurse for your building.:	HS, Kim Spitzer
Who will be paying for bus transportation (if someone other than VCSD)?:	School District

Approval history

In progress

Copy Sent to clinkk@victorschools.org
Approved by siestob@victorschools.org
Approved by finterk@victorschools.org
Approved by weimerd@victorschools.org
Approved by clinkk@victorschools.org

UPDATED VCS Field Trip Form

You have been requested to review the following:

Requestor's Email Address:	rossd@victorschools.org
Requestor's First Name:	Darcy
Requestor's Last Name:	Ross
School:	JH
Course / Grade Level of Students::	French 8
Short Description or Name of Field Trip:	8th Grade Quebec Trip
Select the appropriate type of field trip:	Extra curricular
Have BOTH the District and Building calendars been checked for potential conflicts?:	Yes
Estimated number of Students::	45-50
Departure Date::	May 15, 2025
Place of Departure::	Victor Junior High School
Type of Transportation::	chartered coach bus (included in trip cost)
Departure Time::	6:30 AM
Destination (include EXACT address)::	Québec City, Quebec G1R 5B8 Canada
Time you plan to REACH your destination::	5:00 PM
Return Date::	May 18, 2025
Time you plan to LEAVE your destination::	8:30 AM
Estimated Round-Trip Mileage:	960 miles

Return Time::	6:00 PM
Arrangements for meals (if necessary)::	All breakfasts and dinners included in the cost of the trip. Lunch each day (4 lunches) at students' expense.
Preparation: How will the student be prepared for the trip as an instructional activity?:	Students will have completed almost 2 years of study in French. While in Quebec, students will need to use conversational and survival French while being immersed in a culture where over 95% of the population speaks French as their primary language. Students will also receive instruction in some Quebecois culture and history before participating in the trip, during French class and/or French Club.
On trip: What instructional activities will occur on the trip?:	See attached itinerary (from 2024 trip)
Upon Return: What activities will occur to enrich the experience and determine if the objectives were accomplished?:	Former students often return and say that the Quebec trip was one of their most memorable experiences from Junior High. The French department will continue to encourage former students to return and share their experiences with the younger grades. Some students also go on to use this travel experience as an element toward earning their Global Competency Certificate.
What instructional provisions have been made to help participants keep up with other classes that they will miss?:	All teachers in the building will be contacted, and students and families will be made aware that they are responsible for making up any assignments that they will miss.
What specific instructional plans have been made for any student missing the field trip?:	Students who do not participate in the trip will complete language and culture enrichment activities that reinforce skills and knowledge they have learned throughout the year.
Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the time period of this field trip.:	Substitute coverage will be required for 2 days (Thurs. 5/15 & Fri. 5/16) for 4 teacher chaperones and 1 school nurse.
Do you have any supporting documents such as an itinerary?:	Yes

Estimated Number of Chaperones (including teachers/staff/parents)::	5 (approx. 10:1 student-teacher ratio), plus 1 school nurse
Will you be requesting this trip again next year?:	Yes
School and/or District Funding Requested?:	No
If fundraising is involved, please describe::	<p>2 optional fundraisers through French Club: Gourmet Selections catalog fundraiser through Cherrydale (fall) Spring Sweets catalog fundraiser through C & H Fundraising (winter/spring)</p> <p>Students earn 40% profit from their sales. Students' individual profits go to help offset the cost of their own trip; profits are not shared/divided equally among the group.</p>
Out of Pocket Cost to Student (if any)::	~\$15-20 per day for lunches, plus optional spending money
Cost to Chaperone (if any)::	~\$15-20 per day for lunches, plus optional spending money
Cost Breakdown per Student - Event Fee::	NA (included in total cost calculated by travel company)
Cost Breakdown per Student - Meals::	NA (included in total cost calculated by travel company)
Cost Breakdown per Student - Travel::	NA (included in total cost calculated by travel company)
Cost Breakdown per Student - Other::	NA (included in total cost calculated by travel company)
Cost Breakdown per Student TOTAL::	\$745.00 per student with 40+ students, \$775 per student with 35-39 students, \$795 per student with 30-34 students (costs based on 2024 trip)
Upload supporting itinerary:	File Upload 1
Email Address:	rossd@victorschools.org
Is this an overnight trip?:	Yes
Please select the correct Nurse for your building.:	JH, Kristin Renkert

Who will be paying for bus transportation (if someone other than VCSD)?:

included in cost of trip

Approval history

In progress

Copy Sent to clinkk@victorschools.org
Approved by geeb@victorschools.org
Approved by finterk@victorschools.org
Approved by clinkk@victorschools.org

Victor Central School District Code of Conduct Table of Contents

5300.05	Introduction	2
5300.10	Definitions	2
5300.15	Student Rights and Responsibilities	5
5300.20	Essential Partners	6
5300.25	Student Dress Code	11
5300.30	Prohibited Student Conduct	12
5300.35	Reporting Violations	15
5300.40	Disciplinary Consequences, Procedures and Referrals	15
5300.45	Alternative Instruction	23
5300.50	Discipline of Students with Disabilities	23
5300.55	Corporal Punishment	30
5300.60	Student Searches and Interrogations	30
5300.65	Visitors to the Schools	33
5300.70	Public Conduct on School Property	33
5300.75	Dissemination and Review	35
5300.80	Compliance	36

Victor Central School District Code of Conduct

5300.05 Introduction

The Board of Education of the Victor Central School District is committed to providing a safe and orderly school environment where students may receive and District personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other District personnel, parents and other visitors is essential to achieving this goal.

The District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board adopts this code of conduct (“code”).

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

This code was developed in consultation with teachers, administrators, school board members, other school service professionals, students and parents/legal guardians. This code is also compliant with the Dignity for All Students Act (Dignity Act).

The intent of the amended Dignity Act is to provide all public school students with an environment free from harassment, bullying (including cyberbullying) and discrimination, as well as to foster civility in public schools. The Dignity Act focuses on the prevention of discriminatory behaviors, including harassment/bullying, through the promotion of educational measures meant to positively impact school culture and climate.

5300.10 Definitions

For purposes of the code, the following definitions apply.

“Cyberbullying” means harassment/bullying, as defined below, through any form of electronic communication including, but not limited to, email, Instant messaging, blogs, chat rooms, cell phones, gaming systems and social media to deliberately harass or threaten others.

“Disability” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held.

“Discrimination” means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to,

discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

“Disruptive student” means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom or an administrator’s authority over a school building.

“Emotional harm” that takes place in the context of “harassment or bullying” means harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education.

“Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title 9-B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

“Gender” means a person’s actual or perceived sex and shall include a person’s gender identity or expression.

“Gender expression” is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.

“Gender identity” is one’s self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

“Harassment/bullying” (as defined in Education Law §11(7)) means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying (as defined in Education Law §11(8)), that

- a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
- b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
- c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

For purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

Acts of harassment and bullying that are prohibited include those acts based on a person’s actual or perceived membership in the following groups including, but not limited to:

- race
- color

- weight
- national origin
- ethnic group
- religion
- religious practice
- disability
- sex
- sexual orientation
- gender (which includes a person’s actual or perceived sex, as well as gender identity and expression).

“Parent” means parent, guardian, or person in parental relation to a student.

“School Bus” means every motor vehicle owned by a public or government agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

“School function” means any school-sponsored event or extra-curricular activity.

“School property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, including property owned by the District or used by the District for school activities or functions, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

“School rules” means all District and Board of Education policies, rules, regulations and procedures, including this code.

“Sexual orientation” means actual or perceived heterosexuality, homosexuality or bisexuality or sexuality of preference.

“Student” means any person between the ages of 4 and 21 who is enrolled in an educational program.

“Violent student” means a student under 21 who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any student, school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys School District property.

“Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot,

metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death. In addition, this code further prohibits the possession or display of any toy, facsimile or replica of a weapon.

5300.15 Student Rights and Responsibilities

A. Student Rights

The District is committed to safeguarding the rights given to all students under state and federal law and District policy. In addition, to promote a safe, healthy, orderly and supportive school environment, all District students have the right to:

1. Take part in all District activities on an equal basis regardless of race, weight, color, creed, national origin, ethnic group, religion, religious practice, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school policies, regulations and rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities

All District students have the responsibility to:

1. Act in an empathetic and respectful manner toward others while on school property.
2. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. Ask questions when they do not understand.
6. Seek help in solving problems.
7. Dress appropriately for school and school functions (as outlined in respective handbooks).
8. Accept responsibility for their actions.
9. Be familiar with and abide by District policies, rules and regulations dealing with student conduct.
10. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
11. Work to develop mechanisms to manage their anger.
12. Conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
13. Inform school officials of knowledge of potential safety issues.
14. Promptly report violations of the code of conduct to a teacher, school counselor, administrator or appropriate staff member.
15. Use technology resources, including the Internet and email, in a responsible manner.

5300.20 Essential Partners

A. Parents

All parents are required to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the District to optimize their child's educational opportunities.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Ensure their children be dressed and groomed in a manner consistent with the student dress code (policy 5300.25).
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know and comply with school rules and help their children understand them so that their children can help create a safe, supportive school environment.
8. Convey to their children a supportive attitude toward education and the District.
9. Build positive, constructive relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Inform school officials of knowledge of potential safety issues.
14. Promptly report violations of the code of conduct to a teacher, school counselor, administrator or appropriate staff member.
15. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

B. Teachers

All District teachers are required to:

1. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression), which will strengthen students' self-concept and promote confidence to learn.
2. Know school policies and rules and enforce them in a fair and consistent manner.
3. Be prepared to teach.
4. Demonstrate interest in teaching and concern for student achievement.
5. Communicate to students and parents:
 - a) Course objectives and requirements
 - b) Marking/grading procedures
 - c) Assignment deadlines
 - d) Expectations for students
 - e) Classroom management plan
6. Communicate regularly with students, parents and other teachers concerning students' growth and achievement.
7. Maintain confidentiality in accordance with federal and state law.
8. Work towards strengthening students' social and emotional well being.
9. Inform school officials of knowledge of potential safety issues.

10. Work with administrators in enforcing the code of conduct and ensuring that all issues are addressed promptly and fairly.
11. Promptly report violations of the code of conduct to a school counselor, administrator, or appropriate staff member.
12. Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law (Public Employees Fair Employment Act).
13. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
14. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
15. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

C. School Counselors, School Psychologists and School Social Workers

All school counselors, school psychologists and social workers are required to:

1. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression), which will strengthen students' self-concept and promote confidence to learn.
2. Know school policies and rules, and enforce them in a fair and consistent manner.
3. Encourage students to benefit from the curriculum and extracurricular programs.
4. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
5. Work towards strengthening students' social and emotional well being.
6. Initiate conferences, with necessary parties, as a way to resolve problems.
7. Regularly review with students their educational progress and career plans.
8. Maintain confidentiality in accordance with federal and state law.
9. Provide information to assist students with career planning.
10. Make known to students and families the resources in the community that are available to meet their needs.
11. Inform school officials of knowledge of potential safety issues.
12. Work with administrators in enforcing the code of conduct and ensuring that all issues are addressed promptly and fairly.
13. Participate in school-wide efforts to provide adequate supervision in all school spaces.
14. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
15. Address personal biases that may prevent equal treatment of all students.
16. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

D. District Security, including the School Resource Officer ("SRO")

The District Security Team and the School Resource Officer are required to:

1. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression), which will strengthen students' self-concept and promote confidence to learn.

2. Know school policies and rules, and enforce them in a fair and consistent manner.
3. Promote a safe and orderly school environment.
4. Educate students, staff and parents on matters of safety and law.
5. Work towards strengthening students' social and emotional well being.
6. Assist students in coping with peer pressure and emerging personal problems.
7. Ensure that students, staff, and parents have the opportunity to communicate regularly with the SRO and to approach the SRO for resolution of conflicts.
8. Maintain confidentiality in accordance with federal and state law.
9. Inform administration of knowledge of potential safety issues.
10. Be responsible for enforcing matters of law and ensuring that all issues are addressed promptly and fairly.
11. Work with the Superintendent and administrators in enforcing the code of conduct and ensuring that all issues are addressed promptly and fairly.
12. Participate in school-wide efforts to provide adequate supervision in all school spaces.
13. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function
14. Address personal biases that may prevent equal treatment of all students.
15. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

E. Other School Personnel

All other school personnel are required to:

1. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression), which will strengthen students' self-concept and promote confidence to learn.
2. Know school policies and rules, and enforce them in a fair and consistent manner.
3. Maintain confidentiality in accordance with federal and state law.
4. Inform school officials of knowledge of potential safety issues.
5. Work with administrators in enforcing the code of conduct and ensuring that all issues are addressed promptly and fairly.
6. Help children understand the District's expectations for maintaining a safe, orderly environment.
7. Participate in school-wide efforts to provide adequate supervision in all school spaces.
8. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
9. Address personal biases that may prevent equal treatment of all students.
10. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

F. District Administrators

District administrators are required to:

1. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression), which will strengthen students' self-concept and promote confidence to learn.

2. Know school policies and rules, and enforce them in a fair and consistent manner.
3. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Evaluate all instructional programs on a regular basis.
6. Ensure that students, staff and parents have the opportunity to communicate regularly with administrators and to approach administrators for resolution of conflicts.
7. Maintain confidentiality in accordance with federal and state law.
8. Review Board policies and state/federal laws relating to school operations and management.
9. Provide support in the development of the code of conduct, when called upon. Disseminate the code of conduct and anti-harassment policies.
10. Work with the Superintendent in enforcing the code of conduct and ensuring that all issues are addressed promptly and fairly.
11. Participate in school-wide efforts to provide adequate supervision in all school spaces.
12. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
13. Address personal biases that may prevent equal treatment of all students and staff.
14. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

G. Superintendent

The Superintendent is required to:

1. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression), which will strengthen students' self-concept and promote confidence to learn.
2. Know school policies and rules, and enforce them in a fair and consistent manner.
3. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Evaluate all instructional programs on a regular basis.
6. Ensure that students, staff and parents have the opportunity to communicate regularly with administrators and to approach administrators for resolution of conflicts.
7. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
8. Review with District administrators Board of Education policies and state/federal laws relating to school operations and management.
9. Maintain confidentiality in accordance with federal and state law.
10. Inform the Board about educational trends relating to student discipline.
11. Work with District administrators in enforcing the code of conduct and ensuring that all issues are resolved promptly and fairly.
12. Participate in school-wide efforts to provide adequate supervision in all school spaces.
13. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.

14. Address personal biases that may prevent equal treatment of all students and staff.
15. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

H. Board of Education

Members of the Board of Education are required to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
2. Maintain confidentiality in accordance with federal and state law.
3. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the code of conduct.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Collaborate with students, teachers, administrators, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.
6. Adopt and review the District's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation annually.
7. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.
8. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
9. Address personal biases that may prevent equal treatment of all students and staff.
10. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

I. The Dignity Act Coordinators

The Dignity Act also requires that at least one staff member at every school be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.

The Dignity Act Coordinator is expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
2. Oversee and coordinate the work of the District-wide and building-level Bullying Prevention Committees.
3. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
4. Coordinate, with the Professional Development Committee, training in support of the Bullying Prevention Committees.
5. Be responsible for monitoring and reporting on the effectiveness of the District's bullying prevention policy.

6. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students.

The Dignity Act Coordinators are as follows:

- | | | |
|----------------------------|-------------------|-------------------------|
| • Early Childhood School | Laura Reynolds | (585)924-3252 ext. 2401 |
| • Primary School | Amanda Byrne | (585)924-3252 ext. 3401 |
| • Intermediate School | Natalie Sonnevile | (585)924-3252 ext. 4402 |
| • Junior High School | Brian Gee | (585)924-3252 ext. 5400 |
| | Laura Westerman | (585)924-3252 ext. 5401 |
| • Senior High School | Jennifer Grimes | (585)924-3252 ext. 6403 |
| | Keith Pedzich | (585)924-3252 ext. 6401 |
| • District Wide Pre-K - 12 | Karen Finter | (585)924-3252 ext. 1453 |

5300.25 Student Dress Code

Students and parents have the right to determine how the student shall dress providing that such attire is not destructive to school property, complies with requirements for health and safety and standard of decency within the community. Appropriate student dress is required at all instructional times and District-sponsored events (i.e. extracurricular events, prom, etc.). The administration is authorized to take action in instances where individual dress does not meet stated requirements.

Victor Central Schools has established a student dress code to foster equity and ensure consistent enforcement in all schools.

This 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. Footwear that is a safety hazard will not be allowed.
- Reasonable accommodations based upon religious or cultural practices will be provided to the extent possible.

Each principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

5300.30 Prohibited Student Conduct

The Board of Education requires all students to conduct themselves in an appropriate and civil manner. Students must have, proper regard for the rights and welfare of students, District personnel, other members of the school community, and for the care of school facilities and equipment. This conduct supports our goal of making school a community free of violence, intimidation, bullying, harassment, and discrimination.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their behavior, as well as the consequences of their behavior, regardless of intent but rather by considering the impact of their actions. Intent refers to what you thought you were doing. Impact refers to how that action was perceived by or affected the other person. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on educating students so they may grow in self-discipline.

The Board recognizes the need to make its requirements for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. The expectation is that students will accept responsibility for their behavior, the impact of their behavior, and accept consequences for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

A. Engage in conduct that is disorderly

Examples of disorderly conduct include but are not limited to:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language, noises, gestures, or visual images that are profane, lewd, vulgar, discriminatory, offensive, or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.

7. Computer/electronic communications misuse, including any unauthorized use of computers, software, recording devices, cell phones or internet/intranet accounts; accessing inappropriate websites; or any other violation of District policy.

B. Engage in conduct that is insubordinate

Insubordinate conduct occurs when a student goes against or does not comply with what they have been directed to do or where they were supposed to be at a given time. Examples of insubordinate conduct include but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness for, missing or leaving school without permission.
3. Skipping assigned detention and/or assigned tutoring sessions.

C. Engage in conduct that is disruptive

Conduct that prevents others from being able to learn, focus, or be engaged in their work. Examples of disruptive conduct include, but are not limited to:

1. Continually impeding the teaching and learning process.
2. Continually interfering with the teacher's authority over the classroom.
3. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
4. Inappropriate public sexual contact.
5. Display or use of personal electronic devices, such as, but not limited to cell phones, iPods, digital cameras, in a manner that is in violation of District policy.
6. Disrespect to a staff member or student.

D. Engage in conduct that is violent

Examples of violent conduct include but are not limited to:

1. Committing an act of violence (such as biting, hitting, kicking, punching and scratching) upon another student, teacher, administrator or other school employee or attempting or threatening to do so.
2. Committing an act of violence that results in physical injury or depraved indifference to another person on school property or attempting or threatening to do so.
3. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the School District.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other District employee or any person on school property, including graffiti or arson, or threatening or attempting to do so.
7. Intentionally damaging or destroying School District property.

E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others

Examples of such conduct include but are not limited to:

1. Lying to school personnel.
2. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.

3. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
4. Defaming or denigrating an individual or a group, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them and/or intentional or unintentional language, including language that is hurtful, discriminatory and/or offensive communicated directly or indirectly.
5. Discrimination, which includes the use of race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability as a basis for treating another in a negative manner.
6. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning. Harassment is also the creation of a hostile environment. (See policy 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
8. Bullying, including cyberbullying, which consists of inappropriate persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and/or badgering others. (See policy 0115 for a more complete definition.)
9. Hazing, which includes an induction, initiation or membership process involving harassment. (See policy 0115 for a more complete definition.)
10. Selling, using, transmitting or possessing obscene material.
11. Using vulgar or abusive language or visual images, cursing or swearing.
12. Possessing, using, selling, distributing or exchanging any tobacco product.
13. Possessing, using, selling, distributing or exchanging any smoking and/or vaping device and/or paraphernalia.
14. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, substances commonly referred to as "designer drugs", and substances marked not for "human consumption".
15. Inappropriately using or sharing prescription and over-the-counter drugs.
16. Possessing, consuming, selling, distributing or exchanging any substance that alters perception or behavior, reducing that individual's ability to function appropriately in the academic environment.
17. Gambling.
18. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner either in person, via photos or electronically.
19. Initiating a report warning of fire, bomb threat or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
20. Using any technological devices to inappropriately photograph, record, or videotape another person without the consent of those present.
21. Using an unmanned aerial vehicle (also known as a drone) or any remote controlled aircraft on school property or during any school functions without obtaining prior written permission from the District's Superintendent and demonstrating compliance with any and all applicable Federal Aviation Administration rules and regulations.

F. Engage in misconduct while on a school bus

It is crucial for students to behave appropriately while riding on District buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, throwing objects, standing while the bus is in motion, and fighting will not be tolerated.

G. Engage in any form of academic misconduct.

Examples of academic misconduct include but are not limited to:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Assisting another student in any of the above actions.

H. Engage in off-campus misconduct that interferes with or can reasonably be expected to substantially disrupt the educational process in the school or at a school function.

Off campus misconduct that is determined to be in direct violation of the code of conduct can potentially result in disciplinary action, dependent on the circumstance of the event and the impact it might have on the school community. Examples of such misconduct include but are not limited to:

1. Cyberbullying.
2. Threatening, hazing, and harassing others over the phone, through social media, in-person or otherwise.
3. Using message boards to convey threats, derogatory comments or post pornographic pictures of students or school personnel.

I. Engage in inappropriate use of technology, such as the Internet, email, or social media

1. In a manner that violates local, state, or federal laws, including, but not limited to, those pertaining to, intellectual property, harassment, discrimination, bullying, defamation, or unauthorized access to any computer system (including so called “hacking”);
2. In a manner that disrupts or damages hardware or software, such as virus creation, planting, transmission or sabotage;
3. In a manner that violates District policy, rule, regulation or the Code of Conduct;
4. In a manner that violates the privacy rights or the respect of the student or others (e.g., sharing password information, photographs, or other personal information);
5. To access sexually oriented/adult-oriented chat rooms bulletin boards or sexually explicit sites, or any chat rooms inappropriate for minors;
6. To access dangerous information that if acted upon could cause damage to persons or property; and/or
7. To buy or sell products or services or otherwise use the resources for personal profit or gain.

5300.35 Reporting Violations

All students are expected to promptly report violations of the code of conduct to a teacher, school counselor, administrator or appropriate staff member.

All District staff who are authorized to impose disciplinary sanctions (policy 5300.40) are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to a supervisor who is authorized to act.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, which may include permanent suspension and referral for prosecution.

The principal or his/her designee must notify parents and the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his/her designee learns of the violation. Parent notification may be made by telephone, followed by a letter mailed within 24 hours. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

5300.40 Disciplinary Consequences, Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The impact of the offense.
4. The student's prior disciplinary record.
5. The effectiveness of other forms of discipline.
6. Information from parents, teachers and/or others, as appropriate
7. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education. Discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

A. Disciplinary Consequences

Students who are found to have violated the District's code of conduct may be subject to any of the following consequences, either alone or in combination. The school personnel identified after each consequence are authorized to impose that consequence, consistent with the student's right to due process.

- Oral warning – any member of the District staff

- Disciplinary referrals to parent – bus driver, hall and lunch monitors (through administrator), coaches, school counselors, teachers, building administration, Superintendent
- Detention – teachers, building administration, Superintendent
- Suspension from transportation – Director of Transportation, principal, Superintendent
- Suspension from athletic participation – coaches, Athletic Director, principal, Superintendent
- Suspension from social or extracurricular activities – activity advisor, principal, Superintendent
- Suspension of other privileges – principal, Superintendent
- In-school suspension – principal, Superintendent
- Removal from classroom – teachers, counselors, building administration
- Short-term (five days or less) suspension from school – principal, Superintendent, Board of Education
- Long-term Suspension Hearing/Long-term (more than five days) suspension from school – principal, Superintendent, Board of Education.
- Permanent suspension from school – Superintendent, Board of Education.

Restorative mediation between student and student and/or staff and student may be offered as an alternative to disciplinary consequences in appropriate circumstances, as determined by the District.

B. Procedures

The amount of due process a student is entitled to receive before a consequence is imposed depends on the consequence being imposed. In all cases, regardless of the consequence imposed, the school personnel authorized to impose the consequence must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary consequence in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning or disciplinary referrals to their parents are entitled to additional rights before the consequence is imposed. These additional rights are explained below.

1. Detention

Teachers, principals, and the Superintendent may use after school (beyond the regular school day) detention as a consequence for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a consequence only after the student's parent has been notified to confirm that there is no conflict with the time/date of the detention and that the student has appropriate transportation home following detention.

If a student receives detention during a non-instructional period of the day, the student's parent will be notified and transportation home will be provided.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the principal,

Director of Transportation, Superintendent, or their designees. In such cases, the student's parent will become responsible for seeing that his/her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the District will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal meeting with the principal or the principal's designee to discuss the conduct and the consequence involved.

3. Suspension from athletic participation, extracurricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal meeting with the appropriate District official and/or the Athletic Standards Review Board imposing the suspension to discuss the conduct and the consequence involved.

4. In-school suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes principals/designees and the Superintendent/designee to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension."

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal meeting with the District official imposing the in-school suspension to discuss the conduct and the consequence involved.

5. Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his/her composure and self-control in an alternative setting. Such practices may include, but are not limited to:

- short-term "time out" in a classroom or in an administrator's office with a staff member present;
- sending a student into the hallway briefly;
- sending a student to the principal's office for the remainder of the class time only; or
- sending a student to a school counselor or other District staff member for counseling.

Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A teacher may remove a disruptive student from their classroom for up to two days in accordance with the process shown below. 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.

~~A classroom teacher may remove a disruptive student from class for up to two class periods, as outlined in the procedures that follow. The removal from class applies to the class of the removing teacher only. A removed student shall be sent to the principal's office.~~

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he/she is being removed and an opportunity to explain his/her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption to persons or property, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he/she was removed from the classroom and give the student a chance to present his/her version of the relevant events within 24 hours.

The teacher must complete a District-established disciplinary referral form and meet with the principal or his/her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal.

It is recommended that teachers work with administration in addition to the referral process, in order to communicate the conditions of the removal to the student's family and to work collaboratively to develop a re-entry plan.

Within 24 hours after the student's removal, the principal or another District administrator designated by the principal must notify the student's parents that the student has been removed from class and why. The notice must also inform the parent that he/she has the right, upon request, to an informal meeting with the principal or the principal's designee to discuss the reasons for the removal. A written copy of this information will follow.

The principal may require the teacher who ordered the removal to attend the informal meeting in accordance with contractual requirements.

If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal

meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

- The charges against the student are not supported by substantial evidence.
- The student's removal is otherwise in violation of law, including the District's code of conduct.
- The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal meeting, if a meeting is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities by the classroom teacher until they are permitted to return to the classroom.

Each teacher must keep a complete log for all cases of removal of students from their class. The principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his/her class until he/she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from school

Suspension from school is a severe consequence, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. A student who is suspended from school may not participate in any extracurricular activities on or off school grounds, including field trips, sporting events, intramurals, extracurricular activities or other school sponsored activities, [without the specific permission of the VCS Superintendent.](#)

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the principals.

Any staff member may recommend to the principal or the Superintendent that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the Superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The Superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a) Short-term (5 days or less) suspension from school

When the Superintendent, Assistant Superintendent or principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal meeting with the principal or his/her designee. Both the notice and informal meeting shall be in the preferred language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

The notice and opportunity for an informal meeting shall take place before the student is suspended unless the student’s presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student’s presence does pose such a danger or threat of disruption, the notice and opportunity for an informal meeting shall take place as soon after the suspension as is reasonably practicable.

After the meeting, the principal shall promptly advise the parents in writing of his/her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent’s decision, they must file a written appeal to the Board of Education with the District Clerk within 30 business days of the date of the Superintendent’s decision. Only final decisions of the Board may be appealed to the Commissioner within 30 business days of the decision.

Students who are suspended out of school may not attend classes, participate in or attend any school functions, [without the specific permission of the VCS Superintendent](#). Schoolwork will be made available as soon as possible to provide for continuation of the student’s educational program.

b) Long-term (more than 5 days) suspension from school

When the Superintendent or principal determines that a suspension for more than five days may be warranted, he/she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing, the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his/her behalf.

The Superintendent shall personally hear and determine the proceeding or may, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him/her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.

An appeal of the decision of the Superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within 30 business days of the date of the Superintendent's decision. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner within 30 business days of the decision.

Students who are suspended out of school may not attend classes, participate in or attend any school functions, [without the specific permission of the VCS Superintendent](#). Schoolwork will be made available as soon as possible to provide for continuation of the student's educational program.

c) Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

C. Minimum Periods of Suspension

1. Students who bring to or possess a weapon on school property:

Any student, other than a student with a disability, found guilty of bringing to or possessing a weapon on school property will be subject to a long term suspension from school for at least one calendar year. Under certain mitigating circumstances a shorter suspension may be considered. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the following:

- a) The student's age.
- b) The student's grade in school.
- c) The student's prior disciplinary record.

- d) The Superintendent's belief that other forms of discipline may be more effective.
- e) Input from parents, teachers and/or others.
- f) Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

2. Students who commit violent acts other than bringing to or possessing a weapon on school property:

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing to or possessing a weapon on school property, shall be subject to a short or long term suspension from school. If the proposed consequence is a five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal meeting given to all students subject to a short-term suspension. If the proposed consequence exceeds a five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify a five-day suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students who are repeatedly substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom:

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least one day and can be suspended up to five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. The proposed consequence is a minimum one-day suspension and up to five days suspension. The student and the student's parent will be given the same notice and opportunity for an informal meeting given to all students subject to a short-term suspension. If the proposed consequence exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling

The principal or his/her designee (including counseling staff) shall handle all referrals of students to counseling.

2. PINS Petitions

The District may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he/she requires supervision and treatment by:

- a) Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.

- b) Engaging in an ongoing or continual course of conduct, which makes the student ungovernable or habitually disobedient, and beyond the lawful control of the school.
- c) Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

The Superintendent is required to refer the following students to the appropriate law enforcement authorities for a juvenile delinquency proceeding before the Family Court:

- a) Any student under the age of 16 who is found to have brought a weapon to school, or
- b) Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).

The Superintendent or his/her designee is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

5300.45 Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take immediate steps to provide alternative means of instruction for the student.

5300.50 Discipline of Students with Disabilities

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the District's student code of conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the District follows suspension and removal procedures that are consistent with those protections. The code of conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

Definitions

For purposes of this portion of the code of conduct, and consistent with applicable law and regulations, the following definitions will apply:

1. **Behavioral Intervention Plan (BIP)** means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs,

- and intervention strategies that include positive behavioral supports and services to address the behavior.
2. **Controlled substance** means a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
 3. **Disciplinary change in placement** means a suspension or removal from a student's current educational placement that is either:
 - a) For more than 10 consecutive school days; or
 - b) For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another. The School District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.
 4. **Illegal drug** means a controlled substance but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional, or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.
 5. **Interim alternative educational setting (IAES)** means a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. An IAES must allow a student to continue to receive educational services that enable him or her to continue to participate in the general curriculum and progress toward meeting the goals set out in the student's individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.
 6. **Manifestation review** means a review of the relationship between the student's disability and the behavior subject to disciplinary action, which is required when the disciplinary action results in a disciplinary change of placement and conducted in accordance with requirements set forth later in this policy.
 7. **Manifestation team** means a District representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the Committee on Special Education as determined by the parent and the District.
 8. **Removal** means a removal of a student with a disability for disciplinary reasons from his or her current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.
 9. **School day** means any day, including a partial day, which students are in attendance at school for instructional purposes.
 10. **Serious bodily injury** means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
 11. **Student presumed to have a disability for discipline purposes** means a student who, under the conditions set forth later in this policy, the District is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.
 12. **Suspension** means a suspension pursuant to §3214 of New York's Education Law.
 13. **Weapon** means the same as the term "dangerous weapon" under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is

used for, or is readily capable of causing death or serious bodily injury, except a pocket knife with a blade of less than two and one-half inches in length.

Authority of School Personnel to Suspend or Remove Students with Disabilities

The Board, District Superintendent, Superintendent of Schools or a principal with authority to suspend students under the Education Law may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days.

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent determines that the student's behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as the suspensions do not constitute a disciplinary change of placement.

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a student without a disability.

Furthermore, the Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability to an IAES to be determined by the Committee on Special Education for a period of up to 45 school days if the student either:

1. Carries or possesses a weapon to or at school, on school premises or to a school function, under the jurisdiction of the educational agency, or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the District's jurisdiction, or
3. Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the District's jurisdiction.

The Superintendent may order the placement of a student with a disability to an IAES under such circumstances, whether or not the student's behavior is a manifestation of the student's disability. However, the Committee on Special Education will determine the IAES.

Procedures for the Suspension or Removal of Students with Disabilities by School Personnel

1. In cases involving the suspension or removal of a student with a disability for a period of five consecutive school days or less, the student's parents or persons in parental relation to the student will be notified of the suspension and given an opportunity for an informal meeting in accordance with the same procedures that apply to such short term suspensions of student without a disability.
2. The suspension of students with disabilities for a period in excess of five school days will be subject to the same due process procedures applicable to students without a disability,

except that the student disciplinary hearing conducted by the Superintendent or a designated hearing officer shall be bifurcated into a guilt phase and a penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of his or her disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a student without a disability, except that he or she will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

Limitation on Authority of School Personnel to Suspend or Remove Students with Disabilities

The imposition of a suspension or removal by authorized school personnel may not result in a disciplinary change of placement of a student with a disability that is based on a pattern of suspensions or removals as set forth above in the *Definitions* section of this policy, unless:

1. The manifestation team determines that the student's behavior was not a manifestation of the student's disability, or
2. The student is removed to an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury as set forth above.

School personnel will consider any unique circumstances on a case-by-case basis when determining whether a disciplinary change in placement is appropriate for a student with a disability who violates the District's code of conduct.

In addition, school personnel may not suspend or remove a student with a disability in excess of the amount of time that a student without a disability would be suspended for the same behavior.

Parental Notification of a Disciplinary Change of Placement

The District will provide the parents of a student with a disability notice of any decision to make a removal that constitutes a disciplinary change of placement because of a violation of the student code of conduct. Such notice will be accompanied by a copy of the procedural safeguards notice.

Authority of an Impartial Hearing Officer to Remove a Student with a Disability

An impartial hearing officer may order the placement of a student with a disability to an IAES for up to 45 school days at a time if he or she determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others. This authority applies whether or not the student's behavior is a manifestation of the student's disability.

Manifestation Review

A review of the relationship between a student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the student's disability will be made by the manifestation team immediately, if possible, but in no case later than 10 school days after a decision is made by:

1. The Superintendent to change the placement of a student to an IAES;
2. An impartial hearing officer to place a student in an IAES; or
3. The Board, the Superintendent, or principal to impose a suspension that constitutes a disciplinary change in placement.

The manifestation team must determine that the student's conduct was a manifestation of the student's disability if it concludes that the conduct in question was either:

1. Caused by or had a direct or substantial relationship to the student's disability, or
2. The direct result of the District's failure to implement the student's individualized education program.

The manifestation team must base its determination on a review all relevant information in the student's file including the student's individualized education program, any teacher observations, and any relevant information provided by the parents.

If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the Committee on Special Education (CSE) will:

1. Conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the District had already done so prior to the behavior that resulted in the disciplinary change of placement occurred. However, if the student already has a behavioral intervention plan, the CSE will review the plan and its implementation, and modify it as necessary to address the behavior; and
2. Return the student to the placement from which he or she was removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the District agree to a change in placement as part of the modification of the behavioral intervention plan.

If the manifestation team determines that the conduct in question was the direct result of the District's failure to implement the student's individualized education program, the District will take immediate steps to remedy those deficiencies.

Services for Students with Disabilities during Periods of Suspension or Removal

Students with disabilities who are suspended or removed from their current educational setting in accordance with the provisions of this policy and applicable law and regulation will continue to receive services as follows:

1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the District will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as

students without a disability. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as students without a disability of the same age would if similarly suspended.

2. During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the District will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement.

In addition, during such periods of suspension or removal the District will also provide students with disabilities services necessary for them to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

3. During suspensions or removals in excess of 10 school days in a school year that constitute a disciplinary change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the District will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum, to progress toward meeting the goals set out in their respective individualized education program, and to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so it does not recur.

In such an instance, the Committee on Special Education will determine the appropriate IAES and services to be provided.

Students Presumed to Have a Disability for Discipline Purposes

The parent of a student who is facing disciplinary action but who was not identified as a student with a disability at the time of misconduct has the right to invoke any of the protections set forth in this policy in accordance with applicable law and regulations, if the District is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary action occurred and the student is therefore a student presumed to have a disability for discipline purposes.

If it is claimed that the District had such knowledge, it will be the responsibility of the Superintendent, principal or other authorized school official imposing the suspension or removal in question for determining whether the student is a student presumed to have a disability for discipline purposes. The District will be deemed to have had such knowledge if:

1. The student's parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
2. The student's parent has requested an evaluation of the student; or

3. A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the District's Director of Special Education or other supervisory personnel.

Nonetheless, a student will not be considered a student presumed to have a disability for discipline purposes if notwithstanding the District's receipt of information supporting a claim that it had knowledge the student has a disability,

1. The student's parent has not allowed an evaluation of the student; or
2. The student's parent has refused services; or
3. The District conducted an evaluation of the student and determined that the student is not a student with a disability.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other student without a disability who engaged in comparable behaviors. However, if the District receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the District will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the District which can include suspension.

Expedited Due Process Hearings

The District will arrange for an expedited due process hearing upon receipt of or filing of a due process complaint notice for such a hearing by:

1. The District to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement;
2. The District during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings;
3. The student's parent regarding a determination that the student's behavior was not a manifestation of the student's disability; or
4. The student's parent relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

The District will arrange for, and an impartial hearing officer will conduct, an expedited due process hearing in accordance with the procedures established in Commissioner's regulations. Those procedures include but are not limited to convening a resolution meeting, and initiating and completing the hearing within the timelines specified in those regulations.

When an expedited due process hearing has been requested because of a disciplinary change in placement, a manifestation determination, or because the District believes that maintaining the student in the current placement is likely to result in injury to the student or others, the student will remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the period of removal, whichever occurs first unless the student's parent and the District agree otherwise.

Referral to Law Enforcement and Judicial Authorities

Consistent with its authority under applicable law and regulations, the District will report a crime committed by a student with a disability to appropriate law enforcement and judicial authorities. In such an instance, the Superintendent will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration to the appropriate authorities to whom the crime is reported, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

5300.55 Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any District employee is strictly forbidden.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of School District functions, powers and duties, if that student has refused to refrain from further disruptive acts.

The District will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

5300.60 Student Searches and Interrogations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary consequence on a student may question a student about an alleged violation of law or the District code of conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the Superintendent, building administrators or his/her designee and the school nurse to conduct searches of students and their belongings, in most instances, with the exceptions set forth below in A and B, if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the District code of conduct.

An authorized school official may conduct a search of a student's property that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's property (for example, a backpack, book bag, purse, car, etc.) based upon information received from a reliable informant. Individuals, other than the District employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against

their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's property, the authorized school official should encourage the student to admit that he/she possesses physical evidence that they violated the law or the District code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means those student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Strip Searches

A strip search is a search that requires a student to remove any or all of his/her clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the Superintendent or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the students or others.

Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another District professional employee who is also of the same sex as the student.

In every case, the school official conducting a strip search must have reasonable suspicion to believe the student is concealing evidence of a violation of law or the District code. In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student's age, the student's record, the quality of the knowledge that lead to the reasonable suspicion and the need for such a search.

School officials will attempt to notify the student's parent by telephone before conducting a strip search, or in writing after the fact if the parent could not be reached by telephone.

C. Documentation of Searches

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

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.

6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what item(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

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

D. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the principal or his/her designee shall try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted by a police officer. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function. The primary goal of law enforcement is as an advisor. However, under law, police can speak to and remove a student 16 years or older for matters of law.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

E. Child Protective Services Investigations

Consistent with the District's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the District will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations. Please refer to Board Policy 5460 for a list of mandated reporters.

All requests by child protective services to interview a student on school property shall be made directly to the principal or his/her designee. The principal or his/her designee shall set the time and place of the interview. The principal or designee shall be present during the interview. If the nature of the allegations is such that it may be necessary for the student to remove any of his/her clothing in order for the child protective services worker to verify the allegations, the school nurse or other District medical personnel must be present during that portion of the interview. No student may be required to remove his/her clothing in front of a child protective services worker or School District official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he/she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

5300.65 Visitors to the Schools

The Board encourages parents and other District citizens to visit the District's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The principal or his/her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the main office or other secure entrances upon arrival at the school. There they will be required to present their ID for verification through our electronic check-in system and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the office before leaving the building.
3. Visitors attending school functions that are open to the public outside of the regular school day, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to get permission from the building administrator to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.
8. Using an unmanned aerial vehicle (also known as a drone) or any remote controlled aircraft on school property or during any school functions without the prior written authorization from the District's Superintendent is prohibited. Prior to such use, users must also demonstrate compliance with any and all applicable Federal Aviation Administration rules and regulations.

5300.70 Public Conduct on School Property

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, “public” shall mean all persons when on school property or attending a school function including students, teachers and District personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The District recognizes that free inquiry and free expression are indispensable to the objectives of the District. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten or attempt to do so.
2. Intentionally damage or destroy School District property or the personal property of a student, District employee or any person lawfully on school property, including graffiti or arson or threaten or attempt to do so.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, color, creed, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Remain on campus from 11:00 PM to 5:00 AM, when the campus is closed, unless authorized by a school administrator.
8. Obstruct the free movement of any person in any place to which this code applies.
9. Violate the traffic laws, parking regulations or other restrictions on vehicles.
10. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances or any substance marked “not for human consumption”, or be under the influence of any of these substances on school property or at a school function.
11. Consume, sell, distribute or exchange tobacco products including e-cigarettes on school property or at a school function.
12. Consume any substance that alters perception or behavior, reducing that individual’s ability to function appropriately in the academic environment.
13. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the School District.
14. Loiter on or about school property.
15. Gamble on school property or at school functions, unless such activity is permitted by law and approved by the District in advance.

16. Refuse to comply with any reasonable order of identifiable School District personnel performing their duties.
17. Willfully incite others to commit any of the acts prohibited by this code.
18. Bring a dog on campus to walk, exercise, or attend an athletic or extra-curricular event except in accordance with the District's Animals on School Grounds Policy (policy 1501).
19. Violate any federal or state statute, local ordinance, this code or Board policy while on school property or while at a school function.

B. Penalties

Persons who violate this code shall be subject to the following penalties:

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection and/or police action. Visitors may be banned from being physically present on District property by the Superintendent.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 3 and 4. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

District personnel shall be responsible for enforcing the conduct required by this code.

When District personnel sees an individual engaged in prohibited conduct, which in his/her judgment does not pose any immediate threat of injury to persons or property, the District personnel shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The District personnel shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct or if the person's conduct poses an immediate threat of injury to persons or property, the District personnel shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The District shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the District reserves its right to pursue a civil or criminal legal action against any person violating the code.

5300.75 Dissemination and Review

A. Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this code of conduct by:

1. Providing copies of an age-appropriate, written in plain language, summary of the code to all students at an assembly to be held at the beginning of each school year.
2. Providing a plain language summary to all parents at the beginning of the school year, and thereafter on request.
3. Posting the complete code of conduct on the District's website.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current code of conduct when they are first hired.
6. Making copies of the code available for review by students, parents and other community members.

The Board will sponsor in-service education programs for all District staff members to ensure the effective implementation of the code of conduct. The Superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in service programs pertaining to the management and discipline of students. On-going professional development will be included in the District's professional development plan, as needed.

B. Review of Code of Conduct

The Board of Education will review this code of conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently. The Board of Education may appoint an advisory committee to assist in reviewing the code. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The code of conduct and any amendments to it will be filed with the Commissioner of Education, in a manner prescribed by the Commissioner, no later than 30 days after adoption.

5300.80 Compliance

If at any time a part of this code of conduct is inconsistent with applicable law, that part of the code is to be considered amended so that it complies with applicable law.

This code of conduct is effective as of June 29, 2012.

Revised: 09/14/2023
Approved by the Board of Education 09/14/2023

Policy Cross References:

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

School District Officer and Employee Code of Ethics

The Board of Education is committed to avoiding any situation in which the existence of conflicting interests of any Board member, officer or employee may call into question the integrity of the management or operation of the School District. The Board recognizes that sound, ethical standards of conduct serve to increase the effectiveness of District officers and staff as educators and public employees in the community. Adherence to a code of ethics promotes public confidence in the schools and furthers the attainment of District goals.

The Board also recognizes its obligation to adopt a code of ethics setting forth the standards of conduct required of all Board members, District officers and employees under the provisions of the General Municipal Law. The following rules and standards of conduct apply to all officers, including Board members, and employees of the Victor Central School District. These rules are in addition to the Code of Conduct and all other policies, laws, rules, and regulations.

Behavior

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

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

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

Statutory Conflicts of Interest

It is a conflict of interest for a Board member, officer or employee to benefit personally from contracts made in their official capacity.

- "Contract" is defined broadly to include any claim or demand against the District or account or agreement with the District, whether expressed or implied, which exceeds the sum of \$750.00 in any fiscal year.
- An "interest" is defined as a direct or indirect benefit that runs to the employee as a result of a contract with the District.

No Board member, officer or employee shall have an "interest" (i.e., receive a direct or indirect benefit as the result of a contract with the District) in:

1. a firm, partnership or association in which he/she is a member or employee;
2. a corporation in which he/she is an officer, director or employee;
3. a corporation in which he/she, directly or indirectly, owns or controls 5% or more of the stock;
4. a contract between the District and his/her spouse, minor child or dependents, except for an employment contract between the School District, a spouse, minor child or dependent of a Board member authorized by §800(3) of the General Municipal Law or §3016 of the Education Law.

1. Gifts: A Board member, officer, or employee shall not directly or indirectly solicit any gift, or accept or receive any gift having a value of \$75 or more, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. Confidential information: A Board member, officer, or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interest. This includes matters discussed in executive session. However, the Board, acting as a whole, may decide to disclose such information where disclosure is not prohibited under the law.

3. Representation before the Board or District: A Board member, officer, or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the School District.

4. Disclosure of interest in matters before the Board: A Board member, officer, or employee of the District, whether paid or unpaid, must publicly disclose the nature and extent of any interest he/she or his/her spouse has, will have or later acquires in any actual or proposed contract, purchase agreement, lease agreement or other agreement involving the School District (including oral agreements), to the governing body and his/her immediate supervisor (where applicable) even if it is not a prohibited interest under applicable law. Such disclosure must be in writing and made part of the official record of the School District. Disclosure is not required in the case of an interest that is exempted under Section 803(2) of the General Municipal Law. The term "interest" means a pecuniary or material benefit accruing to an officer or employee.

5. Investments in conflict with official duties: A Board member, officer, or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties. Exceptions to the conflict of interest law can be found in Section 802 of the General Municipal Law (see 2160-E.1).

6. Private employment: A Board member, officer, or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

7. Future employment: A Board member, officer, or employee shall not, after the termination of service or employment with the District, appear before the Board in relation to any action, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration.

8. Involvement with charitable organizations: A Board member, officer, or employee may be involved as a volunteer, officer or employee in a charitable organization, which has a relationship with the District. If a Board member is a board member, officer or employee of the charitable organization the Board member must disclose such relationship in writing to the District, and the Board member must recuse himself or herself from any discussions or votes relating to the charitable organization which may come before the Board. When participating in the activities of the charitable organization, the Board member, officer, or employee shall not disclose any confidential information learned in the course of his or official duties or use such information to further personal interests. Additionally, the Board member, officer or employee shall not make representations on behalf of the District unless specifically authorized to do so by the Board.

Distribution of Code of Ethics

The Superintendent of Schools shall cause a copy of this Code of Ethics to be distributed to every member of the Board, every officer and employee of the School District. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment. In addition, the Superintendent shall ensure that a copy of Article 18 of the General Municipal Law shall be kept posted in each public building under the District's jurisdiction in a place conspicuous to the District's officers and employees.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics and its regulation may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Policy References:

General Municipal Law, §§806-808

Opn. St. Comp. 2008-01

Application of the Board of Education, 57 EDR Dec. No. 17,147 (2017)

Application of Nett and Raby, 45 EDR 259 (2005)

Policy Cross References:

» 6700 - Purchasing

Adoption Date: 9/13/2007, Revised: 3/14/2013, Revised 1/11/2018, 11/10/2022
2000 - Governance and Operations

School District Officer and Employee Code of Ethics Signature Page

_____ Bryan Adams	_____ Date
_____ Tim DeLucia	_____ Date
_____ Lisa Kostecki	_____ Date
_____ Christopher Parks	_____ Date
_____ Carol Prescott	_____ Date
_____ Adam Snyder	_____ Date
_____ Name	_____ Date