

**APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/12 - 05/31/13 (Detail)**

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 1010.451-00-0000	SUPPLIES	500.00	(151.86)	348.14	0.00	0.00	348.14
A 1010.457-00-0000	PERIODICALS	100.00	(100.00)	0.00	0.00	0.00	0.00
A 1010.475-00-0000	CONFERENCE/TRAVEL	3,000.00	991.59	3,991.59	3,990.59	0.00	1.00
A 1010.479-00-0000	MISCELLANEOUS	4,000.00	4,811.78	8,811.78	536.62	46.00	8,229.16
<b>A 1010....BOARD OF EDUCATION</b>	<b>*</b>	<b>7,600.00</b>	<b>5,551.51</b>	<b>13,151.51</b>	<b>4,527.21</b>	<b>46.00</b>	<b>8,578.30</b>
A 1040.160-00-0000	NON-CERTIFIED SALARY	950.00	1,000.00	1,950.00	1,695.65	0.00	254.35
<b>A 1040....DISTRICT CLERK</b>	<b>*</b>	<b>950.00</b>	<b>1,000.00</b>	<b>1,950.00</b>	<b>1,695.65</b>	<b>0.00</b>	<b>254.35</b>
A 1060.160-00-0000	NON-CERTIFIED SALARY	900.00	0.00	900.00	666.65	83.35	150.00
A 1060.451-00-0000	SUPPLIES	400.00	0.00	400.00	192.36	0.00	207.64
A 1060.472-00-0000	LEGAL NOTICES	750.00	1,025.62	1,775.62	1,025.60	0.02	750.00
A 1060.475-00-0000	CONFERENCE/TRAVEL	0.00	357.00	357.00	353.90	0.00	3.10
A 1060.479-00-0000	VOTING MACHINES	250.00	0.00	250.00	50.00	200.00	0.00
<b>A 1060....DISTRICT MEETING</b>	<b>*</b>	<b>2,300.00</b>	<b>1,382.62</b>	<b>3,682.62</b>	<b>2,288.51</b>	<b>283.37</b>	<b>1,110.74</b>
<b>A 10....BOARD OF EDUCATION</b>	<b>**</b>	<b>10,850.00</b>	<b>7,934.13</b>	<b>18,784.13</b>	<b>8,511.37</b>	<b>329.37</b>	<b>9,943.39</b>
A 1240.150-00-0000	CERTIFIED SALARY	141,476.00	81,216.95	222,692.95	195,600.39	13,197.12	13,895.44
A 1240.160-00-0000	NON-CERTIFIED SALARY	73,538.00	0.00	73,538.00	64,716.91	5,454.80	3,366.29
A 1240.451-00-0000	SUPPLIES	1,000.00	0.00	1,000.00	783.63	164.00	52.37
A 1240.457-00-0000	PERIODICALS	100.00	40.50	140.50	31.00	0.00	109.50
A 1240.472-00-0000	ADVERTISING	1,000.00	0.00	1,000.00	311.50	333.75	354.75
A 1240.475-00-0000	CONFERENCE/TRAVEL	2,300.00	(617.00)	1,683.00	1,262.26	0.00	420.74
A 1240.476-00-0000	MEMBERSHIP	500.00	260.00	760.00	760.00	0.00	0.00
A 1240.479-00-0000	MISCELLANEOUS	100.00	0.00	100.00	13.14	0.00	86.86
<b>A 1240....CHIEF SCHOOL ADMINISTRATOR</b>	<b>*</b>	<b>220,014.00</b>	<b>80,900.45</b>	<b>300,914.45</b>	<b>263,478.83</b>	<b>19,149.67</b>	<b>18,285.95</b>
<b>A 12....CENTRAL ADMINISTRATION</b>	<b>**</b>	<b>220,014.00</b>	<b>80,900.45</b>	<b>300,914.45</b>	<b>263,478.83</b>	<b>19,149.67</b>	<b>18,285.95</b>
A 1310.150-00-0000	CERTIFIED SALARY	116,207.00	(1,000.00)	115,207.00	102,905.06	6,969.24	5,332.70
A 1310.160-00-0000	NON-CERTIFIED SALARY	114,767.00	0.00	114,767.00	104,304.61	9,044.99	1,417.40
A 1310.160-00-1000	CLERICAL OT	500.00	0.00	500.00	369.75	0.00	130.25
A 1310.400-00-0000	CONTRACTED SERVICES	6,500.00	0.00	6,500.00	1,500.00	0.00	5,000.00
A 1310.445-00-0000	APPRAISAL SERVICE	400.00	469.40	869.40	419.40	420.00	30.00
A 1310.451-00-0000	SUPPLIES	1,000.00	0.00	1,000.00	522.65	272.00	205.35
A 1310.457-00-0000	PERIODICALS	50.00	0.00	50.00	31.00	0.00	19.00
A 1310.465-00-0000	EQUIP. CONTRACT/REPAIRS	300.00	(69.40)	230.60	0.00	0.00	230.60
A 1310.472-00-0000	ADVERTISING	300.00	0.00	300.00	50.72	0.00	249.28
A 1310.475-00-0000	CONFERENCE/TRAVEL	700.00	0.00	700.00	599.01	0.00	100.99
A 1310.476-00-0000	MEMBERSHIP	700.00	0.00	700.00	700.00	0.00	0.00
<b>A 1310....BUSINESS ADMINISTRATION</b>	<b>*</b>	<b>241,424.00</b>	<b>(600.00)</b>	<b>240,824.00</b>	<b>211,402.20</b>	<b>16,706.23</b>	<b>12,715.57</b>
A 1320.160-00-0000	NON-CERTIFIED SALARY	2,600.00	0.00	2,600.00	1,636.18	363.82	600.00
A 1320.442-00-0000	EXTERNAL AUDITOR	15,100.00	0.00	15,100.00	14,300.00	800.00	0.00
A 1320.443-00-0000	INTERNAL AUDIT FUNCTION	10,000.00	0.00	10,000.00	4,000.00	6,000.00	0.00
<b>A 1320....AUDITING</b>	<b>*</b>	<b>27,700.00</b>	<b>0.00</b>	<b>27,700.00</b>	<b>19,936.18</b>	<b>7,163.82</b>	<b>600.00</b>
A 1325.160-00-0000	NON-CERTIFIED SALARY	54,312.00	0.00	54,312.00	48,721.92	4,060.08	1,530.00
A 1325.451-00-0000	SUPPLIES	200.00	(136.13)	63.87	55.78	0.00	8.09

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE	
A 1325.476-00-0000	MEMBERSHIP	100.00	136.13	236.13	236.13	0.00	0.00	
	<b>A 1325....TREASURER</b>	<b>*</b>	<b>54,612.00</b>	<b>0.00</b>	<b>54,612.00</b>	<b>49,013.83</b>	<b>4,060.08</b>	<b>1,538.09</b>
A 1330.479-00-0000	EXPENSES	19,838.00	(3,990.41)	15,847.59	15,847.59	0.00	0.00	
	<b>A 1330....TAX COLLECTOR</b>	<b>*</b>	<b>19,838.00</b>	<b>(3,990.41)</b>	<b>15,847.59</b>	<b>15,847.59</b>	<b>0.00</b>	<b>0.00</b>
A 1345.490-00-0000	BOCES	1,810.00	0.00	1,810.00	1,810.00	0.00	0.00	
	<b>A 1345....PURCHASING</b>	<b>*</b>	<b>1,810.00</b>	<b>0.00</b>	<b>1,810.00</b>	<b>1,810.00</b>	<b>0.00</b>	<b>0.00</b>
A 1380.479-00-0000	FISCAL AGENT FEES	2,000.00	0.00	2,000.00	1,500.00	500.00	0.00	
	<b>A 1380....FISCAL AGENT FEE</b>	<b>*</b>	<b>2,000.00</b>	<b>0.00</b>	<b>2,000.00</b>	<b>1,500.00</b>	<b>500.00</b>	<b>0.00</b>
	<b>A 13....FINANCE</b>	<b>**</b>	<b>347,384.00</b>	<b>(4,590.41)</b>	<b>342,793.59</b>	<b>299,509.80</b>	<b>28,430.13</b>	<b>14,853.66</b>
A 1420.441-00-0100	ATTORNEY FEES - SCHOOL BOARD	20,000.00	1,924.30	21,924.30	16,600.60	4,374.40	949.30	
A 1420.441-00-0200	ATTORNEY FEES - EMPLOYEES	25,000.00	49,000.00	74,000.00	42,854.90	31,145.10	0.00	
	<b>A 1420....LEGAL</b>	<b>*</b>	<b>45,000.00</b>	<b>50,924.30</b>	<b>95,924.30</b>	<b>59,455.50</b>	<b>35,519.50</b>	<b>949.30</b>
A 1430.400-00-0000	CONSULTANT SERVICES	0.00	16,900.35	16,900.35	16,900.35	0.00	0.00	
A 1430.466-00-0000	FINGERPRINTING/EMPLOYEE TESTING	600.00	(88.30)	511.70	91.50	0.00	420.20	
A 1430.472-00-0000	ADVERTISING	0.00	422.87	422.87	413.11	0.00	9.76	
	<b>A 1430....PERSONNEL</b>	<b>*</b>	<b>600.00</b>	<b>17,234.92</b>	<b>17,834.92</b>	<b>17,404.96</b>	<b>0.00</b>	<b>429.96</b>
A 1480.479-00-0000	PRINTING	2,500.00	2,466.00	4,966.00	2,416.68	0.00	2,549.32	
	<b>A 1480....PUBLIC INFORMATION &amp; SERVICES</b>	<b>*</b>	<b>2,500.00</b>	<b>2,466.00</b>	<b>4,966.00</b>	<b>2,416.68</b>	<b>0.00</b>	<b>2,549.32</b>
	<b>A 14....STAFF</b>	<b>**</b>	<b>48,100.00</b>	<b>70,625.22</b>	<b>118,725.22</b>	<b>79,277.14</b>	<b>35,519.50</b>	<b>3,928.58</b>
A 1620.160-00-0000	NON-CERTIFIED SALARY	469,386.00	0.00	469,386.00	410,360.55	33,897.13	25,128.32	
A 1620.160-00-1000	CLEANERS OT	6,000.00	0.00	6,000.00	4,832.02	0.00	1,167.98	
A 1620.160-00-3000	SUBSTITUTE CLEANERS	20,000.00	0.00	20,000.00	16,511.11	3,488.89	0.00	
A 1620.200-00-0000	EQUIPMENT	0.00	1,450.00	1,450.00	1,450.00	0.00	0.00	
A 1620.451-00-0000	SUPPLIES	39,300.00	0.00	39,300.00	7,799.23	25,328.07	6,172.70	
A 1620.454-00-0000	DIESEL FUEL	15,000.00	0.00	15,000.00	9,774.59	4,925.41	300.00	
A 1620.455-00-0000	NATURAL GAS	250,000.00	0.00	250,000.00	171,358.47	73,541.53	5,100.00	
A 1620.456-00-0000	TELEPHONE	5,000.00	0.00	5,000.00	2,956.54	1,505.95	537.51	
A 1620.457-00-0000	WATER	16,000.00	0.00	16,000.00	12,283.45	712.55	3,004.00	
A 1620.458-00-0000	ELECTRIC	600.00	0.00	600.00	282.21	125.79	192.00	
A 1620.465-00-0000	EQUIP. CONTRACT/REPAIRS	1,000.00	552.50	1,552.50	1,108.50	253.92	190.08	
A 1620.469-00-0000	SERVICE CONTRACTS	15,360.00	60.00	15,420.00	(376.88)	1,397.90	14,398.98	
A 1620.475-00-0000	CONFERENCE/TRAVEL	500.00	25.00	525.00	66.58	48.00	410.42	
A 1620.490-00-0000	BOCES	12,000.00	0.00	12,000.00	350.00	10,650.00	1,000.00	
	<b>A 1620....OPERATION OF PLANT</b>	<b>*</b>	<b>850,146.00</b>	<b>2,087.50</b>	<b>852,233.50</b>	<b>638,756.37</b>	<b>155,875.14</b>	<b>57,601.99</b>
A 1621.160-00-0000	NON-CERTIFIED SALARY	346,010.00	0.00	346,010.00	301,540.54	25,953.63	18,515.83	
A 1621.160-00-1000	MAINTENANCE OT	3,000.00	0.00	3,000.00	1,507.79	1,092.21	400.00	
A 1621.160-00-3000	SUBSTITUTE MAINTENANCE	3,000.00	0.00	3,000.00	666.91	2,333.09	0.00	
A 1621.200-00-0000	EQUIPMENT	3,000.00	6,797.14	9,797.14	8,247.14	0.00	1,550.00	
A 1621.451-00-0000	SUPPLIES	50,750.00	1,229.25	51,979.25	35,445.67	7,911.42	8,622.16	
A 1621.465-00-0000	EQUIP. CONTRACT/REPAIRS	20,000.00	0.00	20,000.00	8,242.00	0.00	11,758.00	
A 1621.468-00-0000	UPKEEP BUILDING & GROUNDS	19,000.00	27,341.00	46,341.00	30,749.94	0.00	15,591.06	
A 1621.469-00-0000	SERVICE CONTRACTS	144,885.00	8,785.00	153,670.00	132,993.47	6,764.16	13,912.37	

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 1621.475-00-0000	CONFERENCE/TRAVEL	1,300.00	0.00	1,300.00	888.97	0.00	411.03
A 1621.476-00-0000	MEMBERSHIP	1,000.00	0.00	1,000.00	947.70	52.00	0.30
<b>A 1621....MAINTENANCE OF PLANT</b>	<b>*</b>	<b>591,945.00</b>	<b>44,152.39</b>	<b>636,097.39</b>	<b>521,230.13</b>	<b>44,106.51</b>	<b>70,760.75</b>
A 1670.451-00-0000	SUPPLIES	22,000.00	(500.00)	21,500.00	20,298.42	0.00	1,201.58
A 1670.466-00-0000	POSTAL METER RENTAL	3,852.00	0.00	3,852.00	3,852.00	0.00	0.00
A 1670.473-00-0000	CENTRAL POSTAGE	12,000.00	6,500.00	18,500.00	7,621.80	10,500.00	378.20
<b>A 1670....CENTRAL PRINTING &amp; MAILING</b>	<b>*</b>	<b>37,852.00</b>	<b>6,000.00</b>	<b>43,852.00</b>	<b>31,772.22</b>	<b>10,500.00</b>	<b>1,579.78</b>
A 1680.490-00-0000	BOCES	313,969.00	(15,600.00)	298,369.00	294,825.53	0.00	3,543.47
<b>A 1680....CENTRAL DATA PROCESSING</b>	<b>*</b>	<b>313,969.00</b>	<b>(15,600.00)</b>	<b>298,369.00</b>	<b>294,825.53</b>	<b>0.00</b>	<b>3,543.47</b>
<b>A 16....CENTRAL SERVICES</b>	<b>**</b>	<b>1,793,912.00</b>	<b>36,639.89</b>	<b>1,830,551.89</b>	<b>1,486,584.25</b>	<b>210,481.65</b>	<b>133,485.99</b>
A 1910.420-00-0000	LIABILITY INSURANCE	74,583.00	(251.00)	74,332.00	73,758.00	0.00	574.00
A 1910.421-00-0000	UMBRELLA INSURANCE	3,815.00	68.00	3,883.00	3,883.00	0.00	0.00
<b>A 1910....UNALLOCATED INSURANCE</b>	<b>*</b>	<b>78,398.00</b>	<b>(183.00)</b>	<b>78,215.00</b>	<b>77,641.00</b>	<b>0.00</b>	<b>574.00</b>
A 1920.476-00-0000	MEMBERSHIPS	7,620.00	183.00	7,803.00	7,803.00	0.00	0.00
<b>A 1920....SCHOOL ASSOCIATION DUES</b>	<b>*</b>	<b>7,620.00</b>	<b>183.00</b>	<b>7,803.00</b>	<b>7,803.00</b>	<b>0.00</b>	<b>0.00</b>
A 1950.479-00-0000	WATER & SEWER ASSESSMENTS	43,000.00	6,314.58	49,314.58	49,314.58	0.00	0.00
<b>A 1950....ASSESSMENTS ON SCHOOL PROPERTY</b>	<b>*</b>	<b>43,000.00</b>	<b>6,314.58</b>	<b>49,314.58</b>	<b>49,314.58</b>	<b>0.00</b>	<b>0.00</b>
A 1964.479-00-0000	REFUND PROPERTY TAX	18,848.00	0.00	18,848.00	0.00	0.00	18,848.00
<b>A 1964....REFUND ON REAL PROPERTY TAXES</b>	<b>*</b>	<b>18,848.00</b>	<b>0.00</b>	<b>18,848.00</b>	<b>0.00</b>	<b>0.00</b>	<b>18,848.00</b>
A 1981.490-00-0000	BOCES	121,011.00	0.00	121,011.00	121,011.00	0.00	0.00
<b>A 1981....BOCES ADMINISTRATIVE COSTS</b>	<b>*</b>	<b>121,011.00</b>	<b>0.00</b>	<b>121,011.00</b>	<b>121,011.00</b>	<b>0.00</b>	<b>0.00</b>
A 1983.490-00-0000	BOCES	43,114.00	0.00	43,114.00	43,114.00	0.00	0.00
<b>A 1983....</b>	<b>*</b>	<b>43,114.00</b>	<b>0.00</b>	<b>43,114.00</b>	<b>43,114.00</b>	<b>0.00</b>	<b>0.00</b>
<b>A 19....SPECIAL ITEMS</b>	<b>**</b>	<b>311,991.00</b>	<b>6,314.58</b>	<b>318,305.58</b>	<b>298,883.58</b>	<b>0.00</b>	<b>19,422.00</b>
<b>A 1....BOARD OF EDUCATION</b>	<b>***</b>	<b>2,732,251.00</b>	<b>197,823.86</b>	<b>2,930,074.86</b>	<b>2,436,244.97</b>	<b>293,910.32</b>	<b>199,919.57</b>
A 2010.150-00-0000	CERTIFIED SALARY	110,537.00	(30,831.73)	79,705.27	25,852.89	346.37	53,506.01
A 2010.160-00-0000	NON-CERTIFIED SALARY	24,064.00	48.20	24,112.20	21,874.67	2,237.53	0.00
A 2010.451-00-0000	CURR DEV-MATL SUPP	1,200.00	0.00	1,200.00	1,167.50	0.00	32.50
A 2010.475-00-0000	CONFERENCE/TRAVEL	900.00	(45.00)	855.00	242.50	600.00	12.50
A 2010.476-00-0000	MEMBERSHIP	700.00	0.00	700.00	689.00	0.00	11.00
A 2010.490-00-0000	BOCES	29,940.00	15,542.41	45,482.41	30,710.00	0.00	14,772.41
A 2010.490-01-0000	BOCES - COSER 565 WORKSHOPS - HS	1,300.00	500.00	1,800.00	825.00	975.00	0.00
A 2010.490-02-0000	BOCES - COSER 565 WORKSHOPS- EE	1,050.00	359.38	1,409.38	675.00	600.00	134.38
A 2010.490-04-0000	BOCES - COSER 565 WORKSHOPS - GL	1,050.00	(100.00)	950.00	100.00	550.00	300.00
<b>A 2010....CURRICULUM DEVEL &amp; SUPERVISION</b>	<b>*</b>	<b>170,741.00</b>	<b>(14,526.74)</b>	<b>156,214.26</b>	<b>82,136.56</b>	<b>5,308.90</b>	<b>68,768.80</b>
A 2020.150-00-0000	CERTIFIED SALARY	443,616.00	10,059.01	453,675.01	416,981.19	36,693.82	0.00
A 2020.160-00-0000	NON-CERTIFIED SALARY	211,899.00	(15,855.85)	196,043.15	179,923.91	15,305.70	813.54
A 2020.160-00-3000	CLERICAL SUBSTITUTES	6,000.00	(42.34)	5,957.66	4,965.49	534.51	457.66
A 2020.451-01-0000	SUPPLIES	3,500.00	(591.00)	2,909.00	2,206.93	0.00	702.07
A 2020.451-02-0000	SUPPLIES	1,242.00	0.00	1,242.00	870.52	0.00	371.48
A 2020.451-04-0000	SUPPLIES	3,200.00	0.00	3,200.00	2,940.48	96.60	162.92
A 2020.465-01-0000	EQUIP. CONTRACT/REPAIRS	400.00	(200.00)	200.00	0.00	0.00	200.00

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A 2020.465-04-0000	EQUIP. CONTRACT/REPAIRS	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2020.475-00-0000	CONFERENCE/TRAVEL	4,000.00	0.00	4,000.00	327.90	0.00	3,672.10
A 2020.475-01-0000	CONFERENCE/TRAVEL	1,000.00	(704.60)	295.40	113.36	0.00	182.04
A 2020.475-02-0000	CONFERENCE/TRAVEL	1,000.00	(759.38)	240.62	90.62	150.00	0.00
A 2020.475-04-0000	CONFERENCE/TRAVEL	800.00	(153.47)	646.53	453.00	185.00	8.53
A 2020.476-01-0000	MEMBERSHIP	1,580.00	70.00	1,650.00	1,650.00	0.00	0.00
A 2020.476-02-0000	MEMBERSHIP	700.00	0.00	700.00	620.00	0.00	80.00
A 2020.476-04-0000	MEMBERSHIP	700.00	(680.00)	20.00	20.00	0.00	0.00
A 2020.478-01-0000	AWARDS	1,444.00	0.00	1,444.00	180.00	0.00	1,264.00
A 2020.478-02-0000	AWARDS	240.00	0.00	240.00	0.00	0.00	240.00
A 2020.478-04-0000	AWARDS	0.00	680.00	680.00	669.12	8.64	2.24
A 2020.479-01-0000	MISCELLANEOUS	4,225.00	(102.29)	4,122.71	1,356.67	560.00	2,206.04
A 2020.479-01-9999	PRINCIPAL'S FUND	2,397.00	495.54	2,892.54	1,117.59	0.00	1,774.95
A 2020.479-02-0000	MISCELLANEOUS	1,511.00	3,079.46	4,590.46	316.00	2,927.76	1,346.70
A 2020.479-04-0000	MISCELLANEOUS	1,281.00	4,085.38	5,366.38	3,125.28	551.71	1,689.39
A 2020.490-00-0000	BOCES	27,516.00	0.00	27,516.00	24,356.00	0.00	3,160.00
<b>A 2020....SUPERVISION-REGULAR SCHOOL</b>	<b>*</b>	<b>719,251.00</b>	<b>(619.54)</b>	<b>718,631.46</b>	<b>642,284.06</b>	<b>57,013.74</b>	<b>19,333.66</b>
A 2060.446-00-0000	CONTRACT SERVICES	6,550.00	(3,125.00)	3,425.00	3,425.00	0.00	0.00
A 2060.451-00-0000	SUPPLIES	367.00	0.00	367.00	314.28	0.00	52.72
A 2060.490-00-0000	BOCES	20,051.00	0.00	20,051.00	14,666.25	5,384.75	0.00
<b>A 2060....RESEARCH, PLANNING &amp; EVALUAT</b>	<b>*</b>	<b>26,968.00</b>	<b>(3,125.00)</b>	<b>23,843.00</b>	<b>18,405.53</b>	<b>5,384.75</b>	<b>52.72</b>
A 2070.150-00-0000	INSERVICE TRAINING	6,500.00	0.00	6,500.00	266.00	6,234.00	0.00
A 2070.150-00-2070	CURRICULUM DEVELOPMENT-INSERVICE	3,000.00	0.00	3,000.00	480.00	2,520.00	0.00
A 2070.150-00-9999	CPR/AED TRAINING	1,200.00	0.00	1,200.00	1,082.84	117.16	0.00
A 2070.451-00-0000	CPR/AED SUPPLIES	1,000.00	0.00	1,000.00	479.00	0.00	521.00
A 2070.490-00-0000	BOCES	27,986.00	3,187.26	31,173.26	21,786.66	9,386.60	0.00
<b>A 2070....INSERVICE TRAINING-INSTRUCTION</b>	<b>*</b>	<b>39,686.00</b>	<b>3,187.26</b>	<b>42,873.26</b>	<b>24,094.50</b>	<b>18,257.76</b>	<b>521.00</b>
<b>A 20....ADMIN &amp; IMPROVEMENT</b>	<b>**</b>	<b>956,646.00</b>	<b>(15,084.02)</b>	<b>941,561.98</b>	<b>766,920.65</b>	<b>85,965.15</b>	<b>88,676.18</b>
A 2110.120-00-0000	HOME TEACHING	14,000.00	14,000.00	28,000.00	23,210.25	4,789.75	0.00
A 2110.120-00-0002	AIS - ELEMENTARY	5,000.00	(1,600.00)	3,400.00	54.40	2,745.60	600.00
A 2110.120-00-0004	AIS - GLP	2,000.00	0.00	2,000.00	0.00	720.00	1,280.00
A 2110.120-02-0000	SALARY 3-6	1,802,125.00	(1,802,125.00)	0.00	0.00	0.00	0.00
A 2110.120-02-1100	SALARY - ART	0.00	33,180.00	33,180.00	25,372.82	7,807.18	0.00
A 2110.120-02-1500	SALARY - RTI ELA	0.00	56,982.19	56,982.19	44,147.91	12,834.28	0.00
A 2110.120-02-1900	SALARY - RTI MATH	0.00	72,489.00	72,489.00	55,433.05	17,055.95	0.00
A 2110.120-02-2000	SALARY - MUSIC	0.00	199,440.00	199,440.00	171,082.29	28,357.71	0.00
A 2110.120-02-2100	SALARY - PHYS ED	0.00	95,245.00	95,245.00	74,789.53	20,454.97	0.50
A 2110.120-02-2500	SALARY - GIFTED/TALENTED	0.00	30,630.00	30,630.00	23,423.01	7,206.99	0.00
A 2110.120-02-2630	SALARIES - COMPUTER LAB	0.00	22,539.00	22,539.00	21,840.86	698.14	0.00
A 2110.120-02-3000	EXTENDED LEAVE SUBSTITUTES	20,000.00	2,597.50	22,597.50	22,597.50	0.00	0.00
A 2110.120-02-3300	SALARY - GRADE 3	0.00	263,100.00	263,100.00	207,667.60	55,432.40	0.00
A 2110.120-02-3400	SALARY - GRADE 4	0.00	335,200.00	335,200.00	263,357.86	71,842.14	0.00

**APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/12 - 05/31/13 (Detail)**

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2110.120-02-3500	SALARY - GRADE 5	0.00	303,278.00	303,278.00	255,827.17	47,450.83	0.00
A 2110.120-02-3600	SALARY - GRADE 6	0.00	344,350.00	344,350.00	305,054.33	39,295.67	0.00
A 2110.120-02-6000	SALARY - RTI ELA/MATH	0.00	67,000.00	67,000.00	51,235.28	15,764.72	0.00
A 2110.120-04-0000	SALARY K-2	1,160,040.00	(1,153,339.31)	6,700.69	0.00	0.00	6,700.69
A 2110.120-04-1100	SALARY - ART	0.00	29,261.26	29,261.26	22,376.25	6,885.01	0.00
A 2110.120-04-1900	SALARY - RTI MATH	0.00	28,250.00	28,250.00	21,602.88	6,647.12	0.00
A 2110.120-04-2000	SALARY - MUSIC	0.00	40,643.00	40,643.00	34,410.87	6,232.13	0.00
A 2110.120-04-2100	SALARY - PHYS ED	0.00	78,704.65	78,704.65	68,195.73	10,508.92	0.00
A 2110.120-04-2200	SALARY - READING	0.00	57,157.44	57,157.44	43,708.56	13,448.88	0.00
A 2110.120-04-3000	EXTENDED LEAVE SUBSTITUTES	20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
A 2110.120-04-3001	SALARY - KINDERGARTEN	0.00	272,500.00	272,500.00	227,517.84	44,982.16	0.00
A 2110.120-04-3100	SALARY - GRADE 1	0.00	275,659.00	275,659.00	233,640.77	38,181.73	3,836.50
A 2110.120-04-3200	SALARY - GRADE 2	0.00	319,000.00	319,000.00	243,941.52	75,058.48	0.00
A 2110.120-04-6000	SALARY - AIS/RTI	0.00	23,650.00	23,650.00	18,173.43	5,476.57	0.00
A 2110.130-00-0001	AIS - HIGH SCHOOL	0.00	1,000.00	1,000.00	175.00	0.00	825.00
A 2110.130-01-0000	SALARY 7-12	3,566,692.00	(3,530,493.53)	36,198.47	0.00	0.00	36,198.47
A 2110.130-01-1100	SALARY - ART	0.00	130,959.50	130,959.50	110,469.78	20,489.72	0.00
A 2110.130-01-1300	SALARY - BUSINESS	0.00	250,167.00	250,167.00	203,492.28	46,674.72	0.00
A 2110.130-01-1500	SALARY - ENGLISH	0.00	496,895.68	496,895.68	399,738.39	93,911.04	3,246.25
A 2110.130-01-1600	SALARY - HOME & CAREERS	0.00	86,239.00	86,239.00	71,923.03	14,315.97	0.00
A 2110.130-01-1700	SALARY - TECH ED	0.00	234,717.00	234,717.00	191,618.14	43,098.86	0.00
A 2110.130-01-1800	SALARY - LANGUAGE	0.00	334,747.00	334,747.00	267,791.57	66,955.43	0.00
A 2110.130-01-1900	SALARY - MATH	0.00	491,162.00	491,162.00	405,969.55	85,192.45	0.00
A 2110.130-01-2000	SALARY - MUSIC	0.00	153,239.00	153,239.00	123,476.55	29,762.45	0.00
A 2110.130-01-2100	SALARY - PHYS ED	0.00	232,102.25	232,102.25	184,388.73	47,713.52	0.00
A 2110.130-01-2121	SALARY - HEALTH	0.00	86,092.00	86,092.00	65,835.12	20,256.88	0.00
A 2110.130-01-2300	SALARY - SCIENCE	0.00	520,917.00	520,917.00	430,030.15	90,886.85	0.00
A 2110.130-01-2400	SALARY - SOCIAL STUDIES	0.00	487,641.00	487,641.00	396,916.09	90,724.91	0.00
A 2110.130-01-3000	EXTENDED LEAVE SUBSTITUTES	30,000.00	(6,000.00)	24,000.00	0.00	0.00	24,000.00
A 2110.130-01-9900	SALARY - ISS	0.00	9,500.00	9,500.00	8,616.27	883.73	0.00
A 2110.140-00-0000	SALARY - SUBSTITUTES	120,000.00	14,695.00	134,695.00	112,680.60	22,014.40	0.00
A 2110.160-00-3000	SUBSTITUTES	0.00	0.00	0.00	0.00	0.00	0.00
A 2110.161-00-3000	TEACHER AIDE SUBSTITUTES	4,500.00	(1,046.95)	3,453.05	0.00	1,000.00	2,453.05
A 2110.161-01-0000	TEACHER AIDE SALARY	29,594.00	0.00	29,594.00	26,420.63	2,869.05	304.32
A 2110.161-02-0000	DETENTION - EDEN ELEM	0.00	1,600.00	1,600.00	136.00	353.60	1,110.40
A 2110.161-04-0000	TEACHER AIDE SALARY	40,507.00	1,046.95	41,553.95	34,253.43	5,182.07	2,118.45
A 2110.200-01-0000	EQUIPMENT - INSTRUCTIONAL	3,910.00	0.00	3,910.00	3,666.82	0.00	243.18
A 2110.200-01-2000	EQUIPMENT - MUSIC	0.00	849.99	849.99	0.00	849.99	0.00
A 2110.200-02-0000	EQUIPMENT - INSTRUCTIONAL	1,000.00	1,467.07	2,467.07	1,462.63	0.00	1,004.44
A 2110.200-04-0000	EQUIPMENT - INSTRUCTIONAL	2,000.00	1,092.87	3,092.87	2,711.19	0.00	381.68
A 2110.447-04-0000	TESTING	150.00	0.00	150.00	144.67	0.00	5.33
A 2110.451-00-1200	SUPPLIES - DISTRICT WIDE	5,545.00	3,200.00	8,745.00	6,186.06	1,000.00	1,558.94

**APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/12 - 05/31/13 (Detail)**

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2110.451-00-2010	CLASSROOM SUPPLIES - CURRICULUM	18,550.00	(3,500.00)	15,050.00	13,483.02	887.23	679.75
A 2110.451-01-0000	SUPPLIES - GENERAL	11,500.00	(2,222.50)	9,277.50	9,211.37	0.00	66.13
A 2110.451-01-1100	SUPPLIES - ART	2,000.00	912.50	2,912.50	2,691.50	0.00	221.00
A 2110.451-01-1300	SUPPLIES - BUSINESS	1,000.00	(450.00)	550.00	517.46	0.00	32.54
A 2110.451-01-1500	SUPPLIES - ENGLISH	2,500.00	0.00	2,500.00	2,473.28	0.00	26.72
A 2110.451-01-1600	SUPPLIES - HOME & CAREERS	4,803.00	1,500.00	6,303.00	4,484.15	1,815.85	3.00
A 2110.451-01-1700	SUPPLIES - TECH ED	5,940.00	75.00	6,015.00	5,518.26	383.41	113.33
A 2110.451-01-1800	SUPPLIES - LANGUAGE	2,168.00	21.00	2,189.00	2,188.35	0.00	0.65
A 2110.451-01-1900	SUPPLIES - MATH	7,980.00	0.00	7,980.00	7,890.22	0.00	89.78
A 2110.451-01-2000	SUPPLIES - MUSIC	4,500.00	0.00	4,500.00	2,615.11	1,872.96	11.93
A 2110.451-01-2100	SUPPLIES - PHYS ED	592.00	0.00	592.00	527.10	0.00	64.90
A 2110.451-01-2121	SUPPLIES - HEALTH	200.00	0.00	200.00	14.84	0.00	185.16
A 2110.451-01-2300	SUPPLIES - SCIENCE	4,460.00	0.00	4,460.00	3,872.91	507.68	79.41
A 2110.451-01-2400	SUPPLIES - SOCIAL STUDIES	824.00	0.00	824.00	775.16	0.00	48.84
A 2110.451-02-0000	SUPPLIES - GENERAL	9,573.00	487.24	10,060.24	9,077.09	881.64	101.51
A 2110.451-02-1100	SUPPLIES - ART	1,426.00	0.00	1,426.00	1,335.85	0.00	90.15
A 2110.451-02-1500	SUPPLIES - ELA	160.00	(91.94)	68.06	0.00	30.94	37.12
A 2110.451-02-1900	SUPPLIES - MATH	1,200.00	0.00	1,200.00	142.99	1,000.00	57.01
A 2110.451-02-2000	SUPPLIES - MUSIC	1,891.00	0.00	1,891.00	1,550.22	340.67	0.11
A 2110.451-02-2100	SUPPLIES - PHYS ED	274.00	0.00	274.00	267.41	0.00	6.59
A 2110.451-02-2300	SUPPLIES - SCIENCE	160.00	0.00	160.00	77.72	0.00	82.28
A 2110.451-02-2400	SUPPLIES - SOCIAL STUDIES	160.00	0.00	160.00	0.00	0.00	160.00
A 2110.451-02-3300	SUPPLIES - GRADE 3	1,083.00	0.00	1,083.00	630.84	442.00	10.16
A 2110.451-02-3400	SUPPLIES - GRADE 4	1,249.00	0.00	1,249.00	715.75	508.30	24.95
A 2110.451-02-3500	SUPPLIES - GRADE 5	1,605.00	(49.95)	1,555.05	1,099.02	455.26	0.77
A 2110.451-02-3600	SUPPLIES - GRADE 6	1,613.00	(49.95)	1,563.05	1,191.33	210.00	161.72
A 2110.451-02-8140	SUPPLIES - READING	120.00	0.00	120.00	82.80	0.00	37.20
A 2110.451-04-0000	SUPPLIES - GENERAL	6,800.00	0.00	6,800.00	6,708.08	54.14	37.78
A 2110.451-04-1100	SUPPLIES - ART	1,596.00	0.00	1,596.00	1,505.42	0.00	90.58
A 2110.451-04-2000	SUPPLIES - MUSIC	604.00	0.00	604.00	546.95	43.99	13.06
A 2110.451-04-2100	SUPPLIES - PHYS ED	589.00	200.00	789.00	788.14	0.00	0.86
A 2110.451-04-2121	SUPPLIES - HEALTH	200.00	(200.00)	0.00	0.00	0.00	0.00
A 2110.451-04-2200	SUPPLIES - READING	900.00	0.00	900.00	775.21	0.00	124.79
A 2110.451-04-2300	SUPPLIES - SCIENCE	160.00	0.00	160.00	157.73	0.00	2.27
A 2110.451-04-2630	SUPPLIES - COMPUTER LAB	240.00	0.00	240.00	237.05	0.00	2.95
A 2110.451-04-3000	SUPPLIES - KINDERGARTEN	787.00	(787.00)	0.00	0.00	0.00	0.00
A 2110.451-04-3001	SUPPLIES - KINDERGARTEN	0.00	787.00	787.00	714.30	0.00	72.70
A 2110.451-04-3100	SUPPLIES - GRADE 1	823.00	0.00	823.00	777.70	0.00	45.30
A 2110.451-04-3200	SUPPLIES - GRADE 2	788.00	0.00	788.00	703.78	0.00	84.22
A 2110.460-00-0000	SOFTWARE	2,232.00	(910.20)	1,321.80	795.33	0.00	526.47
A 2110.465-00-1200	DISTRICT AV REPAIR	1,000.00	0.00	1,000.00	592.86	180.00	227.14
A 2110.465-01-1100	REPAIRS - ART	150.00	0.00	150.00	0.00	0.00	150.00

**APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/12 - 05/31/13 (Detail)**

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2110.465-01-1600	REPAIRS - HOME EC	200.00	0.00	200.00	0.00	0.00	200.00
A 2110.465-01-1700	REPAIRS - TECH ED	450.00	(75.00)	375.00	368.75	0.00	6.25
A 2110.465-01-2000	REPAIRS - MUSIC	3,500.00	0.00	3,500.00	2,371.70	1,128.30	0.00
A 2110.465-01-2100	REPAIRS - PHYS ED	600.00	0.00	600.00	0.00	349.99	250.01
A 2110.465-02-0000	EQUIP. CONTRACT/REPAIRS	900.00	0.00	900.00	0.00	0.00	900.00
A 2110.465-02-2000	REPAIRS - MUSIC	1,900.00	0.00	1,900.00	665.90	1,230.10	4.00
A 2110.465-04-0000	EQUIP. CONTRACT/REPAIRS	2,000.00	0.00	2,000.00	877.00	0.00	1,123.00
A 2110.465-04-2000	REPAIRS - MUSIC	350.00	0.00	350.00	197.30	129.00	23.70
A 2110.471-00-0000	TUITION TO PUBLIC DIST	16,000.00	2,976.00	18,976.00	0.00	18,976.00	0.00
A 2110.472-00-0000	TUITION/TUTORING	0.00	9,181.25	9,181.25	0.00	9,181.25	0.00
A 2110.473-00-0000	PAYMENTS TO CHARTER SCHOOLS	9,674.00	0.00	9,674.00	9,674.00	0.00	0.00
A 2110.475-01-0000	CONFERENCE/TRAVEL-CURRICULUM	1,875.00	(1,355.36)	519.64	220.00	0.00	299.64
A 2110.475-02-0000	CONFERENCE/TRAVEL-CURRICULUM	1,550.00	(989.65)	560.35	172.26	205.00	183.09
A 2110.475-04-0000	CONFERENCE/TRAVEL-CURRICULUM	1,450.00	(1,176.57)	273.43	270.00	0.00	3.43
A 2110.476-01-1800	MEMBERSHIP - LOTE	50.00	0.00	50.00	0.00	0.00	50.00
A 2110.476-02-0000	MEMBERSHIP - MATH OLYMPIAD	100.00	99.90	199.90	198.90	0.00	1.00
A 2110.479-01-2000	MISC - MUSIC	6,400.00	(800.00)	5,600.00	1,106.00	3,766.95	727.05
A 2110.480-01-0000	TEXTBOOKS	38,772.00	787.50	39,559.50	39,095.16	457.97	6.37
A 2110.480-02-0000	TEXTBOOKS	46,744.00	8,371.92	55,115.92	37,582.26	16,821.18	712.48
A 2110.480-03-0000	TEXTBOOKS - NON-PUBLIC	5,825.00	(2,626.35)	3,198.65	3,198.65	0.00	0.00
A 2110.480-04-0000	TEXTBOOKS	34,410.00	(4,781.34)	29,628.66	23,605.03	5,699.93	323.70
A 2110.490-00-0000	BOCES	111,820.00	10,000.59	121,820.59	121,820.59	0.00	0.00
<b>A 2110....TEACHING-REGULAR SCHOOL</b>	<b>*</b>	<b>7,216,033.00</b>	<b>24,915.65</b>	<b>7,240,948.65</b>	<b>5,834,924.19</b>	<b>1,291,572.71</b>	<b>114,451.75</b>
<b>A 21....TEACHING</b>	<b>**</b>	<b>7,216,033.00</b>	<b>24,915.65</b>	<b>7,240,948.65</b>	<b>5,834,924.19</b>	<b>1,291,572.71</b>	<b>114,451.75</b>
A 2250.150-00-0000	CERTIFIED SALARY	15,000.00	0.00	15,000.00	0.00	0.00	15,000.00
A 2250.150-00-3000	EXTENDED LEAVE SUBSTITUTES	27,222.00	1,930.50	29,152.50	25,826.85	3,325.65	0.00
A 2250.150-01-0000	CERTIFIED SALARY	303,883.00	(1,802.90)	302,080.10	259,193.04	42,887.06	0.00
A 2250.150-01-3900	SPEECH	0.00	3,423.00	3,423.00	3,097.25	325.75	0.00
A 2250.150-02-0000	CERTIFIED SALARY	321,612.00	(111,428.50)	210,183.50	178,565.26	21,477.76	10,140.48
A 2250.150-02-3900	SPEECH	0.00	78,077.00	78,077.00	70,821.40	7,255.60	0.00
A 2250.150-04-0000	CERTIFIED SALARY	142,000.00	(51,600.00)	90,400.00	69,129.46	21,270.54	0.00
A 2250.150-04-3900	SPEECH	0.00	83,000.00	83,000.00	63,470.75	19,529.25	0.00
A 2250.160-00-0000	NON-CERTIFIED SALARY	64,154.00	0.00	64,154.00	59,317.79	4,590.21	246.00
A 2250.160-00-3000	CLERICAL SUBSTITUTES	1,500.00	0.00	1,500.00	0.00	700.00	800.00
A 2250.160-00-4000	OCCUPATIONAL THERAPIST/PHYSICAL	56,229.00	(27,471.56)	28,757.44	23,122.75	746.81	4,887.88
A 2250.161-00-3000	TEACHER AIDES SALARIES	17,000.00	0.00	17,000.00	17,379.86	0.00	(379.86)
A 2250.161-01-0000	TEACHER AIDES SALARIES	46,927.00	18,413.56	65,340.56	50,446.94	14,365.54	528.08
A 2250.161-02-0000	TEACHER AIDES SALARIES	63,866.00	0.00	63,866.00	50,473.38	9,361.40	4,031.22
A 2250.161-04-0000	TEACHER AIDES SALARIES	55,917.00	0.00	55,917.00	42,000.00	13,608.09	308.91
A 2250.200-00-0000	EQUIPMENT	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 2250.447-00-0000	TESTING	1,750.00	1,752.97	3,502.97	1,750.00	1,750.00	2.97
A 2250.451-00-0000	SUPPLIES	1,108.00	(508.75)	599.25	565.37	0.00	33.88

**APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/12 - 05/31/13 (Detail)**

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2250.451-01-0000	SUPPLIES	1,500.00	(641.72)	858.28	685.79	172.49	0.00
A 2250.451-02-0000	SUPPLIES	2,355.00	(990.87)	1,364.13	1,317.74	0.00	46.39
A 2250.451-04-0000	SUPPLIES	2,000.00	(392.31)	1,607.69	1,533.25	0.00	74.44
A 2250.464-00-0000	OTHER HC SERVICES	32,221.00	9,058.00	41,279.00	23,219.54	18,059.46	0.00
A 2250.465-00-0000	EQUIP. CONTRACT/REPAIRS	1,400.00	(450.00)	950.00	578.50	0.00	371.50
A 2250.471-00-0000	TUITION TO PUBLIC DIST	39,000.00	4,495.00	43,495.00	0.00	43,495.00	0.00
A 2250.472-00-0000	TUITION ALL OTHER	353,015.00	(4,726.00)	348,289.00	199,571.06	69,034.92	79,683.02
A 2250.475-00-0000	CONFERENCE/TRAVEL	600.00	360.00	960.00	419.83	390.00	150.17
A 2250.475-00-9999	TRAVEL/CONFERENCE-CURRICULUM	1,000.00	(400.00)	600.00	0.00	0.00	600.00
A 2250.476-00-0000	MEMBERSHIP	700.00	0.00	700.00	600.00	0.00	100.00
A 2250.490-00-0000	BOCES	814,723.00	0.00	814,723.00	677,310.12	16,969.55	120,443.33
	<b>A 2250....PROGRAMS-STUDENTS W/ DISABIL *</b>	<b>2,368,682.00</b>	<b>97.42</b>	<b>2,368,779.42</b>	<b>1,820,395.93</b>	<b>309,315.08</b>	<b>239,068.41</b>
A 2280.490-01-0000	BOCES	647,717.00	(7,303.00)	640,414.00	623,224.50	7,473.90	9,715.60
	<b>A 2280....OCCUPATIONAL EDUCATION *</b>	<b>647,717.00</b>	<b>(7,303.00)</b>	<b>640,414.00</b>	<b>623,224.50</b>	<b>7,473.90</b>	<b>9,715.60</b>
	<b>A 22....SPECIAL APPORTIONMENT PROGRAMS **</b>	<b>3,016,399.00</b>	<b>(7,205.58)</b>	<b>3,009,193.42</b>	<b>2,443,620.43</b>	<b>316,788.98</b>	<b>248,784.01</b>
A 2330.150-00-0000	CERTIFIED SALARY-CONTINUING ED	5,000.00	(4,000.00)	1,000.00	200.00	0.00	800.00
A 2330.150-00-3000	CERTIFIED SALARY-DRIVER ED	10,400.00	0.00	10,400.00	9,968.70	431.30	0.00
A 2330.150-00-4000	CERTIFIED SALARY-SUMMER MUSIC	4,000.00	0.00	4,000.00	2,904.00	0.00	1,096.00
A 2330.400-00-0000	PURCHASED SERVICES - COMMUNITY E	0.00	4,000.00	4,000.00	(730.00)	0.00	4,730.00
A 2330.451-01-2330	SUPPLIES - COMMUNITY ED	100.00	0.00	100.00	0.00	0.00	100.00
A 2330.454-00-0000	GASOLINE	600.00	0.00	600.00	600.00	0.00	0.00
A 2330.479-00-0000	DRIVER ED INSURANCE	600.00	0.00	600.00	322.00	0.00	278.00
	<b>A 2330....TEACHING-SPECIAL SCHOOLS *</b>	<b>20,700.00</b>	<b>0.00</b>	<b>20,700.00</b>	<b>13,264.70</b>	<b>431.30</b>	<b>7,004.00</b>
	<b>A 23....SPECIAL SCHOOLS **</b>	<b>20,700.00</b>	<b>0.00</b>	<b>20,700.00</b>	<b>13,264.70</b>	<b>431.30</b>	<b>7,004.00</b>
A 2610.150-01-0000	CERTIFIED SALARY	72,000.00	0.00	72,000.00	65,302.38	6,697.62	0.00
A 2610.150-02-0000	CERTIFIED SALARY	56,500.00	(5,000.00)	51,500.00	11,300.00	0.00	40,200.00
A 2610.150-04-0000	CERTIFIED SALARY	49,573.00	0.00	49,573.00	32,629.94	10,040.06	6,903.00
A 2610.451-01-0000	SUPPLIES	400.00	(10.95)	389.05	191.13	0.00	197.92
A 2610.451-02-0000	SUPPLIES	950.00	0.00	950.00	801.48	0.00	148.52
A 2610.451-04-0000	SUPPLIES	767.00	30.95	797.95	796.96	0.00	0.99
A 2610.460-01-0000	BOOKS	2,000.00	250.00	2,250.00	2,250.00	0.00	0.00
A 2610.460-02-0000	BOOKS	3,181.00	1,019.49	4,200.49	4,104.81	38.49	57.19
A 2610.460-04-0000	BOOKS	1,900.00	0.00	1,900.00	1,898.67	0.00	1.33
A 2610.461-01-0000	HIGH SCHOOL LIBRARY VIDEOS	300.00	0.00	300.00	300.00	0.00	0.00
A 2610.465-01-0000	REPAIRS	1,050.00	(200.00)	850.00	298.50	0.00	551.50
A 2610.465-02-0000	EQUIP. CONTRACT/REPAIR	800.00	0.00	800.00	298.50	0.00	501.50
A 2610.467-01-0000	HIGH SCHOOL PERIODICALS	1,000.00	0.00	1,000.00	1,000.00	0.00	0.00
A 2610.467-02-0000	ELEMENTARY PERIODICALS	800.00	0.00	800.00	777.55	0.00	22.45
A 2610.467-04-0000	GLP PERIODICALS	160.00	(20.00)	140.00	133.94	0.00	6.06
A 2610.490-00-0000	BOCES	1,940.00	0.00	1,940.00	477.11	1,462.89	0.00

**APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/12 - 05/31/13 (Detail)**

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
<b>A 2610....SCHOOL LIBRARY &amp; AUDIOVISUAL</b>	<b>*</b>	<b>193,321.00</b>	<b>(3,930.51)</b>	<b>189,390.49</b>	<b>122,560.97</b>	<b>18,239.06</b>	<b>48,590.46</b>
A 2630.150-00-0000	CERTIFIED SALARY	85,995.00	0.00	85,995.00	79,379.23	6,615.00	0.77
A 2630.160-00-0000	NON-CERTIFIED SALARY	110,819.00	0.00	110,819.00	101,754.11	8,524.79	540.10
A 2630.160-00-1000	TECHNOLOGY OVERTIME	3,000.00	(272.31)	2,727.69	416.19	1,783.81	527.69
A 2630.160-00-3000	TECHNOLOGY SUB	3,000.00	0.00	3,000.00	2,824.16	175.84	0.00
A 2630.220-00-0000	INSTR HARDWARE/TECH EQUIPMENT (A	27,794.00	0.00	27,794.00	27,350.00	0.00	444.00
A 2630.451-00-0000	SUPPLIES	12,750.00	1,827.82	14,577.82	11,204.86	112.00	3,260.96
A 2630.460-00-0000	SOFTWARE	23,308.00	671.09	23,979.09	23,979.09	0.00	0.00
A 2630.465-00-0000	REPAIRS	2,500.00	0.00	2,500.00	154.58	2,345.42	0.00
A 2630.475-00-0000	CONFERENCE/TRAVEL	2,000.00	(252.31)	1,747.69	373.60	230.00	1,144.09
A 2630.476-00-0000	MEMBERSHIP	700.00	0.00	700.00	598.04	0.00	101.96
A 2630.490-00-0000	BOCES	193,684.00	922.18	194,606.18	153,746.21	39,937.79	922.18
<b>A 2630....COMPUTER ASSISTED INSTRUCTION</b>	<b>*</b>	<b>465,550.00</b>	<b>2,896.47</b>	<b>468,446.47</b>	<b>401,780.07</b>	<b>59,724.65</b>	<b>6,941.75</b>
<b>A 26....INSTRUCTIONAL MEDIA</b>	<b>**</b>	<b>658,871.00</b>	<b>(1,034.04)</b>	<b>657,836.96</b>	<b>524,341.04</b>	<b>77,963.71</b>	<b>55,532.21</b>
A 2805.160-00-0000	NON-CERTIFIED SALARY	19,322.00	0.00	19,322.00	15,125.63	3,682.64	513.73
<b>A 2805....ATTENDANCE-REGULAR SCHOOL</b>	<b>*</b>	<b>19,322.00</b>	<b>0.00</b>	<b>19,322.00</b>	<b>15,125.63</b>	<b>3,682.64</b>	<b>513.73</b>
A 2810.150-00-0000	GUIDANCE SALARIES	23,657.00	1,323.27	24,980.27	19,102.40	5,877.87	0.00
A 2810.150-01-0000	CERTIFIED SALARY	162,215.00	1,516.00	163,731.00	135,156.08	28,574.92	0.00
A 2810.160-01-0000	NON-CERTIFIED SALARY	85,481.00	0.00	85,481.00	77,683.20	7,473.60	324.20
A 2810.447-04-0000	TESTING	1,000.00	0.00	1,000.00	995.15	0.00	4.85
A 2810.451-01-0000	SUPPLIES	1,359.00	(200.00)	1,159.00	844.42	75.00	239.58
A 2810.451-04-0000	SUPPLIES	260.00	0.00	260.00	241.37	0.00	18.63
A 2810.475-01-0000	MEMBERSHIP	100.00	0.00	100.00	0.00	0.00	100.00
A 2810.478-01-0000	AWARDS	150.00	0.00	150.00	0.00	0.00	150.00
<b>A 2810....GUIDANCE-REGULAR SCHOOL</b>	<b>*</b>	<b>274,222.00</b>	<b>2,639.27</b>	<b>276,861.27</b>	<b>234,022.62</b>	<b>42,001.39</b>	<b>837.26</b>
A 2815.160-00-0000	NON-CERTIFIED SALARY	86,176.00	0.00	86,176.00	65,480.06	18,402.27	2,293.67
A 2815.160-00-3000	NURSE SUBSTITUTES	5,200.00	0.00	5,200.00	4,043.37	156.63	1,000.00
A 2815.449-00-0000	STUDENT EXAMINATIONS	55,500.00	3,496.37	58,996.37	29,362.65	12,248.56	17,385.16
A 2815.451-01-0000	SUPPLIES	1,240.00	0.00	1,240.00	1,041.40	5.00	193.60
A 2815.451-02-0000	SUPPLIES	769.00	0.00	769.00	603.48	0.00	165.52
A 2815.451-04-0000	SUPPLIES	824.00	0.00	824.00	752.87	0.00	71.13
A 2815.457-01-0000	PERIODICALS	47.00	0.00	47.00	44.00	0.00	3.00
A 2815.457-02-0000	PERIODICALS	47.00	0.00	47.00	44.00	0.00	3.00
A 2815.457-04-0000	PERIODICALS	47.00	0.00	47.00	44.00	0.00	3.00
A 2815.465-01-0000	REPAIRS	350.00	0.00	350.00	274.31	0.00	75.69
A 2815.465-02-0000	REPAIRS	350.00	0.00	350.00	274.31	0.00	75.69
A 2815.465-04-0000	REPAIRS	350.00	0.00	350.00	274.38	0.00	75.62
A 2815.475-00-0000	CONFERENCE/TRAVEL	180.00	0.00	180.00	110.00	0.00	70.00
<b>A 2815....HEALTH SERVICES-REGULAR SCHOOL</b>	<b>*</b>	<b>151,080.00</b>	<b>3,496.37</b>	<b>154,576.37</b>	<b>102,348.83</b>	<b>30,812.46</b>	<b>21,415.08</b>
A 2820.150-00-0000	CERTIFIED SALARY	109,053.00	1,155.00	110,208.00	99,958.38	10,249.62	0.00
A 2820.447-00-0000	TESTING	1,477.00	450.00	1,927.00	1,870.86	0.00	56.14

**APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/12 - 05/31/13 (Detail)**

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
<b>A 2820....PSYCHOLOGICAL SRVC-REG SCHOOL *</b>		<b>110,530.00</b>	<b>1,605.00</b>	<b>112,135.00</b>	<b>101,829.24</b>	<b>10,249.62</b>	<b>56.14</b>
A 2825.150-00-0000	CERTIFIED SALARY	24,090.00	630.00	24,720.00	18,903.70	5,816.30	0.00
<b>A 2825....SOCIAL WORK SRVC-REG SCHOOL *</b>		<b>24,090.00</b>	<b>630.00</b>	<b>24,720.00</b>	<b>18,903.70</b>	<b>5,816.30</b>	<b>0.00</b>
A 2830.150-00-0000	CERTIFIED SALARY	107,326.00	1,500.00	108,826.00	100,454.76	8,371.24	0.00
<b>A 2830....PUPIL PERSONNEL SRVC-SPEC SCHL *</b>		<b>107,326.00</b>	<b>1,500.00</b>	<b>108,826.00</b>	<b>100,454.76</b>	<b>8,371.24</b>	<b>0.00</b>
A 2850.150-00-0000	CERTIFIED SALARY	88,358.00	(36,109.90)	52,248.10	427.00	50,523.00	1,298.10
A 2850.150-00-2200	MUSIC SECURITY	2,138.00	(2,138.00)	0.00	122.00	0.00	(122.00)
A 2850.150-01-2000	HS MUSICAL/MUSIC SALARY	0.00	27,227.36	27,227.36	19,389.32	7,588.16	249.88
A 2850.150-01-2855	GAA/VARSITY CLUB	0.00	1,084.00	1,084.00	0.00	1,084.00	0.00
A 2850.150-02-2000	EE MUSICAL/MUSIC SALARY	0.00	10,089.54	10,089.54	10,089.54	0.00	0.00
<b>A 2850....CO-CURRICULAR ACTIV-REG SCHL *</b>		<b>90,496.00</b>	<b>153.00</b>	<b>90,649.00</b>	<b>30,027.86</b>	<b>59,195.16</b>	<b>1,425.98</b>
A 2855.150-00-0000	CERTIFIED SALARY	261,907.00	(676.91)	261,230.09	249,694.29	11,535.80	0.00
A 2855.150-00-2855	ATHLETIC SECURITY	8,000.00	5,688.91	13,688.91	9,721.00	244.00	3,723.91
A 2855.160-00-0000	NON-CERTIFIED SALARY	13,221.00	0.00	13,221.00	10,251.41	2,842.71	126.88
A 2855.200-00-0000	EQUIPMENT	0.00	2,700.00	2,700.00	2,700.00	0.00	0.00
A 2855.448-00-0000	OFFICIALS	44,757.00	7,540.00	52,297.00	39,840.75	0.00	12,456.25
A 2855.451-00-0000	SUPPLIES	13,710.00	100.50	13,810.50	12,285.85	1,252.14	272.51
A 2855.463-00-0000	EQUIPMENT RECONDITIONING	3,500.00	0.00	3,500.00	2,556.34	889.70	53.96
A 2855.468-00-0000	FACILITIES IMPROVEMENT	3,000.00	0.00	3,000.00	2,988.00	0.00	12.00
A 2855.475-00-0000	CONFERENCE/TRAVEL	3,300.00	0.00	3,300.00	1,611.90	700.00	988.10
A 2855.476-00-0000	MEMBERSHIP	14,000.00	(3,969.00)	10,031.00	9,923.75	0.00	107.25
A 2855.479-00-0000	MISCELLANEOUS	20,365.00	603.00	20,968.00	13,978.14	6,989.06	0.80
A 2855.490-00-0000	BOCES	5,000.00	3,969.00	8,969.00	8,325.00	0.00	644.00
<b>A 2855....INTERSCHOL ATHLETICS-REG SCHL *</b>		<b>390,760.00</b>	<b>15,955.50</b>	<b>406,715.50</b>	<b>363,876.43</b>	<b>24,453.41</b>	<b>18,385.66</b>
<b>A 28....PUPIL SERVICES **</b>		<b>1,167,826.00</b>	<b>25,979.14</b>	<b>1,193,805.14</b>	<b>966,589.07</b>	<b>184,582.22</b>	<b>42,633.85</b>
<b>A 2....ADMIN &amp; IMPROVEMENT ***</b>		<b>13,036,475.00</b>	<b>27,571.15</b>	<b>13,064,046.15</b>	<b>10,549,660.08</b>	<b>1,957,304.07</b>	<b>557,082.00</b>
A 5510.160-00-0000	BUS DRIVERS SALARY	658,863.00	(500.00)	658,363.00	487,962.91	133,931.65	36,468.44
A 5510.160-00-0001	SUPERVISOR SALARY	72,000.00	0.00	72,000.00	62,823.11	5,752.89	3,424.00
A 5510.160-00-0002	MECHANICS SALARIES	157,060.00	(2,500.00)	154,560.00	118,922.88	10,340.80	25,296.32
A 5510.160-00-0003	ATTENDANTS SALARIES	80,944.00	0.00	80,944.00	60,221.64	11,685.03	9,037.33
A 5510.160-00-0011	CLERICAL SALARY	20,138.00	0.00	20,138.00	18,121.16	1,504.80	512.04
A 5510.160-00-1000	OT BUS DRIVERS	500.00	500.00	1,000.00	521.50	0.00	478.50
A 5510.160-00-1002	OT MECHANICS	4,500.00	0.00	4,500.00	645.58	354.42	3,500.00
A 5510.160-00-2020	CLERICAL SALARIES-BUILDING LEVEL	0.00	15,898.19	15,898.19	14,656.09	1,242.10	0.00
A 5510.160-00-2630	SALARIES - TECHNOLOGY	4,841.00	0.00	4,841.00	4,465.54	375.23	0.23
A 5510.160-00-3000	SUBSTITUTE DRIVERS	28,000.00	0.00	28,000.00	18,334.04	5,165.96	4,500.00
A 5510.160-00-3003	SUBSTITUTE ATTENDANTS	5,800.00	0.00	5,800.00	897.32	602.68	4,300.00
A 5510.160-00-3011	CLERICAL SUBSTITUTES	0.00	2,500.00	2,500.00	583.54	16.46	1,900.00
A 5510.160-00-4000	SPORT TRIPS	39,000.00	1,111.56	40,111.56	36,220.26	0.00	3,891.30
A 5510.160-00-4100	FIELD TRIPS	8,000.00	391.00	8,391.00	5,269.63	2,730.37	391.00
A 5510.160-00-5000	DRIVER SALARIES-APPD BOE BUS USE	8,000.00	0.00	8,000.00	5,587.90	1,012.10	1,400.00
A 5510.160-00-5500	SALARIES - LABORER/DELIVERIES	3,143.00	0.00	3,143.00	2,889.36	240.62	13.02

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ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 5510.160-00-6000	BUS CLEANING	4,000.00	0.00	4,000.00	1,914.68	0.00	2,085.32
A 5510.200-00-0000	EQUIPMENT	6,285.00	9,242.29	15,527.29	11,802.32	0.00	3,724.97
A 5510.422-00-0000	FIRE & LIABILITY INSURANCE	46,500.00	1,279.00	47,779.00	46,516.00	0.00	1,263.00
A 5510.423-00-0000	BUS DRIVER CERTIFICATION	1,050.00	0.00	1,050.00	19.00	0.00	1,031.00
A 5510.451-00-0000	PARTS/SUPPLIES	90,000.00	(1,461.20)	88,538.80	43,965.58	5,971.44	38,601.78
A 5510.454-00-0000	GASOLINE	215,000.00	(997.80)	214,002.20	170,512.14	18,949.04	24,541.02
A 5510.455-00-0000	OIL & LUBRICANTS	6,000.00	0.00	6,000.00	1,109.56	1,222.82	3,667.62
A 5510.456-00-0000	TIRES & TUBES	19,800.00	4,000.00	23,800.00	16,330.90	2,000.00	5,469.10
A 5510.460-00-0000	SOFTWARE	2,755.00	2,755.00	5,510.00	2,755.00	2,755.00	0.00
A 5510.465-00-0000	EQUIP. CONTRACT & REPAIR	10,652.00	200.00	10,852.00	10,423.21	318.54	110.25
A 5510.466-00-0000	DRUG TESTING	1,900.00	0.00	1,900.00	1,290.00	160.00	450.00
A 5510.475-00-0000	CONFERENCE/TRAVEL	3,000.00	525.00	3,525.00	3,017.58	227.56	279.86
A 5510.476-00-0000	MEMBERSHIP	500.00	0.00	500.00	424.46	0.00	75.54
A 5510.479-00-0000	MISCELLANEOUS	5,092.00	(500.00)	4,592.00	1,408.25	2,678.50	505.25
	<b>A 5510....DISTRICT TRANSPORTATION</b>	<b>1,503,323.00</b>	<b>32,443.04</b>	<b>1,535,766.04</b>	<b>1,149,611.14</b>	<b>209,238.01</b>	<b>176,916.89</b>
A 5530.160-00-0000	BUS GARAGE CLEANING	5,659.00	0.00	5,659.00	4,858.34	778.31	22.35
A 5530.160-00-1000	SNOW REMOVAL BUS GARAGE	9,598.00	0.00	9,598.00	8,834.88	736.25	26.87
A 5530.451-00-0000	SUPPLIES	3,500.00	(150.00)	3,350.00	1,405.17	400.00	1,544.83
A 5530.454-00-0000	DIESEL FUEL	1,000.00	(193.53)	806.47	199.48	100.52	506.47
A 5530.455-00-0000	NATURAL GAS	6,000.00	100.00	6,100.00	3,497.12	2,602.88	0.00
A 5530.456-00-0000	TELEPHONE	240.00	243.53	483.53	406.69	0.00	76.84
A 5530.457-00-0000	WATER	200.00	0.00	200.00	182.06	9.94	8.00
A 5530.465-00-0000	REPAIRS	650.00	0.00	650.00	463.50	0.00	186.50
A 5530.469-00-0000	SERVICE CONTRACTS	6,383.00	590.00	6,973.00	2,948.42	1,644.89	2,379.69
A 5530.479-00-0000	OTHER EXPENSES	3,450.00	859.00	4,309.00	2,878.63	215.94	1,214.43
	<b>A 5530....GARAGE BUILDING</b>	<b>36,680.00</b>	<b>1,449.00</b>	<b>38,129.00</b>	<b>25,674.29</b>	<b>6,488.73</b>	<b>5,965.98</b>
	<b>A 55....PUPIL TRANSPORTATION</b>	<b>1,540,003.00</b>	<b>33,892.04</b>	<b>1,573,895.04</b>	<b>1,175,285.43</b>	<b>215,726.74</b>	<b>182,882.87</b>
	<b>A 5....</b>	<b>1,540,003.00</b>	<b>33,892.04</b>	<b>1,573,895.04</b>	<b>1,175,285.43</b>	<b>215,726.74</b>	<b>182,882.87</b>
A 9010.800-00-0000	EMPLOYEE RETIREMENT	585,685.00	234.54	585,919.54	350,204.08	212,408.61	23,306.85
	<b>A 9010....STATE RETIREMENT</b>	<b>585,685.00</b>	<b>234.54</b>	<b>585,919.54</b>	<b>350,204.08</b>	<b>212,408.61</b>	<b>23,306.85</b>
A 9020.800-00-0000	TEACHERS RETIREMENT	1,115,092.00	1,271.59	1,116,363.59	(38,189.58)	1,117,037.25	37,515.92
	<b>A 9020....TEACHERS' RETIREMENT</b>	<b>1,115,092.00</b>	<b>1,271.59</b>	<b>1,116,363.59</b>	<b>(38,189.58)</b>	<b>1,117,037.25</b>	<b>37,515.92</b>
A 9030.800-00-0000	SOCIAL SECURITY	943,902.00	(8,103.82)	935,798.18	748,788.18	139,580.82	47,429.18
	<b>A 9030....SOCIAL SECURITY</b>	<b>943,902.00</b>	<b>(8,103.82)</b>	<b>935,798.18</b>	<b>748,788.18</b>	<b>139,580.82</b>	<b>47,429.18</b>
A 9040.800-00-0000	WORKER'S COMPENSATION	161,420.00	137.67	161,557.67	155,637.50	0.00	5,920.17
	<b>A 9040....WORKERS' COMPENSATION</b>	<b>161,420.00</b>	<b>137.67</b>	<b>161,557.67</b>	<b>155,637.50</b>	<b>0.00</b>	<b>5,920.17</b>
A 9050.800-00-0000	UNEMPLOYMENT INSURANCE	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
	<b>A 9050....UNEMPLOYMENT INSURANCE</b>	<b>5,000.00</b>	<b>0.00</b>	<b>5,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>5,000.00</b>
A 9060.800-00-0000	HEALTH INSURANCE	2,666,689.00	(38,775.00)	2,627,914.00	2,486,780.35	60,566.54	80,567.11
A 9060.800-00-HRA	HEALTH INSURANCE - HRA	102,702.00	45,775.00	148,477.00	71,671.50	76,335.00	470.50
A 9060.800-00-MDCR	HEALTH INSURANCE - MEDICARE REIM	44,880.00	0.00	44,880.00	19,280.70	18,882.00	6,717.30
A 9060.800-00-RETR	HEALTH INSURANCE - RETIREES	96,410.00	(1,000.00)	95,410.00	76,167.54	0.00	19,242.46

**APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/12 - 05/31/13 (Detail)**

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
<b>A 9060....HOSPITAL, MEDICAL &amp; DENTAL INS</b>	*	<b>2,910,681.00</b>	<b>6,000.00</b>	<b>2,916,681.00</b>	<b>2,653,900.09</b>	<b>155,783.54</b>	<b>106,997.37</b>
<b>A 90....EMPLOYEE BENEFITS</b>	**	<b>5,721,780.00</b>	<b>(460.02)</b>	<b>5,721,319.98</b>	<b>3,870,340.27</b>	<b>1,624,810.22</b>	<b>226,169.49</b>
A 9789.600-00-0000	OTHER DEBT-PRINCIPAL PERF CONTRA	488,781.00	17,253.00	506,034.00	505,033.73	0.00	1,000.27
A 9789.700-00-0000	OTHER DEBT-INTEREST PERF CONTRA	63,616.00	(17,253.00)	46,363.00	31,154.27	0.00	15,208.73
<b>A 9789....</b>	*	<b>552,397.00</b>	<b>0.00</b>	<b>552,397.00</b>	<b>536,188.00</b>	<b>0.00</b>	<b>16,209.00</b>
<b>A 97....</b>	**	<b>552,397.00</b>	<b>0.00</b>	<b>552,397.00</b>	<b>536,188.00</b>	<b>0.00</b>	<b>16,209.00</b>
A 9901.950-00-0000	TRANSFER SPECIAL AID	50,000.00	0.00	50,000.00	26,576.07	0.00	23,423.93
A 9901.960-00-0000	TRANSFER DEBT SERVICE	1,547,125.00	0.00	1,547,125.00	1,372,597.51	174,526.25	1.24
<b>A 9901....TRANSFER TO SPECIAL AID</b>	*	<b>1,597,125.00</b>	<b>0.00</b>	<b>1,597,125.00</b>	<b>1,399,173.58</b>	<b>174,526.25</b>	<b>23,425.17</b>
<b>A 99....INTERFUND TRANSFERS</b>	**	<b>1,597,125.00</b>	<b>0.00</b>	<b>1,597,125.00</b>	<b>1,399,173.58</b>	<b>174,526.25</b>	<b>23,425.17</b>
<b>A 9....EMPLOYEE BENEFITS</b>	***	<b>7,871,302.00</b>	<b>(460.02)</b>	<b>7,870,841.98</b>	<b>5,805,701.85</b>	<b>1,799,336.47</b>	<b>265,803.66</b>
<b>GRAND TOTALS</b>		<b>25,180,031.00</b>	<b>258,827.03</b>	<b>25,438,858.03</b>	<b>19,966,892.33</b>	<b>4,266,277.60</b>	<b>1,205,688.10</b>

Report Completed 12:07 PM

**BUDGET TRANSFER FOR FUND A - SCHEDULE NUMBER 11 - MAY BUDGET TRANSFERS**

REF#	DATE	TRANSFER EXPLANATION	ACCOUNT	ACCOUNT NAME	OUT	IN
1162	05/06/13	MONEY INTO BULK MAILING ACCOUNT				
		POSTAGE SUPPLIES	A 1670.451-00-0000	SUPPLIES	500.00	0.00
		CENTRAL POSTAGE	A 1670.473-00-0000	CENTRAL POSTAGE	0.00	500.00
1163	05/22/13	MOVE MONEY RAIDER RESPOND SUPPLIES				
		OFFICIALS	A 2855.448-00-0000	OFFICIALS	500.00	0.00
		ATHLETICS - SUPPLIES	A 2855.451-00-0000	SUPPLIES	0.00	500.00
1164	05/22/13	TEXTBOOK MONEY FOR "GO MATH"				
		GLP TEXTBOOKS	A 2110.480-04-0000	TEXTBOOKS	7,800.00	0.00
		ELEM SCHOOL TEXTBOOKS	A 2110.480-02-0000	TEXTBOOKS	0.00	7,800.00
1165	05/22/13	PURCHASE BUSINESS FIRST GUIDES				
		FINGERPRINTING	A 1430.466-00-0000	FINGERPRINTING/EMPLOYEE T	40.50	0.00
		PERIODICALS	A 1240.457-00-0000	PERIODICALS	0.00	40.50
1166	05/24/13	DISTRICT CLERK REAPPOINTMENT				
		CERTIFIED SALARY	A 1310.150-00-0000	CERTIFIED SALARY	1,000.00	0.00
		NON-CERTIFIED SALARY	A 1040.160-00-0000	NON-CERTIFIED SALARY	0.00	1,000.00
1167	05/24/13	PER DIEM SUBS FOR KANICK,ZOLL				
		SALARY ENGLISH DEPT.	A 2110.130-01-1500	SALARY - ENGLISH	4,000.00	0.00
		CERTIFIED SALARY	A 2610.150-02-0000	CERTIFIED SALARY	5,000.00	0.00
		SALARY - SUBSTITUTES	A 2110.140-00-0000	SALARY - SUBSTITUTES	0.00	9,000.00
1168	05/24/13	NEEDED TO PAY JUNE 2013 BOCES BILL				
		BOCES	A 2010.490-00-0000	BOCES	2,002.59	0.00
		BOCES	A 2110.490-00-0000	BOCES	0.00	2,002.59
1169	05/29/13	SICK LEAVE PAYOUT RETIREMENT				
		HLTH INSURANCE - RETIREES	A 9060.800-00-RETR	HEALTH INSURANCE - RETIRE	1,000.00	0.00
		HLTH INS - HRA	A 9060.800-00-HRA	HEALTH INSURANCE - HRA	0.00	1,000.00
<b>SCHEDULE TOTAL</b>					<b>21,843.09</b>	<b>21,843.09</b>
<b>NET AMOUNT</b>					<b>0.00</b>	
<b>BUDGET TRANSFER AMOUNT 8</b>						

**BUDGET TRANSFER FOR FUND A - SCHEDULE NUMBER 11 - MAY BUDGET TRANSFERS****SCHEDULE DISTRIBUTION TOTALS BY ACCOUNT - BY FUND**

ACCOUNT	TOTAL DEBITS	TOTAL CREDITS
A 1040.160-00-0000	0.00	1,000.00
A 1240.457-00-0000	0.00	40.50
A 1310.150-00-0000	1,000.00	0.00
A 1430.466-00-0000	40.50	0.00
A 1670.451-00-0000	500.00	0.00
A 1670.473-00-0000	0.00	500.00
A 2010.490-00-0000	2,002.59	0.00
A 2110.130-01-1500	4,000.00	0.00
A 2110.140-00-0000	0.00	9,000.00
A 2110.480-02-0000	0.00	7,800.00
A 2110.480-04-0000	7,800.00	0.00
A 2110.490-00-0000	0.00	2,002.59
A 2610.150-02-0000	5,000.00	0.00
A 2855.448-00-0000	500.00	0.00
A 2855.451-00-0000	0.00	500.00
A 9060.800-00-HRA	0.00	1,000.00
A 9060.800-00-RETR	1,000.00	0.00
<b>FUND TOTALS</b>	<b>21,843.09</b>	<b>21,843.09</b>

Report Completed 11:48 AM

DETAIL WARRANT NUMBER 48 - FUND A - MAY ACH/WIRE/TRNS FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
302	483	EDEN CENTRAL SCH TRUST & AGEN A 9060.800-00-0000	HOSP - KWAS, K HEALTH INSURANCE	05/15/13 330095	500.00	500.00
<b>CHECK TOTAL</b>					<b>500.00</b>	
303	5364	DASNY A 9901.960-00-0000 V 5031 V 9711.700	2004A - SDMT#1 BOND PMT TRANSFER DEBT SERVICE INTERFUND TRANSFERS-GENERAL FUND SERIAL BONDS-INTEREST SCH CONSTRCT	05/31/13 330378 330378 330378	44,125.00 (44,125.00) 44,125.00	44,125.00 0.00 0.00
<b>CHECK TOTAL</b>					<b>44,125.00</b>	
304	5365	DEPOSITORY TRUST COMPANY A 9901.960-00-0000 A 9901.960-00-0000 V 5031 V 5031 W 125 W 62802 V 9711.600 V 9711.700	2002 REFUNDING BOND PMT TRANSFER DEBT SERVICE TRANSFER DEBT SERVICE INTERFUND TRANSFERS-GENERAL FUND INTERFUND TRANSFERS-GENERAL FUND AMOUNTS TO BE PROVIDED FOR LONG-TERM DEB 2002 REFUNDING BOND SERIAL BONDS-PRINCIPAL SCH CONSTRCT SERIAL BONDS-INTEREST SCH CONSTRCT	05/31/13 330381 330381 330381 330381 330381 330381 330381 330381	13,950.00 220,000.00 (220,000.00) (13,950.00) (220,000.00) 220,000.00 220,000.00 220,000.00 13,950.00	13,950.00 220,000.00 0.00 0.00 0.00 0.00 0.00 0.00
<b>CHECK TOTAL</b>					<b>233,950.00</b>	
<b>NUMBER OF CHECKS</b>					<b>3</b>	
<b>WARRANT TOTAL</b>					<b>278,575.00</b>	<b>278,575.00</b>
<b>VENDOR PORTION</b>					<b>278,575.00</b>	
<b>PAYROLL PORTION</b>					<b>0.00</b>	

CERTIFICATION OF WARRANT

To The District Treasurer:

I hereby certify that I have verified the above claims, \_\_\_\_\_ in number, in the total amount of \$\_\_\_\_\_.  
 You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

\_\_\_\_\_  
 DATE SIGNATURE TITLE

June 12, 2013

To: Eden Board of Education

RE: March 2013 Audit Report

I understand that there was a question regarding my March Audit Report regarding check #22293, GECRB/Amazon. The missing documentation that I was referring to was the packing slips for the book orders for the GLP. My understanding was that there were two people checking in the books at the GLP that were ordered through Amazon and there was some confusion regarding the whereabouts of the packing slips that I audit for to ensure that items ordered have been received before an invoice is paid. So I did not release the check for payment. This happened around Spring break so there was a delay in receiving the documentation and my next scheduled day to come in to perform an audit was April 17<sup>th</sup>. At that time I audited the packet again and the missing packing slips for the books were attached and the claim was approved for payment.

If you have any further questions regarding this claim please do not hesitate to contact me,

DianaRae Walker

Claims Auditor

# Eden Central School–Claims Auditor Report

## March 2013

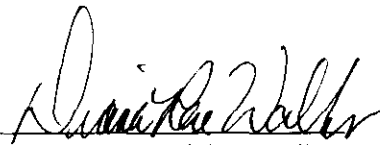
Warrant #	Date of Warrant Report	Amount of Warrant	Check #
8	3/28/13	35,228.01	900012, 4610 - 4641
40	3/6/13	314.30	300
39	3/27/13	580,604.63	22268 – 22291, 22294 – 22329, 22293
27	3/7/13 P/R #18 2/23/13 – 3/8/13	569,865.82 + 3,259.08 = 573,124.90	1376 – 1380 22255 - 22258
29	3/20/13 P/R #19	558,419.16 + 14,178.46 = 572,597.62	1381 – 1387 22259 - 22267

Check Date	Check Number	Vendor	Comment/Question	Answer/Action
3/28/13	22293	GECRB/Amazon	There was a delay in approving payment for missing documentation	On 4/17/13 I reviewed the packet again after the missing documentation had been located and added to the packet. The claim was approved for payment.

Additional Comments:

Prepared for Board of Education

Submitted: 4/30/13

Signed:   
Claims Auditor

## EXTRA CLASSROOM ACTIVITIES FUND

**CASH BALANCE AS OF May 31, 2013**

CLASS '12.....	\$	-
CLASS '13.....	\$	18,634.23
CLASS '14.....	\$	3,997.91
CLASS '15.....	\$	1,728.67
CLASS '16.....	\$	1,882.13
CLASS '17.....	\$	1,099.17
CLASS '18.....	\$	3,180.91
6th GRADE STUDENT COUNCIL.....	\$	912.77
7th & 8th GRADE STUDENT COUNCIL.....	\$	640.66
AMERICAN FIELD SERVICE.....	\$	3,910.03
CHEERLEADERS.....	\$	5,419.87
COMMERCIAL CLUB (BOOKSTORE).....	\$	12,264.21
ELEMENTARY DRAMA.....	\$	13,196.53
EMBERS (YEARBOOK).....	\$	437.57
FAMILY, CAREER & COMMUNITY LEADERS OF AMERICA.....	\$	-
FRENCH CLUB.....	\$	153.49
FRIENDS OF RACHEL.....	\$	615.34
FUTURE BUSINESS LEADERS OF AMERICA.....	\$	3,282.34
FUTURE FARMERS OF AMERICA.....	\$	995.79
GERMAN CLUB.....	\$	130.30
GIRLS' ATHLETIC AWARD ASSOCIATION.....	\$	28,278.04
MODEL U.N.....	\$	1,923.91
MUSIC ASSOCIATION.....	\$	5,626.41
MUSICAL.....	\$	20,609.45
NATIONAL HONOR SOCIETY.....	\$	1,438.98
NATIONAL JUNIOR HONOR SOCIETY.....	\$	220.83
NEWSPAPER - STUDENT.....	\$	430.92
PEER LISTENERS.....	\$	9.99
SADD.....	\$	205.82
SAFE.....	\$	229.59
STUDENT ASSOCIATION.....	\$	2,972.87
TECHNOLOGY CLUB.....	\$	16.10
VARSITY CLUB.....	\$	4,840.55
VOLLEYBALL TEAM..... account closed transferred to Boosters	\$	-
<b>CASH BALANCES</b>	<b>\$</b>	<b>139,285.38</b>

**BANK RECONCILIATION May 31, 2013**

BALANCE PER BANK STATEMENT	\$	20,420.85
LESS-TOTAL OUTSTANDING CHECKS	\$	(19,474.23)
PLUS-BANK FEES TO BE DISTRIBUTED	\$	-
PLUS-SAVINGS ACCOUNT	\$	139,283.76
PLUS-DEPOSITS NOT SHOWN ON STATEMENT	\$	(945.00)
<b>ADJUSTED BANK BALANCE(ABOVE)</b>	<b>\$</b>	<b>139,285.38</b>
LESS-SALES TAX PAYABLE (DUE MARCH, 2014 - ANNUAL)	<b>\$</b>	<b>(400.37)</b>
<b>AVAILABLE BALANCE</b>	<b>\$</b>	<b>138,885.01</b>

Prepared by: M Lobosco

EDEN CSD  
EXTRACLAS ACTIVITIES  
2012-2013

	BALANCES	MAY 31	MAY 31	MAY 31	CURRENT
BALANCE AS OF	4/30/2013	INTEREST	RECEIPTS	PAYMENTS	BALANCE
CLASS OF '12	\$ 416.12	\$ -	\$ -	\$ 416.12	\$ -
CLASS OF '13	\$ 14,069.45	\$ 2.16	\$ 19,065.00	\$ 14,502.38	\$ 18,634.23
CLASS OF '14	\$ 3,997.19	\$ 0.72	\$ -	\$ -	\$ 3,997.91
CLASS OF '15	\$ 4,081.85	\$ 0.57	\$ 800.00	\$ 3,153.75	\$ 1,728.67
CLASS OF '16	\$ 3,853.73	\$ 0.50	\$ (90.00)	\$ 1,882.10	\$ 1,882.13
CLASS OF '17	\$ 616.60	\$ 0.17	\$ 988.20	\$ 505.80	\$ 1,099.17
CLASS OF '18	\$ 3,182.68	\$ 0.57	\$ 150.00	\$ 152.34	\$ 3,180.91
6th GRADE STUDENT COUNCIL	\$ 912.61	\$ 0.16	\$ 216.00	\$ 216.00	\$ 912.77
7th & 8th GRADE STUDENT COUNCIL	\$ 800.92	\$ 0.21	\$ 432.00	\$ 592.47	\$ 640.66
AMERICAN FIELD SERVICE	\$ 786.46	\$ 0.12	\$ 2,918.25	\$ (205.20)	\$ 3,910.03
CHEERLEADERS	\$ 5,418.89	\$ 0.98	\$ -	\$ -	\$ 5,419.87
COMMERCIAL CLUB (BOOKSTORE)	\$ 11,722.73	\$ 2.24	\$ 1,790.00	\$ 1,250.76	\$ 12,264.21
ELEMENTARY DRAMA	\$ 13,150.15	\$ 2.38	\$ 44.00	\$ -	\$ 13,196.53
EMBERS (YEARBOOK)	\$ 696.26	\$ 0.10	\$ 9,640.72	\$ 9,899.51	\$ 437.57
FAMILY,CAREER & COMM LEADERS	\$ -	\$ -	\$ -	\$ -	\$ -
FRENCH CLUB	\$ 153.46	\$ 0.03	\$ -	\$ -	\$ 153.49
FRIENDS OF RACHEL	\$ 615.23	\$ 0.11	\$ -	\$ -	\$ 615.34
FUTURE BUSINESS LEADERS OF AMERICA	\$ 2,726.49	\$ 0.60	\$ 1,106.00	\$ 550.75	\$ 3,282.34
FUTURE FARMERS OF AMERICA	\$ 859.38	\$ 0.19	\$ 1,325.00	\$ 1,188.78	\$ 995.79
GERMAN CLUB	\$ 130.28	\$ 0.02	\$ -	\$ -	\$ 130.30
GIRLS' ATHLETIC AWARD ASSOCIATION	\$ 18,944.00	\$ 5.24	\$ 10,496.77	\$ 1,167.97	\$ 28,278.04
MODEL U.N	\$ 1,923.56	\$ 0.35	\$ -	\$ -	\$ 1,923.91
MUSIC ASSOCIATION	\$ 5,625.39	\$ 1.02	\$ -	\$ -	\$ 5,626.41
MUSICAL	\$ 20,860.98	\$ 3.75	\$ -	\$ 255.28	\$ 20,609.45
NATIONAL HONOR SOCIETY	\$ 1,438.72	\$ 0.26	\$ -	\$ -	\$ 1,438.98
NATIONAL JUNIOR HONOR SOCIETY	\$ 220.79	\$ 0.04	\$ -	\$ -	\$ 220.83
NEWSPAPER - STUDENT	\$ 430.84	\$ 0.08	\$ -	\$ -	\$ 430.92
PEER LISTENERS	\$ 9.99	\$ -	\$ -	\$ -	\$ 9.99
SADD	\$ 205.78	\$ 0.04	\$ -	\$ -	\$ 205.82
SAFE	\$ 199.20	\$ 0.04	\$ 30.35	\$ -	\$ 229.59
STUDENT ASSOCIATION	\$ 2,556.28	\$ 0.47	\$ 416.12	\$ -	\$ 2,972.87
TECHNOLOGY CLUB	\$ 16.10	\$ -	\$ -	\$ -	\$ 16.10
VARSITY CLUB	\$ 4,839.68	\$ 0.87	\$ -	\$ -	\$ 4,840.55
VOLLEYBALL TEAM	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTALS</b>	<b>\$ 125,461.79</b>	<b>\$ 23.99</b>	<b>\$ 49,328.41</b>	<b>\$ 35,528.81</b>	<b>\$ 139,285.38</b>

**Eden Jr. Sr. High School  
Guidance / Counseling  
Department**

**Amy Banks, Scott Minton & Dave Hassett**

**NYS High School Diploma Types:  
(Quite Possibly The Most Exciting Diploma  
Presentation You Will See In Your Lifetime)**

**Theodore Roosevelt said this:**

**“A man who has never gone to school may steal from a freight car; but if he has a university education, he may steal the whole railroad.”**

# **Public Education in New York: A quick history**

**1754:** First college in the colony of NY founded (King's College).

**1784:** Legislature appoints 27 member Board of Regents to oversee all current & future colleges in NYS (King's College renamed for obvious reasons).

**1894:** First enforceable compulsory attendance law passed in New York.

**1904:** 25,000 arrests logged by Truant Officers in NYS.

**1933:** Great Depression puts focus on education in NY.

**1942:** NY State aid for kindergarten authorized.

**1957:** Desegregation efforts begin in NYS.

**1966:** First funding for NYS pre-K programs allocated.

**1981:** Forced busing begins in Buffalo.

# NYS Board of Regents: A Quicker History

**1784:** NYS Board of Regents appointed by legislature.

**1864:** NYS Regents require public examinations of all students seeking admission to academies and High Schools.

**1877:** NYS approves Regents examinations as the standard for graduation from public High School (12,000 NY HS students).

**1906:** Local diploma path approved for students who don't pass Regents exams (94,000 NY HS students).

**1925:** Regents exams offered in 68 separate subjects including Costume Draping & Salesmanship (335,000 NY HS students).

**1934:** Regents mandate the following courses in grades 7-12: English, Social Studies, Health and Physical Education.

**1950s & 1960s:** Development of educational sequences for High School students.

**1984:** Regents Action Plan implemented.

**1991:** New Compact For Learning.

**Present:** Common Core Curriculum.

**Coming Soon:** PARCC exams.

**Mark Twain said this:**

**“I have never let my schooling interfere with my education.”**

**Unfortunately that wasn't true for the  
maker of this graduation cake:**



# The Changing Path To A NYS Diploma

- \* For most adults in this room, you followed a myriad of routes to a NYS Diploma, including both Regents and Local versions.
  - \* The Regents Diploma entailed passing specific Regents exams.
  - \* The Local Diploma (also referred to as a “School Diploma”) allowed students to take alternate assessments if they failed to pass Regents exams.
  - \* In 1979, Eden required 16 credits to graduate (18 if you wanted a Regents diploma). At least one credit of math & science were mandated in addition to 7 credits of English & History.
- \* By 2010, there were far fewer routes to a diploma. Students were required to pass at least 5 specific Regents exams in 4 separate disciplines as part of the mandatory Regents diploma. Eden students now must earn a minimum of 24 credits to earn a diploma, including 3 EACH in math & science.
- \* Beginning this year, there are new certifications and endorsements that are part of the Diploma credentialing process.

# NYS General Education Diploma Types

## Effective 2012-2013

**Regents:** Students must pass 5 required NYS Regents exams with minimum scores of 65 on each test.

**Regents with Honors:** Earn a cumulative total of at least 450 points on the 5 required NYS Regents exams (overall average = 90).

**Regents with Advanced Designation:** Pass 9 specific Regents exams with a minimum score of 65 on each test. (Algebra 2 / Trig = “The Gatekeeper”)

# **NYS General Education Diploma Types**

## **Effective 2012-2013 (con't)**

**Regents with Advanced Designation & Honors:** Students must take 9 specific NYS Regents exams and earn total cumulative test points of at least 810 (overall average = 90 or above).

**Regents with Advanced Designation & Math Endorsement:** Earn an Advanced Regents exam AND demonstrate mastery on the 3 NYS Regents Mathematics exams (“mastery” means an exam score is 85 or higher).

# **NYS General Education Diploma Types**

## **Effective 2012-2013 (con't)**

**Regents with Advanced Designation & Science Endorsement:** Students earn an Advanced Regents Diploma AND demonstrate mastery on 3 specific NYS Regents Science exams.

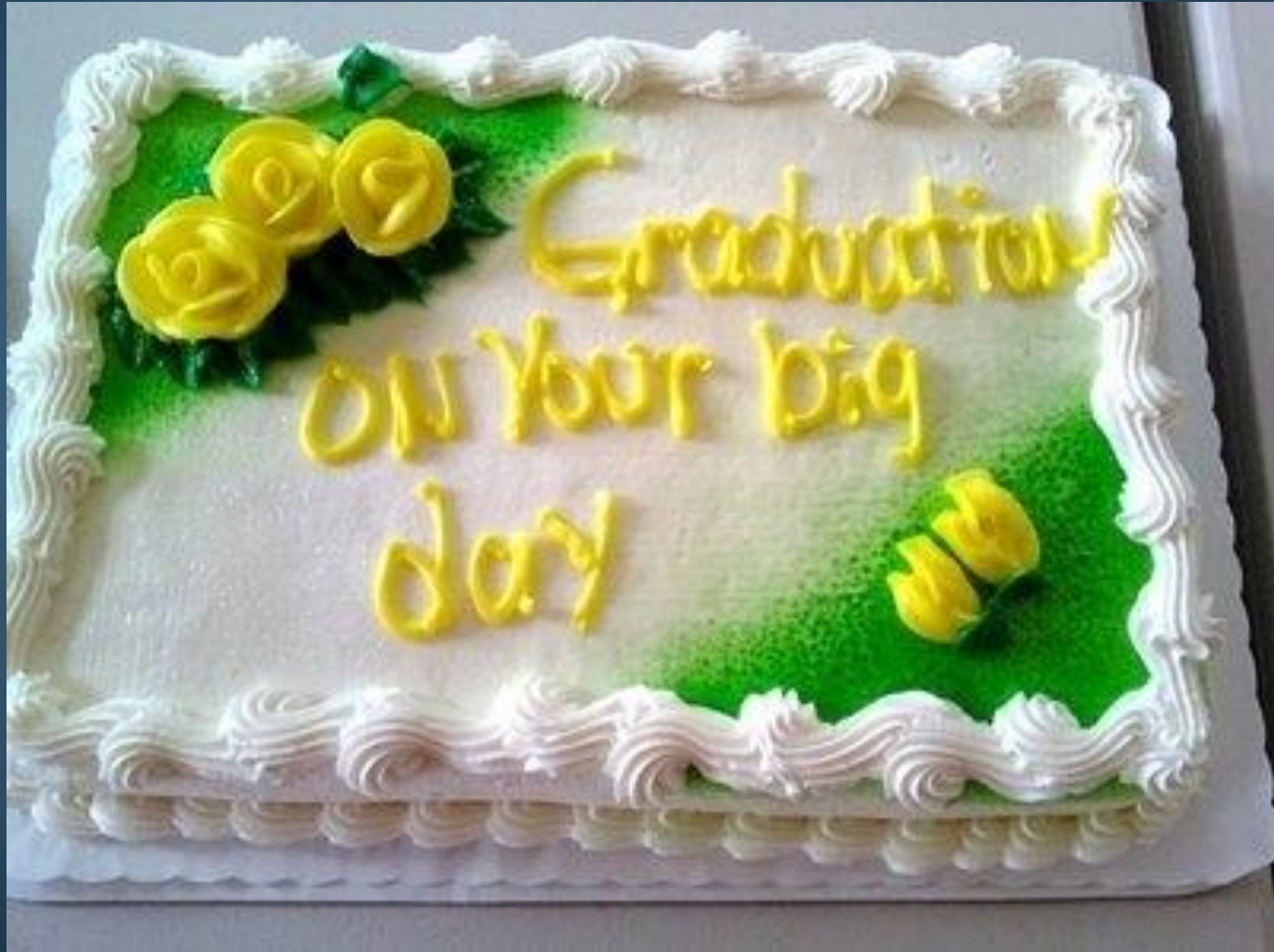
**Regents with Advanced Designation & Math & Science Endorsement:** Students earn an Advanced Regents Diploma AND demonstrate mastery on 3 Math & 3 Science Regents Exams.

# **NYS General Education Diploma Types Effective 2012-2013 (con't)**

**Regents with CTE Certification:** Students taking Career Technical Education classes earn a Regents diploma AND pass a NYS Certification exam in a specific vocational field.

**Students who earn diplomas with CTE Certifications may receive the following additional designations:** Advanced Regents, Math, Science, Honors Designation or a combination of any or all of the above.

# Another awful graduation cake:



# What Diploma Represents The Greatest Academic Achievement?

**Regents Diploma with Advanced Designation & Honors & CTE Certification with Math & Science Endorsement:** Very few schools would have an educational day long enough for a student to achieve this type of diploma. We don't.

**Regents Diploma with Advanced Designation & Honors with Math & Science Endorsement:** This one we can offer...this Thursday, SIX of our Seniors will receive this prestigious diploma.

# What does it all mean?

These new diploma types represent a level of effort and intelligence that students are required to demonstrate in order to be adequately prepared for post-High School life. Although the names of the certifications and the requirements have changed, the bigger picture of the New York State High School Diploma process has remained largely the same over the last sixty years.

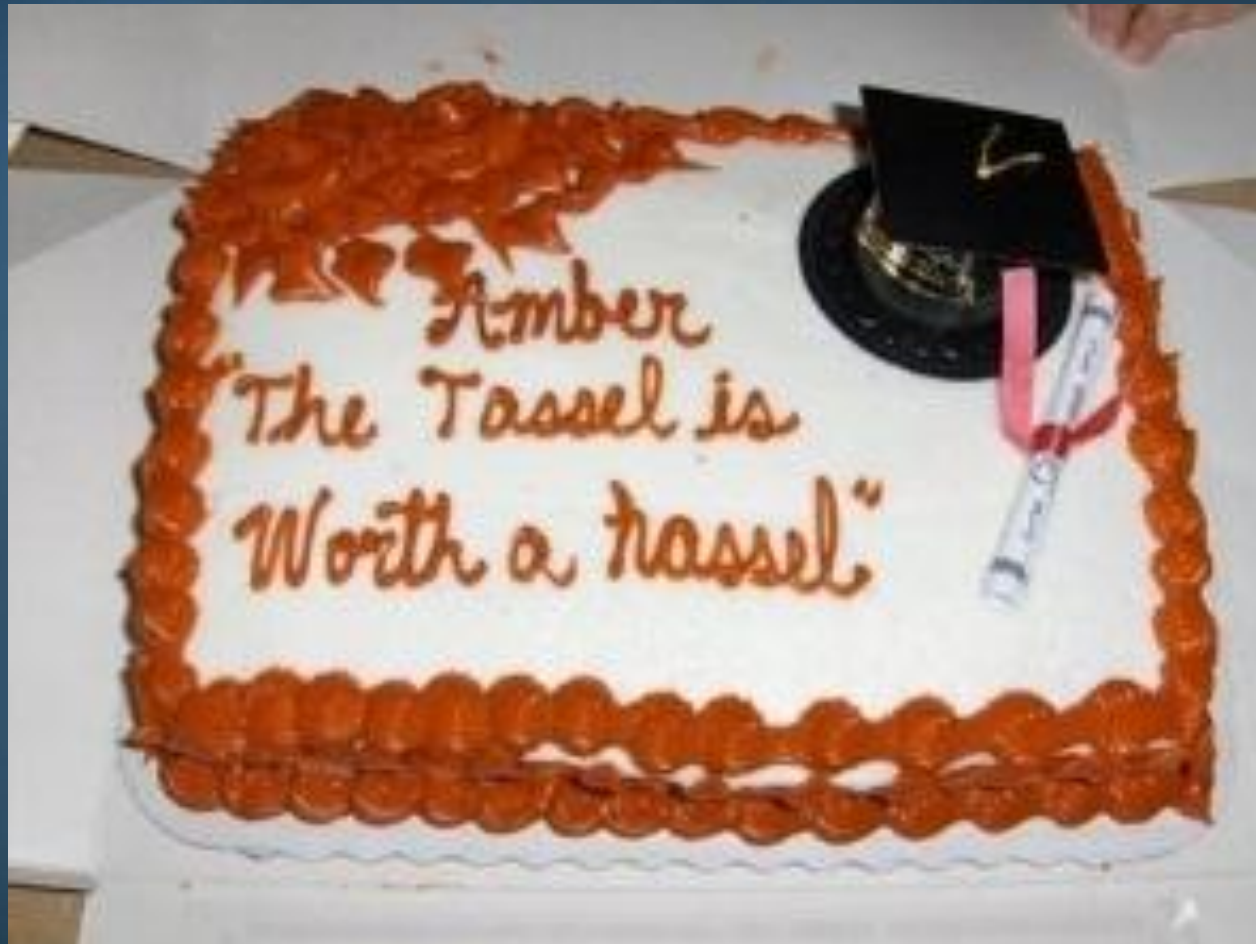
**Neil Gaiman said this:**

**“And now go and make interesting mistakes, make amazing mistakes, make glorious and fantastic mistakes. Break rules. Leave the world more interesting for your being here.”**

# Another cake:



**Last one (stay in school, kids):**



**Thank you for your attention to  
what I hope was the MOST  
HILARIOUS and INFORMATIVE  
diploma-type presentation you  
will likely ever see.**

**Questions?**

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22102	5334	VOIDED - CARTER, LORAN B. A 2020.478-04-0000	VOID - CARTER, LORAN B. AWARDS	05/01/13 331366	(32.56)	(32.56)
<b>CHECK TOTAL</b>					<b>(32.56)</b>	
22472	5334	VOIDED - CARTER, LORAN B. A 2020.478-04-0000	VOID - CARTER, LORAN B. AWARDS	05/01/13 331366	(75.95)	(75.95)
<b>CHECK TOTAL</b>					<b>(75.95)</b>	
22523	7028	POSTMASTER A 1670.473-00-0000	CENTRAL POSTAGE	05/06/13	500.00	
<b>CHECK TOTAL</b>					<b>500.00</b>	
22524	6893	ACE FLAG A 2855.451-00-0000	SUPPLIES	05/15/13 331510	20.45	20.45
<b>CHECK TOTAL</b>					<b>20.45</b>	
22525	683	AL HEMER MUSIC CORPORATION A 2110.451-01-2000	SUPPLIES - MUSIC	05/15/13 330918	30.00	30.00
		A 2110.451-01-2000	SUPPLIES - MUSIC	330918	115.90	115.90
		A 2110.480-02-0000	TEXTBOOKS	331476	154.87	148.37
		A 2110.451-01-2000	SUPPLIES - MUSIC	330071	34.00	34.00
		A 2110.451-01-2000	SUPPLIES - MUSIC	330071	134.00	134.00
<b>CHECK TOTAL</b>					<b>468.77</b>	
22526	8153	ALBERT, MARY M. A 2250.464-00-0000	OTHER HC SERVICES	05/15/13 330316	105.00	105.00
<b>CHECK TOTAL</b>					<b>105.00</b>	
22527	2860	ALINI MAGAZINE SERVICES A 2610.467-02-0000	ELEMENTARY PERIODICALS	05/15/13 330859	777.55	777.55
<b>CHECK TOTAL</b>					<b>777.55</b>	
22528	1850	ALLIED WASTE SERVICES #111 A 1620.469-00-0000	SERVICE CONTRACTS	05/15/13 330057	687.20	687.20
		A 5530.469-00-0000	SERVICE CONTRACTS	330057	14.02	14.02
<b>CHECK TOTAL</b>					<b>701.22</b>	
22529	1676	AMERICAN RED CROSS TA 08510	OTHER FUNDS	05/15/13	114.00	
<b>CHECK TOTAL</b>					<b>114.00</b>	

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22530	7597	<b>B &amp; H PHOTO</b> A 2110.451-00-1200	SUPPLIES - DISTRICT WIDE	05/15/13 331490	146.30	156.31
<b>CHECK TOTAL</b>					<b>146.30</b>	
22531	3643	<b>BRAYMILLER MARKETS</b> A 2110.451-01-1600	SUPPLIES - HOME & CAREERS	05/15/13 331348	55.50	55.50
<b>CHECK TOTAL</b>					<b>55.50</b>	
22532	5334	<b>CARTER, LORAN B.</b> A 2020.478-04-0000 A 2020.478-04-0000 A 2020.478-04-0000	AWARDS AWARDS AWARDS	05/15/13 331366 331366 331366	32.56 69.84 33.98	32.56 69.84 33.98
<b>CHECK TOTAL</b>					<b>136.38</b>	
22533	7311	<b>CINTAS CORPORATION #782</b> A 5510.479-00-0000 A 5510.479-00-0000 A 5510.479-00-0000 A 5510.479-00-0000	MISCELLANEOUS MISCELLANEOUS MISCELLANEOUS MISCELLANEOUS	05/15/13 331253 331253 331253 331253	29.25 29.25 29.25 29.25	29.25 29.25 29.25 29.25
<b>CHECK TOTAL</b>					<b>117.00</b>	
22534	2470	<b>CREST/GOOD MFG. CO., INC.</b> A 1621.451-00-0000	SUPPLIES	05/15/13 331177	165.74	165.74
<b>CHECK TOTAL</b>					<b>165.74</b>	
22535	396	<b>CRINO MUSIC</b> A 2110.465-01-2000 A 2110.465-01-2000 A 2110.465-01-2000	REPAIRS - MUSIC REPAIRS - MUSIC REPAIRS - MUSIC	05/15/13 330919 330919 330919	22.00 67.25 240.00	22.00 67.25 240.00
<b>CHECK TOTAL</b>					<b>329.25</b>	
22536	8343	<b>DISTINCTIVE TILE</b> A 1621.468-00-0000 A 1621.469-00-0000	UPKEEP BUILDING & GROUNDS SERVICE CONTRACTS	05/15/13 322082 331450	9,880.00 550.00	9,880.00 550.00
<b>CHECK TOTAL</b>					<b>10,430.00</b>	
22537	5607	<b>DOCTOR, OLIVIA</b> A 2020.475-01-0000	CONFERENCE/TRAVEL	05/15/13	38.36	
<b>CHECK TOTAL</b>					<b>38.36</b>	

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22538	8498	<b>DURSKI, TRACY</b> A 2330.400-00-0000 A 1315	PURCHASED SERVICES - COMMUNITY ED CONTINUING EDUCATION	05/15/13	60.00 5.00	
<b>CHECK TOTAL</b>					<b>65.00</b>	
22539	486	<b>EDEN NORTH COLLINS PENNY SAVE</b> A 1010.479-00-0000 FUPK 2510.400-00	MISCELLANEOUS PURCHASED SERVICES	05/15/13 330470 331493	23.00 82.50	23.00 94.50
<b>CHECK TOTAL</b>					<b>105.50</b>	
22540	428	<b>EDEN TRACTOR &amp; EQUIPMENT, INC</b> A 1621.451-00-0000	SUPPLIES	05/15/13 331484	140.75	140.75
<b>CHECK TOTAL</b>					<b>140.75</b>	
22541	3018	<b>EDEN TRUCK &amp; AUTO SUPPLY</b> A 5510.451-00-0000 A 1621.451-00-0000 A 1620.465-00-0000	PARTS/SUPPLIES SUPPLIES EQUIP. CONTRACT/REPAIRS	05/15/13 331192 331180 331505	594.83 0.96 490.12	700.00 0.96 490.12
<b>CHECK TOTAL</b>					<b>1,085.91</b>	
22542	1199	<b>VOIDED DURING PRINTING</b>	<b>VOID: Continued to Check 22543</b>	05/15/13		
22543	1199	<b>ERIE 2 BOCES</b> A 1345.490-00-0000 A 1620.490-00-0000 A 1680.490-00-0000 A 1981.490-00-0000 A 1983.490-00-0000 A 2010.490-00-0000 A 2020.490-00-0000 A 2060.490-00-0000 A 2070.490-00-0000 A 2110.490-00-0000 A 2250.490-00-0000 A 2280.490-01-0000 A 2610.490-00-0000 A 2630.490-00-0000 A 2855.490-00-0000 FRTT 2110.490-00	BOCES BOCES BOCES BOCES BOCES BOCES BOCES BOCES BOCES BOCES BOCES BOCES BOCES BOCES BOCES BOCES RTTT-SUPPORTED NETWORK TEAMS	05/15/13 330760 330760 330760 330760 330760 330760 330760 330760 330760 330760 330760 330760 330760 330760 330760 330930	181.00 95.84 29,780.91 12,101.10 4,311.40 3,444.00 2,435.60 1,466.63 2,448.77 13,585.69 67,412.74 61,991.30 47.71 15,385.42 832.50 1,284.78	181.00 95.84 29,780.91 12,101.10 4,311.40 3,444.00 2,435.60 1,466.63 2,448.77 13,585.69 67,412.74 61,991.30 47.71 15,385.42 832.50 1,284.78
<b>CHECK TOTAL</b>					<b>216,805.39</b>	

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22544	525	<b>ERIE COUNTY WATER AUTHORITY</b>		05/15/13		
		A 1620.457-00-0000	WATER	330002	1,299.12	1,299.12
		A 5530.457-00-0000	WATER	330002	33.18	33.18
				<b>CHECK TOTAL</b>	<b>1,332.30</b>	
22545	8240	<b>EVANS MECHANICAL SERVICES</b>		05/15/13		
		A 5530.479-00-0000	OTHER EXPENSES	331501	187.50	187.50
				<b>CHECK TOTAL</b>	<b>187.50</b>	
22546	4310	<b>FLEET MAINTENANCE INC</b>		05/15/13		
		A 5510.451-00-0000	PARTS/SUPPLIES	331193	84.92	500.00
				<b>CHECK TOTAL</b>	<b>84.92</b>	
22547	570	<b>FOLLETT LIBRARY RESOURCES</b>		05/15/13		
		A 2610.460-02-0000	BOOKS	331297	172.50	172.50
				<b>CHECK TOTAL</b>	<b>172.50</b>	
22548	5910	<b>GECRB/AMAZON</b>		05/15/13		
		A 1621.468-00-0000	UPKEEP BUILDING & GROUNDS	330986	111.24	111.24
		A 2110.480-04-0000	TEXTBOOKS	331318	126.25	126.25
		A 2110.480-04-0000	TEXTBOOKS	331318	26.95	26.95
		A 2110.451-00-2010	CLASSROOM SUPPLIES - CURRICULUM	331327	11.97	11.97
		A 2110.451-00-2010	CLASSROOM SUPPLIES - CURRICULUM	331363	4.48	4.48
		A 2630.451-00-0000	SUPPLIES	331477	91.94	91.94
		A 2110.451-01-0000	SUPPLIES - GENERAL	331494	95.98	95.98
				<b>CHECK TOTAL</b>	<b>468.81</b>	
22549	6745	<b>GLOBAL CONCEPTS CHARTER SCHOO</b>		05/15/13		
		A 2110.473-00-0000	PAYMENTS TO CHARTER SCHOOLS	330816	1,612.33	1,612.33
				<b>CHECK TOTAL</b>	<b>1,612.33</b>	
22550	6621	<b>GLOBAL GOV/ED SOLUTIONS INC.</b>		05/15/13		
		A 2630.220-00-0000	INSTR HARDWARE/TECH EQUIPMENT (AID)	331482	208.20	208.20
		A 2630.451-00-0000	SUPPLIES	331482	67.06	67.06
				<b>CHECK TOTAL</b>	<b>275.26</b>	
22551	6624	<b>GOVCONNECTION INC.</b>		05/15/13		
		A 2110.451-00-1200	SUPPLIES - DISTRICT WIDE	331419	14.71	14.71
		A 2110.451-00-1200	SUPPLIES - DISTRICT WIDE	331419	235.00	235.00
		A 2110.451-00-1200	SUPPLIES - DISTRICT WIDE	331419	242.40	242.40
				<b>CHECK TOTAL</b>	<b>492.11</b>	

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22552	625	<b>GRAINGER</b>		05/15/13		
		A 1621.451-00-0000	SUPPLIES	331182	73.06	73.06
		A 1621.451-00-0000	SUPPLIES	331182	166.73	166.73
		A 5510.451-00-0000	PARTS/SUPPLIES	331264	283.27	283.27
		A 1621.451-00-0000	SUPPLIES	331182	14.11	14.11
				<b>CHECK TOTAL</b>	<b>537.17</b>	
22553	646	<b>GUI'S LUMBER</b>		05/15/13		
		A 1621.451-00-0000	SUPPLIES	331184	72.44	500.00
				<b>CHECK TOTAL</b>	<b>72.44</b>	
22554	8383	<b>HECKATHORN, ROSE</b>		05/15/13		
		A 5510.475-00-0000	CONFERENCE/TRAVEL		296.63	
				<b>CHECK TOTAL</b>	<b>296.63</b>	
22555	4743	<b>HURTUBISE TIRE OF LANCASTER</b>		05/15/13		
		A 5510.456-00-0000	TIRES & TUBES	331194	1,609.60	1,600.00
				<b>CHECK TOTAL</b>	<b>1,609.60</b>	
22556	359	<b>KARSTEDT'S AUTOMOTIVE CENTER</b>		05/15/13		
		A 5510.451-00-0000	PARTS/SUPPLIES	331195	416.61	500.00
				<b>CHECK TOTAL</b>	<b>416.61</b>	
22557	3339	<b>KARSTEDT, LUCINDA</b>		05/15/13		
		A 2630.475-00-0000	CONFERENCE/TRAVEL		70.63	
				<b>CHECK TOTAL</b>	<b>70.63</b>	
22558	4399	<b>LOBOSCO, MARY</b>		05/15/13		
		A 1310.475-00-0000	CONFERENCE/TRAVEL		20.64	
				<b>CHECK TOTAL</b>	<b>20.64</b>	
22559	6767	<b>MALKOWSKI, LORRY</b>		05/15/13		
		A 2110.475-02-0000	CONFERENCE/TRAVEL-CURRICULUM		37.23	
				<b>CHECK TOTAL</b>	<b>37.23</b>	
22560	906	<b>MATTHEWS BUSES INC.</b>		05/15/13		
		A 5510.451-00-0000	PARTS/SUPPLIES	331197	82.96	82.96
		A 5510.451-00-0000	PARTS/SUPPLIES	331197	54.83	54.83
		A 5510.451-00-0000	PARTS/SUPPLIES	331197	70.97	70.97
		A 5510.451-00-0000	PARTS/SUPPLIES	331197	123.68	123.68

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
		A 5510.451-00-0000	PARTS/SUPPLIES	331197	59.68	59.68
				<b>CHECK TOTAL</b>	<b>392.12</b>	
<b>22561</b>	<b>1817</b>	<b>MCGRAW-HILL SCHOOL EDUCATION</b>		<b>05/15/13</b>		
		A 2110.480-01-0000	TEXTBOOKS	331475	8,152.76	8,152.76
		A 2110.480-04-0000	TEXTBOOKS	331475	10,653.40	10,653.40
				<b>CHECK TOTAL</b>	<b>18,806.16</b>	
<b>22562</b>	<b>2386</b>	<b>MCMASTERCARR SUPPLY COMPANY</b>		<b>05/15/13</b>		
		A 1621.451-00-0000	SUPPLIES	331187	214.06	214.06
		A 1621.451-00-0000	SUPPLIES	331187	32.12	32.12
				<b>CHECK TOTAL</b>	<b>246.18</b>	
<b>22563</b>	<b>658</b>	<b>METRO GROUP, INC.</b>		<b>05/15/13</b>		
		A 1060.472-00-0000	LEGAL NOTICES	331464	488.79	488.79
		A 1060.472-00-0000	LEGAL NOTICES	331464	536.81	536.81
				<b>CHECK TOTAL</b>	<b>1,025.60</b>	
<b>22564</b>	<b>6544</b>	<b>MSC INDUSTRIAL SUPPLY CO. IN</b>		<b>05/15/13</b>		
		A 1621.451-00-0000	SUPPLIES	331496	185.81	185.81
		A 1621.451-00-0000	SUPPLIES	331496	69.99	69.99
				<b>CHECK TOTAL</b>	<b>255.80</b>	
<b>22565</b>	<b>5612</b>	<b>NATIONAL GEOGRAPHIC</b>		<b>05/15/13</b>		
		A 2610.467-04-0000	GLP PERIODICALS	331293	15.00	15.00
				<b>CHECK TOTAL</b>	<b>15.00</b>	
<b>22566</b>	<b>1751</b>	<b>NATURAL SANDS WELL SERVICE</b>		<b>05/15/13</b>		
		A 1621.469-00-0000	SERVICE CONTRACTS	330188	405.00	405.00
				<b>CHECK TOTAL</b>	<b>405.00</b>	
<b>22567</b>	<b>1044</b>	<b>NOCO ENERGY CORP.</b>		<b>05/15/13</b>		
		A 5510.454-00-0000	GASOLINE	330008	3,302.49	3,302.49
		A 5510.454-00-0000	GASOLINE	330008	664.26	664.26
		A 5510.454-00-0000	GASOLINE	330008	4,337.36	4,337.36
		A 5510.455-00-0000	OIL & LUBRICANTS	331265	77.18	77.18
		A 5510.454-00-0000	GASOLINE	330008	3,966.37	3,966.37
		A 5510.454-00-0000	GASOLINE	330008	903.27	903.27
				<b>CHECK TOTAL</b>	<b>13,250.93</b>	

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22568	8201	<b>NOWAK, ROSEMARY</b> A 2110.475-02-0000	CONFERENCE/TRAVEL-CURRICULUM	05/15/13	35.03	
<b>CHECK TOTAL</b>					<b>35.03</b>	
22569	1072	<b>NYSASBO</b> A 1310.475-00-0000	CONFERENCE/TRAVEL	05/15/13 331489	25.00	25.00
<b>CHECK TOTAL</b>					<b>25.00</b>	
22570	1109	<b>PENN DETROIT DIESEL ALLISON</b> A 5510.451-00-0000	PARTS/SUPPLIES	05/15/13 331198	358.25	358.25
<b>CHECK TOTAL</b>					<b>358.25</b>	
22571	2725	<b>PERSONAL TOUCH FOOD SERVICE</b> C 2860.401-00-0000 C 2860.402-00-0000 C 2860.402-00-0000 C 2860.401-00-0000	MANAGEMENT CO SERVICE FEE NET MANAGEMENT CO DIRECT EXPENSE NET MANAGEMENT CO DIRECT EXPENSE MANAGEMENT CO SERVICE FEE	05/15/13 330724 330724 330724 330724	874.25 6,357.55 7,904.66 1,087.00	874.25 6,357.55 7,904.66 1,087.00
<b>CHECK TOTAL</b>					<b>16,223.46</b>	
22572	1119	<b>PINE RIDGE ENTERPRISES</b> A 2020.479-04-0000	MISCELLANEOUS	05/15/13 331492	54.00	54.00
<b>CHECK TOTAL</b>					<b>54.00</b>	
22573	1654	<b>SAFETY KLEEN CORP</b> A 5510.465-00-0000	EQUIP. CONTRACT & REPAIR	05/15/13 331386	188.41	188.41
<b>CHECK TOTAL</b>					<b>188.41</b>	
22574	5133	<b>SCHOOL LIBRARY JOURNAL</b> A 2610.467-04-0000	GLP PERIODICALS	05/15/13 331105	88.99	88.99
<b>CHECK TOTAL</b>					<b>88.99</b>	
22575	1022	<b>SCHOOL SPECIALTY, INC.</b> A 2020.479-04-0000	MISCELLANEOUS	05/15/13 331491	71.00	128.35
<b>CHECK TOTAL</b>					<b>71.00</b>	
22576	3019	<b>SHAR PRODUCTS COMPANY</b> A 2110.451-02-2000	SUPPLIES - MUSIC	05/15/13 331502	71.08	71.08
<b>CHECK TOTAL</b>					<b>71.08</b>	

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22577	1307	<b>SHERWIN WILLIAMS COMPANY</b> A 1621.451-00-0000	SUPPLIES	05/15/13 331497	85.42	92.85
<b>CHECK TOTAL</b>					<b>85.42</b>	
22578	4492	<b>SIEMENS INDUSTRY, INC.</b> A 1621.469-00-0000 A 5530.479-00-0000	SERVICE CONTRACTS OTHER EXPENSES	05/15/13 330337 330337	13,468.63 274.87	13,468.63 274.87
<b>CHECK TOTAL</b>					<b>13,743.50</b>	
22579	3222	<b>SMEC</b> A 1620.455-00-0000 A 5530.455-00-0000	NATURAL GAS NATURAL GAS	05/15/13 330003 330003	18,066.19 368.70	18,066.19 368.70
<b>CHECK TOTAL</b>					<b>18,434.89</b>	
22580	4571	<b>SOSMETAL</b> A 5510.451-00-0000	PARTS/SUPPLIES	05/15/13 331200	153.22	200.00
<b>CHECK TOTAL</b>					<b>153.22</b>	
22581	2124	<b>STANLEY G FALK SCHOOL</b> A 2250.472-00-0000 A 2250.472-00-0000	TUITION ALL OTHER TUITION ALL OTHER	05/15/13 331045 331408	2,502.88 2,502.88	2,502.88 2,502.88
<b>CHECK TOTAL</b>					<b>5,005.76</b>	
22582	5734	<b>TOPS MARKETS, LLC</b> A 2110.451-01-1600 A 2110.451-01-1600 A 2110.451-01-1600 A 2110.451-01-1600 A 2110.451-01-1600 A 2110.451-01-1600 A 2110.451-01-1600	SUPPLIES - HOME & CAREERS SUPPLIES - HOME & CAREERS SUPPLIES - HOME & CAREERS SUPPLIES - HOME & CAREERS SUPPLIES - HOME & CAREERS SUPPLIES - HOME & CAREERS SUPPLIES - HOME & CAREERS	05/15/13 330933 330933 330933 330933 330933 330933	120.06 69.26 150.43 127.20 40.32 86.15 115.02	120.06 69.26 150.43 127.20 40.32 86.15 115.02
<b>CHECK TOTAL</b>					<b>708.44</b>	
22583	8317	<b>VERIZON</b> A 1620.456-00-0000 A 5530.456-00-0000	TELEPHONE TELEPHONE	05/15/13 330609 330609	193.77 55.18	193.77 49.40
<b>CHECK TOTAL</b>					<b>248.95</b>	
22584	4246	<b>WELL WORTH CHEMICAL</b> A 5510.451-00-0000	PARTS/SUPPLIES	05/15/13 331263	76.56	76.56
<b>CHECK TOTAL</b>					<b>76.56</b>	

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22590	8491	AHLSTROM, KORY A 2855.448-00-0000	OFFICIALS	05/31/13	57.50	
					<b>CHECK TOTAL</b>	<b>57.50</b>
22591	5916	ALBANO, RICKY A 2855.448-00-0000 A 2855.448-00-0000	OFFICIALS OFFICIALS	05/31/13	82.50 82.50	
					<b>CHECK TOTAL</b>	<b>165.00</b>
22592	6473	AMENDOLA, ROBERT A 2855.448-00-0000 A 2855.448-00-0000	OFFICIALS OFFICIALS	05/31/13	57.50 51.50	
					<b>CHECK TOTAL</b>	<b>109.00</b>
22593	8160	ANZALONE, LEONARD A 2855.448-00-0000	OFFICIALS	05/31/13	52.50	
					<b>CHECK TOTAL</b>	<b>52.50</b>
22594	4177	ASHE, JOHN A 2855.448-00-0000 A 2855.448-00-0000	OFFICIALS OFFICIALS	05/31/13	54.50 62.00	
					<b>CHECK TOTAL</b>	<b>116.50</b>
22595	7223	BECKER, KEVIN A 2855.448-00-0000 A 2855.448-00-0000	OFFICIALS OFFICIALS	05/31/13	62.00 54.50	
					<b>CHECK TOTAL</b>	<b>116.50</b>
22596	209	BINKOWSKI, MICHAEL A 2855.448-00-0000 A 2855.448-00-0000	OFFICIALS OFFICIALS	05/31/13	82.50 95.00	
					<b>CHECK TOTAL</b>	<b>177.50</b>
22597	4000	BRUNNER, DON A 2855.448-00-0000	OFFICIALS	05/31/13	51.50	
					<b>CHECK TOTAL</b>	<b>51.50</b>
22598	7170	BUSEKIST, JOHN A 2855.448-00-0000	OFFICIALS	05/31/13	125.00	
					<b>CHECK TOTAL</b>	<b>125.00</b>

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22599	7041	CLARK, JERRY A 2855.448-00-0000	OFFICIALS	05/31/13	80.00	
					<b>CHECK TOTAL</b>	<b>80.00</b>
22600	8305	CONNORS, MIKE A 2855.448-00-0000	OFFICIALS	05/31/13	86.00	
					<b>CHECK TOTAL</b>	<b>86.00</b>
22601	7343	CONRAD, G. DANNY A 2855.448-00-0000	OFFICIALS	05/31/13	51.50	
					<b>CHECK TOTAL</b>	<b>51.50</b>
22602	8496	DAVIS,ROBERT A 2855.448-00-0000	OFFICIALS	05/31/13	125.00	
					<b>CHECK TOTAL</b>	<b>125.00</b>
22603	7740	DEINHART, MARK A 2855.448-00-0000	OFFICIALS	05/31/13	54.50	
					<b>CHECK TOTAL</b>	<b>54.50</b>
22604	7390	DICENZO, ANTHONY A 2855.448-00-0000 A 2855.448-00-0000	OFFICIALS OFFICIALS	05/31/13	57.50 57.50	
					<b>CHECK TOTAL</b>	<b>115.00</b>
22605	8314	DOMINESEY, LARRY A 2855.448-00-0000	OFFICIALS	05/31/13	57.50	
					<b>CHECK TOTAL</b>	<b>57.50</b>
22606	8290	DREZEK, SCOTT A 2855.448-00-0000	OFFICIALS	05/31/13	54.50	
					<b>CHECK TOTAL</b>	<b>54.50</b>
22607	6659	DROBITS, JOHN A 2855.448-00-0000	OFFICIALS	05/31/13	82.50	
					<b>CHECK TOTAL</b>	<b>82.50</b>
22608	2816	EDMONSON, RICHARD F A 2855.448-00-0000	OFFICIALS	05/31/13	62.00	
					<b>CHECK TOTAL</b>	<b>62.00</b>

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22609	6494	<b>FIX, ROBERT</b> A 2855.448-00-0000	OFFICIALS	05/31/13	86.00	
					<b>CHECK TOTAL</b>	<b>86.00</b>
22610	8075	<b>GABOR, JAMES</b> A 2855.448-00-0000	OFFICIALS	05/31/13	62.00	
		A 2855.448-00-0000	OFFICIALS		54.50	
					<b>CHECK TOTAL</b>	<b>116.50</b>
22611	5016	<b>GOULD, BILL</b> A 2855.448-00-0000	OFFICIALS	05/31/13	87.00	
					<b>CHECK TOTAL</b>	<b>87.00</b>
22612	8501	<b>GOULD, JOE</b> A 2855.448-00-0000	OFFICIALS	05/31/13	62.00	
					<b>CHECK TOTAL</b>	<b>62.00</b>
22613	8074	<b>HANOVER, THOMAS</b> A 2855.448-00-0000	OFFICIALS	05/31/13	57.50	
		A 2855.448-00-0000	OFFICIALS		51.50	
					<b>CHECK TOTAL</b>	<b>109.00</b>
22614	6460	<b>HARTMAN, RONALD</b> A 2855.448-00-0000	OFFICIALS	05/31/13	57.50	
		A 2855.448-00-0000	OFFICIALS		51.50	
		A 2855.448-00-0000	OFFICIALS		51.50	
					<b>CHECK TOTAL</b>	<b>160.50</b>
22615	5946	<b>HUBER, JOSHUA</b> A 2855.448-00-0000	OFFICIALS	05/31/13	82.50	
					<b>CHECK TOTAL</b>	<b>82.50</b>
22616	1669	<b>JABLONSKI, JOSEPH</b> A 2855.448-00-0000	OFFICIALS	05/31/13	82.50	
					<b>CHECK TOTAL</b>	<b>82.50</b>
22617	1669	<b>JABLONSKI, JOSEPH</b> A 2855.448-00-0000	OFFICIALS	05/31/13	95.00	
					<b>CHECK TOTAL</b>	<b>95.00</b>

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22618	753	JOHNSON, GEORGE A 2855.448-00-0000	OFFICIALS	05/31/13	80.00	
					<b>CHECK TOTAL</b>	<b>80.00</b>
22619	7732	KIBBY, CHRISTOPHER A 2855.448-00-0000 A 2855.448-00-0000	OFFICIALS OFFICIALS	05/31/13	62.00 54.50	
					<b>CHECK TOTAL</b>	<b>116.50</b>
22620	7759	KLUMPP, GARY A 2855.448-00-0000	OFFICIALS	05/31/13	51.50	
					<b>CHECK TOTAL</b>	<b>51.50</b>
22621	7590	LAMMERHIRT, MARK A 2855.448-00-0000	OFFICIALS	05/31/13	62.00	
					<b>CHECK TOTAL</b>	<b>62.00</b>
22622	8067	LEBARRON, ANDREW A 2855.448-00-0000	OFFICIALS	05/31/13	54.50	
					<b>CHECK TOTAL</b>	<b>54.50</b>
22623	856	LINK, BARBARA A 2855.448-00-0000 A 2855.448-00-0000	OFFICIALS OFFICIALS	05/31/13	62.00 86.00	
					<b>CHECK TOTAL</b>	<b>148.00</b>
22624	4043	MARTINECK, JIM A 2855.448-00-0000 A 2855.448-00-0000 A 2855.448-00-0000	OFFICIALS OFFICIALS OFFICIALS	05/31/13	86.00 54.50 86.00	
					<b>CHECK TOTAL</b>	<b>226.50</b>
22625	3729	MEEGAN, BOB A 2855.448-00-0000	OFFICIALS	05/31/13	82.50	
					<b>CHECK TOTAL</b>	<b>82.50</b>
22626	5938	MEGGER, DAVID A A 2855.448-00-0000 A 2855.448-00-0000	OFFICIALS OFFICIALS	05/31/13	57.50 87.00	
					<b>CHECK TOTAL</b>	<b>144.50</b>

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22627	947	MICHALEK, EDWARD H A 2855.448-00-0000	OFFICIALS	05/31/13	80.00	
					<b>CHECK TOTAL</b>	<b>80.00</b>
22628	3273	MUSILLI, CHRIS A 2855.448-00-0000 A 2855.448-00-0000	OFFICIALS OFFICIALS	05/31/13	62.00 62.00	
					<b>CHECK TOTAL</b>	<b>124.00</b>
22629	7773	NELSON, BRETT A 2855.448-00-0000	OFFICIALS	05/31/13	62.00	
					<b>CHECK TOTAL</b>	<b>62.00</b>
22630	7872	NELSON, GARRY A 2855.448-00-0000 A 2855.448-00-0000	OFFICIALS OFFICIALS	05/31/13	62.00 54.50	
					<b>CHECK TOTAL</b>	<b>116.50</b>
22631	8492	PARKHURST, GREG A 2855.448-00-0000	OFFICIALS	05/31/13	57.50	
					<b>CHECK TOTAL</b>	<b>57.50</b>
22632	6988	ROOT, CHRIS A 2855.448-00-0000	OFFICIALS	05/31/13	52.50	
					<b>CHECK TOTAL</b>	<b>52.50</b>
22633	4205	SABIA, LARRY A 2855.448-00-0000	OFFICIALS	05/31/13	86.00	
					<b>CHECK TOTAL</b>	<b>86.00</b>
22634	8499	SCARCELLO, DAVID A 2855.448-00-0000	OFFICIALS	05/31/13	57.50	
					<b>CHECK TOTAL</b>	<b>57.50</b>
22635	5942	SCARUTO, VENCENZO A 2855.448-00-0000	OFFICIALS	05/31/13	54.50	
					<b>CHECK TOTAL</b>	<b>54.50</b>
22636	7757	SCHMITT, NICHOLAS A 2855.448-00-0000	OFFICIALS	05/31/13	82.50	

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
		A 2855.448-00-0000	OFFICIALS		82.50	
				<b>CHECK TOTAL</b>	<b>165.00</b>	
<b>22637</b>	<b>7392</b>	<b>SCHWANZ, CHRISTOPHER</b>		<b>05/31/13</b>		
		A 2855.448-00-0000	OFFICIALS		57.50	
		A 2855.448-00-0000	OFFICIALS		57.50	
		A 2855.448-00-0000	OFFICIALS		57.50	
				<b>CHECK TOTAL</b>	<b>172.50</b>	
<b>22638</b>	<b>7202</b>	<b>SCIOLINO, BILL</b>		<b>05/31/13</b>		
		A 2855.448-00-0000	OFFICIALS		54.50	
				<b>CHECK TOTAL</b>	<b>54.50</b>	
<b>22639</b>	<b>7053</b>	<b>SEXTON, JOSHUA</b>		<b>05/31/13</b>		
		A 2855.448-00-0000	OFFICIALS		82.50	
				<b>CHECK TOTAL</b>	<b>82.50</b>	
<b>22640</b>	<b>8503</b>	<b>SHAFER, TIM</b>		<b>05/31/13</b>		
		A 2855.448-00-0000	OFFICIALS		54.50	
				<b>CHECK TOTAL</b>	<b>54.50</b>	
<b>22641</b>	<b>6695</b>	<b>SHUPE, GLENN</b>		<b>05/31/13</b>		
		A 2855.448-00-0000	OFFICIALS		131.00	
				<b>CHECK TOTAL</b>	<b>131.00</b>	
<b>22642</b>	<b>6756</b>	<b>SIMPKIN, DAVID</b>		<b>05/31/13</b>		
		A 2855.448-00-0000	OFFICIALS		62.00	
		A 2855.448-00-0000	OFFICIALS		54.50	
				<b>CHECK TOTAL</b>	<b>116.50</b>	
<b>22643</b>	<b>6435</b>	<b>SKRABUCHA, FRED</b>		<b>05/31/13</b>		
		A 2855.448-00-0000	OFFICIALS		131.00	
				<b>CHECK TOTAL</b>	<b>131.00</b>	
<b>22644</b>	<b>6093</b>	<b>SMITH, WILLIAM</b>		<b>05/31/13</b>		
		A 2855.448-00-0000	OFFICIALS		62.00	
				<b>CHECK TOTAL</b>	<b>62.00</b>	
<b>22645</b>	<b>1334</b>	<b>SMOLINSKI, DANIEL</b>		<b>05/31/13</b>		
		A 2855.448-00-0000	OFFICIALS		80.00	
				<b>CHECK TOTAL</b>	<b>80.00</b>	

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22646	6169	<b>TABONI, AUGIE</b> A 2855.448-00-0000	OFFICIALS	05/31/13	82.50	
					<b>CHECK TOTAL</b>	<b>82.50</b>
22647	7038	<b>TRAMPERT, JAMES</b> A 2855.448-00-0000 A 2855.448-00-0000 A 2855.448-00-0000	OFFICIALS OFFICIALS OFFICIALS	05/31/13	51.50 51.50 57.50	
					<b>CHECK TOTAL</b>	<b>160.50</b>
22648	7052	<b>TROUTMAN, WAYNE</b> A 2855.448-00-0000 A 2855.448-00-0000	OFFICIALS OFFICIALS	05/31/13	82.50 95.00	
					<b>CHECK TOTAL</b>	<b>177.50</b>
22649	4036	<b>TURKASZ, ED</b> A 2855.448-00-0000	OFFICIALS	05/31/13	82.50	
					<b>CHECK TOTAL</b>	<b>82.50</b>
22650	8495	<b>VALVO, ALEX</b> A 2855.448-00-0000	OFFICIALS	05/31/13	62.00	
					<b>CHECK TOTAL</b>	<b>62.00</b>
22651	2512	<b>VAN REMMEN, KEVIN</b> A 2855.448-00-0000 A 2855.448-00-0000	OFFICIALS OFFICIALS	05/31/13	80.00 87.00	
					<b>CHECK TOTAL</b>	<b>167.00</b>
22652	1549	<b>WIENKE, HARRIS</b> A 2855.448-00-0000	OFFICIALS	05/31/13	87.00	
					<b>CHECK TOTAL</b>	<b>87.00</b>
22653	8308	<b>WILSON, BRAYTON</b> A 2855.448-00-0000	OFFICIALS	05/31/13	80.00	
					<b>CHECK TOTAL</b>	<b>80.00</b>
22654	8493	<b>WOZNIAK, MIKE</b> A 2855.448-00-0000	OFFICIALS	05/31/13	57.50	
					<b>CHECK TOTAL</b>	<b>57.50</b>

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22655	7373	<b>ZAGARA, JOHN</b> A 2855.448-00-0000	OFFICIALS	05/31/13	51.50	
<b>CHECK TOTAL</b>					<b>51.50</b>	
22656	6439	<b>ZEIS, MARK</b> A 2855.448-00-0000 A 2855.448-00-0000	OFFICIALS OFFICIALS	05/31/13	62.00 54.50	
<b>CHECK TOTAL</b>					<b>116.50</b>	
22657	5304	<b>AIRGAS REFRIGERANTS, INC</b> A 1621.451-00-0000	SUPPLIES	05/30/13 331520	1,650.00	1,650.00
<b>CHECK TOTAL</b>					<b>1,650.00</b>	
22658	683	<b>AL HEMER MUSIC CORPORATION</b> A 2110.451-01-2000 A 2110.451-01-2000 A 2110.451-01-2000	SUPPLIES - MUSIC SUPPLIES - MUSIC SUPPLIES - MUSIC	05/30/13 331385 330918 330071	27.96 41.98 70.00	27.96 41.98 70.00
<b>CHECK TOTAL</b>					<b>139.94</b>	
22659	8149	<b>ALLIANCE OF WNY</b> A 9060.800-00-0000 A 9060.800-00-0000 TA 020 TA 02097	HEALTH INSURANCE HEALTH INSURANCE HEALTH INSURANCE HEALTH INSURANCE - RETIREES	05/30/13 330076 330076 330076 330076	216,428.80 483.60 24,449.24 9,847.86	216,428.80 483.60 0.00 0.00
<b>CHECK TOTAL</b>					<b>251,209.50</b>	
22660	1850	<b>ALLIED WASTE SERVICES #111</b> A 1620.469-00-0000 A 5530.469-00-0000	SERVICE CONTRACTS SERVICE CONTRACTS	05/30/13 330057 330057	687.20 14.02	687.20 14.02
<b>CHECK TOTAL</b>					<b>701.22</b>	
22661	1676	<b>AMERICAN RED CROSS</b> TA 08510	OTHER FUNDS	05/30/13	10.00	
<b>CHECK TOTAL</b>					<b>10.00</b>	
22662	1713	<b>AP EXAMS</b> TA 038	STUDENT DEPOSITS	05/30/13	5,852.00	
<b>CHECK TOTAL</b>					<b>5,852.00</b>	

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22663	5322	<b>ASPIRE OF WNY INC</b>		05/30/13		
		A 2250.472-00-0000	TUITION ALL OTHER	330314	5,819.76	5,819.76
		A 2250.472-00-0000	TUITION ALL OTHER	330314	5,819.76	5,819.76
		A 2250.464-00-0000	OTHER HC SERVICES	330317	228.00	228.00
				<b>CHECK TOTAL</b>	<b>11,867.52</b>	
22664	2065	<b>BLUECROSS BLUESHIELD OF WNY</b>		05/30/13		
		A 9060.800-00-0000	HEALTH INSURANCE	330096	167.44	167.44
		A 9060.800-00-RETR	HEALTH INSURANCE - RETIREES	330096	5,941.62	5,941.62
		TA 020	HEALTH INSURANCE	330096	108.00	0.00
		TA 02097	HEALTH INSURANCE - RETIREES	330096	2,220.98	0.00
				<b>CHECK TOTAL</b>	<b>8,438.04</b>	
22665	5292	<b>BOGUE, PATRICIA</b>		05/30/13		
		A 5510.475-00-0000	CONFERENCE/TRAVEL		25.84	
		A 5510.454-00-0000	GASOLINE		100.00	
				<b>CHECK TOTAL</b>	<b>125.84</b>	
22666	8435	<b>BOOKPAL</b>		05/30/13		
		A 2110.451-00-2010	CLASSROOM SUPPLIES - CURRICULUM	331094	7,632.81	7,632.81
				<b>CHECK TOTAL</b>	<b>7,632.81</b>	
22667	4432	<b>BUFFALO HOTEL SUPPLY CO., INC</b>		05/30/13		
		C 2860.451-00-0000	MATERIALS AND SUPPLIES	331455	107.80	107.80
				<b>CHECK TOTAL</b>	<b>107.80</b>	
22668	1230	<b>CARTER, LORAN</b>		05/30/13		
		A 2020.479-04-0000	MISCELLANEOUS		89.74	
				<b>CHECK TOTAL</b>	<b>89.74</b>	
22669	5334	<b>CARTER, LORAN B.</b>		05/30/13		
		A 2010.475-00-0000	CONFERENCE/TRAVEL	331507	15.00	15.00
		A 2020.478-04-0000	AWARDS	331366	39.52	39.52
				<b>CHECK TOTAL</b>	<b>54.52</b>	
22670	3387	<b>COMMISSIONER OF LABOR</b>		05/30/13		
		A 1621.475-00-0000	CONFERENCE/TRAVEL	331533	150.00	150.00
				<b>CHECK TOTAL</b>	<b>150.00</b>	

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22671	6006	<b>CONTRACT PAPER GROUP, INC.</b> A 1670.451-00-0000	SUPPLIES	05/30/13 331333	20,134.80	20,134.80
<b>CHECK TOTAL</b>					<b>20,134.80</b>	
22672	396	<b>CRINO MUSIC</b> A 2110.465-01-2000	REPAIRS - MUSIC	05/30/13 330919	261.00	261.00
		A 2110.465-01-2000	REPAIRS - MUSIC	330919	130.00	130.00
		A 2110.465-01-2000	REPAIRS - MUSIC	330919	44.00	44.00
		A 2110.465-02-2000	REPAIRS - MUSIC	330082	127.00	127.00
		A 2110.465-02-2000	REPAIRS - MUSIC	330082	100.00	100.00
<b>CHECK TOTAL</b>					<b>662.00</b>	
22673	4347	<b>EAT'SA PIZZA</b> A 2810.451-01-0000	SUPPLIES	05/30/13 331054	253.10	260.00
<b>CHECK TOTAL</b>					<b>253.10</b>	
22674	1199	<b>VOIDED DURING PRINTING</b>	<b>VOID: Continued to Check 22675</b>	05/30/13		
22675	1199	<b>ERIE 2 BOCES</b>		05/30/13		
		A 1345.490-00-0000	BOCES	330760	181.00	181.00
		A 1620.490-00-0000	BOCES	330760	95.83	95.83
		A 1680.490-00-0000	BOCES	330760	29,919.17	28,938.16
		A 1981.490-00-0000	BOCES	330760	12,101.10	12,101.10
		A 1983.490-00-0000	BOCES	330760	4,311.40	4,311.40
		A 2010.490-00-0000	BOCES	330760	3,869.00	3,144.00
		A 2020.490-00-0000	BOCES	330760	2,435.60	2,435.60
		A 2060.490-00-0000	BOCES	330760	1,466.62	1,466.62
		A 2070.490-00-0000	BOCES	330760	2,448.76	2,448.76
		A 2110.490-00-0000	BOCES	330760	22,538.44	20,535.85
		A 2250.490-00-0000	BOCES	330760	67,527.67	67,527.67
		A 2280.490-01-0000	BOCES	330760	61,991.30	61,991.30
		A 2610.490-00-0000	BOCES	330760	47.71	47.71
		A 2630.490-00-0000	BOCES	330760	15,277.42	15,277.42
		A 2855.490-00-0000	BOCES	330760	832.50	832.50
<b>CHECK TOTAL</b>					<b>225,043.52</b>	
22676	2435	<b>GATEWAY-LONGVIEW</b> A 2250.472-00-0000	TUITION ALL OTHER	05/30/13 330593	7,422.60	7,422.60
<b>CHECK TOTAL</b>					<b>7,422.60</b>	

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22677	5910	<b>VOIDED DURING PRINTING</b>	<b>VOID: Continued to Check 22678</b>	05/30/13		
22678	5910	<b>GECRB/AMAZON</b>		05/30/13		
		A 2110.480-02-0000	TEXTBOOKS	331318	5.33	5.33
		A 2110.480-04-0000	TEXTBOOKS	331318	21.32	19.13
		A 1621.451-00-0000	SUPPLIES	331481	13.99	13.99
		A 1621.451-00-0000	SUPPLIES	331481	159.99	159.99
		A 2110.451-00-2010	CLASSROOM SUPPLIES - CURRICULUM	331327	7.71	7.71
		A 2110.451-00-2010	CLASSROOM SUPPLIES - CURRICULUM	331327	7.16	7.16
		A 2110.451-00-2010	CLASSROOM SUPPLIES - CURRICULUM	331327	7.07	7.07
		A 2110.451-00-2010	CLASSROOM SUPPLIES - CURRICULUM	331327	7.14	7.14
		A 2110.451-00-2010	CLASSROOM SUPPLIES - CURRICULUM	331327	7.48	7.48
		A 2110.451-00-2010	CLASSROOM SUPPLIES - CURRICULUM	331469	59.01	59.01
		A 2110.451-00-2010	CLASSROOM SUPPLIES - CURRICULUM	331469	91.74	91.74
		A 2110.451-00-2010	CLASSROOM SUPPLIES - CURRICULUM	331469	305.80	305.80
		A 2110.451-00-2010	CLASSROOM SUPPLIES - CURRICULUM	331469	8.75	8.75
		A 2110.451-00-2010	CLASSROOM SUPPLIES - CURRICULUM	331469	39.33	39.33
		A 2110.451-00-2010	CLASSROOM SUPPLIES - CURRICULUM	331469	59.95	59.95
		A 2110.451-00-2010	CLASSROOM SUPPLIES - CURRICULUM	331469	21.54	21.54
<b>CHECK TOTAL</b>					<b>823.31</b>	
22679	6621	<b>GLOBAL GOV/ED SOLUTIONS INC.</b>		05/30/13		
		A 2110.451-00-1200	SUPPLIES - DISTRICT WIDE	331420	394.54	394.54
<b>CHECK TOTAL</b>					<b>394.54</b>	
22680	8231	<b>HARTER SECREST &amp; EMERY LLP</b>		05/30/13		
		A 1420.441-00-0100	ATTORNEY FEES - SCHOOL BOARD	330514	3,487.50	3,487.50
		A 1420.441-00-0200	ATTORNEY FEES - EMPLOYEES	330514	6,135.00	6,135.00
		A 1420.441-00-0100	ATTORNEY FEES - SCHOOL BOARD	330514	3,845.60	3,845.60
		A 1420.441-00-0200	ATTORNEY FEES - EMPLOYEES	330514	10,231.90	10,231.90
		A 1420.441-00-0200	ATTORNEY FEES - EMPLOYEES	322100	1,488.00	1,488.00
<b>CHECK TOTAL</b>					<b>25,188.00</b>	
22681	3307	<b>IASCO</b>		05/30/13		
		A 2110.451-01-1700	SUPPLIES - TECH ED	330623	980.01	1,315.57
<b>CHECK TOTAL</b>					<b>980.01</b>	
22682	6122	<b>IMAGESTUFF</b>		05/30/13		
		A 2020.479-04-0000	MISCELLANEOUS	331513	562.05	562.05
<b>CHECK TOTAL</b>					<b>562.05</b>	

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22683	6907	<b>IMMACULATA SOFTBALL</b> A 2855.448-00-0000	OFFICIALS	05/30/13 331509	217.50	450.00
<b>CHECK TOTAL</b>					<b>217.50</b>	
22684	7920	<b>LACHAT, LARRY</b> A 2330.400-00-0000	PURCHASED SERVICES - COMMUNITY ED	05/30/13	490.00	
<b>CHECK TOTAL</b>					<b>490.00</b>	
22685	874	<b>MACKEN SERVICES INC</b> C 2860.465-00-0000 C 2860.465-00-0000	REPAIRS REPAIRS	05/30/13 330820 330820	250.00 250.00	250.00 250.00
<b>CHECK TOTAL</b>					<b>500.00</b>	
22686	8489	<b>MORGAN-LAROSA, KELLY</b> A 2010.475-00-0000	CONFERENCE/TRAVEL	05/30/13 331508	15.00	15.00
<b>CHECK TOTAL</b>					<b>15.00</b>	
22687	1037	<b>NATIONALGRID</b> A 1620.458-00-0000	ELECTRIC	05/30/13 330005	29.21	29.21
<b>CHECK TOTAL</b>					<b>29.21</b>	
22688	1044	<b>NOCO ENERGY CORP.</b> A 5510.454-00-0000 A 5510.454-00-0000 A 5510.454-00-0000 A 5510.454-00-0000	GASOLINE GASOLINE GASOLINE GASOLINE	05/30/13 330008 330008 330008 330008	4,531.32 620.67 4,008.82 356.32	4,531.32 620.67 4,008.82 356.32
<b>CHECK TOTAL</b>					<b>9,517.13</b>	
22689	3232	<b>NYS EDUCATION DEPARTMENT</b> A 2250.472-00-0000 A 2250.472-00-0000 A 2250.472-00-0000 A 2250.472-00-0000 A 2250.472-00-0000	TUITION ALL OTHER TUITION ALL OTHER TUITION ALL OTHER TUITION ALL OTHER TUITION ALL OTHER	05/30/13 330594 331480 331480 331480 331480	561.00 332.25 443.00 443.00 443.00	561.00 332.25 443.00 443.00 443.00
<b>CHECK TOTAL</b>					<b>2,222.25</b>	
22690	1070	<b>NYS THRUWAY AUTHORITY</b> A 5510.475-00-0000	CONFERENCE/TRAVEL	05/30/13 330006	109.90	109.90
<b>CHECK TOTAL</b>					<b>109.90</b>	

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
22691	7067	<b>OCCUSTAR INC.</b> A 5510.466-00-0000	DRUG TESTING	05/30/13 331261	275.00	275.00
<b>CHECK TOTAL</b>					<b>275.00</b>	
22692	7985	<b>ORLEANS-NIAGARA BOCES</b> A 1240.475-00-0000	CONFERENCE/TRAVEL	05/30/13 331458	50.00	50.00
<b>CHECK TOTAL</b>					<b>50.00</b>	
22693	1097	<b>P &amp; A ADMINISTRATIVE SERVICES</b> A 9060.800-00-HRA TA 020	HEALTH INSURANCE - HRA HEALTH INSURANCE	05/30/13 330004 330004	351.50 630.25	355.00 0.00
<b>CHECK TOTAL</b>					<b>981.75</b>	
22694	2725	<b>PERSONAL TOUCH FOOD SERVICE</b> C 2860.401-00-0000 C 2860.402-00-0000 C 2860.402-00-0000 C 2860.401-00-0000 C 2860.401-00-0000 C 2860.402-00-0000	MANAGEMENT CO SERVICE FEE NET MANAGEMENT CO DIRECT EXPENSE NET MANAGEMENT CO DIRECT EXPENSE MANAGEMENT CO SERVICE FEE MANAGEMENT CO SERVICE FEE NET MANAGEMENT CO DIRECT EXPENSE	05/30/13 330724 330724 330724 330724 330724 330724	1,518.00 11,038.90 12,591.47 1,731.50 1,049.25 7,630.15	1,518.00 11,038.90 12,591.47 1,731.50 1,049.25 7,630.15
<b>CHECK TOTAL</b>					<b>35,559.27</b>	
22695	1158	<b>PTSI</b> A 5510.475-00-0000	CONFERENCE/TRAVEL	05/30/13 331488	195.00	195.00
<b>CHECK TOTAL</b>					<b>195.00</b>	
22696	4223	<b>RANDOLPH ACADEMY (HOPEVALE)</b> A 2250.472-00-0000	TUITION ALL OTHER	05/30/13 331281	3,546.48	3,546.48
<b>CHECK TOTAL</b>					<b>3,546.48</b>	
22697	1022	<b>SCHOOL SPECIALTY, INC.</b> A 2020.479-04-0000 A 2110.480-01-0000 A 2020.479-04-0000	MISCELLANEOUS TEXTBOOKS MISCELLANEOUS	05/30/13 331500 331503 331515	180.30 486.90 54.96	180.34 486.90 180.16
<b>CHECK TOTAL</b>					<b>722.16</b>	
22698	1317	<b>SIMPLEXGRINNELL</b> A 1621.469-00-0000 A 1621.469-00-0000 A 1621.469-00-0000	SERVICE CONTRACTS SERVICE CONTRACTS SERVICE CONTRACTS	05/30/13 322097 322097 322097	100.50 100.50 100.50	100.50 100.50 100.50

## DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
		A 1621.469-00-0000	SERVICE CONTRACTS	322097	295.00	295.00
				<b>CHECK TOTAL</b>	<b>596.50</b>	
<b>22699</b>	<b>5286</b>	<b>SONITROL SECURITY</b>		<b>05/30/13</b>		
		A 1621.468-00-0000	UPKEEP BUILDING & GROUNDS	331407	4,300.00	4,300.00
		A 1621.468-00-0000	UPKEEP BUILDING & GROUNDS	331407	2,900.00	2,900.00
		A 1621.468-00-0000	UPKEEP BUILDING & GROUNDS	331407	2,750.00	2,750.00
				<b>CHECK TOTAL</b>	<b>9,950.00</b>	
<b>22700</b>	<b>5134</b>	<b>THE MAILBOX</b>		<b>05/30/13</b>		
		A 2610.467-04-0000	GLP PERIODICALS	331292	29.95	29.95
				<b>CHECK TOTAL</b>	<b>29.95</b>	
<b>22701</b>	<b>6539</b>	<b>U. S. PLASTIC CORPORATION</b>		<b>05/30/13</b>		
		A 2020.479-04-0000	MISCELLANEOUS	331518	32.59	30.73
				<b>CHECK TOTAL</b>	<b>32.59</b>	
<b>22702</b>	<b>6352</b>	<b>UPS</b>		<b>05/30/13</b>		
		A 1670.473-00-0000	CENTRAL POSTAGE	331495	18.87	18.87
				<b>CHECK TOTAL</b>	<b>18.87</b>	
<b>22703</b>	<b>6186</b>	<b>WALMART BUSINESS/GECRB</b>		<b>05/30/13</b>		
		FUPK 2510.451-00	MATERIALS AND SUPPLIES	330569	91.35	91.35
		FUPK 2510.451-00	MATERIALS AND SUPPLIES	331100	103.19	103.19
				<b>CHECK TOTAL</b>	<b>194.54</b>	
<b>22704</b>	<b>6283</b>	<b>WEGRYN, KEVIN</b>		<b>05/30/13</b>		
		A 1060.479-00-0000	VOTING MACHINES		50.00	
				<b>CHECK TOTAL</b>	<b>50.00</b>	
<b>22705</b>	<b>1649</b>	<b>WILLIAMSON LAW BOOK COMPANY</b>		<b>05/30/13</b>		
		A 1060.451-00-0000	SUPPLIES	331519	192.36	174.00
				<b>CHECK TOTAL</b>	<b>192.36</b>	

DETAIL WARRANT NUMBER 47 - FUND A - MAY CASH DISBURSEMEN FOR 05/01/13 - 05/31/13

CHECK#	VENDOR#	VENDOR NAME ACCOUNT CODE	CHECK DESCRIPTION ACCOUNT DESCRIPTION	CHECK DATE PO#	CHECK AMOUNT	LIQUIDATED
		NUMBER OF CHECKS	180	WARRANT TOTAL		917,907.46
		VENDOR PORTION			971,294.31	971,294.31
		PAYROLL PORTION			0.00	

CERTIFICATION OF WARRANT

To The District Treasurer:

I hereby certify that I have verified the above claims, \_\_\_\_\_ in number, in the total amount of \$\_\_\_\_\_.

You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

DATE

SIGNATURE

TITLE

Report Completed 12:18 PM

# Eden Central Schools

3150 Schoolview Road  
Eden, New York 14057

*Sandra Anzalone*  
*Superintendent of Schools*



*Phone (716) 992-3629*  
*Fax (716) 992-3656*

## EXTENDED MEMORANDUM OF UNDERSTANDING

This Extended Memorandum of Understanding (“MOU”) is entered into between the Eden Central School District (the “District”) and the Eden Supervisory/Staff Organization (the “Organization”).

**WHEREAS**, the District is desirous of extending the existing Memorandum of Understanding, dated June 19, 2012, between the District and the Organization with respect to the shared services of the Director of Transportation between the District and the Springville School District.

**WHEREAS**, the District and the Springville School District intend to enter into a new Intermunicipal Cooperation Agreement that will extend the terms of the June 12, 2013 Intermunicipal Cooperation Agreement.

**WHEREAS**, the District and the Springville School District intend to enter into a new Shared Business Services Agreement that will extend the terms of the June 19, 2013 Shared Business Services Agreement.

**WHEREAS**, the District is willing to assign Rose Heckathorn, its incumbent in the position of Director of Transportation, to continue to serve as fifty (50) percent full-time equivalent Director of Transportation in Springville.

**NOW, THEREFORE**, the parties agree as follows:

1. Ms. Heckathorn shall continue to be regarded by the parties as a full-time employee of the District for the term of this Agreement.
2. Ms. Heckathorn shall continue to serve as fifty (50) percent full-time equivalent Director of Transportation in Springville for the period of July 1, 2013 to August 31, 2013.
3. A new Memorandum of Understanding will be entered into on or about August 31, 2013 that will extend this agreement for an additional year and that will include a retroactive stipend payment for Ms. Heckathorn.

Accepted for the District:

By \_\_\_\_\_  
Sandra Anzalone

Accepted for the Organization:

By \_\_\_\_\_  
David Martin, Supt. Bldgs & Grounds

By \_\_\_\_\_  
Rose Heckathorn, Director of Transportation

Dated \_\_\_\_\_

**REVENUE BUDGET STATUS - FUNDS: A FOR PERIOD COVERED 07/01/12 - 05/31/13**

ACCOUNT	ACCOUNT NAME	BUDGET	ADJUSTMENTS	REVISED BUDGET	REVENUE EARNED	UNEARNED REVENUE
A 1001	REAL PROPERTY TAXES	10,609,852.00	0.00	10,609,852.00	10,619,567.50	(9,715.50)
A 1085	SCHOOL TAX RELIEF	2,179,549.00	0.00	2,179,549.00	2,177,116.79	2,432.21
A 1090	INTEREST AND PENALTIES ON	10,000.00	0.00	10,000.00	11,554.42	(1,554.42)
A 1120	SALES TAX	1,550,000.00	0.00	1,550,000.00	1,257,803.47	292,196.53
A 1315	CONTINUING EDUCATION	4,000.00	0.00	4,000.00	1,371.75	2,628.25
A 1315.001	DRIVER EDUCATION	15,000.00	0.00	15,000.00	13,760.00	1,240.00
A 1315.002	SUMMER MUSIC PROGRAM	3,000.00	0.00	3,000.00	3,938.00	(938.00)
A 1489	CHARGES FOR SERVICES	176,538.00	(173,538.00)	3,000.00	3,274.08	(274.08)
A 2230	TUITION - OTHER DISTRICT	8,000.00	120,000.00	128,000.00	0.00	128,000.00
A 2304	TRANSPORTATION OTHER DIST	0.00	53,538.00	53,538.00	25,986.36	27,551.64
A 2401	INTEREST AND EARNINGS	30,000.00	0.00	30,000.00	21,493.03	8,506.97
A 2410	RENTAL OF PROPERTY-INDIVI	0.00	0.00	0.00	3,500.00	(3,500.00)
A 2412	RENTAL OF PROPERTY-OTHER	200.00	0.00	200.00	200.00	0.00
A 2413	RENTAL TO BOCES	26,400.00	0.00	26,400.00	13,200.00	13,200.00
A 2440	RENTAL OF BUSES	15,000.00	0.00	15,000.00	10,359.55	4,640.45
A 2650	SALE OF EXCESS MATERIAL	800.00	0.00	800.00	839.01	(39.01)
A 2666	SALE TRANSP EQUIPMENT	5,500.00	0.00	5,500.00	8,300.00	(2,800.00)
A 2680	INSURANCE RECOVERIES	0.00	0.00	0.00	8,234.81	(8,234.81)
A 2680.001	INSE RECOVERIES - TRANSP	0.00	0.00	0.00	7,200.59	(7,200.59)
A 2690	COMPENSATION FOR LOSS	500.00	0.00	500.00	469.45	30.55
A 2701	REFUND BOCES SERVICES	135,000.00	0.00	135,000.00	176,306.71	(41,306.71)
A 2703	REFUND PRIOR YEAR	30,000.00	0.00	30,000.00	81,962.53	(51,962.53)
A 2705	GIFTS AND DONATIONS	18,000.00	22,255.15	40,255.15	29,748.00	10,507.15
A 2770	MISCELLANEOUS REVENUE	45,000.00	7,185.00	52,185.00	25,317.27	26,867.73
A 3101	STATE AID	8,628,658.00	(3,279,344.10)	5,349,313.90	4,510,751.61	838,562.29
A 3101.001	EXCESS COST AID	0.00	1,223,726.00	1,223,726.00	870,602.26	353,123.74
A 3102	LOTTERY AID	0.00	1,646,833.00	1,646,833.00	1,646,833.00	0.00
A 3102.001	VLT LOTTERY GRANT	0.00	408,785.10	408,785.10	408,785.10	0.00
A 3103	STATE AID - BOCES	819,389.00	0.00	819,389.00	112,413.92	706,975.08
A 3260	TEXTBOOK AID	98,761.00	0.00	98,761.00	98,676.00	85.00
A 3262	SOFTWARE AID	23,698.00	0.00	23,698.00	23,759.00	(61.00)
A 3262.001	HARDWARE AID	27,865.00	0.00	27,865.00	27,865.00	0.00
A 3263	LIBRARY AID	9,887.00	0.00	9,887.00	9,912.00	(25.00)
A 3289	OTHER STATE AID	0.00	0.00	0.00	18,840.28	(18,840.28)
A 4601	MEDICAID ASSISTANCE	80,000.00	0.00	80,000.00	54,925.63	25,074.37
A 5050	INTERFUND TRANSFER FOR DE	10,289.00	0.00	10,289.00	0.00	10,289.00
<b>FUND A TOTAL</b>		<b>24,560,886.00</b>	<b>29,440.15</b>	<b>24,590,326.15</b>	<b>22,284,867.12</b>	<b>2,305,459.03</b>

# Library Weeding Log

From 10/1/2012 To: 5/10/2013

(BOE)  
Books to Excess

Grover L. Priess Primary School

## 4/30/2013 - Copies Removed: 4

### Beagles (Removed: 1)

Author: Rake, Jody Sullivan. LCCN: 2005-23968 Published: 2006  
Call Number Barcode Price Acquired Removed By  
636.753 RAK VOTI010667 \$12.99 12/9/2009 sploetz331  
Was Available -- Weeded

### Ice dreams (Removed: 1)

Author: Older, Effin. ISBN: 0-553-48491-5 Published: 1996  
Call Number Barcode Price Acquired Removed By  
F OLD VOTI004485 \$12.00 2/27/2004 sploetz331  
Was Available -- Weeded

### The Lorax (Removed: 1)

Author: Seuss, Dr. LCCN: 74-158378 Published: 1971  
Call Number Barcode Price Acquired Removed By  
F SEU VOTI010405 \$20.00 1/30/2006 sploetz331  
Was Available -- Deleted

### Who took the farmer's [hat]? (Removed: 1)

Author: Nodset, Joan L. LCCN: 62-17964 Published: 1988  
Call Number Barcode Price Acquired Removed By  
F NOD VOTI000150 \$12.00 2/27/2004 sploetz331  
Was Available -- Weeded

## 4/12/2013 - Copies Removed: 49

### 26 letters and 99 cents (Removed: 1)

Author: Hoban, Tana. LCCN: 86-11993 Published: 1987  
Call Number Barcode Price Acquired Removed By  
411 HOB VOTI000687 \$16.00 2/27/2004 sploetz331  
Was Available -- Deleted

### The airport (Removed: 1)

Author: Kallen, Stuart A. 1955- LCCN: 96-18871 Published: 1997  
Call Number Barcode Price Acquired Removed By  
387.7 KAL VOTI002657 \$12.00 2/27/2004 sploetz331  
Was Available -- Deleted

### Alexander and the wind-up mouse. (Removed: 1)

Author: Lionni, Leo, 1910- LCCN: 74-2088 Published: 1974  
Call Number Barcode Price Acquired Removed By  
F LIO VOTI000215 \$14.00 2/27/2004 sploetz331  
Was Available -- Weeded

### All kinds of families (Removed: 1)

Author: Simon, Norma. LCCN: 75-42283 Published: 1976  
Call Number Barcode Price Acquired Removed By  
301.42 SIM VOTI000250 \$15.00 2/27/2004 sploetz331  
Was Available -- Deleted

# Library Weeding Log

Grover L. Priess Primary School

From: 10/1/2012 To: 5/10/2013

## 4/12/2013 - Copies Removed: 49

### An alphabet of animal signs (Removed: 1)

Author: Collins, S. Harold (Stanley Harold) ISBN: 978-0-931993-65-7 (pbk.) Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
419 ALP	VOTI003775	\$14.00	2/27/2004	sploetz331

Was Available -- Weeded

### The alphabet tree. (Removed: 1)

Author: Lionni, Leo, 1910-1999. LCCN: 68-29149 Published: 1968

Call Number	Barcode	Price	Acquired	Removed By
F LIO	VOTI000175	\$16.00	2/27/2004	sploetz331

Was Available -- Weeded

### Arthur's pen pal (Removed: 1)

Author: Hoban, Lillian. LCCN: 75-6289 Published: 1976

Call Number	Barcode	Price	Acquired	Removed By
F HOB	VOTI000237	\$14.00	2/27/2004	sploetz331

Was Available -- Deleted

### Arthur's prize reader (Removed: 1)

Author: Hoban, Lillian. LCCN: 77-25637 Published: 1978

Call Number	Barcode	Price	Acquired	Removed By
F HOB	VOTI000298	\$14.00	2/27/2004	sploetz331

Was Available -- Weeded

### At the police station (Removed: 1)

Author: Greene, Carol. LCCN: 96-13835 Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
363.2 GRE	VOTI002628	\$14.00	2/27/2004	sploetz331

Was Available -- Deleted

### Ballerina! (Removed: 1)

Author: Sís, Peter, 1949- LCCN: 00-35401 Published: 2001

Call Number	Barcode	Price	Acquired	Removed By
F SIS	VOTI000095	\$16.00	2/27/2004	sploetz331

Was Available -- Weeded

### Blast-off! : a space counting book (Removed: 1)

Author: Cole, Norma. LCCN: 93-28794 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
513.2 COL	VOTI001917	\$16.00	2/27/2004	sploetz331

Was Available -- Weeded

### "Charlie needs a cloak." (Removed: 1)

Author: DePaola, Tomie, 1934- LCCN: 73-16365 Published: 1974

Call Number	Barcode	Price	Acquired	Removed By
F DEP	VOTI000209	\$14.00	2/27/2004	sploetz331

Was Available -- Weeded

### Chinese New Year (Removed: 1)

Author: MacMillan, Dianne M., 1943- LCCN: 93-46183 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
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# Library Weeding Log

Grover L. Priess Primary School

From: 10/1/2012 To: 5/10/2013

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## 4/12/2013 - Copies Removed: 49

394.2 MAC                      VOTI001977                      \$16.00                      2/27/2004                      sploetz331  
Was Available -- Deleted

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### Cities (Removed: 1)

Author: Morris, Neil, 1946-                      LCCN: 96-30119                      Published: 1997  
Call Number                      Barcode                      Price                      Acquired                      Removed By  
307.76 MOR                      VOTI002707                      \$16.00                      2/27/2004                      sploetz331  
Was Available -- Deleted

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### Come away from the water, Shirley (Removed: 1)

Author: Burningham, John.                      LCCN: 77-483                      Published: 1977  
Call Number                      Barcode                      Price                      Acquired                      Removed By  
F BUR                      VOTI000276                      \$16.00                      2/27/2004                      sploetz331  
Was Available -- Deleted

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### Communication (Removed: 1)

Author: Jennings, Terry J.                      LCCN: 95-17370                      Published: 1996  
Call Number                      Barcode                      Price                      Acquired                      Removed By  
302.2 JEN                      VOTI002333                      \$16.00                      2/27/2004                      sploetz331  
Was Available -- Deleted

---

### Count-a-saurus (Removed: 1)

Author: Blumenthal, Nancy.                      LCCN: 88-21320                      Published: 1989  
Call Number                      Barcode                      Price                      Acquired                      Removed By  
513.2 BLU                      VOTI000942                      \$16.00                      2/27/2004                      sploetz331  
Was Available -- Weeded

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### Cubes, cones, cylinders, & spheres (Removed: 1)

Author: Hoban, Tana.                      LCCN: 99-52909                      Published: 2000  
Call Number                      Barcode                      Price                      Acquired                      Removed By  
516.15 HOB                      VOTI010285                      \$20.00                      10/25/2005                      sploetz331  
Was Available -- Weeded

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### Daddy is a monster ... sometimes (Removed: 1)

Author: Steptoe, John, 1950-                      LCCN: 77-4464                      Published: 1980  
Call Number                      Barcode                      Price                      Acquired                      Removed By  
F STE                      VOTI000281                      \$15.00                      2/27/2004                      sploetz331  
Was Available -- Deleted

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### Deep in the forest (Removed: 1)

Author: Turkle, Brinton.                      LCCN: 76-21691                      Published: 1976  
Call Number                      Barcode                      Price                      Acquired                      Removed By  
F TUR                      VOTI000259                      \$16.00                      2/27/2004                      sploetz331  
Was Available -- Deleted

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### Domino addition (Removed: 1)

Author: Long, Lynette.                      LCCN: 95-20083                      Published: 1996  
Call Number                      Barcode                      Price                      Acquired                      Removed By  
513.2 LON                      VOTI002345                      \$16.00                      2/27/2004                      sploetz331  
Was Available -- Weeded

# Library Weeding Log

Grover L. Priess Primary School

From: 10/1/2012 To: 5/10/2013

## 4/12/2013 - Copies Removed: 49

### Emma (Removed: 1)

Author: Kesselman, Wendy Ann.	LCCN: 77-15161	Published: 1980		
Call Number	Barcode	Price	Acquired	Removed By
F KES	VOTI000283	\$16.00	2/27/2004	sploetz331
Was Available -- Weeded				

### Father Bear comes home (Removed: 1)

Author: Minarik, Else Holmelund.	LCCN: 59-5794	Published: 1959		
Call Number	Barcode	Price	Acquired	Removed By
F MIN	VOTI000145	\$15.00	2/27/2004	sploetz331
Was Available -- Deleted				

### The first thousand words : a picture word book (Removed: 1)

Author: Amery, Heather.	ISBN: 0-7460-2303-0	Published: 1996		
Call Number	Barcode	Price	Acquired	Removed By
428 AME	VOTI004046	\$14.00	2/27/2004	sploetz331
Was Available -- Weeded				

### Frederick. (Removed: 1)

Author: Lionni, Leo, 1910-	LCCN: 72-9556	Published: 1973		
Call Number	Barcode	Price	Acquired	Removed By
F LIO	VOTI000195	\$16.00	2/27/2004	sploetz331
Was Available -- Weeded				

### The hating book (Removed: 1)

Author: Zolotow, Charlotte, 1915-	LCCN: 69-14444	Published: 1969		
Call Number	Barcode	Price	Acquired	Removed By
F ZOL	VOTI000177	\$16.00	2/27/2004	sploetz331
Was Available -- Deleted				

### Helga's dowry : a troll love story (Removed: 1)

Author: DePaola, Tomie, 1934-	LCCN: 76-54953	Published: 1977		
Call Number	Barcode	Price	Acquired	Removed By
F DEP	VOTI000269	\$12.00	2/27/2004	sploetz331
Was Available -- Deleted				

### Hill of fire (Removed: 1)

Author: Lewis, Thomas P.	LCCN: 70-121802	Published: 1971		
Call Number	Barcode	Price	Acquired	Removed By
F LEW	VOTI000179	\$15.00	2/27/2004	sploetz331
Was Available -- Deleted				

### I Can Draw Cars & trucks (Removed: 1)

Author: Longhurst, Terry.	ISBN: 0-7525-4901-4	Published: 2001		
Call Number	Barcode	Price	Acquired	Removed By
743 LON	VOTI004062	\$10.00	2/27/2004	sploetz331
Was Available -- Weeded				

### I have a sister, my sister is deaf (Removed: 1)

Author: Peterson, Jeanne Whitehouse.	LCCN: 76-24306	Published: 1977		
Call Number	Barcode	Price	Acquired	Removed By

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## 4/12/2013 - Copies Removed: 49

362.7 PET VOTI000260 \$14.00 2/27/2004 sploetz331  
Was Available -- Deleted

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### I spy two eyes : numbers in art (Removed: 1)

Author: Micklethwait, Lucy. LCCN: 92-35641 Published: 1993  
Call Number Barcode Price Acquired Removed By  
513.2 MIC VOTI001675 \$15.00 2/27/2004 sploetz331  
Was Available -- Weeded

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### The icky bug counting book (Removed: 1)

Author: Pallotta, Jerry. LCCN: 91-73360 Published: 1992  
Call Number Barcode Price Acquired Removed By  
513.2 PAL VOTI000401 \$13.00 4/30/2008 sploetz331  
Was Available -- Weeded

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### Jennie's hat. (Removed: 1)

Author: Keats, Ezra Jack. LCCN: 66-15683 Published: 1966  
Call Number Barcode Price Acquired Removed By  
F KEA VOTI000167 \$16.00 2/27/2004 sploetz331  
Was Available -- Deleted

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### John Brown, Rose, and the midnight cat (Removed: 1)

Author: Wagner, Jenny. LCCN: 77-76836 Published: 1978  
Call Number Barcode Price Acquired Removed By  
F WAG VOTI000303 \$16.00 2/27/2004 sploetz331  
Was Available -- Deleted

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### Kwanzaa (Removed: 1)

Author: Chocolate, Deborah M. Newton. LCCN: 89-25418 Published: 1990  
Call Number Barcode Price Acquired Removed By  
394.2 CHO VOTI001070 \$16.00 2/27/2004 sploetz331  
Was Available -- Deleted

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### Langenscheidt Picture dictionary : English : English. (Removed: 1)

Author: Cordner, K.L. ISBN: 0-88729-850-8  
Call Number Barcode Price Acquired Removed By  
428 AME VOTI004246 \$16.00 6/13/2005 sploetz331  
Was Available -- Weeded

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### Leo the late bloomer (Removed: 1)

Author: Kraus, Robert, 1925- LCCN: 70-159154 Published: 1971  
Call Number Barcode Price Acquired Removed By  
F KRA VOTI000181 \$16.00 2/27/2004 sploetz331  
Was Available -- Weeded

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### Much bigger than Martin (Removed: 1)

Author: Kellogg, Steven. LCCN: 75-27599 Published: 1976  
Call Number Barcode Price Acquired Removed By  
F KEL VOTI000247 \$16.00 2/27/2004 sploetz331  
Was Available -- Deleted

# Library Weeding Log

Grover L. Priess Primary School

From: 10/1/2012 To: 5/10/2013

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## 4/12/2013 - Copies Removed: 49

### My first book of Russian words (Removed: 1)

Author: Kudela, Katy R. LCCN: 2009-28664 Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
491.73 KUD	VOTI070043	\$25.99	8/27/2010	sploetz331

Was Lost on 3/1/2013 by Heltz, Sophia A (Student: 900500529) - fine was satisfied -- Weeded

### No roses for Harry! (Removed: 1)

Author: Zion, Gene. LCCN: 58-7752 Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
F ZIO	VOTI000141	\$16.00	2/27/2004	sploetz331

Was Available -- Deleted

### Round & round & round (Removed: 1)

Author: Hoban, Tana. LCCN: 82-11984 Published: 1983

Call Number	Barcode	Price	Acquired	Removed By
516 HOB	VOTI000432	\$16.00	2/27/2004	sploetz331

Was Available -- Weeded

### Royal Recipe Collection : Disney Princesses. (Removed: 1)

Author: Karpinske, Stephanie. ISBN: 978-0-696-24118-5

Call Number	Barcode	Price	Acquired	Removed By
641.5 KAR	VOTI001448	\$16.00	11/13/2009	sploetz331

Was Available -- Weeded

### See you later escalator! : mall math. (Removed: 1)

LCCN: 93-6494 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
513 DAN	VOTI034552	\$12.00	9/30/2004	sploetz331

Was Available -- Weeded

### Shapes, shapes, shapes (Removed: 1)

Author: Hoban, Tana. LCCN: 85-17569 Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
516.2 HOB	VOTI000601	\$16.00	2/27/2004	sploetz331

Was Available -- Weeded

### Sports Illustrated for Kids [Periodical] (Removed: 1)

Author: [Periodical]. Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
MAG SIK OCT	VOTI003465	\$4.00	3/4/2009	sploetz331

Was Available -- Weeded

### The story about Ping (Removed: 1)

Author: Flack, Marjorie, 1897-1958. LCCN: 77-23403 Published: 1977

Call Number	Barcode	Price	Acquired	Removed By
F FLA	VOTI000296	\$16.00	2/27/2004	sploetz331

Was Available -- Deleted

### Swimmy (Removed: 1)

Author: Lionni, Leo, 1910-1999. LCCN: 72-9554 Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
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# Library Weeding Log

Grover L. Priess Primary School

From: 10/1/2012 To: 5/10/2013

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## 4/12/2013 - Copies Removed: 49

F LIO	VOTI000193	\$16.00	2/27/2004	sploetz331
Was Available -- Weeded				

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## Watch out for the chicken feet in your soup (Removed: 1)

Author: DePaola, Tomie, 1934-	LCCN: 74-8201	Published: 1974		
Call Number	Barcode	Price	Acquired	Removed By
F DEP	VOTI000222	\$14.00	2/27/2004	sploetz331
Was Available -- Deleted				

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## William's doll (Removed: 1)

Author: Zolotow, Charlotte, 1915-	LCCN: 70-183173	Published: 1972		
Call Number	Barcode	Price	Acquired	Removed By
F ZOL	VOTI000183	\$16.00	2/27/2004	sploetz331
Was Available -- Deleted				

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## 3/12/2013 - Copies Removed: 2

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### The Star Wars cookbook II : Darth Malt and more galactic recipes (Removed: 1)

Author: Frankeny, Frankie.	ISBN: 0-8118-2803-4	Published: 2000		
Call Number	Barcode	Price	Acquired	Removed By
641.5 FRA	VOTI010412	\$14.00	9/14/2006	sploetz331
Was Available -- Weeded				

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### The world almanac for kids 2010 (Removed: 1)

Author: [senior editor, Sarah Janssen].	ISBN: 978-1-60057-127-5 (trade)	Published: 2010		
Call Number	Barcode	Price	Acquired	Removed By
REF 031.02	VOTI001143	\$6.00	6/6/2011	sploetz331
Was Available -- Weeded				

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## 3/6/2013 - Copies Removed: 8

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### The dinosaur alphabet book (Removed: 1)

Author: Pallotta, Jerry.	LCCN: 90-83114	Published: 1991		
Call Number	Barcode	Price	Acquired	Removed By
567.91 PAL	VOTI004394	\$20.00	10/12/2007	sploetz331
Was Available -- Weeded				

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### The fir tree (Removed: 1)

Author: Andersen, H. C. (Hans Christian), 1805-1875.	LCCN: 73-121800	Published: 1970		
Call Number	Barcode	Price	Acquired	Removed By
398.2 AND	VOTI000213	\$16.00	2/27/2004	sploetz331
Was Available -- Weeded				

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### The fool of the world and the flying ship : a Russian tale (Removed: 1)

Author: Ransome, Arthur, 1884-1967.	LCCN: 68-54105	Published: 1968		
Call Number	Barcode	Price	Acquired	Removed By
398.2 RAN	VOTI000176	\$15.00	2/27/2004	sploetz331
Was Available -- Weeded				

# Library Weeding Log

Grover L. Priess Primary School

From: 10/1/2012 To: 5/10/2013

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## 3/6/2013 - Copies Removed: 8

### Fun Food For Healthy Kids (Removed: 1)

Author: Bennett, Bev et al. ISBN: 1-41272288-8 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
641.5 BEN	VOTI034906	\$22.00	4/11/2006	sploetz331

Was Available -- Weeded

### Hockey for kids : heroes, tips, and facts (Removed: 1)

Author: McFarlane, Brian. LCCN: 96-12618 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
796.962 MCF	VOTI002617	\$16.00	2/27/2004	sploetz331

Was Available -- Weeded

### Junie B. Jones is a party animal (Removed: 1)

Author: Park, Barbara. LCCN: 97-17320 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
F PAR	VOTI010659	\$9.66	12/9/2009	sploetz331

Was Available -- Weeded

### The pigeon wants a puppy! (Removed: 1)

Author: Willems, Mo. LCCN: 2008-762 Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F WIL	VOTI003009	\$18.00	5/2/2008	sploetz331

Was Available -- Weeded

### The world almanac for kids 2010 (Removed: 1)

Author: [senior editor, Sarah Janssen]. ISBN: 978-1-60057-127-5 (trade) Published: 2010

Call Number	Barcode	Price	Acquired	Removed By
031 WOR	VOTI001144	\$10.00	1/22/2010	sploetz331

Was Available -- Weeded

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## 2/20/2013 - Copies Removed: 1

### I stink! and other stories about our town. (Removed: 1)

ISBN: 1-60514-890-3 Published: 2008

Call Number	Barcode	Price	Acquired	Removed By
F MCM AUD	VOTI010689	\$44.00	9/24/2010	sploetz331

Was Available -- Deleted

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## 2/7/2013 - Copies Removed: 1

### I stink! (Removed: 1)

Author: McMullan, Kate. LCCN: 00-54229 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
F McM	VOTI003931	\$15.00	2/27/2004	sploetz331

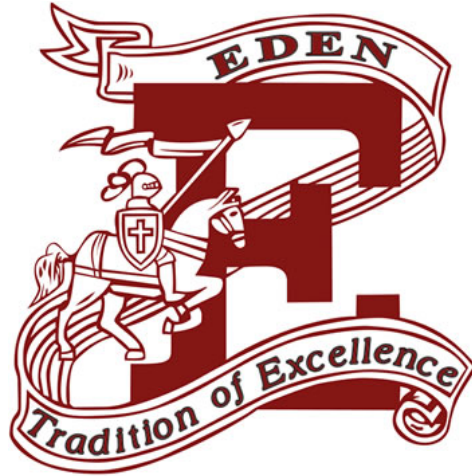
Was Available -- Weeded

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From: 10/1/2012 To: 5/10/2013 Total Copies Removed: 65

Deleted: 26, Transferred: 0, Weeded: 39

# Eden Central School District



3150 Schoolview Road  
Eden, New York 14057

## Technology Plan

July 1, 2013 – June 30, 2016

### Contact Person:

Lucinda Karstedt, Director of Information Technology  
(716) 992-3616  
Fax: (716) 992-3652  
Lkarstedt@edencsd.wnyric.org

Technology Plan URL  
[http:// http://www.edencsd.org/page/179](http://www.edencsd.org/page/179)

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## **Mission Statement**

In collaboration with the community, the Eden Central School District pursues our tradition of excellence in personal and academic achievement. We provide a positive and respectful learning environment that places students at the heart of all activities. Students are afforded the tools and opportunity to realize their potential within our global society, while cultivating the understanding necessary to fully appreciate their journey.

## **Introduction**

The Town of Eden is a rural community, predominantly agricultural in nature and is centrally located in Western New York, 18 miles South of Buffalo and 12 miles from Lake Erie. The Town occupies about 40 square miles. The Town's population is approximately 8,500. The School District encompasses approximately 70 square miles with boundaries extending from the Town of Eden into the Towns of Boston, Evans, North Collins and Concord.

The Eden Central School District, established in 1896, has an enrollment of 1,620 students in grades PreK-12. The District is made up of the Junior/Senior High School (grades 7-12), the Elementary School (grades 3-6), and the Primary School (grades pre K-2).

Eden Central School District has long been recognized in the Western New York area for its outstanding academic achievement, a music program that has consistently received county and state recognition, and a comprehensive, successful athletic program. Through collaboration with the Erie 2 Chautauqua-Cattaraugus BOCES the District provides for both Career and Technical Education and Special Education programs. The District prides itself on offering a wide variety of extracurricular, co-curricular, and athletic activities.

The Eden Central School District's students, parents, and community are served by a staff of 137 Teachers, 4 Guidance Counselors, 2 School Psychologists, a .5 Social Worker, 1 Teaching Assistant, 99 Non-Instructional Staff and 9 Administrators, all of whom meet the NYS standard of being highly qualified.

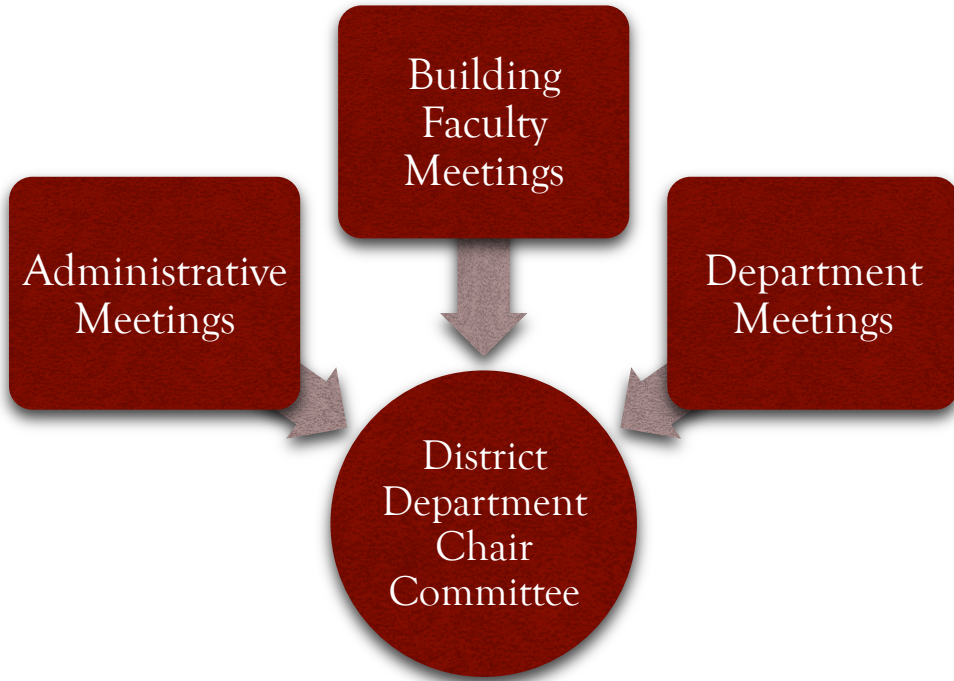
## District Department Chair Committee

Role	Name and title
Director of Curriculum and Instruction	Loran Carter
Director of Information Technology/CIO	Lucinda Karstedt
Director of Pupil Personnel	Shawn Johnson
Junior/Senior High School Principal	Marc Graff
Art Department	Lisa Alessi Nicastro, District Chair
Business & Computer Department	Mary Nowicki, District Chair
English Department	Christopher Archabald, District Chair
Guidance Department	David Hassett, District Chair
Health & Consumer Science Department	Kathryn Klopp, District Chair
LOTE Department	Nicole Janowsky, District Chair
Math Department	Laura Feasley, District Chair
Music Department	Paul Furlong, District Chair
Physical Education Department	Colleen Kot, District Chair
Science Department	Keith Kwas, District Chair
Social Studies Department	Tara Cooper, District Chair
Technology Education Department	Stevan Jones, District Chair
G. L. Priess Primary School	Jennifer Ersing, Associate Chair Person
Eden Elementary School	Teresa Blas, Associate Chair Person
Eden Elementary School	Tiffany Kwas, Associate Chair Person
Eden Elementary School	Nicole Lauer, Associate Chair Person

### Additional Resources

Director of Finance  
 Superintendent  
 Technology Integration Specialist  
 Computer Education teachers  
 Athletic Director  
 Building Principals  
 Supervisor of Buildings and Grounds  
 Supervisor of Transportation  
 Board of Education representative  
 Community member representative  
 Technology Support Staff representative

## Connections



- District Department Chair Committee
  - Meets monthly during the school year.
- Administrative Meetings
  - Meets monthly during the year round.
- Building Faculty Meetings
  - Meets monthly during the school year.
- Department Meetings
  - Meets as needed during the school year.

## **Technology Vision**

To promote the ability of our students to retrieve and manage information efficiently, communicate effectively, collaborate with others, solve problems creatively, think critically, remain flexible and continue to learn. In addition, Eden Central School District is committed to facilitating the use of technology in ways that support student learning and achievement, improve efficiency of district operations, and encourage communication among all stakeholders within the entire school community.

## **Technology Goals**

### **Technology Integration**

Increase students' quality and use of technology as a tool to improve learning, interact successfully in a 21<sup>st</sup> century skill environment and to achieve their personal, educational, New York State assessment and workplace goals.

### **Technology Equipment and Infrastructure**

Continue to support, maintain, and enhance a technology infrastructure and inventory that supports the Eden Central School District's learning and work environment.

### **Professional Development**

Increase educators' competencies to effectively use technology tools to support the curriculum and empower students with 21<sup>st</sup> century technology skills.

### **Parent Communication**

Increase parent communications through the use of the District website and Parent Portal. Collaborate with school related parent organizations in finding solutions with their communication efforts through technology.

### **Support of Data Teams**

Support building and District level Data Teams by providing easy access to information necessary to make decisions that improve student achievement.

### **Security**

Continue to advance the security and functionality of District technology systems and data.

## Curriculum

### Curriculum Integration

#### *Technology Integration Goals*

- Implement technology for instructional use that supports the teaching and learning process and prepares our student to succeed in a global economy.
- Begin a transition that articulates and focuses technology integration toward the revised 2008 ISTE NETS for students.
- Make and support connections to how technology can be used to provide strategies that support research and how students learn.
- Identify, encourage, and/or enhance the use of 21<sup>st</sup> century tools across K-12 content areas.
- Continue to support the District's initiative for advancing student-keyboarding skills.
- New York State Assessment preparation.

#### *Integrating Strategies*

- Identify and expand best practices for technology integration in curricular areas.
- Encourage modeling and guided practice opportunities with staff.
- Make connections to how technology integration can support the District's initiatives related to data analysis, learning strategies, and student achievement.
- Provide staff development opportunities through local in-service, the Erie-Catt Teacher Center, and BOCES CSLO.
- Create mentoring opportunities for staff to assist others with integration into the content areas.
- Increase access for staff to related technology tools, equipment, and software.
- Create on-line opportunities for sharing and collaboration.
- Increase information sessions and demonstrations at the building levels.

## **Student Achievement**

*Examples of content area technology integration (based on 2008 ISTE NETS)*

### **ISTE Standard One: Facilitate and Inspire Student Learning and Creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness.
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

*(Using technology to Facilitate and Inspire Student Learning and Creativity NETS-S 1)*

Examples:     Students contributing to a wiki on a particular content area topic  
                  Students creating multi-media projects for presentation  
                  Student creating video presentations using multi-media software  
                  Students composing music using notation and music creativity software  
                  Students using a variety of electronic media like PhotoShop© to create an original artwork

### **ISTE Standard Two: Design and Develop Digital Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards use resulting data to inform learning and teaching.

*(Using technology to Design and Develop Digital Age Learning Experiences and Assessments NETS-S 2)*

Examples:     Video Conferencing with others  
                  Contributing to on-line content related discussions  
                  Contributing to a wiki on a particular content area topic  
                  Students creating group multi-media projects  
                  Students using resources like Voki.com, Emodo.com, ToonDoo.com, etc. to build connections with peers, experts, and organizations  
                  Students Pod casting to support instructional content

Students participating in forums or other blogs to discuss instructional content  
Students publishing their created work/artwork/music/stories  
Students using Google documents for instructional content  
Student developing personal learning networks  
Students collaborating in a virtual environments

### ISTE Standard Three: Model Digital Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

*(Using technology to Model Digital Age Work and Learning NETSS 3)*

Examples: Students becoming aware and utilizing pre-selected internet sources, i.e. library subscription databases, library of congress, etc. when researching  
Students learning and practicing the process of validating internet resources when researching  
Students dissecting the origin of a website for validation  
Students using Web 2.0 tools when appropriate for gathering information resources  
Students using RSS aggregators to gather updated information

### ISTE Standard Four: Promote and Model Digital Citizenship and Responsibility

Teaches understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.

*(Using technology to Promote and Model Digital Citizenship and Responsibility NETSS 4)*

Examples: Students in Physical Education classes using technology to track their fitness

Students using technology tools to analyze and report data  
Student solving problems in virtual environments

### ISTE Standard Five: Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- c. Evaluate that reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school community.

*(Using technology to Engage in Professional Growth and Leadership NETS-S 5)*

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### Technology Integration Goal 1 Action Plan

<b>Technology Integration</b> Increase students' quality and use of technology as a tool to improve learning, interact successfully in a 21 <sup>st</sup> century skill environment and to achieve their personal, educational, and workplace goals.				
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Transition focus for student technology integration to 2008 ISTE NETS.	<ul style="list-style-type: none"> <li>• Support of Technology Integrators to attend NYSCATE conferences</li> <li>• In-service training</li> <li>• Work sessions</li> <li>• Building Technology meeting demos</li> </ul>	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Administrators</li> <li>• Technology Integrators</li> <li>• Consultants from Erie 2</li> </ul>	2013-2014	Technology integration activities are tied to the 2008 ISTE NETS for students.
Review and spotlight faculty best practices in technology integration that supports the use of 21 <sup>st</sup> century tools.	<ul style="list-style-type: none"> <li>• Local In-service training</li> <li>• Building Technology Team meeting demos</li> <li>• Possible dedicated Superintendents day</li> </ul>	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Administrators</li> <li>• Technology Integrators</li> </ul>	2013-2016	Eden CSD's faculty regularly spotlights best practices at staff development days, faculty meetings and other appropriate settings.
Create ties to Effective Classroom Practices training and work to incorporate all 2008 ISTE NETS to support student achievement.	<ul style="list-style-type: none"> <li>• Local In-service training</li> <li>• BOCES CSLO courses</li> <li>• Work sessions</li> <li>• Building Technology Team meeting demos</li> </ul>	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Administrators</li> <li>• Technology Integrators</li> <li>• Consultants from Erie 2</li> </ul>	2013-2014	Faculty makes clear connections of 21 <sup>st</sup> century technology best practices to what is learned at <i>Effective Classroom Practices</i> workshops.

Eden Central School District

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Explore alternate formats when integrating ISTE NETS to address the needs of students with disabilities that includes adherence to NIMAS.	<ul style="list-style-type: none"> <li>• Local In-service training</li> <li>• Work sessions/meetings with Special Education staff</li> </ul>	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Administrators</li> <li>• Special Education Staff</li> <li>• Technology Integrators</li> <li>• Consultants from Erie 2</li> </ul>	2013-2016	Students with disabilities are provided alternative tools that conform to the National Instructional Materials Accessibility Standard and promote technology integration.
Determine appropriate assessments to gauge student achievement and assure implementation.	<ul style="list-style-type: none"> <li>• Work sessions</li> </ul>	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Technology Integrators</li> <li>• Consultants from Erie 2</li> <li>• District Inquiry Teams</li> </ul>	2013-2014	<ul style="list-style-type: none"> <li>• A local technology literacy assessment is implemented at the 8<sup>th</sup> grade level.</li> <li>• Methods are in place to assure consistent implementation of technology integration.</li> </ul>

### Support of Data Teams Goal 2 Action Plan

<b>Support of Data Teams</b>				
Support building and District level Data Teams by providing easy access to information necessary to make decisions that improve student achievement.				
<b>Actions needed to achieve goal</b>	<b>Staff Development</b>	<b>Person(s) Responsible</b>	<b>Date each action will be completed</b>	<b>Indication of Success</b>
Access types of data necessary to support building teams.	<ul style="list-style-type: none"> <li>• In-service training</li> <li>• Work sessions</li> </ul>	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Administrators</li> <li>• CDEP Committee</li> <li>• Building Data Teams</li> </ul>	On-going	Increased data provided for teams.

### Technology Delivery

Eden Central School District supports the opportunities for distance learning in the classroom. Many classrooms are equipped with projectors for display of Internet streaming resources. The District subscribes to Power Media Plus Video Streaming through the Public Broadcast System, and also provides for virtual field trip opportunities including:

- Indianapolis Zoological Society
- Ohio Historical Society, Museums 7 Interpretation division
- Elephant Sanctuary
- C.O.S.I. Columbus
- Philadelphia Museum of Art Video Conference
- San Diego Zoo
- Khan Academy

In addition, our District began offering online learning opportunities for students who require temporary home instruction due to illness in 2011-12 through the APEX Learning System. Students attending the alternative high school program to use online GED programs applications. May require training for District staff that are transitioning to include online opportunities in their curriculum.

The District similarly supports distance-learning opportunities for staff development. This has allowed our staff and teachers to participate in webinars and online meetings.

## Parental Communications and Community Relations

The technology plan is disseminated to the community first as a presentation to the Board of Education, then posted on the District's website. The District's website ([www.edencsd.org](http://www.edencsd.org)) is the main technology portal for parents to retrieve various information including:

Events Calendar	Transportation
Athletic schedules	Wellness
Lunch menus	Course catalogs
Links to NYS information	School Safety
Individual school information	Calendars and supply lists
Legal notices	Community education
District forms	Career opportunities
Street directions	Power School Parent Portal
Staff directories	Community Newsletter
Curriculum	Budget communications
Library services	School Newsletters
Shared Decision Making	Building usage calendar
District Newsletter	Course expectations
Board of Education minutes	Board of Education meeting Vodcasts

Parents and students have access to the Eden Central School District Power School Parent Portal, an online system that provides access to report cards, attendance, and information. Upon request, the District assists parent groups in communicating with their membership.

## Collaboration

Throughout the year the Eden Central School District is a place to expand your horizons with over 7,000 residents participating in Community Education programs. From preschoolers to adults the Continuing Education program offers a wide variety of courses appealing to the community's ever-changing interests and needs. Courses are offered for fall, winter, spring, and summer sessions. The diverse course selections provide opportunities for recreation, entertainment, enrichment and involvement.

Examples of course offerings in technology include:

**BEGINNING KEYBOARDING** - This class is designed to introduce proper keyboarding techniques to adults. We will be using Internet sites to practice skills.

Saturdays - 9:00 - 10:00 a.m. - 5 Sessions - minimum 3 people to run class

**WORD/EXCEL FOR BEGINNERS** - This class will introduce both Microsoft programs. The class will be tailored to the needs of the class. At minimum, we will cover creating basic Word documents, inserting clip art, creating tables in Word and creating spreadsheets and charts in Excel. These programs will be taught on the 2010 platform.

Saturdays - 10:00 a.m. - 11:00 a.m. - 5 Sessions - minimum 3 people to run class

### Parent Communication Goal 3 Action Plan

<b>Parent Communication</b>				
Increase parent communications through the use of the District website and Parent Portal. Collaborate with school related parent organizations in finding solutions with their communications efforts through technology.				
<b>Actions needed to achieve goal</b>	<b>Staff Development</b>	<b>Person(s) Responsible</b>	<b>Date each action will be completed</b>	<b>Indication of Success</b>
Review, and if necessary update policies pertaining to the District website.	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>District and Building Administrators</li> <li>Department Chair Committee</li> </ul>	2013-2016	Revised policies and district implementation guidelines if deemed appropriate
Increase use of teacher Gradebook on the Parent Portal	<ul style="list-style-type: none"> <li>Building based in-service</li> </ul>	<ul style="list-style-type: none"> <li>District and Building Administrators</li> <li>Technology Integrators</li> <li>Technology staff</li> </ul>	2013-2016	Opening of this section on the Parent Portal for school to home communication
Review, assess, and update the District's website to provide important information to parent and the community.	<ul style="list-style-type: none"> <li>Review of other educational websites</li> </ul>	<ul style="list-style-type: none"> <li>District and Building Administrators</li> <li>Building Shared Decision Making Team(s)</li> </ul>	Ongoing	Content rich website District wide
Make connections with parent organizations to assist with school to parent technology issues	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Director of Information Technology</li> <li>Building Administrators</li> <li>Technology Staff</li> </ul>	Schedule Yearly meetings	Parent organizations use technology effectively to communicate with their constituents

## Professional Development

All professional staff in the Eden Central School District utilizes the District network on a daily basis and have proficiency in:

- Basic Operations
- File Management
- Word Processing
- Communication via e-mail
- Using web-based student management software
- Using technology for attendance and grade reporting (grades K - 12) purposes
- Communication with community through individual web pages on the District's website

In addition to the above, professional staff obtain proficiency in areas of technology integration related to content areas which are also tied to the ISTE<sup>1</sup> Standards. Integration examples, which demonstrate staff technology proficiencies, are listed in Appendix A.

Eden Central School District is firmly committed to building-based professional development supported by a data-driven school improvement plan (CDEP). It is further understood that certain philosophical foundations, programs, and skills must be consistent across District schools. Teachers realize the need to constantly study and reflect upon their individual classroom situations. For these reasons the District philosophy supports an organizational structure for professional development that recognizes three levels of professional development:



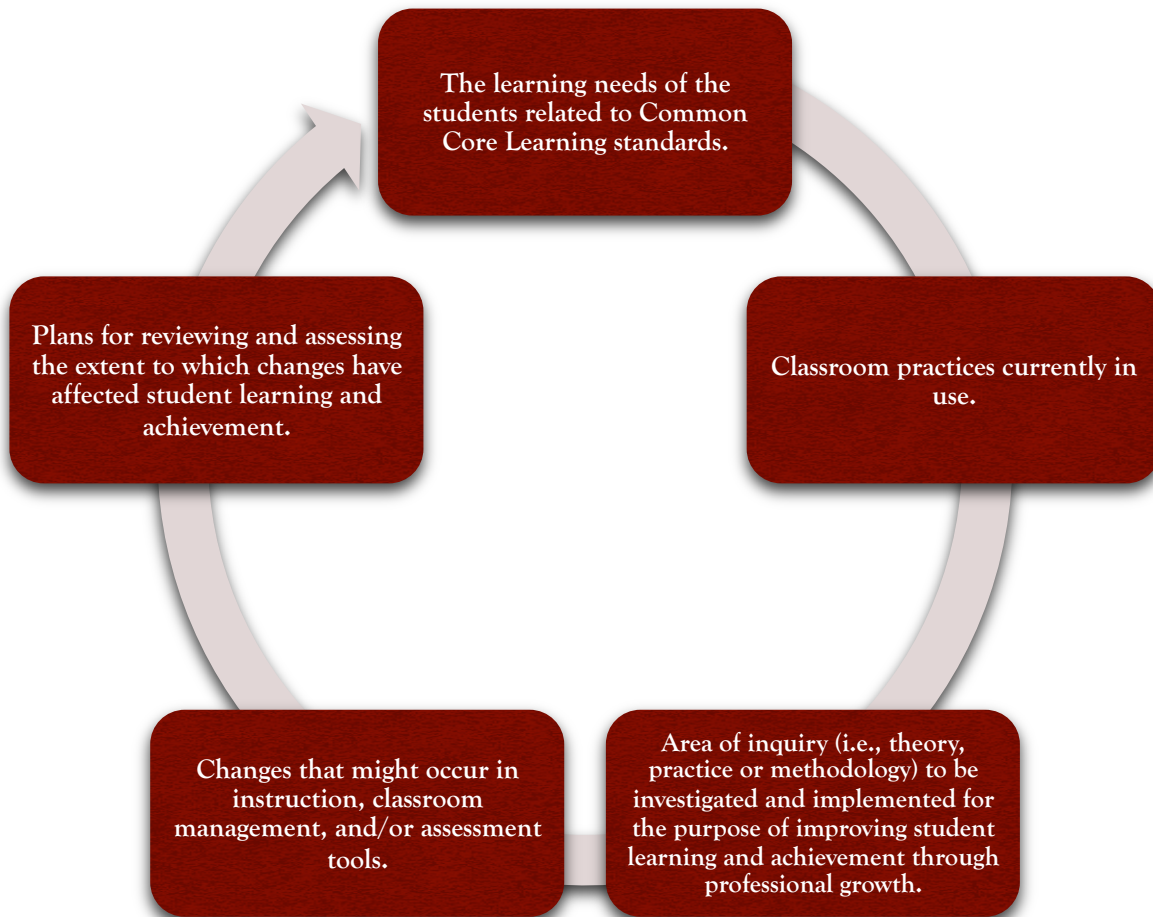
- Supporting District-wide efforts especially State mandated initiatives
- Supporting District-wide efforts and school based improvement programs
- Meeting individual needs that support District and/or building based efforts

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<sup>1</sup> ISTE International Society for Technology in Education, 1710 Rhode Island Avenue, NW Suite 900, Washington, DC 20036-3132; [www.iste.org/nets](http://www.iste.org/nets)

District based professional development initiatives (activities and strategies) are connected to the District's improvement process and aligned with District goals. They are based upon collection and evaluation of the student achievement data, demographics, perception data, and school processes data to determine needs.

The Eden Central School District has designed a new system of teacher appraisal and growth that focuses individual teachers on developing professional development goals based on:



Although these actual plans are not included in the professional plan documentation, it is important to mention that this individual professional growth process provides an opportunity for staff to focus district/building goals at a personal level. It also encourages teachers to become involved in action research, study groups and peer coaching. The ultimate goal is to improve student learning by incorporating research based teaching strategies and methodologies into the classroom setting. Student learning, student achievement and similar terms used in this document relate to student-centered activities that are part of the District's instructional program.

**Technology Related Professional Development**

<b>Student Program Goal 4</b>		
Increase students quality and use of technology as a tool to improve learning, interact successfully in a 21 <sup>st</sup> century skill environment and to achieve their personal, education, and workplace goals.		
<b>Data Source</b>	<b>Present Status</b>	<b>Desired Outcomes</b>
ISTE 2008 Student NETS	The District Department Chair Committee annually suggests curriculum revision toward the ISTE NETS.	K-12 technology integration that supports core curriculum and allows all students to meet technology skills expectations based on the ISTE NETS.
Assessment of student technology skills and teacher effective technology use.	The District Department Chair Committee updates yearly professional staff survey and assessment of student technology skills and teacher effective technology use annually.	Reinforce the pattern of administration and data collection for teacher technology skills and use survey across the district.
Review of current research on new and effective technology integration tools and resources.	Regularly review current research on new and effective technology integration tools and resources.	Continued review of current research on new and effective technology integration tools and resources.

*Measurable Objectives*

Students will continue to incorporate and employ technology related strategies to empower their academic success and understanding as related to:

- Creativity and Innovation
  - Communication and Collaboration
  - Research and Information Fluency
  - Critical thinking, Problem Solving, and Decision Making
  - Digital Citizenship
  - Technology Operations and Concepts
- (National Educational Technology Standards for Students, ISTE NETS 2007)*

**Student Goal 1 Action Plan**

Actions needed to achieve goal	Person(s) Responsible	Date each action will be completed	Indication of Success
<p>K-12 Staff will increase their knowledge of important issues of a technology based society and ethical and responsible behaviors.</p> <p>Teachers will learn to apply this knowledge to instruct students in skills appropriate to their grade level and associated with expectations of the Eden CSD's K-12 Technology Standards.</p> <p>District, buildings and individuals continue cycle of analysis reviewing current technology uses and those new technologies that provide potential for general research based instructional strategies; research based content related strategies and support the management of instruction:</p> <ul style="list-style-type: none"> <li>• Review data to determine current needs of students, the learning environment.</li> <li>• Look for uses of technology that can positively affect those needs.</li> <li>• Develop, implement and participate in professional growth experiences that provide implementation to occur.</li> <li>• Assess the effect of the implementations.</li> </ul>	<p>Director of Information Technology</p> <p>Director of Curriculum and Instruction</p> <p>Principals</p> <p>District Department Chair</p> <p>Committee</p>	<p>Monthly</p>	<p>Increases in the amount and kinds of resources purchased.</p> <p>Increases in number of students meeting or exceeding State standards on District and New York State assessments.</p> <p>Teacher feedback.</p>

Students will be exposed to increased amounts and quality of technology integrations that are connected to research-based strategies and content and performance standard specific areas with the intention of improving student achievement and learning:

**Student Goal 2 Action Plan**

Actions needed to achieve goal	Person(s) Responsible	Date each action will be completed	Indication of Success
<p><i>Through the use of workshops, institutes, meetings:</i></p> <p>K-12 teachers learn about, determine the potential of and apply appropriate technology to:</p> <p>General research-based instructional strategies.</p> <p>Specific strategies included those associated with “what works in schools” research, differentiation and co-teaching.</p> <p>Research-based content oriented instructional strategies.</p> <p>Support the management of instruction.</p> <p>Make learning opportunities available from anywhere and anytime via technology.</p> <p>District committees continue to articulate K-12 technology integration that supports core curriculum and allows all students to meet technology skills expectations based on ISTE NETS.</p>	<p>Participating faculty</p> <p>Instructional Specialists</p> <p>Teacher Center Director</p> <p>Technology Integrators</p> <p>Principals</p> <p>District Technology Committee</p>	<p>Monthly</p>	<p><i>The success indicators that follow are generally focused on but not limited to associations with these technological implementations if and when data is available:</i></p> <p>General Research Based Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• What Works in Schools Research</li> <li>• Differentiation</li> <li>• Co-teaching</li> <li>• Drill &amp; Practice</li> <li>• E-communication</li> <li>• Simulations</li> <li>• Problem Solving</li> <li>• Expression &amp; Visualization</li> <li>• Online Research</li> <li>• Higher Order Thinking</li> <li>• Active Learning</li> <li>• Assessment &amp; Feedback</li> <li>• Increased posting of work for authentic audiences</li> </ul> <p><i>Content Specific:</i></p> <p>Technology related textbook supplements.</p> <p>Level of participation in professional development activities.</p> <p>Actions and involvements of Technology Integrators and Committee in planning and supporting these implementations.</p> <p>Student/Teacher products.</p> <p>Continued increases in the number and quality of classroom implementations.</p> <p>Continued increases in the availability of resources needed to implement.</p> <p>Teacher and student perceptions that technology is increasing student learning.</p>

## Supporting Resources

The following are examples of Professional Technology offerings by Eden Central School District.

Adobe Professional Basics
Advanced Power School© Grade Book
Advanced Teacher Website Design
AIMSweb© Training
APEX© Learning System for Credit Recovery
Basic Power School© Grade Book
Basic Teacher Website Design
Castle Learning© for grades 3-12
CSLO Building Academic Vocabulary
CSLO Center Based Learning with Infused Technology for the Primary Classroom
CSLO Graphic Organizers
CSLO Interactive Board Design for CCLS for ELA/Math in grades 7-12
Dragon Naturally Speaks© for the SPED classroom
Integrating Technology: ELA, Math, S.S., Science, PE, LOTE and Library Media
Integrating Technology into your Classroom
iTunes© for Education
Making SMART© Presentations and Activities
Microsoft Office© for Teachers
Office 2010©
SMART Board©
Student Response Systems
Using Subscription Databases
Web 2.0 Tools: District Websites, Blog, & Podcasting Training
Website Management

### *Additional Supporting Resources*

Courses offered through BOCES CSLO program

Tech Tips offered in the online District Resource Library

District Policies developed and accessible to all staff

Microcomputer Repair Technicians support available to all buildings

Support for technology integration conference attendance

Support for professional development opportunities at the District and building level

### Technology Professional Development Goal 5 Action Plan

<b>Professional Development</b>				
Increase educator's competencies to effectively use technology tools to support the curriculum and empower students with 21 <sup>st</sup> century technology skills.				
<b>Actions needed to achieve goal</b>	<b>Staff Development</b>	<b>Person(s) Responsible</b>	<b>Date each action will be completed</b>	<b>Indication of Success</b>
Review current research on new and effective technology integration tools and resources.	<ul style="list-style-type: none"> <li>Staff development workshops</li> <li>District and building based in-service</li> </ul>	<ul style="list-style-type: none"> <li>District Administrators</li> <li>Building Administrators</li> <li>Technology Support Staff</li> </ul>	Monthly	Continued review of current research on new and effective technology integration tools and resources.
Increase educators knowledge of new 21 <sup>st</sup> technology tools that help students learn.	<ul style="list-style-type: none"> <li>Staff development workshops</li> <li>District and building based in-service</li> </ul>	<ul style="list-style-type: none"> <li>District Administrators</li> <li>Building Administrators</li> <li>Technology Support Staff</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>Demos at Technology Committee meetings.</li> <li>Demos at building faculty meetings.</li> <li>In-service course attendance.</li> <li>Product samples from students.</li> <li>Classroom observations.</li> </ul>
Explore a staff development day devoted to 21 <sup>st</sup> century technology integration directly related to curricular areas.	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>District Administrators</li> <li>Building Administrators</li> <li>Technical Staff</li> </ul>	May 2014 May 2015 May 2016	<ul style="list-style-type: none"> <li>Educator feedback.</li> <li>Requests for follow-up.</li> <li>Increased attendance at related technology integration workshops and courses.</li> </ul>
Survey professional staff to assess quality of technology integration in the curricular areas.	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>District Administrators</li> <li>Building Administrators</li> <li>Instructional Staff</li> <li>Technical Staff</li> </ul>	June 2014 June 2015 June 2016	Completed surveys with meaningful data are collected to help plan next steps.

## Infrastructure, Hardware, Technical Support, and Software

Eden Central School District provides technology services to three schools; Grover L. Priess Primary School, Eden Elementary School, and Eden Jr./Sr. High School which house most of the District Administrative offices. In addition, there are two facilities support buildings that also have technology services the Transportation building and the Energy Management facilities building. Fiber connects these buildings to approximately 15 servers located in the Jr./Sr. High School Technology Support Offices. The District utilizes the regional broadband network available through the Western New York Regional Information Center. The broadband network provides the district with 1 Gigabit per second access to the Internet services and the resources at the regional information center. Our standard desktops and laptops are Macintosh's running OS X, although PC computers running both Vista and Window 7 are also utilized in various appropriate settings. Some laptops are equipped with Intel based Macintosh computers and, therefore, are capable of utilizing either platform depending on the instructional need.

Students, teachers, staff, and administrators are provided with an information environment that is technologically efficient and allows access to a global variety of resources. Electronic communications and global learning has become the norm for our society, and Eden Central School District provides an environment that allows staff and students the necessary resources for e-mail (students - limited access to e-mail), information retrieval, the Internet, and participation in educational learning communities.

All classrooms have local network and Internet access and are provided:

- Utilization of the wealth of information available on the World Wide Web; curriculum resources, web quests, on-line catalogs, electronic reference tools, lesson plan ideas, sharing forums, in-class presentation of timely topics, etc...
- Communication and data transfer via e-mail to save time and paper resources.
- Network copiers and scanners.
- Availability of District forms on-line.
- Access to all district and regional library catalogs.
- Access to on-line subscriptions, databases, and web sites that provide instructional resources.
- Access to student demographic information, grade information, test data, and IEP's as appropriate.
- Access to video feeds through the Internet.
- Access to Assistive Technology tools and devices.

Standard software on all district Macintosh Computers:

- Adobe Reader
- Garageband 5
- iLife '08 or '09
- Microsoft Office 2008
- SMARTboard/Notebook

Standard software on all district PC Computers:

- Adobe Acrobat Pro 9 (HS only)
- Adobe Bridge CS3 (HS only)
- Adobe Distiller Cs3 (HS only)
- Adobe Dreamweaver Cs3 (HS only)
- Adobe Fireworks CS3 (HS only)
- Adobe Flash CS3 (HS only)
- Adobe Illustrator CS3 (HS only)
- Adobe InDesign CS3 (HS only)
- Adobe Photoshop CS3 (HS only)
- Adobe Reader
- Adobe Sound booth CS3 (HS only)
- McAfee 8.8 Virus Protection
- Microsoft Office 2003 OR 2007 OR 2010
- Roxio CD/DVD data backup
- Silverlight
- SMARTboard/Notebook
- Vision 6 with Surf Lock (HS only business labs)

Other software included on some computers:

- A to Zap
- Adobe Acrobat Pro 9 (HS only)
- Adobe After Effects (HS only)
- Adobe Bridge (HS only)
- Adobe Illustrator (HS only)
- Adobe InDesign (HS only)
- Adobe Photoshop (HS only)
- Automated Accounting
- Boardmaker
- Constitution
- Dine Healthy 6 (HS only)
- Dragon Speak
- Earobics
- Everyday Math Assessment
- Examgen

- Finale
- Froguts (HS only)
- Geometer's Sketchpad
- Holt Elements of Literature and Social Studies
- Holt Math
- Inspiration 8
- Kidspiration 2
- Learn About Animals
- Learn About Dinosaurs
- Learn About Plants
- Learn About Senses
- Learn About the Human Body
- Learn About Weather
- Live Interior 3D (HS only)
- Math Concepts 123
- Math Type 6 & 7
- Microtype 5
- Microtype Pro
- Music Ace 1 & 2
- Number Worlds
- Ocean Science
- Open Office
- Pasco
- Phonics
- Print Shop Deluxe
- Touch Money
- Type To Learn Junior
- Type To Learn 4
- Science Court
- SRA
- World Studies
- Zoomtext

Some computer labs have specialty software unique to the lab only, such as, the CAD lab and Electronics' computer lab.

*Management and instructional software resources include:*

<b>Aesop©</b>	BOCES substitute calling system for teachers, teacher assistants, and teacher aides.
<b>AIMSweb©</b>	Assessment system for reading and math grades K-8.
<b>APEX©</b>	AIS and Credit Recovery system.
<b>Bus Boss©</b>	Transportation system.
<b>District Network</b>	Database for students and staff for access to District network, software, Internet, and document storage. Each student and staff member has their own account.
<b>Finance Manager©</b>	Database for the District's financial and human resources.
<b>Follett© Library Automation System</b>	Each building has an integrated library automation system.
<b>Global Connect©</b>	Automated emergency calling system.
<b>IEP Direct© &amp; RTI Direct©</b>	Databases for students with special needs record keeping.
<b>Light Speed©</b>	BOCES service that blocks Internet usage based on CIPA law.
<b>Lotus Notes©</b>	E-mail system for all District employees that need e-mail, i.e. bus drivers do not have e-mail accounts.
<b>NutriKids©</b>	Food service system.
<b>Power School©</b>	Database for student demographics, enrollment, program services, attendance, and assessments.
<b>Power School© Parent Portal</b>	System for all parent/guardians to view attendance and update demographic information. Grades 4-12 this is the method for distributing report cards and mid-quarter reports.
<b>Power Teacher©</b>	Grade book, attendance and report cards. Access to Power School student data.
<b>Schoolwires©</b>	BOCES service for District's website.
<b>SNAP©</b>	Database for student health records kept by Nursing staff.

Eden Central School District subscribes to many on-line instructional resources that include:

Career Cruising©	ProQuest©
Castle Learning©	PsychArticles©
EBSCO©	Reading A-Z©
Gale Group©	Web OPAC©

Grolier On-line©  
Noodle Bib©  
Opposing Viewpoints©

World Almanac Facts©  
World Book©

### **Internet Connectivity**

The District acquired and implemented the domain name edencsd.org. This domain name and presence serves as a launch point to implement new web services. Through our public website hosted by Western New York Regional Information Center's Webs That Work division and powered by Schoolwires© technology students, staff, parents, and community have access to the important data and information that is now expected to be provided in an electronic format. This site makes it possible for users at various levels within the organization to contribute, update and manage dynamic content. This resource provides our school community a wealth of instructional and resource information with many services and topics including:

- Assignment drop boxes
- Athletic information
- Attendance information
- Board of Education: Agenda, minutes, video recordings of meetings (Vodcasts)
- Budget information
- Building information
- Classroom or building Blogs
- Community links
- Data aggregation
- Discussion groups
- Emergency closing information when applicable
- Forms and applications
- Grade and assignment information
- Information for college planning
- Inventories
- Library Media Services
- Official District documents
- On-line curriculum
- Parent Portal access
- Professional Development workshop exit surveys
- Professional Development workshops and registration
- Requests for various District resources
- School calendar
- School lunch menus
- Shared Decision Making
- Student demographics
- Teacher web pages
- Technology Plan
- Transportation information
- Wellness

Future enhancements will include direct ties of on-line curriculum to assessments, data, NYS standards, and development of additional instructional components to enhance 21<sup>st</sup> century skills.

## **Infrastructure Configuration**

The District has a wide area network with its core at Eden Jr./Sr. High School Technology Support Office server room. Key features include:

One Windows 2008 domain running Active Directory plus a Macintosh 10.5 Open Directory domain. Services provided as a part of this Active Directory domain structure include:

- Dell Equallogic San's to provide all users with file storage and provide for secure redundant data storage for key applications.
- E-mail and collaboration through Lotus Notes for our staff.
- Centralized proxy and firewall services for content filtering and access management.
- Dynamic Host Control Protocol (DHCP) and Domain Name Services (DNS) for improved systems management and support.
- An Intranet for single point of access and consistent system presentation.
- Central management of all systems and services.

Connectivity to BOCES improved local area networks in all buildings result in a multi-gigabit - per-second connectivity. Key benefits include:

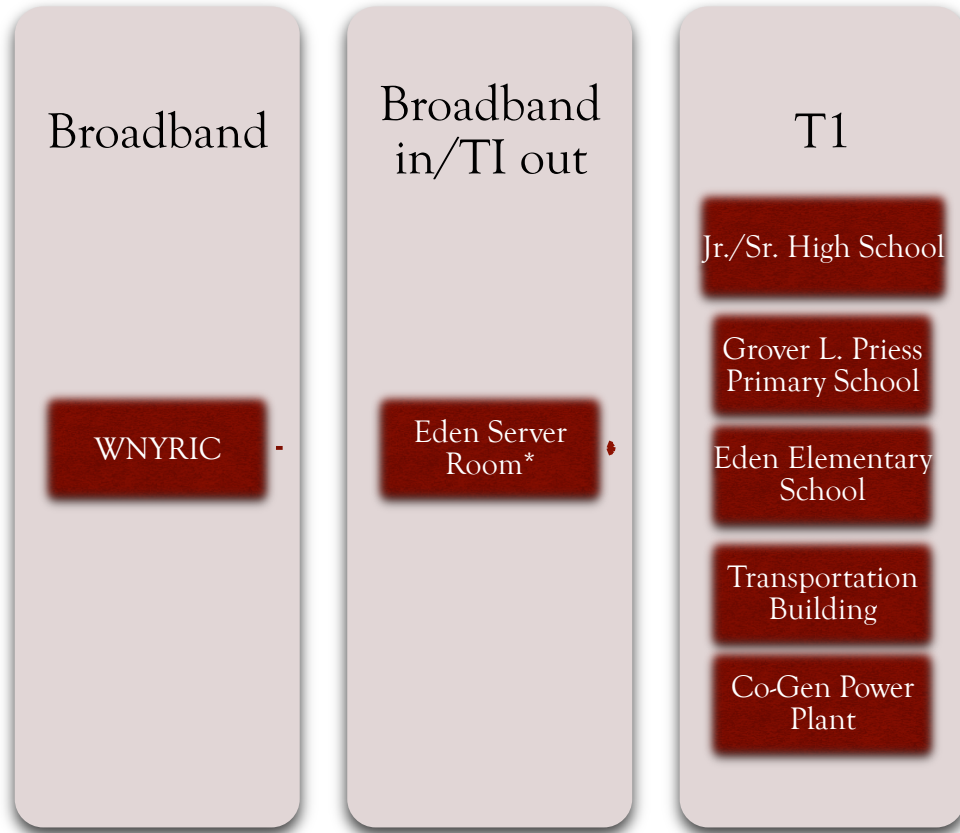
- Increased speed and reliability of services to the desktop.
- Increased facility with which to implement significant technology changes with out a complete equipment exchange.
- Ability to utilize video-conferencing for virtual field trips and distance learning.
- Ability to utilize streaming video services such as Power Media Plus for educational programming.

To protect the District's Network, systems and services, an Internet barrier has been installed separating the Eden CSD network from the Western New York Regional Information Center and outside networks. This barrier is comprised of firewalls, application gateways and proxy servers on the Eden CSD network and an external integrated firewall on the broadband network.

The network is also utilized to connect or our VoIP phone system District-wide. The District's data and phone infrastructure are designed to accept Voice over Internet Protocol. The VoIP phone system is on the five-year recycle rotation plan. In addition, each building and District office also has a traditional POTS phone line available in case the VoIP system is in operable due to the loss of the Internet.

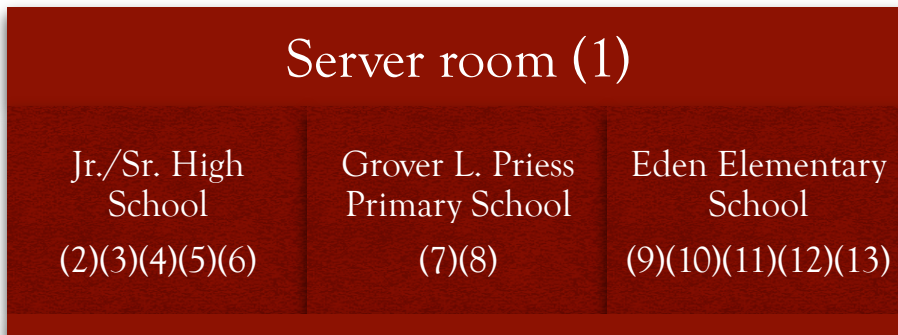
To protect sensitive server and storage equipment the District has a dedicated server room in the Jr./Sr. High School. This server room has environmental controls including conditioned power, air conditioning and dedicated alarms. In addition, all servers are connected to UPS units in case of a power failure. The tape back up units are swapped weekly and stored at a separate location for security.

*Network Connection Diagram*



\*Server room: District file servers, Power School server, Print server, Active Directory Controllers, Lotus Notes server, District Firewall, Phone System server, Voice Mail server, DHCP server, DNS server, Video Surveillance server, Backup servers, NutriKids Server, Transportation Server, SNAP Server, Elementary school Applications server, Primary school Applications server, Jr./Sr. High School Applications server, Library server, Imaging servers, various management servers.

*Internal Switch Gear Closets*



### *Classroom Computers*

Currently all faculty have a computer in the classroom running either Macintosh OS X or PC with adequate processing speed and memory to allow for productive and creative use. Most have CD/DVD burning capabilities. All are capable of having access to the Internet and District network. Most desktop and laptop computers are re-imaged bi-yearly and follow a six-year recycling plan.

### *Computer laboratories and Mobile Laptop laboratories*

Our current computer labs are well equipped and have access to the Internet, unless so noted below. Labs and mobile labs follow a five-year recycling plan.

**Grover L. Priess Primary School**

- One computer lab with 26 OS X Macintosh computers. Used 1/2 the time for instructional computer classes. Other 1/2 time open for teachers to sign out as needed.

**Eden Elementary School**

- One Instructional computer lab with 27 (new fall 09 OS X) Macintosh computers. This lab is used full time for computer classes.
- One computer lab with 25 OS X Macintosh computers. Teachers can sign out this lab as needed/available.

**Jr./Sr. High School**

- Three PC Business computer labs used full time for classes.
- Two Macintosh computer labs that teachers can sign out as needed/available.
- One PC CAD lab.
- One PC mini Electronics lab.

Special note: The committee would like noted that computer lab computers, both stationary and mobile laptop labs may need to adjust their quantities as the District trend towards increased class sizes continues in the future.

In addition, there are four Macintosh laptop and two PC mini laptop mobile computer labs that teachers share throughout the District. The district has two iPad mobile labs that teachers share through out the district.

### *Presentation Equipment*

Many classrooms have a networked computer connected to a mounted projector or monitor or at the Jr./Sr. High School a television with cable access. In addition, there are mobile projectors available for teachers to sign out as needed. This provides immediate and easy access to digital support materials. Over the course of this plan Eden CSD plans to provide as many remaining classrooms, depending on budgetary restrictions, with a presentation setup with a mounted projector. The District subscribes to Power Media Plus for media presentation use.

### *Peripherals*

As instructional strategies dictate, many classrooms are equipped with SMART Board© technology, document cameras, digital cameras, camcorders, CPS units, iPads, and other technology tools.

### *Available Technology Support*

Director of Information Technology

Two Microcomputer Support Repair Technicians

One 2 day per week BOCES Senior Technical Consultant

One part time (.4) Teaching Assistant for technology integration

**Inventory**

Inventory	Computer labs	Classrooms	Library or Media Center	Admin Offices	Other Location	Planned Future Acquisitions		
						Year 1	Year 2	Year 3
<b>Computers (list by type)</b>								
A. PC	94	60	1	35	4	30	30	30
B. Macintosh	228	62	16	6	2	50	50	50
Number of computers listed above that are Internet ready	All	All	All	All	All			
<b>Peripheral Devices</b>								
A. Printers	10	12	4	24	4	Purchased as needed		
B. Scanners	11	2		6	1	Purchased as needed		
C. Modems (28.8 Kbps)	0	0	0	0	0	n/a	n/a	n/a
D. Modems (28.8 kbps or above)	0	0	0	0	0	n/a	n/a	n/a
E. Assistive/Adaptive Devices	2	5	2	0	0	Purchased as needed		
F. Digital Cameras	15	3		5	2	Purchased as needed		
G. TV Monitors	7	117	4	20	3	Purchased as needed		
H. VCR's/Laser Disk Players	7	117	4	20		Purchased as needed		
I. Projection Devices	8	50	1			Purchased as needed		
J. Satellite Dishes	0	0	0	0	0	n/a	n/a	n/a
K. Video Cameras	25	0	0	0	0	Purchased as needed		
<b>Software See page 24</b>								
<b>Network Equipment</b>								
A. Hubs	0	0	0	0	0	n/a	n/a	n/a
B. Routers	0	0	0	0	0	n/a	n/a	n/a
C. Servers	15	0	0	0	18	2	3	4
Number of rooms wired for internal connections	All	All	All	All	All			
<b>Telecommunications Links</b>								
A. Full or fractional T1	0	0	0	0	0	n/a	n/a	n/a
B. ISDN	0	0	0	0	0	n/a	n/a	n/a
C. Dedicated cable/microwave	0	0	0	0	0	0	0	0

### **Increase Access**

The District's Technology Plan includes technology use for all students including students with disabilities. Advances in the development and use of assistive technology have provided new opportunities for children with disabilities to access their educational programs and facilitate student achievement. Federal Regulation (34 CFR 300.308) requires each school district to ensure that assistive technology devices and/or services are made available to a preschool or school age student with disability when recommended by the Committees on Special Education and as described in the Individualized Education Program (IEP). The District:

- Purchases Assistive technology (AT) hardware and software tools.
- Identifies an AT Process to include a referral, assessment, trial and implementation process.
- Provides ongoing staff development and training.

When the need warrants, items are borrowed for student use from the school District. An extensive range of medium-high AT devices and software programs are included in the loan inventory, such as; customizable keyboards, mouse emulation devices, augmentative communication devices, positioning items, voice dictation software, typing efficiency programs, and screen readers.

Assistive technology services include:

- Assistive technology screening/assessment of a child with a disability in the child's customary environment.
- Acquiring appropriated and required assistive technology devices or equipment for students with disabilities.
- Customizing, adapting, applying, repairing or replacing assistive technology devices.
- Coordinating and using other therapies, interventions or services in conjunction with assistive technology.
- Training and technical assistance for students with disabilities, professionals, staff, teachers and family members.

Assistive technology training for staff and district personnel is a team approach from the Pupil Personnel Department and the Technology Support Department. Depending on individual student's needs the District may require the assistance of outside specialists that will be contracted to work with the District's staff and students as needed.

### Technology Equipment and Infrastructure Goal 6 Action Plan

<b>Technology Equipment and Infrastructure</b>				
Continue to support, maintain, and enhance a technology infrastructure and inventory that supports the Eden Central School District's learning and work environment.				
<b>Actions needed to achieve goal</b>	<b>Staff Development</b>	<b>Person(s) Responsible</b>	<b>Date each action will be completed</b>	<b>Indication of Success</b>
Adhere to a six-year replacement plan for all District computers.	N/A	<ul style="list-style-type: none"> <li>District Administrators</li> <li>Technology Staff</li> <li>WNYRIC Staff</li> </ul>	Yearly	Desktops and laptops are replaced regularly after six-years.
Replace supporting peripherals as necessary	N/A	<ul style="list-style-type: none"> <li>Technology Staff</li> </ul>	July 2015	Peripherals are replaced as needed.
Replace any servers or tape backup units as necessary	N/A	<ul style="list-style-type: none"> <li>Technology Staff</li> <li>WNYRIC Staff</li> </ul>	July 2015	Servers and tape backup units are replaced as needed.
Equip all District classrooms with a mounted projector for presentation.	N/A	<ul style="list-style-type: none"> <li>District Administrators</li> <li>Building Administrators</li> <li>Technology Staff</li> <li>Facilities Staff</li> </ul>	2016	All classrooms have a projector connected to a computer.
Investigate and support new technologies that promote 21 <sup>st</sup> century learning.	N/A	<ul style="list-style-type: none"> <li>District Administrators</li> <li>Technology Staff</li> <li>WNYRIC Staff</li> </ul>	Ongoing	Instructional areas are supported with new appropriate technology to support integration.
Replace District switches that weren't previously upgraded as their End of Life is reached.	N/A	<ul style="list-style-type: none"> <li>District Administrators</li> <li>Technology Staff</li> <li>WNYRIC Staff</li> </ul>	2013	This will be the second wave of replacement of the District switches. The replacement schedule is based on the individual switches EOL.

**Security Goal 7 Action Plan**

<b>Security</b>				
Continue to advance the security and functionality of District technology systems and data.				
<b>Actions needed to achieve goal</b>	<b>Staff Development</b>	<b>Person(s) Responsible</b>	<b>Date each action will be completed</b>	<b>Indication of Success</b>
Initiate a department level audit to assure proper securities and storage of critical and confidential files.	N/A	<ul style="list-style-type: none"> <li>Technology Staff</li> <li>WNYRIC Staff</li> <li>Appropriate Administrators</li> </ul>	2013	<ul style="list-style-type: none"> <li>Confidential files are stored only when necessary, and in safe, locked areas of network.</li> <li>Training occurs to insure that exported work files that contain confidential information are removed from the server and individual desktops when work is completed.</li> </ul>
Implement automatic security measures at the workstation and user level.	<ul style="list-style-type: none"> <li>Workshops, seminars, articles</li> <li>District and Building technology demos</li> </ul>	<ul style="list-style-type: none"> <li>Technology Staff</li> <li>WNYRIC staff</li> </ul>	Summer	<p>All users and workstations follow various security protocols.</p> <ul style="list-style-type: none"> <li>Complex passwords, screen locks, are implemented and regularly checked.</li> </ul>
Investigate ways to balance necessary workflow with security.	<ul style="list-style-type: none"> <li>Workshops, seminars, articles</li> </ul>	<ul style="list-style-type: none"> <li>Technology Staff</li> <li>WNYRIC staff</li> <li>District Administrators</li> </ul>	Summer	Security measures maintain an appropriate balance for administrative workflow and classroom instruction.
Continue to stay informed of legal requirements and guidelines in respect to parental access and consent, management of information, access to information, and safety.	<ul style="list-style-type: none"> <li>Local in-service training</li> <li>Work sessions or meetings</li> </ul>	<ul style="list-style-type: none"> <li>District Administrators</li> <li>Building Administrators</li> <li>Pupil Personnel Services</li> <li>Technology Staff</li> <li>Erie 2 BOCES</li> <li>WNYRIC staff</li> </ul>	Ongoing	District Policies and practices address legal requirements and guidelines that are periodically reviewed with staff.

## Funding and Budget

### Previous Budget and Timetable

	Estimated	Actual	Estimated	Actual	Estimated	Actual
	2010-11		2011-12		2012-13	
Salaries	\$226,907	\$187,399	\$228,714	\$141,301	\$240,726	Not available
WNYRIC Hardware Costs	\$120,000	\$99,514	\$125,000	\$97,250	\$125,000	\$87,247
Computer Supplies	\$66,000	\$17,018	\$68,000	\$12,311	\$70,000	\$13,434
Instructional Software	\$42,000	\$26,327	\$42,000	\$25,931	\$42,000	\$22,518
Computer Repair	\$25,000	\$0	\$25,000	\$0	\$25,000	\$0
Professional Development for Technology	\$3,500	\$1,409	\$3,500	\$1,402	\$3,500	Not available
Instructional Supplies	\$50,000	\$30,349	\$50,000	\$35,179	\$50,000	\$29,908

### Estimated Budget and Timetable

	2013-14	2014-15	2015-16
Estimated Salaries	\$266,907	\$290,714	\$300,726
WNYRIC Hardware	\$100,000	\$100,000	\$100,000
Computer Supplies	\$66,000	\$68,000	\$70,000
Instructional Software	\$25,000	\$25,000	\$25,000
Computer Repair	\$10,900	\$12,900	\$14,900
Estimated Professional Development for Technology	\$3,500	\$3,500	\$3,500
Instructional Supplies	\$50,000	\$50,000	\$50,000

### Coordination of Resources

Eden Central School District participates in the Common Set of Learning Objectives (CSLO) that allows leasing of instructional technology equipment. The District commits funds on an annual basis to support this technology plan.

Eden Central School District annually applies for E-rate funding to support the following technologies:

- Local and long distance voice telephone service.

## Monitoring and Evaluation

Evaluating and implementing the technology plan will be the responsibility of the Director of Information Technology in conjunction with the District Department Chair Committee. As we assess the achievement of our goals, we will continually review and adjust our plan to meet the rapidly occurring changes in technology. The District Department Chair Committee will address unmet goals with appropriate members of the school community based on the areas needing improvement. The evaluation strategies below will allow Eden Central School District to measure and analyze the infusion of technology by all learners, and to assess the effectiveness of the technology plan on student achievement.

- Monthly meetings of the District Department Chair Committee to review the Technology Plan's progress and to make reports, recommendations and/or adjustments with appropriate staff and constituents.
- Report the Technology Plan's progress to the District Administration when appropriate.
- Presentation on "State of Eden Central School District's Technology" at least one time per year.
- Observation in classrooms and review of data to assess student learning.
- Formal and informal surveys to staff and students.
- Requests for anecdotal information on the use of computers as an instructional informational tool.
- Ongoing review by technology sub-committees and periodic reviews with building Administrators, Director of Curriculum and Instruction, etc.
- Coordination of technology professional development opportunities with the Director of Curriculum and Instruction.
- Follow-ups at the building levels as to the progress of technology integration and support in the curricular areas.

Examples of evidence that can be used to determine the technology plan's progress and success might include:

Student portfolios

Student products

Rubrics

District developed technology assessments and surveys

NYS assessments

District staff survey results

Enrollment in in-service education programs

Faculty exemplars

Teacher appraisal

Community participation on planning teams

Community feedback

Community support through the voting process

*Eden Central School District 3320*

**SUBJECT: CONFIDENTIALITY OF INFORMATION**

All staff, teachers, administrators, and Board of Education members of the Eden Central School District will not transfer an original internal document in violation of this policy that has been identified by the originator as confidential by either:

- A. Transmitting or disclosing the original document in any way;
- B. Forwarding electronically an internal e-mail;
- C. Printing a hardcopy of an internal e-mail and sharing the document with others that the sender of the document had not originally sent it to, or;
- D. Making a photocopy of an original internal document and sharing the document with others that the sender of the document had originally sent it to.

The following are examples of documents that are to be treated as confidential: "student records, which include special education records and other documents with student identifying information (other than such information that may be disclosed under the Family Educational Rights and Privacy Act or other federal or state law), personnel records, records which are exempt from disclosure under the Freedom of Information Law, and other records marked as confidential in the reference, subject line, watermark, header or footer. In addition, there may be a graphic, such as this example to alert the receiver of the document that the document is confidential and may not be distributed:



The list is not exhaustive. Questions regarding the confidentiality of a particular record should be directed to the Superintendent of Schools or the District's Record Access Officer.

This policy will be reviewed with all stakeholders annually.

It shall be a violation of the District's policy to release confidential documents to any unauthorized person or agency. Any staff member, teacher administrator or Board Member who releases or otherwise makes improper use of such confidential documents shall be subject to disciplinary action.

However, if the information is available under the Freedom of Information Law the District is required to disclose such information. The person seeking this information will follow proper District procedure for securing this information.

Public Officers Law Sections 84 et seq.

<sup>st</sup>  
1 Reading: 10/17/07 Adopted: 11/14/07

*Eden Central School District 6470*

**SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES**

The Board of Education will provide staff with access to various computerized information resources through the District's computer system (DCS hereafter) consisting of software, hardware, computer networks and electronic communication systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may also include the opportunity for some staff to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, shall be subject to this policy and accompanying regulations.

The Board encourages staff to make use of the DCS to explore educational topics, conduct research and contact others in the educational world. The Board anticipates that staff access to various computerized information resources will both expedite and enhance the performance of tasks associated with their positions and assignments. Toward that end, the Board directs the Superintendent or his/her designee(s) to provide staff with training in the proper and effective use of the DCS.

Staff use of the DCS is conditioned upon written agreement by the staff member that use of the DCS will conform to the requirements of this policy and any regulations adopted to insure acceptable use of the DCS. All such agreements shall be kept on file in the District office.

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance shall apply to use of the DCS. Employees are expected to communicate in a professional manner consistent with applicable District policies and regulations governing the behavior of school staff. Electronic mail and telecommunications are not to be utilized to share confidential information about students or other employees.

This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate staff conduct and use as well as proscribed behavior.

District staff shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and rights of privacy created by federal and state law.

Staff members who engage in unacceptable use may lose access to the DCS and may be subject to further discipline under the law and in accordance with applicable collective bargaining agreements. Legal action may be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys property of the District.

(Continued)

## **SUBJECT: STAFF USE OF COMPUTERIZED INFORMATION RESOURCES (Cont'd.)**

### **Social Media Use by Employees**

The School District recognizes the value of teacher and professional staff inquiry, investigation and communication using new technology tools to enhance student learning experiences. The School District also realizes its obligations to teach and ensure responsible and safe use of these new technologies. Social media, including social networking sites, have great potential to connect people around the globe and enhance communication. Therefore, the Board of Education encourages the use of District approved social media tools and the exploration of new and emerging technologies to supplement the range of communication and educational services.

For purposes of this policy, the definition of **public social media networks or Social Networking Sites (SNS)** are defined to include: Web sites, Web logs (blogs), wikis, social networks, online forums, virtual worlds, and any other social media generally available to the school district community which do not fall within the District's electronic technology network (e.g., Facebook, MySpace, Twitter, LinkedIn, Flickr, blog sites, etc.). The definition of **District approved password protected social media tools** are those that fall with the District's electronic technology network or which the District has approved for educational use. Within these internal forums, the District has greater authority and ability to protect minors from in appropriate content and can limit public access within these internal forums.

The use of social media (whether public or internal) can generally be defined as Official District Use, Professional/Instructional Use and Personal Use. The definitions, uses and responsibilities will be further defined and differentiated in the Administrative Regulation. The School District takes no position on an employee's decision to participate in the use of social media or SNS for personal use on personal time. However, personal use of these media during District time or on District-owned equipment is allowed on a limited basis. In addition, employees are encouraged to maintain the highest levels of professionalism. They have responsibility for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting and compliance with all applicable District Policies and Regulations.

### **Privacy Rights**

Staff data files and electronic storage areas shall remain District property, subject to District control and inspection. The Computer Coordinator may access all such files and communications without prior notice to ensure system integrity and that users are complying with requirements of this policy and accompanying regulations. Staff should **NOT** expect that information stored on the DCS will be private.

### **Implementation**

Administrative regulations will be developed to implement the terms of this policy, addressing general parameters of acceptable staff conduct as well as prohibited activities so as to provide appropriate guidelines for employee use of the DCS.

1<sup>st</sup> Reading: 11/21/11      Adopted: 12/19/11

*Eden Central School District 7314*

**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES  
(ACCEPTABLE USE POLICY)**

The Board of Education will provide access to various computerized information resources through the District's computer system ("DCD" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCD from their home or other remote locations. All use of the DCD, including independent use off school premises, shall be subject to this policy and accompanying procedures. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the School District.

**Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices**

This policy is intended to establish general guidelines for the acceptable student use of the DCS and also to give students and parent/guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the School District. The District cannot screen or review all of the available content or materials on these external networks may be deemed unsuitable for student use or access by parent/guardians.

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians must be willing to establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The appropriate/acceptable use standards outlined in this policy apply to student use of technology via the DCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at a school event.

**Standards of Acceptable Use**

Generally, the same standards of acceptable student conduct which apply to any school activity shall apply to use of the DCD. This policy does not attempt to articulate all required and/or acceptable uses of the DCD; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations which will include the Code of Conduct, will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

District students shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

**SUBJECT: STUDENT USE OF COMPUTERIZED INFORMATION RESOURCES (Cont'd.)**

Students who engage in unacceptable use may lose access to the DCD in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The Computer Coordinator may access all such files and communications to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the DCD will be private.

**Notification**

The District's Acceptable Use Policy and accompanying procedures will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCD.

Regulations will be established as necessary to implement the terms of this policy.

1<sup>st</sup> Reading: 6/19/12

Adopted: 7/2/12

*Eden Central School District 8270*

**SUBJECT: INSTRUCTIONAL TECHNOLOGY**

The Board of Education recognizes its responsibility to further the District's educational goals through the use of appropriate and high quality technological materials and equipment. For the purpose of this policy, technology refers to computers, interactive videodiscs, Compact Disc-Read Only Memory (CD-ROM) devices, local area networks, satellite transmission and other telecommunications equipment.

Continuing advances in technology are bringing about changes that have an increasing impact on the way we obtain, process, evaluate and use information. Therefore, the District is committed to:

- a) A comprehensive staff development program to ensure appropriate and effective use of technology.
- b) The preparation of students to utilize multiple types of technology.
- c) The integration of technology within and across all curriculum areas.
- d) The equitable distribution and access to technological equipment and materials for all students.
- e) The promotion of technology as an alternative to traditional methods of gathering, organizing and synthesizing information.
- f) The provision of sufficient funds, within the budgetary constraints of the Board, for the implementation of technology instruction.

The Board directs the Superintendent or his/her designee to assess the technological needs of the District's instructional program, research and review current materials and make recommendations to the Board.

Adopted: 7/11/01

*Eden Central School District 8271*

**SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY**

In compliance with the Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. The District will provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking Web sites and in chat rooms, and regarding cyberbullying awareness and response. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web may include, but shall not be limited to, the following guidelines:

- a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail and chat rooms, as well as social networking Web sites, may be blocked as deemed necessary to ensure the safety of such students;
- b) Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;
- c) In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and

**SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY (Cont'd.)**

d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students.

The determination of what is "inappropriate" for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the District's educational mission.

*\*Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the School District.*

The School District shall provide certification, pursuant to the requirements of CIPA, to document the District's adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District computers with Internet access.

**Internet Safety Instruction**

In accordance with New York State Education Law, the School District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner shall provide technical assistance to assist in the development of curricula for such course of study which shall be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet.

Under the Protecting Children in the 21<sup>st</sup> Century Act, students will also be educated on appropriate interactions with other individuals on social networking Web sites and in chat rooms, as well as cyberbullying awareness and response.

**Access to Inappropriate Content/Material and use of Personal Technology or Electronic Devices**

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

**SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY (Cont'd.)**

The District is not responsible for inappropriate content accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electron device.

**Notification/Authorization**

The District's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Safety/Internet Content Filtering Policy prior to Board adoption. Additional public notice and a hearing or meeting is not necessary when amendments are made to the Internet Safety Policy in the future.

The District's Internet Safety/Internet Content Filtering Policy must be made available to the FCC upon request. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of this policy as well as any other District policies relating to the use of technology.

The Internet Safety/Internet Content Filtering Policy is required to retained by the school for at least five (5) years after the funding year in which the policy was relied upon to obtain E-rate funding.

47 United States Code (USC) Sections 254(h) and 254(l)

47 Code of Federal Regulations (CFR) Part 54

Education Law 814

1<sup>st</sup> Reading: 6/19/12

Adopted: 7/2/12

*Eden Central School District 8350*

**SUBJECT: USE OF COPYRIGHTED MATERIALS**

It is the intent of the Board of Education to abide by the provisions of the United States Copyright Law (Title 17 United States Code Section 101 et seq.).

All employees and students are prohibited from copying materials not specifically allowed by the copyright law, fair use guidelines, licenses or contractual agreements, or the permission of the copyright proprietor.

Any person who willfully disregards the copyright policy shall be in violation of Federal Copyright Laws and District policy and shall assume all liability.

A copyright officer may be appointed by the Superintendent to provide information for all personnel regarding current copyright law and to maintain copyright records. The copyright officer will also serve as the designated agent registered with the U.S. Copyright Office to expeditiously respond to any notices of claimed copyright infringement.

Regulations and procedures shall be developed by the administration detailing what can and cannot be copied. Appropriate copyright notices will be placed on or near all equipment used for duplication.

Digital Millennium Copyright Act (DMCA)

17 United States Code (USC) Sections 101 et seq., 512 and

1201 et seq.

1<sup>st</sup> Reading: 5/17/06

Adoption: 6/21/06

## Appendix A: Examples of Staff Proficiency as related to Technology Integration

### ISTE Standard One: Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness.
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

### ISTE Standard Two: Design and Develop Digital Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards use resulting data to inform learning and teaching.

### ISTE Standard Three: Model Digital Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

#### ISTE Standard Four: Promote and Model Digital Citizenship and Responsibility

Teaches understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.

#### ISTE Standard Five: Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- c. Evaluate that reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school community.

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*Primary*

Description	Content Area	ISTE Standard
Letter recognition and sounds- used a different assortment of computer sites during computer lab time- demonstrated, using the projector, how to login and out and how to get to the sites and accomplish what was asked- students can now successfully login and out and get to at least a few sites independently. (Cuddihy, M.)	Pre-Kindergarten: ELA	2
Pre-Kindergarten students used the computer lab weekly to reinforce letter identification on <i>Starfall.com</i> . (Ersing, J.)	Pre-Kindergarten: ELA	1 and 2
I try to utilize the computer in during the Daily 5 Reading and Language Arts time. (Brechtel, J.)	Kindergarten: Reading and ELA	1
Use an iPad© for supportive lessons with Reading A to Z Science© for live feed of animal's life cycles. (Castiglia, K.)	Kindergarten: Science	
During our Thanksgiving unit, we were able to log into Scholastic's website and take virtual tours of both Pilgrim and Native American villages. We also were able to participate in on line interviews with a Native American and a Pilgrim through this same website. (Rapp, J.)	Kindergarten: Social Studies	1 and 3
I implement Daily 5 on a daily basis in my classroom. During this time students are using the computer (educational games, on-line stories) and an iPad©. (Stumpf, C.)	Kindergarten: Reading	1
Every student had an account to Reading A-Z© where each child could log-on to read. In addition, we used our classroom computer to listen to books being read and completed a follow-up activity. (Wieberg, S.)	Kindergarten: Reading	1
With the new Common Core Learning Standards we had to supplement our current Everyday Math© program with many new and additional materials. I used the internet and various state education websites for materials to create two new Common Core Learning Standards units in Math and ELA. These units were implemented in April and May 2012. (Chatwood, C.)	First Grade: Math and ELA	4b and 4c

Description	Content Area	ISTE Standard
We use the digital Weekly Reader Editions© and watch the videos attached to the digital editions. Weekly we also watch at least two Brainpop Jrs© that are aligned with a curriculum area we are studying. (LaVerdi, K.)	First Grade: ELA	1
Viewed information on Lincoln and Washington online. (Wyman, M.)	First Grade: Social Studies	1
During the study of immigration and the Statue of Liberty I showed the class a video feed of the immigration process from Ellis Island and we took a virtual tour of Bedloe's island and the statue. The kids loved it! (Engle, S.)	Second Grade:	2
Typing and printing their writing workshop piece looking up info. Online for research projects locating and printing materials for instruction off of teaching websites. (King, C.)	Second Grade: ELA	1 and 2
Virtual field trips via the internet. (Preischel, A.)	Second Grade:	2b
Students had math contracts in which they needed to master their math facts. A weekly assignment was given in which they used websites to help them learn and reinforce those math facts. (Radke, E.)	Second Grade: Math	2
I use my ELMO© document camera and projector every day for lessons in Math and Reading. I have made lessons for the SMARTboard© for Step-Up to Writing©. I have an iPad that has app's for an ESL student in my class and a special needs child. I often hook up my ELMO© to the computer for interactive videos and Weekly Reader© lessons. (Wess-Rishel, S.)	Second Grade: Math and Reading	1a, 1b, 1d, 2a, 2b, 2c 3a, 5b, 5d
Art as Illustrator unit for grades pre-kindergarten through Kindergarten utilized DVD and VHS documentaries based on variety of artists that make their living as illustrators. Techniques were observed and put into practice in the art studio. (Bossert, M.)	Art	1 and 3
Grade two students researched zoo animals using search engines, websites and databases to create a Zoo guide for Kindergarten students for their Buffalo Zoo trip. Students are using Kidspiration© to synthesize their research and create a page for the Kindergarten book. (Ploetz, S.)	Library Media: Computer lab	1b, 1c, 4a

Description	Content Area	ISTE Standard
<p>Second Grade: <i>Bought Me a Cat</i>. Teaching this cumulative song to students for our musical, I used laptop and projector to show a variation of the song provided by the Buffalo Philharmonic via <i>YouTube.com</i> that used pictures and sound. We then watched another song variation from the Dallas Symphony with pictures and sound via <i>YouTube.com</i>. After comparing the two versions of the song we sang it ourselves with the piano. (Jeffers, C.)</p>	Music	1 and 4
<p>During our Dance unit, I utilized the Wii© with my classes to incorporate technology. Another way I have utilized technology is during the Health and Nutrition unit. During this unit, the students watch three videos on the subject and are given and taught how to use pedometers. Additionally, I utilize a CD player every day in my Physical Education classes. (Covey, R.)</p>	Physical Education	1, 2, 4, 5
<p>I use a CD player each day, the VCR and TV for a couple short videos during a Health and Nutrition Unit, and also the use of pedometers. (Francisco, A.)</p>	Physical Education	4
<p>Utilized iPad© application for students to practice blending sounds into words using short vowels. (LaRosa, K.)</p>	Reading	1 and 2
<p>I use many web resources to enhance my lessons. I am involved in several professional learning communities, and receive several e-letters/journals supporting professional practice. Recently my students have been journaling about the development of the Cornell baby hawks that we have been viewing on-line. We have talked about the importance of the website and how it educates others about bird species and habitats. (Schwanz, L.)</p>	Reading	1 and 5
<p>In completing a lesson on "The Snowy Day", I found a <i>Youtube.com</i> video that I showed to my class through the computer and projector of a real boy acting out the scenes as described in the story. My students loved it, and it was beneficial for them to see a real person carrying out the story (ex. hitting the tree and watching the snow fall, building a snowman, making a snow angel, etc.). (Musso, K.)</p>	Special Education	1 and 2

Description	Content Area	ISTE Standard
I have utilized Boardmaker© program extensively to create communication devices and activities for children with special needs. This was particularly useful for non-verbal children. We also use iPads© to promote communication with the children with autism. It has been very effective. (Griffin, C.)	Speech	1 and 3

*Elementary*

Description	Content Area	ISTE Standard
In teaching a lesson about summer sun safety, students had to use the computer to find the six ways children were being sun safe and then take a quiz after to test their knowledge of the sun. (Blasz, T.)	Third Grade: Health	1 and 2
Incorporate various links, sites and photographs to work along with our social studies units of countries around the world. Also, use media to help teach visually... Brain Pop©, Power Media Plus©, etc. (Fronczak, K.)	Third Grade: Social Studies	1 and 2
I have a bulletin board that's titled, Questions We Have. As students come up with questions that I may not know the answer to right off the bat, they write them down on a sticky note. Then they place them on the board. I then have a parent volunteer come in and work with each student individually to research the question at hand. This teaches students how to research on the computer, how to look at where the source of information is coming from to see if it is valid or not, and then they present the information that they found to the class. This board stays up from September until June. (Kwas, T.)	Third Grade: All Subjects	3, 4, 5
Brain Pop© videos and quizzes were used for bike safety. (McTigue, C.)	Third Grade: Social Studies	1b
ELA Units incorporate an ELMO© document camera and a digital projector. Especially valuable during Writer's Workshop. Also use PowerPoint© presentations during ELA instruction. (Naughton, C.)	Third Grade: ELA	1
My students used an interactive program to introduce how to use protractors for the first time. We also did a variety of problem solving in math using another interactive program. (Cook, B.)	Fourth Grade: Math	1b and 2a

Description	Content Area	ISTE Standard
<p>My students read a biography and also used a website for further research. They took notes and then organized and pared those notes from two different sources into a Microsoft PowerPoint© presentation. They learned how to cite sources and import graphics. They realized that a presentation had to incorporate far more than just what was on the screen. My class then orally presented information about their research subject. (Harris, S.)</p>	<p>Fourth Grade: Social Studies and Reading</p>	<p>2a and 2c</p>
<p>In guided reading groups we were presenting readers theaters on various historic figures including Susan B. Anthony and Elizabeth Cady Stanton. Students had little background about the suffragette movement or the individuals involved. We were able to gain this background through the use of the computer. This incorporated Social Studies curriculum as well as reading. (Inman, K.)</p>	<p>Fourth Grade: Social Studies and Reading</p>	<p>1</p>
<p>PowerPoints© for explorers in social studies. (Walker, J.)</p>	<p>Fourth Grade: Social Studies</p>	<p>2a, 2c 3a, 3c</p>
<p>Use the SMARTboard© daily with students in many different ways including play games like Jeopardy©, create slides with interactives on them, show how to use a protractor or other math tools, and take notes. During angles unit students used protractor on SMARTboard© to find different angles. Use projector regularly to watch Brain Pop©, and show videos that relate to topic. During simple machines unit we watched and answered questions on different types of simple machines. (Woodard, B.)</p>	<p>Fourth Grade</p>	<p>2a, 2c, 3a, 3c</p>
<p>Used the Brain Pop© website to implement and enhance several science units of study (energy, electricity, cells, atoms, etc.). We completed activity pages directly relating to the web clips, and integrated the content into our unit of study. Used memberships to <i>SuperTeacherWorksheets.com</i> to further mathematics understanding and practice. Used memberships to <i>XtraMath.org</i> to allow students to practice and improve computation skills in a personalized, completely customized format. (Felser, L.)</p>	<p>Fifth Grade: Science and Math</p>	<p>1, 2, 3</p>

Description	Content Area	ISTE Standard
When teaching a unit on Forces in Nature, I used various websites to supplement instruction. Students watched Brain Pop© videos and as a class took end of lesson quizzes. Students played interactive games in which students were to select and classify various simple machines. (Geraci, L.)	Fifth Grade:	1 and 3
Students read novels with a small group of other students and discussed their novels using literature circle activities. My students used "Voice Thread"© to share their discussions online. Students' added illustrations, which were scanned into Voice Thread©. Then students commented on the scene represented by the illustration. Other students (not part of that particular literature group) had the opportunity to post comments on questions on each other's Voice Thread©. I found that students became very interested in reading the other novels presented in this manner. Students loved collaborating on this project. (Kindley, E.)	Fifth Grade: ELA	1
Interactive SMARTBoard© Presentations on Figurative Language Virtual Field Trip to Ellis Island. (Levakoff, B.)	Fifth Grade: Social Studies	1d 2a, 2b, 2c, 2d
Science Research Microsoft PowerPoints©, Extra Math, Castle Learning©, SMARTboard© Geometry, Elmo© daily to go over homework. I update my website daily, use Power School© and email for communication. (Maynard, J.)	Fifth Grade: Science	1, 2, 3, 4
I often use online sources to enrich science and math lessons. These sites range from information based sites, such as BrainPop©, Futures Math© to more interactive ones, such as Scholastic Study Jams©, PBS's Lure of the Labyrinth© online math game program, TenMarks©, etc. For my math project on scale and proportion, the kids were asked to get recipes from either print or internet sources. They were reminded to cite their source. I use the projector, computer, and internet daily in my classes for presentation, information, as well as sharing. The ELMO was used for two periods of time to encourage student sharing of their work that made it very quick and interactive. (DeGroat, K.)	Sixth Grade: Math	2 and 3

Description	Content Area	ISTE Standard
During Response To Intervention periods regularly use interactive web base activates to increase student learning. Incorporate websites / interactive activities in Science and ELA to pre-assess, teach, and reinforce curriculum on a daily basis. This year I used the CPS units for the science mid-term. Have continued to use the 6th grade blog to further writing skills and increase communication. (Malkowski, L.)	Sixth Grade: ELA and Science	1, 2, 3, 4, 5
Ongoing use of interactive textbook sites for both math and social studies. (Meredith, J.)	Sixth Grade: Math and Social Studies	1
Students worked on cultural social studies projects/presentations in pairs. After selecting a topic that interested them personally, they researched the topic on-line as well as in books, then presented information via Prezi©, iMovie©, and PowerPoint©. (Nowak, R.)	Sixth Grade: Social Studies	2a
While studying WWII and wanting to honor our veterans my ELA classes researched WWII monuments and created Glogster© posters in collaboration with Sue Schnauer's Computer Class. Posters were then displayed for our Veterans Day celebration. We went on to read WWII novels in literature circles. (O'Brien, J.)	Sixth Grade: Social Studies	2
Tibet/Mandala Unit 5th grade...Self-portraits/drawing units. (McConeghy, A.)	Art	1, 3, 5
We use technology every day in computer lab. One lesson we did was to write/type personal business letters to businesses in 5th grade. We also type and created envelopes and mailed the letters. Students are now receiving replies! (Schnauer, S.)	Business	2a
After studying the influence of commercials in media and a variety of techniques used through examples of computer projected commercials, fifth grade students wrote scripts and used iMovie© to make short persuasive commercials, which incorporated five or more propaganda techniques. Students also edited, added transitions, title, and credits to create a finished project. (Lavin, I.)	Enrichment	2a and 3c
Exploring Careers, Bullying Prevention and Social Skills training. (Finnerty, T.)	Guidance	2

Description	Content Area	ISTE Standard
I will use the SMARTboard© on a daily basis to engage and motivate my students. (Funke, J.)	Math	3
I used the overhead projector with the computer to show real life applications of math, specifically fractions in the building trades and industry. (Walker, K.)	Math	1 and 3
I used a mp3 microphone to record the 5th and sixth grade concerts. I then used the recordings as self-evaluating tools for both the students and myself. (Bahun, A.)	Music	1, 2, 3
Around the World Concert using musical examples representing each continent. Had to research (students and teacher) background information of musical selections; researched and reproduced flags from various countries; research artifacts from each continent; prepared and read researched program notes for each piece. Multi-cultural displays were researched and shared with teachers/parents/students. (Uhlman, D.)	Music	1 and 3
I have recorded my classes on an mp3 microphone. We listen back via the computer. We critique our performance. We discuss the technology. I research the copyright on the material recorded then if okay I post the performance on their classroom website. (Vona, M.)	Music	2, 3, 4
We have a Stations unit in which we utilized the projector and the Wii© and had the students playing Dance, Dance Revolution©. (Francisco, A.)	Physical Education	4
Used the TV for Tae Bo and the Wii© for a fitness unit. (Witman, K.)	Physical Education	1
I utilized technology to demonstrate fluent reading. (Lauer, N.)	Reading	2a
Used an interactive map of Europe to build background about World War II when beginning a comprehension unit using selected picture books. (Mandiak, M.)	Reading	1

Description	Content Area	ISTE Standard
<p>My students did short research projects on the Summer Olympics. Each student selected a sport played in the Summer Olympics and answered a set of questions using teacher selected websites. When the students were finished answering all their research questions, they created a GLOG using Glogster©. The GLOG contained the information they found, pictures, and references. The students presented their GLOGs to the class using the SMARTboard©.</p> <p>(Bonfante, J.)</p>	Special Education	1b, 2a, 3d, 4a
<p>My students were responsible this year for study of an explorer using informational text and locating information that answered who, what, where, when, why, and how questions relating to their explorer. They then designed and presented Microsoft PowerPoints© representing their knowledge of the explorer. (Duringer, C.)</p>	Special Education	1
<p>I used the SMARTboard© to reinforce curricular concepts learned in General Education classes and to practice skills involved in reading and mathematics. Used in a co-teaching model, the computer and SMARTboard© were used to increase comprehension of learned concepts. (Laedke, S.)</p>	Special Education: ELA and Math	2
<p>Use of the SMARTboard© with ELA/Math skills appropriate to their skill level/IEP needs. (Mangino, K.)</p>	Special Education	1
<p>Students wrote poems and then created a digital iMovie© to share their poem with the class and the Eden Community. We also have a class Twitter page! (Steger, A.)</p>	Special Education	1 and 5
<p>I took the Boardmaker© basics class and made materials that I utilize on a weekly basis with many of my students. This is an ongoing learning process for me, as there is so much information that Boardmaker© has to work with. (Fazzolari, D.)</p>	Speech	1 and 3

*Middle School*

Description	Content Area	ISTE Standard
<p>I had students create a photo reference book. I explained to students that they would be using their own reference material to create projects. We discuss how taking various images and combining them into their own original concept is okay but taking images taken from the internet likely constitutes to copyright infringement. I then use the computer and projector to show students examples of photos taken in various subject matter categories. Students are then charged with taking their own digital photos and are encouraged to go to the local drug store, where they are provided a coupon to develop the photo and can manipulate the images using the software on the in-store machine. The required 36 images taken in six subject matter categories are then mounted and bound in a book, then used as reference material for future projects. (Morgan, L.)</p>	Art	1
<p>Career Research Project with eighth grade students must use computers to engage in a survey that gives them a list of Careers that may fit them based on the answers they provide. They continue to research a career of their choice. Conduct an online interview with someone in that field. Create a PowerPoint© or a pamphlet to display. Finally they present their research to their peers in class. (Stoneberg, S.)</p>	Consumer Science	1, 2, 3
<p>In my culminating activity for the novel, <i>The Voyage of the Frog</i>, I used the iPads© and the labs top computers to research how to transfer miles per hour to knots and to demonstrate boating knots. (Doctor, O.)</p>	ELA	1, 2, 4
<p>The students researched topics in the computer lab related to the novel <i>Esperanza Rising</i>. They had to write a short paper and also had to present their topic to the class. Some students used Microsoft PowerPoint©. (Gianiodis, S.)</p>	ELA	1 and 3
<p>Assisted Home and Careers with a career unit using Career Cruising©. (Minton, S.)</p>	Guidance: Careers	2

Description	Content Area	ISTE Standard
I use a Wiimote© board in my classroom to engage students in the notes and activities that turn my projected screen into a low cost SMARTboard©. Throughout the year I use Castle Learning© and will be implementing use of interactive websites with math games such as <i>Mangahigh.com</i> (Bischof, R.)	Math	1 and 2
While doing a unit on credit, the students completed a project using Microsoft Excel© to compare how long it would take to pay off an item that they purchased if the only paid the minimum amount owed by the credit card company if the paid more then the minimum. Students then had to write a summary of their findings and explain why it is so important to pay off your credit card bill at the end of each month. (Jusiak, K.)	Math	3
Most every lesson I did this year involved using the SMARTboard© and manipulating shapes, lines, and graphs on it. Additionally useful for keeping track of notes in class. (Perison, R.)	Math	2a
I use the projector and Elmo© for warm-up lessons in which there are various answers. I then take volunteers to show their solutions with the class. I also put up work on the Elmo© and have students use a rubric to grade the assignment. (Porter, A.)	Math	1
In a new Common Core Learning Standards aligned lesson, students reviewed photosynthesis with an interactive digital experience. Students then typed, edited, and produced an essay on the importance of plants. (Berne, M.)	Science	2a
I use PowerPoint© everyday, show clips of videos about three times a week, use computers so the students can create a PowerPoint©, posters, brochures or write papers. I have web quests for class and lab. They do research to look up current events, topics that relate to their lives, such as alcoholism, diabetes, genetic disorders, cancer and environmental issues. I make sure they cite sources and show them how to do it, if they don't know how. (Rockwood-Klute, S.)	Science	1 and 5

Description	Content Area	ISTE Standard
Eighth grade students completed a web quest on World War II, and created a ten page PowerPoint® presentations with a timeline of what they felt were ten of the most significant events of WWII. (Sweeney, M.)	Social Studies	1, 2, 3
All of my units incorporate the use of PowerPoint® presentations, that include web links, audio, photographs and maps. (Utley, J.)	Social Studies	1
As a Special Education teacher my responsibility to my students is cross-curricular. Therefore, those that I have for my Resource class are exposed to various activities that foster growth and development in many subjects rather than one particular curriculum. Examples of how I have used technology in the this setting includes: Castle Learning® as a method of review and informal assessment, my teacher web page to post examples of templates that students can use for projects that relate to content area classes as well as web page suggestions to assist them with research necessary for class assignments. (Cole, S.)	Special Education	2c
Ongoing use of web based math practice program. (Noecker, D.)	Special Education: Math	1a
Provide support and assistance to students with diverse learning skills and needs to meet requirements in academic classes using technology. For example, assist students with research on-line. (Polek, C.)	Special Education	1 and 2
Bridge building --power point® (Uhlman, R.)	Technology Education	1

*High School*

Description	Content Area	ISTE Standard
<p>1.) Adobe Creative Suite© use: portraits, advertisements, project design in Photoshop Illustrator©: Skateboard design</p> <p>2.) Word/Excel©: Research projects, spread sheets</p> <p>3.) Web browser, such as, Internet Explorer©: Interactive homework assignments on websites, research projects in all subject areas (Nicastro, L.)</p>	Art	1, 2, 3
<p>BABCA an Integrated Lesson. We talked about what the students wanted to do for a career. They looked up eight colleges with two of them being out of state that had their desired major. I had them prepare Excel© worksheets with charts with their findings. (Distance, Tuition, Room and Board, Total Costs). Using this information they transferred their findings into a PowerPoint© slide show. Then they were to go to weather.com and look up the ten-day forecast for the school/city that they decided on for their college choice. They were to make graphs/charts showing high, low temperatures and wind speeds for ten-days. Using this information they prepared a double spaced transcript as if they were reading it for a nightly TV weather forecaster. (Mesi, J.)</p>	Business	1, 3, 4
<p>Students selected a magazine to work for and created 3-column layout for that magazine. This item was created from a blank page in the professional desktop publishing program InDesign©. Students had to write the copy and select a color theme that properly suited to the topic. All graphic elements had to be selected and created by the students including (but not limited to) pictures, clip art, shapes, lines, watermarks, and glyphs. Before handing the item in to be graded students participated as editors for peer review. (Nowicki, M.)</p>	Business	2a

Description	Content Area	ISTE Standard
<p>The students in my College Success Skills class were assigned a partner who was not sitting in relative proximity to them. The objective was to answer a series of questions on College Binge Drinking using Google Docs©. The students were not allowed to communicate verbally with their partner. The only means of communication available for the students to complete this collaborative project was via on-line tech tools. All sources were referenced using <i>easybib.com</i>. (Ramaekers, J.)</p>	Business	1, 2, 4
<p>Global Foods Unit-research in multi-cultural and historical background for foods throughout the world. (McKale, D.)</p>	Consumer Science	5
<p>Senior research paper requires me to model for students the process of collecting digital research and how to cite that information in a paper. The project, in order to excel, requires a tech savvy student. (Archabald, C.)</p>	ELA	1, 3, 4
<p>The senior research paper that is assigned in Essentials is relevant and applicable to the technology standards. Each student uses the online databases to acquire his/her information. (Costanza, A.)</p>	ELA	3
<p>For a unit based on <i>The Tragedy of Julius Caesar</i>, groups of four were given a topic of interest that related to the play, such as superstition, triumvirate, republic, and Pompey. They researched the topic (given the time period of the play if applicable), returned to the group, re-focused, and researched again. They shared information again before relating the most pertinent info to the entire class. This exercise was extremely valuable when these topics came up during the reading. (Donovan, M.)</p>	ELA	1c
<p>I use the SMARTboard© on a daily basis for my classroom. For one particular instance, students had to manipulate a plot diagram to appropriately demonstrate their knowledge of the story discussed in class. I also had students analyze a <u>Buffalo News</u> article on the SMARTboard© to examine similarities between the article and a short story. They had to highlight all similarities on the SMARTboard©. (Kanick, M.)</p>	ELA	1, 2, 3

Description	Content Area	ISTE Standard
Currently, my Raider Enrichment group is writing a research paper. They are learning how to use the databases offered at school, look for reliable resources, use MLA format, use <i>easybib.com</i> , and gaining skills in the Microsoft Word© program. (Kirkwood, R.)	ELA	1 and 4
Completed a unit on how technology impacts our privacy in conjunction with study of George Orwell's novel, <i>1984</i> . Students worked in groups of five to complete multiple tasks that had them make connections between Orwell's world and our own. The tasks included the writing of opposing editorials and a class presentation. Nearly all of the research the students did to complete the tasks was done via internet sources. (Pierce, S.)	ELA	1, 3, 4
Senior Research paper. (Wilhelm, S.)	ELA	1, 3, 4
Health II final involves a computer research project. Use the internet to locate ten social services for a family. Analyze pop music lyrics in relation to Health curriculum via internet. Nutritional analysis on <i>My Plate.gov</i> . (Klopp, K.)	Health	3 and 5
In my nutrition unit I used the <i>mypyramid.gov</i> website and go the computer lab and the students follow the program on that website and then print off sheets to hand in. It's a great lesson that incorporates technology. (O'Connor, P.)	Health	3 and 5
Explained the importance of integration of online subscription databases into student research strategies. Provided instruction and a demonstration of the use of databases and the importance of proper bibliographic citation. (Kibler, G.)	Library Media	3 and 5
<ul style="list-style-type: none"> <li>• Hilbert College German 103 Incorporated the Internet in research and oral presentations on Aldi© divisions in other countries to tie in with textbook lesson on the retailers history and consumer habits in Germany.</li> <li>• Use of the ELMO© (document camera), projector and PowerPoint© to enhance and facilitate student learning achievement.</li> <li>• Students develop and share PowerPoints© based on their research about German-speaking countries. (Crinnin, K.)</li> </ul>	LOTE: German	1, 2, 3, 4, 5

Description	Content Area	ISTE Standard
All of my lessons are now on a SMARTboard©. I provide notes, show clips of videos in French from <i>YouTube.com</i> or other sites and created interactive educational games utilizing the Smart notebook© program. (Janowsky, N.)	LOTE: French	1, 3, 4
My Spanish four students had to create PowerPoint© Presentations to teach their classmates about different cultural/holiday celebrations throughout the Spanish-speaking world. (Keller, J.)	LOTE: Spanish	1
Use of the internet to research information on Spanish speaking countries. Use of internet to research cultural information (i.e. food and recipes). Initiated a blog on my teacher web site. Keep an updated web site to inform students of assignments. Use of Spanish web sites to make flashcards, play vocabulary games, etc. (Kohl, L.)	LOTE: Spanish	1, 3, 4
All my students had to write two blogs in Spanish and they were permitted to comment, in Spanish, on each other's blog in an effort to generate discussion online. (Neil, R.)	LOTE: Spanish	2b
Graphing calculator art project. Used Graph-link© and calculators. (Bendlin, M.)	Math	1, 2, 4
Students enter data into the calculator to determine the line of best fit. Students explore the line to its data on a scatter plot. (Farrell, P.)	Math	1
Every day the students use their graphing calculators in class. Sometimes I model the situation; sometimes they discover important concepts on their own. Now that I have a projector I have created PowerPoint© lessons that I use in class, especially when I am at a conference, I can leave them for the sub. (Feasley, L.)	Math	1 and 4
Students were studying percent and percent change. At the end of the unit, we explored situations where we use the formulas seen in the chapter. They then created their own PowerPoint© presentation and/or business flyer following the given project perimeters. Students researched companies, prices, and sales tactics in order to better understand why companies create mark-ups and downs depending on the economy. After presenting their findings, we reflected on what was learned and why we need to know it. (Piwko, A.)	Math	3

Description	Content Area	ISTE Standard
I used Castle Learning© on a continual basis and during the chapter for circles to help reinforce the theorems that the students need to know. (Wall, T.)	Math	2
The students in my Music In Our Lives class were required to make a Microsoft PowerPoint© presentation on a specific instrument of the orchestra. They were to have a minimum of ten slides, cite ALL of their sources and to present to the class. The majority of their research was done using the internet. (Martella, A.)	Music	1
This past year I used technology in all of my classes in various forms. In my general music class and Jazz Studies we created new songs on Garage Band©, created websites using the school district site, and created PowerPoint© presentations. During my band rehearsals and instrumental lessons I was able to use a computer, iPad, and recording system to record and playback the students performing to help them self assess. (Roberts, S.)	Music	1 and 3
We used the internet to view various styles of storytelling and flash mobs; we used online lessons on various historical theatrical periods, interactive theater tours, and used computer programs to present research reports. (Tylock, J.)	Music	1
Using pedometers to track progress through the unit. The students also used a watch and calculator to determine how fast they were walking and how many calories they burned while fitness walking. (Bernardone, J.)	Physical Education	1, 2, 3
Students used computer lab to research mascots and then typed critical essay on how they can be offensive. (Dobek, C.)	Physical Education	1, 2, 3
Fitness Walking Unit. The students were instructed on the use of pedometers. They were also able to find their heart rate using an “Insta Pulse” after a 1 1/2 mile walk. (Kot, C.)	Physical Education	1, 2, 3
I had my students research genetic engineering and then create a presentation using any one of the following formats (iMovie©, PowerPoint©, or Prezi©) (Archabald, P.)	Science	2 and 3

Description	Content Area	ISTE Standard
Spectrophotometric determination of the equilibrium constant for a coordination compound - lab was conducted with data acquisition taking place using a Spectronic - 20 spectrophotometer©. Data was then uploaded to Excel© and analyzed through graphic methods. Further investigation was completed using the finished graph. (Cooper, E.)	Science	1, 2, 4
I had students create an iMovie© commercial that detailed the status of an endangered animal. They had to research their topic, create a storyboard, correctly cite each source using APA format and create an iMovie© that followed a rubric. (Crahen, B.)	Science	2 and 4
I use my smart board daily as an interactive presentation tool. I often ask students to come on up to the board and have them use the technology as they explain a concept to the class. (Crombie, K.)	Science	1
<p>Invasive Species Wanted Poster project. Students are each given an example of an invasive species that can currently be found in New York State.</p> <p>1. The students use the internet to conduct research on identifying characteristics, Genus and species name, suspected hideouts, last seen, problems caused by the invading species, and ways to eliminate the species. The students are expected to site the websites used for their information and are asked to use multiple sites.</p> <p>2. The students compile the information into a Wanted Poster using a Microsoft Word© document. The poster must include maps of where the species is currently found (suspected hideouts) and where it originally came from (last seen, along with a picture of the species. The students are expected to use some creativity when designing their poster.</p> <p>3. The students present their posters to the class. (Kuczkowski, J.)</p>	Science	1 and 2
I use the CPS clickers for each chapter of my NUSTEP BIO class. I also use them for review in both Living Environment and Chemistry. The students use the internet, Microsoft Word©, and PowerPoint© to create posters, brochures, lab reports, current events, and lessons in all of my classes. (Kwas, K.)	Science	1, 2, 4

Description	Content Area	ISTE Standard
<p>1. Software Starry Night© to learn about astronomy.            2. Multiple Webquests - greenhouse effect, reasons for season.            3. Castle Learning©            (Millson, L.)</p>	Science	1a, 1b, 1c, 1d, 3a, 3b, 3c, 3d
<p>Lab - Range of a projectile. The students were able to measure the range of a projectile by using the computer based lab data recorder. They measured and calculated data from this equipment. (Myers, E.)</p>	Science	4
<p>PowerPoint© lessons and the projector are used daily, as well as links to educational websites and brief video clips. (Cooper, T.)</p>	Social Studies	1
<p>I had Advanced Placement classes develop PowerPoints© and videos for class on current event topics. (Hamlett, C.)</p>	Social Studies	1
<p>On a daily basis, use PowerPoints© to teach U.S. History 12-1-1 class. Also, in Global Studies I and II we use video streaming to enhance the curriculum being covered. Example, the Winston Churchill, Iron Curtain, speech. Students relate to the primary source very well and appreciate the history. (Huber, L.)</p>	Social Studies	1a, 1b, 1c
<p>New Deal - PowerPoint© describing New Deal Legislation, Examples of New Deal Agencies that are still around today... (Kean, D.)</p>	Social Studies	1a, 1b, 1c
<p>I use the internet and projector daily in presenting information to my students in the form of online resources, such as interactive timelines, video clips from such sites as <i>History.com</i>. I also use both to present my own PowerPoints© and notes to my classes. An example of a specific use by the students would be the use of the mobile labs for testing and practice on Castle Learning©, and the development of projects such as: Economic Project. Students had a choice for a topic to use for a project presentation, either PowerPoint©, inclusive of sounds and video clips, as well as other online project and presentation platforms such as <i>Prezi.com</i>. Each student had to include a Bibliography and works cited pages for both pictures and information. (Pace, L.)</p>	Social Studies	1, 2,

Description	Content Area	ISTE Standard
I used the projector to show a PowerPoint on WWI during that unit. Also include analysis of political cartoons on projector. (Pierce, R.)	Social Studies	3a, 3c, 3d
For students with disabilities, I have taught them how to use the Kindle© so they can listen to books at their own pace. We were able to obtain many of the required reading assignments for grades 9-12. (Carriero, D.)	Special Education: reading	1
Students learned about Cyber Bullying and how it affects people. The lesson involved watching a video, reading articles about it and discussing cyber bullying with the class. After this research, the students used the SMARTboard© to list facts about cyber bullying and to create a dialog. The dialog was then utilized to create a podcast that was shared with the class. (Falkides, M.)	Special Education	1 and 3
In the special education area we try to coordinate our lessons with the curriculum of the core classes of our students. I have used the Kindle© to support and foster student learning as it pertains to the English curriculum. This has been a great teaching tool and it has given our students the ability stay current with the rest of their peers. I am also able to assess each student's comprehension as it pertains to each reading section. (Wade, T.)	Special Education: ELA	1
Students in Electricity Electronics use Lab Volt© and (FACET) Fault Assisted Circuits for Electronics Training. (Brechtel, R.)	Technology Education	2
Students were required to research an outdoor reading area/pergola for the purpose of designing and building a similar hybrid building that would be used by K-6 students and teachers as an outdoor reading/instruction area. Students obtained images of existing structures and then categorized each by their specific intents/purposes. After classroom discussions relating to their research a set of criteria was established for a new specialized design that they would be helping construct. The final stage was having the students create their own designs using AutoCAD©. (Jones, S.)	Technology Education	1, 3, 4

## Appendix B: Technology Goals for July 1, 2013 – June 30, 2016

### Technology Integration Goal 1 Action Plan

<b>Technology Integration</b>				
Increase students' quality and use of technology as a tool to improve learning, interact successfully in a 21 <sup>st</sup> century skill environment and to achieve their personal, educational, and workplace goals.				
<b>Actions needed to achieve goal</b>	<b>Staff Development</b>	<b>Person(s) Responsible</b>	<b>Date each action will be completed</b>	<b>Indication of Success</b>
Transition focus for student technology integration to 2008 ISTE NETS.	<ul style="list-style-type: none"> <li>• Support of Technology Integrators to attend NYSCATE conferences</li> <li>• In-service training</li> <li>• Work sessions</li> <li>• Building Technology meeting demos</li> </ul>	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Administrators</li> <li>• Technology Integrators</li> <li>• Consultants from Erie 2</li> </ul>	2013-2014	Technology integration activities are tied to the 2008 ISTE NETS for students.
Review and spotlight faculty best practices in technology integration that supports the use of 21 <sup>st</sup> century tools.	<ul style="list-style-type: none"> <li>• Local In-service training</li> <li>• Building Technology Team meeting demos</li> <li>• Possible dedicated Superintendents day</li> </ul>	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Administrators</li> <li>• Technology Integrators</li> </ul>	2013-2016	Eden CSD's faculty regularly spotlights best practices at staff development days, faculty meetings and other appropriate settings.
Create ties to Effective Classroom Practices training and work to incorporate all 2008 ISTE NETS to support student achievement.	<ul style="list-style-type: none"> <li>• Local In-service training</li> <li>• BOCES CSLO courses</li> <li>• Work sessions</li> <li>• Building Technology Team meeting demos</li> </ul>	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Administrators</li> <li>• Technology Integrators</li> <li>• Consultants from Erie 2</li> </ul>	2013-2014	Faculty makes clear connections of 21 <sup>st</sup> century technology best practices to what is learned at <i>Effective Classroom Practices</i> workshops.

Eden Central School District

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Explore alternate formats when integrating ISTE NETS to address the needs of students with disabilities that includes adherence to NIMAS.	<ul style="list-style-type: none"> <li>• Local In-service training</li> <li>• Work sessions/meetings with Special Education staff</li> </ul>	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Administrators</li> <li>• Special Education Staff</li> <li>• Technology Integrators</li> <li>• Consultants from Erie 2</li> </ul>	2013-2016	Students with disabilities are provided alternative tools that conform to the National Instructional Materials Accessibility Standard and promote technology integration.
Determine appropriate assessments to gauge student achievement and assure implementation.	<ul style="list-style-type: none"> <li>• Work sessions</li> </ul>	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Technology Integrators</li> <li>• Consultants from Erie 2</li> <li>• District Inquiry Teams</li> </ul>	2013-2014	<ul style="list-style-type: none"> <li>• A local technology literacy assessment is implemented at the 8<sup>th</sup> grade level.</li> <li>• Methods are in place to assure consistent implementation of technology integration.</li> </ul>

### Support of Data Teams Goal 2 Action Plan

<b>Support of Data Teams</b>				
Support building and District level Data Teams by providing easy access to information necessary to make decisions that improve student achievement.				
<b>Actions needed to achieve goal</b>	<b>Staff Development</b>	<b>Person(s) Responsible</b>	<b>Date each action will be completed</b>	<b>Indication of Success</b>
Access types of data necessary to support building teams.	<ul style="list-style-type: none"> <li>• In-service training</li> <li>• Work sessions</li> </ul>	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Administrators</li> <li>• CDEP Committee</li> <li>• Building Data Teams</li> </ul>	On-going	Increased data provided for teams.

### Parent Communication Goal 3 Action Plan

<b>Parent Communication</b>				
Increase parent communications through the use of the District website and Parent Portal. Collaborate with school related parent organizations in finding solutions with their communications efforts through technology.				
<b>Actions needed to achieve goal</b>	<b>Staff Development</b>	<b>Person(s) Responsible</b>	<b>Date each action will be completed</b>	<b>Indication of Success</b>
Review, and if necessary update policies pertaining to the District website.	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• District and Building Administrators</li> <li>• Department Chair Committee</li> </ul>	2013-2016	Revised policies and district implementation guidelines if deemed appropriate
Increase use of teacher Gradebook on the Parent Portal	<ul style="list-style-type: none"> <li>• Building based in-service</li> </ul>	<ul style="list-style-type: none"> <li>• District and Building Administrators</li> <li>• Technology Integrators</li> <li>• Technology staff</li> </ul>	2013-2016	Opening of this section on the Parent Portal for school to home communication

Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success
Review, assess, and update the District's website to provide important information to parent and the community.	<ul style="list-style-type: none"> <li>Review of other educational websites</li> </ul>	<ul style="list-style-type: none"> <li>District and Building Administrators</li> <li>Building Shared Decision Making Team(s)</li> </ul>	Ongoing	Content rich website District wide
Make connections with parent organizations to assist with school to parent technology issues	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Director of Information Technology</li> <li>Building Administrators</li> <li>Technology Staff</li> </ul>	Schedule Yearly meetings	Parent organizations use technology effectively to communicate with their constituents

**Technology Related Professional Development Goal 4**

<p><b>Student Program</b></p> <p>Increase students quality and use of technology as a tool to improve learning, interact successfully in a 21<sup>st</sup> century skill environment and to achieve their personal, education, and workplace goals.</p>		
Data Source	Present Status	Desired Outcomes
ISTE 2008 Student NETS	The District Department Chair Committee annually suggests curriculum revision toward the ISTE NETS.	K-12 technology integration that supports core curriculum and allows all students to meet technology skills expectations based on the ISTE NETS.
Assessment of student technology skills and teacher effective technology use.	The District Department Chair Committee updates yearly professional staff survey and assessment of student technology skills and teacher effective technology use annually.	Reinforce the pattern of administration and data collection for teacher technology skills and use survey across the district.
Review of current research on new and effective technology integration tools and resources.	Regularly review current research on new and effective technology integration tools and resources.	Continued review of current research on new and effective technology integration tools and resources.

**Student Goal 1 Action Plan**

Actions needed to achieve goal	Person(s) Responsible	Date each action will be completed	Indication of Success
<p>K-12 Staff will increase their knowledge of important issues of a technology based society and ethical and responsible behaviors.</p> <p>Teachers will learn to apply this knowledge to instruct students in skills appropriate to their grade level and associated with expectations of the Eden CSD's K-12 Technology Standards.</p> <p>District, buildings and individuals continue cycle of analysis reviewing current technology uses and those new technologies that provide potential for general research based instructional strategies; research based content related strategies and support the management of instruction:</p> <ul style="list-style-type: none"> <li>• Review data to determine current needs of students, the learning environment.</li> <li>• Look for uses of technology that can positively affect those needs.</li> <li>• Develop, implement and participate in professional growth experiences that provide implementation to occur.</li> <li>• Assess the effect of the implementations.</li> </ul>	<p>Director of Information Technology</p> <p>Director of Curriculum and Instruction</p> <p>Principals</p> <p>District Department Chair</p> <p>Committee</p>	<p>Monthly</p>	<p>Increases in the amount and kinds of resources purchased.</p> <p>Increases in number of students meeting or exceeding State standards on District and New York State assessments.</p> <p>Teacher feedback.</p>

**Student Goal 2 Action Plan**

Actions needed to achieve goal	Person(s) Responsible	Date each action will be completed	Indication of Success
<p><i>Through the use of workshops, institutes, meetings:</i></p> <p>K-12 teachers learn about, determine the potential of and apply appropriate technology to:</p> <p>General research-based instructional strategies.</p> <p>Specific strategies included those associated with “what works in schools” research, differentiation and co-teaching.</p> <p>Research-based content oriented instructional strategies.</p> <p>Support the management of instruction.</p> <p>Make learning opportunities available from anywhere and anytime via technology.</p> <p>District committees continue to articulate K-12 technology integration that supports core curriculum and allows all students to meet technology skills expectations based on ISTE NETS.</p>	<p>Participating faculty</p> <p>Instructional Specialists</p> <p>Teacher Center Director</p> <p>Technology Integrators</p> <p>Principals</p> <p>District Department Committee</p>	<p>Monthly</p>	<p><i>The success indicators that follow are generally focused on but not limited to associations with these technological implementations if and when data is available:</i></p> <p>General Research Based Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• What Works in Schools Research</li> <li>• Differentiation</li> <li>• Co-teaching</li> <li>• Drill &amp; Practice</li> <li>• E-communication</li> <li>• Simulations</li> <li>• Problem Solving</li> <li>• Expression &amp; Visualization</li> <li>• Online Research</li> <li>• Higher Order Thinking</li> <li>• Active Learning</li> <li>• Assessment &amp; Feedback</li> <li>• Increased posting of work for authentic audiences</li> </ul> <p><i>Content Specific:</i></p> <p>Technology related textbook supplements.</p> <p>Level of participation in professional development activities.</p> <p>Actions and involvements of Technology Integrators and Committee in planning and supporting these implementations.</p> <p>Student/Teacher products.</p> <p>Continued increases in the number and quality of classroom implementations.</p> <p>Continued increases in the availability of resources needed to implement.</p> <p>Teacher and student perceptions that technology is increasing student learning.</p>

### Technology Professional Development Goal 5 Action Plan

<b>Professional Development</b>				
Increase educator's competencies to effectively use technology tools to support the curriculum and empower students with 21 <sup>st</sup> century technology skills.				
<b>Actions needed to achieve goal</b>	<b>Staff Development</b>	<b>Person(s) Responsible</b>	<b>Date each action will be completed</b>	<b>Indication of Success</b>
Review current research on new and effective technology integration tools and resources.	<ul style="list-style-type: none"> <li>• Staff development workshops</li> <li>• District and building based in-service</li> </ul>	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Administrators</li> <li>• Technology Support Staff</li> </ul>	Monthly	Continued review of current research on new and effective technology integration tools and resources.
Increase educators knowledge of new 21 <sup>st</sup> technology tools that help students learn.	<ul style="list-style-type: none"> <li>• Staff development workshops</li> <li>• District and building based in-service</li> </ul>	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Administrators</li> <li>• Technology Support Staff</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>• Demos at Technology Committee meetings.</li> <li>• Demos at building faculty meetings.</li> <li>• In-service course attendance.</li> <li>• Product samples from students.</li> <li>• Classroom observations.</li> </ul>
Explore a staff development day devoted to 21 <sup>st</sup> century technology integration directly related to curricular areas.	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Administrators</li> <li>• Technical Staff</li> </ul>	May 2015	<ul style="list-style-type: none"> <li>• Educator feedback.</li> <li>• Requests for follow-up.</li> <li>• Increased attendance at related technology integration workshops and courses.</li> </ul>
Survey professional staff to assess quality of technology integration in the curricular areas.	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Administrators</li> <li>• Instructional Staff</li> <li>• Technical Staff</li> </ul>	Yearly	Completed surveys with meaningful data are collected to help plan next steps.

### Technology Equipment and Infrastructure Goal 6 Action Plan

<b>Technology Equipment and Infrastructure</b>				
Continue to support, maintain, and enhance a technology infrastructure and inventory that supports the Eden Central School District's learning and work environment.				
<b>Actions needed to achieve goal</b>	<b>Staff Development</b>	<b>Person(s) Responsible</b>	<b>Date each action will be completed</b>	<b>Indication of Success</b>
Adhere to a six-year replacement plan for all District computers.	N/A	<ul style="list-style-type: none"> <li>District Administrators</li> <li>Technology Staff</li> <li>WNYRIC Staff</li> </ul>	Yearly	Desktops and laptops are replaced regularly after six-years.
Replace supporting peripherals as necessary	N/A	<ul style="list-style-type: none"> <li>Technology Staff</li> </ul>	July 2013	Peripherals are replaced as needed.
Replace any servers or tape backup units as necessary	N/A	<ul style="list-style-type: none"> <li>Technology Staff</li> <li>WNYRIC Staff</li> </ul>	July	Servers and tape backup units are replaced as needed.
Equip all District classrooms with a mounted projector for presentation.	N/A	<ul style="list-style-type: none"> <li>District Administrators</li> <li>Building Administrators</li> <li>Technology Staff</li> <li>Facilities Staff</li> </ul>	2016	All classrooms have a projector connected to a computer.
Investigate and support new technologies that promote 21 <sup>st</sup> century learning.	N/A	<ul style="list-style-type: none"> <li>District Administrators</li> <li>Technology Staff</li> <li>WNYRIC Staff</li> </ul>	Ongoing	Instructional areas are supported with new appropriate technology to support integration.
Replace District switches that weren't previously upgraded as their End of Life is reached.	N/A	<ul style="list-style-type: none"> <li>District Administrators</li> <li>Technology Staff</li> <li>WNYRIC Staff</li> </ul>	July	This will be the second wave of replacement of the District switches. The replacement schedule is based on the individual switches EOL.

**Security Goal 7 Action Plan**

<b>Security</b>				
Continue to advance the security and functionality of District technology systems and data.				
<b>Actions needed to achieve goal</b>	<b>Staff Development</b>	<b>Person(s) Responsible</b>	<b>Date each action will be completed</b>	<b>Indication of Success</b>
Initiate a department level audit to assure proper securities and storage of critical and confidential files.	N/A	<ul style="list-style-type: none"> <li>• Technology Staff</li> <li>• WNYRIC Staff</li> <li>• Appropriate Administrators</li> </ul>	2013	<ul style="list-style-type: none"> <li>• Confidential files are stored only when necessary, and in safe, locked areas of network.</li> <li>• Training occurs to insure that exported work files that contain confidential information are removed from the server and individual desktops when work is completed.</li> </ul>
Implement automatic security measures at the workstation and user level.	<ul style="list-style-type: none"> <li>• Workshops, seminars, articles</li> <li>• District and Building technology demos</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Staff</li> <li>• WNYRIC staff</li> </ul>	Summer	<p>All users and workstations follow various security protocols.</p> <ul style="list-style-type: none"> <li>• Complex passwords, screen locks, are implemented and regularly checked.</li> </ul>
Investigate ways to balance necessary workflow with security.	<ul style="list-style-type: none"> <li>• Workshops, seminars, articles</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Staff</li> <li>• WNYRIC staff</li> <li>• District Administrators</li> </ul>	Summer	Security measures maintain an appropriate balance for administrative workflow and classroom instruction.
Continue to stay informed of legal requirements and guidelines in respect to parental access and consent, management of information, access to information, and safety.	<ul style="list-style-type: none"> <li>• Local in-service training</li> <li>• Work sessions or meetings</li> </ul>	<ul style="list-style-type: none"> <li>• District Administrators</li> <li>• Building Administrators</li> <li>• Pupil Personnel Services</li> <li>• Technology Staff</li> <li>• Erie 2 BOCES</li> <li>• WNYRIC staff</li> </ul>	Ongoing	District Policies and practices address legal requirements and guidelines that are periodically reviewed with staff.

## **Appendix C: Technology Plan Development Schedule**

### **Review Schedule**

The District Technology Plan is on a mandatory three-year cycle. Although our current plan is valid until June 30, 2013 we must submit our updated plan for the next three-years to the BOCES review panel by mid-October 2012. The BOCES panel will review our plan for compliance to State and Federal requirements and completeness. BOCES will contact us if any modifications are necessary during the 2012-13 school year. We can then resubmit until BOCES review panel approves.

The Eden School Board must adopt the new plan at the June 2013 meeting.

### **Monday, March 19, 2012**

- Mission Statement p. 4
- Introduction p. 4
- District Technology Committee pgs. 5 & 6
- Technology Vision p. 7
- Technology Goals p. 7
- Curriculum pgs. 8 - 15

### **Monday, May 17, 2012**

1. Review updates from BOCES/State & Federal guideline updates
2. Any updates or questions on review from last month?
3. Review the following sections:
  - Professional Development pgs. 16 - 22
  - Infrastructure, Hardware, Technical Support, and Software pgs. 23 - 36

### **Monday, June 18, 2012**

1. Review updates and changes made last two months for any additions.
2. Review the following sections:
  - Funding and Budget pg. 37
  - Monitoring and Evaluation pgs. 38 - 48
  - Appendix
  -

### **Monday, September 17, 2012**

1. Final committee review of the new Technology Plan before submitting to the BOCES review panel on Wednesday, October 17, 2012.

### **Monday, March 4, 2013**

1. Review BOCES suggested revisions and make necessary changes.
2. Submit revisions to BOCES by March 27, 2013 for final review.



# Eden Central School–Claims Auditor Report May 2013



Warrant #	Date of Warrant Report	Amount of Warrant	Check #
47	5/30/13	971,241.81	22523, 22524-22553, 22555-22557, 22559-22584, 22554, 22558, 22590 – 22631, 22633 - 22705
10	5/30/13	25,021.97	4681 – 4695, 4696 - 4707
48	5/15/13	278,575.00	302 - 304
33	P/R #22 4/20/13 – 5/3/13	521,695.89 + 3,531.34 = 525,227.23	1400 – 1404 22518 - 22522
35	P/R #23 5/4/13 – 5/17/13	531,441.24 + 3,531.34 = 534,972.58	1405 – 1409 22585 - 22589

Check Date	Check Number	Vendor	Comment/Question	Answer/Action
5/31/13	22632	Root, Chris Official	Check issued for the incorrect amount	Check to be voided and reissued for correct amount on the June warrant.
4/30/13	4666	Grand Island Transit Corp.	Check was voided	Decided to use School Bus instead.

Additional Comments:

Prepared for Board of Education

Submitted: 5/30/13

Signed:   
Claims Auditor



**EDEN CENTRAL SCHOOL  
DISTRICT**

**CODE OF CONDUCT**

**EDEN CENTRAL SCHOOL DISTRICT  
CODE OF CONDUCT**

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**EDEN CENTRAL SCHOOL DISTRICT  
CODE OF CONDUCT**

**I. INTRODUCTION**

The Board of Education (“Board”) 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 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.

**II. DIGNITY FOR ALL STUDENTS ACT (DASA) BUILDING COORDINATORS**

Jr./Sr. High School  
Patricia Menkiena  
992-3600  
pmenkiena@edencsd.wnyric.org

Eden Elementary School  
Tammy Orcutt  
992-3685  
TOrcutt@edencsd.wnyric.org

G.L.P. School  
Loran Carter  
992-3638  
lcarter@edencsd.wnyric.org

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**III. DEFINITIONS**

For the purposes of this Code, the following definitions apply:

***Disruptive Student*** means an elementary or secondary student under the age of 21 who is substantially disruptive to the educational process or substantially interferes with the teacher's authority over the classroom.

***Parent*** means parent, guardian or person in relation to a student.

***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; or in or on a school bus (*Educational Law Section 11 [1]*).

***School Bus*** means every motor vehicle owned 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 (*Educational Law Section 11 [1] and Vehicle and Traffic Law Section 142*).

***School Function*** means any school-sponsored event or activity, including but not limited to interscholastic athletic or extracurricular events or activities.

***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 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 (*Education Law Section 11 [4] and Executive Law Section 292 [21]*).

***Employee*** means any person receiving compensation from a school district or employee or a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five 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 (*Education Law Section's 11[4] and 1125 [3]*).

***Sexual Orientation*** means actual or perceived heterosexuality, homosexuality, or bisexuality (*Educational Law Section 11[5]*).

***Gender*** means actual or perceived sex and includes a person's gender identity or expression (*Education Law Section 11 [6]*).

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***Race*** means a group of persons related by a common descent or heredity. For purposes of enumeration, the U.S. Census Bureau uses the terms such as: “White/Caucasian”, “Black/African American/African-descent”, “Asian”, “Biracial”, “Hispanic/Latino”, etc. to describe and classify the inhabitants of the United States.

***Color*** means the term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.

***Weight*** means aside from the obvious meaning in the physical sciences, the word is used to reference a person’s “size”.

***National Origin*** means a person’s country of birth or ancestor’s country of birth.

***Ethnic Group*** means a group of people who identify with each other through a common heritage including language, culture and often a shared or common religion and/or ideology that stresses ancestry.

***Religion*** means specific fundamental beliefs and practices generally agreed to by large numbers of the group or body of persons adhering to a particular set of beliefs and practices.

***Religious Practice*** means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

***Sex*** means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote “sex”.)

***Harassment/Bullying*** means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance or opportunities. Intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. All cases of harassment will subject the student to a type of intervention directed by the school district.

***Cyber Bullying*** means communicating, by misuses of technology on or off school property: harassing, teasing, intimidating, threaten or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mails, instant messages, text messages, digital pictures or images, or web site postings including blogs.

***Threats & Rumors*** means harmful words can inflict pain, induce fear and panic and cause damage. Unfortunately, rumors often start and grow in proportion as they are passed from person to person. We will thoroughly investigate any rumors which are brought to our attention and act upon any upon any treats to the school, its personnel or students. If rumors are being spread maliciously, we will pursue those who originate and/or embellish rumors with vigor and resolve. Threats are not taken lightly and those who decide to make threats will meet with the most severe disciplinary consequences.

## EDEN CENTRAL SCHOOL DISTRICT CODE OF CONDUCT

**Hazing** means any conduct or method of initiation into any student organizations or school team, whether on school property or off-campus; in school buildings, on school buses, school sponsored events and or/activities. Hazing willfully or recklessly endangers the physical or mental health of any student or another person and is strictly prohibited.

**Violent Student** means a student under the age of 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 function, or attempts to do so.
3. Brings a weapon onto school property or at a school function.
4. Possesses, while on school property and/or to a school function, a weapon.
5. Displays, while on school property or at a school function, what appears to be a weapon.
6. Threatens, while on school property or at a school function, to use a weapon.
7. Knowingly and intentionally damages or destroys the personal property or at a school function.
8. Knowingly and intentionally damages or destroys school district property.

**Weapon** means a firearm as defined in 18 U.S.C. §921 for purposes of the Gun-Free School Act, and dangerous weapon under 18 U.S.C. §923 (g)(w) 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. 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.

### IV. ESSENTIAL PARTNERS

#### A. Board of Education

1. Collaborate with student, teacher, administrator, 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.
2. Adopt and review at least annually the district's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
4. Confront issues of discrimination and harassment or 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.
5. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
6. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.

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7. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

**B. Superintendent**

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
3. Confront issues of discrimination and harassment or 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.
4. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
5. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.
6. Review with district administrators the policies of the Board of Education and State and Federal laws relating to school operations and management.
7. Inform the Board about educational trends relating to student discipline.
8. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
9. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

**C. Principals**

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principals for redress of grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the Code of Conduct and DASA (Dignity for All Students Act) to ensure that all cases are resolved promptly and fairly.
6. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
7. Confront issues of discrimination and harassment or 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.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.
10. Review Code of Conduct with all staff at District orientation.

**D. Guidance Counselors**

1. Assist students in coping with peer pressure, emerging personal, social and emotional problems.
2. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.

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3. Confront issues of discrimination and harassment or 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.
4. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
5. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.
6. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
7. Regularly review with students their educational progress and career plans.
8. Provide information to assist students with career planning.
9. Encourage students to benefit from the curriculum and extracurricular programs.

**E. Teachers**

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
2. Confront issues of discrimination and harassment or 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.
3. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
4. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.
5. Be prepared to teach.
6. Demonstrate interest in teaching and concern for student achievement.
7. Know school policies and rules, and enforce them in a fair and consistent manner.
8. Communicate to students and parents:
  - a. Course objectives and requirements
  - b. Marking/grading procedures
  - c. Assignment deadlines
  - d. Expectations for students
  - e. Classroom discipline plan
9. Communicate regularly with students, parents and other teachers concerning growth and achievement.

**F. Parents**

1. Recognize that the education of their children is the joint responsibility of the parents and the school community.
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. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' confidence and promote learning.
8. Confront issues of discrimination and harassment or 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.

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9. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
10. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.
11. Know school rules and help their children understand them.
12. Convey to their children a supportive attitude toward education and the district.
13. Build good relationships with teachers, other parents and their children's friends.
14. Help their children deal effectively with peer pressure.
15. Inform school officials of changes in the home situation that may affect student conduct or performance.
16. Provide a place for study and ensure homework assignments are completed.

**V. STUDENT RIGHTS AND RESPONSIBILITIES**

**STUDENT RIGHTS**

The district is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment free of discrimination and harassment, all district students have the right to:

1. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, 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 rules and, when necessary, receive an explanation of those rules from school personnel.

**STUDENT RESPONSIBILITIES**

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
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. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as positive 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.
12. To report any or all types of bullying/harassment/cyber bullying to guidance counselors, teachers or building administrators.

**VI. STUDENT CIVILITY**

All student interaction and communication among themselves, teachers, district administrators, other district personnel and visitors on district property will be appropriate, civil and respectful. Students are expected to behave with dignity and treat others with respect and courtesy. Students should respect their peers, teachers, and school staff. Individual behavior should not

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interfere with the rights of others. Students are expected to use language that is appropriate in demonstrating respect for self and others. Profanity, vulgar language including, but not limited to, negative comments based on race or ethnicity and obscene comments or gestures toward others will not be tolerated. Appropriate disciplinary action will be taken.

**This is a K-12 document, but due to the age appropriateness of some of the topics, final decision will be given to the building Principal. Administrative regulations will further define general guidelines of appropriate school conduct in the student handbook.**

### **VII. STUDENT DRESS CODE**

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

The dress code includes, but is not limited to the following and the final decision is that of the school administration.

A student's dress, grooming and appearance, includes hair style/color, jewelry, make-up and nails.

1. Clothing, hairstyles and all jewelry worn must be safe and not disrupt or interfere with the educational program.
2. Students must wear footwear at all times. Slippers are not allowed.
3. Skirts, dresses and shorts must be an appropriate length.
4. Coats and jackets (outerwear) are not to be worn in the building.
5. Hats, hoods, bandanas, visors, non-functional headgear and sunglasses are not to be worn inside the school building, except for religious or medical purposes.
6. All underwear must be completely covered with outer garments. No pajama bottoms allowed, except on days designated by the school (ex: Spirit Week, team unity days).
7. Tube tops, halter-tops, spaghetti straps, backless tops, one-shoulder tops, strapless tops and low-cut tops are not allowed. Tank tops must have an appropriate strap width.
8. See through clothing is not allowed.
9. Bare midriffs are not allowed. Shirts or tops must cover the waistband of pants, shorts or skirts.
10. The wearing of chains and jewelry that may be used or construed as a weapon is prohibited. (No spikes, pins or chains.)
11. Clothing and accessories must not display (1) racial or ethnic slurs, (2) gang affiliations, (3) vulgar, subversive, or sexually suggestive language or images; nor should they promote messages including alcohol, tobacco and other drugs.
12. Backpacks are not allowed to be carried during school hours, however sports packs of an appropriate size will be allowed.

Each building principal or his or 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.

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**VIII. TRANSPORTATION RULES**

1. The bus driver has complete charge of pupils while they are entering, leaving and riding on any bus. Pupils are expected to conduct themselves so that they do not distract the driver. Any pupil who is a behavior problem will be reported to the Principal or Assistant Principal. Bus reports could result in the pupil being denied transportation. In such cases, parents will be notified.
2. Be on time at your scheduled stop. Stand back from the road a safe distance and stand still when the bus is approaching your stop. No pushing or horseplay.
3. Students are required to pass in front of the school bus when crossing the road to board or get off a bus, after being signaled by the driver.
4. All students should board their bus immediately at dismissal time and take their seats. They must stay in their seats until the bus comes to a complete stop at the unloading point.
5. There is to be no use of tobacco products or lighting of matches on the bus.
6. There is to be no shouting, loud talking or whistling, bullying and harassment.
7. Head, hands, arms or other parts of the body are not allowed out of the windows at any time. No articles are permitted to be thrown from the bus.
8. All students will ride their regularly scheduled bus to and from school unless permission to deviate has been given by the Principal or Assistant Principal.
9. Students taking late buses must have a late bus pass signed by a teacher. The pass is only good at the time stated and will be honored only at the high school.
10. No live animals or items of a dangerous nature (i.e. glass, sharp edges, etc.) will be allowed on the bus.
11. No large items such as musical instruments and sporting equipment will be allowed on the bus unless it is in a case or sport bag and adhere to N.Y. D.O.T., S.E.D., and D.M.V.
12. Inappropriate behavior on the bus could result in a loss of transportation.
13. Coaches must accompany their teams on the bus to and from all events.

**IX. PROHIBITED STUDENT CONDUCT**

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations for students conduct while on school property or engaged in school functions specific and clear. The rules listed below are intended to do that and focus on safety and respect for the rights and property of others, students who will not accept responsibility for their own behavior and who violate school rules will be required to accept the penalties 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 and/or disruptive. Examples of disorderly and/or disruptive conduct include but are not limited to:
  1. Running in hallways.
  2. Making unreasonable noise.
  3. Using language or gestures that are profane, lewd, vulgar, or abusive.
  4. Obstructing vehicular or pedestrian traffic.

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5. Engaging in any willful act that 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. Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; evading the district's content filter; using an outside wireless network; or any other violation of the District Acceptable Use Policy.
  8. Unauthorized use of personal electronic devices/equipment (i.e. cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration). Pre-K – 6<sup>th</sup> grades the use of electronic devices of any kind are prohibited. At the Jr./Sr. High School no cell phone use is permitted in instructional settings unless directed by the teacher. Cell phones must be set in silent mode. Cell phone use is permitted in the hallway only during passing time (not during instructional time once classes are underway). Cell phone use is permitted in the cafeteria during lunch period. The use of other electronic devices in the classroom is with an administrator.
  9. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources.
- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include but not limited to:
1. Failing to comply with the reasonable directions of teachers, school administrations other school personnel in charge of students or otherwise demonstrating disrespect.
  2. Lateness for, missing or leaving class or school without permission.
  3. Skipping detention.
- C. Engage in conduct that is violent. Examples of violent conduct include:
1. Committing an act of violence (such as hitting, kicking, punching, and/or scratching) upon any other person on school property or attempting to do so.
  2. Brings a weapon onto School District property or to a school function.
  3. Possessing a weapon.
  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 lawfully on school property, including graffiti or arson.
  7. Intentionally damaging or destroying school district property.
  8. Engaging in verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student, teacher, administrator, other district employee or any person lawfully on school property to fear for his or her physical wellbeing.
- D. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:
1. Lying to school personnel.
  2. Forgery.

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3. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
4. Defamation, 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. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, internet, YouTube, etc.).
5. Discrimination, which includes the use of a person's actual or perceived race, age, sexual orientation, use of recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, or disability as a basis for treating another in a negative manner.
6. Harassment, which includes the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse. Harassment includes behavior that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on the student's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
7. Intimidation/extortion, which includes engaging in actions or statements that put an individual fear.
8. "Internet bullying" (also referred to as "cyber bullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
9. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliation with or maintaining membership in any school sponsored activity, organization, club or team.
10. Selling, using or possessing any obscene material.
11. Using vulgar or abusive language, cursing or swearing.
12. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.
13. Possessing, consuming, selling attempting to sell, distributing or exchanging alcoholic beverages and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. "Controlled substances" include, but are not limited to inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-a-like drugs, drug paraphernalia and any substances commonly referred to as "designer drugs."
14. Inappropriately using or sharing prescription and/or over-the-counter drugs.
15. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending, or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
16. Gambling.
17. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.

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18. Initiating a report, warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
- E. Engage in misconduct while on the school bus. It is crucial for students to behave appropriately while riding on the district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to remain seated and conduct themselves on the bus in a manner consistent with established standards for the classroom behavior.
- F. Engage in any form of academic misconduct. Example of academic misconduct include:
1. Plagiarism.
  2. Cheating.
  3. Copying.
  4. Altering records.
  5. Assisting another student in any of the above action.

**X. REPORTING VIOLATIONS**

All students are expected to promptly report to school staff, chaperones, or other appropriate adult, all violations of the Code of Conduct, including but not limited to, threats of violence; possession of a weapon, alcohol, illegal substance.

All district staff that is authorized to impose disciplinary sanctions 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 their supervisor. This person shall investigate the matter and impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

The building principal or his/her designee must notify 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. The notification may be made by telephone, followed by written communication in a timely manner. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

**XI. DISCIPLINARY PENALTIES, PROCEDURES, MINIMUM PERIODS OF SUSPENSION 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.

Disciplinary action, when necessary, will be firm, fair and consistent. School personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.

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4. The effectiveness of other forms of discipline.
5. Information from the parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

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

**A. Penalties**

Students who are found to have violated the district's Code of Conduct may be subject to one or more of the following penalties. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Oral and written warnings: any member of the district staff.
2. Written notification to parent: counseling staff, teachers, principal, superintendent, or any other member of the district staff, in consultation with the building principal or his/her designee.
3. Classroom detention: teachers.
4. School detention: principal or his/her designee.
5. Suspension from transportation: principal or his/her designee.
6. Suspension from athletic participation: coaches, principal or his/her designee
7. Suspension from social or extracurricular activities: activity director, principal, or his/her designee.
8. Suspension from or loss of other privileges: principal or his/her designee.
9. In-school suspension: principal or his/her designee.
10. Removal from classroom: teachers (under circumstances defined in the Code), principal or his/her designee.
11. Short-term (five days or less) suspension from school: principal or his/her designee.
12. Long-term (more than five days) suspension from school: superintendent
13. Permanent suspension from school: superintendent

**B. Procedures**

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty 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 penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention

Teachers, principals and the superintendent may use before or after-school detention as a penalty for student misconduct in situations where removal from the

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classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified of the penalty and the student has appropriate transportation home following detention or to detention.

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 building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or 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 Educational Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

3. Suspension from athletic participation, extracurricular activities and other privileges as per the Athletic and Extracurricular Code of Conduct.

A student subjected to a suspension from athletic participation, extracurricular 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 conference with the district official imposing the suspension to discuss the conduct and the penalty 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 the building principals and the superintendent to place students who would otherwise be suspended from school as of the 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 conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

5. Teacher disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can 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 or her

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composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term “timeout” in an elementary classroom or in an administrator’s office; (2) sending a student into the hallway briefly; (3) sending a student to the principal’s office for the remainder of the class time only; or (4) sending a student to a guidance 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.

For the 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 the teacher’s authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher’s instructions or repeatedly violates the teacher’s classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only. If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or 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, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours.

The teacher must complete a district-established disciplinary removal form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24 hours after the student’s removal, the principal or another district administrator designated by the principal must notify the student’s parent’s, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal’s designee to discuss the reason for the removal.

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 student’s removal 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 parents.

The principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the principal or the principal 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

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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:

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

The principal or his or 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 48 hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes the final determination, or the period of removal expires, whichever comes first.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or 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 penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare, of others.

The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals. The administrator will send the parent/guardians of the student a letter that explains the days of suspension and the incident that led to the suspension.

Any staff member may recommend to the superintendent or the principal 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.

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The Superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case of 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 or principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Educational 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 conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

The notice and opportunity for an informal conference 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 conference shall take place as soon after the suspension as reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of his or 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 10 business days of the date of the superintendent’s decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

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

When the superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to

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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 or her behalf.

The superintendent shall personally hear and determine the proceeding or may, at his or 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 or 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 10 business days of the date of 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 days of the decision.

Permanent suspension is reserved for the extraordinary circumstances such as where a student's conduct poses a continuing 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. Permanent Suspension**

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a continuing 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. A student with a disability may be suspended only in accordance with the requirements of state and federal law.
2. Students who bring a weapon to school.

Any student, other than a student with a disability, found guilty of bringing a weapon to school is subject to Educational Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-to-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

1. The student's age.
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The superintendent's belief that other forms of discipline may be more effective.

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5. Input from parents, teachers, and/or others.
  6. Other extenuating circumstances.
3. Students who commit violent acts other than bring a weapon to school.

Any student, other than a student with a disability who is found to have committed a violent act, other than bringing a weapon onto school property shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-to-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon. The superintendent may consider the cumulative effect of each and every act on the part of the student.

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

Any student, other than the 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 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 Educational Law §3214 (3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty 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 minimum five-day suspension on a case-to case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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**XII. ATTENDANCE**

**ATTENDANCE POLICY FOR JR./SR. HIGH SCHOOL**

**GENERAL INFORMATION**

1. Students who are absent from any of their classes or school at least 10% of the school days will be in danger of losing academic credit for that class or classes. Students, who exceed twenty (20) absences in a 1 credit course or ten (10) absences in a ½ credit course, will remain in the course without receiving credit. By law, all absences, excused or unexcused, will be recorded.
2. Students taking additional vacation days while school is in session will be charged with one absence for each school day missed.
3. Parents will be notified by mail when a student accumulates 5 (five) absences in a ½ credit course and /or 10 (ten) absences in a 1 credit course. Notification will also be given when the limit is exceeded.
4. Students who violate the attendance regulations and believe special consideration should be given in their situation may appeal in writing or in person to the Building Principal. This must be done within five (5) school days from the date of notification. The Assistant Principal will convene an appeal panel (STAGE 1) comprised of faculty members to decide on the appeal.
5. Subsequent appeals may be made in writing to the Principal or his/her designee (STAGE 2) five (5) school days after notification of the STAGE 1 decision.

**Special Note on Appeals:** It will be the student's responsibility to see that all the data is filled in and that the attendance record is attached at all stages. Any supporting data is to be obtained by the student and presented with the appeal.

**SPECIAL CONDITIONS**

1. New Entrants: Attendance of students entering a class after the start of the school year will be handled on a pro-rated basis.
2. Re-entrants: The attendance of students leaving and re-entering during the same school year will be cumulative.
3. Home Teaching: Home teaching may be assigned for long-term illness and does not count against the student. A doctor's note is needed when applying for this service.
4. Physical Education: Students are reminded that special requirements must be met for Physical Education classes as per instructions from your Physical Education teacher.

**ARRIVAL AT SCHOOL**

Students should normally arrive at the Jr./Sr. High School between 7:15 a.m. and 7:25 a.m. and are marked tardy at 7:30 a.m. At the G.L. Priess School students arrive at 8:30 a.m. and are marked tardy at 8:45 a.m. At the Eden Elementary School student arrive at 8:25a.m. and are marked tardy at 8:45a.m. Because there is no supervision, students should not be in the building earlier than 15 minutes before the start of school unless they are dropped off by the bus or unless they are here for a teacher supervised activity. Students must go directly into school. Students are not allowed to leave school grounds without prior permission. A secondary student arriving at school after 7:30 a.m. during homeroom should report directly to the attendance office.

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### **ABSENTEES**

Whenever it is necessary to be absent from school, a parent or guardian must call the Attendance Office to explain the reason for the absence. If no call is received, the Attendance Office will call the student's parents or guardians to obtain the reason for the absence.

A student in the Jr./Sr. High School will be excluded from participation in any extra-curricular activity (sports, clubs, field trips, or any other related functions) on a day he/she is absent from school, or not present by 9:45 a.m. Any exception to this would require verification from parent/guardian as to the presence of unusual circumstances. Any medical or court appointments will require written verification from the official source.

Students with special transportation arrangements must contact the transportation department at 992-3633 if transportation is not needed for the day.

### **TARDINESS**

The law recognizes only a few legitimate excuses for being late to school, such as personal illness, illness in the family, requirement of students at home in an emergency, impassable roads, weather making travel unsafe, quarantine and attendance at clinics or court. Excuses noted as "personal reasons" are not acceptable. Examples of personal reasons are: missing the bus, oversleeping, visiting with a neighbor or friend, etc

### **EARLY DISMISSAL**

New York State Education Law stipulates that no student can be off campus for any reason unless parental permission has been given. Further, it is always necessary to gain permission from the Principal or Assistant Principal to leave campus during school hours. An off-campus pass is required.

A written note explaining the reason for the off campus or a telephone call to the Attendance Office by 8:00 a.m. is required before an off-campus pass will be granted.

The general reasons for which an off-campus pass will be issued are:

1. Medical and dental appointments which cannot be scheduled at any other time.
2. A funeral, when either a member of the family or student is acting as a representative of the school.
3. Job or college interviews, with appointment, which cannot be scheduled at any other time.

It would be the option of the Principal or Assistant Principal's Office not to issue an off-campus pass for these reasons: If the student is in danger of failing a subject or is in any danger, in the case of seniors, of not graduating. This would be done by personal contact with parents. Any student off campus without permission will be considered truant and discipline will follow.

### **ACADEMIC PROBATION/ELIGIBILITY FOR JR./SR. HIGH SCHOOL STUDENTS**

A student's first responsibility is to their academic achievement before all other activities.

Participation in our comprehensive student activity program and interscholastic athletic program is a privilege that comes along with being academically successful. In order to ensure that students place a priority on a well-rounded education, the following Academic Probation policy has been developed by the building-level Shared Decision Making Team.

1. Students taking four or more classes will be placed on the Academic Probation list if they fail two (2) or more classes or they fail one (1) class and are borderline (65%-69%) in two other classes.
2. Students taking three or less classes will be placed on the Academic Probation list if they fail one (1) or more classes.
3. The teachers will report weekly progress for the students on the Academic Probation list each Friday afternoon. The report will be posted on the Parent Portal and a copy will be given to the students during homeroom on Monday morning informing them of their eligibility status for the upcoming week. The updated list will be in effect from the beginning of the school day on Monday through the end of the day on Sunday.

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4. Students who do not meet the requirements to be removed from the list each week will be unable to participate in any school sponsored activities. This includes (but is not limited to): dances, club/organization activities, class trips, the musical, and all athletic events (either as a team member or spectator). Music department requirements for class grading purposes are exempt for this policy.
5. Students who are placed on the Academic Probation list **may** still practice or participate in club activities if they do the following each day:
  - Meet with one of the teachers of the courses they have failed or received an unsatisfactory weekly academic update.
  - These meetings may take place during advisement or before/after school
  - After meeting with the teacher, the teacher will then issue a pass for the student to participate that particular day.
  - Note: Students on the Academic Probation list are still ineligible to participate in athletic contests, music competitions, the school musical or any school sponsored events until such time they are removed from the list.
6. It is the responsibility of all faculty advisors/coaches to enforce the Academic Probation list and to prohibit the participation of students whose names appear on the list in all school extra-curricular activities.
7. The Eligibility Committee will have the authority to remove students from the ineligibility list if it is determined by a majority vote of the members present at a meeting, that there is adequate cause for such action. For example, students of very low ability who are working to capacity, or students who have experienced recent and serious difficulty could fall into this category.

### **TRUANCY**

Truancy may result in in-school suspension. Any exception to the above will be determined by the Principal or Assistant Principal in accordance with the student's individual circumstances.

### **VACATION PROCEDURE**

#### **Policy for Student Voluntary Absences during School Time:**

Vacation time requests cannot be granted and are ill-advised; it must become the parents' decision. If parents choose to do so, it is recorded on the student's permanent record as an unexcused absence with parental permission. **STUDENTS ARE RESPONSIBLE FOR ALL WORK MISSED DURING THEIR TIME OF ABSENCE.**

For school students:

1. Parents must make request at least two weeks in advance to either the Principal or Assistant Principal.
2. Parents must also inform the Attendance Office or Principal as to the length and date of absence, grades K-12.
3. Refer to attendance section for rules on excessive absences.

## **XIII. ALTERNATIVE INSTRUCTION**

When a teacher removes a student of any age from a class or a student of compulsory attendance age is suspended from school pursuant of Education Law §3214, the District will provide alternative means of instruction for the student. When possible, alternative instruction will be provided within one school day.

## **XIV. DISCIPLINE OF STUDENTS WITH DISABILITIES**

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities are entitled to certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. The Code of Conduct affords students with disabilities subject to disciplinary actions

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no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

**A. Authorized Suspensions or Removals of Students with Disabilities**

1. For purposes of this section of the Code of Conduct, the following definitions apply.

A “suspension” means a suspension pursuant to Education Law § 3214.

A “removal” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.

An “IAES” means a temporary educational placement determined by the committee on special education, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, progress toward the goals set out in the student’s IEP; and receive, as appropriate, a functional behavior assessment and behavioral intervention services, and modifications that are designed to address the behavior violation so that it does not recur.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
  - a. The Board, the District (BOCES) superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five (5) consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
  - b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to ten (10) consecutive school days, inclusive of any period in which the student has been suspended or removed under the subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
  - c. The superintendent may order additional suspensions of not more than ten (10) consecutive school days in the same school year for separate 26 incidents of misconduct, as long as those removals do not constitute a change of placement.
  - d. The superintendent may order the placement of a student with a disability into an IAES, to be determined by the committee on special education (CSE), the period of suspension or removal ordered by the superintendent may not exceed the amount of time that a non-disabled student would be suspended for the same behavior. If a student with a disability has inflicted serious bodily injury, upon another person while at school, on school premises or at a school function under the jurisdiction of the educational agency, possess a weapon at school or at a school function, or the student knowingly possess or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
    - i. “Weapon” means a firearm as defined in 18 U.S.C. §921 for purposes of the Gun-Free Schools Act, and dangerous weapon under 18 U.S.C. §930(g)(w) 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. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, pocket knives, gravity knife, brass knuckles, sling shots, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu

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- 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.
- ii. "Controlled substance" means a drug or other substance identified in certain provisions of the Federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
  - iii. "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
  - iv. "Serious 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.
  - v. "Manifestation Team" includes a representative of the school district 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 district and the parent.
3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a 27 student with disabilities in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

**C. Change of Placement Rule**

1. A 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 and because of such factors as the length of each suspension or removal, the total amount of time the student is removed, and the proximity of the suspensions or removals to one another.
2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change. However, the District may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

**D. Special Rules Regarding the Suspension or Removal of Students with Disabilities**

1. The District's Committee on Special Education shall:
  - a. a student with a disability is suspended or removed from the student's current placement for more than 10 consecutive school days or when a suspension or removal constitutes a disciplinary change of placement and student's conduct is a manifestation of the student's disability, the committee on special education shall:
    - i. conduct a functional behavior assessment and implement a behavior intervention plan for such student. Provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that results in the change in placement; or
    - ii. if the student already has a behavior intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the CSE shall meet to review such plan and its implementation and modify the plan

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and its implementation as necessary, to address the behavior that results in the change in placement.

- iii. if one or more members of the CSE believe that modification are needed, the school district shall convene a meeting of the CSE to modify such a plan and its implementation, to the extent the committee determines necessary.

The Manifestation Team shall review:

- i. all relevant information in the student's file including:
  - a) the student IEP;
  - b) any teacher observations, and
  - c) any relevant information provided by the parents.

The Manifestation Team must make a determination whether:

- i. the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or
- ii. the conduct in question was the direct result of the school District's failure to implement the IEP.

The parents must receive written notification prior to any manifestation team meeting to ensure that the parent has the opportunity to attend. Notification shall inform the parents of the purpose of the meeting, the names of the individuals expected to attend and inform the parents of their right to have relevant members of the committee on special education participate at the parents' request.

- b. The CSE shall, following a determination that the student's conduct was a manifestation of the student's disability:
  - i. conduct a functional behavioral assessment and implement a behavioral intervention plan for such student: and
    - a) except where the student is found guilty of the sale/solicitation of an illegal drug, the student has caused serious bodily injury or the student brought a weapon to school or to a school function, return the student to the placement where the student was removed, unless the parent and the school district agree to a change in placement as part of the modification of the behavior intervention plan.
  - ii. deficiencies in the IEP or placement. If while conducting the manifestation determination, the school identifies deficiencies in the student's IEP or placement or in their implementation, it must take immediate steps to remedy those deficiencies.
- c. A student with a disability may not be removed from class if imposition of the five (5) school day or ten (10) school day suspensions or removal would result in a disciplinary change of placement based on a pattern of suspensions or removals as determined by school personnel in accordance with regulation, except where the manifestation team has determined that:
  - i. the behavior was not a manifestation of such student's disability,  
or
  - ii. the student is placed in an IAES as authorized by law or regulation.
- d. The interim alternative educational setting and the services to be provided to a student placed in an interim alternative educational setting shall be determined by the CSE. Such setting shall:
  - i. be selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those modifications that will enable the student to meet the goals set out in that IEP; and
  - ii. include, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications to address the behavior that is subject

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to disciplinary action, that are designed to prevent the behavior from recurring.

- e. During subsequent suspensions or removals for periods of ten (10) consecutive school days, or less that in the aggregate total more than ten (10) school days in a school year but do not constitute a disciplinary change in placement, regardless of manifestation determination, students with disabilities shall be provided with services necessary to enable the student:
  - i. to appropriately progress in the general education curriculum;
  - ii. appropriately advance toward achieving the goals set out in the student's IEP; and
  - iii. to receive, as appropriate, a functional assessment and behavioral intervention services and modifications that are designed to address the behavior violation so it does not recur.
  
- f. the parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if in accordance with federal and statutory and regulatory criteria. Except as provided below, a school district shall be deemed to have knowledge that such student has a disability if prior to the time the behavior occurred.
  - i. the parent of such student has expressed in writing to supervisory or administrative personnel of the appropriate educational agency or to a teacher of the student that the student is in need of special education, provided that such expression of concern may be oral if the parent does not know how to write or had a disability that prevents a written statement.
  - ii. the parent of the student has request an evaluation of the student pursuant to the regulations
  - iii. a student's teacher, or other personnel of the district, expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education of the district in accordance with the district's established child find or special education referral system.

Exception: A student is not presumed to have a disability for discipline purposes if, as a result of receiving the information specified above:

- i. it was determined that the student is not a student with a disability pursuant to this Part.
- ii. the parent of the student is not allowed an evaluation of the student pursuant to regulations; or
- iii. the parent of the student has refused services under this Part;

However, if a request for an individual evaluation is made while such non-disabled student is subjected to disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the District, which can include suspension.

- g. Change in placement to an IAES for behavior involving serious bodily injury, weapons, illegal drugs or controlled substances, up to 45 school days, but not to exceed the period of suspension ordered by the superintendent in accordance with Educational Law §3214(3), where the student:
  - i. has inflicted serious bodily injury, upon another person while at school, on school premises or at a school function under the jurisdiction of the educational agency;

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- ii. carries or possesses a weapon to or at school, on school premises, or at a school function; or
  - iii. knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substances while at school or a school function.
- h. The District shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current education setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
- i. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Educational Law.

The period of suspension or removal ordered by the superintendent may not exceed the amount of time that a non-disabled student would be suspended for the same behavior.

- j. Superintendent hearings on disciplinary charges against students with disabilities and students presumed to have a disability for discipline purposes shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
- k. The removal of a student with disabilities other than the suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that the school personnel may not impose such removal for more than ten (10) consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE determined that the behavior is not a manifestation of the student's disability.
- l. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.
- m. Nothing in this section shall be construed to authorize the suspension or removal of a student with a disability from his or her current educational placement for violation of school rules following a determination by the manifestation team that the behavior is a manifestation of the student's disability, except where the student is placed in an IAES for behavior involving serious bodily injury, weapons, illegal drugs or controlled substances or the student is placed in an IAES by an impartial hearing officer.

**E. Expedited Due Process Hearing**

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code if:
- a. The District requests such a hearing 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, or during the pendency of due process hearing where school personnel maintain that is dangerous for the student to be in his or her current educational placement during such proceedings.

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- b. If the parent request a hearing regarding the change of placement to an IAES by a superintendent of schools or regarding a change in placement by an impartial hearing officer where the district maintains that it is dangerous for the student to remain in his or her current educational placement, or regarding a determination that the behavior is not a manifestation of the student’s disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the time period determined by regulation whichever occurs first, unless the parents and the district agree otherwise.
  - i. If school personnel propose to change the student’s placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
- c. An expedited due process hearing shall be completed within fifteen (15) business days of receipt of the request for a hearing. Although an impartial hearing officer may grant specific extensions of such time period he or she must mail a written decision to the district and the parents within five (5) days after the last hearing date, and in no event later than 45 school days after receipt of the request for a hearing, without exceptions or extensions.
- d. IHO may order a change of placement to an appropriate IAES for not more than 45 school days, if the hearing officer:
  - i. determines that the district has demonstrated by substantial evidence that maintaining the current placement of the student is substantially likely to result in harm themselves or to others;
  - ii. considers the appropriateness of the student’s current placement;
  - iii. considers whether the school district has made reasonable efforts to minimize the risk of harm in the student’s current placement, including the use of supplementary aids and services; and
  - iv. determines that the IAES proposed by school personnel meets the definition set forth above.

For purposes of this section, “substantial evidence” shall mean beyond a preponderance of the evidence.

An IAES ordered pursuant to this section shall be determined by the CSE.

**F. Referral to law enforcement and judicial authorities**

In accordance with the provisions of IDEA and its implementing regulations:

- 1. The District may report a crime committed by the child with a disability to the appropriate authorities, and such action will not constitute a change of the student’s placement.
- 2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to which a crime is reported.

**XV. 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.

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3. Restrain or remove a student whose behavior interferes with the orderly exercise and performances of school or District functions, power 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 the Commissioner's regulations.

**XVI. 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 penalty 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 principals, the school nurse and district employees to conduct searches of students and their belongings 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 belongings that is minimally intrusive, such as touching the outside of a book bag 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 belongings based upon information received from a reliable informant.

Unless a crime has been committed on school premises, school office will contact the student's parents or guardians to arrange for their presence or obtain their consent in order for their child to be questioned by police officials.

**Student Lockers, Desks, Data Files, 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 that 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. For additional information on Searches and Interrogations, including information pertaining to the questioning or interviewing of students by law enforcement officials, and requirements associated with these actions, please refer to Board of Education Policy 7330.

**XVII. VISITORS TO THE SCHOOLS**

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 upon arrival at the school and state the purpose of their visit. Visitors will be required to sign the visitors register and follow specific building procedures. Signs notifying visitors to report first to the school office shall be prominently posted in each school building in the District.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings are not required to register.

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4. Parents or citizens who wish to observe a classroom while school is in session are required to obtain permission in advance from the building principal.
5. Visitors are expected to refrain from taking class time to discuss individual matters with teachers. Visitation will occur in a way that avoids or minimizes disruption to the normal learning process and the ordinary classroom routine. The building administrator may accompany visitors during the visit when appropriate. Visitors are expected to maintain confidentiality regarding information acquired during the course of the visit.
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. Before a child may be released from the building to a visitor, the visitor must be approved by the building principal or designee as one having the legal right to take the child. The visitor will wait in the main office for the child to come from the classroom and/or follow other duly approved procedures for that building.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

**XVIII. 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. 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 purpose of this Code is to maintain public order and prevent abuse of the rights of others. All persons (students, teachers, administrators, parents, other guests) on school property or attending a school function shall conduct themselves in a respectful and orderly manner.

**Penalties**

Persons who violate this Code shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

**Enforcement**

The building principal or his/her designee shall be responsible for enforcing the conduct required by this Code. In addition, the District reserves its right to pursue a civil or criminal legal action against any person violating the Code.

**XIX. DISSEMINATION AND REVIEW**

**Dissemination of Code of Conduct**

The Board of Education will review this Code of Conduct every year and update it as necessary. The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption. The Board will work to ensure that the community is aware of this Code of Conduct by:

1. Providing copies of a summary of the Code to all students, in an age appropriate, plain language version, at a general school assembly held at the beginning of each school year.
2. Making copies of the Code available for review by students, parents and other community members and provide opportunities to review and discuss this Code with the appropriate personnel.
3. Providing all current teachers and other staff members with a copy of the Code and any amendments to the Code as soon as practicable after adoption.

**EDEN CENTRAL SCHOOL DISTRICT  
CODE OF CONDUCT**

4. Providing all new employees with a copy of the current Code of Conduct when they are first hired.

The board will sponsor an in-service educational program 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.

## Bus Guidelines for Field Trips

- 22 seats per bus
- Maximum 2 chaperones per bus if seats are full - students come first
- Additional chaperones must car pool if no seats are available - mileage will be paid
- Under no circumstances shall 4 students be assigned one seat
- Safety of the students is the top priority!

### Grades PreK-5

K-5 may have 2-3 students per seat, but a maximum of 3 students if they are of smaller stature.

It is the responsibility of the teacher to assign seats and to be sure the students fit properly.

The bus driver will check the seating assignment before leaving for the trip.

The average number on a bus should be 54, but absolutely no more than 60.

### Grades 6-12

6-12 will have only 2 students per seat

The maximum number on a bus will be 44.

<b>Seating Examples</b>								
<u>number</u>			<u>number</u>			<u>number</u>		
<u>seat #</u>	<u>students</u>		<u>seat #</u>	<u>students</u>		<u>seat #</u>	<u>students</u>	
1	2	(adults)	1	2	(adults)	1	2	(adults)
2	2		2	2	} larger stature	2	2	} larger stature
3	2		3	2		3	2	
4	2		4	2		4	2	
5	2		5	2		5	2	
6	2		6	2		6	2	
7	2		7	3	7	2		
8	2		8	3	8	2		
9	2		9	3	9	2		
10	2		10	3	10	2		
11	2		11	3	11	2		
12	2		12	3	12	2		
13	2		13	3	13	3		
14	2		14	3	14	3		
15	2		15	3	15	3		
16	2		16	3	16	3		
17	2		17	3	17	3		
18	2		18	3	18	3		
19	2		19	3	19	3		
20	2		20	3	20	3		
21	2		21	3	21	3		
22	<u>2</u>		22	<u>3</u>	22	<u>3</u>		
44			60			54		
<b>Minimum number on a bus for grades PreK-5</b>			<b>Maximum number on a bus</b>			<b>Average on a bus</b>		
<b>Maximum number for Grades 6-12</b>			<b>The PreK-5 teacher will determine how many should fit safely in a seat based on the stature of the students. The bus driver will confirm that the assignment is safe before leaving.</b>					

→ **Exceptions to the guidelines must be approved by the Building Principal.**

Ex: 46 students attending a 6th grade field trip may fit safely on 1 bus with 2 chaperones. It may not be necessary to get another bus if some of the students are small enough to fit properly with three per seat.

Non-Instructional/Business  
Operations**SUBJECT: CONTINGENCY BUDGET**

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

~~If the original proposed budget is not approved by District voters at the Annual District Meeting and Election, the Board has the option of either resubmitting the original or revised budget for voter approval at a special meeting held at a later date; or the Board may, at that point, adopt a contingency budget and levy a tax for teachers' salaries and ordinary contingent expenses as enumerated in law. If the Board decides to submit either the original or a revised budget to the voters for a second time, and the voters do not approve the second budget submittal, the Board shall adopt a contingency budget and levy a tax for those expenditures mandated pursuant to law and/or for those services necessary to maintain the educational program.~~

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

~~In accordance with law, the contingency budget will reflect the statutory expenditure limits imposed on the administrative component of the contingency budget as well as the total spending authorized in the overall contingency budget.~~

~~With regard to overall District spending, the contingency budget, as a whole, shall not result in a percentage increase in total spending over the District's total spending under the School District budget for the prior year that exceeds the lesser of:~~

- ~~a) The result when one hundred twenty percent (120%) is multiplied by the percentage increase in the Consumer Price Index (CPI), with the result rounded to two decimal places; or~~
- ~~b) Four percent (4%).~~

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

~~(Continued)~~

Non-Instructional/Business  
Operations**SUBJECT: CONTINGENCY BUDGET (Cont'd.)**

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

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

~~In determining the increase in total expenses when computing the contingency budget percentage increase, the following expenditures shall be disregarded:~~

- a) ~~Expenditures resulting from a tax certiorari proceeding;~~
- b) ~~Expenditures resulting from a court order or judgment against the School District;~~
- c) ~~Emergency expenditures that are certified by the Commissioner of Education as necessary as a result of damage to, or destruction of, a school building or school equipment;~~
- d) ~~Capital expenditures resulting from the construction, acquisition, reconstruction, rehabilitation or improvement of school facilities, including debt service and lease expenditures, subject to voter approval;~~
- e) ~~Expenditures in the contingency budget attributable to projected increases in public school enrollment, which may include increases attributable to the enrollment of students attending a pre-kindergarten program established in accordance with Education Law Section 3602-e;~~
- f) ~~Non-recurring expenditures in the prior year's School District budget; and~~
- g) ~~Expenditure of gifts and grants in aid and use of insurance proceeds.~~

~~Should the Board of Education adopt a contingency budget, it will officially pass a resolution reflecting such action; and that resolution shall incorporate by reference a statement specifying the projected percentage increase or decrease in total spending for the school year, and explain the reasons why the Board disregarded any portion of an increase in spending in formulating the contingency budget.~~

~~Regulations will be developed enumerating a sample list of expenditures which have been determined, pursuant to law, to constitute ordinary contingent expenses. However, the Board reserves the right, in accordance with its legal responsibility, to designate other items as ordinary contingent expenses as deemed necessary to maintain the educational program of the District, preserve property, and assure the health and safety of students and staff.~~

Non-Instructional/Business  
Operations**SUBJECT: CONTINGENCY BUDGET (Cont'd.)**

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

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

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

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

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

1<sup>st</sup> Reading:  
Adoption:

Non-Instructional/Business  
Operations**SUBJECT: ACCOUNTING OF FUNDS**

Accounting and reporting procedures shall be developed to facilitate analysis and evaluation of the District's financial status and fixed assets. The District will use the Uniform System of Accounts for School Districts.

Books and records of the District shall be maintained in accordance with statutory requirements.

Provision shall be made for the adequate storage, security, and disposition of all financial and inventory records.

**Online Banking**

The Board has entered into a written agreement with designated banks and trust companies for online banking and electronic or wire transfers, which includes the implementation of a security procedure for all transactions. The District Treasurer, with a separate established user name and password, will have the authority to process online banking transactions. The Director of Finance or Payroll Clerk, with a separate established user name and password, will be responsible for online banking transactions in the event the District Treasurer is not available, **or as a job responsibility delegated to him/her by the District Treasurer. Online banking will only take place on secure District computers located inside the Treasurer's or Business Office.**

**Electronic Transactions and Wire Transfers**

Procedures will be implemented specifying who is authorized to initiate, approve, transmit, record, review and reconcile electronic transactions. At least two individuals will be involved in each transaction. Authorization and transmitting functions will be segregated **and, whenever possible, the recording function will be delegated to a third individual.**

The District will enter into written wire transfer security agreements for District bank accounts which will include established procedures for authenticating wire transfer orders.

All wire transfers must be authorized by the District Treasurer **or the Director of Finance**. Dual approval controls ~~are in place for all external transfers (ACH (Automated Clearing House) and wire).~~ **will be established for non-routine wire transfer orders.**

~~The Claims Auditor will confirm that external wire transfers have appropriate signatures, verification and authorization of proper personnel by auditing the warrant.~~ **The Claims Auditor will periodically confirm that all external wire transfers have appropriate signatures, verification and authorization of proper personnel.**

Education Law Section 2116-a  
General Municipal Law Article 2 Section 5, 5-a, 5-b, 99-b  
N.Y. UCC Section 4-A-201

1<sup>st</sup> reading:  
Adoption:

**SUBJECT: ALLEGATIONS OF FRAUD****Reporting and Investigations of Allegations of Fraud**

All Board members and officers, District employees and third party consultants are required to abide by the District's policies, administrative regulations and procedures in the conduct of their duties. Further, all applicable federal and/or state laws and regulations must be adhered to in the course of District operations and practices. Any individual who has reason to believe that financial improprieties or wrongful conduct is occurring within the School System is to disclose such information according to the reporting procedures established by the District. The reporting procedures will follow the chain of command as established within the department or school building or as enumerated in the District's Organizational Chart. In the event that the allegations of financial improprieties/fraud and/or wrongful conduct concern the investigating official, the report shall be made to the next level of supervisory authority. If the chain of supervisory command is not sufficient to ensure impartial, independent investigation, allegations of financial improprieties/fraud and/or wrongful conduct will be reported as applicable, to the Internal Auditor (if available), or the Independent (External) Auditor, or the School Attorney, or the Board of Education. The District's prohibition of wrongful conduct, including fraud, will be publicized within the District as deemed appropriate; and written notification will be provided to all employees with fiscal accounting/oversight and/or financial duties including the handling of money.

Upon receipt of an allegation of financial improprieties/fraud and/or wrongful conduct, the Board or designated employee(s) will conduct a thorough investigation of the charges. However, even in the absence of a report of suspected wrongful conduct, if the District has knowledge of, or reason to know of, any occurrence of financial improprieties/fraud and/or wrongful conduct, the District will investigate such conduct promptly and thoroughly. To the extent possible, within legal constraints, all reports will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges and/or to notify law enforcement officials as warranted, and any disclosure will be provided on a "need to know" basis. Written records of the allegation, and resulting investigation and outcome will be maintained in accordance with law.

Based upon the results of this investigation, if the District determines that a school official has engaged in financial improprieties/fraudulent and/or wrongful actions, appropriate disciplinary measures will be applied, up to and including termination of employment, in accordance with legal guidelines, District policy and regulation, and any applicable collective bargaining agreement. Third parties who are found to have engaged in financial improprieties/fraud and/or wrongful conduct will be subject to appropriate sanctions as warranted and in compliance with law. *The application of such disciplinary measures by the District does not preclude the filing of civil and/or criminal charges as may be warranted. Rather, when school officials receive a complaint or report of alleged financial improprieties/fraud and/or wrongful conduct that may be criminal in nature, law authorities should be immediately notified.*

(Continued)

**SUBJECT: ALLEGATIONS OF FRAUD (Cont'd.)**

An appeal procedure will also be provided, as applicable; to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable investigating officer(s).

**Protection of School Employees who Report Information Regarding Illegal or Inappropriate Financial Practices**

Any employee of the School District who has reasonable cause to believe that the fiscal practices or actions of an employee or officer of the District violates any local, state, federal law or rule and regulation relating to the financial practices of the District, and who in good faith reports such information to an official of the District, or to the Office of the State Comptroller, the Commissioner of Education, or to law enforcement authorities, shall have immunity from any civil liability that may arise from the making of such report. Further, neither the School District, nor employee or officer thereof, shall take, request, or cause a retaliatory action against any such employee who makes such a report.

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

The Board also prohibits any retaliatory behavior directed against any witnesses and/or any other individuals who participate in the investigation of an allegation of illegal or inappropriate fiscal practices or actions. Follow-up inquiries shall be made to ensure that no reprisals or retaliatory behavior has occurred to those involved in the investigation. Any act of retaliation is prohibited and subject to appropriate disciplinary action by the District.

**Knowingly Makes False Accusations**

Any individual who *knowingly* makes false accusations against another individual as to allegations of financial improprieties/fraud may also face appropriate disciplinary action.

1<sup>st</sup> Reading:  
Adopted:

**SUBJECT: SCHOOL FOOD SERVICE PROGRAM (LUNCH AND BREAKFAST)****School Food Service Program (Lunch and Breakfast)**

The Board has entered into an agreement with the New York State Education Department to participate in the National School Lunch Program, School Breakfast Program and/or Special Milk Program to receive commodities donated by the Department of Agriculture and to accept responsibility for providing free and reduced price meals to elementary and secondary students in the schools of the District.

The Superintendent or his/her designee shall have the responsibility to carry out the rules of the School Lunch and Breakfast Programs. The determination of which students are eligible is the responsibility of the Reviewing Official and Verification Official **or of the Office of Temporary and Disability Assistance of the Department of Social Services**. Appeals regarding eligibility should be submitted to the Hearing Official of the District.

Free or reduced price meals may be allowed for qualifying students attending District schools upon receipt of a written application from the student's parent or guardian or a "Direct Certification" letter from the New York State Office of Temporary and Disability Assistance (OTDA). Applications will be provided by the School District to all families.

**School officials must also determine eligibility for free/reduced meals and milk by using the Direct Certification Matching Process, a dataset supplied by the Office of Temporary and Disability Assistance, and made available by the State Education Department. Any student receiving federal assistance through Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance to Needy Families (TANF) is automatically eligible for free meals and milk. There is no need for families to complete further applications. School Districts shall notify parents or guardians of such eligibility, giving them the opportunity to decline free meals and milk if they so choose.**

Procedures for the administration of the free and reduced price meal program of this School District will be the same as those prescribed in current state and federal laws and regulations.

**Child Nutrition Program/Charging Meals**

Although not required by law, because of the District's participation in the Child Nutrition Program, the Board of Education approves the establishment of a system to allow a student to charge a meal. The Board authorizes the Superintendent to develop rules which address:

- a) What can be charged;
- b) The limit on the number of charges per student;
- c) The system used for identifying and recording charged meals;

(Continued)

**SUBJECT: SCHOOL FOOD SERVICE PROGRAM (LUNCH AND BREAKFAST) (Cont'd.)**Restriction of Sweetened Foods in School

The sale of sweetened foods will be prohibited from the beginning of the school day until the end of the last scheduled meal period.

Sweetened foods consist of sweetened soda water, chewing gum, candy, including hard candy, jellies, gum, marshmallow candies, fondant, licorice, spun candy, candy coated popcorn, and water ices except those which contain fruit or fruit juices.

Restrictions on Sale of Milk Prohibited

Schools that participate in the National School Lunch Program may not directly or indirectly restrict the sale or marketing of fluid milk products at any time or in any place on school premises or at school-sponsored events.

Food Substitutions for Children with Disabilities

Federal regulations governing the operation of Child Nutrition Programs, Part B of the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973 require that children with disabilities be offered the opportunity to participate in all academic and nonacademic activities including the school nutrition programs. The District will make reasonable accommodations to those children with disabilities whose disabilities restrict their diets, such as providing substitutions and/or modifications in the regular meal patterns. Such meal substitutions for students with disabilities will be offered at no extra charge. A student with a disability must be provided substitutions in food when that need is supported by a statement signed by a physician attesting to the need for the substitutions and recommending alternate foods.

However, the school food service is not required to provide meal services (for example, School Breakfast Program) to students with disabilities when the meal service is not normally available to the general student body, unless a meal service is required under the student's individualized education program (IEP) or Section 504 Accommodation Plan as mandated by a physician's written instructions.

Food Substitutions for Nondisabled Children

Though not required, the District will also allow substitutions for non-disabled children who are unable to consume the regular meal because of medical or other special dietary needs if the request is supported by a statement signed by a recognized medical authority.

(Continued)

**SUBJECT: SCHOOL FOOD SERVICE PROGRAM (LUNCH AND BREAKFAST) (Cont'd.)**

The District may also allow substitutions for fluid milk with a non-dairy beverage that is nutritionally equivalent (as established by the Secretary of Agriculture) to fluid milk and meets nutritional standards for students who are unable to consume fluid milk because of medical or other special dietary needs if the request is supported by a statement signed by a recognized medical authority or by the student's parent/legal guardian.

**Prohibition Against Adults Charging Meals**

Adults should pay for their meals at the time of service or set up pre-paid accounts.

**HACCP-Based Food Safety Program**

Schools participating in the National School Lunch and/or School Breakfast programs are required to implement a food safety program based on Hazard Analysis and Critical Control Point (HACCP) principles. The District must develop a written food safety program for each of its food preparation and service facilities that is based on *either* traditional HACCP principles *or* the "Process Approach" to HACCP. (The "Process Approach" simplifies traditional HACCP by grouping foods according to preparation process and applying the same control measures to all menu items within the group, rather than developing an HACCP plan for each item.) Regardless of the implementation option that is selected, the District's written food safety program must also include: critical control points and critical limits; monitoring procedures; corrective actions; verification procedures; recordkeeping requirements; and periodic review and food safety program revision.

Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265

Child Nutrition Act 1966, 42 USC Section 1771 et seq.

Richard B. Russell National School Lunch Act 1946, 42 USC Section 1751 et seq.

Section 504 of the Rehabilitation Act of 1973, 29 USC Section 794 et seq.

Individuals with Disabilities Education Act (IDEA), 20 USC Sections 1400-1485

7 CFR Parts 15B, 210 and 220

Education Law Sections 902(b), 915, 918, 1604(28), 1709(22), 1709(23) and 2503(9)(a)

8 NYCRR Sections 200.2(b)(1) and 200.2(b)(2)

**Social Services Law Section 95**

1<sup>st</sup> Reading:

Adoption:

**SUBJECT: INFORMATION SECURITY BREACH AND NOTIFICATION**

The School District values the protection of private information of individuals in accordance with applicable laws and regulations. Further, the District is required to notify affected individuals when there has been or is reasonably believed to have been a compromise of the individual's *private information* in compliance with the Information Security Breach and Notification Act and Board policy.

a) "*Private information*" shall mean **\*\*personal information** in combination with any one or more of the following data elements, when either the personal information or the data element is not encrypted or encrypted with an encryption key that has also been acquired:

1. Social security number;
2. Driver's license number or non-driver identification card number; or
3. Account number, credit or debit card number, in combination with any required security code, access code, or password which would permit access to an individual's financial account.

"*Private information*" does not include publicly available information that is lawfully made available to the general public from federal, state or local government records.

**\*\*"Personal information"** shall mean any information concerning a person which, because of name, number, symbol, mark or other identifier, can be used to identify that person.

b) "*Breach of the security of the system,*" shall mean unauthorized acquisition or acquisition without valid authorization of computerized data which compromises the security, confidentiality, or integrity of personal information maintained by the District. Good faith acquisition of personal information by an employee or agent of the District for the purposes of the District is not a breach of the security of the system, provided that private information is not used or subject to unauthorized disclosure.

**Examples of Determining Factors if a Breach Has Occurred**

In determining whether information has been acquired, or is reasonably believed to have been acquired, by an unauthorized person or person without valid authorization, the District may consider the following factors, among others:

- a) Indications that the information is in the physical possession and control of an unauthorized person, such as a lost or stolen computer or other device containing information; or
- b) Indications that the information has been downloaded or copied; or

(Continued)

**SUBJECT: INFORMATION SECURITY BREACH AND NOTIFICATION (Cont'd.)**

- c) Indications that the information was used by an unauthorized person, such as fraudulent accounts opened or instances of identity theft reported; or
- d) System failures.

**Notification Requirements**

- a) For any computerized data owned or licensed by the School District that includes private information, the District shall disclose any breach of the security of the system following discovery or notification of the breach to any New York State resident whose private information was, or is reasonably believed to have been, acquired by a person without valid authorization. The disclosure to affected individuals shall be made in the most expedient time possible and without unreasonable delay, consistent with the legitimate needs of law enforcement, or any measures necessary to determine the scope of the breach and restore the reasonable integrity of the data system. The District shall consult with the State Office of Cyber Security and Critical Infrastructure Coordination (CSCIC) to determine the scope of the breach and restoration measures.
- b) For any computerized data maintained by the District that includes private information which the District does not own, the District shall notify the owner or licensee of the information of any breach of the security of the system immediately following discovery, if the private information was, or is reasonably believed to have been, acquired by a person without valid authorization.

The notification requirement may be delayed if a law enforcement agency determines that such notification impedes a criminal investigation. The required notification shall be made after the law enforcement agency determines that such notification does not compromise the investigation.

**Methods of Notification**

The required notice shall be directly provided to the affected persons by one of the following methods:

- a) Written notice;
- b) Electronic notice, provided that the person to whom notice is required has expressly consented to receiving the notice in electronic form; and a log of each such notification is kept by the District when notifying affected persons in electronic form. However, in no case shall the District require a person to consent to accepting such notice in electronic form as a condition of establishing any business relationship or engaging in any transaction;

(Continued)

**SUBJECT: INFORMATION SECURITY BREACH AND NOTIFICATION (Cont'd.)**

- c) Telephone notification, provided that a log of each such notification is kept by the District when notifying affected persons by phone; or
- d) Substitute notice, if the District demonstrates to the State Attorney General that the cost of providing notice would exceed \$250,000, or that the affected class of subject persons to be notified exceeds 500,000, or that the District does not have sufficient contact information. Substitute notice shall consist of **all** of the following:
  - 1. Email notice when the District has an email address for the subject persons;
  - 2. Conspicuous posting of the notice on the District's website page, if the District maintains one; and
  - 3. Notification to major statewide media.

Regardless of the method by which notice is provided, the notice shall include contact information for the notifying District and a description of the categories of information that were, or are reasonably believed to have been, acquired by a person without valid authorization, including specification of which of the elements of personal information and private information were, or are reasonably believed to have been, so acquired.

In the event that any New York State residents are to be notified, the District shall notify the [New York State Attorney General \(AG\)](#), the [New York State Department of Consumer Protection Board \(CPB\)](#), and the [New York State Office of Cyber Security \(OCS\)](#) ~~and Critical Infrastructure Coordination~~ as to the timing, content and distribution of the notices and approximate number of affected persons. ~~Such notice shall be made without delaying notice to affected New York State residents.~~

In the event that more than five thousand (5,000) New York State residents are to be notified at one time, the District shall also notify consumer reporting agencies, as defined pursuant to State Technology Law Section 208, as to the timing, content and distribution of the notices and approximate number of affected persons. Such notice shall be made without delaying notice to affected New York State residents. A list of consumer reporting agencies shall be compiled by the State Attorney General and furnished upon request to school districts required to make a notification in accordance with State Technology Law Section 208(2), regarding notification of breach of security of the system for any computerized data owned or licensed by the District that includes private information.

State Technology Law Sections 202 and 208

1<sup>st</sup> Reading:  
Adoption:

## Personnel

**SUBJECT: EVALUATION OF PERSONNEL: ~~PURPOSES~~**

~~The administration shall undertake a continuous program of supervision and evaluation of all personnel in the School District in order to promote improved performance and to make decisions about the occupancy of positions. Evaluation of teachers providing instructional services or pupil personnel services as defined pursuant to Commissioner's Regulations will be conducted in accordance with the District's Annual Professional Performance Review (APPR).~~

~~The primary purposes of this evaluation are:~~

- ~~a) To encourage and promote self-evaluation by personnel;~~
- ~~b) To provide a basis for evaluative judgments by school administrators.~~

District Plan

~~—The Superintendent, in collaboration with teachers, pupil personnel professionals, administrators, and parents, shall develop a professional performance review plan for the District. The plan can be annual or multi-year. The Board will approve the plan and make it available for review by September 10 of each school year.~~

The Eden School District is committed to supporting the development of effective teachers and administrators. To this end, the District shall provide procedures for the evaluation of all professional staff. District plans for Annual Professional Performance Review (APPR) of teachers and Principals shall be developed in accordance with applicable laws, Commissioner's Regulations, and Rules of the Board of Regents.

The primary purposes of these evaluations are:

- a) To encourage and promote improved performance;
- b) To guide professional development efforts; and
- c) To provide a basis for evaluative judgments by applicable school officials.

**APPR Ratings**

For those teachers and Principals subject to Education Law 3012-c, the Annual Professional Performance Review (APPR) will result in a single composite effectiveness score and final quality rating of "highly effective," "effective," "developing," or "ineffective." The composite score will be determined as follows:

- a) 20% - student growth on state assessments or other comparable measures of student growth (increases to 25% upon implementation of a value-added growth model);
- b) 20% - locally selected measures of student growth or achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreases to 15% upon implementation of a value-added growth model); and
- c) 60% - other measures of teacher/Principal effectiveness consistent with standards prescribed by the Commissioner in regulation.

(Continued)

## Personnel

**SUBJECT: EVALUATION OF PERSONNEL: ~~PURPOSES~~ (Cont'd.)**

The ratings scale based on composite scores has been established as follows:

- a) Highly Effective = composite effectiveness score of 91-100
- b) Effective = composite effectiveness score of 75-90
- c) Developing = composite effectiveness score of 65-74
- d) Ineffective = composite effectiveness score of 0-64

If a teacher or Principal is rated "developing" or "ineffective," the School District will develop and implement a teacher or Principal improvement plan (TIP or PIP). Tenured teachers and Principals with a pattern of ineffective teaching or performance, defined as two consecutive annual "ineffective" ratings, may be charged with incompetence and considered for termination through an expedited hearing process.

The School District will ensure that all evaluators are appropriately trained consistent with standards prescribed by the Commissioner and that an appeals procedure is locally developed.

**Disclosure of APPR Data**

Consistent with Chapter 68 of the Laws of 2012, which amends Education Law 3012-c, the Commissioner is required to disclose professional performance review data for teachers and Principals on the New York State Education Department (NYSED) website and in any other manner to make such data widely available to the public. However, the release of such aggregate data may not include personally identifiable information for any teacher or Principal. Such public disclosure of final quality ratings and composite effectiveness scores will be suitable for research, analysis and comparison of APPR data for teachers and Principals across the state.

Upon request, the District will release to parents/legal guardians the final quality ratings and composite effectiveness scores for teachers and Principals to which their student is currently assigned. The District's obligation to disclose this information is limited to those teachers and Building Principals subject to Education Law 3012-c. The District will provide conspicuous notice to parents/legal guardians of their right to obtain such information and the methods by which the data can be obtained. Upon request, parents will receive an oral or written explanation of the composite effectiveness scoring ranges for final quality ratings and be offered the opportunity to understand such scores in the context of teacher evaluation and student performance. When a request for this information is received, reasonable efforts will be made to verify that it is a bona fide request by a parent/legal guardian entitled to review the data.

Annual professional performance reviews of individual teachers and Principals shall not be subject to disclosure under the Freedom of Information Law (FOIL).

Education Law Section 3012-c  
Public Officers Law Sections 87 and 89  
8 NYCRR Sections 30-2 and 100.2(o)

1<sup>st</sup> Reading:  
Adoption:

Students

**SUBJECT: STUDENT EVALUATION****Placement**

Placement within the system, with respect to building, teacher, and grade or special class, shall be at the discretion of the school administration and shall be subject to review and change at any time. In making such decisions, the administrator or **Building Principal** will be guided by performance in class, past records, parent/guardian and teacher recommendations, standardized test scores, and any other appropriate sources of information, but the final decision shall rest with the school administration. **Parents may request, in writing, teacher attributes that would best serve their child's learning needs; however, requests for specific teachers will not be honored.**

**Promotion and Retention**

The procedures to be followed by the staff regarding promotion and retention will be developed by the Superintendent and will be continually evaluated ~~in the light of School District policy~~. Building Principals may establish written standards for promotion or retention within the school units to which the students are assigned, subject to the guidelines of the Superintendent and the approval of the Board of Education.

**Testing Program**

The Board of Education endorses and supports the use of ability, achievement, diagnostic, readiness, interest and guidance tests as part of the total educational process to the degree to which tests help the District to serve its students.

**Alternative Testing Procedures**

The use of alternative testing procedures shall be limited to:

- a) Students identified by the Committee on Special Education and/or Section 504 Team as having a disability. Alternative testing procedures shall be specified in a student's Individualized Education Program or Section 504 Accommodation Plan; and
- b) Students whose native language is other than English (i.e., English language learners) in accordance with State Education Department Guidelines.

The alternative testing procedures employed shall be based upon a student's individual needs and the type of test administered.

The District shall report the use of alternative testing procedures to the State Education Department on a form and at a time prescribed by the Commissioner.

(Continued)

Students

**SUBJECT: STUDENT EVALUATION (Cont'd.)****Reporting to Parents/Guardians**

Parents/guardians shall receive an appropriate report of student progress at regular intervals. Report cards shall be used as a standard vehicle for the periodic reporting of student progress and appropriate school related data. Report cards, however, are not intended to exclude other means of reporting progress, such as interim reports, conferences, phone conversations, etc.

When necessary, attempts will be made to provide interpreters for non-English speaking parents/guardians.

Section 504 of the Rehabilitation Act of 1973, 29 USC Section 794 et seq.  
Education Law Section 1709(3)  
8 NYCRR Sections 100.2(g), 117 and 154

1<sup>st</sup> Reading:  
Adoption:

## Students

**SUBJECT: SEARCHES AND INTERROGATIONS OF STUDENTS**

Students are protected by the Constitution from unreasonable searches and seizures. A student may be searched and contraband/prohibited items seized on school grounds or in a school building by an authorized School District official ~~(as designated below)~~ only when the School District official has reasonable suspicion to believe the student has engaged in or is engaging in proscribed activity which is in violation of the law and/or the rules of the school (i.e., the *District Code of Conduct*). **The reasonableness of any search involves a twofold inquiry. School officials must first determine whether the action was justified at its inception, and second, determine whether the search, as actually conducted, was reasonably related in scope to the circumstances which justified the interference in the first place.**

Factors to be considered in determining whether reasonable suspicion exists to search a student include:

- a) The age of the student;
- b) The student's school record and past history;
- c) The predominance and seriousness of the problem in the school where the search is directed;
- d) The probative value and reliability of the information used as a justification for the search;
- e) The school official's prior knowledge of and experience with the student; and
- f) The urgency to conduct the search without delay.

~~The Superintendent, Building Principals, Assistant Principals, and School Nurse are authorized to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will produce evidence that the student has violated or is violating the law and/or the Code of Conduct.~~

If reasonable suspicion exists to believe that a student has violated or is violating the law and/or school rules, it is permissible for an authorized school official to search that student's outer clothing, pockets, or property. The search may include, but is not limited to, the student's outer clothing such as a jacket or coat, pockets, backpack, and/or purse. **Whenever possible, s**Searches will be conducted by a staff member of the same sex as the student. **and, w**Whenever possible, another staff member, ~~also of the same sex,~~ will be present as a witness.

**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. Strip searches are intrusive in nature and are **almost never justified. If school officials have highly credible evidence that such a search would prevent danger or yield evidence, such a search may be conducted under exigent circumstances**~~not permissible~~. **In the alternative,** ~~if~~ school authorities believe there is an emergency situation that could threaten the safety of others, the student shall, to the extent practicable, be isolated and secured. Police and parents will be contacted immediately.

(Continued)

**SUBJECT: SEARCHES AND INTERROGATIONS OF STUDENTS (Cont'd.)****Searches and Seizure of School Property**

Student desks, lockers, textbooks, computers, and other materials, supplies or storage spaces loaned by the school to students remain the property of the school, and may be opened and inspected by school employees at any time. **The purpose of these searches, when they occur, is to ensure the safety of students, faculty and staff, enhance school security and prevent disruptions of the learning environment. Searches have been proven to have a deterrent effect on student behavior.** Students have no reasonable expectation of privacy with respect to school property; and school officials retain complete control over such property. This means that student desks, lockers, textbooks, computers, and other materials, supplies or storage spaces may be subject to search and/or seizure of contraband/prohibited items at any time by school officials, without prior notice to students and without their consent. **However, a student's personal belongings contained within the locker, desk, etc. are subject to the reasonable suspicion standard for searches by an authorized school official.**

**Questioning of Students by School Officials**

School officials have the right to question students regarding any violations of school rules and/or illegal activity. In general, administration may conduct investigations concerning reports of misconduct which may include, but are not limited to, questioning students, staff, parents/guardians, or other individuals as may be appropriate and, when necessary, determining disciplinary action in accordance with applicable due process rights.

Should the questioning of students by school officials focus on the actions of one particular student, the student will be questioned, if possible, in private by the appropriate school administrator. The student's parent/guardian may be contacted; the degree, if any, of parental/guardian involvement will vary depending upon the nature and the reason for questioning, and the necessity for further action which may occur as a result.

The questioning of students by school officials does not preclude subsequent questioning/interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by school officials does not negate the right/responsibility of school officials to contact appropriate law enforcement agencies, as may be necessary, with regard to such statements given by students to school officials.

School officials acting alone and on their own authority, without the involvement of or on behalf of law enforcement officials (at least until after the questioning of students by school authorities has been conducted) are not required to give the so-called "Miranda warnings" (i.e., advising a person, prior to any custodial interrogations as defined in law, of the right to remain silent; that any statement made by the individual may be used as evidence against him/her; and that the individual has the right to the presence of an attorney, either retained or appointed) prior to the questioning of students.

(Continued)

## Students

**SUBJECT: SEARCHES AND INTERROGATIONS OF STUDENTS (Cont'd.)**

If deemed appropriate and/or necessary, the Superintendent/designee may also review the circumstances with School District legal counsel so as to address concerns and the course of action, if any, which may pertain to and/or result from the questioning of students by school officials.

**Law Enforcement Officials**

It shall be the policy of the School District that a cooperative effort shall be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on school premises or during a school-sponsored activity, or to maintain the educational environment. They may also be summoned for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property.

Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions.

**School Resource Officers**

Districts may utilize School Resource Officers (SROs), law enforcement officers who work within the school building. There are different types of SROs: those employed by the District and those employed by local law enforcement. SROs, acting in their capacity as law enforcement, are held to a different search standard than School District staff. Searches by law enforcement SROs must be justified by probable cause, not the District's standard of reasonable suspicion. District staff need to clearly establish who is initiating and conducting a search, the District or law enforcement, and that the appropriate standard for such a search has been met.

**Interrogation of Students by Law Enforcement Officials**

If police are involved in the questioning of students on school premises, whether or not at the request of school authorities, it will be in accordance with applicable law and due process rights afforded students. Generally, police authorities may only interview students on school premises without the permission of the parent/guardian in situations where a warrant has been issued for the student's arrest (or removal). Police authorities may also question students for general investigations or general questions regarding crimes committed on school property. In all other situations, unless an immediate health or safety risk exists, if the police wish to speak to a student without a warrant they should take the matter up directly with the student's parent/guardian.

Whenever police wish to question a student on school premises, administration will attempt to notify the student's parent/guardian.

If possible, questioning of a student by police should take place in private and in the presence of the Building Principal/designee.

(Continued)

**SUBJECT: SEARCHES AND INTERROGATIONS OF STUDENTS (Cont'd.)****Child Protective Services' Investigations**

From time to time, Child Protective Services may desire to conduct interviews of students on school property. Such interviews generally pertain to allegations of suspected child abuse and/or neglect. The Board encourages cooperation with Child Protective Services in accordance with applicable Social Services Law.

Education Law Sections 1604(9), 1604(30), 1709(2), 1709(33) and 2801  
Family Court Act Section 1024  
Social Services Law Sections 411-428  
8 NYCRR Section 100.2(1)

1<sup>st</sup> Reading:  
Adoption:

Students

**SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION (CSE)/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS**

**Committee on Special Education (CSE) Membership**

The Board of Education shall appoint a Committee on Special Education (CSE) whose membership shall include, but not be limited to, the following members:

- a) The parent(s) or persons in parental relation of the student. To ensure that one or both parents are present at each CSE meeting, the District and the parent(s) may agree to use alternative means of participation such as videoconferences or conference phone calls;
- b) Not less than one (1) regular education teacher of such student (if the student is, or may be, participating in the regular education environment);
- c) Not less than one (1) special education teacher of the student, or, where appropriate, not less than one (1) special education provider (i.e., related service provider) of such student;
- d) A representative of the School District who is qualified to provide or administer or supervise special education and who is knowledgeable about the general education curriculum and about the availability of resources of the District. An individual who meets these qualifications may be the same individual appointed as the special education teacher or provider in c) above or the school psychologist in i) below. The representative of the District will serve as the chairperson of the Committee;
- e) An individual who can interpret the instructional implications of evaluation results, who may be a CSE member selected from the regular education teacher, the special education teacher or provider, the school psychologist, or the School District representative described above, or a person having knowledge or special expertise regarding the student as determined by the District;
- f) A member as described in letters b) through e) of this subheading is not required to attend the CSE meeting, in whole or in part, if the parent/person in parental relation to the student with a disability and the School District agree, in writing not less than five (5) calendar days prior to the meeting date, that the attendance of the member is not necessary because:
  1. The member's area of the curriculum or related services is not being modified or discussed in the meeting; or
  2. The member's area of the curriculum or related services is being modified or discussed in the meeting but, not less than five (5) calendar days prior to the meeting, the excused member has submitted to the parents/persons in parental relation and the CSE written input into the development of the IEP, particularly with respect to their area of curriculum or related services; or

(Continued)

Students

**SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION (CSE)/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS (Cont'd.)**

3. The committee member is unable to attend due to an emergency or unavoidable scheduling conflict and the District submits the written input listed in 2. above to the parents/persons in parental relation within a reasonable time prior to the meeting and prior to obtaining written consent to the excusal by the parents/persons in parental relation;
- g) At the discretion of the parent or the District, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate. The determination of knowledge or special expertise shall be made by the party (parents or School District) who invited the individual to be a member of the committee;
- h) The student with a disability, as appropriate. The District must invite the student with a disability to attend the student's CSE meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals. If the student does not attend the CSE meeting, the District must take other steps to ensure that the student's preference and interests are considered. To the extent appropriate, with the consent of the parent or a student eighteen (18) years or older, the District must also invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services;
- i) A school psychologist;
- j) A school physician, if requested in writing at least seventy-two (72) hours prior to the meeting by the parents of the student or the School District; and

~~k) An additional parent residing in the District or a neighboring school district who is a parent of a student with a disability, a parent of a student who has been declassified and is no longer eligible for an individualized education program (IEP), or a parent of a disabled child who has graduated. This parent member may serve for a period of five (5) years beyond the student's declassification or graduation, provided that the parent shall not be employed by or under contract with the School District. Such parent is not a required member if the parents of the student request, in writing, that the additional parent member not participate in the meeting.~~

An additional parent is not required to attend the meeting unless specifically requested in writing, at least seventy-two (72) hours prior to such meeting by the parents or other person in parental relation to the student in question, the student, or a member of the CSE. The parents or persons in parental relation of the student in question shall receive proper written notice of their right to have an additional parent attend any meeting of the committee regarding the student, along with a prepared statement from NYSED explaining the role of having the additional parent attend the meeting.

**Subcommittee on Special Education Membership**

The Board of Education shall appoint, as necessary, a Subcommittee on Special Education whose membership shall include, but not be limited to, the following members:

(Continued)

Students

**SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION (CSE)/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS (Cont'd.)**

- a) The parent(s) of the student;
- b) Not less than one (1) regular education teacher of such student (if the student is, or may be, participating in the regular education environment);
- c) Not less than one (1) special education teacher, of the student, or where appropriate, not less than one (1) special education provider (i.e., related service provider) of such student;
- d) A representative of the School District who is qualified to provide or administer or supervise special education and who is knowledgeable about the general education curriculum and about the availability of resources of the District. This individual may also fulfill the requirements of c) or e) of this section. The representative of the District will serve as the chairperson of the Subcommittee;
- e) A school psychologist, whenever a new psychological evaluation is reviewed or a change to a program option with a more intensive staff/student ratio, as set forth in Section 200.6(f)(4) of the Regulations of the Commissioner, is considered;
- f) A member as described in letters b) through e) of this subheading is not required to attend the subcommittee meeting, in whole or in part, if the parent/person in parental relation to the student with a disability and the School District agree, in writing not less than five (5) calendar days prior to the meeting date, that the attendance of the member is not necessary because:
  1. The member's area of the curriculum or related services is not being modified or discussed in the meeting; or
  2. The member's area of the curriculum or related services is being modified or discussed in the meeting but, not less than five (5) calendar days prior to the meeting, the excused member has submitted to the parents/persons in parental relation and the CSE written input into the development of the IEP, particularly with respect to their area of curriculum or related services; or
  3. The committee member is unable to attend due to an emergency or unavoidable scheduling conflict and the District submits the written input listed in 2. above to the parents/persons in parental relation within a reasonable time prior to the meeting and prior to obtaining written consent to the excusal by the parents/persons in parental relation;

(Continued)

Students

**SUBJECT: APPOINTMENT AND TRAINING OF COMMITTEE ON SPECIAL EDUCATION (CSE)/SUBCOMMITTEE ON SPECIAL EDUCATION MEMBERS (Cont'd.)**

- g) At the discretion of the parent or the Committee, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate. The determination of knowledge or special expertise shall be made by the party (parents or School District) who invited the individual to be a member of the subcommittee;
- h) An individual who can interpret the instructional implications of evaluation results, who may be a member described in letters "b" through "g" of this subheading; and
- i) Whenever appropriate, the student with a disability.

**Training**

The training of qualified personnel is essential to the effective implementation of the Regulations of the Commissioner of Education regarding the education of all students with disabilities.

The Director of Special Education shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for carrying out the provisions of Part 200 of the Commissioner's Regulations as well as members of the Committee on Special Education.

**Alternative Means of Meeting**

When conducting a meeting of the Committee on Special Education (CSE), the parent and the representative of the District appointed to the CSE may agree to use alternative means of meeting participation, such as videoconferences and conference calls.

Individuals with Disabilities Education Act (IDEA) 20 USC Section 1400 et seq.  
34 CFR Part 300 and Section 300.321  
Education Law Section 4402  
8 NYCRR Sections 200.2(b)(3), 200.3, and 200.4(d)(4)(i)(d)

NOTE: Refer also to Policies #7613 -- The Role of the Board in Implementing a Student's Individualized Education Program  
#7632 -- Appointment and Training of Committee on Preschool Special Education Members

1<sup>st</sup> Reading:  
Adoption:

BOARD OF EDUCATION SPECIAL MEETING  
BUDGET PRESENTATION  
JR./SR. HIGH SCHOOL AUDITORIUM  
MAY 16, 2013

**MEMBERS PRESENT:** Mr. Steven Cerne, Mr. Michael Byrnes, Mr. Michael Breeden, Mr. Colin Campbell, Mr. Scott Henderson, Mrs. Barbara Henry, Mrs. Kristen Pinker

**ABSENT:**

**OFFICIALS PRESENT:** Mrs. Sandy Anzalone, Superintendent; Mrs. Barbara Thomasulo, District Clerk

**ALSO PRESENT:** Mrs. Loran Carter, GLP Principal; Miss Marisa Fallacaro, Athletic Director; Mr. Marc Graff, Jr./Sr. High School Principal; Mrs. Shawn Johnson, Director of Pupil Personnel; Mrs. Lucinda Karstedt, Director of Information Technology; Mr. Richard Schaefer, Eden Elementary Principal

At 7:07 p.m., Mr. Cerne called the meeting to order and asked those present to join in the Pledge of Allegiance.

**Call to Order**

At 7:08 p.m., Mr. Cerne made a motion, seconded by Mrs. Pinker to enter executive session to discuss administrative contracts. Carried unanimously.

**Entered executive session**

At 7:28 p.m., Mrs. Pinker made a motion, seconded by Cerne to return to regular session. Carried unanimously.

**Returned to regular session**

Mr. Cerne made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, the eighth grade overnight field trip to Cleveland, Ohio May 16, 2013-May 17, 2013 be approved. Discussion ensued. Carried unanimously.

**Approved eighth grade field trip**

Mrs. Anzalone stated the budget planning began in the fall. There were budget meetings held in February, March and April and a budget hearing in May. The budget vote is May 21<sup>st</sup>. Major expenditures are salary increases of \$711,921, retirement contribution increases of \$563,935, and healthcare coverage increases of \$376,794. There were decreases of \$169,958 in other areas. Total expenditures are \$1,482,692, which equates to a 5.9% increase. Expenditures are predicted to exceed revenues by \$1,691,041 in 2013-2014 and by \$3,602,096 in 2016-2017. The budget gap will be closed using reserves in the amount of \$426,000, a 1.99 tax increase for a total of \$256,000, additional state aid in the amount of \$231,000, negotiated healthcare price reduction of \$229,000, staff expense reduction of \$466,000 and administrative expense reduction of \$92,000 for a total of \$1,700,000. Changes will be made to the Jr./Sr. High schedule. Classes will be 42 minutes in length with eight periods per day. The following courses will be

**Budget presentation**

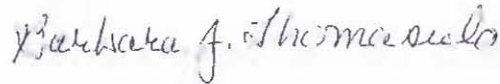
eliminated at the Jr./Sr. High School: Happiness 101, Lifeguarding, Plastics, Transportation Systems, Accounting, AEIP, Career and Financial Management, Electronic Information Processing, German 1A, 7<sup>th</sup> grade, International Studies, Jazz Studies, Manufacturing Systems, Music in Our Lives, Music Theory, Printmaking, Theater, and Video Production. The teaching position added at GLP this year will be maintained. A retirement at Eden Elementary School will be replaced. Music, Art and Library will be reduced across the district. In the Jr./Sr. High School, two Health/PE teachers will be cut, as well as .5 FTE Business teacher, .2 German teacher, .5 Spanish teacher, 1.0 Math teacher, 1.0 ELA teacher, 1.0 Science teacher, 1.0 Social Studies teacher 1.0 Tech teacher. The Jr./Sr. High School Assistant Principal position will be retained as a ten-month position with a proportional pay decrease. The Elementary Principal will retire and be replaced at a lower cost. The Finance Director and Curriculum Director will be replaced at a lower cost. All sports teams, musicals, individual music lessons, AP and college credit classes, clubs, the Gifted & Talented program and two transportation runs will be maintained. The 5 pm late run will be cut. If the budget is voted down twice, an additional \$256,000 would have to be cut. The budget vote is Tuesday, May 21, 2013 from 9 am – 9 pm in the Jr./Sr. High School auditorium foyer. The 2013-2014 budget amount is \$25,720,426. The spending increase is \$540,395 over the current year (2.2%).

**Comments** Mr. Cerne asked for comments from the public. There were no comments.

**Future dates**

- ◆ Next Regular Board of Education Meeting – Monday, May 20, 2013 – 7:00 p.m. – Jr./Sr. High School Auditorium
- ◆ Annual Board of Education Budget Vote – Tuesday, May 21, 2013 – 9:00 a.m. – 9:00 p.m. – Jr./Sr. High School Auditorium Foyer

Respectfully submitted,



Barbara J. Thomasulo  
District Clerk

BT/

BOARD OF EDUCATION SPECIAL MEETING  
BUDGET HEARING  
JR./SR. HIGH SCHOOL CAFETERIA  
MAY 7, 2013

MEMBERS PRESENT: Mr. Steven Cerne, Mr. Michael Byrnes, Mr. Michael Breeden, Mr. Scott Henderson, Mrs. Barbara Henry, Mrs. Kristen Pinker

ABSENT: Mr. Colin Campbell

OFFICIALS PRESENT: Mrs. Sandy Anzalone, Superintendent; Mrs. Loraine Ingrasci, Interim Director of Finance; Mrs. Barbara Thomasulo, District Clerk

ALSO PRESENT: Mrs. Loran Carter, GLP Principal; Miss Marisa Fallacaro, Athletic Director; Mr. Marc Graff, Jr./Sr. High School Principal; Mrs. Shawn Johnson, Director of Pupil Personnel; Mrs. Lucinda Karstedt, Director of Information Technology; Mr. Richard Schaefer, Eden Elementary Principal

At 7:04 p.m., Mr. Cerne called the meeting to order and asked those present to join in the Pledge of Allegiance.

**Call to  
Order**

Mr. Cerne made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, the 2013-2014 Commitment for BOCES Services be approved as presented. Carried unanimously.

**Approved  
2013-2014  
BOCES  
Service  
Commitments**

Mrs. Ingrasci presented the 2013-2014 budget. The proposed budget is \$25,720,426. It represents a 2.1% budget to budget increase over last year, with a property tax increase of 1.99%. The allowable increase under the tax cap for Eden is 2.92%. Enrollment over the past ten years has decreased by 13.23%; however, staffing has only decreased by 2.29%. Revenue sources over the past ten years include a 66.87% increase in property taxes and a 25.45% increase in State aid. Some of the changes in the budget from last year are the reduction of one administrative position, the elimination of the third & fourth grade Gifted & Talented program, the elimination of five faculty positions, a \$400,000 reduction in staff and/or benefits, a 10% reduction in materials & supplies; a 5% reduction in athletics and non-mandated music and art, the elimination of the 5 pm bus run, and an increase in state aid in the amount of \$231,801. In addition, a teaching position was added at GLP and a retiring teacher from Eden Elementary School will be replaced due to enrollment. If the budget does not pass, there will be another chance to vote. If it fails a second time, the tax levy must be frozen, and \$255,788 will then have to be cut from the budget.

**Annual  
Budget  
Hearing**

Mr. Byrnes asked Mrs. Anzalone if it was possible to find a way to keep the assistant principal position and some of the teaching positions.

Mrs. Anzalone had asked the Principal to look at a more traditional secondary schedule. The process has just been started.

**Comments** Mr. Cerne asked for comments from the public.

- ◆ Mark Vona, Elementary Music Teacher, stated that public education is being defunded. It is a difficult time for the teaching profession. Our teachers know how to work together with administrators. Teachers are being attacked and defunded.
- ◆ Tebra Howard, President of the CSEA and taxpayer, inquired where the money that was in reserves for several years went. She went on to state that the district had in excess of the 4.5% fund balance allowable by state law. Mrs. Howard stated that morale is low. CSEA negotiations should have started March 1<sup>st</sup>. CSEA took a 20% decrease and pay more into health insurance. Mr. Cerne responded that the reserves were being used each year. Some of the reserves were used to cover a \$1.6 million gap for next year.
- ◆ Earl Cooper, resident, has lived in Eden for 63 years. He stated he has never seen cuts here like those proposed. He objected to the cut to the 3<sup>rd</sup> and 4<sup>th</sup> grade Gifted and Talented program. He thanked Mrs. Henry and Mr. Byrnes for responding to his e-mails, and he expressed his dissatisfaction about the way things are going.
- ◆ Sarah Rockwood-Klute, Jr./Sr. High School Science Teacher, feels that by cutting classes, we are doing a great injustice to students who need guidance, discipline and a solid education. All teachers strive to do the best for the kids. She would like to be a voice for the students, whose concerns are not being heard.
- ◆ Molly Barnard, sophomore, is against cutting teachers. Cutting teachers will give students fewer opportunities to get individual help. She asked the Board not to get rid of teachers that students need.
- ◆ Emily Hale, sophomore, said she came to Eden for the 80 minute classes. Emily feels that 40 minute classes do not give students enough learning time. She also is opposed to cutting late buses. If she stays for sports, she will not get home until 7 pm because of her parents' work schedules. Emily does not want cuts in Music. She inquired about study hall in the new schedule. Mrs. Anzalone said there would be study hall, more opportunities, and more likelihood that students would get a class they asked for.
- ◆ Kayla Stamper, student, would like to continue her art skills in tattooing and piercing. Electives are a big part of her education, as there are no tattooing colleges. She asked the board not to cut teachers, the assistant principal and classes.
- ◆ Hailee Jarrell, junior, asked the board not to change the schedule. She said coming from a school with 40 minute classes, her grades are much better now with 80 minute classes.
- ◆ Stacy Nadrich, student, would like to keep the 80 minute class schedule. In Physics and Math, she needs more time. She feels that test scores will be lower with 40 minute classes.

- ◆ Sue Wilhelm, parent and teacher, feels that class sizes will be too large with the teacher cuts, and student needs won't be met.
- ◆ Makahla Stang, student, expressed concern over teacher positions being eliminated. She cannot focus in larger classes. She feels that test scores will drop and fewer electives will have a negative impact on students applying for college.
- ◆ Chris Clark, parent, coach and Orchard Park teacher, asked that people stand in solidarity for a cause – education. (Most stood.) He stated that teachers have now become a target. The people present would not be here without the educators who put them here. He would like his children to have the same opportunities.
- ◆ Nancy Koester, parent, suggested that the district try a 60 minute schedule, if people felt 80 was too long and 42 was too short. She also spoke in favor of the AP teacher position that is slated to be cut.
- ◆ Jennifer Hale, parent, stated she is in private education. She thanked the teachers for the wonderful job they did with her daughter the previous year. She asked the board not to fail us now. She also asked the board to keep the late bus. Without it, her daughter won't be able to play sports.
- ◆ Eric Cooper, parent and teacher, stated the only reason for going to a traditional 40 minute schedule is to cut teachers. As a professional educator, he sees the benefits to having longer class times. It was stated that the top five schools in the county are on 40 minute schedules, but he added that the bottom five schools are also on 40 minute schedules. There is more to education than the bottom line.
- ◆ Carol King, first grade teacher, spoke in favor of AP courses and electives.
- ◆ Laura Feasley, Math teacher and ETA treasurer, asked that they look at the drop in enrollment compared to the drop in teaching staff, as opposed to all staff. Teaching staff has decreased over the past years, but Special Education teaching staff has increased.
- ◆ Colleen Gaglione, parent and PTA representative, asked where to find more information regarding the teaching cuts before the budget vote. Mr. Cerne responded that there are five teachers slated to be cut, possibly more, and that the Board is trying to come up with the best possible solution.
- ◆ Paula Farrell, Math teacher, mentioned that a Rochester school Valedictorian was unable to gain admittance to a SUNY school, because she did not have an ample sampling of necessary coursework. She does not want our students to have these issues. She reminded the Board that the prior year they proposed the use of reserves. She inquired at which meeting they decided to retract their commitment to use surplus money. Regarding health insurance, she stated that one week was not enough time to choose a new health plan. Due to our overall wellness, the budgeted 14% increase in health insurance rates will only be mid-single digits. During negotiations, teachers took a pay concession for this year, and they are increasing their insurance contribution an additional 5% in the upcoming school year.

- ◆ Monica Donovan, English teacher, inquired if larger class sizes, few or no electives, loss of the Gifted and Talented program and having only one administrator in the Jr./Sr. High School will get us into the top ten schools.
- ◆ Jen Horschel, parent, stated that the future of education seems to be going backwards by cutting teachers, support staff and programs at an alarming rate. Without supporting the school, we will have no community, because our children will not move back here. She feels that districts should not be responsible for the financial woes of the community. The real issues are Medicaid and prison systems. Why are we spending more for benefits for hardened criminals, than for our children? We cannot cut our way to solvency, especially with the increased mandates. She asked that people write their politicians.
- ◆ Patty Krouse, parent, thanked the board members who stayed after the last meeting to speak to the public. There was an ad in the Pennysaver about Miss Menkiena's duties. It is disturbing that the other administrators will have to assume all of her duties.
- ◆ Colleen Griffin, Speech teacher and committee member for the Autism Walk, stated that over 500 people came out to support the Autism Walk. She feels that many people would be willing to pay a little more in taxes to save programs.
- ◆ Paul Shephard, parent, thanked the teachers on National Educators' Day for what they do for the district, especially while under stress. The new APPR standards put added stress on the Principal. Without an Assistant Principal, how will he do all the evaluations required and keep up with discipline. That would be a safety issue. He asked that the Board reconsider the Assistant Principal position and a few of the other cuts.
- ◆ Don Johnson, parent, stated that his taxes have doubled in the last ten years. If taxes keep increasing, his kids won't be able to stay here. If cuts are made, their programs will be cut. He asked where do we come up with the money.

**Future dates**

- ◆ Next Regular Board of Education Meeting – Monday, May 20, 2013 – 7:00 p.m. – Jr./Sr. High School Auditorium
- ◆ Annual Board of Education Budget Vote – Tuesday, May 21, 2013 – 9:00 a.m. – 9:00 p.m. – Jr./Sr. High School Auditorium Foyer

Respectfully submitted,

*Barbara J. Thomasulo*

Barbara J. Thomasulo  
District Clerk

At 8:20 p.m., Mr. Cerne made a motion, seconded by Mr. Breeden to enter executive session to discuss the Director of Finance contract, the Driver Education contract and the employment history of a particular person. Carried unanimously.

**Enter  
executive  
session**

Mrs. Pinker was excused at 9:30 p.m.

**Mrs. Pinker  
excused**

At 9:45 p.m., Mr. Cerne made a motion, seconded by Mrs. Henry to return to regular session. Carried unanimously.

**Return to  
regular  
session**

Mr. Cerne made a motion, seconded by Mrs. Henry to enter into a contract with Ron Uhlman to run summer driver education 2013 subject to terms and conditions set forth by the Superintendent. Carried unanimously.

**Approve  
driver ed  
contract**

Mr. Cerne made a motion, seconded by Mr. Breeden to adjourn. Carried unanimously.

**Adjourned**

The meeting adjourned at 9:51 p.m.

Respectfully submitted,



Steven P. Cerne, President  
Board of Education

SC/bt



BOARD OF EDUCATION MEETING  
JR./SR. HIGH SCHOOL AUDITORIUM  
MAY 20, 2013

MEMBERS PRESENT: Mr. Steven Cerne, Mr. Michael Breeden, Mr. Michael Byrnes, Mr. Colin Campbell, Mr. Scott Henderson, Mrs. Kristen Pinker

ABSENT: Mrs. Barbara Henry

OFFICIALS PRESENT: Mrs. Sandy Anzalone, Superintendent; Mr. Thomas Murphy, Director of Finance; Mrs. Barbara Thomasulo, District Clerk

ALSO PRESENT: Mr. Marc Graff, Jr./Sr. High Principal; Mrs. Shawn Johnson, Director of Pupil Personnel; Mrs. Lucinda Karstedt, Director of Information Technology; Mr. Richard Schaefer, Elementary Principal

At 7:04 p.m., Mr. Cerne called the meeting to order and asked those present to join in the Pledge of Allegiance.

**Call to Order**

Mrs. Pinker asked if anyone wished to remove any items from the consensus items. Mr. Campbell asked to remove III. P. a & k. Mr. Byrnes asked to remove III. J.

**Request to withdraw items**

Mrs. Pinker made a motion, seconded by Mr. Breeden that the following consensus items be approved as listed in the Administrative Memorandum (III. A –I, K-O, P. 1. h-j):

**Approved consensus items**

Minutes of the April 15, 2013 Regular Board of Education Meeting.

Minutes of the April 23, 2013 Special Board of Education Meeting.

Revenue Budget Status Report for the period ending April 30, 2013.

Treasurer's Report for the period ending April 30, 2013.

Multi Fund Warrant for the period ending April 30, 2013 in the amount of **\$694,424.99** be approved. This Warrant is broken down as follows: General Fund portion **\$641,002.85**, Cafeteria Fund portion **\$14,513.23**, Federal Fund portion **\$1,282.69**, Trust & Agency Fund portion **\$37,626.22**, and Capital Fund portion **\$0.00**.

ACH Wire Transfer Warrant for the period ending April 30, 2013 in the amount of **\$134,297.00**.

Appropriation Status Report for the period ending April 30, 2013.

Extraclassroom Activities Fund Report for the period ending April 30, 2013.

Budget Transfers for April 2013.

April 2013 Claims Auditor Report.

**Appointed substitutes**

The following personnel are appointed as substitutes, provided that these appointments will not be effective and service to the District pursuant thereto shall not begin until there has been compliance with statutory and regulatory provisions for fingerprinting/certification and clearance for employment:

<u>Name</u>	<u>Area</u>	<u>Effective Date</u>	<u>Certification</u>
Edward O'Donnell	I-6	May 21, 2013	CE 1-6 / SWD 1-6
Jill Nurmi	K-6	May 21, 2013	CE 1-6

**Supplemental activities**

The following personnel be appointed to Supplemental Activities positions for the 2012-2013 school year as presented:

Joseph Winiecki, Volunteer Modified Track Coach  
Sandra Pintabona, Music Security

**Approved unpaid LOA**

An unpaid leave of absence be approved for Mechanic Foreman, **Daniel Ricotta**, effective June 24, 2013 through June 28, 2013.

**Approved policies**

The first reading of the following policies be approved:

- #5150 Contingency Budget
- #5510 Accounting of Funds
- #5511 Allegations of Fraud
- #5660 School Food Service Program
- #5672 Information Security Breach & Notification
- #6130 Evaluation of Personnel
- #7210 Student Evaluation
- #7330 Searches and Interrogations of Students
- #7631 Appointment and Training of Committee on Special Education (CSE) /Subcommittee on Special Education Members

**Consensus items III. A –I, K-O, P. 1. b-j carried unanimously.**

**Motion to approve March claims auditor report**

Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, the March 2013 Claims Auditor Report be accepted. Discussion ensued. Mr. Byrnes suggested postponing the motion until the June meeting. No vote was taken.

**Postponed claims auditor rept approval**

Mr. Cerne made a motion, seconded by Mr. Breeden to postpone the motion to accept the March 2013 Claims Auditor Report until the next meeting. Carried unanimously.

**Policy #1730 & #7640**

Mr. Campbell would like to postpone the approval of this policy for further discussion and possible revision until after the policy committee meets again. No vote was taken.

<p>At 7:07 p.m., Mr. Cerne asked for comments from the public present. There were no comments.</p>	<p><b>Comments</b></p>
<p>Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, the resignation for the purpose of retirement of Senior Clerk Typist, <b>Dottie Bauer</b> be accepted effective July 5, 2013. The Board and Administration wish to thank Mrs. Bauer for her 22 years of service to the District. Carried unanimously.</p>	<p><b>Accepted resignation – D. Bauer</b></p>
<p>Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, the resignation of Occupational Therapist, <b>Jody Bialaszewski</b> be accepted effective May 31, 2013. The Board and Administration wish to thank Mrs. Bialaszewski for her 7 years of service to the District. Carried unanimously.</p>	<p><b>Accepted resignation – J. Bialaszewski</b></p>
<p>Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, the resignation of Elementary Principal, <b>Richard Schaefer</b> be accepted effective July 1, 2013. The Board and Administration wish to thank Mr. Schaefer for his 22 years of service to the District. Carried unanimously.</p>	<p><b>Accepted resignation – R. Schaefer</b></p>
<p>Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, <b>Thomas Murphy</b>, who is certified as a School Business Official, be appointed on probation as Director of Finance effective May 21, 2013 and ending November 20, 2013. Salary is \$75,000. Carried unanimously.</p>	<p><b>Appointed Director of Finance – T. Murphy</b></p>
<p>Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, upon successfully completing her probationary period, <b>Shana Cole</b> be granted tenure as a Special Education Teacher effective August 31, 2013. Carried unanimously.</p>	<p><b>Tenure appt. – S. Cole</b></p>
<p>Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, <b>Amy Fleissner Collins</b>, who is provisionally certified as a School Psychologist, be appointed on probation as a 1:1 Teacher Aide effective May 21, 2013 and ending November 20, 2013. Salary is based on <b>CSEA Contract, Level IV, Step 1</b>. Discussion ensued. Carried unanimously.</p>	<p><b>Appointed T. Aide – A. Collins</b></p>
<p>Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, <b>Shannon Rice</b>, who is initially certified in ELA 7-12, be appointed on probation as a 1:1 Teacher Aide effective May 21, 2013 and ending November 20, 2013. Salary is based on <b>CSEA Contract, Level IV, Step 1</b>. Carried unanimously.</p>	<p><b>Appointed T. Aide – S. Rice</b></p>
<p>Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, the transportation request from GLP School to the Eden Boys &amp; Girls Club be extended for one additional week through June 14, 2013. Carried unanimously.</p>	<p><b>Approved extension of transportation to B&amp;G Club</b></p>

- Approved Boston Rec bus use** Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, transportation via school bus be approved for Town of Boston Recreation for their 2013 summer field trip program as per the attached request. Discussion ensued. Carried unanimously.
- Approved Eden Rec bus use** Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, transportation via school bus be approved for Town of Eden Recreation for their July 19, 2013 summer field trip to Darien Lake. Carried unanimously.
- Approved Eden Kindercare bus use** Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, transportation via school bus be approved for Eden Kindercare for their 2013 summer field trip program as per the attached request. Carried unanimously.
- Approved excessing library books** Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, library books as presented be declared excess and disposed of as the District deems necessary. Discussion ensued. Carried unanimously.
- Approved APPR plan** Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, the APPR Plan required by New York State be approved as presented. Discussion ensued. Carried unanimously.
- Approved MOU w/Eden ASA** Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, the MOU between the Eden Central School District and the Eden Administrative/Supervisory Association signed May 16, 2013 be approved as presented. Discussion ensued. Carried unanimously.
- Accepted Beth Kushner scholarship** Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, the Beth Kushner Scholarship be accepted as presented. Carried unanimously.
- Approved budget increase** Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, the 2012-2013 budget be increased by \$1,719.12 to \$25,290,688.10 to account for increased revenues. Carried unanimously.

*Note: The District received \$17.14 from Abibow for the Jr./Sr. High; \$849.99 from the Jr./Sr. High Musical to purchase a CD Recorder; \$15.64 from Abibow for Eden Elementary; \$707.80 from Box Tops for GLP; \$128.35 from PTA for clipboards for second grade; and \$.20 from Box Tops for GLP.*

Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, **Mr. Thomas Murphy**, Director of Finance be appointed as Purchasing Agent effective May 21, 2013. Carried unanimously.

**Appointed  
purchasing  
agent – T.  
Murphy**

Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, **Mr. Thomas Murphy**, Director of Finance be appointed as Hearing Official effective May 21, 2013. Carried unanimously.

**Appointed  
hearing  
official – T.  
Murphy**

Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, the signature, both manual and/or reproduced by machine of **Mr. Thomas Murphy**, Director of Finance be designated as official signature for the disbursement of district funds effective May 21, 2013. Carried unanimously.

**Designated  
official  
signature –  
T. Murphy**

Mrs. Pinker made a motion, seconded by Mr. Breeden that upon the recommendation of the Superintendent, **Mr. Thomas Murphy**, Director of Finance be bonded under the blanket bond of the District effective May 21, 2013. Carried unanimously.

**Bonded  
Director of  
Finance – T.  
Murphy**

- ◆ Autism Walk – Katie Musso & Carol Wiles presented the highlights of the April 20, 2013 Autism Walk to raise awareness and money for a sensory room in the Elementary building. The event showed an outpouring of support from teachers, staff and the community. Nearly 600 participants walked and raised over \$24,000. Donations continue to come in. The sensory room will be ready in the Fall of 2013.
- ◆ Credential Options for Students with Disabilities – Shawn Johnson & Jennifer Carriero presented the options for students with disabilities to meet the new state requirements. This will affect 147 students in grades 7-12. Students can currently earn a Regents diploma with a passing grade of 65 on all five required Regents courses: Math, Science, Global Studies, US History and English 11. If they cannot earn a 65 on all five exams, they have a safety net of a low pass option - earning a 55 on the five exams. The cohort prior to 2011 has a safety net of a low-pass option and/or Regents Competency Tests (RCT) tests in Math, Global Studies, Science, US History, and instead of English 11, they have a reading and writing component. The safety net or RCT option would earn them a local diploma. With the new requirements, they need to pass five Regents exams with a 65 or above to earn a Regents Diploma. A low pass option of 55 is available, but the RCT is gone. There is now a compensatory safety net option, whereby they must earn one exam grade of 65 or above and can earn an exam grade between 45 and 55 on another exam, but not on English or Math. This will give them a local diploma. They all have to take the Regents exam. Another option is the NYS Career & Development and Occupational Studies Commencement Credential. It focuses on technical education to make sure students are ready to

**From Admin  
& Staff**

work. To earn this credential, they must have a career plan, which is a vocational assessment. They need work based experience or technical education, which includes no less than two units of study in high school in a career & tech education program and work based learning experience, including a minimum of 54 hours of documented school supervised work base and a work skills employability profile during their senior year. Students can stay in High School until age 21. The last option is the Skill and Achievement commencement credential, which was the IEP diploma. They must be NYS alternately assessed, be in school for 12 years, not including kindergarten, follow career development and occupational study standards, which are embedded in their curriculum. The IEP diploma will no longer be available after June 2013.

**Supt report** Mrs. Anzalone reported that the Regional Scoring Institute is an opportunity for our teachers to work with BOCES to score exams in a secure location and process. It requires time, dedication, and professionalism. She stated that BOCES sent letters of commendation to Tiffany Kwas, Keith Fronczak, Sue-Lynn Wieberg and Sue Gianiodis for the work they did in keeping scoring secure and extended her thanks to them.

**Board report** Mr. Cerne reported that the ETA gave notice that they intend to take legal action regarding the schedule change. The District must plan accordingly for that. He asked Mrs. Anzalone to find out what that might cost for budgeting purposes.

**Future dates**

- ◆ Annual Board of Education Budget Vote – Tuesday, May 21, 2013 – 9:00 a.m. – 9:00 p.m. – Jr./Sr. High School Auditorium Foyer
- ◆ Next regular Board of Education meeting – Monday, June 17, 2013 – 7 p.m. – Jr./Sr. High School Auditorium

**Executive session** At 7:49 p.m., Mr. Cerne made a motion, seconded by Mr. Breeden that the Board of Education enter executive session to discuss a level four grievance with the ETA, and to discuss the CSEA and ETA MOU on CPR & AED. He invited Richard Schaefer and Eric Cooper into executive session for this discussion. Carried unanimously.

Respectfully submitted,

*Barbara J. Thomasulo*

Barbara J. Thomasulo  
District Clerk

BT/

**Regular session** At 9:16 p.m., Mr. Cerne made a motion, seconded by Mr. Byrnes to return to regular session. Carried unanimously.

**Approved DE Contract** Mr. Henderson made a motion, seconded by Mr. Breeden to enter into a Summer Driver Education Agreement with Ronald Uhlman. Discussion ensued. Carried unanimously.

Mr. Cerne made a motion, seconded by Mr. Breeden to adjourn. Carried **Adjourned**  
unanimously.

The meeting adjourned at 9:24 p.m.

Respectfully submitted,

Steven P. Cerne  
Board President

SPC/bt



**SECTION VI**

**NYS PUBLIC HIGH SCHOOL ATHLETIC ASSOCIATION, INC.**

355 Harlem Road • West Seneca, NY 14224

[www.section6.e1b.org](http://www.section6.e1b.org)

(716) 821-7092

(716) 821-7299

FAX (716) 821-7352

April 22, 2013

Sandra Anzalone, Superintendent  
Eden Jr./ Sr. High School  
3150 Schoolview Rd.  
Eden, NY 14057

Dear Sandra Anzalone,

On behalf of Section VI, NYSPHSAA, I would personally like to congratulate you and your athletes at Eden Jr./ Sr. High School for winning the Section VI Class C Boys Bowling title for the 2012-13 Winter Season.

Your commitment, hard work and dedication to your sport and the continuous journey toward performance excellence is to be commended.

Please accept my personal regards and best wishes for continued success.

Sincerely,

A handwritten signature in cursive script that reads "Timm Slade".

Timm Slade,  
Executive Director  
Section VI, NYSPHSAA

# Memo

**To:** Sandra Anzalone, Superintendent  
**From:** Shawn Jonson, Director of Pupil Personnel Service  
**Date:** 6/10/2013  
**Re:** Summer School Staff Appointments

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Please accept this recommendation for the following staff to be appointed for summer school positions effective 7/8/13-8/16/13. Summer school will run 9:00-12:30 daily at the GLP. Thank you.

Katherine Musso – Special Education Teacher  
Christine Durringer – Special Education Teacher  
Colleen Griffin - .5 Speech Therapist  
Dana Fazzolari - .5 Speech Therapist  
Darlene Smith – School Nurse  
Jamie O'Brien – Classroom Aide  
Gail Krebs – Classroom Aide  
Judith Rizzone – 1:1 Aide  
Tom Wall – 1:1 Aide  
Kelly Fronczak – 1:1 Aide  
Marisa Fallacaro – Adapted Physical Education Teacher

Carol Stumpf – Substitute teacher for Summer School  
Elaine Funch – Substitute Aide for Summer School Program

EDEN CENTRAL SCHOOL TRANSPORTATION DEPARTMENT

RE: SUMMER WORK STAFF FOR TRANSPORTATION

Date: 6/12/2013

Dear Sandra Anzalone & Eden BOE;

I would like to recommend the following staff members for summer work;

**DRIVERS FOR SUMMER ROUTES**

Marg Skura going to Gateway & CPC/ approx. daily hours of 5.50. 7/3/13 to 8/16/2013.

Vincent Vacco going to Falk School and GLP/ approx, hrs. 4.75 per day. 7/1/13 to 8/16/2013.

RoseMary Peters to Frontier HS& Ormsby/ approx. hrs. 5.25 per day. 7/1/13 to 8/14/2013.

Kathleen Keller to N. Collins Elem. & Eden HS/ approx. 4 hrs(M,W,F) & 6 hrs (T & TH). 7/1/2013 to 8/9/2013.

Linda Christ to Aspire/ approx. 5 hrs. per day. 7/8/2013 to 8/16/2013.

Janette Bonczar to Eden's GLP/ approx. hrs. 3 per day. 7/8/2013 to 8/8/2013.

**ATTENDANTS**

Mary Tarasiewicz to Gateway & CPC/ approx. 5 hrs. per day. 7/3/2013 to 8/16/2013.

Diane Zimmer to Aspire/ approx. 4 hrs. per day. 7/8/2013 to 8/16/2013.

Judy Gustas Stoj to Eden's GLP/ approx. 3 hrs per day. 7/8/2013 to 8/16/2013.

Ellen Pulinski to N. Collins Elem. & Eden HS/ approx. 3 hrs (M,W,F) & 4.5 hrs. (T & TH). 7/1/2013 to 8/9/2013.

Truly,

Rose M. Heckathorn  
Transportation Supervisor

**SUBSTITUTE DRIVERS & FIELD TRIP DRIVERS 2013**

Marg Skura

Vincent Vacco

RoseMary Peters

Maun Best

Kathleen Keller

Linda Christ

Janette Bonczar

Patricia Bogue

Mike Best

Deb Schwabel

Danielle Gabel

Dale Blonar

Juliann Blencowe

Ruth Pirog

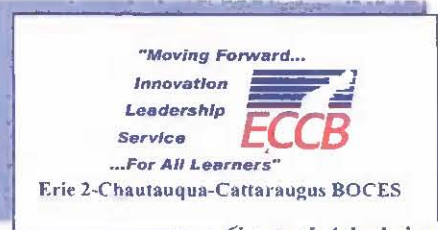
EDEN CENTRAL SCHOOL DISTRICT

2012-13

BUDGET	BOE DATE	ITEM	ENTRY #	REVENUE CODE	REVENUE RECEIVED	ESTIMATED REVENUE #510	BUDGET CODE	APPROPRIATIONS #960
		PTA - GLP FIELD TRIPS		A2705	\$ 147.56	-		-
		GAA - ELEM SENSORY ROOM(AUTISIM WALK)		A2705	\$ 23,031.32	23,031.32	A2250.200-02-0000	23,031.32
		6TH GR STUDENT COUNCIL - ELEM LIBRARY BOOKS		A2705	\$ 1,027.54	1,027.54	A2610.460-02-0000	1,027.54
		EDEN CHAMBER OF COMMERCE SCHOLARSHIPS (2)		TE2705	\$ 700.00	-	TE2989.400	-
24,058.86	17-Jun	<i>INTEREST ALLOCATION</i>					24,058.86	
<b>AMENDMENTS</b>							134,715.96	
							<u>134,715.96</u>	
							<u>25,314,746.96</u>	<b>2012-13</b> AMENDED BUDGET
						<u>24,614,385.01</u>		<u>25,462,916.89</u>

EEDEN CENTRAL SCHOOL DISTRICT  
2012-13

BUDGET	BOE DATE	ITEM	ENTRY #	REVENUE CODE	REVENUE RECEIVED	ESTIMATED REVENUE #510	BUDGET CODE	APPROPRIATIONS #960	APPROX FUND BALANCE #599	UNEMPLOYMENT RESERVE #815	RESERVE FOR RETRAINT CONT #827	RESERVE FOR EMP BENEFITS #867	CAPITAL RESERVE - 07 #878	REPAIR RESERVE #882	NONSPENDABLE PREPAID EXP #906	ASSIGNED APPROX FUND BAL #914/915	UNASSIGNED FUND BAL #917
24,560,886.00	25,180,031.00	15-May 2012-13 ADOPTED BUDGET	JE-187			24,560,886.00		25,180,031.00	(619,145.00)	703,139.09	579,667.99	525,244.82	402,016.12	162,894.03	133,297.00	619,145.00	3,158,438.13
619,145.00		FUND BALANCE - 8/06/12 BOE	PYJE-251						-	131,741.00	1,900,000.00						(2,031,741.00)
		OUTSTANDING ENCUMBRANCES	EN-2/JE-76					148,169.93	(148,169.93)								148,169.93
		REVERSE PREPAID EXPENSES	JE-8												(133,297.00)		133,297.00
		2-Jul INTEREST ALLOCATION CR10163								145.91	120.29	108.99	79.73	33.79			
		PTA - ELEM FIELD TRIPS 2011-12	A2705		\$ 1,046.99	-											
		ELEM - GM BOX TOPS	A2705		\$ 290.30	290.30	A2020.479-02-0000										
		ELEM - LIFETOUGH	A2705		\$ 222.81	222.81	A2020.479-02-0000										
		BUFFALO FINE ARTS ACADEMY - JR HIGH ART DEPARTMENT	A2705		\$ 750.00	750.00	A2110.451-01-1100										
		BUFFALO FINE ARTS ACADEMY - GLP ART DEPARTMENT	A2705		\$ 500.00	500.00	A2630.451-00-0000										
		ELEM - ABIBOW RECYCLING	A2705		\$ 22.42	22.42	A2020.479-02-0000										
		JR/SR HIGH - ABIBOW RECYCLING	A2705		\$ 22.68	22.68	A2020.479-01-9999										
		GLP - ABIBOW RECYCLING	A2705		\$ 16.04	16.04	A2020.479-04-0000										
		ELEM - LAVIN BOCES WORKSHOP	A2705		\$ 100.00	100.00	A2010.490-02-0000										
1,924.25		6-Aug INTEREST ALLOCATION CR10227								145.47	379.53	94.40	68.18	29.27			
		PTA - GLP GRK ZOO FIELD TRIP 2011-12	A2705		\$ 419.51	-											
		GLP - TARGET	A2705		\$ 202.55	202.55	A2020.479-04-0000										
		ELEM - TARGET	A2705		\$ 353.89	353.89	A2020.479-02-0000										
		OHIOPLYLE - SCHOOL SPIRIT PRODUCTS	JE-77		\$ 60.71	-											
556.44		17-Sep INTEREST ALLOCATION CR10331								147.76	438.77	92.95	66.00	28.84			
		JR/SR HIGH - TARGET	A2705		\$ 438.97	438.97	A2020.479-01-9999										
		EDEN PTA - BICENTENNIAL TOUR GR 2 & GR 4	A2705		\$ 1,000.00	510.00	A2110.140-00-0000										
						60.00	A9020.800-00-0000										
						39.00	A9030.800-00-0000										
						391.00	A5510.160-00-4100										
		JR/SR HIGH - MASTERMINDS/INTERSCHOLASTIC CHESS	A2705		\$ 695.00	695.00	A2110.490-00-0000										
		VOLLEYBALL CLUB - OFFICIALS (2012 TOURNAMEN	A2770		\$ 3,967.00	3,967.00	A2855.448-00-0000										
6,100.97		15-Oct INTEREST ALLOCATION CR-10551								148.37	440.62	93.35	68.21	28.95			
		OHIOPLYLE - SCHOOL SPIRIT PRODUCTS	A2705		\$ 62.79	-											
		VOLLEYBALL CLUB - OFFICIALS (2012 TOURNAMENTS)	A2770		\$ 2,044.00	2,044.00	A2855.448-00-0000										
		ELEM - ABIBOW RECYCLING	A2705		\$ 16.50	16.50	A2020.479-02-0000										
2,060.50		19-Nov INTEREST ALLOCATION CR-10659								147.27	437.36	92.66	66.02	28.74			
		VOLLEYBALL CLUB - 9/29/12 TOURN SECURITY	A2705		\$ 266.00	266.00	A2855.150-00-2855										
						31.49	A9020.800-00-0000										
						20.35	A9030.800-00-0000										
						2.28	A9040.800-00-0000										
		VARSITY CLUB - 10/19 XCTRY OFFICIALS	JE-95		\$ 174.00	174.00	A2855.448-00-0000										
494.12		17-Dec INTEREST ALLOCATION CR-10795								190.98	567.14	120.16	68.23	37.27			
		JR/SR HIGH - ABIBOW RECYCLING	A2705		\$ 16.75	16.75	A2020.479-01-9999										
		GLP - ABIBOW RECYCLING	A2705		\$ 19.18	19.18	A2020.479-04-0000										
		GLP - BOX TOPS (GENERAL MILLS)	JE-99		\$ 1,372.60	1,372.60	A2020.479-04-0000										
		EDEN ALL SPORTS BOOSTER CLUB - BOYS BBALL OFFICIA	JE-96		\$ 80.00	80.00	A2855.448-00-0000										
		EDEN ALL SPORTS BOOSTER CLUB - GIRLS BBALL OFFICIA	A2705		\$ 140.00	140.00	A2855.448-00-0000										
1,628.53		14-Jan INTEREST ALLOCATION CR-10951								171.98	510.74	108.20	68.24	33.56			
		ELEM - ABIBOW RECYCLING	A2705		\$ 16.20	16.20	A2020.479-02-0000										
		ELEM - BOX TOPS	A2705		\$ 933.90	933.90	A2020.479-02-0000										
		RESEARCH FOUNDATION SUNY-VIABLE II PROJ YR 2	A2770		\$ 1,000.00	500.00	A2020.479-02-0000										
		RESEARCH FOUNDATION SUNY-VIABLE II PROJ YR 2	A2705		\$ 184.15	153.00	A2850.150-01-2000										
		MUSICAL(JR/SR HIGH) - HIRED POSITION PUBLICITY				18.12	A9020.800-00-0000										
						11.71	A9030.800-00-0000										
						1.32	A9040.800-00-0000										
		EDEN ALL SPORTS BOOSTER CLUB - EQUIPMENT	A2705		\$ 700.00	700.00	A2855.200-00-0000										
		GAA - EQUIPMENT (LIFEFITNESS MACHINE)	A2705		\$ 500.00	500.00	A2855.200-00-0000										
		VARSITY CLUB - EQUIPMENT (LIFEFITNESS MACHINE)	A2705		\$ 1,500.00	1,500.00	A2855.200-00-0000										
		OHIOPLYLE - SCHOOL SPIRIT PRODUCTS	A2705		\$ 42.24	-											
		LIFETOUGH - JR/SR HIGH	A2705		\$ 1,708.84	-											
		LIFETOUGH - ELEM	A2705		\$ 1,517.84	-											
		LIFETOUGH - GLP	A2705		\$ 1,171.27	-											
		PTA - ELEM GR3 FIELD TRIP ALBRIGHT	A2705		\$ 173.05	-											
		SIEMENS YEAR 8 GUARANTEED SAVINGS	JE-100		\$ 29,534.00	-								29,534.00			(29,534.00)
4,834.25		11-Feb INTEREST ALLOCATION CR-11096								135.65	402.86	77.35	61.65	29.55			
81,216.95		11-Feb TRANSFER FROM EBR TO GEN - RB PAYOUT	JE-103				A1240.150-00-0000	81,216.95	(81,216.95)			(81,216.95)					81,216.95
		MAGUDA MUSIC (MYLOTTE) - SCHOLARSHIPS	TE2705		\$ 500.00	-											
		COMMERCIAL CLUB - WATER FILLING STATIONS	A2705		\$ 999.00	999.00	A1621.451-00-0000										
		EDEN ALL SPORTS BOOSTER CLUB - MODIFIED LACROSS	A2705		\$ 8,998.91	1,111.56	A5510.160-00-4000										
						4,746.00	A2855.150-00-0000										
						234.54	A9010.800-00-0000										
						561.93	A9020.800-00-0000										
						448.11	A9030.800-00-0000										
						89.57	A9040.800-00-0000										
						281.20	A5510.454-00-0000										
						1,526.00	A2855.448-00-0000										
9,997.91		18-Mar INTEREST ALLOCATION CR-11240								148.83	441.97	79.18	68.26	34.30			
		GLP - ABIBOW RECYCLING	A2705		\$ 15.06	15.06	A2020.479-04-0000										
		EDEN ALL SPORTS BOOSTER CLUB - BOYS BBALL (JE-113)	A2705		\$ 109.00	109.00	A2855.448-00-0000										
124.06		15-Apr INTEREST ALLOCATION CR-11409								143.08	424.86	76.12	66.07	32.97			
		JR/SR HIGH - ABIBOW RECYCLING	A2705		\$ 17.14	17.14	A2020.479-01-9999										
		JR/SR HIGH MUSICAL - CD RECORDER	A2705		\$ 849.99	849.99	A2110.200-01-2000										
		ELEM - ABIBOW RECYCLING	A2705		\$ 15.64	15.64	A2020.479-02-0000										
		ELEM - BOX TOPS (GENERAL MILLS)	A2705		\$ 707.80	707.80	A2020.479-02-0000										
		GLP - BOX TOPS (GENERAL MILLS)	A2705		\$ 0.20	0.20	A2020.479-04-0000										
		PTA - GLP 2 <sup>ND</sup> GR CLIPBOARDS	A2705		\$ 128.35	128.35	A2020.479-04-0000										
		PTA - GLP FIELD TRIPS	A2705		\$ 1,119.82	-											
		OHIOPLYLE - SCHOOL SPIRIT PRODUCTS	A2705		\$ 22.23	-											
		BETH KUSHNER - SCHOLARSHIP	TE2705		\$ 2,574.50	-											
		GRESOCK - SCHOLARSHIP	TE2705</														



Central Administration

**ERIE 2-CHAUTAUQUA-CATTARAUGUS**  
Board of Cooperative Educational Services

Carrier Educational Center  
8685 Erie Road  
Angola, NY 14006-9621  
(716) 549-4454  
FAX (716) 549-5392  
(800) 228-1184 - Toll Free in 716 area code  
www.e2ccb.org

RECEIVED  
MAY 02 2013  
EDEN CENTRAL SCHOOL  
DISTRICT OFFICE

April 30, 2013

Mrs. Sandra Anzalone  
Superintendent  
Eden Central School  
3150 Schoolview Road  
Eden, NY 14057

Dear Mrs. Anzalone:

I have enclosed the rental agreement (3 copies) for the 2013-14 school year. If the terms are acceptable to your district, please have your Board President sign these agreements. Your signature is also requested.

Please return the signed agreements to me for further processing. A fully executed agreement will be sent to you when completed.

Sincerely,

John O'Connor  
Assistant Superintendent  
Management Services

ck

Enclosures

- c: O'Rourke (memo)
- Benson (memo)
- Ciminelli (memo)
- Saboda (memo)

**Board of Cooperative Educational Services  
Erie 2-Chautauqua-Cattaraugus**

**AGREEMENT TO RENT AND OCCUPY**

Made this 1<sup>st</sup> day of September 2013 between Eden Central School Party of the first part and the Board of Cooperative Educational Services of the Second Supervisory District of Erie, Chautauqua and Cattaraugus Counties, State of New York, Party of the second part. Pursuant to provision of Section 1950 of Education Law, the party of the first part hereby agrees to let to the party of the second part the following described premises:

<u>Building</u>	<u>Location</u>	<u>Instructional Area</u>
Grover L. Priess Elementary School	3000 Schoolview Road Eden, NY 14057	1—Office 1—Classroom #33

Term of occupancy shall be for 10 months commencing September 1, 2013. Occupancy and use shall be for the exclusive purpose of pupil instruction.

I. OBLIGATIONS AND CONDITIONS OF THIS AGREEMENT ARE AS FOLLOWS:

A. The party of the first part agrees:

1. To keep the building, equipment and all facilities necessary for educational training in good repair and satisfactory condition when the BOCES educational programming is in session.
2. To defray all expenditures of "Operation and Maintenance of Plant" as outlined in the school budget. Items include custodial service, fuel, water, light and power, janitor's supplies, telephone, and other customary technologies and services other than personnel, except as hereafter specifically exempted.
3. To defray all expenditures of "Maintenance of Plant" as outlined in the school budget. Items include upkeep of grounds, repairs and replacements as may be necessary.
4. To carry all necessary insurance coverages.

B. The party of the second part agrees:

1. To employ needed personnel for pupil instruction and to defray all related costs of retirement, social security and other benefits.
2. To pay the sum of \$12,000.00 per school year for 10 months for two rooms @ \$6,000.00 per room (1 Office and 1 Assistive Technology Classroom). Payments will be made in January and June 2014.

3. To use and occupy the described premises solely for purposes specified in "Occupancy and Use."
4. To provide proper administration and supervision of instruction through the offices of the District Superintendent and the Building Principals involved in the program.
5. To purchase equipment and supplies as mutually agreed upon by both parties.

## II. Proration limitations

- A. The above state rate charged BOCES for rental facilities does not exceed the current year's costs, prorated to the facilities being used, for these budgeted expenditures: Operation and Maintenance of plant; Debt Service less state aid.

## III. Enforceability under law

- A. This Agreement shall be void and unenforceable if entered into in violation of Section 801 of the General Municipal Law or Section 410 of the Education Law.

## IV. Special Circumstance - Option to Terminate

- A. Notwithstanding anything contained in this Agreement to the contrary, under the following certain circumstances BOCES may terminate this Agreement on thirty (30) days written notice. Such notice shall be delivered within ninety (90) days after announcement of the event giving rise to the Special Circumstance, or at least sixty (60) days prior to the effective date of the Special Circumstance, whichever is later.

"Special Circumstance" shall mean the following:

1. Change of ownership, in the case of a private Landlord, or other merger, annexation or sale of all or substantially all of the assets of Landlord;
2. The filing by Landlord of a request or petition for liquidation, reorganization, adjustment of debts, adjudication as a bankrupt or similar relief under the bankruptcy, insolvency, or similar laws of the United States or the State of New York; or the institution by the Landlord of any formal or informal proceeding for the reorganization or dissolution or liquidation of, settlement of claims against or winding up of affairs of the Landlord, or the cessation by the Landlord as a going concern;

3. The filing against the Landlord of a request or petition for liquidation, reorganization, adjustment of debts, adjudication as a bankrupt or similar relief under the bankruptcy, insolvency or similar laws of the United States or the State of New York; or the institution against the Landlord of any formal or informal proceeding for the reorganization, dissolution, or liquidation of, settlement of claims against or winding up of affairs of the Landlord; and failure by the Landlord within sixty (60) days to terminate, discharge, or otherwise remove such proceeding;

4. The appointment of or authorization for a custodian, trustee, or receiver of the Landlord, or for a trustee, custodian, receiver or agent to take charge of any property of the Landlord; provided, such custodian, trustee, receiver or agent shall not have been removed or discharged within sixty (60) days of the date of his or her qualification; or

5. The transfer of the Landlord's interest in, or rights under this Agreement by operation of law or otherwise, whether or not such obligation of the Landlord under this Agreement are assumed by such third party."

#### V. Obligation to Defend and Indemnify

A. The Tenant covenants and agrees with the Landlord that during the term of this lease and for such other times as the Tenant shall hold or have access to the leased premises, that it shall protect, indemnify, save and keep harmless the Landlord against and from all claims, loss, liability, costs, damage or expense (including attorneys' fees) in connection with any accident, personal injury or death, and/or property damage occurring in, on or at the leased premises, and arising directly from the Tenant's occupancy or use of the leased premises or the property and occurring as a result of any negligent act or omission of Tenant, its employees, agents and/or representatives.

B. The Landlord covenants and agrees with the Tenant that during the term of this lease and for such other times as the Tenant shall hold or have access to the leased premises, that it shall protect, indemnify, save and keep harmless the Tenant against and from all claims, loss, liability, costs, damage or expense (including attorneys' fees) in connection with any accident, personal injury or death, and/or property damage occurring in, on or at the leased premises and occurring as a result of any negligent act or omission of Landlord, its employees, agents and/or representatives.

VI. Liability Insurance

A. Each of the parties hereto shall, for the mutual benefit of the parties, at each party's cost and expense, procure and maintain throughout the term and any renewal thereof, a policy or policies of comprehensive general public liability insurance insuring against any and all liability for injury to or death of a person or persons and for damage to property occasioned by or arising out of or in connection with the use or occupancy of the premises, including the parking areas and the adjoining sidewalks and passageways. The aforesaid insurance shall be a "per occurrence" basis and shall be written on a comprehensive form to include contractual, broad-form property damage and personal injury coverages, in combined single limit amounts with minimum limits of liability, to cover each occurrence during the term and any renewal thereof, in the amount of \$1,000,000 per occurrence, \$2,000,000, general aggregate limit, and \$1,000,000 combined single limit (bodily injury/property damage) automobile coverage and shall name the other party as an additional insured under such policy.

B. Each of the parties will provide a Certificate of Insurance covering above-specified insurance under liability.

IN WITNESS WHEREOF, the parties have set their hands the day and year above written and have caused this Agreement to be subscribed by their duly authorized offices.

APPROVED:

\_\_\_\_\_  
First Party – President, Board of Education

  
\_\_\_\_\_  
First Party – School Superintendent

\_\_\_\_\_  
Second Party – President  
Board of Cooperative Educational Services

\_\_\_\_\_  
Second Party – District Superintendent  
Board of Cooperative Educational Services

EDEN CENTRAL SCHOOLS

Bank Reconciliation

Period Ending 05/31/13

**Ending Bank Balance: \$ 9,840,922.26**

CHASE CONTROLLED DISBURSEMENT	0379	\$ -	
CHASE FUNDING	8304	\$ 741,057.67	-
CHASE MULTI FUND MONEY MARKET	5576	\$ 6,417,745.08	-
KEY TAX COLLECTION	6577		-
KEY PUBLIC MM SVGS	5482	\$ 1,000,571.67	-
M&T MUNICIPAL MM SVGS	15004E-13	\$ 1,000,797.57	-
CAPITAL RESERVE FUND - 2007	8548	\$ 402,765.00	-
CD'S		\$ -	-
CHASE CAPITAL MONEY MARKET	1793	\$ 38,562.83	-
CHASE FLEXIBLE SPENDING CHECKING	9254	\$ 229,433.50	-
CHASE SCHOLARSHIPS: LESTER	0088	\$ 3,165.34	-
BURDICK	0096	\$ 3,696.60	-
GRESOCK	0010	\$ 457.08	-
SERVICE-ABOVE-SELF	0002	\$ 2,669.92	-

**Add Deposits in Transit: \$ -**  
**Deduct Outstanding Checks - See Listing: \$ (886,268.69)**

Add Other Credits:

Deduct Other Debits:

**5/31/13 Adjusted Ending Bank Balance:**

\* This should agree with your book balance

**\$ 8,954,653.57**

**Cash Account Book Balance: \$ 8,954,653.57**

GENERAL MULTI FUND CNTRL DISB	A200	\$ (161,075.77)	
CAFÉ MULTI FUND CNTRL DISB	C200	\$ 24,219.88	
FEDERAL MULTI FUND CNTRL DISB	F---200	\$ (19,833.17)	
CAPITAL MULTI FUND CNTRL DISB	H--200	\$ -	
T&A MULTI FUND CNTRL DISB	TA200	\$ 10,935.09	
TE MULTI FUND CNTRL DISB	TE200	\$ 542.95	
DEBT SERVICE MULTI FUND CNTRL DISB	V200	\$ -	
PAYROLL	TA010	\$ -	(145,211.02)
GENERAL MULTI FUND MONEY MKT	A201	\$ 2,426,695.92	
GENERAL FUND EMPLOYEE BENEFIT RESERVE	A23001	\$ 445,050.23	
GENERAL FUND RETIREMENT CONT RESERVE	A23003	\$ 2,484,273.09	
GENERAL FUND REPAIR RESERVE	A23004	\$ 192,779.49	
GENERAL FUND UNEMPLOYMENT RESERVE	A23005	\$ 836,553.88	
CAFÉ MULTI FUND MONEY MKT	C201	\$ 6,195.37	
FEDERAL MULTI FUND MONEY MKT	F---201	\$ -	
CAPITAL MULTI FUND MONEY MKT	H--201	\$ -	
T&A MULTI FUND MONEY MKT	TA201	\$ 3,153.23	
TE MULTI FUND MONEY MKT	TE201	\$ 2,785.38	
DEBT SERVICE MULTI FUND MONEY MKT	V201	\$ 20,258.49	6,417,745.08
TAX COLLECTION CHECKING	A20004	\$ -	
GENERAL MONEY MARKET	A20101	\$ 1,000,797.57	
GENERAL MONEY MARKET	A20104	\$ 1,000,571.67	
GENERAL CAPITAL RESERVE FUND - 2007 (CHASE)	A23002	\$ 402,765.00	
GENERAL CD'S	A20103	\$ -	
CAPITAL MM - SDMT #2	HDMT201	\$ -	
CAPITAL MM - EXCEL	HEXL201	\$ 38,562.83	38,562.83
T&A FLEXIBLE SPENDING	TA20001	\$ 229,433.50	
SCHOLARSHIP-LESTER	TE20101	\$ 3,165.34	
SCHOLARSHIP -BURDICK	TE20102	\$ 3,696.60	
SCHOLARSHIP-GRESOCK	TE20103	\$ 457.08	
SCHOLARSHIP-SERVICE-ABOVE-SELF	TE20104	\$ 2,669.92	

06/06/13

EDEN CENTRAL SCHOOL

2:34 PM

## MULTIPLE ACCOUNT TRANSACTION REPORT (G/L) - 05/01/13-05/31/13

ACCOUNT	DATE	PO#	SCH#	DEBITS	CREDITS	BALANCE
<b>** A 200 - CASH - CONTROLLED DISBURSEMENT GENERAL FUND</b>						
A200	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	691,790.76
A200	5/3/2013	201213 PAYROLL EXPENDITURE	CD-46	-	517,703.29	174,087.47
A200	5/17/2013	201213 PAYROLL EXPENDITURE	CD-49	-	528,391.73	(354,304.26)
A200	5/31/2013	* SEE CASH DISBURSEMENT SCH-48	CD-48	-	278,575.00	(632,879.26)
A200	5/31/2013	* SEE CASH DISBURSEMENT SCH-47	CD-47	-	874,109.63	(1,506,988.89)
A200	5/31/2013	201213 PAYROLL EXPENDITURE	CD-50	-	586,668.00	(2,093,656.89)
A200	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	1,941,052.91	-	(152,603.98)
A200	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	-	8,471.79	<b>(161,075.77)</b>
<b>A 20004 - CASH - KEY TAX COLLECTION (HSBC)</b>						
A20004						
A20004						
<b>** A 201 - CASH - CHASE MONEY MARKET</b>						
A201	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	1,322,609.78
A201	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	1,104,086.14	-	<b>2,426,695.92</b>
<b>** A 20101- CASH - M&amp;T MUNICIPAL MM SVGS</b>						
A20101	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	1,000,670.08
A20101	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	127.49	-	<b>1,000,797.57</b>
<b>** A 20103 - CASH - TIMED DEPOSITS</b>						
A20103						
<b>** A 20104 - CASH - KEY PUBLIC MM SVGS (HSBC)</b>						
A20104	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	3,001,123.51
A20104	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	-	2,000,842.04	1,000,281.47
A20104	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	290.20	-	<b>1,000,571.67</b>
<b>** A 23001 - RESERVES GENERAL FUND EMPLOYEE BENEFITS</b>						
A23001	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	444,971.23
A23001	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	79.00	-	<b>445,050.23</b>
<b>** A 23002 - RESERVES GENERAL FUND CAPITAL RESERVE FUND - 2007</b>						
A23002	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	402,696.71
A23002	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	68.29	-	<b>402,765.00</b>
<b>** A 23003 - RESERVES GENERAL FUND RETIREMENT CONTRIBUTION</b>						
A23003	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	2,483,832.13
A23003	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	440.96	-	<b>2,484,273.09</b>
<b>** A 23004 - RESERVES GENERAL FUND REPAIR RESERVE</b>						
A23004	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	192,745.27
A23004	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	34.22	-	<b>192,779.49</b>
<b>** A 23005 - RESERVES GENERAL FUND UNEMPLOYMENT RESERVE</b>						
A23005	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	836,405.39
A23005	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	148.49	-	<b>836,553.88</b>

06/06/13

EDEN CENTRAL SCHOOL

2:34 PM

MULTIPLE ACCOUNT TRANSACTION REPORT (G/L) - 05/01/13-05/31/13

ACCOUNT	DATE	PO#	SCH#	DEBITS	CREDITS	BALANCE
<b>** C 200 - CASH - CONTROLLED DISBURSEMENT CAFETERIA</b>						
C200	5/1/2013			BALANCE 07/01/12 - 04/30/13	-	33,892.66
C200	5/3/2013	201213	CD-46	PAYROLL EXPENDITURE	3,841.09	30,051.57
C200	5/17/2013	201213	CD-49	PAYROLL EXPENDITURE	3,896.40	26,155.17
C200	5/31/2013		CD-47	* SEE CASH DISBURSEMENT SCH-47	52,390.53	(26,235.36)
C200	5/31/2013	201213	CD-50	PAYROLL EXPENDITURE	3,880.03	(30,115.39)
C200	5/31/2013		CR-11	* SEE CASH RECEIPTS SCH-11	54,335.27	<b>24,219.88</b>
<b>** C 201 - CASH - CHASE MONEY MARKET CAFETERIA</b>						
C201	5/1/2013			BALANCE 07/01/12 - 04/30/13	-	7,450.94
C201	5/31/2013		CR-11	* SEE CASH RECEIPTS SCH-11	\$0.00	(46,884.33)
C201	5/31/2013		CR-11	* SEE CASH RECEIPTS SCH-11	\$53,079.70	<b>6,195.37</b>
<b>** F611 200 - CASH - CONTROLLED DISBURSEMENT IDEA, SECTION 611</b>						
F611200	5/3/2013	201213	CD-46	PAYROLL EXPENDITURE	13,641.82	(13,641.82)
F611200	5/17/2013	201213	CD-49	PAYROLL EXPENDITURE	13,085.34	(26,727.16)
F611200	5/31/2013	201213	CD-50	PAYROLL EXPENDITURE	13,085.34	(39,812.50)
F611200	5/31/2013		CR-11	* SEE CASH RECEIPTS SCH-11	26,727.16	<b>(13,085.34)</b>
<b>** F611 201 - CASH - CHASE MONEY MARKET IDEA, SECTION 611</b>						
F611201						
F611201						
<b>** F619 200 - CASH - CONTROLLED DISBURSEMENT IDEA, SECTION 619</b>						
F619200	5/1/2013			BALANCE 07/01/12 - 04/30/13	\$0.00	(250.00)
F619200	5/3/2013	201213	CD-46	PAYROLL EXPENDITURE	\$0.00	(352.29)
F619200	5/31/2013		CR-11	* SEE CASH RECEIPTS SCH-11	\$352.29	-
<b>** F619 201 - CASH - CHASE MONEY MARKET IDEA SECTION 619</b>						
F619201						
F619201						
<b>** FRTT200 - CASH - CHASE MONEY MARKET RACE TO THE TOP GRAN</b>						
FRTT200	5/31/2013		CD-47	* SEE CASH DISBURSEMENT SCH-47	1,284.78	(1,284.78)
FRTT200	5/31/2013		CR-11	* SEE CASH RECEIPTS SCH-11	1,284.78	-
<b>** FSHC 200 - CASH - CONTROLLED DISBURSEMENT SUMMER HANDICAPPED</b>						
FSHC200						
FSHC200						
<b>** FT2A 200 - CASH - CONTROLLED DISBURSEMENT TITLE II, PART A</b>						
FT2A200	5/3/2013	201213	CD-46	PAYROLL EXPENDITURE	2,926.68	(2,926.68)
FT2A200	5/17/2013	201213	CD-49	PAYROLL EXPENDITURE	2,926.68	(5,853.36)
FT2A200	5/31/2013	201213	CD-50	PAYROLL EXPENDITURE	2,926.68	(8,780.04)
FT2A200	5/31/2013		CR-11	* SEE CASH RECEIPTS SCH-11	5,853.36	<b>(2,926.68)</b>

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MULTIPLE ACCOUNT TRANSACTION REPORT (G/L) - 05/01/13-05/31/13

ACCOUNT	DATE	PO#	SCH#	DEBITS	CREDITS	BALANCE
**	<b>FT2A 201 - CASH - CHASE MONEY MARKET TITLE II, PART A</b>					
FT2A201						
FT2A201						
**	<b>FTL1 200 - CASH - CONTROLLED DISBURSEMENT TITLE I</b>					
FTL1200	5/1/2013	BALANCE 07/01/12 - 04/30/13		\$0.00	\$0.00	(695.18)
FTL1200	5/3/2013	201213 PAYROLL EXPENDITURE	CD-46	\$0.00	\$6,232.17	(6,927.35)
FTL1200	5/17/2013	201213 PAYROLL EXPENDITURE	CD-49	\$0.00	\$6,232.17	(13,159.52)
FTL1200	5/31/2013	201213 PAYROLL EXPENDITURE	CD-50	\$0.00	\$6,232.17	(19,391.69)
FTL1200	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	\$13,159.52	\$0.00	<b>(6,232.17)</b>
**	<b>FTL1 201 - CASH - CHASE MONEY MARKET TITLE I</b>					
FTL1201						
FTL1201						
**	<b>FUPK 200 - CASH - CONTROLLED DISBURSEMENT UPK</b>					
FUPK200	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	(64.52)
FUPK200	5/3/2013	201213 PAYROLL EXPENDITURE	CD-46	-	6,321.28	(6,385.80)
FUPK200	5/17/2013	201213 PAYROLL EXPENDITURE	CD-49	-	5,962.35	(12,348.15)
FUPK200	5/31/2013	* SEE CASH DISBURSEMENT SCH-47	CD-47	-	277.04	(12,625.19)
FUPK200	5/31/2013	201213 PAYROLL EXPENDITURE	CD-50	-	5,971.92	(18,597.11)
FUPK200	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	12,430.65	-	(6,166.46)
FUPK200	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	8,577.48	-	<b>2,411.02</b>
**	<b>FUPK 201 - CASH - CHASE MONEY MARKET UPK</b>					
FUPK201						
FUPK201						
**	<b>HBUS 201 - CASH - CHASE MONEY MARKET BUSES</b>					
HBUS201						
HBUS201						
**	<b>HDMT 200 - CASH - CONTROLLED DISBURSEMENT SDMT #2</b>					
HDMT200						
HDMT200						
**	<b>HDMT 201 - CHASE - MONEY MARKET SDMT #2</b>					
HDMT201						
HDMT201						
**	<b>HEMR 200 - CASH CONTROLLED DISBURSEMENT EMERGENCY MASONRY REPAIR</b>					
HEMR200						
HEMR200						
**	<b>HEXL 200 - CASH CONTROLLED DISBURSEMENT EXCEL</b>					
HEXL200						
HEXL200						

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## MULTIPLE ACCOUNT TRANSACTION REPORT (G/L) - 05/01/13-05/31/13

ACCOUNT	DATE	PO#	SCH#	DEBITS	CREDITS	BALANCE
**	<b>HEXL 201 - CASH CAPITAL MM CHASE</b>					
HEXL201	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	38,562.62
HEXL201	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	-	6.33	38,556.29
HEXL201	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	6.54	-	<b>38,562.83</b>
**	<b>TA 200 - CASH - CONTROLLED DISBURSEMENT TRUST &amp; AGENCY</b>					
TA200	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	1,896.24
TA200	5/3/2013	* SEE CASH DISBURSEMENT SCH-33	CD-33	-	525,227.23	(523,330.99)
TA200	5/17/2013	* SEE CASH DISBURSEMENT SCH-35	CD-35	-	534,972.58	(1,058,303.57)
TA200	5/31/2013	* SEE CASH DISBURSEMENT SCH-47	CD-47	-	43,232.33	(1,101,535.90)
TA200	5/31/2013	* SEE CASH DISBURSEMENT SCH-36	CD-36	-	627,969.34	(1,729,505.24)
TA200	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	10,412.90	-	(1,719,092.34)
TA200	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	1,730,027.43	-	<b>10,935.09</b>
**	<b>TA 20001 - CASH - FLEXIBLE SPENDING TRUST &amp; AGENCY</b>					
TA20001	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	225,474.35
TA20001	5/3/2013	* SEE CASH DISBURSEMENT SCH-33	CD-33	6,828.69	-	232,303.04
TA20001	5/17/2013	* SEE CASH DISBURSEMENT SCH-35	CD-35	6,828.69	-	239,131.73
TA20001	5/31/2013	* SEE CASH DISBURSEMENT SCH-36	CD-36	6,828.69	-	245,960.42
TA20001	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	-	18.63	245,941.79
TA20001	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	519.28	-	246,461.07
TA20001	5/31/2013	* SEE CASH DISBURSEMENT SCH-34	CD-34	-	17,027.57	<b>229,433.50</b>
**	<b>TA 201 - CASH - CHASE MONEY MARKET TRUST &amp; AGENCY</b>					
TA201	5/1/2013	BALANCE 07/01/12 - 04/30/13		\$0.00	\$0.00	4,280.13
TA201	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	\$0.00	\$10,412.90	(6,132.77)
TA201	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	\$9,286.00	\$0.00	<b>3,153.23</b>
**	<b>TE 200 - CASH - CONTROLLED DISBURSEMENT SCHOLARSHIP</b>					
TE200	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	500.00
TE200	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	42.95	-	<b>542.95</b>
**	<b>TE 201 - CASH - CHASE MONEY MARKET SCHOLARSHIP</b>					
TE201	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	253.55
TE201	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	-	42.95	210.60
TE201	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	0.04	-	<b>210.64</b>
**	<b>TE 20101 - CASH - GARRA LESTER MEM SCHOLARSHIP</b>					
TE20101	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	3,164.80
TE20101	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	0.54	-	<b>3,165.34</b>
**	<b>TE 20102 - CASH - JAMES BURDICK MEM SCHOLARSHIP</b>					
TE20102	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	3,695.97
TE20102	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	0.63	-	<b>3,696.60</b>

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EDEN CENTRAL SCHOOL

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MULTIPLE ACCOUNT TRANSACTION REPORT (G/L) - 05/01/13-05/31/13

ACCOUNT	DATE	PO#	SCH#	DEBITS	CREDITS	BALANCE
**	<b>TE 20103 - CASH - GARY GRESOCK MEM SCHOLARSHIP</b>					
TE20103	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	457.00
TE20103	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	0.08	-	<b>457.08</b>
**	<b>TE 20104 - CASH - SERVICE ABOVE SELF AWARD</b>					
TE20104	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	2,669.47
TE20104	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	0.45	-	<b>2,669.92</b>
**	<b>TE 20105 - CASH - BETH KUSHNER MEM SCHOLARSHIP</b>					
TE20105	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	2,574.74	-	<b>2,574.74</b>
**	<b>V 201 - CASH - CHASE MONEY MARKET DEBT SERVICE</b>					
V201						
V201						
**	<b>V 20101 - CASH - CHASE MONEY MARKET SDMT #1</b>					
V20101						
V20101						
**	<b>V 20102 - CASH - CHASE MONEY MARKET BUS GARAGE</b>					
V20102						
V20102						
**	<b>V 20105 - CASH - CHASE MONEY MARKET SDMT #2</b>					
V20105	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	18,835.86
V20105	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	3.34	-	<b>18,839.20</b>
**	<b>V 201.09 - CASH - CHASE MONEY MARKET EXCEL</b>					
V201.09	5/1/2013	BALANCE 07/01/12 - 04/30/13		-	-	1,412.71
V201.09	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	0.25	-	1,412.96
V201.09	5/31/2013	* SEE CASH RECEIPTS SCH-11	CR-11	6.33	-	<b>1,419.29</b>
GL TOTALS				<b>Cash Account Book Balance:</b>		<b>8,954,653.57</b>

EDEN CENTRAL SCHOOL DISTRICT  
 Treasurer's Cash Report May 2013.xlsx CD'S

<u>ISSUE DATE</u>	<u>MATURITY DATE</u>	<u>HELD BY</u>	<u>ORIGINAL AMOUNT</u>	<u>MM Acct Ending 03/31/13</u>			<u>INTEREST</u>	<u>VALUE AT MATURITY</u>
				<u>Rate</u>	<u>Rate</u>	<u>TERM (Days)</u>		
<b>INVESTMENTS @</b>	<b>05/31/13</b>		<u><b>0.00</b></u>				<u>0.00</u>	
			A-201-03				A2401	

2013-14 Extra Curricular Activities							Updated: 4/12/13	
Sports								
BOE Date	Code	Sport	Last Name	First Name	Level	Step	Budgeted Amount	Notes
6/17	2855	Girls Varsity Basketball	Fallacaro	Marisa	1	8		
	2855	Boys Varsity Basketball			1			
6/17	2855	Varsity Cross Country*	Huber	Lawrence	1	14		
	2855	Varsity Football			1			
6/17	2855	Boys Varsity Swimming	Millson	Larry	1	6		
	2855	Varsity Wrestling			1			
6/17	2855	Interscholastic Sports Coordinator	Fallacaro	Marisa	1	4		
6/17	2855	Boys Basketball Assistant	Porter	Amy	2	1		
	2855	Girls Basketball Assistant			2			
6/17	2855	Boys Swimming Assistant	Minton	Scott	2	3		
	2855	Boys Varsity Lacrosse			2			
6/17	2855	Boys Varsity Soccer	Wall	Thomas	2	5		
6/17	2855	Boys Varsity Tennis	Pierce	Robert	2	1		
6/17	2855	Boys Varsity Track	Wall	Thomas	2	8		
6/17	2855	Boys Varsity Volleyball**	Pierce	Robert	2	16		
	2855	Girls Varsity Field Hockey			2			
6/17	2855	Girls Varsity Lacrosse	Archabald	Phil	2	3		
6/17	2855	Girls Varsity Soccer	Keller	Jill	2	18		
6/17	2855	Girls Varsity Softball	Fallacaro	Marisa	2	3		
6/17	2855	Girls Varsity Swimming	Kot	Colleen	2	23		
6/17	2855	Girls Varsity Track	Perison	Randall	2	5		
	2855	Girls Varsity Tennis			2			
	2855	Girls Varsity Volleyball			2			
	2855	Football Assistant			2			
	2855	Football Assistant JV (asst)			2			
	2855	Football Assistant JV Head			2			
6/17	2855	Varsity Baseball	Cooper	Eric	2	11		
	2855	Baseball Assistant			3			
6/17	2855	Boys Soccer Assistant	Witman	Kevin	3	3		
6/17	2855	Boys Varsity Bowling	Bernardone	Jason	3	5		
	2855	Boys Volleyball Assistant			3			
	2855	Cheerleading Advisor (Fall)			3			
	2855	Cheerleading Advisor (Winter)			3			
6/17	2855	Girls Field Hockey Assistant	Archabald	Phil	3	2		
	2855	Girls Soccer Assistant			3			
	2855	Girls Softball Assistant			3			
	2855	Girls Swimming Assistant			3			

BOE Date	Code	Sport	Last Name	First Name	Level	Step	Budgeted Amount	Notes
6/17	2855	Girls Volleyball Assistant	Funke	Johanna	3	9		
6/17	2855	Girls Varsity Bowling	Crombie	Keith	3	7		
	2855	Boys Lacrosse Assistant			3			
	2855	Girls Lacrosse Assistant			3			
6/17	2855	Boys Track Assistant	Dobek	Christopher	3	5		
	2855	Girls Track Assistant			3			
	2855	Varsity Golf			3			
	2855	Wrestling Assistant			3			
	2855	Assistant Cheerleading Advisor (Fall)			4			
	2855	Assistant Cheerleading Advisor (Winter)			4			
	2855	Boys Modified Basketball			4			
6/17	2855	Boys Modified Soccer	Dobek	Christopher	4	13		
	2855	Girls Modified Track			4			
	2855	Boys Modified Volleyball			4			
	2855	Boys Modified Volleyball			4			
	2855	Girls Modified Basketball			4			
6/17	2855	Girls Modified Field Hockey	Zoll	Vanessa	4	1		
6/17	2855	Girls Modified Soccer	Bernardone	Jason	4	11		
6/17	2855	Girls Modified Softball	Bernardone	Jason	4	2		
	2855	Boys Modified Track			4			
6/17	2855	Girls Modified Volleyball	Steger	Amy	4	3		
	2855	Girls Modified Volleyball			4			
	2855	Modified Football (asst)			4			
	2855	Modified Football			4			
	2855	Boys Modified Baseball			4			
	2855	Boys Modified Lacrosse			4			
	2855	Girls Modified Lacrosse			4			
	2855	Diving Coach Girls			5			Split stipend
	2855	Diving Coach Boys			5			Split stipend
6/17	2855	Sporting Event Workers	Burgstahler	Brenda	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Dobek	Christopher	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Ersing	Jennifer	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Fallacaro	Marisa	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Funke	Johanna	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Gianiodis	Susan	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Klopp	Kathryn	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Kot	Colleen	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Krebs	Gail	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Lauer	Nicole	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	McCarthy	Kathy	9			\$61.00 per person/per event

<b>BOE Date</b>	<b>Code</b>	<b>Sport</b>	<b>Last Name</b>	<b>First Name</b>	<b>Level</b>	<b>Step</b>	<b>Budgeted Amount</b>	<b>Notes</b>
6/17	2855	Sporting Event Workers	Mesi	Joseph	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Pierce	Robert	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Porter	Amy	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Roberts	Sarah	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Schnaufer	Susan	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Smith	Darlene	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Steger	Amy	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Waszak	Susan	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Wilhelm	Susan	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Witman	Kevin	9			\$61.00 per person/per event
6/17	2855	Sporting Event Workers	Zwack	Donna	9			\$61.00 per person/per event
	2855	Sporting Event Workers			9			
	2855	Sporting Event Workers			9			
	2855	Sporting Event Workers			9			
	2855	Sporting Event Workers			9			
	2855	Sporting Event Workers			9			
	2855	Sporting Event Workers			9			
	2855	Sporting Event Workers			9			
	2855	Sporting Event Workers			9			
	2855	Sporting Event Workers			9			
	2855	Sporting Event Workers			9			
	2855	Sporting Event Workers			9			
	2855	Sporting Event Workers			9			
	2855	Sporting Event Workers			9			
	2855	Sporting Event Workers			9			
	2855	Sporting Event Workers			9			
		Total						
		Volunteer Positions (non-paid)						
		Basketball Score Keeper/Security						
		Field Hockey						
		Football						
		Girls Modified Lacrosse						
		Girls Varsity Softball Assistant						
		Girls JV Softball Assistant						
		Track						
		Varsity Baseball						
		Volleyball						
		Wrestling						



**2013-14 Extra Curricular Activities**  
**High School Musical**

**Updated: 4/12/13**

<b>BOE Date</b>	<b>Code</b>	<b>Activity</b>	<b>Last Name</b>	<b>First Name</b>	<b>Level</b>	<b>Step</b>	<b>Budgeted Amount</b>	<b>Notes</b>
6/17	2850	Jr/Sr HS Musical/Play Director	Tylock	Jennifer	1	6		
	2850	Orchestra Director Musical (J/S HS)			3			
6/17	2850	Choral Director-Musical - Jr/Sr HS	King	Carol	6	9		
	2850	Choreographer			7			
	2850	Costumes			7			
	2850	Lights			7			
	2850	Sets			7			
6/17	2850	Accompanist	Neil	Raymond	7	4		
	2850	Make-up Person 1			HMS			
	2850	Make-up Person 2			HMS			
6/17	2850	Producer	Tylock	Jennifer	HMS		\$ 758.00	
	2850	Program			HMS			
	2850	Publicity			HMS			
6/17	2850	Sound	Berman	Dan	HMS		\$ 455.00	
	2850	Stage Manager			HMS			
6/17	2850	String Advisor	Martella	Ashly	HMS		\$ 153.00	
	2850	Tickets			HMS			
	2850	Tickets			HMS			
		Adult Musician			HMS			
		Adult Musician			HMS			
		Adult Musician			HMS			
		Total						
		Volunteer						
		Choreographer						
<p>Note - Anything with XXX is not funded by the budget.</p>								



2013-14 Extra Curricular Activities							Updated: 4/12/13	
Clubs/Other								
BOE Date	Code	Club/Other	Last Name	First Name	Level	Step	Budgeted Amount	Notes
6/17	2850	Yearbook Advisor (HS)	Wilhelm	Susan	1	3		
6/17	2850	Senior Class Advisor	Cooper	Eric	2	14		
6/17	2850	Family Support Counselor (3)	Orcutt	Tammy	4	5		
6/17	2850	Family Support Counselor (3)	Banks	Amy	4	5		
6/17	2850	Family Support Counselor (3)	Weis	Joseph	4	5		
6/17	2850	FBLA	Nowicki	Mary	5	6		
6/17	2850	School Store 7-12	Carriero	Daniel	5	12		
6/17	2850	Jazz Ensemble Director	Roberts	Sarah	5	7		
6/17	2850	Swing Choir Director	Tylock	Jennifer	5	14		
6/17	2850	Technology Club	Jones	Stevan	5	7		
6/17	2850	High School Student Council Advisor	Kean	David	6	9		
6/17	2850	Junior Class Advisor	Alessi-Nicastro	Lisa	6	5		
6/17	2850	Jr/Sr HS Newspaper	Thomasulo	Barbara	6	11		
6/17	2850	7 <sup>th</sup> & 8 <sup>th</sup> Grade Student Council	Doctor	Olivia	6	13		
	2850	AFS			7			
6/17	2850	Elementary Computer Club	Schnaufer	Susan	7	5		
6/17	2850	Elementary Newspaper	Kindley	Ellen	7	5x.5		
6/17	2850	Elementary Newspaper	Maynard	Judy	7	15x.5		
6/17	2850	FFA	Millson	Lawrence	7	6		
	2850	Grade 8 Class Advisor			7		XXX	
6/17	2850	Mentoring of Teachers w/initial certification	Crombie	Keith	7	1		Must have initial t's to mentor
6/17	2850	Mentoring of Teachers w/initial certification	Donovan	Monica	7	1		Must have initial t's to mentor
6/17	2850	Mentoring of Teachers w/initial certification			7			
6/17	2850	Mock Trial	Huber	Lawrence	7	4		
	2850	Model U.N. Advisor			7			
	2850	Weight Training B&G 7-12 (3) F/S/W			8		XXX	16-20 Sessions / Not funded*
	2850	Weight Training B&G 7-12 (3) F/S/W			8		XXX	16-20 Sessions
6/17	2850	Piano Accompanist – Concerts	Tylock	Jennifer	9			\$61 per person/per event
6/17	2850	Piano Accompanist – Concerts	Vona	Mark	9			\$61 per person/per event
	2850	Piano Accompanist – Concerts			9			\$61 per person/per event
	2850	Piano Accompanist – Concerts			9			\$61 per person/per event
6/17	2850	PSAT Proctor – Jr/Sr HS	Banks	Amy	9			\$61 per person/per event
6/17	2850	PSAT Proctor – Jr/Sr HS	Crinnin	Kerstin	9			\$61 per person/per event
6/17	2850	PSAT Proctor – Jr/Sr HS	Gianiodis	Susan	9			\$61 per person/per event
6/17	2850	PSAT Proctor – Jr/Sr HS	Hassett	David	9			\$61 per person/per event
6/17	2850	PSAT Proctor – Jr/Sr HS	Lauer	Nicole	9			\$61 per person/per event
6/17	2850	PSAT Proctor – Jr/Sr HS	Minton	Scott	9			\$61 per person/per event
6/17	2850	PSAT Proctor – Jr/Sr HS	Schnaufer	Susan	9			\$61 per person/per event
	2850	PSAT Proctor – Jr/Sr HS			9			

	2850	PSAT Proctor – Jr/Sr HS			9		
	2850	PSAT Proctor – Jr/Sr HS			9		
6/17	2850	Music Competition Chaperones	Bahun	Annette	MS		\$55.12 per person/per event
6/17	2850	Music Competition Chaperones	Jeffers	Cathleen	MS		\$55.12 per person/per event
6/17	2852	Music Competition Chaperones	Krebs	Gail	MS		\$55.12 per person/per event
6/17	2853	Music Competition Chaperones	Roberts	Sarah	MS		\$55.12 per person/per event
	2850	Music Competition Chaperones			MS		\$55.12 per person/per event
	2850	Music Competition Chaperones			MS		\$55.12 per person/per event
	2850	Music Competition Chaperones			MS		\$55.12 per person/per event
	2850	Music Competition Chaperones			MS		\$55.12 per person/per event
	2850	Music Competition Chaperones			MS		\$55.12 per person/per event
	2850	Music Competition Chaperones			MS		\$55.12 per person/per event
	2850	Music Competition Chaperones			MS		\$55.12 per person/per event
	2850	Music Competition Chaperones			MS		\$55.12 per person/per event
	2850	Music Competition Chaperones			MS		\$55.12 per person/per event
6/17	2850	J/S HS All County Band	Roberts	Sarah	MS		\$55.12 per person/per event
6/17	2850	J/S HS All County Orchestra	Martella	Ashly	MS	\$	300.00
6/17	2850	J/S HS All County Chorus	Tylock	Jennifer	MS	\$	300.00
6/17	2850	Elem All County Band	Bahun	Annette	MS	\$	300.00
6/17	2850	Elem All Orchestra	Martella	Ashly	MS	\$	300.00
	2850	Elem All County Chorus			MS		
	2850	Elementary Homework Club (EE-3)			10		XXX
6/17	2850	Freshmen Class Advisor	Archabald	Phil	10	\$	542.00
6/17	2850	GAA	Kot	Colleen	10	\$	542.00
	2850	Grade 7 Class Advisor			10		XXX
6/17	2850	Jr. High School National Honor Society	Porter	Amy	10	\$	542.00
6/17	2850	Jr/Sr High Homework Club Advisors (2)	Gianiodis	Susan	10	\$	542.00
	2850	Jr/Sr High Homework Club Advisors (2)			10	\$	542.00
6/17	2850	Math Olympiad	DeGroat	Kathy	10	\$	542.00
6/17	2850	Math Olympiad	Meredith	Joanne	10	\$	542.00
6/17	2850	National Honor Society Co-Advisors	Hamlett	Carrie	10	x.5 \$	542.00
6/17	2850	National Honor Society Co-Advisors	Janowsky	Nicole	10	x.5 \$	542.00
6/17	2850	Peer Listening Advisor	Donovan	Monica	10	\$	542.00
	2850	SADD Advisor			10		XXX
	2850	SAFE Advisor			10		XXX
6/17	2850	Senior Class Co-Advisor	Carriero	Daniel	10	\$	542.00
	2850	Sophomore Class Advisor			10	\$	542.00
	2850	Sophomore Class Advisor			10	\$	542.00
6/17	2850	Varsity Club	Pierce	Robert	10	\$	542.00
6/17		Art Department Chairperson	Alessi-Nicastro	Lisa	DC		
6/17		Business Department Chairperson	Ramaekers	Joann	DC		
6/17		English Department Chairperson	Costanzo	Amber	DC		
6/17		Foreign Language Department Chairperson	Janowsky	Nicole	DC		
6/17		Health Department Chairperson	Klopp	Kathy	DC		
6/17		Mathematics Department Chairperson	Feasley	Laura	DC		
6/17		Music Department Chairperson	Jeffers	Cathy	DC		



**BUDGET TRANSFER FOR FUND A - SCHEDULE NUMBER 11 - MAY BUDGET TRANSFERS**

REF#	DATE	TRANSFER EXPLANATION	ACCOUNT	ACCOUNT NAME	OUT	IN
1162	05/06/13	MONEY INTO BULK MAILING ACCOUNT				
		POSTAGE SUPPLIES	A 1670.451-00-0000	SUPPLIES	500.00	0.00
		CENTRAL POSTAGE	A 1670.473-00-0000	CENTRAL POSTAGE	0.00	500.00
1163	05/22/13	MOVE MONEY RAIDER RESPOND SUPPLIES				
		OFFICIALS	A 2855.448-00-0000	OFFICIALS	500.00	0.00
		ATHLETICS - SUPPLIES	A 2855.451-00-0000	SUPPLIES	0.00	500.00
1164	05/22/13	TEXTBOOK MONEY FOR "GO MATH"				
		GLP TEXTBOOKS	A 2110.480-04-0000	TEXTBOOKS	7,800.00	0.00
		ELEM SCHOOL TEXTBOOKS	A 2110.480-02-0000	TEXTBOOKS	0.00	7,800.00
1165	05/22/13	PURCHASE BUSINESS FIRST GUIDES				
		FINGERPRINTING	A 1430.466-00-0000	FINGERPRINTING/EMPLOYEE T	40.50	0.00
		PERIODICALS	A 1240.457-00-0000	PERIODICALS	0.00	40.50
1166	05/24/13	DISTRICT CLERK REAPPOINTMENT				
		CERTIFIED SALARY	A 1310.150-00-0000	CERTIFIED SALARY	1,000.00	0.00
		NON-CERTIFIED SALARY	A 1040.160-00-0000	NON-CERTIFIED SALARY	0.00	1,000.00
1167	05/24/13	PER DIEM SUBS FOR KANICK,ZOLL				
		SALARY ENGLISH DEPT.	A 2110.130-01-1500	SALARY - ENGLISH	4,000.00	0.00
		CERTIFIED SALARY	A 2610.150-02-0000	CERTIFIED SALARY	5,000.00	0.00
		SALARY - SUBSTITUTES	A 2110.140-00-0000	SALARY - SUBSTITUTES	0.00	9,000.00
1168	05/24/13	NEEDED TO PAY JUNE 2013 BOCES BILL				
		BOCES	A 2010.490-00-0000	BOCES	2,002.59	0.00
		BOCES	A 2110.490-00-0000	BOCES	0.00	2,002.59
1169	05/29/13	SICK LEAVE PAYOUT RETIREMENT				
		HLTH INSURANCE - RETIREES	A 9060.800-00-RETR	HEALTH INSURANCE - RETIRE	1,000.00	0.00
		HLTH INS - HRA	A 9060.800-00-HRA	HEALTH INSURANCE - HRA	0.00	1,000.00
<b>SCHEDULE TOTAL</b>					<b>21,843.09</b>	<b>21,843.09</b>
<b>NET AMOUNT</b>					<b>0.00</b>	
<b>BUDGET TRANSFER AMOUNT 8</b>						

**BUDGET TRANSFER FOR FUND A - SCHEDULE NUMBER 11 - MAY BUDGET TRANSFERS****SCHEDULE DISTRIBUTION TOTALS BY ACCOUNT - BY FUND**

ACCOUNT	TOTAL DEBITS	TOTAL CREDITS
A 1040.160-00-0000	0.00	1,000.00
A 1240.457-00-0000	0.00	40.50
A 1310.150-00-0000	1,000.00	0.00
A 1430.466-00-0000	40.50	0.00
A 1670.451-00-0000	500.00	0.00
A 1670.473-00-0000	0.00	500.00
A 2010.490-00-0000	2,002.59	0.00
A 2110.130-01-1500	4,000.00	0.00
A 2110.140-00-0000	0.00	9,000.00
A 2110.480-02-0000	0.00	7,800.00
A 2110.480-04-0000	7,800.00	0.00
A 2110.490-00-0000	0.00	2,002.59
A 2610.150-02-0000	5,000.00	0.00
A 2855.448-00-0000	500.00	0.00
A 2855.451-00-0000	0.00	500.00
A 9060.800-00-HRA	0.00	1,000.00
A 9060.800-00-RETR	1,000.00	0.00
<b>FUND TOTALS</b>	<b>21,843.09</b>	<b>21,843.09</b>

Report Completed 11:48 AM



  
National Veterans  
Golden Age Games  
**COURT 8**

## By-Laws

REVISED 5-29-13

**SUBJECT: EXECUTIVE SESSIONS**

Upon a majority vote of its total membership, taken in an open meeting pursuant to a motion identifying the **general** area or areas of the subject or subjects to be considered, the Board of Education may conduct an executive session for discussion of the below enumerated purposes only, provided, however, that no action by formal vote shall be taken except on an Education Law Section 3020-a probable cause finding. For all other purposes, the action by formal vote shall be taken in open meeting and properly recorded in the minutes of the meeting. **Attendance at an executive session shall be permitted to any Board member and any persons authorized or requested to attend by the Board.**

- a) Matters that will imperil the public safety if disclosed;
- b) Any matter that may disclose the identity of a law enforcement agent or informer;
- c) Information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed;
- d) Discussions regarding proposed, pending or current litigation;
- e) Collective negotiations pursuant to Civil Service Law Article 14;
- f) Medical, financial, credit or employment history of any particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of any particular person or corporation;
- g) Preparation, grading or administration of examinations;
- h) Proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities, but only when publicity would substantially affect the value thereof.

**Motions for executive sessions should state the subject or subjects to be discussed in executive session. It is insufficient to merely recite statutory language.**

The Commissioner of Education has observed that, in the course of their duties, school boards are required to discuss and debate difficult and sensitive issues. Moreover, as public officers, school board members take an oath of office to uphold the law and faithfully discharge their duties (N.Y. State Constitution Art. XIII, §1; Public Officers Law §10). Among other things, school boards are responsible for educational standards, budget matters, management issues and health and safety. In carrying out these duties, individual board members have a fiduciary obligation to act constructively to achieve the best possible governance of the school district. The law specifically recognizes the delicacy of these matters by permitting them to be discussed in private, in executive session (see Public Officers Law §105). The purpose of this exception to the open meetings rule is to enable public officers to deliberate freely and speak frankly. (continued)

## By-Laws

REVISED 5-29-13

**SUBJECT: EXECUTIVE SESSIONS (continued)**

Accordingly, it is the Policy of the Board that matters discussed in executive session must be treated by Board members and invitees as confidential. Participants may not make any audio, visual or written recordings of the discussion or content of executive session. In addition, General Municipal Law §805-a(1)(b) provides that no municipal officer or employee (including a school board member) shall “disclose confidential information acquired by him/her in the course of his official duties or use such information to further his personal interests.” Thus, Board members and executive session invitees may not discuss the content of executive session outside of the session, other than is provided for in this Policy. It is well settled that a board member’s disclosure of confidential information obtained at an executive session of a board meeting violates General Municipal Law §805-a(1)(b).

This policy also does not prohibit the disclosure of executive session material where a board collectively decides to release such information, or where an individual board member is compelled to disclose such material pursuant to law in the context of a judicial proceeding, or where a referral to an appropriate law enforcement authority for investigation is warranted.

Matters discussed in executive sessions must be treated as confidential; that is, never discussed outside of that executive session.

Education Law Section 3020-a  
Public Officers Law Article 7

1<sup>st</sup> Reading: 6/17/13  
Adoption:

ok per  
Sandy  
5/8/13

2013

7640  
1 of 7

Students

**SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP):  
DEVELOPMENT AND PROVISION**

**Development of Individualized Education Program**

The Board of Education directs that the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) shall have prepared a written statement (program) for each child with a disability.

Such an Individualized Education Program (IEP) will be developed by the CSE or CPSE upon referral, and reviewed or revised, whichever is appropriate, for every child with a disability at least annually or in the event that the program no longer appears to be appropriate to meet the student's needs and ability level.

The District shall ensure that each student with a disability has an IEP in effect at the beginning of each school year.

Functional Behavioral Assessments/Behavioral Intervention Plans

A functional behavioral assessment (FBA) is an integral part of the evaluation and reevaluation of a student with a disability which should be used throughout the process of developing, reviewing and revising a student's IEP when the student's behavior impedes learning of the child or others. The FBA is the process of determining why a student engages in challenging behavior and how the student's behavior relates to the environment. An FBA for a student with a disability is an evaluation requiring parental consent, pursuant to Commissioner's Regulation 200.5(b).

The FBA provides a baseline of the student's problem behaviors with regard to frequency, duration, intensity and/or latency across activities, settings, people and times of the day and includes:

- a) The identification of the problem behavior,
- b) The definition of the behavior in concrete terms,
- c) The identification of the contextual factors that contribute to the behavior (including cognitive and affective factors), and
- d) The formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

The FBA must, as appropriate, be based on multiple sources of data such as structured interviews, behavior ratings scales, standardized assessments and checklists. It must include, but is not limited to:

- a) Information obtained from direct observation of the student;

(Continued)

Students

**SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP):  
DEVELOPMENT AND PROVISION (Cont'd.)**

- b) Information from the student, the student's teacher(s) and/or related service providers; and
- c) A review of available data and information from the student's record and other sources including any relevant information provided by the student's parent.

The FBA cannot be based solely on the student's history of presenting problem behavior.

The CSE/CPSE will ensure that functional behavioral assessments, when appropriate, are conducted and reviewed to:

- a) Identify supplementary aids and services, modifications and/or related services appropriate to address the identified behaviors to promote the student's involvement and progress in the general curriculum;
- b) Determine a student's eligibility for special education services;
- c) Develop the IEP which includes behavioral goals and objectives and positive behavioral supports and strategies.

In the case of a student whose behavior impedes his/her learning or that of others, the CSE/CPSE shall consider strategies, including positive behavioral interventions and supports and other strategies to address that behavior. The need for a behavioral intervention plan (BIP) shall be documented on the IEP and such plan shall be reviewed at least annually by the CSE/CPSE. In addition, regular progress monitoring of the frequency, duration and intensity of the behavioral interventions shall be conducted at scheduled intervals, documented and reported to the parents and CSE/CPSE.

A behavioral intervention plan may not include the use of aversive interventions or time out rooms except in accordance with specific Board policy regulating these techniques.

**Individual Evaluations**

Parental consent must be provided for an initial evaluation. If such consent is not received within thirty (30) calendar days of receipt of the referral, the CSE/CPSE Chairperson will document all attempts made to obtain the consent and, if appropriate, advise the Board of its right to utilize the due process procedures to conduct an evaluation without parental consent.

Unless a referral is withdrawn, an individual evaluation at no cost to the parent will be completed by the CSE/CPSE within sixty (60) calendar days after written parental consent has been obtained or a parental refusal to consent is overridden, unless:

(Continued)

Students

**SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP):  
DEVELOPMENT AND PROVISION (Cont'd.)**

- a) An extension is mutually agreed to by the parent and the CSE/CPSE for the following situations:
  - 1. Transfer students: A student enrolls in the District after sixty (60) days and prior to a determination by the student's previous school district as to whether the student has a disability, but only if the new school district is making sufficient progress to ensure a prompt completion of the evaluation and the parent and the new district agree in writing to a specific timeframe for completion; or
  - 2. Students suspected of having learning disabilities; or
- b) The parent or student repeatedly fails or refuses to produce the student for evaluation.

No student shall be required to obtain a prescription for a drug or other substance identified as a controlled substance by the federal Controlled Substances Act as a condition of receiving an evaluation.

The individual evaluation will include a variety of assessment tools and strategies, including information provided by the parent. The purpose of the evaluation is to gather relevant functional, developmental and academic information that may assist in determining whether the student is a student with a disability and the content of the student's IEP. This shall include information relating to enabling the student to participate and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

As part of any evaluation, a group that includes the CSE/CPSE and other qualified professionals, as appropriate, shall review existing evaluation data on the student including evaluations and information provided by the parents of the student, current classroom-based assessments, local or state assessments, classroom-based observations, and observations by teachers and related services providers. In addition, the group will consider information about the student's physical condition, social or cultural background, and adaptive behavior.

On the basis of that review, and input from the student's parents, the group shall identify what additional data, if any, are needed to determine:

- a) Whether the student has or continues to have a disability;
- b) The present levels of academic achievement and related developmental needs of the student, including:
  - 1. Academic achievement, functional performance, and learning characteristics;
  - 2. Social development;

(Continued)

Students

**SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP):  
DEVELOPMENT AND PROVISION (Cont'd.)**

3. Physical development; and
  4. Management needs.
- c) In the case of a reevaluation of a student, whether the student continues to need special education; and
  - d) Whether any additions or modifications to the special education services are needed to enable the student to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general education curriculum.

If additional data are not needed, the District must notify the parents of that determination and the reasons for it and of the right of the parents to request an assessment to determine whether, for purposes of services provided in accordance with law and Commissioner's Regulations, the student continues to be a student with a disability and to determine the student's educational needs. The District is not required to conduct the assessment unless requested to do so by the student's parents.

The determination that a student has a learning disability will be made in accordance with the procedures outlined in Section 200.4(j) of Commissioner's Regulations.

**Individual Re-evaluations**

A CSE/CPSE shall arrange for an appropriate re-evaluation of each student with a disability:

- a) If the District determines that the educational or related services needs, including improved academic achievement and functional performance of the student warrant re-evaluation;
- b) If the student's parent or teacher request a re-evaluation;
- c) At least once every three (3) years, unless the District and the parent/person in parental relation agree in writing that such re-evaluation is unnecessary.

A re-evaluation shall not be conducted more frequently than once a year unless the parent and the District representative appointed to the CSE/CPSE agree otherwise.

The re-evaluation will be conducted by a multi-disciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of the student's disability. The re-evaluation shall be sufficient to determine the student's individual needs, educational progress and achievement, the student's ability to participate in instructional programs in regular education and the student's continuing eligibility for special education. The results of any re-evaluations must be addressed by the CSE/CPSE in reviewing, and as appropriate, revising the student's IEP.

(Continued)

Students

**SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP):  
DEVELOPMENT AND PROVISION (Cont'd.)**

To the extent possible, the District shall encourage the consolidation of re-evaluation meetings for the student and other CSE/CPSE meetings for the student.

**Amendments to the IEP**

Amendments to the IEP made after the annual review by the CSE/CPSE may be made by reconvening the CSE/CPSE and rewriting the IEP or by developing a written document to amend or modify the student's current IEP, provided that:

- a) The parents/persons in parental relation request an amendment to the IEP and the District and parents/persons in parental relation agree to the amendment in writing; or
- b) The District provides the parents/persons in parental relation a written proposal to amend a provision or provisions of the IEP conveyed in language understandable to the parents/persons in parental relation in their native language or other dominant mode of communication, informs and allows the parents/persons in parental relation the opportunity to consult with the appropriate personnel or related service providers concerning the proposed changes, and the parents/persons in parental relation agree in writing to the amendments.

If the parents/persons in parental relation agree to amend the IEP without a meeting, they shall be provided prior written notice (notice of recommendation) of the changes to the IEP and the Committee notified of the changes. If the changes are made by rewriting the entire IEP, the District shall provide the parents/persons in parental relation a copy of the rewritten IEP. If the amendment is made without rewriting the entire document, the District shall provide a copy of the document that amends the IEP or, upon request, a revised copy of the entire IEP with the amendments incorporated.

**Use of Recording Equipment at IEP Meetings**

The Board of Education shall allow recording equipment to be used at meetings regarding individualized education programs for students with disabilities.

**Provision of Individualized Education Program**

The Board of Education directs that the Superintendent/designee(s) establish administrative practices and procedures to ensure that each regular education teacher, special education teacher, related service provider and/or other service provider who is responsible for the implementation of a student's IEP is *provided with either a paper copy of the IEP or is able to access a ~~or electronic copy~~ of such student's IEP electronically (including amendments to the IEP) prior to the implementation of such program. Such individuals responsible for the implementation of a student's IEP shall be notified and trained on how to access such IEP electronically.* For purposes of this policy, "other service provider" means a representative of another public school district, charter school, Board of Cooperative Educational

(Continued)

Students

**SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP):  
DEVELOPMENT AND PROVISION (Cont'd.)**

Services (BOCES) or school enumerated in Education Law Articles 81, 85 or 89 where the student receives or will receive IEP services. Further, the District will designate at least one school official who shall be responsible for maintaining a record of the personnel who have received IEP copies for each student.

Any copy of a student's IEP shall remain confidential in compliance with the Individuals with Disabilities Education Act, the Family Educational Rights and Privacy Act, and District policy regarding confidentiality of student records; and shall not be disclosed to any other person other than the parent of such student, except in accordance with federal and state laws and/or regulations. Appropriate training and information will be provided to designated school personnel, as applicable, to ensure the confidentiality of such information. Procedures will be established to ensure that copies of students' IEPs are stored in secure locations and retrieved or destroyed when such professionals are no longer responsible for implementing a student's IEP.

The Chairperson of the CSE, CSE subcommittee, or CPSE shall designate for each student one or, as appropriate, more than one professional employee of the School District with knowledge of the student's disability and education program who will be responsible to, prior to the implementation of the IEP, inform each regular education teacher, special education teacher, related service provider, other service provider, supplementary school personnel (i.e., a teaching assistant or a teacher aide as defined in Commissioner's Regulations), and other provider and support staff person of his/her responsibility to implement the recommendations on a student's IEP, including the responsibility to provide specific accommodations, program modifications, supports and/or services for the student in accordance with the IEP. In selecting the professional staff person(s), the Chairperson could select him/herself for this responsibility, another administrator, or a teacher, related service provider or other professional based on the particular circumstances of the student's disability and education program.

The School District shall also ensure that each teaching assistant, teacher aide and each other provider responsible for assisting in the implementation of a student's IEP has the opportunity to review a copy of the student's IEP (including amendments) prior to the implementation of such program. Further, each teaching assistant, teacher aide and such other provider responsible for assisting in the implementation of a student's IEP shall have ongoing access to a copy of the IEP, which may be the copy provided to the student's special education teacher or the teacher or related service provider under whose direction the supplementary school personnel or other provider works. However, the District may, at its discretion, provide a copy of the IEP to teaching assistants and/or teacher aides.

A copy of a student's IEP shall be provided to the student's parents at no cost to the student's parents.

The District's practice is to follow CSE guidelines for student's with (Continued) 504's, whenever practicable.

Students

**SUBJECT: STUDENT INDIVIDUALIZED EDUCATION PROGRAM (IEP):  
DEVELOPMENT AND PROVISION (Cont'd.)**

Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446 Section 615(k)(1)  
Individuals with Disabilities Education Act (IDEA), 20 USC Section 1400 et seq.

21 USC Section 812(c)

Education Law Articles 81, 85 and 89 and Sections 207, 3208 and 4402(7)

8 NYCRR Sections 200.1(hh), 200.2(b)(11), 200.4(b)(4), 200.4(d)(3)(i), 200.4(e)(3), 200.4(f), 200.4(j),  
200.16(e)(6) and 200.22

~~NOTE: Refer also to Policy #7618 -- Use of Time Out Rooms~~

Adoption Date