

I. Meeting Called to Order - District Clerk

II. Pledge of Allegiance to the Flag

III. Oath of Office - Re-elected Milton Johnson and Beth Thomas

IV. Election of President for 2024-2025 and Oath of Office - District Clerk (BOARD ACTION)

V. Election of Vice President for 2024-2025 and Oath of Office - President (BOARD ACTION)

VI. Oath of Office - Superintendent

VII. Appointments, Designations and Authorizations (BOARD ACTION)

1. Appointments ~ Oath of Office will be completed at this meeting or soon after and kept on file.
2. Designations of Depositories
3. Designation of Official Newspaper
4. National School Lunch Program
5. Designation of the 504 and Title IX Coordinator
6. Authorizations
7. Impartial Hearing
8. Other Appointments
9. Payment Rates
10. Official Undertakings
11. Approval of Petty Cash Funds
12. Approval of Change Funds
13. School Lunch Prices
14. Athletic Event Payments
15. Cooperative Bid
16. CIE Parent Representative
17. CSE/CPSE Appointments
18. Appointment of Committee on Special Education and Committee on Preschool Special Education
19. CPSE/CSE Chair
20. Confirmation of Regular Board Meetings
21. Standard Work Day
22. ACA Measurement - Coaches and Assistant Coaches
23. ACA Measurement - Accompanists
24. Code of Conduct
25. Professional Learning Plan
26. Instructional Technology Plan
27. Multi-Tiered System of Supports (MTSS)
28. District Safety Plan
29. Chemical Hygiene Plan
30. Preferred Vendors

End of Appointments, Designations and Authorizations

VIII. Resolution Authorizing Issuance of Notes and Bonds (BOARD ACTION)

End of Reorganizational Agenda

IX. Consensus Agenda (BOARD ACTION)

Business

1. Agreements/ Contracts
2. Surplus Books
3. 2023-2024 Reserve Plan

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4. Field Placement
 5. Textbook Adoption- *Initial Approval*
 6. Recommendations of the Committee on Special Education

Personnel

End of Consensus Agenda

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| <i>X. Brick Veneer- 5262 Parkside Drive</i> | <i>(BOARD ACTION)</i> |
| <i>XI. Conflict of Interest Statement</i> | <i>(BOARD ACTION)</i> |
| <i>XII. Closing Remarks</i> | |

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 - IV. Election of President for 2024-2025 and Oath of Office - District Clerk** (BOARD ACTION)
 - V. Election of Vice President for 2024-2025 and Oath of Office - President** (BOARD ACTION)
 - VI. Oath of Office - Superintendent**
 - VII. Appointments, Designations and Authorizations** (BOARD ACTION)

1. **Appointments** ~ Oath of Office will be completed at this meeting or soon after and kept on file.

a) Appointment of District Treasurer

The Superintendent recommends that the Board of Education appoint **Cullen Spencer** as District Treasurer for the 2024-2025 school year.

b) Appointment of District Clerk

The Superintendent recommends that the Board of Education appoint **Deborah Sundlov** as District Clerk for the 2024-2025 school year.

c) Appointment of District Clerk Pro Tem

The Superintendent recommends that the Board of Education appoint **Jeanie Grimm** and **Matt Fitch** as District Clerk Pro Tem for the 2024-2025 school year.

d) Appointment of Claims Auditor

The Superintendent recommends that the Board of Education appoint **Jill Ehrlinger** as Claims Auditor for the 2024-2025 school year.

e) Appointment of Deputy Claims Auditor

The Superintendent recommends that the Board of Education appoint **Coletta Perkins** as Claims Auditor for the 2024-2025 school year.

2. **Designations of Depositories**

The Superintendent recommends that the Board of Education designate JP Morgan Chase & Co., Canandaigua National Bank and Trust Company, and Five Star Bank as depositories for the funds belonging to the school district during the 2024-2025 school year; and that the Tax Collector be instructed to deposit daily, taxes received from October 1 to December 31 in the General Account at the Canandaigua National Bank and Trust Company and to the special Tax Account at JP Morgan Chase & Co. and to deposit taxes at in a timely manner not to exceed one business day.

The accounts in the aforementioned banks shall not exceed the following amounts:

- J.P. Morgan Chase & Co. \$80,000,000
- Canandaigua National Bank and Trust Company \$80,000,000
- NYCLASS \$80,000,000
- Five Star Bank \$15,000,000

3. Designation of Official Newspaper

The Superintendent recommends that the Board of Education designate the *Canandaigua Daily Messenger, Gannett Co., Inc.* as the official newspaper of the District.

4. National School Lunch Program

The Superintendent recommends that the Board of Education authorizes the District Clerk to sign renewal forms and monthly reports for participation in the National School Lunch Program.

5. Designation of the 504 and Title IX Coordinator

The Superintendent recommends that the Board of Education authorize, **Vernon Tenney** to serve as the 504 Coordinator for all District students and **Brian Nolan** to serve as the 504 Coordinator for all District personnel and Title IX Coordinator in the Canandaigua City School District for the 2024-2025 school year.

6. Authorizations

District Functions

The Superintendent recommends that the Board of Education authorize the following persons to perform the function specified for the 2024-2025 school year:

- a) Certification of Payrolls - **Matt Fitch**, Assistant Superintendent for Business; **Brian Nolan**, Assistant Superintendent for Personnel and Support Services, as alternate
- b) Signatories on Checks - **Cullen Spencer**, Treasurer
- c) Budget Transfers not to exceed \$20,000 - **Jamie Farr**, Superintendent of Schools
- d) Approval of Change Orders up to \$35,000 - **Jamie Farr**
- e) Signatories for Report of Personnel Changes - **Brian Nolan**, Designee; **Aline Clement**, Employee Relations Assistant, Alternate
- f) Signatories for all OMNI 403(b) Plan, Benefit Resource, Inc. Cafeteria Plan Agreements, Benefit Resource, Inc. HRA and FSA, HSA Bank - HSA Agreement, Excellus Health and Dental Insurance, Finger Lakes Area School Health Plan, and Retirement Special Pay Plans 403 (b) - **Matt Fitch**, Designee
- g) Trustees of Health Reimbursement Plans - **Matt Fitch** and **Cullen Spencer**
- h) Health Reimbursement Committee members - **Matt Fitch**, **Linda Eames**, and **Cullen Spencer**
- i) Designee of Employee Sick Bank/Leave Reserve - **Jamie Farr**, **Brian Nolan**

Authorization to Open Bids

The Superintendent recommends that any two of the following four individuals be authorized to open bids:

Matt Fitch, Purchasing Agent
Brian Nolan, Assistant Superintendent
Jamie Farr, Superintendent
Cullen Spencer, District Treasurer

7. Impartial Hearing

Approval for the Board President or Vice President to independently appoint an Impartial Hearing Officer as necessary for any impartial hearing regarding the placement of a special education student.

8. Other Appointments

The Superintendent recommends that the Board of Education approve the following appointments for the 2024-2025 school year and authorize changes in writing and shared with the Board of Education:

- a) Purchasing Agent - **Matt Fitch**
- b) Records Management Officer - **Vernon Tenney**
- c) Records Access Officer - **Deborah Sundlov**

- d) Special Counsel - Ferrara Fiorenza PC
- e) External Auditor for the Records for Fiscal Year 2024-2025 – Mengel, Metzger & Barr
- f) Internal Auditor for the Records for Fiscal Year 2024-2025 - Bonadio & Co. LLP
- g) Athletic Training Services - F.F. Thompson Hospital Systems, Inc. for 2024-2029
- h) Employees Health Services - F.F. Thompson Hospital Systems, Inc. (Health Works Occupational Medicine)
- i) School Physician - FF Thompson Health, Dr. Michael Foote and nurse practitioners Jamie Kline, FNP and Karen Yax, FNP
- j) Student Accident Insurance - Gerber Life Insurance Company
- k) Homeless Liaison Designee - **Vernon Tenney**
- l) Copyright Officer - **Dan Bowman**
- m) Broker of Record Medical Consultant - Steve Smola, Smola Consulting, LLC
- n) Broker of Record Liability Insurance Agency - Haylor, Freyer & Coon
- o) Financial Advisor - Bernard P. Donegan, Inc.
- p) Architecture Firm - Labella Associate, DPC
- q) Medicaid Compliance Officer - **Matt Fitch**
- r) LEA Asbestos Designee - **Mike McClain**
- s) Bond Counsel - Tim McGill Esq.
- t) Dignity Act Coordinators – **Kris VanDuyne, Michele Reynolds, Lindsay Lazenby, Justine Olszewski, Theron Chin, Cary Burke, Eric Jordan, Rachel Schading, Kaitlin LaFave, Calee Prindle**
- u) Civil Rights Compliance Officer - **Jamie Farr**
- v) Integrated Pest Management (IPM) Coordinator - **Mike McClain**
- w) Information Resource for Substance Use Related Services - **Cindy Vanderlee**
- x) Data Privacy Officer - **Dan Bowman**
- y) Chemical Safety Specialists - **Cary Burke**
- z) Data Protection Officer - **Daniel Bowman**
- aa) Point of Contact for State and Local Child Welfare Agencies - **Vernon Tenney**
- bb) Chief Emergency Officer - **Brian Nolan**

9. Payment Rates

The Superintendent recommends that the Board of Education authorize the following payment rates for the 2024-2025 school year:

a) Mileage Reimbursement Rate	IRS Standard Rate
b) Daily Rate for Sub Teacher Non-Certified	\$120
c) Daily Rate for Sub Teacher Certified	\$130
d) Daily Rate for Sub Teacher Preferred	\$135
e) Daily Rate for Sub Teacher Contract	\$140
f) Daily Rate for Retired CA Teacher Contract Sub	\$160
g) Hourly Rate for Tutoring Certified - Non CTA	\$ 34
h) Hourly Rate for Tutoring Non-Certified – Non CTA	\$ 24
i) Hourly Rate for Sub Registered Nurse	\$ 22
j) Hourly Rate for Sub School Bus Driver	\$ 19
k) Hourly Rate for Sub Custodial Worker	\$ 15
l) Hourly Rate for Sub Maintenance	\$ 18
m) Hourly Rate for Sub Contract Registered Nurse	\$ 23
n) Hourly Rate for Sub Bus Monitor	\$ 15
o) Hourly Rate for Sub School Monitor	\$ 15
p) Hourly Rate for Sub Teacher Aid	\$ 15
q) Hourly Rate for Sub Food Service Helper	\$ 15
r) Hourly Rate for Student Helper	\$ 15
s) Ensemble Rehearsal Accompanist	\$ 35 per rehearsal service
t) Ensemble Concert Accompanist	\$ 35 per in school concert performance
u) Ensemble Concert Accompanist	\$100 per evening concert performance
v) Hourly Rate for Lifeguard	\$ 15

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- w) General Counsel Attorney's Fees
- i. Partner/Senior Associates - \$235/hr
 - ii. Associates - \$200-\$230
 - iii. Law Clerks - \$160/hr
 - iv. Paralegal - \$140/hr

10. Official Undertakings

The Superintendent recommends that the Board of Education authorize faithful performance and blanket position bond coverage for the 2024-2025 school year, as follows:

- The District Treasurer in the amount of \$2,000,000
- The District Deputy Treasurer in the amount of \$1,000,000
- The District Tax Collector in the amount of \$1,000,000
- The District Claims Auditor in the amount of \$1,000,000
- The Treasurer in the Extra-Classroom Activities Funds and employees associated with the Extra-Classroom Activities in the amount of \$1,000,000 per employee
- The Superintendent of Schools in the amount of \$1,000,000
- The Assistant Superintendent for Business in the amount of \$1,000,000
- The Assistant Superintendent for Personnel and Support Services in the amount of \$1,000,000

11. Approval of Petty Cash Funds

The Superintendent recommends that the Board of Education approve the establishment of Petty Cash Funds for the school year 2024-2025, as follows:

<u>Building</u>	<u>Amount</u>
Section V Ticket Sales	\$400

12. Approval of Change Funds

The Superintendent recommends that the Board of Education approve the establishment of Change Funds for the 2024-2025 school year, as follows:

<u>Change Fund</u>	<u>Amount</u>
Cafeteria - four schools	\$450
Primary School - Summer School	\$ 20
Extraclass - Summer School	\$200
District Office	\$100
Visual and Performing Arts	\$ 50

13. School Lunch Prices

The District participates in the Community Eligibility Program (CEP) which allows all students to receive a free breakfast and lunch. The prices of a second school lunch or an adult lunch for the 2024-2025 school year as follows:

- Student breakfast - \$2.25
- Additional breakfast - \$2.35
- Student lunch K-12 - \$3.25
- Additional Entrée - \$3.35
- Adult lunch - \$5.15

14. Athletic Event Payments

The Athletic Department is requesting a change in payments beginning in 2024-2025

- Game Supervisor- rate - \$60
- Clock Operator- rate - \$55
- Scorebook Keeper- rate - \$50
- Announcer- rate - \$50

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- Live Stream Cameraperson- rate - \$50

This rate is for the first three hours work. If an event is longer than three hours, the employee will receive an additional \$18 per hour.

15. Cooperative Bid

BE IT RESOLVED, that the Board of Education of Canandaigua City School District, does authorize the purchasing agent for Monroe 2-Orleans BOCES, to enter into any and all cooperative bidding ventures conducted during the 2024-2025 school year.

16. CIE Parent Representative

Approval of the following parent representatives to the Council for Instructional Excellence for the 2024-2025 school year:

Dan Swartout, Jeff Burnette, Lisa Garigen, and Jennifer Frary

17. CSE/CPSE Appointments

The Superintendent recommends that the Board of Education approve the following parents appointed as parent representatives to the CSE/CPSE to be consistent with NYS Part 200 Regulations and Board Policy:

CPSE Representatives

– Jennifer Callard

CSE Representatives

– Britta Crystal, Jennifer Callard, Rebecca Aikins, and Bethany Wilkins

18. Appointment of Committee on Special Education and Committee on Preschool Special Education

The that the membership of the Committee on Special Education (CSE), the sub-Committee on Special Education and the Committee on Preschool Special Education (CPSE) for the 2024-2025 school be appointed as follows:

The Committee on Special Education shall include, but not be limited to:

- a) the parents or persons in parental relationship to the student;
- b) not less than one regular education teacher of the student whenever the student is or may be participating in the regular education environment;
- c) not less than one special education teacher of the student, or, if appropriate, not less than one special education provider of the student;
- d) a school psychologist; a representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general education curriculum and the availability of resources of the school district, provided that an individual who meets these qualifications may also be the same individual appointed as the special education teacher or the special education provider of the student or the school psychologist. The representative of the school district shall serve as the chairperson of the committee; an individual who can interpret the instructional implications of evaluation results. Such individual may also be the individual appointed as the regular education teacher, the special education teacher or special education provider, the school psychologist, the representative of the school district or a person having knowledge or special expertise regarding the student when such member is determined by the school district to have the knowledge and expertise to fulfill this role on the committee;
- e) a school physician, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting;
- f) an additional parent member of a student with a disability residing in the school district or a neighboring school district, provided that the additional parent member may be the parent of a student who has been declassified within a period not to exceed five years or the parent of a student who has graduated within a period not to exceed five years, if specifically requested in writing by the parent of the student, the student or by a member of the committee at least 72 hours prior to the meeting;

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- g) other persons having knowledge or special expertise regarding the student, including related services personnel as appropriate, as the school district or the parent(s) shall designate. The determination of knowledge or special expertise of such person shall be made by the party (parents or school district) who invited the individual to be a member of the committee on special education; and
 - h) if appropriate, the student.

The Committee on Preschool Special Education shall include, but not be limited to:

The parents of the preschool child;

- a) not less than one regular education teacher of the child whenever the child is or may be participating in the regular education environment;
- b) not less than one special education teacher of the child, or, if appropriate, not less than one special education provider of the child;
- c) a representative of the school district who is qualified to provide or supervise special education and who is knowledgeable about the general education curriculum and the availability of preschool special education programs and services and other resources of the school district and the municipality. The representative of the school district shall serve as the chairperson of the committee;
- d) an additional parent member of a child with a disability residing in the school district or a neighboring school district and whose child is enrolled in a preschool or elementary level education program, if specifically requested in writing by the parent of the student or by a member of the committee at least 72 hours prior to the meeting;
- e) an individual who can interpret the instructional implications of evaluation results, provided that such individual may also be the individual appointed as the regular education teacher, the special education teacher or special education provider, the school psychologist, the representative of the school district or a person having knowledge or special expertise regarding the student when such member is determined by the school district to have the knowledge and expertise to fulfill this role on the committee;
- f) other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the school district or the parents shall designate. The determination of knowledge or special expertise of such person shall be made by the party (parents or school district) who invited the individual to be a member of the committee on special education;
- g) for a child in transition from early intervention programs and services, at the request of the parent, the appropriate professional designated by the agency that has been charged with the responsibility for the preschool child; and
- h) a representative of the municipality of the preschool child's residence, provided that the attendance of the appointee of the municipality shall not be required for a quorum.

19. CPSE/CSE Chair

The Director of Special Programs request that the Canandaigua City School District's Board of Education appoint the District's school psychologists and administrative intern to the role of CPSE/CSE chairperson. In the event that the Director of Special Programs or Assistant Director(s) of Special Programs are unavailable to chair a scheduled CPSE/CSE meeting, the school psychologist or intern will chair in the Director/Assistant Director's stead. Pursuant to section 200.3 (a) (1)(v) and 200.3 (a)(2)(iv) of the Regulations of the Commissioner of Education, "the representative of the school district, must serve as the Chairperson of the CSE, Subcommittee, and CPSE. The representative of the school district is an individual who is qualified to provide or supervise special education and knowledgeable about the general education curriculum and the availability of resources of the school district."

Primary Elementary School- Denise Shimmon, MaryAnne Duncan, and Megan Meyers

Middle School- Rachael Wendt, James Brenchley

Middle School/CACC- James Brenchley, Rachel Shading

High School- Amy Principato and Mandy Dedrick-Gerstner

Administrative Team- Christine Paige, Jennifer Marafioti, Rachael Schading, Tammy Wood, and Dennis DesRosiers

20. Confirmation of Regular Board Meetings

The below dates are scheduled for Board of Education meetings/workshops dates for the 2024-2025 school year. Workshops will be held in various buildings throughout the school year. The school district website will provide locations and times for these meetings. These dates were originally approved on April 15, 2024. July ***1, July 29, August 26, September 9 and 23, October 7 and *21, November *18, December **4 and 16, January 13 and *27, February 10, March 3 and 24, April 7 and *23, May 12 and **20, and June 9 ----
*workshop, **accept vote, ***reorganizational meeting

21. Standard Work Day

Be it resolved that the Canandaigua City School District, Location code 70008, hereby establishes an eight (8) hour per day standard work day for all its employees with the exception of those listed below. The District will report days worked to the New York State and Local Employees' Retirement System based on the time keeping system or the record of activities maintained.

Title	Standard Work Day (Hours/Day)
Coach - Fall Sports	7.5
Coach - Spring Sports	7.5
Coach - Winter Sports	7.5
Co-Curricular Activity	7.5
Family Services Facilitator	7.5
Occupational Therapist	7.5
Physical Therapist	7.5
Prevention Specialist	7.5
Registered Professional Nurse	7.5
Summer Nurse	7.5
Summer Occupational Therapist	7.5
Summer Physical Therapist	7.5
Teacher Aide	6.0
Receptionist	8.0
Secretary I - 10 Month	8.0
Sub Teacher Aide	6.0
Summer Teacher Aide	6.0
Teacher Aide working as Sub Teacher	6.0
Typist- Full Time - 10 Months	8.0
Typist- Part Time - 10 Months	8.0
Full-Route Bus Driver	6.0
Partial-Route Bus Driver	6.0
Bus Driver Trainer	6.0
Student Helper	8.0

22. ACA Measurement - Coaches and Assistant Coaches

BE IT RESOLVED, that the Board hereby determines that the standardized, average number of hours of service for assistant coaches, who are paid on a non-hourly basis, based on a fixed salary or stipend for each season, solely for the purpose of reporting under the Affordable Care Act, shall be deemed to be as follows:

Fall Season: 165 hours
Winter Season: 206 hours
Spring Season: 165 hours

The Superintendent of Schools, and the Superintendent's designee(s), are authorized to use any reasonable method to allocate the number of hours of service for each calendar month during each season.

23. ACA Measurement - Accompanists

BE IT RESOLVED, that the Board hereby determines that the standardized, average number of hours of service for accompanists, who are paid on a non-hourly basis, based on a fixed salary or stipend for each season, solely for the purpose of reporting under the Affordable Care Act, shall be deemed to be as follows:

	<u>Rehearsal</u>	<u>Performance</u>	<u>NYSSMA</u>	<u>Estimated Hours*</u>
September	4	0	0	2.33
October	10	0	0	5.83
November	12	5	0	14.50
December	12	6	0	16.00
January	8	0	0	4.67
February	12	2	0	10.00
March	12	3	20	24.83
April	15	1	20	23.58
May	15	3	0	13.25
June	15	7	0	19.25

**Total estimated hours split amongst at least three different accompanists.*

24. Code of Conduct

The Superintendent recommends that the Board of Education re-adopt Code of Conduct for the 2024-2025 school year.

25. Professional Learning Plan

The Professional Learning Plan for the Canandaigua City School District for the 2024-2025 school year. Additional information is included as an attachment.

26. Instructional Technology Plan

The Instructional Technology Plan for the Canandaigua City School District for the 2024-2025 school year. Additional information is included as an attachment.

27. Multi-Tiered System of Supports (MTSS)

The Superintendent recommends that the Board of Education re-adopt the Multi-Tiered System of Supports (MTSS) for 2024-2025.

28. District Safety Plan

The Superintendent recommends that the Board of Education re-adopt the District Safety Plan for 2024-2025 school year.

29. Chemical Hygiene Plan

The Superintendent recommends that the Board of Education approve the District Chemical Hygiene Plan for the 2024-2025 school year as listed as an attachment and will be filed in the Supplemental Minutes File.

30. Preferred Vendors

Preferred Vendor status can be used in rare cases where a particular vendor provides exceptional value to the District but does not meet competitive bidding requirements or criteria for other exceptions outlined in the Purchasing Guidebook. Those seeking to obtain approval of a Preferred Vendor must demonstrate how it provides exceptional value by completing a Preferred Vendor Justification Letter and a 4070R Worksheet for

the items/services most commonly purchased from that vendor. These documents are subject to review by the Business Office prior to submission to the Board of Education for approval.

Preferred Vendors for 2024-2025:

Baxter Piano, Bus Parts Warehouse, Canandaigua Civic Center, Cummins Sales and Service, JW Pepper, Mobile Music, Riddell Sports, Roseland Bowl, and Ski Bristol Mountain, Eagle Gymnastics, Overdrive Inc.

End of Appointments, Designations and Authorizations

VIII. Resolution Authorizing Issuance of Notes and Bonds

(BOARD ACTION)

The Superintendent recommends the following resolution statement for issuance of notes and bonds.

A RESOLUTION CLARIFYING THE PROCEDURE FOR THE AUTHORIZATION OF THE ISSUANCE OF, AND THE EXECUTION OF, BOND ANTICIPATION NOTES, REVENUE ANTICIPATION NOTES AND TAX ANTICIPATION NOTES, OF THE CITY SCHOOL DISTRICT OF THE CITY OF CANANDAIGUA, ONTARIO COUNTY, NEW YORK.

BE IT RESOLVED, by the Board of Education of the Canandaigua City School District of the City of Canandaigua, Ontario County, New York, as follows:

Section 1. Whenever the President of the Board of Education of the Canandaigua City School District of the City of Canandaigua, Ontario County, New York, is absent and/or is unable to exercise any powers or duties heretofore delegated to him or her by this Board of Education pertaining or incidental to the authorization of the issuance of bond anticipation notes, revenue anticipation notes and tax anticipation notes of said School District or renewals thereof, such powers and duties shall be deemed to have been delegated to the Vice-President of said Board of Education who shall have been selected in the manner provided by subdivision 1 of Section 2504 of the Education Law.

Section 2. The School District Clerk is hereby authorized to execute any of the notes described in Section 1 hereof as if he or she were the President or Vice-President of the Board of Education of said School District acting as the chief fiscal officer of said School District and the signature of the President or the Vice-President of the Board of Education of said School District on any such notes shall not be required.

Section 3. It is hereby determined that the office of the School District Clerk and the office of the Clerk of the School Board (Board of Education), if any, of said School District are one and the same and that henceforth such office shall be known as the office of the School District Clerk and holder of such office shall be known as the School District Clerk and that whenever any law requires action by the "Clerk of the School Board", the "School Board Clerk" or the "Clerk of the Board of Education" such action shall be performed on behalf of said School District by its School District Clerk.

Section 4. This resolution shall take effect immediately.

The question of the adoption of the foregoing resolution will be a vote on roll call as follows:

Mrs. Amy Calabrese	Voting _____
Mr. Milton Johnson	Voting _____
Mrs. Julianne Miller	Voting _____
Mrs. Megan Personale	Voting _____
Mr. John Polimeni	Voting _____
Dr. Jen Schneider	Voting _____
Ms. Jenny Tessendorf	Voting _____
Mrs. Beth Thomas	Voting _____
Mrs. Jeanie Grimm	Voting _____

End of Reorganizational Agenda

IX. Consensus Agenda

(BOARD ACTION)

The Superintendent recommends that the Board of Education approve/accept the following:

Business & District Items

1. Agreements/ Contracts

Agreement with Upstate Music Therapy LLC to provide music therapy students per student IEPs from July 1, 2024-June 30, 2025

Agreement with Lindsay Data Systems to assist the district with software development and maintenance of various student dashboard systems for the 2024-2025 school year.

Agreement with The Rochester School of the Holy Childhood, Inc. for music therapy services per student(s) IEP from July 8, 2024-August 16, 2024.

2. Surplus Books

Mrs. Emily Bonadonna, Primary School Principal, is requesting approval to declare as surplus items the list of library books.

3. 2023-2024 Reserve Plan

Approval of the 2023-2024 Reserve Plan.

4. Field Placement

Ms. Kris VanDuyne, Interim Middle School Principal, recommends:

- Leyton DeMeo, Hobart William Smith with Joe Sabbour- September 6-December 6, 2024

5. Textbook Adoption- *Initial Approval*

At the June CIE meeting, the Council reviewed and approved the following textbook addition. A thorough review occurred through the department, the building principal, and finally the CIE as directed in the District Curriculum Procedures Manual.

- AP US Government and Politics: *American Government: Stories of a Nation*

6. Recommendations of the Committee on Special Education

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

Personnel

1. Non-Instructional Personnel

A. Retirement

The Superintendent received a letter of resignation for the purpose of retirement from the following individual. On behalf of the District, sincere best wishes for a happy and healthy retirement are offered. Thank you for the many years of service to the Canandaigua City School District.

<u>Name</u>	<u>Position</u>	<u>Effective</u>	<u>Years of Service</u>
Barbara Newtown	Teacher Aide, Middle School	8/15/2024	25

B. Removals

<u>Name</u>	<u>Position</u>	<u>Reason</u>	<u>Effective</u>
Jacqui Tessena	School RN	Resignation	6/30/2024
Emma Mincer	Teacher Aide	Resignation	8/16/2024
Martha O'Donnell	Typist, FT-12 Mo.	Resignation in order to accept new position in the District	6/30/2024
Eileen Hulme	Typist, FT-12 Mo.	Resignation in order to accept new position in the District	6/30/2024
Aimee Bennett	Typist, FT-12 Mo.	Resignation in order to accept new position in the District	6/30/2024
Jenna Sutton	Typist, FT-12 Mo.	Resignation in order to accept new position in the District	6/30/2024
Rosa Oliveri	Teacher Aide	Resignation	6/25/2024

C. Appointments

Pending Civil Service approval and NYSED fingerprint clearance where applicable:

<u>Name</u>	<u>Position</u>	<u>Effective</u>	<u>Rate</u>
Deborah Mayo	School Bus Monitor	6/20/2024	\$15.07/hr.
Melinda Blaisdell Goodman	Substitute RN	7/1/2024	\$22.00/hr.
Brock Davies	Custodian, Night Supervising	6/28/2024	\$19.33/hr.
William Bement	School Bus Driver	9/3/2024	\$24.91/hr.
Taylor Meade	School Bus Driver	9/3/2024	\$24.91/hr.
Keith Young	School Bus Driver	9/3/2024	\$24.91/hr.
Jacqui Tessena	Substitute RN	7/1/2024	\$22.00/hr.
Lacreesha Cook	Typist, FT 12-Mo.	7/1/2024	\$16.13/hr.
Martha O'Donnell	Secretary I	7/1/2024	\$18.40/hr.
Eileen Hulme	Secretary I	7/1/2024	\$18.40/hr.
Aimee Bennett	Secretary I	7/1/2024	\$18.40/hr.
Jenna Sutton	Secretary I	7/1/2024	\$18.40/hr.
Sara Scharr	Teacher Aide	9/3/2024	\$15.35/hr.

D. Special Programs Extended School Year

The following staff have been recommended for the ESY Special Programs Summer School Program at 2024-2025 rates in accordance with contract:

- Heather Gustafson
- Sandra Fritz
- Donna Mitchell
- Tracey Donnellan
- Jessica Greening
- Donna Mitchell

Ellen Scharf
Jaime Shelters

E. Canandaigua Middle School Summer Program

The following staff have been recommended for the CMS Summer School Program at 2024-2025 rates in accordance with contract:

Jaime Snell, Teacher Aide
Barb Newtown, Teacher Aide
Betsy Taylor, Teacher Aide
Josh Catlin, Student Helper
Aidan Johnson, Student Helper
Jack Johnson, Student Helper
Fiona Ross-McGuire, Student Helper
Macy Schneckenburger, Student Helper
Betsy Taylor, Teacher Aide (Nurses Office)

F. Summer Positions

The following staff have been recommended for the Summer positions at 2024-2025 rates in accordance with contract:

Cindy Johnston, Teacher Aide (Nurses Office)
Christine Palmer, Sub RN

G. Individual Contracts

For the Superintendent to have approval from the Board of Education to allow the Superintendent and the Board President to finalize the following individual contracts:

Jill Ehrlinger, Claims Auditor
Matthew Schrage, Assistant Superintendent of Instruction
Linda Eames, Secretary to Assistant Superintendent of Business
Barbara Samatulski, Bus Dispatcher
Jamie Farr, Superintendent

2. Instructional Personnel

A. Resignation

1. Byungmoon Cho, Physics Teacher at the Academy, has resigned from the District effective June 30, 2024.
2. Olivia Lobo, Art Teacher at the Primary School, has resigned from the District effective June 30, 2024.
3. Kristine VanDuyne, Director of Professional Development, in order to accept another position in the District effective June 30, 2024.

B. Appointments

The Board of Education of the Canandaigua City School District hereby accepts the recommendation of the Superintendent to appoint the following instructional employees. Eligibility for tenure as a classroom teacher or building principal is contingent upon his/her successful completion of the probationary term and having received composite or overall APPR rating of either "Effective" or "Highly Effective" in at least three of the four preceding years and a rating higher than "Ineffective" in the final year of the probationary period.

1. **Courtney Paris** received her Bachelor's degree in Inclusive Childhood Education from SUNY Cortland. Ms. Paris will be appointed to a 1.0 FTE 4-year probationary Elementary Education Teacher with a tenure area of Elementary effective September 1, 2024.

2. **Mary Dobreski** earned her Bachelor’s and Master’s degrees in Childhood Education from SUNY Potsdam. Ms. Dobreski will be appointed to a 1.0 FTE, non-tenured, Long-Term Substitute Elementary Teacher for the 2024-2025 school year.
3. **Kristine VanDuyne** will be appointed to a 1.0 FTE, 4-year probationary Principal position with a tenure area of Principal effective July 1, 2024. Ms. VanDuyne has worked for the District since 2004 in multiple positions including a Social Studies Teacher, Curriculum Area Lead Teacher for Social Studies, Dean of Students at the Academy, Assistant Principal for the Coordination of Federal Stimulus Funded Activities, Director of Professional Development, and currently as Interim Principal at the Middle School.

<u>Name</u>	<u>Certification</u>	<u>Effective</u>	<u>Step/Rate</u>	<u>Probationary Period</u>
Courtney Paris	Childhood Ed Grades 1-6; Students w/ Disabilities Grades 1-6	9/1/2024	Step 1	4 year
Mary Dobreski	Childhood Ed Grades 1-6; Early Childhood Ed Grades B-2	9/1/2024-6/30/2025	Step 1	N/A
Kristine VanDuyne	SBL; SDL; Social Studies 7-12	7/1/2024	Per Contract	4 year

4. Special Programs Extended School Year

The following staff have been recommended for the ESY Special Programs Summer Program at rates in accordance with contract:

Amy Vaughn
Courtney Lomber
Sam Marren
Matt Ross-McGuire

5. Summer Reading and Math Program

The following staff has been recommended for the Summer Reading and Math Program at rates in accordance with contract:

Marre Benoit, Summer Teacher Leader

6. Canandaigua Middle School Summer Program

The following teaching staff have been recommended for the CMS Summer School Program at rates in accordance with contract

McKenna Bunting
Dale Carrigan
Haley Carrigan
Jackie Corbett
Brian Crnkovich
Tedra Gerstner
Shane Driffill
Shay Juliano
Ally Murray
Maria Wade
Deb VanDeMortal
Katie Reaves
Sally McKenna
Hannah Godfrey
Casey Gross
Josh Catlin

C. Non-Certified Substitute Teachers

The following individual has been recommended to Non-Certified Substitute Teacher positions conditional upon criminal history clearance from the New York State Education Department and verification of 1 year of college where applicable:

William Martin

End of Consensus Agenda

X. Brick Veneer- 5262 Parkside Drive

(BOARD ACTION)

Based upon bids that were received for the Canandaigua Brick Veneer for 5262 Parkside Drive. Opening of bids was held on June 21, 2024:

Contractor: Weckesser Brick Co., Inc.
Base Bid: \$60,017.32

The Assistant Superintendent for Personnel and Support Services recommends that the Board of Education award the contract for Brick Veneer as follows:

Contract: Weckesser Brick Co., Inc. \$60,017.32

The question of the adoption of the foregoing resolution was duly put to a vote on roll call, which resulted as follows:

Mrs. Amy Calabrese	Voting _____
Mr. Milton Johnson	Voting _____
Mrs. Julianne Miller	Voting _____
Mrs. Megan Personale	Voting _____
Mr. John Polimeni	Voting _____
Dr. Jen Schneider	Voting _____
Ms. Jennifer Tessendorf	Voting _____
Mrs. Beth Thomas	Voting _____
Mrs. Jeanie Grimm	Voting _____

XI. Conflict of Interest Statement

(BOARD ACTION)

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(President, Board of Education and/or Superintendent)



Code of Conduct 2023-2024

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I. INTRODUCTION

DISTRICT MISSION STATEMENT

Explore-Enrich-Empower

The Canandaigua City School District is dedicated to creating enriched, world-class educational experiences that engage all learners, foster meaningful exploration, and empower our school community to have their voices heard.

DISTRICT VISION STATEMENT

One Community, Transforming Lives

The Canandaigua City School District believes in building a community rooted in inclusion and love, where everyone recognizes the active role they play in educating our children and helping them find a sense of purpose in life.

The Board of Education of the Canandaigua City School District (“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, at school functions, and with District computer systems. These expectations are based on the principles:

Respect leads to Civility
Responsibility leads to Accountability
Honesty leads to Integrity
Kindness leads to Compassion
Healthy Choices lead to Healthy Living
Effort leads to Perseverance

Acceptance, as it relates to diversity, is also an important District focus.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, at school functions, and with District resources, identify potential consequences of unacceptable conduct, and ensure that discipline, when necessary, is administered promptly and fairly. Therefore, the Board adopts this Code of Conduct (“Code”). This Code has been developed in collaboration with teachers, Administrators, other school service professionals, students, parents, and community members, and reviewed by a small group of staff and administrators.

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

II. DEFINITIONS

For purposes of this Code, the following definitions apply:

“Behavior” is the way in which one acts or conducts oneself, especially toward others. It is expected that students, staff, and visitors will conduct themselves in such a way that is in line with this Code of Conduct.

“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 code of conduct.

“Disruptive student” means a 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.

“District resources” means the District’s computer systems and networks, any configuration of hardware, operating system software, application software, stored text, and data files. Examples include electronic mail, local databases, externally accessed resources (such as the Internet), DVD, optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available.

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

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

“Gender identity” a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth. Everyone has a gender identity.

“Gender nonconforming” is a term used to describe people whose gender expression differs from stereotypic expectations. The terms “gender variant” or “gender atypical” are also used. Gender nonconforming individuals may identify as male, female, some combination of both, or neither.

“Illicit 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 of any other federal law.

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

“Relationships” are the way in which two or more people regard and behave toward each other.

“Respect” is an act of treating everyone with dignity. This is demonstrated by: treating others with kindness and care, being polite and using manners, expressing thoughts and opinions in ways that are polite and courteous, using a polite tone of voice and body language, listening to others who are speaking to you, keeping one’s hands to one’s self and not violating others’ personal space.

“Responsibility” is an obligation to behave in accordance with social norms and being held accountable for one’s actions.

“Restorative Practices” are a response to student actions that violate the dignity, safety, or well-being of others by connecting the person responsible for the harm with those who have been harmed, in order to reach a resolution that guides, and assists the person responsible for the harm in accepting responsibility, apologizing for the harm, making meaningful reparation and improving the relationships between parties.

“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, as defined in Vehicle and Traffic Law § 142. School buses, whether owned and operated by the District or by a carrier the District contracts with for transportation of its students, are considered school property.

“School function” means any school-sponsored or school-authorized extra-curricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state or country.

“Sexual orientation” a person’s emotional and sexual attraction to other people based on the gender of the other person. Sexual orientation is not the same as gender identity. Not all transgender youth identify as gay, lesbian or bisexual, and not all gay, lesbian and bisexual youth display gender-nonconforming characteristics

“Violent student” means a student under the age of 21 who:

1. Commits an act of violence upon a school employee.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at a school function.
3. Possesses, while on school property or at a school function, a weapon such as a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys District property.

“Weapon” means a firearm as defined in 18 USC § 921(a) for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause serious physical injury or death, and any other instrument identified in the New York Penal Code as a weapon. In addition, this Code further

prohibits the possession or display of any toy, facsimile or replica of a weapon.

III. STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

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

1. Take part in all District activities on an equal basis regardless of actual or perceived, race, weight, color, creed, national origin, ethnic group, religion, religious practice, gender, gender identity, gender expression, sexual orientation or disability or socio-economic status.
2. Be respected as an individual and treated fairly and with dignity by other students and school staff.
3. Express one's opinions, either verbally or in writing, as long as it is done so in a respectful manner.
4. Present their version of the relevant events to school personnel authorized to impose consequences.
5. Access school policies, regulations and rules and, when necessary, receive an explanation of those rules from school personnel.
6. Be provided with clear expectations regarding:
 - a. Course objectives, requirements and state standards;
 - b. Grading criteria and procedures;
 - c. Assignment requirements and deadlines; and
 - d. School and classroom rules and expectations regarding behavior.

B. Student Responsibilities

All District students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Help make school a community free of violence, intimidation, bullying, harassment, and discrimination.
3. Be familiar with and abide by district policies, rules and regulations dealing with student conduct.
4. Attend school every day unless they are legally excused and be in class on time and prepared to learn.
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
6. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
7. Use a polite tone of voice and appropriate body language, listening when others are speaking to you.
8. Be truthful when speaking with school officials regarding Code of Conduct violations.
9. Respect personal space.
10. Work to develop skills to manage their emotions and reactions and resolve conflict with others.

11. Ask questions when they do not understand.
12. Seek help in solving problems.
13. Dress appropriately for school and school functions.
14. Accept responsibility for their actions.
15. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

IV. ESSENTIAL PARTNERS

All members of our learning community – including students, staff, parents and engaged service providers – must assume responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate in the learning community.

Those responsibilities include but are not limited to the following:

A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents, the students, and the school community.
2. Send their child(ren) to school ready to participate and learn.
3. Ensure their child(ren) attend school regularly and on time.
4. Ensure absences are excused and properly documented.
5. Insist their child(ren) be dressed and groomed in a manner consistent with the student dress code. *See* Section VII “Student Dress Code.”
6. Help their child(ren) understand that in a democratic society, appropriate rules are required to maintain a safe and orderly environment.
7. Know school rules and help their child(ren) understand them so that their child(ren) can help create a safe, orderly, respectful, supportive environment.
8. Build good relationships with teachers, other parents, and their child(ren)’s friends.
9. Convey to their children a supportive attitude toward education and the district.
10. Help their child(ren) deal effectively with peer relationships and peer pressure.
11. Inform District officials of changes in the home situation that may affect student conduct or performance.
12. Tell school officials about any concerns or complaints in a respectful and timely manner.
13. Provide a place for study and ensure homework assignments are completed.
14. Be respectful and courteous to staff, other parents/guardians and students while on school premises.
15. Teach their children respect and dignity for themselves and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex which will strengthen the child’s confidence and promote learning in accordance with the Dignity for All Students Act.

B. Teachers

All teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex, which will strengthen students' self-worth and promote confidence to learn.
2. Be prepared to teach.
3. Promote a safe, orderly, and stimulating school environment, free from intimidation, discrimination and harassment, supporting effective teaching and learning.
4. Deliver instruction effectively.
5. Demonstrate interest in teaching and concern for students and student achievement.
6. Know District policies and rules, and enforce them in a fair, timely, and consistent manner.
7. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Grading procedures
 - c. Assignment deadlines for students
 - d. Student expectations
 - e. Classroom behavior and consequences plan
8. Communicate regularly with students, parents, and other teachers concerning growth and achievement.
9. Be responsive to parent and student communications.
10. Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.
11. Be responsible for enforcing this Code of Conduct and making any timely notifications as required by this Code of Conduct.
12. Address issues of harassment or any situation that threatens the emotional or physical health of safety of any student, school employee or any person who is lawfully on school property or at a school function.
13. Address personal biases that may prevent equal treatment of all students and staff in the school or classroom setting.
14. Maintain confidentiality in conformity with federal and state law.
15. Be open to active participation in resolving conflicts through a restorative process.

C. Other School Personnel

All school personnel are expected to:

1. Recognize that the education of student(s) is a joint responsibility of the parents, the students, and the school community.
2. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious

- practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
3. Assist students in coping with emerging personal, social, and emotional issues and concerns.
 4. Promote a safe, orderly, and stimulating school environment, free from intimidation, discrimination and harassment, supporting effective teaching and learning.
 5. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary.
 6. Regularly review with students their educational progress and career plans.
 7. Provide information to assist students with educational and career planning.
 8. Encourage students to benefit from the curriculum and extra-curricular programs offered by the District and available within the community.
 9. Make known to students and families the resources in the community that are available to meet their needs.
 10. Participate in school-wide efforts to provide adequate supervision in all school spaces.
 11. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
 12. Know school rules and help student(s) understand them.
 13. Be responsible for enforcing this Code of Conduct and making any timely notifications as required by this Code of Conduct.
 14. Maintain confidentiality in accordance with federal and state law.
 15. Address personal biases that may prevent equal treatment of all students and staff.
 16. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
 17. Promote a trauma-responsive approach to addressing student behavior by supporting professional development, providing safe work environments, forming trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
 18. Be open to active participation in resolving conflicts through a restorative process.

D. Building Administrators

All administrators are expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, (including gender identity and expression) or sex.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators for redress of grievances.
3. Maintain confidentiality in accordance with federal and state law.
4. Evaluate on a regular basis all instructional programs to ensure infusion of civility education in the curriculum.
5. Support the development of and student participation in appropriate extracurricular activities.

6. Provide support in the development of the code of conduct, when called upon. Disseminate the code of conduct and anti-harassment policies.
7. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
8. Participate in school-wide efforts to provide adequate supervision in all school spaces.
9. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students and staff.
11. Promote a trauma-responsive approach to addressing student behavior by supporting professional development, providing safe work environments, forming trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
12. Be open to active participation in resolving conflicts through a restorative process.

E. Athletic Coaches and Co-Curricular Advisors

All coaches and advisors are expected to:

1. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Develop and maintain a climate of mutual respect, which will strengthen students' self-esteem and promote confidence to play and learn.
3. Promote a safe, orderly, and stimulating school environment, free from intimidation, discrimination and harassment, supporting effective teaching and learning.
4. Emphasize the proper ideals of sportsmanship, ethical conduct and fair play.
5. Stress values developed from participating with integrity and high character.
6. Know school rules and assist in their enforcement.
7. Help students to understand school rules.
8. Recognize that the purpose of athletics and extracurricular activities is to promote the educational, physical, mental, social, and emotional well-being of the individual players.
9. Encourage leadership, use of initiative, and good judgment by all participants.
10. Address and report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator.
11. Maintain confidentiality in accordance with federal and state law.
12. Address personal biases that may prevent equal treatment of all students and staff.

F. District Superintendent

The Superintendent is expected to:

1. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-esteem and promote confidence to learn.
2. Make student achievement and character development the primary focus of the District.
3. Promote a safe, orderly, and stimulating school environment, free from intimidation, discrimination and harassment, supporting effective teaching and learning.
4. Review with administrators the policies of the Board and local, state, and federal laws relating to school operations and management.
5. Inform the Board of educational trends relating to student discipline.
6. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
7. Work with administrators in enforcing the Code and ensuring that all cases are resolved promptly and fairly.
8. Maintain confidentiality in accordance with FERPA.
9. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students and staff.

G. Board of Education

The Board is expected to:

1. Collaborate with student, teacher, administrators, and parent organizations, community, school safety personnel, and other school personnel to develop a Code that clearly defines expectations for the conduct of students, District personnel, and visitors on school property and at school functions.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
3. Adopt and review at least once per year the District's Code to evaluate its effectiveness, fairness, and consistency of its implementation.
4. Lead by example by conducting Board meetings and Board business in a respectful, responsible, caring, and honest manner.
5. Appoint a Dignity Act Coordinator.
6. Maintain confidentiality in accordance with federal and state law.
7. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the code of conduct.
8. 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.

9. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students and staff.
11. The Board will promote a trauma-informed approach to addressing student behavior by supporting professional development, providing a safe school environment, encouraging the forming of trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
12. Be open to active participation in resolving conflicts through a restorative process.

V. DECLARED PANDEMIC

The health and safety of the children and adults in our schools is paramount. Health and safety considerations must always come first. The Canandaigua City School District will follow the guidance provided by the Center for Disease Control and Prevention, New York State Department of Health, Ontario County Public Health, and our School Physician regarding safety protocols related to a declared pandemic.

VI. DIGNITY FOR ALL STUDENTS ACT

The Board is committed to providing an educational environment that promotes respect, dignity, and equality. The Board recognizes that acts of discrimination and harassment, including bullying, taunting, or intimidation, are detrimental to student learning and achievement. These behaviors interfere with the mission of the District to educate its students and disrupt the operation of its schools. Such behavior affects not only the students who are its targets, but also those individuals who participate in, and witness such acts.

To this end, the Board condemns and strictly prohibits all forms of discrimination and harassment, including bullying, taunting, intimidation, against students by students and or employees on school property, which includes (among other things) school buses, at school functions, which means school sponsored, extracurricular events or activities. Harassment can include, among other things, the use, both on and off school property, of information technology, including, but not limited to, e-mail, instant or text messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites, to deliberately harass or threaten others. This type of harassment is generally referred to as cyberbullying.

A. Definitions:

1. **Harassment:** Harassment is defined as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. Such conduct, verbal threats, intimidation or abuse includes, but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived:
 - race
 - color
 - weight
 - national origin
 - ethnic group
 - religion
 - religious practice
 - disability
 - sex
 - sexual orientation
 - gender (which includes a person's actual or perceived sex, as well as gender identity and expression)
2. **Bullying:** Bullying is defined as unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building or places like a playground or bus, during or on the internet. Bullying generally involves the following characteristics:
 - a. **An Imbalance of Power:** Children who bully use their power, such as physical strength, access to embarrassing information, or popularity, to control or harm others.
 - b. **The Intent to Cause Harm:** The person bullying has a goal of causing harm.

- c. Repetition: Bullying behaviors generally happen more than once or have the potential to happen more than once.

Examples of bullying include, but are not limited to:

- a. Verbal: Name-calling, teasing, inappropriate sexual comments, taunting, and threatening to cause harm.
 - b. Social: Spreading rumors about someone, excluding others on purpose, telling other children not to be friends with someone, and embarrassing someone in public.
 - c. Physical: Hitting, punching, shoving, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's things, and making mean or rude hand gestures.
 - d. Cyber: harassment or bullying happens through any form of electronic communication.
3. Hazing: Hazing is defined as a person intentionally or recklessly engaging in conduct during the course of another person's initiation into or affiliation with any organization, which creates a substantial risk of physical injury to such other person or a third person and thereby causes such injury.

Please refer to the Dignity for All Students Act Coordinators:
is our District DASA coordinator. Building DASA coordinators are:
Ms. Kris VanDyune
Mrs. Michelle Reynolds for our primary school
Mrs. Lindsay Lazenby for our elementary school
Mr. Theron Chinn for our middle school
Mr. Eric Jordan for our high school

VII. PROHIBITED STUDENT CONDUCT

The Board expects 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 with the goal of making school a community free of violence, intimidation, bullying, harassment, and discrimination. The District may discipline a student whose actions were unintentional yet violate the Code of Conduct.

Typically, progressive discipline will be utilized starting with a low level of discipline and progressing to suspension from school for various periods of time. However, the severity of misbehavior and the student's total disciplinary record will impact any decision regarding discipline.

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 mistakes. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on educating students so that they may learn from their behavior and grow in self-discipline.

The Board recognizes the need to make its expectations for student behavior while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to meet that need 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 these school rules will be required to accept the consequences for their behavior.

The District has the right to discipline student misconduct on school property, at school functions or off-campus if such conduct impacts the school environment.

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

- A. **Engage in conduct that is disorderly.** Examples of disorderly conduct include but are not limited to:
1. Running or otherwise unsafe behavior in hallways.
 2. Making unreasonable noise.
 3. Using language or gestures that are profane, lewd, vulgar, abusive or disrespectful.
 4. Obstructing vehicular or pedestrian traffic.
 5. Engaging in any willful act which disrupts the normal operation of the school community.
 6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building. Nor are they permitted in any classroom or any school room without a bona fide reason or the express permission of a teacher or administrator.
 7. Trespassing after hours. Students are not permitted in any school building after hours without permission from the administrator in charge of the building.

8. Misusing computer systems/electronic communications, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the District's acceptable use policy.

B. Engage in conduct that deliberately goes against what a student has been asked to do or where they are supposed to be at any given time. This behavior is considered insubordinate. Examples of this type of behavior include but are not limited to:

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

C. Engage in conduct that prevents others from being able to learn, focus, or be engaged in their work. This behavior is considered disruptive. Examples of this type of behavior include but are not limited to:

1. Continually impeding the teaching and learning environment.
2. Continually interfering with the teacher's authority over the classroom.
3. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
4. Inappropriate public sexual contact.
5. Display or use of personal electronic devices, such as, but not limited to cell phones, iPods, digital cameras, in a manner that is in violation of District policy 3320, or without the permission of a staff member.

D. Engage in conduct that is violent. Examples of this type of behavior include but are not limited to:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, or other school employee, another student or any other person lawfully on school property
2. Possessing a weapon as per the definition found in this Code. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
3. Displaying what appears to be a weapon as per this Code.
4. Threatening to use a weapon as per this Code.
5. Intentionally damaging or destroying the personal property of a teacher, administrator, student, other District employee or any person lawfully on school property, including graffiti or arson.
6. Intentionally damaging or destroying school property, including District computer systems and data.

E. Engage in any conduct that endangers the safety, health, or welfare of others, or compromises the authority of school officials. Examples of this type of behavior include but are not limited to:

1. Lying to school personnel.
2. Attempting to engage in or perform an act of violence noted in Section D.
3. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
4. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function, including data, equipment, and intellectual property.
5. 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.
6. Discrimination, which includes the use of race, color, creed, national origin, religion, gender (identity and expression), religious practices, sex, sexual orientation, weight, disability or socio-economic status as a basis for treating another in a negative manner.
7. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.
8. Intimidation, which includes engaging in actions or statements that put an individual in fear of personal harm.
9. Cyber bullying, which includes but is not limited to the misuse of emails, instant messages, text messages, digital pictures or images, web postings (including blogs), social media, chat rooms, and/or similar technologies and/or forums to torment, threaten, harass, humiliate, or embarrass another individual.
10. Hazing, which includes any intentional or reckless action directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school-sponsored activity, organization, club or team.
11. Possessing, consuming, selling, distributing or exchanging obscene materials.
12. Using vulgar or abusive language, cursing or swearing.
13. Possessing, using, consuming, selling, distributed or exchanging tobacco products, including cigarettes, pipes, chewing tobacco, snuff, herbal tobacco products, simulated tobacco products that imitate or mimic tobacco products, e-cigarettes, vapes, vaporizers, JUULs, cloves, bidis and kreteks as well as matches and lighters.
14. Possessing, consuming, selling, distributing or exchanging alcoholic beverages. Note: Students suspected of being under the influence of alcohol may be subject to an Alco-Sensor assessment by trained staff members.
15. Possessing, consuming, selling, distributing or exchanging illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, ecstasy, synthetic cannabinoids, any substances commonly referred to as "designer drugs," which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption, such as bath salts. Note: students suspected of being under the influence of a substance may be subject to an assessment by DITEP (Drug Impairment Training for Educational Professionals) trained staff members.
16. Possessing, consuming, selling, distributing, exchanging or unauthorized use of prescription and over-the-counter drugs except as permitted under Board policy.

17. Gambling.
18. Indecent exposure (e.g., exposure to sight of the private parts of the body in a lewd or indecent manner).
19. Initiating a report warning of fire or other catastrophe without valid cause, pulling a fire alarm without valid cause, misuse of 911, or discharging a fire extinguisher.
20. Engaging in threatening or reckless behavior that serves to endanger the property or safety of others.
21. Use and/or display of electronic media (such as e-mail, text messages, messages sent through social media websites and other such messages) or use of any electronic device to capture picture and or video to knowingly transmit, retrieve, or store any communication (e.g. forwarded emails that contain jokes, pictures, promoting a violation of school rules, etc.) that are:
 - a. Discriminatory or harassing;
 - b. Derogatory to any individual or group;
 - c. Obscene, sexually explicit or pornographic;
 - d. Defamatory or threatening;
 - e. In violation of any license governing the use of software;
 - f. In violation of any other law or rule; or
 - g. Engaged in for any purpose that is illegal or contrary to this Code or District interests and/or reputation.
22. Inappropriate dancing. Dance styles must comply with standards of modesty, decency, and safety. Inappropriate dancing includes but is not limited to: slam or mosh dancing, freak dancing, dirty dancing, grinding/bumping, twerking or otherwise inappropriate or dangerous dancing.
23. 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.).

F. Engage in misbehaviors otherwise prohibited by sections A-E of this section while on a school bus and to remain seated, keep objects and body parts inside the bus, obey the directions from the bus driver or monitor.

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

G. Engage in any form of academic misconduct/dishonesty. Examples of academic misconduct/dishonesty include but are not limited to:

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

6. Accessing other users' email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.
7. Artificial Intelligence (AI) Assisted Plagiarism.

H. Engage in off-campus misbehavior that interferes with or can reasonably be expected to substantially disrupt the educational process in the school or a school function. Such misbehavior includes, but isn't limited to, threatening or harassing students or school personnel through any means off-campus, including cyberbullying.

I. Engage in in any conduct that compromises the safety of others during a declared pandemic.

The district will institute safety recommendations from the Center for Disease Control and Prevention, New York State Department of Health, Ontario County Public Health, and our School Physician.

VIII. STUDENT DRESS CODE

Student attire, regardless of gender, may foster creativity and individuality. It should contribute to an atmosphere of mutual respect supported by the District and should not be a distraction to the learning environment. Students and their parents have the initial responsibility for acceptable student dress and appearance, with the understanding that the District has the authority to make decisions on questionable dress in school. District personnel exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in a school setting.

All students must wear:

- Shirt/top adequately covering chest and the majority of the abdomen that provides coverage during movement;
- Bottoms not exposing buttocks;
- Clothing, footwear, appropriate for safe classroom participation.

Students cannot wear:

- Clothing which promotes or depicts drugs, alcohol, or sex;
- Attire including visuals / language which creates a hostile or intimidating environment;
- Visible undergarments (visible straps on undergarments worn under other clothing are acceptable);
- Shirts/tops without straps; (Tube tops require secondary coverage.)

Teachers may ask students to remove hats/hoods/coats in the classroom.

Students wearing anything deemed distracting, unsafe, or inappropriate for school will be asked to change or put something on over their clothes. If a student refuses to comply, it will be treated as insubordination.

IX. REPORTING VIOLATIONS OF THE CODE OF CONDUCT

Because the district's goal is for making school a community free of violence, intimidation, bullying, harassment, and discrimination, all students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the Building Principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the Principal, the Principal's designee or the Superintendent of Schools.

All district staff who are authorized to impose disciplinary consequences are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary consequences are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary consequence if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate consequence.

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

The 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 a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

X. DISCIPLINARY PROCEDURES AND CONSEQUENCES

Consequences, and if needed discipline, are most effective when they deal directly with the problem at the time and place it occurs, and in a way that is reasonable and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Consequences and disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary consequence, school personnel authorized to impose disciplinary consequences 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.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. The adverse impact on others and/or the learning environment.
7. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter consequence than subsequent violations. However, district staff are empowered to utilize the consequence most reasonably calculated to ensure the student learns from their behavior and engages in more pro-social behavior in the future.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered in a consistent fashion with the separate requirements of this Code for disciplining students with a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability, unless the discipline is consistent with the student's individualized education plan (IEP).

A. Consequences

Students who are found to have demonstrated inappropriate behavior may be subject to the following interventions and consequences, either alone or in combination with one another. The school personnel identified after each consequence are authorized to assign the consequences, consistent with the student's right to due process.

1. Verbal warning, teacher/student conference, parent contact, in-class time out, brief time out of class, loss of classroom privileges – any member of the district staff
2. Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent
3. Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent
4. Detention – teachers, Principal, Superintendent
5. Suspension from transportation – Director of Transportation, Principal, Superintendent
6. Suspension from athletic participation – coaches, Principal, Superintendent
7. Suspension from social or extracurricular activities – activity director, Principal, Superintendent
8. Suspension of other privileges – Principal, Superintendent
9. In-school suspension – Principal, Superintendent
10. Out-of-School Suspension – Principal, Superintendent
11. Removal from classroom by teacher – teachers, Principal
12. Short-term (five days or less) suspension from school – Principal, Superintendent, Board
13. Long-term (more than five days) suspension from school – Superintendent, Board
14. Permanent suspension from school – Superintendent, Board

The district may condition a student's suspension revocation or early return from suspension on the student's voluntary participation in counseling or specialized classes, including anger management or dispute resolution. The district may also recommend counseling in circumstances where a student may benefit from such services, separate from any disciplinary proceeding.

B. Procedures

The amount of due process a student is entitled to before a consequence is imposed will depend on the type of consequence being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the consequence must let the student know what inappropriate behavior, and must investigate the facts surrounding the alleged misbehavior. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary consequence in connection with the imposition of the consequence.

Students who are to be given consequences other than a verbal warning, written warning or written notification to their parents are entitled to additional rights before the consequence is imposed. These additional consequences are explained below.

1. Detention

Teachers, Principals and the Superintendent may use after school detention as a consequence for student misbehavior in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as consequence only after the student's parent has been notified to confirm that there is no parental objection to the consequence and the student has appropriate transportation home following 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 misbehavior to the Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the 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 Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the Principal or the Principal's designee to discuss the conduct and the consequence involved.

3. Suspension from athletic participation, extra-curricular activities and other privileges

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

4. In-school Suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes Principals and the Superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." Students assigned to the ISS room will be under the direct supervision of school personnel.

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 consequence 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 composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" 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.

Teachers will first use interventions aimed at teaching appropriate and responsible behaviors so students can learn and demonstrate safe and respectful academic, social and emotional behavior. Examples of these include using affective statements, using affective questions, establishing relationship with students, giving positive directives that state expectations, and giving positive and specific feedback etc.

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

A 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 ongoing 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, 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 reasons 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 parent. 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's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal.

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

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 Education Law §3214 and a suspension will be imposed.

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

determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities 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/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 consequence, which may be imposed only upon students who are severely insubordinate, disorderly, violent, or severely 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 Principals.

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

a. Short term (five days or less) Suspension from School

When the Superintendent or Principal (referred to as the "suspending authority") proposes to suspend a student charged with misbehavior for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misbehavior 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 is 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 **ten (10)** 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 of Education within 30 days of the decision.

b. Long term (more than five days) Suspension from School

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

The Superintendent shall personally hear and determine the proceeding or may, in 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, which 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 **thirty (30)** days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. 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 of Education within 30 days of the decision.

c. Permanent suspension

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

d. Procedure After Suspension

The Board may condition a student's early return from a suspension on the student's voluntary participation in restorative conference, reentry circles, counseling or specialized classes, such as anger management or dispute resolution. The Board retains discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions shall be specified in writing. However, if the student violates the agreed-upon terms and conditions within a certain time period, the unserved portion of the suspension may be re-imposed

C. Minimum Periods of Suspension

1. Students who bring or possess certain weapons on school property

Any student, other than a student with a disability, found guilty of bringing a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the following:

- a. The student's age.
- b. The student's grade in school.
- c. The student's prior disciplinary record.
- d. The Superintendent's belief that other forms of discipline may be more effective.
- e. Input from parents, teachers and/or others.
- f. Other extenuating circumstances.

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

2. Students who commit violent acts other than bringing or possessing certain weapons on school property

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death onto school property, shall be subject to suspension

from school for at least five-days. If the proposed consequence is the minimum five-day suspension, the student and the student's parent/guardian 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 consequence exceeds 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-by-case basis. In deciding whether to modify the consequence the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

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

D. Referrals

1. Counseling

The Guidance Office shall handle all referrals of students to counseling.

2. PINS Petitions

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

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.

- c. Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

For students found to have brought either a weapon (defined in 18 USC §930(g)(2) or firearm (defined in 18 USC §921), the Superintendent is required to make the following referrals:

- a. To the County Attorney for a juvenile delinquency proceeding before the Family Court:
All students under age 16, except student age 14 or 15 who qualify for juvenile offender status under the Criminal Procedure Law 1.20(42).
- b. To the appropriate law enforcement authorities:
All students age 16 or older, and all student age 14 or 15 who qualify for juvenile offender status under Criminal Procedure Law 1.20(42).

As a reminder, a dangerous weapon under 18 USC §930(g)(2) is: any weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except for a pocket knife with a blade less than 2½ inches long. A firearm under 18 USC §921 is: any weapon which will, or is designed to, or may readily be converted to expel a projectile by an explosive; or the frame or receiver of such weapon, or any firearm muffler or silencer; or any destructive device (e.g., bomb, grenade, rocket missile, mine, etc.); however, this does not include antique firearms (e.g., those from 1898 or prior, or certain replicas). The district may take other actions to assist students in managing their behavior, including referrals to or partnerships with community resources.

XI. ALTERNATIVE INSTRUCTION

When a student of any age is removed from a class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law § 3214, the District will take immediate steps to provide alternative means of instruction for the student. The Board of Education expects students, administrators, teachers and parents to make every effort to maintain student academic progress in the event of removal or suspension, and support student re-entry to the classroom at the conclusion of the disciplinary action.

XII. DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district's student code of conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others.

The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York’s Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the district follows suspension and removal procedures that are consistent with those protections. The code of conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

A. Definitions

For purposes of this portion of the code of conduct, and consistent with applicable law and regulations, the following definitions will apply:

1. Behavioral intervention plan (BIP) means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.
2. Controlled substance means a drug or other substance abuse identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
3. Disciplinary change in placement means a suspension or removal from a student’s current educational placement that is either:
 - a. For more than 10 consecutive school days; or
 - b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student’s behavior is substantially similar to the student’s behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.
4. *Illegal drug* means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional, or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.
5. *Interim alternative educational setting (IAES)* means a temporary educational placement, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred. An IAES must allow a student to continue to receive educational services that enable him or her to continue to participate in the general curriculum and progress toward meeting the goals set out in

- the student's individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.
6. *Manifestation review* means a review of the relationship between the student's disability and the behavior subject to disciplinary action required when the disciplinary action results in a disciplinary change of placement, and conducted in accordance with requirements set forth later in this code of conduct.
 7. *Manifestation team* means a district representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the committee on special education as determined by the parent and the district.
 8. *Removal* means a removal of a student with a disability for disciplinary reasons from his or her current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.
 9. *School day* means any day, including a partial day, that students are in attendance at school for instructional purposes.
 10. *Serious bodily injury* means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
 11. *Student presumed to have a disability for discipline purposes* means a student who, under the conditions set forth later in this code of conduct, the district is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.
 12. *Suspension* means a suspension pursuant to §3214 of New York's Education Law.
 13. *Weapon* means the same as the term "dangerous weapon" under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except a pocket knife with a blade of less than two and one-half inches in length.

B. Authority of School Personnel to Suspend or Remove Students with Disabilities

The Board, District Superintendent, Superintendent of Schools or a Building Principal with authority to suspend students under the Education Law may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days.

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent determines that the student's behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misbehavior, as long as the suspensions do not constitute a disciplinary change of placement.

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.

Furthermore, the Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability to an IAES to be determined by the committee on special education for a period of up to 45 school days if the student either:

1. Carries or possesses a weapon to or at school, on school premises or to a school function, or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the district's jurisdiction, or
3. Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the district's jurisdiction.

The Superintendent may order the placement of a student with a disability to an IAES under such circumstances, whether or not the student's behavior is a manifestation of the student's disability. However, the committee on special education will determine the IAES.

C. Procedures for the Suspension or Removal of Students with Disabilities by School Personnel

1. In cases involving the suspension or removal of a student with a disability for a period of five consecutive school days or less, the student's parents or persons in parental relation to the student will be notified of the suspension and given an opportunity for an informal conference in accordance with the same procedures that apply to such short-term suspensions of non-disabled students.
2. The suspension of students with disabilities for a period in excess of five school days will be subject to the same due process procedures applicable to non-disabled students, except that the student disciplinary hearing conducted by the Superintendent or a designated hearing officer shall be bifurcated into a guilt phase and a penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of his or her disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a non-disabled student, except that he or she will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

D. Limitation on Authority of School Personnel to Suspend or Remove Students with Disabilities

The imposition of a suspension or removal by authorized school personnel may not result in a disciplinary change of placement of a student with a disability that is based on a pattern of suspensions or removals as set forth above in the Definitions section of this code of conduct, unless:

1. The manifestation team determines that the student's behavior was not a manifestation of the student's disability, or
2. The student is removed to an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury as set forth above.

School personnel will consider any unique circumstances on a case-by-case basis when determining whether a disciplinary change in placement is appropriate for a student with a disability who violates the district's code of conduct.

In addition, school personnel may not suspend or remove a student with a disability in excess of the amount of time that a non-disabled student would be suspended for the same behavior.

E. Parental Notification of a Disciplinary Change of Placement

The district will provide the parents of a student with a disability notice of any decision to make a removal that constitutes a disciplinary change of placement because of a violation of the student code of conduct. Such notice will be accompanied by a copy of the procedural safeguards notice.

F. Authority of an Impartial Hearing Officer to Remove a Student with a Disability

An impartial hearing officer may order the placement of a student with a disability to an IAES for up to 45 school days at a time if he or she determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others. This authority applies whether or not the student's behavior is a manifestation of the student's disability.

G. Manifestation Review

A review of the relationship between a student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the student's disability will be made by the manifestation team immediately, if possible, but in no case later than 10 school days after a decision is made by:

1. The Superintendent to change the placement of a student to an IAES;
2. An impartial hearing officer to place a student in an IAES; or
3. The Board, the Superintendent, or Building Principal to impose a suspension that constitutes a disciplinary change in placement.

The manifestation team must determine that the student's conduct was a manifestation of the student's disability if it concludes that the conduct in question was either:

1. Caused by or had a direct or substantial relationship to the student's disability, or
2. The direct result of the district's failure to implement the student's individualized education program.

The manifestation team must base its determination on a review all relevant information in the student's file including the student's individualized education program, any teacher observations, and any relevant information provided by the parents.

If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the district will:

1. Have the committee on special education conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the district had already done so prior to the behavior that resulted in the disciplinary change of placement occurred. However, if the student already has a behavioral intervention plan, the CSE will review the plan and its implementation, and modify it as necessary to address the behavior.
2. Return the student to the placement from which he or she was removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the district agree to a change in placement as part of the modification of the behavioral intervention plan.

If the manifestation team determines that the conduct in question was the direct result of the district's failure to implement the student's individualized education program, the district will take immediate steps to remedy those deficiencies.

H. Services for Students with Disabilities during Periods of Suspension or Removal

Students with disabilities who are suspended or removed from their current educational setting in accordance with the provisions of this code of conduct and applicable law and regulation will continue to receive services as follows:

1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the district will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended.
2. During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the district will provide students with disabilities

services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement. In addition, during such periods of suspension or removal the district will also provide students with disabilities services necessary for them to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

3. During suspensions or removals in excess of 10 school days in a school year that constitute a disciplinary change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the district will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum, to progress toward meeting the goals set out in their respective individualized education program, and to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so it does not recur. In such an instance, the committee on special education will determine the appropriate services to be provided.

I. Students Presumed to Have a Disability for Discipline Purposes

The parent of a student who is facing disciplinary action but who was not identified as a student with a disability at the time of misbehaviors has the right to invoke any of the protections set forth in this code of conduct in accordance with applicable law and regulations, if the district is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary action occurred and the student is therefore a student presumed to have a disability for discipline purposes.

If it is claimed that the district had such knowledge, it will be the responsibility of the Superintendent, Building Principal or other authorized school official imposing the suspension or removal in question for determining whether the student is a student presumed to have a disability for discipline purposes. The district will be deemed to have had such knowledge if:

1. The student's parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
2. The student's parent has requested an evaluation of the student; or
3. A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the district's director of special education or other supervisory personnel.

Nonetheless, a student will not be considered a student presumed to have a disability for discipline purposes if notwithstanding the district's receipt of information supporting a claim that it had knowledge the student has a disability,

1. The student's parent has not allowed an evaluation of the student; or
2. The student's parent has refused services; or
3. The District conducted an evaluation of the student and determined that the student is not a student with a disability.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if the district receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the district will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the district which can include suspension.

J. Expedited Due Process Hearings

The district will arrange for an expedited due process hearing upon receipt of or filing of a due process complaint notice for such a hearing by:

1. The district to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement;
2. The district during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings;
3. The student's parent regarding a determination that the student's behavior was not a manifestation of the student's disability; or
4. The student's parent relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

The district will arrange for, and an impartial hearing officer will conduct, an expedited due process hearing in accordance with the procedures established in Commissioner's regulations. Those procedures include but are not limited to convening a resolution meeting, and initiating and completing the hearing within the timelines specified in those regulations.

When an expedited due process hearing has been requested because of a disciplinary change in placement, a manifestation determination, or because the district believes that maintaining the student in the current placement is likely to result in injury to the student or others, the student will remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the period of removal, whichever occurs first unless the student's parent and the district agree otherwise.

K. Referral to Law Enforcement and Judicial Authorities

Consistent with its authority under applicable law and regulations, the district will report a crime committed by a student with a disability to appropriate law enforcement and judicial authorities. In such an instance, The Superintendent will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration to the appropriate authorities to whom the crime is reported, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

XIII. ALCOHOL AND DRUG ASSESSMENT

Student safety and wellbeing is of the utmost importance. Students possessing, consuming, selling, distributing or exchanging alcoholic and/or illegal substances, or being under the influence of either may be subject to an assessment by trained staff members.

1. Alco-Sensor
 - a. The Alco-Sensor is an instrument that may be utilized by trained Canandaigua City School District staff members to ensure the health and safety of all students. The Alco-Sensor is a pocket-sized breath alcohol tester that offers a method of determining approximate blood alcohol levels. Use of the Alco-Sensor is intended to support the district's Code of Conduct and District Safety Plan as required through the SAVE legislation. The use of the device will assist in enhancing the school environment and maintaining school discipline.
2. DITEP (Drug Impairment Training for Education Professionals)
 - a. The DITEP process is conducted by trained Canandaigua City School District staff members to identify potentially chemically impaired students for the purpose of ensuring a safe learning environment. Drugs may alter a student's perception or behavior thus reducing their ability to function appropriately at school. The process of identifying suspected impaired students is based on the totality of information gathered through systematic evaluation and is not based on any one element alone. In cases of medical emergencies, the DITEP evaluation will be discontinued and the school will call emergency services. The use of DITEP staff members is intended to support the District's Code of Conduct and Safety Plan as required through the SAVE legislation.
 - b. The protocol for utilizing DITEP trained staff members to evaluate a student is as follows:
 - i. The district may utilize DITEP trained staff members to evaluate a student when it has reasonable suspicion that a student may be under the influence of a drug. Any student who displays noticeable impairment (i.e. slurred speech, staggering, stumbling, bloodshot eyes, unusual difficulty with coordination, or smelling like a particular drug) will be escorted by appropriate school personnel to a private location.
 - ii. The student will be confronted by appropriate school personnel regarding his/her suspicious behaviors. The student will then participate in a drug and alcohol assessment by a certified DITEP staff person.
 - iii. The following are the possible outcomes of a DITEP Evaluation
 1. Return to class with follow up as needed

2. Remain in health office for Observation
 3. Refer to Administrator for follow up
 4. Home with parent/guardian
 5. Ambulance transport to Hospital
 6. Regardless of outcome, a parent/guardian will be contacted
- iv. If a child is sent home with parent/guardian, transported to hospital or refuses to participate in the assessment process, the parent /guardian will need to provide documentation from their health care provider for a safe return to school.

XIV. 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.

If possible, prior to a physical intervention with a student, a District employee trained in alternative procedures and/or de-escalation tactics (such as Therapeutic Crisis Intervention) will be contacted. In situations where, alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school functions, powers, and duties, if that student has refused to refrain from further disruptive acts.

The District will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner’s regulations.

XV. STUDENT SEARCHES AND INTERROGATIONS

The Board is committed to ensuring an atmosphere on school property, at school functions, and in District-sponsored activities/trips that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary consequence on a student may question a student about an alleged violation of law or the District’s Code. 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. Students do have the right to be told, upon request, why they are being questioned.

In addition, the Board authorizes the Superintendent, building Administrators, and other employees under the direct supervision of an Administrator 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’s 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 back pack without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may further search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the District employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants.

Before searching a student or the student's belongings, the authorized school official should give the student the opportunity to admit that he/she possesses physical evidence that violates the law or the District's Code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched. The administrator will have a second school employee present at the search.

A. Student Lockers, Desks, and Other School Storage Places

The rules in this Code 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.

B. Treatment of Cell Phones

Teachers and administrators are authorized to confiscate student cell phones that are being used in violation of the code of conduct and/or District Policy, Use of Video and/or Audio Recording Devices in Classroom. Teachers and administrators are permitted to look at the screen of the cell phone and can request the student's cooperation to search the cell phone further. Without a student's permission, teachers and administrators should not undertake a more extensive search until conferring with the Superintendent or school attorney for guidance.

C. Documentation of Searches

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

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Basis of information leading to search.
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his/her title and position.

7. Witnesses to the search.
8. Time and location of search.
9. Results of search (that is, what item(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The principal/designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal/designee shall retain control of the items, unless the items are turned over to the police. The principal/designee shall be responsible for personally delivering dangerous or illegal items to police authorities. A student who refuses to cooperate with a search shall be deemed to be insubordinate and subject to appropriate penalties including suspension from school.

D. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function.

Police may question student witnesses to any incident without parental consent. Before police officials are permitted to question or search any student suspected of committing a crime, the principal/ designee shall first notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted, unless the student is 16 years of age or older. The principal/designee will also be present during any police questioning or search of a student on school property or at a school function. If the police officer determines there is enough evidence to arrest the student, that student may be removed from school premises by the police without parental consent.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

E. Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will provide data and assistance to local child protective services workers, or members of a multi-disciplinary team accompanying such workers, who are responding to allegations of suspected child abuse, and/or neglect, or custody investigations. Such data and assistance include access to records relevant to the investigation, as well as interviews with any child named as a victim in a report, or a sibling of that child, or a child residing in the same home as the victim.

All requests by child protective services to interview a student on school property shall be made directly to Principal or his or her designee. Child protective service workers and any associated multi-disciplinary team members must comply with the district's procedures for visitors, provide identification, and identify the child(ren) to be interviewed.

The Principal or designee shall decide if it is necessary and appropriate for a school staff member, including but not limited to an administrator or school nurse, to observe the interview either from inside or outside the interview room.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if not he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

XVI. VISITORS AND VOLUNTEERS TO THE SCHOOLS

The Board recognizes that the success of the school program depends, in part, on support by the larger community. The Board wishes to foster a positive climate where members of the community can visit or volunteer in the classroom. Since schools are a place of work and learning, however, certain limits must be set. The Principal or their designee is responsible for all persons in the building and on the grounds. For these reasons, the following expectations apply to visitors and volunteers to the schools:

- A. A one-time visitor to the school must receive permission from the building principal in advance of the visit. The visitor must report to the receptionist at the entrance upon arrival at the school. Upon signing in, photographic proof of identification will be required. In addition, a visitor's identification badge will be issued and must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the receptionist before leaving the building. The District reserves the right to limit access to our facilities based on security and safety reasons.
 - Examples of a one-time visitor to the school include but are not limited to a classroom celebration such as a birthday or lunch with their student.
- B. A one-time volunteer to the school must receive permission from the building principal in advance of the visit and complete a school volunteer form available from the main office. The volunteer will need to follow the same procedures outlined above for a one-time visitor.
 - Examples of a one-time volunteer to the school include but are not limited to participating in classroom interviews, a guest speaker to a class, a field trip chaperone. Some of these might require Board of Education approval. Please check with the building principal in

advance.

- C. A routine or multiple time volunteer must receive permission from the building principal and Board of Education in addition to completing the volunteer form in advance of volunteering. If during the school day, the volunteer must follow the same procedures to enter the building outlined above.
- Examples of routine or multiple time volunteer include but are not limited to mentor for robotics or the foster grandparent program.

Note: These three categories do not include any visitor or volunteer that might require a professional services agreement with the district.

XVII. PUBLIC CONDUCT ON SCHOOL PROPERTY

The District is committed to providing a welcoming, engaging, respectful, orderly environment that is conducive to learning. The district invites the members of the public to join them in the educational process, competitive and artistic events, and other school functions. In order to maintain this kind of an environment the public must also adhere to the expectations of the district. For purposes of this section of the code, “public” shall mean all persons when on school property or attending a school function including students, teachers and district personnel.

The expectations for the public’s conduct on school property and at school functions are not intended to limit freedom of speech or peaceful assembly, but to support the conducive learning environment, and maintain order, and prevent infringement on of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or remove school property.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school ground or at school functions that are obscene, advocate illegal action, appear libelous, violate the rights of others, or are disruptive to the educational environment.
5. Intimidate, harass, or discriminate against any person on the basis of race, color, nationality, religion, age, sex, sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this Code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.

9. Possess, consume, sell, offer, manufacture, distribute or exchange alcoholic beverages, controlled substances, or synthetic versions thereof (whether or not specifically illegal or labeled for human consumption), or be under the influence of either on school property or at a school function.
10. Possess or use firearms or other weapons including air guns, pistols, rifles, shotguns, ammunition, explosives, box cutters, knives, gas canisters, pepper spray or other noxious spray in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the District.
11. Possessing, using, consuming, selling, distributed or exchanging tobacco products, including cigarettes, pipes, chewing tobacco, snuff, herbal tobacco products, simulated tobacco products that imitate or mimic tobacco products, e-cigarettes, vapes, cloves, bidis and kreteks as well as matches and lighters.
12. Loiter on or about school property.
13. Gamble on school property or at school functions.
14. Refuse to comply with any lawful order of identifiable school officials performing their duties.
15. Willfully incite others to commit any of the acts prohibited by this Code.
16. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

B. Consequences

Persons who violate this Code shall be subject to the following penalties:

1. Visitors: Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be considered trespassing and subject to ejection.
2. Students: They shall be subject to immediate ejection and to disciplinary action as the facts may warrant, including any of the penalties listed in the “Penalties” section of this Code, in accordance with the due process of law requirements.
3. Tenured faculty members: They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Education Law § 3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law § 75: They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law § 75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 3 and 4: They shall be subject to immediate ejection and to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The Principal or his/her designee shall be responsible for enforcing the conduct required by this code.

When the Principal or his or her designee sees an individual engaged in actions not conducive to achieving the goal of making school a community free of violence intimidation, bullying, harassment, and discrimination , misconduct or otherwise not allowed behaviors, which in his or her judgment does not pose any immediate threat of injury to persons or property, the Principal or designee shall tell the individual that the behavior is not allowed and attempt to persuade the individual to stop. The Principal or designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the undesired behaviors, or if the person's actions pose an immediate threat of injury to persons or property, the Principal or designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Consequences" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

XVIII. DISSEMINATION AND REVIEW

A. Dissemination

The Board will work to ensure community awareness of this Code by:

1. Providing copies of an age-appropriate, written in plain language, summary of the code to all students at an assembly to be held at the beginning of each school year.
2. Providing a plain language summary to all parents at the beginning of the school year, and thereafter on request.
3. Posting the complete code of conduct on the district's website.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current code of conduct when they are first hired.
6. Making copies of the complete code available for review by students, parents and other community members.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct and other trainings to contribute to its success as needed. The Superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students. On-going professional development will be included in the district's professional development plan, as needed.

B. Review

The Board of Education will review this Code every year and update it as necessary. In conducting the review, the Board will consider how effective the Code's provisions have been

and whether the Code has been administered fairly and consistently. The Board may appoint an advisory committee to assist in reviewing the Code and the District's response to Code violations. The committee will comprise representatives of student, teacher, Administrator, and parent organizations, school safety personnel and other school personnel.

Before the Board reapproves any updates to the Code, the Board will hold at least one public hearing at which school personnel, parents, students, and any other interested party may participate. The Code and any amendments to it will be filed with the Commissioner of Education no later than 30 days after adoption.

Adoption date: June 21, 2001

Revised: July 28, 2011

Revised: May 22, 2014

Revised: August 27, 2015

Revised: July 19, 2017

Revised: July 17, 2018

Revised: July 1, 2020

Revised: August 31, 2020

Revised: March 7, 2022

Revised: July 7, 2022

Canandaigua City School District



Professional Learning Plan 2024-2025

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Canandaigua City School District

Vision

The Canandaigua City School District believes in building a community rooted in inclusion and love, where everyone recognizes the active role they play in educating our students and helping them find a sense of purpose in life.

Mission

The Canandaigua City School District is dedicated to creating enriched, world-class educational experiences that engage all learners, foster meaningful exploration and empower our school community to have their voices heard.

Goals

Enhance
Organizational
Systems & Practices
to Improve Teaching
& Learning

Continuously
Improve District
Operations

Cultivate an
Equitable &
Inclusive School
Environment

Expand
Opportunities

Introduction

Role of Professional Learning Plan Committee

The committee is chaired by the Director of Professional Learning and membership includes administrators, teachers from each building, and paraprofessionals. Members shall serve a minimum of two years, and at least three members will also be members of the Council for Instructional Excellence (CIE).

The CIE is a body composed of parents, building administrators, board members, District office personnel, and teacher representatives from all buildings. The role of CIE members is to keep all parties informed of the instructional-related processes, procedures, and decisions under consideration. Whenever a recommendation is to be considered, appropriate input from the building is sought. District procedures and practices are in place to ensure that the needs of each team and faculty member are met. The CIE Guidelines and Procedures ensure that professional learning is aligned with the standards, is diagnostic-prescriptive in its nature, and originates from a data-driven process. In addition, the District supervisory structure and Curriculum Area Lead Teacher (CALT) in each subject ensure articulation within and across grade levels.

The Professional Learning Committee is a sub-committee of CIE responsible for:

- Writing, overseeing, and revising the Professional Learning Plan
- Utilizing data from monthly administrative meetings to align professional learning opportunities to individual building needs and the district strategic plan.
- Designing and planning of Superintendent's Days professional offerings and schedules
- Surveying and defining the needs of staff specific to the design of those offerings and of administration
- Communicating these professional offerings and schedules to appropriate stakeholders through presentations or informational sessions in department and/or faculty meetings
- Wherever practical, reviewing proposals for alignment to the Professional Learning Plan and providing input to the Office of Instruction
- Assisting in design, presentation, and evaluation of professional learning models and protocols
- Gathering feedback from participants in Superintendent's Days and other training planned or implemented by the committee
- Reporting any feedback and evaluations to the CIE
- The Committee will also be responsible for evaluating its own effectiveness and will remain flexible

Results & Needs / Data Driven Process

A three-step process of data analysis is utilized in the District:

1. Data is evaluated by teachers, administrators, and staff to define areas of need.
2. This data is used to modify staff learning practices and offerings.
3. Offerings are evaluated and drive future initiatives.

Every initiative described in the Professional Learning Plan is a result of an identified student and staff need.

The District strategic plan is reviewed regularly with the Board of Education and Administrative Cabinet. Our Professional Learning Plan is aligned with the District's strategic plan and is reviewed annually with the Council for Instructional Excellence (CIE.)

Needs Assessment Resources Used:

- New York State School Report Card;
- APPR process;
- Disaggregated student achievement data;
- State and local benchmarks for student performance;
- Report Cards;
- Supervisor and department data analysis and recommendations;
- Evaluations from professional learning offerings and Superintendent's Conference Days.

Professional Learning Plan Committee Membership

Name	Title
Matt Schrage	Superintendent Designee-Assistant Superintendent of Instruction
Kris VanDuyne	Superintendent Designee-Director of Professional Learning
Justine Olszewski	Primary School Teacher
Steve Holmes	Primary-Elementary Technology Integration
Shelby Koehler	Middle School Science Teacher
Christine Paige	Assistant Director of Special Programs
Brian Crawford	Academy Special Education Teacher
Stephenie Piper	Primary School Teacher
Meghan Glover	Primary School Teacher
McKenzie Brown	Related Service Provider
Christine Sickles	Related Service Provider

New York State Department Regulations and Requirements

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

Canandaigua City School District, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional learning providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, trainings, and professional learning opportunities qualifying for CTLE credits. Such certificates will include participant's name, title of the program attended, date and location of the program, number of hours completed, and providing the sponsor's name.

The content of the Canandaigua City School District's professional learning plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

Philosophy

The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that when administrators, teachers, teaching assistants, and other instructional staff participate in professional learning, they have opportunities for professional growth, remain current with their profession, and meet the learning needs of their students. We are committed to high-quality professional learning to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional learning initiatives. Professional learning provided to internal employees is tailored to the needs of the individual district, and building progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

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

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

Organizational Professional Learning Goals

Learning	Community	Whole-Child Development
<ul style="list-style-type: none"> ● Educating and preparing our students for success in life ● Creative thinking and problem-solving in authentic contexts ● Intellectual and academic curiosity and advancement through impactful pedagogy ● Organic Professional learning for staff 	<ul style="list-style-type: none"> ● Engage and support families through their educational journey ● Authentic and meaningful community experiences <ul style="list-style-type: none"> ● Inclusion ● Equity ● Community partnerships ● Climate and culture ● Effective and transparent communication 	<ul style="list-style-type: none"> ● Social-emotional learning ● Character education ● Comprehensive co-curricular offerings

Goals

Enhance Organizational Systems and Practices to Improve Teaching and Learning	Continuously Improve District Operations	Cultivate an Equitable & Inclusive School Environment	Expand Opportunities
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Action Plans

Goal 1: New Staff Induction - Provisions for Mentoring Program

Objective:

The mentor/NTP Program seeks to guide the New Teacher Partner (NTP) in the teaching process. Included in that process may be suggestions on instructional strategies, classroom management, and interpersonal relationships.

Activities and Strategies:

- New Teacher Orientation
- Scheduled weekly individual meetings between Mentor and NTP
- Monthly Mentor/NTP meetings

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

- All new teachers at Canandaigua City School District holding an initial certificate will complete a mentored teaching experience within their first year as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and increase the skills of new teachers.
- The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e, the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.
- In accordance with Commissioner's Regulations, the elements of the mentoring program include:
 - Procedures for selecting mentors
 - Role of the mentors
 - Preparation of the mentors
 - Types of mentoring activities
 - Time allotted for mentoring

Estimated Average Number of Hours each teacher/leader is expected to participate in PL

Positions	Hours	CTLE hours/choice topics
Teachers	at least 20 hours per year to stay on track for 100 hours	Conference day, faculty meetings, workshops, grade level meetings, department meetings, etc.
Teaching Assistants	at least 20 hours per year to stay on track for 100 hours	Conference day, faculty meetings, workshops, grade level meetings, department meetings, etc.
Administrators	at least 20 hours per year to stay on track for 100 hours	Conference day, workshops, faculty meetings, grade level meetings, department meetings, etc.
Support Staff	Requirements vary in relationship to role	Conference day, workshops, staff meetings

Goal 2: ELL Requirements and Waiver

Objective	<p>Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.</p>
Activities and Strategies	<p>The district will provide CTLE certificate holders, Professional and Level III Teaching Assistants, a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition unless the District meetings exemption. Canandaigua City School teachers may utilize the expertise and training provided by the Regional Bilingual Education - Resource Network or other approved sponsors to fulfill these requirements. Canandaigua City School meets (and will apply for an) exemption from the professional learning requirements in language acquisition for ENLs . *There are fewer than 30 English Language Learner students enrolled or English language learners make up less than five percent of the Canandaigua City School total student population as of such date as established by the commissioner.</p> <p><i>Recommended PD Provider: Alicia Van Borssum, EdD Coordinator, Project CELLS: Western NY Collaboration for English Language Learner Success Warner Graduate School of Education; University of Rochester Office: 585.276.4779 Mobile: 585.261.7460</i></p>

Goal 3: Provisions for School Violence Prevention and Intervention Training

- Required Drills (Lockdown and Evacuation)
- Promoting mental health and wellness
- Addressing warning signs
 - Effective classroom management
 - Integration of social and problem solving for students

* GCN & Utica National, Right to Know Stuff, DASA, Character Education

Objective	<p>Canandaigua City School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, the study of the warning signs within a learning and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and politics relating to a safe nonviolent school climate effective classroom management technique and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem-solving skill learning for students within the regular curriculum; intervention technique designed to address a school violence situation and how to participate in an effective school/community referral process for students exhibiting violent behavior.</p> <p>Upon request or determination of necessity, Canandaigua City District will provide refreshers on school violence prevention and intervention.</p>
<p>In instructional settings, Canandaigua City School District will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.</p>	
Activities and Strategies	<ol style="list-style-type: none"> 1. A district-wide safety team representing all stakeholders meets quarterly to review and revise the following district documents; student code of conduct, district attendance policy administration procedures, district-wide safety plan, and building-level safety plans. 2. At least annually the School District Resource Officer meets with each school's Building Emergency Response Team to review crisis situations, "drill each scenario, and update and review the Emergency Plans as needed. The school's team and administration will train the school's staff on each of the various situations and scenarios. 3. Each building principal ensures that annual updates are presented to students, parents, and staff regarding behavioral expectations.

Goal 4: Instructional Capacity

- Pedagogy
- Curriculum
- Assessment
- Content knowledge
- Meeting the needs of ALL learners (exceptional learning needs, particularly students with disabilities, ELL, students who are gifted and talented, and students with low literacy levels)

**It is assumed that technology, data driven instruction, could be embedded in the above bullets*

Objective	Professional learning directly related to student learning outcomes, will be tailored to the NYS Professional Learning Students and to individual educators based on personal need, content level, and grade level.
Activities & Strategies	See Appendix A

Appendix A

List of anticipated workshop topics, trainings, and consultants to be offered and utilized during the 2024-2025 school year which will be available across the Canandaigua City School District organization where CTLE credit will be awarded

Topic	Organization/Consultant Provider
Instructional Technology Training	Canandaigua City School Staff, WFL, Monroe 1, 2, Erie 1 BOCES staff
TCI De-Escalation	Canandaigua City School Staff, WFL, Monroe 1, 2, Erie 1 BOCES staff
Early Warning Indicators	Canandaigua City School Staff, WFL, Monroe 1, 2, Erie 1 BOCES staff
Responsive Classroom	Canandaigua City School Staff, WFL, Monroe 1, 2, Erie 1 BOCES staff
Curriculum Writing and Alignment work ELA and Math	Canandaigua City School Staff, WFL, Monroe 1, 2, Erie 1 BOCES staff
Next Generation Standards in all Disciplines	Canandaigua City School Staff, WFL, Monroe 1, 2, Erie 1 BOCES staff
LETRS	WFL BOCES
Smithsonian Carolina Science	Smithsonian Carolina Science Inc.
Everyday Math support PD	Canandaigua City School Staff, EDM trainers
Restorative Practices, Circles, Member trainings	Center for Dispute Settlement
Choice-based workshops	Canandaigua City School Staff

Professional Learning Plan Statement of Certification

Canandaigua City School District

BEDS Code: 430300050000

The superintendent certifies to the Commissioner that:

(1) The planning, implementation and evaluation of the plan were conducted by a professional learning team that included a majority of teachers and one or more administrators(s), curriculum specialists(s), parent(s), highest education representative(s), and others identified in the plan.

(2) The requirements of CR 100.2 (dd) to have a professional learning plan for the succeeding school year have been met.

(3) The school District of BOCES has compiled a professional learning plan applicable to the current school year.

(4) The plan focuses on improving student performance and teacher practice as identified through data analysis.

(5) The plan describes professional learning that:

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

(6) The plan describes how the effectiveness of the professional learning will be evaluated and indicates how activities will be adjusted in response to that evaluation

(7) The plan complies with CR 100.2(dd) to

- Describe and implement a mentoring program for new teachers
- Provide teachers holding a professional certificate with opportunities for completing 100 hours of professional learning (CTLE) every five years
- Ensure that Level III teaching a building-level long-term substitute teachers participate in professional learning activities
- State the average number of hours each teacher is expected to participate in professional learning in the school year(s) covered by the plan
- Describe how all teachers will be provided professional learning opportunities directly related to student learning needs as identified in the school report card and other sources;
- Provide staff with training in school violence prevention and intervention;
- Provide professional learning to all professional and supplementary school staff who work with students with disabilities

(8) The plan has been reviewed and /or revised in accordance with the most current version of 100.2 (dd). The latest version of CR 100.2 (dd) can be found at:

<http://www.nysed.gov/curriculum-instruction/1002-general-school-requirements>

The plan or the annual update to the plan was adopted at a public meeting by the Board of Education _____

Superintendent of Schools: _____

Original Signature of Superintendent of Schools _____

Date: _____

Canandaigua City School District

Instructional Technology Plan 2022-2025

6/2023 Update

143 North Pearl St.
Canandaigua, NY 14424

Vision

The Canandaigua City School District will lead and inspire a community of learners to fulfill their academic and creative potential.

Canandaigua City School District Mission Statement

We demonstrate our commitment to the whole child by:

- Providing rigorous opportunities in academics, the arts, and athletics;
- Supporting the social, emotional, and developmental needs of all students;
- Maintaining a focus on character development; and
- Engaging families and our community

Technology Mission Statement

The Canandaigua City School District will use technology to enhance instruction, strengthen communication, ensure security and increase the efficiency of operations while providing opportunities for students and staff to acquire the skills and knowledge necessary to succeed in an increasingly technology-based global society.

Technology Vision Statement

The vision of the Canandaigua City School District is to create an environment where students, teachers, and staff have safe, secure, and reliable access for all to technology that fosters creativity, critical thinking, and higher learning. Teachers will be facilitators of student learning through proficient and meaningful use of learning technologies to address multiple learning styles, motivate and engage students, and support student exploration and growth. Staff will also leverage technology to enable the most efficient and effective administration of K-12 education.

Executive Summary

This technology plan outlines instructional technology goals for the next three years. These goals align with the District's overall and technology-specific mission and vision statements. This plan is a living document that will continue to be revised as needed. It is flexible yet specific enough to act as a guide in decision-making.

Students leaving our school will be expected to enter higher education or the workforce equipped to solve complex problems, function collaboratively with diverse groups, give back to our society, and be prepared to use technology in meaningful ways.

This technology plan outlines the next steps needed to enhance learning in the classroom and prepare students with the necessary technological skills to be successful beyond their experience in Canandaigua Schools.

The plan is developed from the firm belief that technology can significantly enhance the learning environment and improve teaching and learning to produce graduates who are college and career-ready citizens.

The District Technology Committee worked throughout the 2021-2022 school year to help identify technology goals for the 2022-2025 school years. This group utilized the District's Plan for Excellence, our 5-year strategic plan, and the approved Smart Schools Investment Plan.

Lessons learned from the COVID Pandemic

While our 1:1 device program was in place at the start of the COVID pandemic, we responded to the needs of this unique situation. Our IT department worked to ensure connectivity for students and faculty. Technology Integrators ramped up professional development to teach applications and methods of online learning.

We offered hybrid and online learning options in the 2020-2022 school years. Hardware was purchased for faculty to work remotely. Weekly professional development was offered to help support teachers. We also created resources to support families at home. Videos were made for caretakers who supported learning. Courses were created for students to help them with online learning. We purchased licenses to Parent Square, a communication app, to build equity and improve connectivity for all members of our community. Anecdotally, teachers report that they are more comfortable with technology and that students are more literate in device and application usage. As no surprise, instructional technology has become ingrained in our culture over the past two years, and teachers continue to report that technology usage continues to increase.

With more devices and applications in the hands of teachers, our plan continues to respond to the needs of our stakeholders. A focus on digital citizenship will help us improve ethical technology use for our students, focus on supporting faculty with information security concerns, and help adults in homes parent digitally.

Planning Process

The instructional technology plan was developed over several months. However, the plan's goals culminate two years of discussion and committee work on digital citizenship and digital fluency standards. Addressing these two areas was of concern, and the need to submit a new Instructional Technology Plan allowed us to formulate action steps to implement them. The District Technology Committee (DTC) is a group of representatives from each building, district office, and administration who developed our plan. This committee meets monthly in a virtual environment. Many of the members of the committee are parents in the district.

In the fall, the committee met to review the 2019 to 2022 plan, evaluate its success, and begin the examination of needs. The committee engaged in a “glows and grows” activity to help formulate new goals. Additionally, we used data from the 2021 Professional Development survey for deficiencies related to technology. Committee members then returned to buildings to seek input from the faculty on technology goals.

Early in the winter of 2022, the DTC met to draft goals and action steps. A subcommittee of DTC members worked with the Professional Development Committee to align professional development goals. The Director of Technology meets regularly with the Assistant Superintendent for Instruction and Assistant Superintendent for Business to ensure technology goals align with financial plans.

In the prior plan, the goals for our district centered on building the infrastructure and human capital to support and sustain our 1:1 technology program. In the previous plan, it seemed natural to focus on the rollout of our 1:1 program. The 2022-2025 plan allows us to focus on areas that need improvement. The work of administration, technology support staff, technology integrators, and faculty allowed us to meet goals and have a successful technology program.

When the pandemic forced closures in the spring of 2020, our district was able to pivot into remote learning and continue supporting instruction in various formats into the 2020-2021 school year. While we have a complete 1:1 device program, infrastructure to support usage, and a range of professional development to support instructional technology integration, our plan will continue to strengthen our program.

The new plan gives us action steps towards integrating the mandated digital fluency standards. Implementing these standards will allow us to improve our students’ much-needed computer science skills. Also, it will help us address ethical technology use with our students by implementing a digital citizenship program and creating support to help families digitally parent their students. Focusing on these two areas allows us to address gaps that have been difficult to solve up to this point.

Technology Environment

The Canandaigua City School district maintains a robust network infrastructure. The workstation cabling consists of Cat 5E and Cat 6 UTP Copper cabling run back to distributed IDFs. These IDFs connect to a building MDF via redundant single-mode fiber cabling. The building campuses connect via single-mode fiber in a redundant loop configuration providing multiple physical paths to each major building. All district switches provide at least 1Gbps connections. IDF and building campuses connect with at least (2) 10

Gbps connections for redundancy. Network infrastructure status and performance are monitored and logged in near real-time. All critical alerts are emailed or texted to the IT support staff.

Two separate ISP vendors provide Internet access, each with enough bandwidth for the district load. These connections are load-balanced for both incoming and outgoing traffic. The configuration also includes failover of all services if one of the IPSs is down.

The primary MDF for the district in the Primary-Elementary campus is known as the Network Operations Center (NOC). This location houses the physical and virtual infrastructure needed to support the district data and communications systems. A secondary district MDF is located in the Middle School to provide redundancy for most major systems in the NOC.

There is a dedicated help desk space in both the Middle School and High School with IT support staff working alongside student support staff to serve the technical needs of both the staff and students. The Primary-Elementary school has several IT support staff located in this building. We also subscribe to many BOCES cosers for our technical environment, which provides an additional layer of support for our infrastructure.

Building Technology

Each classroom throughout the district has a presentation station consisting of a desktop computer and an interactive whiteboard. Every staff member is assigned a personal touch-enabled device on a 3-4 year replacement cycle.

Students in grades 1-12 are issued a touch-enabled Chromebook, and Ipads are issued to kindergarten students. Students in grades 6-12 can take their devices home each night and during vacations, including summer break. Students in grades K-5 keep their devices in classroom carts at night and on all school breaks unless needed at home for instruction. Each student retains their assigned devices from grades 4-12 year to year. Each of these devices is replaced by the district every three years. There are also several windows computer labs throughout the District to support additional computing needs such as engineering, business, and programming classes.

We offer WIFI hotspots to any student who does not have sufficient Internet access to complete schoolwork with their assigned device at home. Each student has access to an alternative device while their issued device is being repaired. The district also has 1.5 dedicated staff for Technology Integration which help provide support to our technology learning environment.

The Major District Technology Goals for 2022-2025

1. Write and implement a digital citizenship curriculum aligned to the district's digital skills map and appropriate to the needs of each building to improve cyber behavior. Provide resources for parents to support our efforts to educate students on cyber-hygiene
2. Introduce the NYS Computer Science and Digital Fluency Standards into the curriculum.
3. Create, provide, and sustain both live and self-paced content-specific professional development opportunities for all staff to utilize current digital technologies and resources better.

Canandaigua City School District Technology Committee (DTC)

The District Technology Committee, chaired by the Director of Technology, consists of parents, building administrators, board members, district office personnel, and teacher representatives from all buildings. The role of DTC members is to make technology recommendations to the District administration for consideration. Appropriate input from the building is sought whenever a recommendation is to be considered. An additional role is to keep all parties informed of the technology-related processes, procedures, and decisions. The DTC meets monthly to accomplish its responsibilities.

The District Technology Committee (DTC) responsibilities:

- Writing, overseeing, and revising the District's Comprehensive Instructional Technology Plan
- Utilizing the Plan for Excellence (The district's 5-year strategic plan) data, the District defined purposes for technology guidelines and ideas from staff, students, and parents to make technology policy and budgetary suggestions.
- Working closely with the Professional Development Committee in surveying and defining the technology training needs of staff.

The Committee will also be responsible for evaluating its effectiveness and remain flexible in its function to accommodate changing needs.

The Guiding Principles of Technology in CCSD

Technology at Canandaigua City School District will:

- Enable graduating students to have the necessary technical skills and proficiencies to be successful in the workforce and higher education
- Be integrated into all areas of the curriculum to meet the needs of all learners
- Support ongoing staff development opportunities

- Be current, available, and accessible to all students, faculty, staff, and administration
- Improve the effectiveness of administrative tasks
- Be used to collect, assess, and share performance information
- Provide access to global information resource
- Periodically re-evaluated to ensure that we are providing the most effective teaching and learning tools to our students and staff within the districts means
- Will include technology training for all students, faculty, staff, and administration in a practical, systematic, and ongoing manner.
- Be secure, stable, reliable, inventoried, and well-maintained, including appropriate backup systems.
- Provide differentiated technology-based learning options to meet students' individual needs; explore alternative delivery of distance learning options for students, and provide students with any time/anywhere access to electronic content to support classroom instruction.

Students with disabilities or specialized needs

Technology is a beneficial tool for Students with Disabilities and English as a new language. Integration of technology allows them to participate, interact and work independently using various assistive tools and devices. The district's Special Education Department works directly with the District Technology Director to ensure that assistive technologies are available to all students with specific technology accommodations. Text to speech, speech to text, magnification, contrast enhancement, and touch devices are some technologies used daily by this population of students. Software that can automatically adjust to the individual level of learning through automated assessment is used throughout instruction in the district, which self-levels the rigor for each student based on their skills. A couple of titles used in this way include iReady and Zern.

Professional Development

The Professional Development Plan for CCSD is comprehensive to allow educators and administrators to become proficient in all technology available to the district. Each year, the District provides a wide range of professional development for our teachers, teaching assistants, administrators, and other staff. Some of these training topics include the instructional integration of hardware and software. Some of the vital technology professional development opportunities offered include tablets, Chromebooks, interactive whiteboards, G-Suite, Schoology learning management, Nearpod, WeVideo, etc. The district strongly believes that the instructional and leadership staff and the technical support staff need higher-level professional development to continue in their roles. There are currently one-and-a-half staff members dedicated to instructional technology integration across the

district. The district is committed and will continue to provide professional development on an ongoing basis to the staff to allow them to utilize the technology tools and resources in the most effective manner possible.

The technical skills needed by the teachers are identified and presented as expected proficiencies for students in our technology skills list. This list identifies vital technology-related proficiencies or skills the students need to succeed upon graduation. These proficiencies are listed along with guidance to which grade levels the skill should be introduced, demonstrated with teacher guidance, or if the student should be proficient with the skill on their own.

Staff is encouraged to develop their technical skills in any of the following formats:

- Superintendent's Day and other In-Service Days – Classes in technology subjects are taught by tech integration specialists.
- Faculty and Department Meetings - Several of these meetings are dedicated to technology professional development led by tech integration specialists.
- Peer Observation – Teachers are encouraged to offer their technical skills and classroom implementations for viewing by other teachers.
- Course Work - Enrollment and completion of a District approved technology instruction learning experience. Including but not limited to online learning.

In addition to learning technical skills, the teachers are also instructed in various ways of implementing these skills within their daily classroom routines.

Technology hardware, software, and trends are constantly being tracked for needed updates in skills. This data is evaluated by the Director of Technology and Director of Professional Development and their respective committees for possible changes or additions to the current offerings.

Implementation and Evaluation of the Plan

Evaluation is a crucial part of a successful technology plan. We have developed metrics to measure the success of the plan. The Director of Technology is responsible for the evaluation plan and monitoring and adjusting to meet new or changing needs.

Goal #1

Write and implement a digital citizenship curriculum aligned to the district's digital skills map and appropriate to the needs of each building to improve cyber behavior. Provide resources for parents to support our efforts to educate students on cyber-hygiene.

Context

Our organization has had continuous discussions on digital citizenship, and emerging from the Pandemic has sharpened our need for us to take action on this topic. We believe that a goal focused on this topic will help hold us accountable.

Action Plan

Action Step	Responsible Stakeholder	Anticipated Date of Completion	Anticipated Cost
Adopt Common Sense Media Digital Citizenship curriculum district-wide via curriculum adoption process.	Director of Technology	2023-2024	None
Establish Digital Citizenship Cohorts based upon phased in grade level.	Building Principals, District Technology Committee, Dig-Cit Subcommittee	2023-2024	None
Develop an annual reporting process for cyber behavior related incidents.	Director of Data, Director of Technology	2023-2024	None
Evaluate curriculum of first phases of grade levels for what is being done.	ASI, Director of Technology, Principals	2023-2024	Curriculum Writing
Develop curriculum for first phase grade levels.	Dig-Cit Subcommittee	2023-2024	Curriculum Writing
Identify ways to support families and the school community with Digital Citizenship. Create action plan for parent events and resources.	District Technology Committee	2023-2024	Curriculum Writing & Training
First phase grade levels get curriculum. (K,3,6,9)	Building Principals, Grade-level	2023-2024	None

	leaders & CALTS		
Evaluate and develop curriculum for second phase grade levels.	Dig-Cit Subcommittee	2023-2024	Curriculum Writing
Second phase grade levels get curriculum. (1,4,7,10)	Building Principals, Grade-level leaders & CALTS	2024-2025	None
Evaluate and develop curriculum for third phase grade levels.	Dig-Cit Subcommittee	2024-2025	Curriculum Writing
Third phase grade levels get curriculum. (2,5,8,11,12)	Building Principals, Grade-level leaders & CALTS	2025-2026	None

Indicators / Measures

- The Digital Citizenship development team became certified Common Sense Media Educators.
- All schools become certified Common Sense Media Schools.
- The district became a certified Common Sense Media District.
- Parents have multiple methods for accessing information and learning about student digital citizenship and digital parenting.
- Lower cyber-related incidents are observed in the district due to the implemented digital citizenship curriculum.

Goal #2

Introduce the NYS Computer Science and Digital Fluency Standards into the curriculum.

Context:

To meet the state-mandated implementation of these standards, we adopted this goal. At the same time, we recognize that these standards will help us create a robust curriculum for student success in their adult lives and provide exposure to career opportunities. Our action plan involved three levels of standards and our efforts to infuse the standards into our curriculum. These levels are defined in the following way:

- “Ready” level suggests these are standards already in place
- “Refine” level indicates these standards are unevenly executed in the curriculum, and we need to work to distribute instruction across the curriculum equitably

- “Reach” levels are standards that will involve planning, creativity, and perhaps new processes or courses.

Action Plan

Action Step	Responsible Stakeholder	Anticipated Date of Completion	Anticipated Cost
Complete analysis of standards by grade band to identify current practices.	SMARTSTART Participants	School year 2023-2024	None
Use analysis of results to develop common/equitable experiences, revised experiences to reach all students. Standards are broken into Ready, Refine and Reach to help organize the implementation.	SMARTSTART Participants, Technology Integrators, Director of Technology.	School year 2023-2024	None
Use grade-level teams to implement common “Ready” standards into instruction.	Grade-level teams	School year 2023-2024	Release time
SMARTSTART Participants to plan “Refine” level standards into plans and projects to implement for all students	SMARTSTART Participants, Grade-level teams	School year 2023-2024	Release time or curriculum writing
SMARTSTART Participants to explore how to implement “reach” standards.	SMARTSTART Participants	School year 2023-2024	None
Implement “Refine” standards	Grade-level teams	School year 2024-2025	TBD
Planning to implement the “Reach” standards	SMARTSTART Participants, Grade-level teams	School year 2024-2025	Release time or curriculum writing
Implement “Reach” standards	Grade-level teams	School year 2025-2026	TBD

Identify teachers to use Smart Start Grant. Maximize participation.	Director of Technology, Building Principal, Director of Professional Learning	Ongoing	None
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Indicators / Measures

- SMARTSTART Teachers met and examined standards. The document identifies levels of practice that align with standards.
- Break standards into Ready, Refine, and Reach groups/categories.
- The curriculum is written, approved, and implemented.
- Maximize participation in Smart Start Grant.
- Assessments implemented and results evaluated.

Goal #3

Create, provide, and sustain live, self-paced, and content-specific professional development opportunities for all staff to better utilize current digital technologies and resources.

Action Plan

Action Step	Responsible Stakeholder	Anticipated Date of Completion	Anticipated Cost
Develop, use, and analyze annual professional development surveys to identify training needs.	Director of Technology, Director of Professional Learning	May-June annually.	None
Conduct monthly analysis of attendance in professional learning offerings.	Director of Technology, Director of Professional Learning	On-going	None
Analysis of PD by topic (For example, technology, SEL, literacy, instructional practices, Digital Citizenship, mental health) by format--live, async,	Director of Technology, Director of Professional Learning	On-going	None

Work with principals and directors to plan department and faculty meetings. Maximize the professional learning opportunities for faculty.	Principles, Directors, Grade-level Leaders, CALTs	On-going	None
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Indicators / Measures

- Participation data:
 - Data shows an increase in new teachers participating in professional learning.
 - Data shows an increase in total faculty participation in professional learning.
- Faculty, department, and grade-level agendas reflect more professional learning and more technology training;
- Technology Integrators meet at least once per semester with each department or grade-level leader to plan training for the group.
- Utilize the Professional Learning Survey to prove a reduction in barriers to PD

Financial Plan

The Canandaigua City School District is committed to maintaining the technology needed for our students, staff, and administration to provide a high-quality education that enables our students to thrive in this ever-growing technological world. To support the district’s technology needs, the Canandaigua City School District will use several funding sources: Smart Schools Bond, Stimulus Funding, General fund budget, and Erate. The district will also pursue state, local, and federal grants as they become available.

The district has a well-thought-out replacement plan for each of the components that comprise the computing systems of the District. The District works to maintain a technology budget to sustain this replacement plan.

District Policies And Documents

- [7391 The Children's Internet Protection Act: Internet Content Filtering/Safety Policy](#)
- [7390 Student Use of Computerized Information Resources](#)
- [7315 Bullying: Peer Abuse in the Schools](#)
- [7552 Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors](#)
- [3320 Confidentiality of Computerized Information](#)

Canandaigua City School District



MTSS Plan 2024-2025

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Canandaigua City School District

Vision Statement: One Community, Transforming Lives

The Canandaigua City School District believes in building a community rooted in inclusion and love, where everyone recognizes the active role they play in educating our students and helping them find a sense of purpose in life.

Mission Statement Enrich - Explore - Empower

The Canandaigua City School District is dedicated to creating enriched, world-class educational experiences that engage all learners, foster meaningful exploration, and empower our school community to have their voices heard.

Values

Learning

- Educating and preparing our students for success in life
- Creative thinking and problem solving in authentic contexts
- Intellectual and academic curiosity and advancement through impactful pedagogy
- Organic professional learning for staff

Community

- Engage and support families through their educational journey
- Authentic and meaningful community experiences
- Inclusion
- Equity
- Community partnerships
- Climate and culture
- Effective and transparent communication

Whole-Child Development

- Social emotional learning
- Character education
- Comprehensive co-curricular offerings

Draft 2022-2023 Principals and Guiding Coalition Teams

Name	Title
Jamie Farr	District Superintendent
Matt Schrage	Assistant Superintendent of Instruction
Emily Bonadonna	Principal, Canandaigua Primary School
Brian Amesbury	Principal, Canandaigua Elementary School
	Principal, Canandaigua Middle School
Marissa Logue	Principal, Canandaigua Academy
Jean MacKenzie	Director of Intervention
PES Guiding Coalition	PES SIPT Team
CMS Guiding Coalition	Link to Team
CA Guiding Coalition	Link to Team

MTSS/RTI Plan 2023-24

At Canandaigua City School district, we believe all students can learn the core outcomes of the curriculum given appropriate time, instruction, and intervention. We believe in continuous improvement toward high standards. Our decisions are student driven, and data informed, at the classroom, grade level, and program levels. We strive to meet the individual needs of our students through rigorous and differentiated instruction. To do so, the District provides a continuum of supports to help students succeed. The following plan outlines our **Multi-tiered System of Supports (MTSS)** framework. This includes our Academic Intervention Services (AIS) and Response to Intervention (RTI) framework across academics, social emotional learning, and behavior.

Core Principles of MTSS/RTI

Multi-tiered Systems of Support/Response to Intervention is an approach to instruction and learning that empowers schools to meet the needs of all learners. We know that all students do not learn at the same rate or in the same way. When a strong, viable curriculum is in place, Targeted Instruction + Time = Learning for all students. MTSS/RTI is a school wide system designed to ensure all students have certain access to the time and support they need to learn at high levels and to master essential grade level standards. The sudden interruption to the 2020-21 school year has increased the need for schools to see learners through the 'whole child lens' in order to provide academic, social-emotional, and behavioral support. MTSS ensures that all students receive equitable multi-tiered instruction with support that is focused on the whole student, is evidence based, culturally responsive, and is matched to student need through tiered layers of support that increase in intensity. We can effectively teach all children if we:

- Intervene early
- Provide Universal screening
- Provide multi-tiered systems of support

- Incorporate a problem solving model within the multiple tiers of support
- Utilize research based interventions within a strong, viable curriculum
- Monitor student progress to inform instruction
- Use data to make decisions regarding student response
- Consistently use assessments for screening, diagnoses, and progress monitoring.

Components of Multi-tiered Systems of Support:

- ❖ **Team-Driven Shared Leadership-** Each building has a guiding coalition as part of their collaborative teaming structures and expectations that distribute the responsibility, problem-solving, and shared decision making across individual schools, the district, and community members with a foundation of collective responsibility and continuous learning.
- ❖ **Data-Based Problem Solving and Decision Making-** A consistent process (procedures and documentation) that is used within and across the district to analyze and evaluate information to inform and support decisions related to curriculum, instruction, strategies, and resources to continually improve student and system outcomes.
- ❖ **Layered Continuum of Supports-** Multi layered academic, social-emotional, and behavioral supports that are culturally responsive, equitable, inclusive, individualized to student need, and developmentally appropriate. The tiers of support increase in intensity from universal Tier I (all), to targeted Tier II (some), to most intensive Tier III (few).
- ❖ **Evidence-Based Practices-** Employ research based practices in core instruction, intervention, and assessment to ensure students best chance at success.
- ❖ **Family, School, and Community Partnering-** Community members, families, and schools are active partners working together to improve student, classroom, school, district, and community outcomes.

Components of Response to Intervention

- ❖ **High Quality Instruction-** Instruction occurs within rigorous, grade level curriculum and is implemented with highly effective initial teaching. Differentiation for individual student needs occurs within Tier I. Content, process, and product is scaffolded based on student need.
- ❖ **Universal Screening/Benchmark Assessments-** Universal screeners and benchmark assessments are assessments that are administered to all students to determine as early as possible which students are at risk of not meeting academic standards.
- ❖ **Tiered Delivery Model-** The RTI process includes three Tiers of support- Tier I Foundational Support, Tier II Strategic Support, and Tier III Intensive Support. The tiers systematically increase to meet the needs of all students.
- ❖ **Implementation with Fidelity-** Instruction is carried out consistently as designed. (This includes the delivery of instruction, intervention, assessments, and progress monitoring.)
- ❖ **Student Driven - Data Informed Decision Making-** Teachers regularly review student data and make educational decisions based on assessment results. The data is carefully analyzed to adjust instruction. Patterns in data are used to identify the effectiveness of our curriculum and instruction.
- ❖ **Progress Monitoring-** Progress monitoring is a research based practice used to monitor student performance over time. Data is used to determine 'next steps' in instruction and the effectiveness of interventions.

The District's description of **Multi-Tiered Systems of Support / Response to Intervention Services** (MTSS / RTI) includes an overview of the continuum of services at each building and the criteria for eligibility for each level of support. A continuum of services is provided to assist teachers in meeting the diverse needs of students. These services range from progress monitoring by classroom teachers to one-to-one intensive intervention.

A Three Tiered System

Multi tiered systems of support are designed to address 4 essential outcomes needed to ensure all students learn at high levels.

- All students must have access to grade-level essential curriculum as part of their core instruction.
- At the end of every unit of study, some students will require some additional time and support to master essential grade level curriculum.
- Some students may lack foundational skills and will require additional interventions to succeed.
- Some students may require all four of these outcomes to learn at high levels.

The outcomes are based on these four critical questions:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

(From: **Learning By Doing** DuFour/Mattos/Eaker/Many)

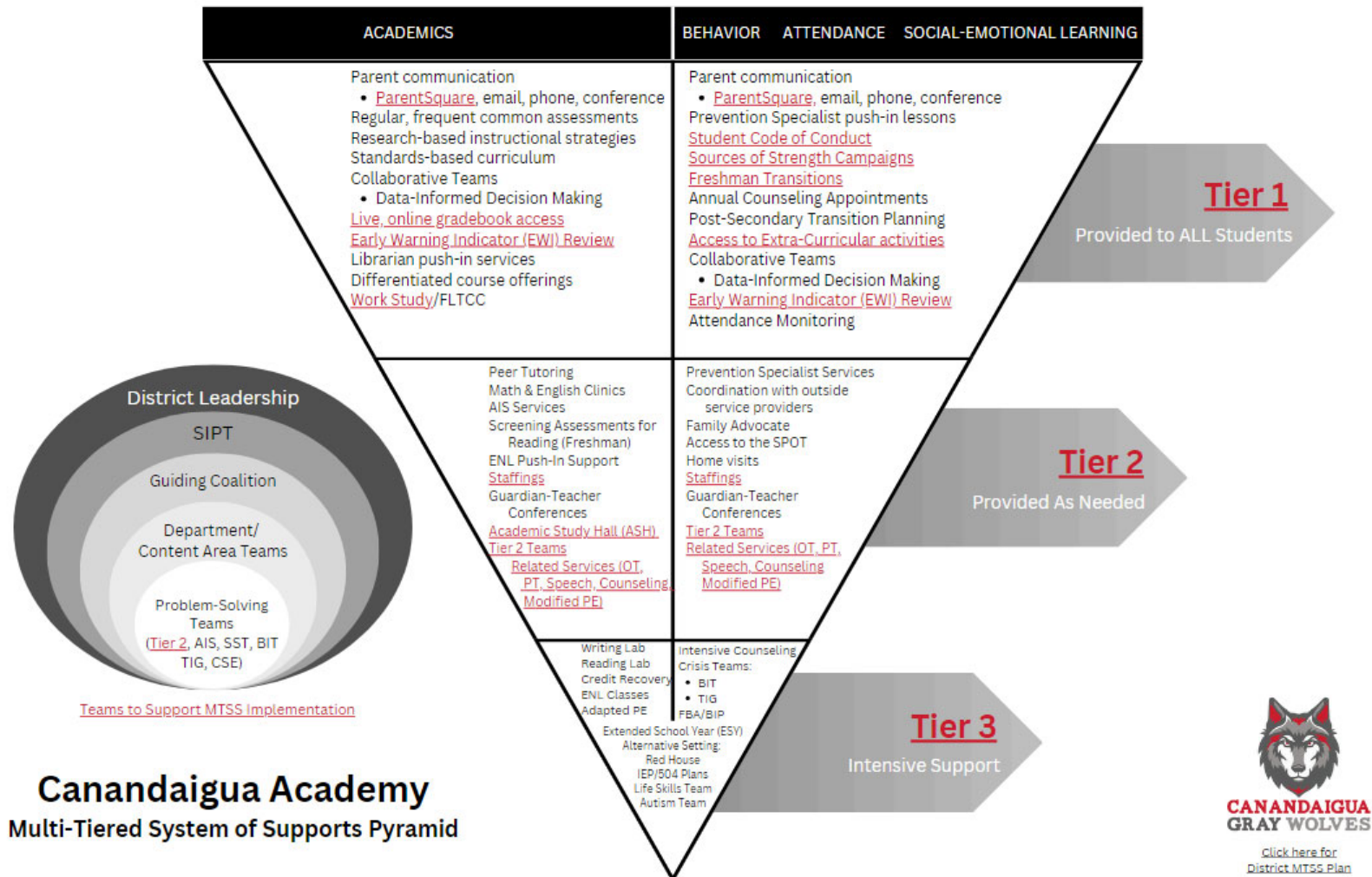
Academics (RTI)	Multi-Tiered Systems of Support (MTSS)	Social Emotional/Behavioral Supports
All students receive high-quality curriculum and instruction in the classroom through differentiation.	Tier 1 Foundational Support	All students are explicitly taught behavioral expectations. The teachers use a consistent approach to behavior management.
The school provides supplemental instruction and remediation of skills, with progress monitoring, for students not meeting academic standards.	Tier 2 Strategic Support	The school provides supplemental targeted social emotional and/ or behavioral skill interventions/ supports, with progress monitoring.
The school provides intensive skill-specific interventions with frequent progress monitoring for students who are falling significantly below standards.	Tier 3 Intensive Support	The school provides customized interventions with frequent progress monitoring in collaboration with teachers, specialists, and families.

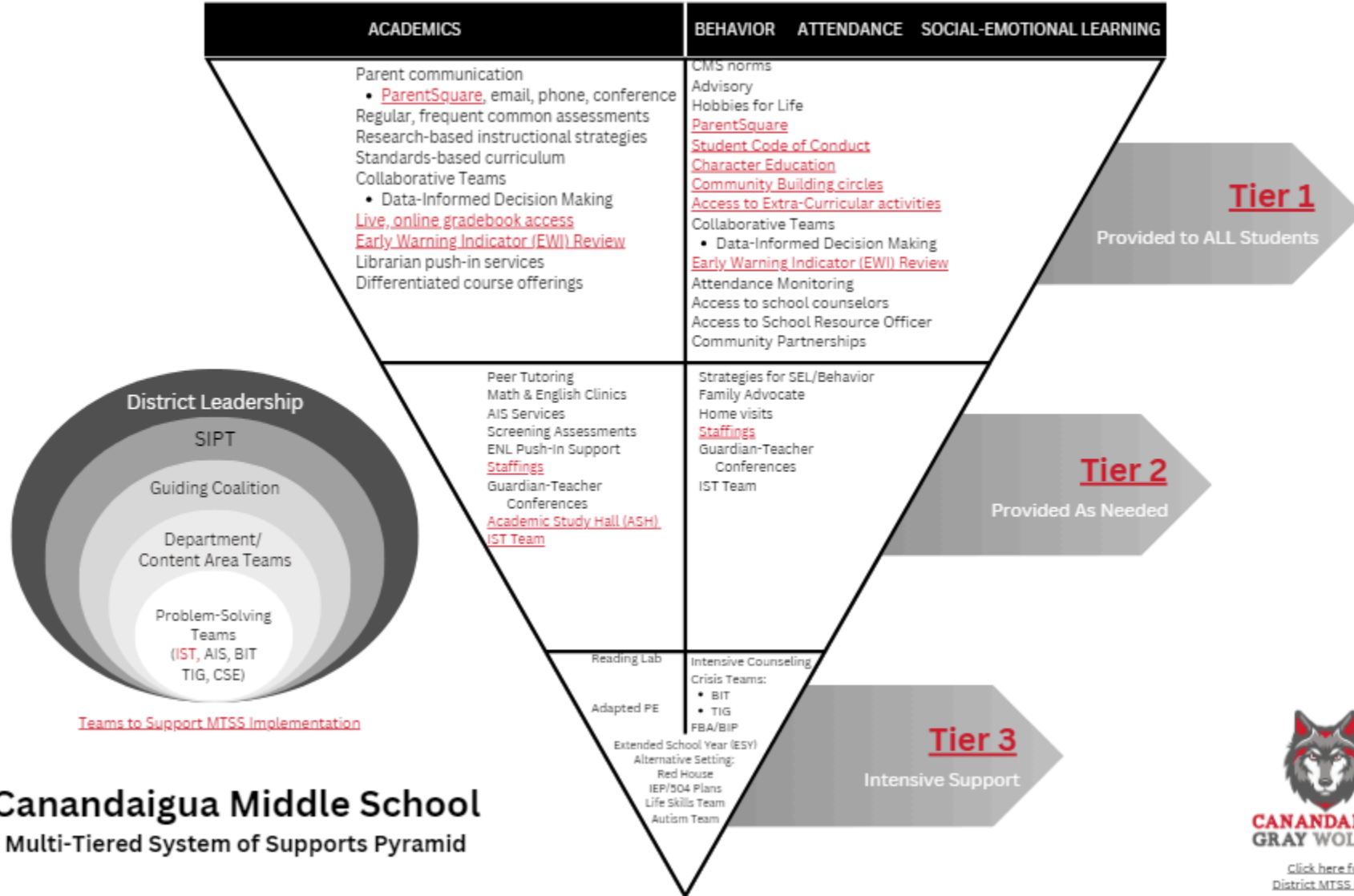
The fundamental purpose within our schools is to ensure that all students learn at high levels. We are a learning community.

- ★ In order to ensure that all students are learning at high levels, educators must work collaboratively and take collective responsibility for the success of each student.
- ★ Our multi tiered systems of support and our collaborations are results oriented. In this model we gather evidence of student learning, develop strategies and ideas to build on strengths and address weaknesses. We implement instruction. We analyze what was effective and what was not. We then apply new knowledge in a cycle of continuous improvement.

The following diagram depicts the continuum of our Multi Tiered Supports:
PES/ CMS / CA

Academy: Draft- In process





Canandaigua Middle School
Multi-Tiered System of Supports Pyramid



<u>MTSS / RTI</u> <u>TIERS</u>	Tier 1 Quality Curriculum	Tier 2 Strategic Intervention	Tier 3 Intensive Intervention
Focus	All Students	Students identified as requiring strategic (yellow) intervention who have not responded to Tier I	Students identified as requiring intensive (red) intervention who have not responded to Tier I and Tier II interventions
Program	High quality research based curriculum, instruction, supports aligned to NYS standards.	Evidence Based Interventions (Can occur in a Tier I classroom setting)	Individualized and intensive intervention (Research-based). Possibly Special Education Services. SPED services range in intensity and are determined by the Committee on Special Education.
Grouping (Student driven/ Data-Based)	Determined by classroom teacher- differentiated instruction w/flexible groupings (may involve reteaching and/or intervention).	Homogeneous small group instruction. Targeted instruction is focused on gap closing/accelerating learning.	Homogeneous small group instruction. Targeted instruction is focused on gap closing/accelerating learning. May be 1:1 intervention.
Frequency	Determined by classroom teacher	Up to 30 minutes per day in addition to core instruction. (Supplemental, can occur in a Tier I classroom setting)	A minimum of 30 minutes per day (or more) individual or small group instruction in addition to core instruction/or, in most intensive cases, may supplant classroom instruction.
Assessment/ Progress Monitoring/ EWI	Universal screening at the beginning of the year and benchmarking. Monthly progress monitoring on target skills as needed.	Bi-Monthly or Weekly progress monitoring of targeted skills	Weekly progress monitoring of targeted skills.(minimum)
Provider	General Education Teacher	Gen Ed Tchr and/or Interventionist/Specialist	Interventionist/SPED teacher/Specialist
Setting	General Classroom	K-5: Classroom (push in)/Intervention room (pull out)/Co-taught room 6-12: Co-taught room (Science or Social Studies w/ support)/ Extended class (additional time/staff) Supplemental small group instruction: Reading lab, English clinic, Rdg/Wtg clinic, Math clinic, Math lab	K-5: Classroom (push in)/Intervention room (pull out)/Co-taught room 6-12: Co-taught room (Science or Social Studies w/ support)/ Extended class (additional time/ staff) Supplemental small group instruction:Reading lab,English clinic, Rdg/Wtg clinic, Math clinic, Math lab

Eligibility Criteria

Students are eligible for support services if they are not making adequate progress toward learning goals or the content standards in the core academic subjects, or if they are at risk of not meeting proficiency standards on the NYS assessments, or not meeting behavioral expectations.

Screening, Assessments, and Progress Monitoring

Various tools are used to screen students, monitor progress, and assess their learning and behavior.

Some of the tools include:

- NYS assessments in ELA, mathematics, science, and social studies (3rd - 12th grade)
- Student report card data (K-12th grade)
- Classroom assessments and grades (K-12th grade)
- iReady Diagnostics (Reading and Math) (K-8th grade)
- Aimsweb oral reading fluency (K-9th grade)
- Aimsweb early literacy indicators (K-1st grade)
- Informal Reading Inventory (K-5th grade)
- Words Their Way (K-4th grade)
- High Frequency Words (K-3rd grade)
- Letter name/ Letter sound accuracy (K-1st grade)
- Concepts of Print (Kindergarten)
- Brigance Kindergarten Screening

Entrance / Exit Criteria by Grade (click on the links below):

- ★ [Kindergarten and First Grade AIS/RTI Criteria](#)
- ★ [2nd-5th Grade AIS/RTI Criteria](#)
- ★ [6th-8th Grade AIS/RTI Criteria](#)
- ★ [9th -12th Grade AIS/RTI Criteria](#)

Each building is charged with maintaining decision making rules for intervention selection as they relate to assessments and multiple indicators used in student identification.

*According to the New York State Part 100 Regulations, “The District is required to provide services to all students who meet the guidelines for eligibility. Parent(s) may provide, at their own expense, additional supplemental services for their children outside of the regular school day. However, that does not negate the obligation of the school district to place the child in the appropriate educational programs, including academic intervention services provided by the district, nor does it allow for parent(s) to keep their child out of academic intervention services.”

All students who fail to meet the designated state and district assessment criteria are eligible for AIS / RTI, including those with disabilities and/or limited English proficiency. Additionally, LEP/ELL students who do not achieve the annual designated CR Part 154 performance standards as stipulated are eligible for AIS / RTI. Services supplement (they do not supplant) special education and/or ENL instruction.

Eligibility for Support Services

Student Support Services are typically connected to one or more of the following:

1. Attendance issues K-12
2. Discipline issues K-12
3. Health related issues (ADHD, OT/PT etc.) K-12
4. Social – emotional issues K-12
5. Mobility/transfer issues K-12
6. Speech & Language K-12

Root cause analysis may determine that a student requires the student support services as opposed to academic support. A student is identified as needing intervention outside of what is provided by academic departments through referral by administrators, counselors, nurses, teachers, and other professionals. The referral is reviewed at the building level and the student support service assigned.

Early Warning Indicator (EWI) Eligibility

The district uses a system of data analysis to identify potential dropouts. The data, identified by research, include attendance, suspension/behavior, and academics. [*Re: academics*-Students in grades 9-12 may be identified for AIS / RTI if they score below passing on any Regents exam required for graduation in ELA, mathematics, science, or social studies. Academic intervention services will commence the semester following the arrival of results.] Dependent upon root cause, the culmination of attendance, behavior, and academic concerns may need to be addressed through parenting/family support, mental health support, academic intervention, and in-school activities (other), violence prevention, and/or substance abuse prevention.

Early Warning Indicators Protocol

A report will be generated by the Data Specialist, highlighting students as red (highest intensity), yellow (medium intensity) and green (low intensity). This report will be forwarded to the building Instructional Support Teams (PES and CMS) or the 'Tier 2 Team' (CA) for review using the protocol. Interventions will then be assigned as appropriate.

District-wide Reporting and Record Keeping Procedures

Parent Notification	Director of Intervention K-5/ Building Administrators 6-12	Notification shall include dates of:	Qualification:	Assessments/ Performance:
Emails/ Phone calls	Written parental notification	Onset of services	Reason/Service provided	Current performance
Parent conferences	Written parental notification	Exit of services	Criteria for ending service	Current performance
Letter of notification	Written parental notification	Shift to Progress Monitoring	Reason/Criteria for shift	Current performance
Report card comments				
Forms/Letters	Entrance Letter - PES CMS CA	Exit Letter - PES CMS CA	Progress Monitor Letter	
Recordkeeping	PES (K-5) - Building level data team/data specialist shall ensure AIS/RTI data is reported in the student management system (Infinite Campus).	CMS/CA (6-12) – Building principal or designee shall ensure AIS/RTI data is reported in the student management system (Infinite Campus).	UPK-12th grades -The building administration/ data specialist shall ensure that all parent reporting, student progress reporting, and record keeping is done according to policy.	Assessments maintained as per district policy.
Student Progress Reports – Parent/teacher conferences, or phone calls are also a means of reporting (w/detailed record keeping describing the conversations).	-Written parental notification 3x year (K-5) -Written parental notification- quarterly (6-12)	<i>To Include:</i> Service area provided / Service provider / Indication of progress	Sample Progress Report- PES CMS/CA- Report Card	Assessment results/reports shall be provided to parents.

District Intervention Resources

Resources	Literacy	Math	Social Emotional & Behavioral
Research-based Intervention Programs	Foundations (K-2)	Bridges Math Intervention (K-5)	The Zones of Regulation (UPK-12)
	Wilson Reading Program (2-12)	Fletcher- Building Fact Fluency (K-5)	Social Skill Streaming (UPK-12)
	Just Words Program (4-12)	Hand2Mind Math Resources (K-5)	Responsive Classroom (UPK-8)
	Heggerty Phonemic Awareness Curriculum (UPK-K-1)	US Math Recovery Council (K-8)	Restorative Practices (UPK-12)
	Kilpatrick Equipped for Reading Success (K-5)	Mathematical Number Talks (K-12)	Mindfulness Training (UPK-12)
	American Reading Company Toolkits / Hi-Lo Texts (K-12)	EveryDay Math (EDM)- Differentiation resources/ Hands on materials/ Games	Check in / Check Out Strategy (UPK-12)
	ReadLive Naturally (K-12)		Primary Project (K-3)
	Really Great Reading Program (4-12th grades)		Social Stories (UPK-12)
	Aimsweb Resources (K-12)		BIPs (K-12)
	MyLexia- CORE 5 (UPK-5)		District Character Education (UPK-12)
	QuickWrites - Linda Rief (3-12)		

Instructional Support Team Processes and Procedures

An Instructional Support Team (IST) is a school-based, problem solving group whose main purpose is to broaden the instructional repertoire of teachers in order to meet the complex and changing student needs. Students presenting behavioral, emotional and instruction challenges, and/or students who require curriculum modifications/accommodation are typically those brought to IST. The purpose is to:

- meet a broad range of student needs,
- offer structured support and assistance to teachers,
- identify root cause of behaviors impeding academic, social, and emotional development,
- determine and/or monitor AIS/RTI levels for individual students during the school year, and/or
- gather information to determine the need for further evaluation.

Each building maintains an Instructional Support Team (The Academy team is called a 'Tier 2 Team.'). Specific details about procedures is maintained at the building by the building principal. However, the following procedures are standard to all:

1. A student referral is made to the team by a staff member, typically a teacher.
2. The team, comprised of building administration, Instructional Support Teacher, counselors, teachers, review the strengths and areas of concern cited by the referring party. Additionally, the team conducts a review of records (academic, behavior, counselor, health) as well as analysis of academic assessment and /or behavioral data. A classroom observation may be conducted.
3. During the initial meeting, the referring party shares student strengths, areas of concern, and action taken (within and outside of classroom instruction) to date utilizing supporting data.
4. Further assessment may be suggested based upon individual student need. Assessment results will be utilized to clarify the student's learning profile, adjust instruction, and select specific interventions to increase student performance.
5. An intervention plan will be prepared identifying the type of intervention, interventionist and/or classroom teacher role, means for tracking and reporting the student's response to the intervention back to the team.
6. Subsequent team meetings will be set pursuant to the intervention plan.
7. With each meeting, instruction/interventions may shift based upon student response. Documentation must be provided.
8. When a student fails to respond to interventions provided, a referral to the Committee on Special Education may be started.

[Instructional Improvement Process](#)

[PES Assessment memo 2024-25](#)

[AIS Data Analysis Protocol](#)

[Data Analysis Decision Trees](#)

[PES Mid Year Data Analysis Protocol](#)

[Release to Assess for Instructional Purposes](#)

[New Entrant Procedure PES](#)

[New Entrant Procedure CMS](#)

Use of RTI in Determination of a Learning Disability

The district is responsible for following IDEA laws and NYS criteria when determining if a student has a learning disability. The Committee on Special Education (CSE) must determine that underachievement of the student is not due to the lack of appropriate instruction in reading and/or mathematics nor the result of limited English proficiency. Along with other individual evaluation information, Rtl data will provide important descriptive information about how children learn and why they may be having difficulties.

Generally speaking, a referral is made to the Instructional Support Team before consideration is given to making a CSE referral. If a CSE referral is made, the decision to do so will be based upon a comprehensive, multidisciplinary evaluation in which the RTI process is a component. Teachers providing RTI interventions may participate or provide relevant information to the CSE meeting in order to determine the student's eligibility for special education. Documentation of instructional adjustments and interventions is a critical component of the RTI information needed for CSE meetings and may include, but is not limited to, the following:

- Group level, group size, frequency and duration;
- Materials, resources, and/or instructional strategies;
- Instructional target(s); and/or
- Progress monitoring assessment data.

The CSE considers progress monitoring data that describes how a student responded to particular interventions of increasing intensity, the student's skill level and rate of learning relative to age/grade level standards, and instructionally relevant evaluative data including curriculum-based measures when making their determination.

MTSS Continuum of Services Charts Overview - Detailed Charts

Click on the Link below-

- **[AIS / RTI Services K-12th Grades](#)**

[AboutUs](#)  **(click on the link for more information)**



Canandaigua City School

District Safety Plan

2023 – 2024

Explore - Enrich - Empower

The Canandaigua City School District is dedicated to creating enriched, world-class educational experiences that engage all learners, foster meaningful exploration, and empower our school community to have their voices heard.

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Canandaigua City School District District-Wide Safety Plan

Date of Board of Education Review:

Date of Board of Education Adoption:

The District-Wide School Safety Team conducted annual review and updates to the District-Wide School Safety Plan on: (date) _____ CR §155.17(a)

The District-Wide School Safety Plan was made available for public comment at least thirty days prior to its adoption by the Board of Education
30-day public comment period began on: (date) _____ and ended on _____
CR §155.17(c)(3)

At least one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties, was held prior to adoption of the plan.

Date of Public Hearing: _____ CR §155.17(c)(3)

The District-Wide School Safety Plan must be posted on the district website. The URL must be submitted to the Education Department to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption. CR §155.17(c)(3)

The date the District-Wide School Safety Plan was posted on District Website: _____

URL of District-Wide School Safety Plan on District Website: _____

URL was verified/checked to be sure the link is working _____

Section 1.0 General Information and Guidelines

1.1 Introduction

The purpose of this plan is to maximize the safety of every student, staff member and visitor of the Canandaigua City School District. This includes the District's campus, buildings, motor vehicle fleet and programs. In conjunction with each school's Building Level Emergency Response Plan, it is intended to offer guidance and direction to District personnel in a variety of emergency situations.

School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensures a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

1.2 Planning Assumptions and Limitations

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The Building Level Emergency Response Plan (BLERP) is established under the following assumptions:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities.
- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.
- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.
- Actions taken before an incident can stop or reduce incident-related losses.
- Maintaining the BLERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.

1.3 Dissemination

All staff will receive a copy of the Building Level Emergency Response Plan within the first three (3) days of the academic school year (or at time of hire) and will be trained in its application during the District

Emergency Drill Day.

Parents can access the District-Wide Safety Plan on the District website at www.canandaiguaschools.org and at the District Office.

The District-Wide Safety Plan and each Building-Level Emergency Response Plan was shared with Canandaigua Police Department, Ontario County Sheriff's Department, and the New York State Police **on (date)** _____.

Response Agency Access to Building and District Plans

Blueprints and schematics are available through the Director of Facilities & Operations. Large-print copies have been provided to County and Local Police, Fire Department and County Emergency Planning Agency. District Office administrators have copies of all floor plans.

1.4 Summary of Laws

New York State Education law §2801-a (Project SAVE) and Commissioner's regulation 155.17 set standards for District-Wide Safety Plans. Both laws set minimum requirements of a District-Wide Safety Plan and Building Level Emergency Response Plans which include policies and procedures relating to responding to certain threats. These plans were designed to prevent or minimize the effects of emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such emergencies.

Section 2.0

Risk Reduction, Prevention, Intervention

2.1 Prevention and Intervention Strategies

The primary components of District prevention strategies CR §155.17(c)(1)(iii) are as follows:

1. There exists a District and state-wide commitment to comprehensive character education stressing Civility, Accountability, Integrity, Compassion, Perseverance, and Healthy Living. According to the Dignity For All Students Act, or DASA, "it is the policy of the state to afford all students in public schools and environment free of discrimination and harassment." Decreasing and eliminating incidents of bullying or any behavior that is inconsistent with the school's educational mission is a major initiative of the District Character Education Committee.
2. Each Building Character Education Team, under the supervision of the principal, is charged with developing an initiative specifically aimed at identifying and reducing bullying. Emphasis should be given to creating a school-community culture in which bullying is not tolerated.
3. Building-level specialists (counselors, school psychologists, prevention specialists, etc.) facilitate early identification of inappropriate behavior. There is a commitment to a

parent/school partnership in all phases of school operations.

4. Safe Harbors of the Finger Lakes conducts personal safety lessons with UPK – 5 students.
5. The Academy and Middle School Peer Mediation Program is a process by which students who are having a problem meet together, with the aid of two trained student mediators, to attempt to resolve their conflict.
6. Anger Management programs at the Academy and Middle School have been established. Students who have had difficulty managing their anger may attend sessions to review triggers and reducers. This program is ongoing based on need.
7. Above the Influence is a program at the Middle School. The goal is to help teens stand up to negative pressures, or influences, and to make healthy, positive choices.
8. Sources of Strength is a program at the Academy. It is a best practice youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse.
9. GSA is a school club that meets under the guidance of a school advisor intended to provide a safe and supportive environment for lesbian, gay, bisexual, transgender and queer (LGBTQ) with the goal of educating students and staff of the District on all types of diversity with the hope of teaching tolerance for all differences and creating a safer school environment.
10. The Canandaigua City Fire Department conducts safety lessons at the Primary and Elementary School. General fire safety lessons are presented to the Primary Students and at home fire safety planning is presented to third grade students.
11. The District participates in the Safe School Helpline 1-800-4-1-VOICE ext. 359 (www.safeschoolhelpline.com), an anonymous tip line where students, parents, staff and faculty can anonymously report information to school administration. This service is reviewed with students and faculty during assemblies and staff meetings each year.
12. District-wide support services including family services, psychological services, and counseling services are available.
13. Training for select staff, in student conduct issues including de-escalation skills and procedural issues are conducted based on perceived need during Superintendent's Conference Days, monthly faculty/staff meetings, and through GCN (Global Compliance Network) online tutorials.

14. The District has a comprehensive drug, alcohol, and violence prevention program under the leadership of a Prevention Specialist at the Academy and Middle School. The Prevention Specialist collaborates with community resources to reduce high-risk behaviors.
15. Behavior Intervention Team meets regularly to assess threats and concerning behaviors, review risk-relevant data and uses tools and protocols to assess and maintain line-of-sight on subjects of concern.

The primary components of the District intervention strategy are as follows:

- Proactive, frequent parental contact.
 - Multiple referral options.
 - Progressive, reasonable consequences for violation of the school code.
 - Staff training in student intervention issues.
 - Appropriate administrative support levels.
 - Cooperative working relationships with outside agencies including the criminal justice system, social services, community agencies, BOCES and other Districts.
 - Cooperative working relationship with the health care community (Comprehensive Psychiatric Emergency Program, or C.P.E.P., local physicians).
16. The Alco-Sensor is an instrument that may be utilized by trained Canandaigua City School District staff members to ensure the health and safety of all students. The Alco-Sensor is a pocket-sized breath alcohol tester that offers a simple method of determining approximate blood alcohol levels. Use of the Alco-Sensor is intended to support the district's Code of Conduct and District Safety Plan as required through the SAVE legislation. The use of the device will assist in enhancing the school environment and maintaining school discipline.
 17. The DITEP (Drug Impairment Training for Education Professionals) process is conducted by trained Canandaigua City School District staff members to identify potentially chemically impaired students for the purpose of ensuring a safe learning environment. Drugs may alter a student's perception or behavior thus reducing their ability to function appropriately at school. The process of identifying suspected impaired students is based on the totality of information gathered through systematic evaluation and is not based on any one element alone. In cases of medical emergencies, the DITEP evaluation will be discontinued and the school will call emergency services. The use of DITEP staff members is intended to support the District's Code of Conduct and Safety Plan as required through the SAVE legislation.

2.2 Training, Drills, and Exercises

Training

The Canandaigua Police Department shall provide the necessary training considered by the CPD as needed to maintain the skills and knowledge of the SRO in his capacity as a Police Officer. Scheduling

of training and/or conferences during the school year shall be coordinated between the school administration and the police supervisor prior to attendance by the SRO at training.

Procedures for Annual Safety Training for Staff and Students

The District understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the District-Wide Safety Plan and Building Level Emergency Plan, the following training and exercise actions should occur.

The District submits certification to the NYSED that all district and school staff have undergone annual training components on violence prevention and mental health. New employees hired after the start of the school year receive training within 30 days of hire. All other school staff receive annual training by September 15.

All school staff, students, and others deemed appropriate by the school will receive training during the school year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school year
- Annual training
 - Review Building Level Emergency Response Plan with staff
 - Conduct full staff briefings on roles to perform during an emergency
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the BLERP
 - Conduct student briefings on roles they perform during an emergency

Drills & Exercises

At a minimum, the school will conduct the following exercises/drills annually:

- 4 – Lockdown Drill – All Announced
- 8 – Evacuation/Fire Drills – All Announced

Bus drivers are scheduled to speak in every Primary and Elementary School classroom concerning safety and proper conduct procedures for the students on the buses.

“Tabletop Disaster Drills” will be conducted with State, County and Local emergency response agencies. These drills may involve a thorough critique of the entire District Safety Plan as well as planned responses by emergency response agencies. In addition, a review of potential emergency sites will be conducted throughout the year involving the District and the community. Upon completion of the drill, a review of the exercise will be conducted. Revisions to BLERP and District-Wide Safety Plans will be completed as needed.

Building Health and Safety Committees will conduct an annual review of their BLERP. In addition, they will evaluate building security and access procedures. Policies and procedures will be reviewed with receptionists at each facility annually.

District Health and Safety Committee will conduct an annual review of the District-Wide Safety Plan. In addition, they will evaluate District-wide building security and access procedures.

District-wide AED training drills will be completed for each building twice a year (October and February). In addition, training sessions for basic certification in CPR and AED's will be scheduled throughout the school year. Bi-annual (2 year) re-certifications will be scheduled as required.

AED and Naloxone Protocol

AED machines are located in all school and district occupied buildings. A map of locations is contained in the BLERP.

AED monthly inspections are conducted by each school building nurses office. The checklist is located in the appropriate nurses' offices. The Primary nurses inspect at District Office. The middle school nurses inspect at the Red House. The Academy nurses inspect at the Operations Center and the Canandaigua Academic and Career Center (CACCC). The monthly inspections for the AED machines dedicated to the athletic department are conducted by the athletic office. The checklist for these will be stored in the Athletic Office.

The District participates in an Opioid Overdose Prevention program provided by Ontario County Public Health. Naloxone kits are placed with each AED machine. Any remaining stock is located in the school nurse's office. Each school nurse is trained pursuant to section 3309 of Public Health Law. Monthly inspections are performed by nurses and athletic office.

Special Training Procedures Regarding Bus Transportation

A school bus driver's first priority is the safety of the children on the bus. Bus drivers conduct evacuation drills three (3) times during the school year, the first being held in the first week of school. The reason and importance of the drills are explained to the students at the beginning of each drill.

Together with the teacher, drivers conduct one in-classroom session for grades K through 5 focusing on proper bus behavior, making good decisions, showing respect for the bus driver and other students, proper procedures for entering and exiting the bus, and crossing the road at school and at home. This bus safety lesson will occur during National Transportation Safety Week.

Bus drivers are required to attend a two-hour refresher course twice during the year covering a variety of topics such as: bullying, dealing with unruly students, teaching respect and healthy lifestyles, administering first aid and CPR, and handling emergency procedures.

Procedures for Review and Conduct of Drills to Test Components of the Plan

Each year, the District will conduct at least one (1) test of the emergency response procedures for each student-occupied facility. Each year a review, involving emergency response agencies, will be conducted to evaluate the various aspects of the District-Wide Safety Plan and emergency procedures outlined therein. All tests will be conducted in cooperation with local and county emergency management officials to the extent possible. A review of potential emergencies and the response by the emergency agencies, with emphasis on existing and potential hazards that affect the entire school District, will be conducted.

2.3 Implementation of School Security

Visitor Access

All entrances to the District buildings are locked during normal business hours. The building receptionist at each main entrance will greet persons entering, identify them, scan the visitor's identification into the Raptor system, have them sign in on a visitor's log and issue a visitor's pass. The receptionist then notifies the individual to be seen and directs the visitor to the correct location, as appropriate.

District staff and faculty are issued photo identification badges that provide entry to rooms and restrict entry to the buildings during other than normal hours. Photo identification is required to be worn at all times unless it interferes with teaching of students. Building principals will enforce this provision. Individuals found without a District identification badge or a visitor's badge will be asked for identification, questioned as to their purpose, and taken to the main office.

Video Surveillance

The District security system constantly monitors access to the facilities during other than normal hours and denies access to unauthorized individuals. Cameras located inside and outside of District buildings are recording daily.

Remote Lockdown Capabilities

Assistant Superintendent for Personnel and Director of Facilities and Operations can lock down all inside and outside doors through the District security system. All Building Principals can lock down all inside and outside doors with badge access.

2.4 Vital Educational Agency Information

Canandaigua City School District maintains certain information about each school building within the District including, but not limited to: school populations, transportation need and emergency telephone numbers of key personnel. In addition, similar information on other district departments as well as the assistance that those departments could provide in the event of an emergency is also maintained at the District level. A list of data and contacts will be updated and made available to key personnel (including all Principals) but is not available to the general public.

2.5 Early Detection and Violent Behaviors

- Building Emergency Response Teams, Post Incident Response Teams, and Behavior Intervention Team will be introduced at the first faculty meeting of each year. Current procedures for referring students will be outlined.
- Building counselors shall establish referral procedures.
- All students shall be encouraged to "tell an adult" about any potential act of violence.
- Students will be encouraged to utilize the Safe Schools Help Line
 - 1-800-4-1-VOICE ext. 359
 - 1-800-418-6423 ext. 359

- www.safeschoolhelpline.com

2.6 Hazard Identification

The list of sites of potential emergencies include all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses and off-site field trip locations. These hazards, and how to handle each issue, will be documented in each BLERP.

Responding to Implied or Direct Threats by Students, Staff, and Visitors

All threats of violence against any person or property are considered serious. Such threats shall be immediately reported to a supervisor or administrator, who shall immediately contact the SRO who will lead an investigation. The very act of a threat shall be cause for discipline against a student or staff member and immediate removal of a visitor. All threats of violence will be reviewed by the Behavior Intervention Team. Violators will be subject to criminal prosecution upon consultation with District administrators, police investigators, and the District Attorney’s office.

A threat of imminent violence will result in immediate removal from school facilities. Assistance from law enforcement officials may be sought.

2.7 Emergency Service Organizations and Local Government Agencies

Canandaigua City School District has established collaborative relationships with vital local and state organizations to maximize resources. School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensures a comprehensive, unified approach to school emergency response planning. Building and maintaining relationships and community engagement are vital to building a safer school community. CR §155.17(c)(1)(v)

Office	Non-Emergency	Emergency
Canandaigua City Police	396-5035	911
Ontario County Sheriff	394-4560	911
NY State Police	398-3200	398-4100
Canandaigua Fire Department	396-5050	911
Canandaigua Emergency Squad	394-5860	911
Canandaigua City Manager	396-5000	
Canandaigua DPW	396-5060	
Ontario County Fire Coordinator	396-4310	
Ontario County Public Health	396-4343	
Ontario County Probation	396-4222	

2.8 School Resource Officers (SROs)

The position of School Resource Officer is the result of the Municipal Cooperation Agreement between the city of Canandaigua and the Canandaigua City School District.

The SROs shall be sworn City Police Officers employed by the City.
Day-to-day responsibilities:

- The SRO shall act as educator, counselor, and police officer.
- The SRO shall coordinate all his/her activities with the principal and will seek advice, guidance, and permission from the school administration prior to enacting any program within the school.
- When appropriate and authorized by the Police Supervisor, the SRO may keep the school Principal and Superintendent of School informed of the nature of an investigation of any alleged criminal activities involving students, employees, teachers, or third parties that have allegedly occurred on school grounds.
- Investigations involving possible infractions of the District’s Code of Conduct and the imposition of discipline are the responsibility of the school and district administration. While the SRO may act as a resource to school administration during an investigation, the SRO may not directly question students or assign discipline. The roles of the SRO are listed in the contract between the Canandaigua Police Department and Canandaigua City School District.
- Per NYS Education Department Guideline 155.17, Canandaigua City School District has an MOU with the police department stating that the police department delegates school discipline to CCSD.
- School Officials may conduct searches of student’s property and person as permitted by New York State Law. The SRO should not become involved in administrative searches unless specifically requested by the school to provide security, protection or for the handling of contraband.
- Administrative searches must be at the direction and control of the school principal. At no time shall the SRO request that an administrative search be conducted for law enforcement purposes of have school staff act as their agent.

Section 3.0 Preparedness

3.1 Chief Emergency Officer

Each school year, Canandaigua City School District appoints a Chief Emergency Officer. The designated Chief Emergency Officer is responsible for:

- coordination of the communication between school staff, law enforcement, and other first responders;
- lead the efforts of the district-wide school safety team in the completion and yearly update of the District-Wide School Safety Plan and the coordination of the District-Wide plan with the Building Level Emergency Response Plans;
- ensure staff understanding of the District–Wide School Safety Plan;
- ensure the completion and yearly update of Building Level Emergency Response Plans for each school building;
- assist in the selection of security related technology and development of procedures for the use of such technology;
- coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;
- ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and
- ensure the completion and yearly update of Building Level Emergency Response Plans by the dates designated by the commissioner.

Name: Brian Nolan
Assistant Superintendent of Personnel
Email: Nolanb@canandaiguaschools.org
Phone number: 585-396-3720

3.2 District Wide School Safety Team

The District-wide school safety team is appointed by the Board of Education each year. The district-wide school safety team shall include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

The District-Wide School Safety Team was appointed by the Board of Education on: (date) . CR §155.17(b)(14)

District Wide School Safety Team (as of 7-1-2023)

John Polimeni – Member, Board of Education	Brian Nolan – Asst. Spt. Pers. & Support Services
Jill Cross – Nurse, Elementary	Mary Casella – Nurse, Primary
Lorraine Ryan – Nurse, Middle School	Marcia Jewell – Nurse, Academy
Mike McClain – Dir. Facilities & Operations	Kelly Smith – Nurse, Middle School
Vince Delforte – School Resource Officer	Seth Clearman – Director of Transportation
Frank Magnera – Fire Chief	Darrin Bartolotta – School Resource Officer
Eric Jordan – Academy Asst. Principal	Ben Cramer – Fire Department
Vernon Tenney – Coordinator of Support Services	Anne Ceddia – Middle School Asst. Principal
	Lindsay Lazenby – Pri-Elem Asst. Principal

3.3 Emergency Operations Group

During an emergency, the Emergency Operations Group shall function under the command of the Superintendent of Schools and the District’s Chief Emergency Officer. The District’s Chief Emergency Officer will be designated at a Board of Education meeting annually. Under normal circumstances, the District’s Chief Emergency Officer will be the Assistant Superintendent for Personnel.

3.4 Central Office Management Team

The Central Office Management Team includes the Superintendent and all Assistant Superintendents. This group may be activated to provide assistance to any building in need.

3.5 Command Post

During an emergency, the Superintendent or Chief Emergency Officer may activate the Emergency Operations Group when necessary, and they will meet at a designated location. In addition to the Emergency Operations Group, the Superintendent may summon extended Cabinet members and resources to report to this location. This designated location will be referred to as the Command Post although the exact location may vary depending on the type and extend of the event.

Section 4.0

General Response Procedures

General Response Actions for Emergencies

Subsequent sections of this District-Wide School Safety Plan outline specific response actions for individual emergency situations. If an emergency situation occurs at the building-level, it is the responsibility of each and every District employee to take those actions which are geared toward preserving the health and safety of all students, staff and visitors. Specific detailed responses are listed in each individual BLERP.

4.1 Concept of Operations

The overall strategy of a District-Wide Emergency Response Plan and BLERPs is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. These plans are based upon the concept that the incident management functions that must be performed by the school staff generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

4.2 Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. 8 NYCRR Section 155.17 (e)(2)(v) requires a definition of a chain of command consistent with the Incident Command System.

4.3 Initial Response

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the BLERP.

4.4 Organization and Assignment of Responsibilities

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs. The Building Level Emergency Response Team will be used to delegate these tasks.

4.5 Direction, Control and Coordination

Coordination with Responders

In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur when the agency arrives on the scene.

Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency responders arrive. It will be the responsibility of the Emergency Operations Group and the Central Office Management Team to help secure these resources.

4.6 Administration, Finance, and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the district will request assistance from local emergency agencies, other agencies and industry in accordance with existing relationships and agreements. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized district officials.

4.7 Communication During Emergencies

The school will contact and maintain communications with parents, the media and emergency responders during an incident. The Superintendent, Chief Emergency Officer, or Director of Communications and Advisement will be the only individuals authorized to coordinate the release of information to ensure information is consistent, accurate, and timely. Communication procedures are detailed further in the BLERP. CR §155.17(c)(1)(ix)

In the event of a pending emergency, the following means of communication may be used in order to disseminate pertinent information:

- Telephone, fax, e-mail, local media, NOAA weather radio, Emergency Alert System (EAS), Parent Square/Braves Square School Messenger Service, District website.

4.8 Multi-Hazard Response

There are many variables that could impact the manner in which the Building Level Emergency Response Team responds to a particular occurrence. These variables could include but are not limited to: time of year, time of day, weather, age of student(s) involved, location of student(s), anticipated delay from emergency responders, availability of support personnel and availability of transportation. Therefore, it is not practical to try to map out the steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing the loss of life and injury of students and school staff.

The building Principal or their designee is designated as the Incident Commander of their school during a crisis situation until relieved by a higher authority. The Principal or designee will provide leadership, organize activities and disseminate information with the assistance of the COMT or Chief Emergency Officer.

In most instances where this level of school response is warranted, the school will be seeking assistance from other emergency responders in resolving the situation. As such, the immediate objective is generally to contain the incident and successfully manage it until the emergency personnel arrive.

4.9 Responses to Acts of Violence: Implied or Direct Threats

All staff members are required to notify the building administrator of any violent incident. The building administrator will determine the seriousness of the situation and contact SRO/law enforcement immediately if the situation warrants. However, in an emergency, any staff member may call 911.

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

Responding to Acts of Violence

1. Student Fights

Staff discovering a fight should:

- Order the students to cease and desist.
- Immediately report the fight to the office by telephone, school radio, or, if necessary, send a student to report the incident.
- Assess any personal risk.
- Refrain from personal involvement until a preponderance of force reduces personal risk.
- Defer to administrators/supervisors and assist in crowd control.

Police Involvement

If a staff member believes a student fight poses a serious, imminent risk, and staff or administration cannot control it, **a staff member should call 911.**

Administrative Involvement

Upon arrival at the scene, the building administrator shall take control of a situation unless police are present. The building administrator shall attempt to end the fight and move the participants to another area. If personal involvement is required, the building administrator shall attempt to

amass a preponderance of force to handle the situation.

2. Weapons

As per the District Firearms and Weapon policy (Policy Number 5050), no student, staff member or visitor is to be in possession of any firearm or weapon at any time on school grounds, in school buildings, or at school events unless there is a clear and specific educational purpose and that purpose has been approved by a school principal.

When Confronted with an Armed Person

- Try to stay calm.
- If safely possible, leave the area with your students or barricade in a safe location.
- In the event of a firearm, try to safely place as much distance as possible between you and the individual.
- Immediately call 911, notify the office and seek assistance.

Administrative Responsibility

- In all cases of students, staff or visitors brandishing or suspected of having a weapon, SRO/police will be called.
- The individual will be closely observed until police arrive.
- At the decision of an administrator, any time there is reasonable suspicion that a student is in possession of any weapon, the administrator may implement search procedures. A search should be carried out with two or three other same-sex adults. The search may include a pat down of the student's person and backpack as well as a locker search. If the student is non-cooperative with the search, SRO/police will be called. In case of a suspected firearm, SRO/police will be called first.
- In all cases involving weapons, the Superintendent of Schools will be notified.
- When necessary, lockdown procedures will be implemented.

Acts of Violence by Others

An act of violence by a non-student or any visitor to the school District will always be immediately reported to police authorities. All other guidelines in this plan shall pertain.

Post-Incident Responsibility for ALL acts of Violence

After any violent incident, appropriate disciplinary measures shall be enforced by the building administration. In all cases, parents shall be informed. SRO/Police will be informed regarding any serious issue of violence or any time the incident constitutes a crime under the NYS Penal Law or any time a student or parent requests that police be informed.

1. Contacting Parents Regarding Violent Incidents

For incidents involving one or more students, the building administrator shall notify the parents of all students involved as soon as possible regarding the details of the incident. Whenever the safety of the general student population has been jeopardized or is in future jeopardy, all parents will be notified of the circumstances of the incident as soon as possible.

2. Obtaining Written Statements

Administrators or the police investigators may take statements and supporting depositions,

in written form, if deemed necessary. When juveniles, who are under the age of 16, are being questioned by the police on school property, parents and/or school officials must be present. In all incidents, parents must be notified of the involvement of the police department.

3. School Resource Officer Office

The School Resource Officer office is considered an officially designated space for police business.

4.10 Specific Response Protocols

The District has established appropriate response actions to a variety of emergency situations. These responses are detailed in each BLERP as recommended by the NYSED Safe School's guidance.

4.11 Obtaining Advice and Assistance from Local Government

In the event of an emergency where additional assistance or assets not readily available to the district are needed, the Superintendent of Schools, COMT or the Chief Emergency Officer will provide assistance. Canandaigua City School District is partnered with the City of Canandaigua, Towns of Canandaigua, Farmington and Hopewell for these specific circumstances.

4.12 District Resources Available During An Emergency

The district has identified district-based resources that may be available during an emergency. These resources are available through the Superintendent or Chief Emergency Officer and Director of Facilities and Operations or Transportation Supervisor.

4.13 Emergency Responses

Functional Annexes focus on the critical operational functions and the courses of action developed to carry them out. In New York State, to ensure consistency, schools are provided with standardized definitions. These annexes are defined in detail in the BLERPs. Other Annexes available and listed in this section are Crime Scene Management, Communications, Accounting for all persons, Continuity of Operations, and Recovery. The Medical Emergency Annex has its own section in the District-Wide Safety Plan.

4.14 Crime Scene Management

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures are outlined in the BLERPs.

4.15 Emergency Evacuation of Non-Ambulator Individuals

Each building Principal is responsible for identifying non-ambulatory staff or students. This includes

assigning an area of rescue assistance for such person on floors above or below the level of discharge. Since BLERPs are provided to local emergency responders, this information will be readily available during an emergency.

4.16 Accounting for All Persons

The Building Level Emergency Response Plan has procedures in place to:

- Take attendance and report to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Report to the Incident Commander when a student, staff member, or guest cannot be located.
- Dismiss students if they have been relocated.

4.17 Family Reunification Plans

During any building evacuation it is important to have a family reunification plan. In general, families should be reunified at each building's evacuation site and will require assigned personnel and plans that should be detailed in each BLERP.

4.18 Crises Occurring Outside Normal School Hours

Due to the many uncertainties about building occupancy during those times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all crises occurring within that time frame. Building Principals, Athletic Director, and/or onsite supervisor will notify the Chief Emergency Officer of the crisis and appropriate actions will be taken.

In the event of an emergency, any staff on the scene should call 911.

4.19 Procedures for Informing Other Educational Agencies of an Emergency

1. The BLERP includes actions and duties for the Building Principal or designee to contact the other school buildings, transportation, and operations during an emergency
2. The Superintendent and/or Chief Emergency Officer will evaluate the impact of an emergency on other educational agencies and inform them of the emergency.
3. If contact with other educational agencies cannot be made, the Superintendent and/or Chief Emergency Officer will contact the Canandaigua Police for assistance in communicating information to these educational facilities.

4.20 Procedures for Sheltering Students, Staff and Visitors

In the event that it becomes necessary to shelter students, staff, visitors, or other individuals, the building Principal, Superintendent or Chief Emergency Officer will work in tandem to arrangements for adequate supervision of the students under their direction and to make provisions for building custodial and/or maintenance and food services. It shall be the responsibility of the Superintendent or Chief Emergency

Officer to inform appropriate police, Red Cross, and emergency preparedness officials.

4.21 Medical Emergencies and Mental Health

A medical emergency is a result of a minor or major illness, or injury to an individual, and can be of such severity as to be life threatening, or merely cause the victim discomfort or pain. The District does not expect unlicensed staff to provide medical care. The District does expect unlicensed staff to call for emergency assistance (e.g., 9-1-1, school nurse) and stay with the victim until help arrives. In each case, the guiding principles are to provide appropriate care until competent medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid is treatment that will attempt to protect the life and comfort of the victim until authorized medical treatment is available, or in the case of a student, until the child is placed under the care of the parent or guardian. Staff should use judicious avoidance and standard precautions in managing all emergencies. School nurses follow their standard district policies, procedures and training not listed in this section.

The number of medical emergencies that can develop is potentially endless. Each BLERP will designate Building-Level Response Teams that may be used to respond in a medical emergency.

Canandaigua City School District has developed procedures for contacting parents, guardians, or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide or suicidal ideations. When a staff member notices signs of mental health issues or signs of suicide or suicidal ideations, they should report those signs or issues to an administrator or mental health team member immediately and without delay. The administrator will investigate the issue with mental health team members. The district has established procedures that include the use of the Columbia Rating Scale and contact parents with available resources as necessary.

Section 5.0

Recovery

5.1 District Support for Buildings

In addition to support during an emergency, the District will use all resources at its disposal to support the Emergency Operations Group, Emergency Response Teams and the Post-Incident Response Teams in the affected school(s) after the incident has been resolved to the point where recovery of normal operations can commence. Additional support includes but is not limited to mental health services, building security and facility restoration.

5.2 Trauma, Illness and Grief

Each Building's Trauma Illness and Grief team is a group of administrators, counselors, psychologists, social workers, nurses and other staff members who have received specialized training in responding to the emotional needs of children, teachers, and other school personnel, which arise from trauma, violence, illness, grief and loss.

5.3 Disaster Mental Health Services

In addition to the District mental health services, the Emergency Operations Group will assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams, in the affected school(s). This may take the form of seeking out additional local support or could, if warranted, involve accessing federal and state mental health resources as well.

5.4 Review and Debriefing

The involved school's Building Level Emergency Response Team will meet to review the specific incident to determine if the school's BLERP was adhered to and if any improvements are needed to enhance the plan. This review may, depending on the nature and degree of the incident, include input from the Emergency Operations Group and/or representatives of local emergency response agencies.

5.5 Post-Incident Response

The Post Incident Response Team shall include counselors, representatives from local agencies and the community at the direction of the Superintendent, Chief Emergency Officer or designee, and will have the responsibility of assisting the school community and guiding staff and administration in coping with the aftermath of a serious violent incident or emergency. It is likely, however, that these duties and responsibilities will be shared by members of the Trauma, Illness and Grief Team, Building-Level Emergency Response Team, and the remainder of the school community.

5.6 Continuity of Operations Plan (COOP)

As part of the COOP, the District will use resources to:

- Identify primary and secondary relocation sites for each building that meet the needs of the school.
- Re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- Ensuring students receive applicable related services in the event of a prolonged closure.
- Protect vital documents and make them available at alternate sites.
- Identify personnel to assist in developing COOP and training them.
- Identify resources available to students and staff for online learning in case schools may not be occupied

5.7 District Response to Declared Pandemic

Essential Personnel and Staff: In the event of a state-ordered reduction of in-person workforce the district would use a remote learning educational delivery model. The employees that would continue to be needed on campus would be custodians and maintenance/grounds staff to clean, disinfect, and to keep buildings and grounds operational. Technology department staff would be needed to support the Information Technology needs of the district. Food Service staff would be needed to prepare and distribute meals. Various Administrative titles may need to work from campus on a given day depending on need. Those titles include Superintendent, Assistant Superintendents, Directors, Principals, District Clerk, and selected Business Office

Personnel. Other employees would work from home to support the virtual learning educational delivery model.

Telecommuting Protocols: The district has provided the following employees with either a laptop or Chromebook to enable them to work from home; Administrators, Clerical, Teachers, Nurses, Occupational Therapists, Physical Therapists, Librarians, Counselors, Psychologists, Social Workers, Speech Language Pathologists, Teaching Assistants, and Prevention Services Specialist. The employees are able to log into the district's network from home and access all software and programs as though they were working on campus. Employees have been instructed on how to forward calls from their work telephone, and how to change their voicemail message.

Overcrowding Reduction Protocol: The employee groups Custodial, Technology, Food Service will have no more than 50% of their employee group work on campus at a time. They will be scheduled by the Director of Technology, Director of Facilities, and Food Service Director. The employee groups Maintenance and Grounds may have more than 50% of their employees continue to work from campus depending on needs.

PPE Procurement: The Director of Student and Administrative Services coordinates the district's efforts to ensure the proper supply of PPE is obtained. He receives weekly updates on the PPE supply in each of the district's buildings and orders enough PPE to ensure that at least two pieces of each type of PPE is available for each essential employee for more than 6 months. The supply of PPE is housed at District Office where the Director of Student and Administrative Services is located, and is distributed to buildings as needed.

Exposure Protocol - Employee or Contractor: In the event an employee or contractor is exposed to a known case of a communicable disease that is the subject of a public health emergency, or exhibits symptoms, that employee if on campus will be isolated. If the employee is okay to drive they will be sent home. If they are not okay to drive, their emergency contact will drive them home. The employee will be directed to stay home until they are released per Ontario County Public Health guidelines at the time. If the employee is home when it is learned they were exposed to a known exposure, or they exhibit symptoms, or they test positive, they will be directed to stay home until they are released per Ontario County Public Health guidelines. The employee will use their own collectively bargained accrued time unless there is State or Federal leave made available for the public health emergency.

Essential Employee Work Hours and Locations: A work schedule will be developed and tracked by the Director of Facilities, Director of Technology, and Director of Food Service, and approved by the Assistant Superintendent for Personnel.

Essential Employee Emergency Housing: The district will work with Ontario County Public Health regarding emergency housing.

Section 6.0

Building Level Emergency Response Plans

6.1 Plan Development and Maintenance

Each Canandaigua City School District Building Level Emergency Response Plan will be developed by the Building Level Emergency Response Team. A Building Level Response Team and Post Incident Response

team will also be appointed. The Building Level Emergency Response Team is responsible for the overall development, maintenance, and revision of the Building Level Emergency Response Plan and for coordinating training and exercising the BLERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

6.2 Distribution of the Plan

NYCRR Section 155.17 mandates that a copy of the BLERP and any amendments shall be filed with the appropriate local law enforcement agency and with the New York State Police within thirty days of adoption. This function will be completed by the Director of School Safety and Security.

Send Building Level Emergency Response Plans to:

New York State Police Headquarters – Field Command Attn: Safe Schools NY
1220 Washington Avenue, Building 22
Albany, NY 12226
Or by email to: info@safeschools.ny.gov

6.3 Record of Distribution

Copies of the BLERPs, including appendices and annexes are distributed to each school staff member, Canandaigua and VA fire departments, Canandaigua Police Department, Ontario County Sheriff's Office and the New York State Police.

Section 7.0

Emergency Closing and Early Dismissal

7.1 District Closings

The decision to close school is based on the nature of the emergency and the expected impact the emergency will have on student safety and welfare. Most often, school closings are the result of inclement weather conditions that adversely affect the safety of student walkers or bus riders.

The Superintendent of designee will make every effort to decide school closings in a timely manner. All school closings will be communicated to families using Braves Square, email and posted on the District Website. They will also be reported to local radio and television stations for broadcast.

Whenever the District schools close, all public, private and parochial schools in the district are also closed. No transportation is provided for Canandaigua students attending schools outside of the District.

7.2 District Evacuations and Early Dismissal Procedures

Each building shall establish individual evacuation and sheltering procedures. See Building Emergency Preparedness Plan.

1. Emergency notification and health information will be moved to evacuation sites.
2. Medical assistance shall be coordinated through the F.F. Thompson Health System. Building nurses shall be the medical liaison for each building.
3. Parents shall receive information regarding official designated radio and television stations for emergency information as well as the County Emergency 911 center. The Director of Advisement and Communications will notify the Media (listed below) of any information as may be necessary to keep parents updated as to locations of students, pick up instructions, or other relevant information.

WHAM - 1180 AM	WHAM - Channel 13 TV
WCGR - 1550 AM	WHEC - Channel 10 TV
WYLF - 850 AM	WROC - Channel 8 TV
WGVA - 1240 AM	Spectrum News - Cable Channel 14
WARM - 101.3 FM	WPXY - 97.9 FM
WCMF - 96.5 FM	ZONE - 94.1 FM
Daily Messenger	Democrat and Chronicle

4. Director of Advisement and Communications will update the District's website with any pertinent and available information as soon as possible.
5. Parent Square (Braves Square) will be used to contact Parents, Staff and Students as soon as possible.

Closing School – Go Home Early

The implementation of a Go Home Early Plan is imperative when a situation requires the District to return students to their homes and families as quickly as possible. An example of a condition that might require this plan to be implemented would be an impending blizzard, making it extremely hazardous to transport students' home at their normal time.

Go Home Early Plans for all school District buildings can be found in the site-specific school building "Emergency Management/Disaster Plans"

CHEMICAL HYGIENE PLAN

For

Canandaigua City School District

143 North Pearl Street

Canandaigua New York 14424

Prepared by: Michael McClain

Original Preparation Date: June 23, 2018

Reviewed Date: June 18, 2024

CHEMICAL HYGIENE PLAN

29 CFR 1910.1450, Chemical Hygiene

GENERAL GUIDELINES FOR WORKING WITH LABORATORY CHEMICALS

1. It is essential to minimize chemical exposure to the greatest extent possible. Because few laboratory chemicals are without hazards, precautions for handling all chemicals should be exercised. As a rule, skin contact with chemicals should always be avoided.
2. Avoid an underestimation of risk. Exposure to laboratory chemicals should be minimized even for substances of no known significant hazard. Special precautions should be taken for those substances which have special health hazard risks. One should assume that any mixture of substances will be more toxic than either of its single components alone. One should also assume that all substances of unknown toxicity are toxic.
3. Adequate ventilation must be provided. The best way to prevent exposure to hazardous substances is to prevent their escape into the atmosphere by use of fume hoods and other ventilation controls.
4. Institute a chemical hygiene committee to minimize exposures to toxic substances. It is recommended under the OSHA Laboratory Standard 1910.1450.
5. Observe the PEL's and TLV's. The OSHA Permissible Exposure Limits and the American Conference of Governmental Industrial Hygiene Threshold Limit Values should not be exceeded.

CHEMICAL HYGIENE PLAN

29 CFR 1910.1450, Chemical Hygiene

CHEMICAL HYGIENE RESPONSIBILITIES

1. **Director of Facilities** has the ultimate responsibility for chemical hygiene and must with other administrators, provide support for the chemical hygiene plan.
2. **Chemical Hygiene Officer and Dedicated High School Assistant Principal** are responsible for chemical hygiene in the district.
3. **Chemistry, Technology, and Art Teachers** will work with administrators and other employees to develop and implement appropriate chemical hygiene practices. They should monitor use and disposal of chemicals in the lab, see that inventories are maintained, know the current legal requirements that govern regulated substances, and seek ways to improve the chemical hygiene plan.
4. The **Chemistry teacher** has the responsibility for chemical hygiene in the lab including the responsibility to:
 - * Ensure that affected personnel know and follow all safety rules, use appropriate personal protective equipment, and provide students with appropriate safety training.
 - * Conduct regular formal housekeeping inspections including inspections of emergency equipment.
 - * Know the current legal requirements concerning regulated substances.
 - * Ensure that the facilities are adequate for any material being used.
 - * Plan and conduct each lesson in accordance with the chemical hygiene program. Lesson plans should include all possible hazards, preventive measures and emergency responses for each hazard.
 - * Develop and follow sound personal chemical hygiene habits.

TITLE	NAME
Senior Facility Person	Marissa Logue
Chemical Hygiene Officer for Science	Amy Allen
Chemical Hygiene Officer for Tech/Art	Cary Burke
Laboratory Professional	Dave Platten
Laboratory Professional	Amy Allen
Laboratory Professional	Adam Stoler

CHEMICAL HYGIENE PLAN

29 CFR 1910.1450, Chemical Hygiene

THE LABORATORY FACILITY

1. DESIGN

- * An appropriate ventilation system should have air intakes and exhausts located to avoid recirculation of contaminated air.
- * The facility should provide adequate, well-ventilated storerooms, laboratory fume hoods, and sinks.
- * Other safety equipment shall include eyewash stations and drenching showers.

2. VENTILATION

- * Natural Dilution: This system should provide a source of air for breathing. It will not be relied upon for protection from toxic substances released into the lab.
- * Hoods: A laboratory fume hood should be provided for demonstration. Each hood will be monitored for adequate performance by **The Head Custodian** weekly while in use.
- * Modifications: Any alterations to the ventilation system should be made only by qualified personnel (HVAC engineer), and if testing indicates that worker protection from airborne toxic substances will continue to be adequate.
- * Quality: Airflow should be six air changes per hour. The hood face velocity should be maintained 60 - 100 linear feet per minute, at minimum.

CHEMICAL HYGIENE PLAN

29 CFR 1910.1450, Chemical Hygiene

COMPONENTS OF THE CHEMICAL HYGIENE PLAN

1. PROCUREMENT

- * No container will be accepted if leaking or without an adequate label and Material Safety Data Sheet.

2. STORAGE

- * Toxic substances should be segregated in a chemical storage cabinet off limits to unauthorized individuals.
- * Stored chemicals should be examined at least annually for replacement, deterioration and container integrity by **Chemical Hygiene Officer**. Amounts will be stored in the smallest practicable quantity. Yearly inventories will be conducted and unneeded items will be disposed of through **the Department of Environmental Services Monroe County**.
- * Chemicals will be stored in accordance with accepted standards of compatibility. An inventory list arranged alphabetically will be posted in the storage room. Material Safety Data Sheets will be arranged alphabetically and located in the storage room.

3. DISTRIBUTION FROM STORAGE AREA

- * When bulk quantities of chemicals are hand carried, the container will be placed in a bottle carrier or bucket.

4. AIR MONITORING

- * Monitoring of airborne concentrations of toxic substances may be appropriate when testing or redesigning hoods or when highly toxic substances are used on a regular basis which is not anticipated, or when using chemicals that require initial monitoring.

5. HOUSEKEEPING

- * Formal housekeeping and inspections will be performed at least biannually **By the Chemistry teachers, Art teachers, and technology teachers**. The purpose of this is to identify hazards and determine whether to implement control measures such as ventilation, modified work practices or additional personal protective equipment. Suitable facilities for the quick drenching of personnel exposed to corrosive or injurious chemicals will be used for eyewash and shower emergencies. This device will be inspected at least biannually. Informal inspections will be continuous. Eyewash fountains and safety showers should be inspected and tested quarterly. Records of testing and inspections should be maintained.

CHEMICAL HYGIENE PLAN

29 CFR 1910.1450, Chemical Hygiene

Procedures for restarting out-of-service equipment should be established. Stairways and hallways should not be used as storage areas. Access to exits, emergency equipment, and utility controls should **never** be blocked.

6. MEDICAL PROGRAM

- * **Building Nurses** are trained in first aid and available during working hours. Emergency phone numbers will be posted in the lab, office. Medical consultations will be provided in case of spills or emergencies where employees show signs and symptoms of overexposure.

7. PROTECTIVE EQUIPMENT AND APPAREL

- * Splash Goggles
- * ANSI approved safety glasses
- * Chemical resistant aprons
- * Gloves
- * Hair ties

8. RECORDS

- * Accident reports will be written and retained for all accidents involving injuries, property damage and near misses.
- * Inventories, Material Safety Data Sheets and records indicating attendance at Employee Right to Know Training will be maintained in accordance with the Federal Hazard Communication Standard.
- * Maintain records of measurement of employee exposure and any medical consultations and exams that are conducted for **[40 years or for the duration of employment plus 20 years, whichever is longer, or in accordance with 1910.20]**.
- Equipment inspections are located in the Head Custodians office. Equipment means Fume hoods and Eye wash stations.

9. SIGNS AND LABELS

- * Emergency telephone numbers will be posted in labs, office and **Nurses office**.
- * Identifying labels must show contents of containers and associated hazards.
- * Location signs for safety showers, eyewash stations, first aid equipment, exits, areas where food and beverages are prohibited and warnings at areas where unusual hazards exist will be posted.

CHEMICAL HYGIENE PLAN

29 CFR 1910.1450, Chemical Hygiene

10. SPILLS

- * In the case of a spill, the administration will be notified by **Phone**. It is the responsibility of the administration to evacuate school if necessary. In the case of a fire or major spill, the employee is responsible for evacuating the premises by fire alarm.
- * The written emergency action plan is located in **Building Main Office** and will be communicated to all personnel. Spill control procedures will include approved containment, cleanup and transportation methods.

11. INFORMATION AND TRAINING

- * Employees will be trained upon initial assignment concerning chemicals available, procedures, location of the chemical hygiene plan, location of Material Safety Data Sheets, and method of hazard identification (refer to paragraph F of occupational exposure to hazardous chemicals in the Chemical Hygiene standard). Annual refresher training will be covered by **Chemical Hygiene Officer**. Particularly hazardous chemicals (carcinogens, reproductive toxins, etc.) will not be used. If their use is anticipated or a chemical is newly deemed particularly hazardous, proper provisions will be made in accordance with 1910.1450(e)(3)(viii).

12. WASTE DISPOSAL PROGRAM

- * The waste disposal program should specify how waste is to be collected, segregated, stored and disposed of. Unlabeled containers of chemicals and solutions should be promptly identified and disposed of if need be. Indiscriminate disposal by pouring waste chemicals down the drain or adding them to refuse for landfill burial is unacceptable. Contact **The Director of Facilities** to arrange for a hazardous waste disposal.

APPENDIX A

GENERAL LABORATORY RULES/STANDARD OPERATING PROCEDURES

CHEMICAL HYGIENE PLAN

29 CFR 1910.1450, Chemical Hygiene

I. EMERGENCY FIRST AID PROCEDURES

- a) Eye Contact: Flush eyes with copious amounts of water for at least 15 minutes and seek medical attention.
- b) Ingestion: Read the label for directions and immediately seek medical attention. Contact the poison control center **Finger Lakes Regional Poison Center at 1-800-222-1222**.
- c) Skin Contact: Flush the affected areas with copious amounts of water and remove any contaminated clothing. If symptoms persist after flushing, seek medical attention.

II. PERSONAL PROTECTIVE EQUIPMENT

- a) Whenever appropriate:
 - ANSI approved eye protection must be worn.
 - Gloves will be worn which will resist penetration by the chemical being handled and which have been checked for pin holes, tears or rips.
 - Lab coats or aprons to protect skin and clothing from chemicals will be worn.
 - Footwear should cover feet completely and open-toed shoes will be prohibited.

III. HAZARD PREVENTION

- a) Conduct periodic in-house safety and health inspections with an emphasis identifying safety hazards.
- b) Carry out regular fire or emergency drills and review the results.
- c) Have actions preplanned in case of an emergency (e.g., equipment should be turned off, preplanned escape routes, designated meeting place outside the building and designated person to authorize the re-entry into the building).
- d) Have the appropriate equipment and materials available for spill control.
- e) Keep up-to-date emergency phone numbers posted next to the telephone.
- f) Reduce risk by using diluted substances instead of concentrates.

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- g) If feasible, use smaller quantities of hazardous materials for laboratory demonstrations.
- h) Use films, videotapes, or other methods rather than experiments involving extremely hazardous substances.
- i) Substitute with a less hazardous substance.
- j) Analyze accidents to prevent repeat performances.
- k) Purchase chemicals in minimum quantities, wherever feasible.
- l) Do not use damaged glassware.

IV. GENERAL LABORATORY SAFETY

- a) Obtain and read the Material Safety Data Sheet for each hazardous chemical.
- b) Analyze new lab procedures in advance to identify possible hazards.
- c) Wash hands before and after work, and after spill cleanups.
- d) Do not smell or taste chemicals.
- e) Never work alone in a science laboratory or storage area and do not allow students to work unsupervised.
- f) Never eat, drink, smoke, chew gum, or tobacco in the laboratory environment.
- g) Never store food in laboratory refrigerators.
- h) Never pipette liquids by mouth.
- i) Restrain loose clothing, long hair, and dangling jewelry.
- j) Never leave heat source unattended (gas burners, hot plates, mantels, etc.).
- k) Do not store reagents or apparatus on lab bench and keep shelves organized.
- l) Always used a fume hood when working with volatile substances.
- m) Never lean into the fume hood while hazardous chemicals are being used, or when in use.
- n) Do not use the fume hood as a storage area.
- o) Do not mix chemicals in the sink drain.

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- p) Always inform co-workers of plans to carry out hazardous work.
- q) Avoid horseplay, practical jokes, and other any distracting behavior.
- r) Be alert to unsafe conditions and correct them when detected.
- s) Label all chemicals accurately with date of receipt or preparation and any other precautionary information for handling.
- t) Never use a reagent until the label has been read and contents checked.

V. FACILITY MAINTENANCE

- a) Place fire extinguishers near escape routes, and also in areas of high hazards.
- b) Regularly inspect fire extinguishers, maintain records of inspections and train personnel in the proper use of extinguishers.
- c) Never block escape routes.
- d) Never block a fire door opening.
- e) Never store materials in aisle ways.
- f) Have separate containers for trash and broken glass.
- g) Regularly inspect safety showers and eyewash stations and keep records of inspections.
- h) Regularly check the ventilation in hoods for proper air flow.
- l) Chemical storage shelves with close able doors should be used for flammable materials and acids.

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CHEMICAL HYGIENE PLAN ANNUAL REVIEW AND/OR EVALUATION

Date	Reviewed by	Changes and/or Revisions
12/16/17	Michael McClain	New plan Recommended by the Department of Labor
06/23/2018	Michael McClain	Combination of two plans
06/03/2019	Michael McClain	Reviewed and updated
07/12/20	Michael McClain	Reviewed and updated
06/14/21	Michael McClain	Reviewed and updated
06/15/22	Michael McClain	Reviewed and updated
06/17/23	Michael McClain	Reviewed and updated
06/18/2024	Michael McClain	Reviewed and updated

Deleted Date	Title	Author	Barcode
5/29/2024	Aggie the brave	Ries, Lori.	CAP0041347
5/29/2024	Back in time with Benjamin Franklin : a Qwerty Stevens adventure	Gutman, Dan.	CAP0046408
5/29/2024	Back in time with Thomas Edison : a Qwerty Stevens adventure	Gutman, Dan.	CAP0046407
5/29/2024	Ballet breakdown	Gurevich, Margaret.	CAP0046793
5/29/2024	The bell bandit	Davies, Jacqueline, 1962-	CAP0046373
5/29/2024	Bluffton : my summers with Buster	Phelan, Matt.	CAP0043270
5/29/2024	Children of the longhouse	Bruchac, Joseph, 1942-	CAP0039220
5/29/2024	The drinking gourd : a story of the underground railroad	Monjo, F. N.	CAP0032082
5/29/2024	Felix takes the stage	Lasky, Kathryn.	CAP0040964
5/29/2024	Home on the range	Nolan, Lucy.	CAP0041028
5/29/2024	I, Jack	Finney, Patricia, 1958-	CAP0040325
5/29/2024	Keena Ford and the second-grade mix-up	Thomson, Melissa, 1979-	CAP0039718
5/29/2024	Ladybug Girl : do you like these boots?	Soman, David.	CAP0043930
5/29/2024	The lemonade crime	Davies, Jacqueline, 1962-	CAP0042080
5/29/2024	The lemonade war	Davies, Jacqueline, 1962-	CAP0042081
5/29/2024	The long way to a new land	Sandin, Joan.	CAP0042500
5/29/2024	Murray the race horse	Puckett, Gavin.	CAP0046507
5/29/2024	Pokémon types book	Whitehill, Simcha.	CAP0049300
5/29/2024	The Shark King : a Toon book	Johnson, R. Kikuo.	CAP0042409
5/29/2024	Sports	created by Gallimard Jeunesse and	CAP0044884
5/29/2024	Squanto's journey : the story of the first Thanksgiving	Bruchac, Joseph, 1942-	CAP0033885
5/29/2024	Stuart Little	White, E. B. (Elwyn Brooks), 1899-	CAP0032716
5/29/2024	Thank you, Sarah : the woman who saved Thanksgiving	Anderson, Laurie Halse.	CAP0045129
5/29/2024	Three tales of my father's dragon	Gannett, Ruth Stiles.	CAP0035979
5/29/2024	Violet Mackerel's brilliant plot	Branford, Anna.	CAP0043015
5/28/2024	Lady and the tramp	Finnegan, Delphine.	CAP0049199
5/9/2024	Max goes to Jupiter : a science adventure with Max the dog	Bennett, Jeffrey O.	CAP0040243
5/9/2024	Max goes to the space station : a science adventure with Max the Dog	Bennett, Jeffrey O.	CAP0042998
5/3/2024	Titanic : ship of dreams	Callery, Sean.	CAP0022395
5/2/2024	Abraham Lincoln	Armentrout, David, 1962-	CAP0034629
5/2/2024	Abraham Lincoln	Burke, Rick, 1957-	CAP 35382
5/2/2024	Abraham Lincoln	Osborne, Mary Pope.	CAP0043839
5/2/2024	Abraham Lincoln : lawyer, president, emancipator	Nettleton, Pamela Hill.	CAP0036772
5/2/2024	Afghanistan	Jann Einfeld, book editor.	CAP0021648

5/2/2024 Alexander Graham Bell	Schaefer, Lola M., 1950-	CAP0037848
5/2/2024 American boy : the adventures of Mark Twain	Brown, Don.	CAP0040812
5/2/2024 Australia	Lindeen, Mary.	CAP0041627
5/2/2024 Barnum's bones : how Barnum Brown discovered the most famous dinosaur in	Fern, Tracey E.	CAP0042093
5/2/2024 The best book of pirates	Harward, Barnaby.	CAP0035133
5/2/2024 Bill Gates	Brown, Jonatha A.	CAP0040676
5/2/2024 Bill Pickett : rodeo-ridin' cowboy	Pinkney, Andrea Davis.	CAP0040533
5/2/2024 Catching the moon : the story of a young girl's baseball dream	Hubbard, Crystal.	CAP0041560
5/2/2024 Cathy Williams, Buffalo Soldier	Solomon, Sharon K.	CAP0041824
5/2/2024 Daniel Boone	Burke, Rick, 1957-	CAP0040266
5/2/2024 Darwin	McGinty, Alice B., 1963-	CAP0044611
5/2/2024 The dinosaurs of Waterhouse Hawkins : an illuminating history of Mr. Waterh	Kerley, Barbara.	CAP0042418
5/2/2024 Dolley Madison saves George Washington	Brown, Don.	CAP0043737
5/2/2024 Egypt	Murray, Julie, 1969-	CAP0042811
5/2/2024 Egypt	Streissguth, Thomas, 1958-	CAP0040167
5/2/2024 Egypt	Streissguth, Thomas, 1958-	CAP0041842
5/2/2024 The fantastic jungles of Henri Rousseau	Markel, Michelle.	CAP0042447
5/2/2024 Fearless : the story of racing legend Louise Smith	Rosenstock, Barbara.	CAP0042865
5/2/2024 Ferris wheel! : George Ferris and his amazing invention	Sneed, Dani.	CAP0042518
5/2/2024 Fireboat : the heroic adventures of the John J. Harvey	Kalman, Maira.	CAP0039049
5/2/2024 The forest has eyes.	Maclay, Elise.	CAP0008423
5/2/2024 George Washington : the first president	Ford, Carin T.	CAP0035118
5/2/2024 The guy who invented home video games : Ralph Baer and his awesome inven	Wyckoff, Edwin Brit.	CAP0044776
5/2/2024 Hammurabi : Babylonian ruler	Mayfield, Christine.	CAP0042450
5/2/2024 Hillary Clinton	Lee, Sally.	CAP0042430
5/2/2024 I dreamed I was a ballerina : a girlhood story	Pavlova, Anna, 1881-1931.	CAP0034070
5/2/2024 I wonder why pirates wore earrings : and other questions about piracy	Jacobs, Pat.	CAP0043124
5/2/2024 If you give an author a pencil	Numeroff, Laura Joffe.	CAP0036108
5/2/2024 --If you lived with the Cherokee	Roop, Peter.	CAP0043617
5/2/2024 Independent dames : what you never knew about the women and girls of the	Anderson, Laurie Halse.	CAP0042612
5/2/2024 Iraq	Debra A. Miller, book editor.	CAP0021646
5/2/2024 Japan	Streissguth, Thomas, 1958-	CAP0041843
5/2/2024 Jean Laffite : the pirate who saved America	Rubin, Susan Goldman.	CAP0042866
5/2/2024 John F. Kennedy	Franchino, Vicky.	CAP0034309
5/2/2024 Johnny Appleseed	Yolen, Jane.	CAP0039864

5/2/2024 Johnny Appleseed : the story of a legend	Moses, Will.	CAP0034051
5/2/2024 Knights and castles	Macdonald, Fiona.	CAP0038508
5/2/2024 Lewis and Clark : a prairie dog for the president	Redmond, Shirley-Raye.	CAP0042969
5/2/2024 The librarian who measured the earth	Lasky, Kathryn.	CAP0042429
5/2/2024 Lost boy : the story of the man who created Peter Pan	Yolen, Jane.	CAP0042600
5/2/2024 Mighty Jackie : the strike-out queen	Moss, Marissa.	CAP0038884
5/2/2024 Minette's feast : the delicious story of Julia Child and her cat	Reich, Susanna.	CAP0042491
5/2/2024 Monsieur Marceau	Schubert, Leda.	CAP0042502
5/2/2024 Mother Teresa	Ransom, Candice, 1952-	CAP0040734
5/2/2024 Mr. Lincoln's whiskers	Winnick, Karen B.	CAP0038764
5/2/2024 Neil Armstrong	Zemlicka, Shannon, 1971-	CAP0035074
5/2/2024 Odd boy out : young Albert Einstein	Brown, Don, 1949-	CAP0040258
5/2/2024 Pakistan	Sheehan, Sean, 1951-	CAP0021655
5/2/2024 A picture book of Harriet Beecher Stowe	Adler, David A.	CAP0043680
5/2/2024 A picture book of Harry Houdini	Adler, David A.	CAP0040219
5/2/2024 Pioneer girl : the story of Laura Ingalls Wilder	Anderson, William, 1952-	CAP0031783
5/2/2024 Pocahontas : peacemaker and friend to the colonists	Nettleton, Pamela Hill.	CAP0036105
5/2/2024 Ray Charles	Mathis, Sharon Bell.	CAP0044599
5/2/2024 Robert Cade : Gatorade inventor	Mattern, Joanne, 1963-	CAP0043202
5/2/2024 Robert Fulton : engineer and inventor	Rosenberg, Pam.	CAP0043618
5/2/2024 Rough, tough Charley	Kay, Verla.	CAP0040419
5/2/2024 Sandy's circus : a story about Alexander Calder	Stone, Tanya Lee.	CAP0043938
5/2/2024 Sarah Emma Edmonds was a great pretender : the true story of a Civil War sp	Jones, Carrie.	CAP0042128
5/2/2024 Sequoyah : the Cherokee man who gave his people writing	Rumford, James, 1948-	CAP0037785
5/2/2024 Stand tall, Abe Lincoln	St. George, Judith, 1931-	CAP0039137
5/2/2024 Thomas Edison : inventor with a lot of bright ideas	Venezia, Mike.	CAP0041152
5/2/2024 Tutankhamen's gift	Sabuda, Robert.	CAP0040563
5/2/2024 Vinnie and Abraham	FitzGerald, Dawn.	CAP0042679
5/2/2024 Washington is burning	Figley, Marty Rhodes, 1948-	CAP0042678
5/2/2024 A weed is a flower : the life of George Washington Carver	Aliki.	CAP0038416
5/2/2024 Who was Daniel Boone?	Kramer, Sydelle.	CAP0042757
5/2/2024 Wild women of the Wild West	Winter, Jonah, 1962-	CAP0042558
5/2/2024 Wilma Rudolph : against all odds	Macceca, Stephanie.	CAP0041638
5/2/2024 You forgot your skirt, Amelia Bloomer! : a very improper story	Corey, Shana.	CAP0040838
5/2/2024 You never heard of Sandy Koufax?!	Winter, Jonah.	CAP0045077

5/1/2024	Bluey. At home with the Heelers.		CAP0049659
5/1/2024	Factastic : a LEGO adventure in the real world.		CAP0022664
4/30/2024	Dinotrux	Gall, Chris.	CAP0040343
4/25/2024	Sack attack!	Hoena, B. A.	CAP0047390
4/24/2024	Rocks & gems	Garnett, Jaye.	CAP0049151
4/19/2024	Arrowhawk	Schaefer, Lola M., 1950-	CAP0036574
4/19/2024	Augustine	Watt, Mélanie, 1975-	CAP0039568
4/19/2024	The bear came over to my house	Walton, Rick.	CAP0033803
4/19/2024	Bertie was a watchdog	Walton, Rick.	CAP0038077
4/19/2024	A bunny for all seasons	Schulman, Janet.	CAP0035049
4/19/2024	Crazy Hair Day	Saltzberg, Barney.	CAP 35584
4/19/2024	Dear Mrs. LaRue : letters from obedience school	Teague, Mark.	CAP0035061
4/19/2024	Detective LaRue : letters from the investigation	Teague, Mark.	CAP0020788
4/19/2024	Dolores on her toes	Samuels, Barbara.	CAP 35587
4/19/2024	Duck at the door	Urbanovic, Jackie.	CAP0038750
4/19/2024	Epossumondas	Salley, Coleen.	CAP0034802
4/19/2024	Epossumondas saves the day	Salley, Coleen.	CAP0038166
4/19/2024	Ginger finds a home	Voake, Charlotte.	CAP 35626
4/19/2024	Goodnight, my duckling	Tafari, Nancy.	CAP0037187
4/19/2024	Grumpy cat	Teckentrup, Britta.	CAP0039717
4/19/2024	Hi, Harry!	Waddell, Martin.	CAP 35628
4/19/2024	How can you dance?	Walton, Rick.	CAP0038215
4/19/2024	An island grows	Schaefer, Lola M., 1950-	CAP0038225
4/19/2024	It's quacking time!	Waddell, Martin.	CAP0037210
4/19/2024	Knock! knock!	Wahl, Jan.	CAP0036638
4/19/2024	LaRue for mayor : letters from the campaign trail	Teague, Mark.	CAP0021164
4/19/2024	Leon the chameleon	Watt, Mélanie, 1975-	CAP0033805
4/19/2024	Little Quack's bedtime	Thompson, Lauren.	CAP0037817
4/19/2024	Little Quack's hide and seek	Thompson, Lauren.	CAP0037815
4/19/2024	Little Quack's new friend	Thompson, Lauren.	CAP0037816
4/19/2024	The little wood duck	Wildsmith, Brian.	CAP0039164
4/19/2024	Lizette's green sock	Valckx, Catharina.	CAP0041151
4/19/2024	Lucy Goosey	Wild, Margaret.	CAP0039730
4/19/2024	Mama's Little Bears	Tafari, Nancy.	CAP0034516
4/19/2024	Missing Rabbit	Schotter, Roni.	CAP0034609

4/19/2024	The monster who ate my peas	Schnitzlein, Danny.	CAP0034479
4/19/2024	Mouse's first fall	Thompson, Lauren.	CAP0038284
4/19/2024	Mouse's first snow	Thompson, Lauren, 1962-	CAP0037541
4/19/2024	Mouse's first summer	Thompson, Lauren.	CAP0036629
4/19/2024	The Owl and the Woodpecker	Wildsmith, Brian.	CAP0039165
4/19/2024	The rain came down	Shannon, David, 1959-	CAP0038343
4/19/2024	Room for Rabbit	Schotter, Roni.	CAP0035273
4/19/2024	The seven Chinese sisters	Tucker, Kathy.	CAP0040612
4/19/2024	Silly little goose!	Tafari, Nancy.	CAP0033767
4/19/2024	The skeleton in the closet	Schertle, Alice.	CAP 35588
4/19/2024	Snow bears	Waddell, Martin.	CAP 35629
4/19/2024	Sometimes I'm Bombaloo	Vail, Rachel.	CAP0034523
4/19/2024	Suki's kimono	Uegaki, Chieri.	CAP0035866
4/19/2024	There's always room for one more	Schubert, Ingrid, 1953-	CAP0034480
4/19/2024	Timothy and the strong pajamas : a superhero adventure	Schwarz, Viviane.	CAP0041112
4/19/2024	Tom goes to kindergarten	Wild, Margaret, 1948-	CAP0033094
4/19/2024	Wait! I want to tell you a story	Willans, Tom.	CAP0037571
4/19/2024	Wee little chick	Thompson, Lauren.	CAP0039558
4/19/2024	Where did Bunny go? : a Bunny and Bird story	Tafari, Nancy.	CAP0034159
4/19/2024	Whose chick are you?	Tafari, Nancy.	CAP0038746
4/19/2024	Why epossumondas has no hair on his tail	Salley, Coleen.	CAP0036573
4/19/2024	You are special, little one	Tafari, Nancy.	CAP0038556
4/19/2024	Zathura : a space adventure	Van Allsburg, Chris.	CAP0034834
4/18/2024	Barbie let's plant a garden!	Depken, Kristen L.,	CAP0049705
4/17/2024	Football : great moments, records, and facts	Borth, Teddy.	CAP0048559
4/16/2024	31 uses for a mom	Ziefert, Harriet.	CAP0040664
4/16/2024	39 uses for a friend	Ziefert, Harriet.	CAP0034183
4/16/2024	41 uses for a grandma	Ziefert, Harriet.	CAP0040666
4/16/2024	Albert, the dog who liked to ride in taxis	Zarin, Cynthia.	CAP0035873
4/16/2024	Animal strike at the zoo, it's true!	Wilson, Karma.	CAP0038053
4/16/2024	The apple-pip princess	Ray, Jane.	CAP0040124
4/16/2024	Baby Bear's chairs	Yolen, Jane.	CAP0037839
4/16/2024	Basil's birds	Reed, Lynn Rowe.	CAP0041072
4/16/2024	Big plans	Shea, Bob.	CAP0039544
4/16/2024	The birthday fish	Yaccarino, Dan.	CAP0041190

4/16/2024 The birthday presents	Stewart, Paul.	CAP0033064
4/16/2024 The bugliest bug	Shields, Carol Diggory.	CAP0034491
4/16/2024 Bunny party	Wells, Rosemary.	CAP0034172
4/16/2024 By word of mouse	Spohn, Kate.	CAP0036600
4/16/2024 Carmine : a little more red	Sweet, Melissa.	CAP0037537
4/16/2024 Casey and Derek on the ice	Sederman, Marty.	CAP0040146
4/16/2024 Cat jumped in!	Weaver, Tess.	CAP0039570
4/16/2024 Circus caps for sale	Slobodkina, Esphyr, 1908-2002.	CAP0034494
4/16/2024 City lullaby	Singer, Marilyn.	CAP0039543
4/16/2024 Cowboy Ned & Andy	Stein, David Ezra.	CAP0040595
4/16/2024 Daisy and the Beastie	Simmons, Jane.	CAP0032668
4/16/2024 The deep blue sea : a book of colors	Wood, Audrey.	CAP0020760
4/16/2024 Detective Small in the amazing banana caper	Yee, Wong Herbert.	CAP0038768
4/16/2024 Dexter Bexley and the big blue beastie	Stewart, Joel.	CAP0038744
4/16/2024 Duck's tale	Straaten, Harmen van.	CAP0038755
4/16/2024 Ebb & Flo and the baby seal	Simmons, Jane.	CAP0034611
4/16/2024 Every Friday	Yaccarino, Dan.	CAP0041191
4/16/2024 Felicity Floo visits the zoo	Redmond, E. S.	CAP0041071
4/16/2024 Felix and the Worrier	Wells, Rosemary.	CAP0035870
4/16/2024 Felix feels better	Wells, Rosemary.	CAP0036693
4/16/2024 George Hogglesberry : grade school alien	Wilson, Sarah.	CAP0035070
4/16/2024 Gotta go! Gotta go!	Swope, Sam.	CAP0046547
4/16/2024 The great fuzz frenzy	Stevens, Janet.	CAP0037527
4/16/2024 Groundhog gets a say	Swallow, Pamela Curtis.	CAP0038193
4/16/2024 Hilda must be dancing	Wilson, Karma.	CAP0038938
4/16/2024 I, Doko : the tale of a basket	Young, Ed.	CAP0036654
4/16/2024 If I were a lion	Weeks, Sarah.	CAP0038219
4/16/2024 The impossible patriotism project	Skeers, Linda.	CAP0041120
4/16/2024 Jackalope	Stevens, Janet.	CAP0035292
4/16/2024 Let's build a clubhouse	Singer, Marilyn.	CAP0038550
4/16/2024 Lettice the flying rabbit	Stanley, Mandy.	CAP0035858
4/16/2024 The lima bean monster	Yaccarino, Dan.	CAP0036653
4/16/2024 Madam President	Smith, Lane.	CAP0039838
4/16/2024 Madlenka	Sís, Peter, 1949-	CAP0033051
4/16/2024 Millie waits for the mail	Steffensmeier, Alexander.	CAP0039138

4/16/2024	Minerva Louise and the colorful eggs	Stoeke, Janet Morgan.	CAP0037809
4/16/2024	Minerva Louise and the red truck	Stoeke, Janet Morgan.	CAP0035296
4/16/2024	Miss Bindergarten has a wild day in kindergarten	Slate, Joseph.	CAP0037521
4/16/2024	Miss Bindergarten stays home from kindergarten	Slate, Joseph.	CAP0020604
4/16/2024	Mommy in my pocket	Senderak, Carol Hunt.	CAP0038280
4/16/2024	Motorcycle song	Siebert, Diane.	CAP0020603
4/16/2024	Mrs. Crump's cat	Smith, Linda, 1949-	CAP0037804
4/16/2024	My friend John	Zolotow, Charlotte, 1915-	CAP0033107
4/16/2024	Naming Liberty	Yolen, Jane.	CAP0040656
4/16/2024	Ned's new friend	Stein, David Ezra.	CAP0041136
4/16/2024	Never, ever shout in a zoo	Wilson, Karma.	CAP0037233
4/16/2024	The new bear at school	Weston, Carrie.	CAP0039722
4/16/2024	Oh my gosh, Mrs. McNosh!	Weeks, Sarah.	CAP0044437
4/16/2024	A pup just for me : A boy just for me	Seeber, Dorothea P.	CAP0032644
4/16/2024	Quack, Daisy, quack!	Simmons, Jane.	CAP0034492
4/16/2024	Russell and the lost treasure	Scotton, Rob.	CAP0037797
4/16/2024	The secret science project that almost ate the school	Sierra, Judy.	CAP0038362
4/16/2024	Seven fathers	Ramsden, Ashley.	CAP0041743
4/16/2024	Sheep blast off!	Shaw, Nancy (Nancy E.)	CAP0039534
4/16/2024	So sleepy story	Shulevitz, Uri, 1935-	CAP0038385
4/16/2024	Tupelo rides the rails	Sweet, Melissa.	CAP0040601
4/16/2024	Wanda's first day	Sperring, Mark.	CAP0036597
4/16/2024	What really happened to Humpty? : (from the files of a hard-boiled detective)	Ransom, Jeanie Franz, 1957-	CAP0041068
4/16/2024	What time is it, Mr. Crocodile?	Sierra, Judy.	CAP0036590
4/16/2024	What's so scary?	Stadler, John.	CAP0035291
4/16/2024	Wild about books	Sierra, Judy.	CAP0037164
4/16/2024	You'll grow soon, Alex	Shavick, Andrea.	CAP0033044
4/10/2024	Dragon Kingdom of Wrenly. 1, The coldfire curse	Quinn, Jordan.	CAP0048442
4/9/2024	Bank tellers : then and now	Zamosky, Lisa.	CAP0042012
4/9/2024	Farmers : then and now	Zamosky, Lisa.	CAP0041935
4/9/2024	I want to be a veterinarian	Grace, Catherine O'Neill, 1950-	CAP0038853
4/9/2024	Meet my neighbor, the paramedic	Crabtree, Marc.	CAP0041463
4/9/2024	Theater actors : then and now	Null, Kathleen.	CAP0041736
3/27/2024	Battleships	Riggs, Kate.	CAP0045023
3/27/2024	Bigfoot	Besel, Jennifer M.	CAP0049170

3/27/2024 Dog man. Lord of the fleas
3/27/2024 Snakes
3/27/2024 Stitch-or-treat!
3/27/2024 Unicorns
3/20/2024 Dog Man. Mothering heights

Pilkey, Dav, 1966-
Hansen, Grace.
Geron, Eric.
Meister, Cari,
Pilkey, Dav, 1966-

CAP0047049
CAP0044242
CAP0048811
CAP0047849
CAP0022294

Title	Author	Price
And the dish ran away with the spoon	Stevens, Janet.	14.45
Beetle bop	Fleming, Denise, 1950-	13.60
Clarice Bean, guess who's babysitting?	Child, Lauren.	14.44
Gumption	Broach, Elise.	14.44
I am extremely absolutely boiling	Child, Lauren.	8.66
I am not sleepy and I will not go to bed	Child, Lauren.	14.44
The legend of the Golden Snail	Base, Graeme.	16.96
The matchbox diary	Fleischman, Paul.	14.49
Move over, Rover!	Beaumont, Karen.	13.60
Pippo the Fool	Fern, Tracey E.	13.56
Say cheese!	Child, Lauren.	14.44
Skippyjon Jones	Schachner, Judith Byron.	14.44
Skippyjon Jones and the big bones	Schachner, Judith Byron.	14.44
Skippyjon Jones Cirque de Olé	Schachner, Judith Byron.	17.99
Skippyjon Jones class action	Schachner, Judith Byron.	
Skippyjon Jones in mummy trouble	Schachner, Judith Byron.	14.44
Skippyjon Jones in the dog house	Schachner, Judith Byron.	14.44
Skippyjon Jones-- lost in spice	Schachner, Judith Byron.	
Skippyjon Jones snow what	Schachner, Judith Byron.	15.44
Snow is my favorite and my best	Child, Lauren.	14.44
Some dogs do	Alborough, Jez.	13.59
The very hungry caterpillar	Carle, Eric.	19.36
The very hungry caterpillar	Carle, Eric.	19.36
We are extremely very good recyclers	Child, Lauren.	14.44
We gather together-- now please get lost	De Groat, Diane.	17.82
Who wants to be a poodle I don't	Child, Lauren.	14.44
Whoops! But it wasn't me	Child, Lauren.	10.86
Coolies	Yin.	13.12
Cat Kid comic club	Pilkey, Dav, 1966-	11.37
Dog Man	Pilkey, Dav, 1966-	13.86
Dog Man. A tale of two kitties	Pilkey, Dav, 1966-	13.86
Dog Man and Cat Kid	Pilkey, Dav, 1966-	10.00
Dog Man. Brawl of the wild	Pilkey, Dav, 1966-	16.99

Dog Man. Brawl of the wild	Pilkey, Dav, 1966-	8.69
Dog Man. Grime and punishment	Pilkey, Dav, 1966-	
Dog Man. Lord of the fleas	Pilkey, Dav, 1966-	8.69
Dog Man. Mothering heights	Pilkey, Dav, 1966-	12.99
Lord of the fleas	Pilkey, Dav,	8.69
Break the ice! ; Everest saves the day!	illustrated by MJ Illustrations.	13.77
Dragons	Doeden, Matt.	21.04
Groot. #3	Loveness, Jeff.	
Groot. #3	Loveness, Jeff.	
InvestiGators	Green, John Patrick, 1975-	9.61
Lunch Lady and the author visit vendetta	Krosoczka, Jarrett.	11.61
Mythical beasts	Mills, Andrea.	14.64
Party time!	Cabell, John.	12.19
Pete the cat : Pete's big lunch	created by James Dean.	9.81
The Princess in Black	Hale, Shannon.	14.47
Secret of the water dragon	West, Tracey, 1965-	10.91
A taste for victory	Maddox, Jake,	
A taste for victory	Maddox, Jake,	
Tiana : the stolen jewel	Glass, Calliope.	20.00
Wizards	Hansen, Grace.	23.00
Black Beauty	Lerner, Sharon.	14.44
Button soup	Orgel, Doris.	0.00
Aggie the brave	Ries, Lori.	10.96
Back in time with Benjamin Franklin : a Q	Gutman, Dan.	13.18
Back in time with Thomas Edison : a Qwe	Gutman, Dan.	13.18
Ballet breakdown	Gurevich, Margaret.	19.04
The bell bandit	Davies, Jacqueline, 1962-	12.61
Bluffton : my summers with Buster	Phelan, Matt.	19.59
Children of the longhouse	Bruchac, Joseph, 1942-	10.66
The drinking gourd : a story of the underg	Monjo, F. N.	17.16
Felix takes the stage	Lasky, Kathryn.	13.59
Home on the range	Nolan, Lucy.	14.99
I, Jack	Finney, Patricia, 1958-	10.96
Keena Ford and the second-grade mix-up	Thomson, Melissa, 1979-	12.74

Ladybug Girl : do you like these boots?	Soman, David.	9.14
The lemonade crime	Davies, Jacqueline, 1962-	11.71
The lemonade war	Davies, Jacqueline, 1962-	10.91
The long way to a new land	Sandin, Joan.	9.61
Murray the race horse	Puckett, Gavin.	14.01
Pokémon types book	Whitehill, Simcha.	12.20
The Shark King : a Toon book	Johnson, R. Kikuo.	11.06
Sports	created by Gallimard Jeunesse a	11.91
Squanto's journey : the story of the first T	Bruchac, Joseph, 1942-	13.60
Stuart Little	White, E. B. (Elwyn Brooks), 189	0.00
Thank you, Sarah : the woman who saved	Anderson, Laurie Halse.	13.06
Three tales of my father's dragon	Gannett, Ruth Stiles.	14.40
Violet Mackerel's brilliant plot	Branford, Anna.	11.04
Lady and the tramp	Finnegan, Delphine.	12.89
Max goes to Jupiter : a science adventure	Bennett, Jeffrey O.	9.32
Max goes to the space station : a science	Bennett, Jeffrey O.	8.30
Titanic : ship of dreams	Callery, Sean.	19.99
Abraham Lincoln	Armentrout, David, 1962-	14.46
Abraham Lincoln	Burke, Rick, 1957-	16.95
Abraham Lincoln	Osborne, Mary Pope.	11.14
Abraham Lincoln : lawyer, president, ema	Nettleton, Pamela Hill.	16.95
Afghanistan	Jann Einfeld, book editor.	23.00
Alexander Graham Bell	Schaefer, Lola M., 1950-	11.95
American boy : the adventures of Mark T	Brown, Don.	11.46
Australia	Lindeen, Mary.	16.00
Barnum's bones : how Barnum Brown dis	Fern, Tracey E.	15.34
The best book of pirates	Harward, Barnaby.	10.96
Bill Gates	Brown, Jonatha A.	16.50
Bill Pickett : rodeo-ridin' cowboy	Pinkney, Andrea Davis.	11.26
Catching the moon : the story of a young	Hubbard, Crystal.	13.21
Cathy Williams, Buffalo Soldier	Solomon, Sharon K.	14.49
Daniel Boone	Burke, Rick, 1957-.	18.75
Darwin	McGinty, Alice B., 1963-	15.35
The dinosaurs of Waterhouse Hawkins : a	Kerley, Barbara.	15.34

Dolley Madison saves George Washington	Brown, Don.	17.71
Egypt	Murray, Julie, 1969-	20.95
Egypt	Streissguth, Thomas, 1958-	20.95
Egypt	Streissguth, Thomas, 1958-	22.00
The fantastic jungles of Henri Rousseau	Markel, Michelle.	14.50
Fearless : the story of racing legend Louis Rosenstock	Barbara.	14.49
Ferris wheel! : George Ferris and his ama	Sneed, Dani.	17.00
Fireboat : the heroic adventures of the Jo Kalman	Maira.	14.44
The forest has eyes.	Maclay, Elise.	16.95
George Washington : the first president	Ford, Carin T.	16.16
The guy who invented home video games	Wyckoff, Edwin Brit.	18.01
Hammurabi : Babylonian ruler	Mayfield, Christine.	13.71
Hillary Clinton	Lee, Sally.	18.54
I dreamed I was a ballerina : a girlhood st	Pavlova, Anna, 1881-1931.	13.60
I wonder why pirates wore earrings : and	Jacobs, Pat.	13.64
If you give an author a pencil	Numeroff, Laura Joffe.	14.95
--If you lived with the Cherokee	Roop, Peter.	12.61
Independent dames : what you never kne	Anderson, Laurie Halse.	19.01
Iraq	Debra A. Miller, book editor.	23.00
Japan	Streissguth, Thomas, 1958-	22.00
Jean Laffite : the pirate who saved Americ	Rubin, Susan Goldman.	16.16
John F. Kennedy	Franchino, Vicky.	14.95
Johnny Appleseed	Yolen, Jane.	17.89
Johnny Appleseed : the story of a legend	Moses, Will.	14.44
Knights and castles	Macdonald, Fiona.	16.95
Lewis and Clark : a prairie dog for the pre	Redmond, Shirley-Raye.	9.41
The librarian who measured the earth	Lasky, Kathryn.	15.34
Lost boy : the story of the man who creat	Yolen, Jane.	15.34
Mighty Jackie : the strike-out queen	Moss, Marissa.	14.40
Minette's feast : the delicious story of Juli	Reich, Susanna.	14.46
Monsieur Marceau	Schubert, Leda.	15.34
Mother Teresa	Ransom, Candice, 1952-	18.95
Mr. Lincoln's whiskers	Winnick, Karen B.	14.40
Neil Armstrong	Zemlicka, Shannon, 1971-	17.95

Odd boy out : young Albert Einstein	Brown, Don, 1949-	13.60
Pakistan	Sheehan, Sean, 1951-	23.00
A picture book of Harriet Beecher Stowe	Adler, David A.	16.21
A picture book of Harry Houdini	Adler, David A.	16.16
Pioneer girl : the story of Laura Ingalls Wi	Anderson, William, 1952-	17.16
Pocahontas : peacemaker and friend to t	Nettleton, Pamela Hill.	15.95
Ray Charles	Mathis, Sharon Bell.	15.31
Robert Cade : Gatorade inventor	Mattern, Joanne, 1963-	18.95
Robert Fulton : engineer and inventor	Rosenberg, Pam.	20.00
Rough, tough Charley	Kay, Verla.	13.56
Sandy's circus : a story about Alexander C	Stone, Tanya Lee.	14.49
Sarah Emma Edmonds was a great preter	Jones, Carrie.	13.51
Sequoyah : the Cherokee man who gave l	Rumford, James, 1948-	13.60
Stand tall, Abe Lincoln	St. George, Judith, 1931-	14.44
Thomas Edison : inventor with a lot of bri	Venezia, Mike.	11.46
Tutankhamen's gift	Sabuda, Robert.	16.10
Vinnie and Abraham	FitzGerald, Dawn.	12.71
Washington is burning	Figley, Marty Rhodes, 1948-	12.51
A weed is a flower : the life of George Wa	Aliki.	9.86
Who was Daniel Boone?	Kramer, Sydelle.	9.81
Wild women of the Wild West	Winter, Jonah, 1962-	15.31
Wilma Rudolph : against all odds	Macceca, Stephanie.	13.61
You forgot your skirt, Amelia Bloomer! : a	Corey, Shana.	16.14
You never heard of Sandy Koufax?!	Winter, Jonah.	13.01
Bluey. At home with the Heelers.		8.77
Factastic : a LEGO adventure in the real w		
Dinotrux	Gall, Chris.	14.44
Sack attack!	Hoena, B. A.	20.04
Rocks & gems	Garnett, Jaye.	8.68
Arrowhawk	Schaefer, Lola M., 1950-	15.26
Augustine	Watt, Mélanie, 1975-	14.40
The bear came over to my house	Walton, Rick.	12.74
Bertie was a watchdog	Walton, Rick.	10.96
A bunny for all seasons	Schulman, Janet.	12.95

Crazy Hair Day	Saltzberg, Barney.	13.59
Dear Mrs. LaRue : letters from obedience	Teague, Mark.	13.56
Detective LaRue : letters from the investi	Teague, Mark.	
Dolores on her toes	Samuels, Barbara.	13.96
Duck at the door	Urbanovic, Jackie.	17.89
Epossumondas	Salley, Coleen.	13.60
Epossumondas saves the day	Salley, Coleen.	13.60
Ginger finds a home	Voake, Charlotte.	13.59
Goodnight, my duckling	Tafari, Nancy.	14.40
Grumpy cat	Teckentrup, Britta.	12.70
Hi, Harry!	Waddell, Martin.	12.74
How can you dance?	Walton, Rick.	11.89
An island grows	Schaefer, Lola M., 1950-	17.89
It's quacking time!	Waddell, Martin.	13.59
Knock! knock!	Wahl, Jan.	12.99
LaRue for mayor : letters from the campa	Teague, Mark.	
Leon the chameleon	Watt, Mélanie, 1975-	12.71
Little Quack's bedtime	Thompson, Lauren.	12.70
Little Quack's hide and seek	Thompson, Lauren.	12.70
Little Quack's new friend	Thompson, Lauren.	12.71
The little wood duck	Wildsmith, Brian.	10.96
Lizette's green sock	Valckx, Catharina.	12.75
Lucy Goosey	Wild, Margaret.	8.76
Mama's Little Bears	Tafari, Nancy.	13.56
Missing Rabbit	Schotter, Roni.	12.75
The monster who ate my peas	Schnitzlein, Danny.	13.56
Mouse's first fall	Thompson, Lauren.	10.96
Mouse's first snow	Thompson, Lauren, 1962-	10.96
Mouse's first summer	Thompson, Lauren.	10.96
The Owl and the Woodpecker	Wildsmith, Brian.	14.40
The rain came down	Shannon, David, 1959-	14.40
Room for Rabbit	Schotter, Roni.	12.75
The seven Chinese sisters	Tucker, Kathy.	16.95
Silly little goose!	Tafari, Nancy.	13.56

The skeleton in the closet	Schertle, Alice.	16.89
Snow bears	Waddell, Martin.	12.74
Sometimes I'm Bombaloo	Vail, Rachel.	13.56
Suki's kimono	Uegaki, Chieri.	13.56
There's always room for one more	Schubert, Ingrid, 1953-	13.56
Timothy and the strong pajamas : a super	Schwarz, Viviane.	14.44
Tom goes to kindergarten	Wild, Margaret, 1948-	15.95
Wait! I want to tell you a story	Willans, Tom.	13.56
Wee little chick	Thompson, Lauren.	12.74
Where did Bunny go? : a Bunny and Bird	Tafuri, Nancy.	13.56
Whose chick are you?	Tafuri, Nancy.	17.89
Why epossumondas has no hair on his tai	Salley, Coleen.	13.60
You are special, little one	Tafuri, Nancy.	14.40
Zathura : a space adventure	Van Allsburg, Chris.	15.30
Barbie let's plant a garden!	Depken, Kristen L.,	14.66
Football : great moments, records, and fa	Borth, Teddy.	22.00
31 uses for a mom	Ziefert, Harriet.	10.96
39 uses for a friend	Ziefert, Harriet.	10.19
41 uses for a grandma	Ziefert, Harriet.	10.96
Albert, the dog who liked to ride in taxis	Zarin, Cynthia.	14.40
Animal strike at the zoo, it's true!	Wilson, Karma.	16.89
The apple-pip princess	Ray, Jane.	14.44
Baby Bear's chairs	Yolen, Jane.	13.60
Basil's birds	Reed, Lynn Rowe.	17.99
Big plans	Shea, Bob.	15.29
The birthday fish	Yaccarino, Dan.	16.19
The birthday presents	Stewart, Paul.	12.71
The bugliest bug	Shields, Carol Diggory.	13.59
Bunny party	Wells, Rosemary.	13.59
By word of mouse	Spohn, Kate.	16.95
Carmine : a little more red	Sweet, Melissa.	13.60
Casey and Derek on the ice	Sederman, Marty.	13.59
Cat jumped in!	Weaver, Tess.	13.60
Circus caps for sale	Slobodkina, Esphyr, 1908-2002.	15.89

City lullaby	Singer, Marilyn.	13.60
Cowboy Ned & Andy	Stein, David Ezra.	12.70
Daisy and the Beastie	Simmons, Jane.	10.96
The deep blue sea : a book of colors	Wood, Audrey.	
Detective Small in the amazing banana ca	Yee, Wong Herbert.	12.75
Dexter Bexley and the big blue beastie	Stewart, Joel.	16.10
Duck's tale	Straaten, Harmen van.	14.40
Ebb & Flo and the baby seal	Simmons, Jane.	13.60
Every Friday	Yaccarino, Dan.	15.26
Felicity Floo visits the zoo	Redmond, E. S.	13.59
Felix and the Worrier	Wells, Rosemary.	15.00
Felix feels better	Wells, Rosemary.	10.96
George Hogglesberry : grade school alien	Wilson, Sarah.	12.70
Gotta go! Gotta go!	Swope, Sam.	14.91
The great fuzz frenzy	Stevens, Janet.	14.45
Groundhog gets a say	Swallow, Pamela Curtis.	13.59
Hilda must be dancing	Wilson, Karma.	14.44
I, Doko : the tale of a basket	Young, Ed.	14.44
If I were a lion	Weeks, Sarah.	13.56
The impossible patriotism project	Skeers, Linda.	11.86
Jackalope	Stevens, Janet.	14.45
Let's build a clubhouse	Singer, Marilyn.	13.60
Lettice the flying rabbit	Stanley, Mandy.	12.70
The lima bean monster	Yaccarino, Dan.	13.56
Madam President	Smith, Lane.	14.44
Madlenka	Sís, Peter, 1949-	14.45
Millie waits for the mail	Steffensmeier, Alexander.	19.28
Minerva Louise and the colorful eggs	Stoeke, Janet Morgan.	13.59
Minerva Louise and the red truck	Stoeke, Janet Morgan.	12.74
Miss Bindergarten has a wild day in kinde	Slate, Joseph.	14.44
Miss Bindergarten stays home from kinde	Slate, Joseph.	
Mommy in my pocket	Senderak, Carol Hunt.	10.96
Motorcycle song	Siebert, Diane.	
Mrs. Crump's cat	Smith, Linda, 1949-	16.89

My friend John	Zolotow, Charlotte, 1915-	12.71
Naming Liberty	Yolen, Jane.	14.44
Ned's new friend	Stein, David Ezra.	16.66
Never, ever shout in a zoo	Wilson, Karma.	13.56
The new bear at school	Weston, Carrie.	10.96
Oh my gosh, Mrs. McNosh!	Weeks, Sarah.	14.49
A pup just for me : A boy just for me	Seeber, Dorothea P.	14.44
Quack, Daisy, quack!	Simmons, Jane.	11.86
Russell and the lost treasure	Scotton, Rob.	16.89
The secret science project that almost ate	Sierra, Judy.	14.41
Seven fathers	Ramsden, Ashley.	14.49
Sheep blast off!	Shaw, Nancy (Nancy E.)	12.75
So sleepy story	Shulevitz, Uri, 1935-	13.60
Tupelo rides the rails	Sweet, Melissa.	14.45
Wanda's first day	Sperring, Mark.	13.56
What really happened to Humpty? : (from	Ransom, Jeanie Franz, 1957-	12.26
What time is it, Mr. Crocodile?	Sierra, Judy.	13.60
What's so scary?	Stadler, John.	13.56
Wild about books	Sierra, Judy.	20.50
You'll grow soon, Alex	Shavick, Andrea.	13.56
Dragon Kingdom of Wrenly. 1, The coldfir	Quinn, Jordan.	16.34
Bank tellers : then and now	Zamosky, Lisa.	13.61
Farmers : then and now	Zamosky, Lisa.	13.61
I want to be a veterinarian	Grace, Catherine O'Neill, 1950-	12.66
Meet my neighbor, the paramedic	Crabtree, Marc.	11.61
Theater actors : then and now	Null, Kathleen.	13.61
Battleships	Riggs, Kate.	20.00
Bigfoot	Besel, Jennifer M.	24.03
Dog man. Lord of the fleas	Pilkey, Dav, 1966-	16.99
Snakes	Hansen, Grace.	19.95
Stitch-or-treat!	Geron, Eric.	13.77
Unicorns	Meister, Cari,	21.04
Dog Man. Mothering heights	Pilkey, Dav, 1966-	12.99
		4,152.01

Canandaigua City School District



**Financial Reserve Plan
Fiscal Year July 1, 2023 – June 30, 2024**

To Be Adopted by the Board of Education June 10, 2024

Overview

It is essential that school districts establish and fund reserves to ensure fiscal integrity.

Full compliance with legal requirements for the establishment and usage of the reserves will not only help to ensure the long-term health and stability of the District but will strengthen the District's credibility and trust relationship with the residents of the community.

The following defines and explains each of the reserves approved by the Canandaigua City School District Board of Education and/or Community Residents.

Why Do We Need Reserve Funds?

Saving for future projects, acquisitions, and other allowable purposes is an important planning consideration for local governments and school districts. Reserve funds provide a mechanism for legally saving money to finance all or part of future infrastructure, equipment, and other requirements. Reserve funds can also provide a degree of financial stability by reducing reliance on indebtedness to finance capital projects and acquisitions. In uncertain economic times, reserve funds can also provide officials with a welcomed budgetary option that can help mitigate the need to cut services or to raise taxes. In good times, money not needed for current purposes can often be set aside in reserves for future use.

In addition to reserve funds, maintaining a reasonable amount of undesignated fund balance within operating funds is another important financial consideration for local governments and school districts. A reasonable level of unreserved, unappropriated fund balance provides a cushion for unforeseen expenditures or revenue shortfalls and helps to ensure that adequate cash flow is available to meet the cost of operations. Combining a reasonable level of undesignated fund balance with specific legally established reserve funds provides resources for both unanticipated events and other identified or planned needs.

Planning today and saving incrementally for expected future events can help mitigate the financial impact of major, nonrecurring or unforeseen expenditures on your annual operating budget. Establishing and funding allowable reserve funds for a clear purpose can help smooth out spikes in the annual budget and in the real property tax levy.¹

¹ Office of the New York State Comptroller - *Local Government Management Guide for Reserve Funds*, <https://www.osc.state.ny.us/localgov/pubs/lmg/reservefunds.pdf>.

WORKERS' COMPENSATION RESERVE

Purpose: To fund Workers' Compensation expenses, related medical expenses, and self-insurance administrative costs. The reserve was established through board resolution in 2012-2013. This reserve is an operational reserve; meaning that the funds contained within may be utilized to offset current year anticipated workers' compensation expenditures. (General Municipal Law, §6j).

Balance June 30, 2023: \$1,388,121

Ideal Balance: The equivalent of five years of annual expenditure.

The budgeted expenditures for 2024-25 is \$322,000.

Use: The District appropriated and/or budgeted funds for the 2023-24 school year in the amount of \$333,000, reducing the balance as of July 1, 2023 by this amount.

The District appropriated and/or budgeted funds for the 2024-25 school year in the amount of \$322,000. As such, the balance as of July 1, 2024 will be reduced by this amount.

Funding: Additional funding of \$333,000 from year-end fund balance is recommended as of June 30, 2024.



UNEMPLOYMENT INSURANCE RESERVE

Purpose: To pay the cost of reimbursement to the State Unemployment Insurance Fund for payments made to claimants where the school district uses the benefit reimbursement method. (General Municipal Law, §6-m). This reserve was established by the board of education under resolution and has been in existence for several years. It too is an operational reserve in that funds are utilized to offset current year anticipated unemployment claim expenditures.

Balance June 30, 2023: \$381,213

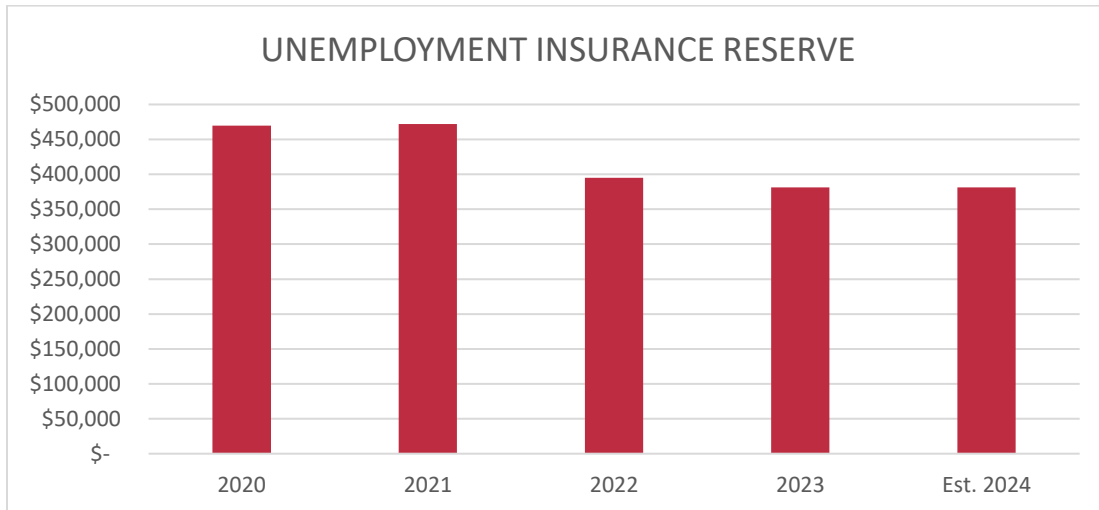
Ideal Balance: Approximately 1% of payroll.

The budgeted payroll expenditure for the 2024-25 year for all funds is \$43,079,850.

Use: The District appropriated and/or budgeted funds for the 2023-24 school year in the amount of \$20,000. This reserve is used as eligible expenses are paid throughout the school year.

The District appropriated and/or budgeted funds for the 2024-25 school year in the amount of \$20,000. As such, the balance will be used to offset unemployment expenses in 2024-25.

Funding: No additional funding is recommended as of June 30, 2024.



2016 Capital Reserve Fund

Purpose: The Capital Reserve Fund is used to pay the cost of any object or purpose for which bonds may be issued. Voter authorization is required for both the establishment of the reserve and for payments from the reserve. The form of the required legal notice for the vote on establishing the reserve and the form of the proposition to be placed on the ballot are set forth in §3651 of the Education Law. The reserve is intended to reduce the impact to District residents of capital projects. If approved, funds in the reserve will be applied according to the recommendation of our fiscal advisor.

Resolved, that the Board of Education of the Canandaigua City School District is hereby authorized to establish a Capital Reserve Fund pursuant to Section 3651 of the Education Law (to be known as the “2016 Building Capital Reserve Fund”), with the purpose of such fund being to finance site work, construction, reconstruction and equipping of school buildings and facilities; such capital costs being of a type that would be eligible for financing under the local finance law, the ultimate amount of such fund to be **\$10,000,000**, plus earnings thereon, the probable term of such fund to be **10 years**, but such fund shall continue in existence until liquidated in accordance with the Education Law or until the funds are exhausted, and the sources from which the funds shall be obtained for such Reserve are (i) amounts from budgetary appropriations from time to time, (ii) unappropriated fund balance made available by the Board of Education from time to time, and (ii) New York State Aid received and made available by the Board of Education from time to time, all as permitted by law.

Balance June 30, 2023: \$88,137

Ideal Balance: May not exceed the voter authorized limit, plus accumulated interest earnings.

Use: Voters authorized usage of \$9,949,758 in 2019-20 to partially fund the \$61.7M Asset Preservation Project currently in progress. The District had no appropriations of this reserve in 2023-24.

Funding: The reserve is fully funded and no additional funding to this reserve can occur.

2017 Capital Equipment Reserve Fund

Purpose: The Capital Equipment Reserve Fund is used to pay the cost of any object or purpose for which bonds may be issued. Voter authorization is required for both the establishment of the reserve and for payments from the reserve. The form of the required legal notice for the vote on establishing the reserve and the form of the proposition to be placed on the ballot are set forth in §3651 of the Education Law. The reserve is intended to reduce the impact to District residents of capital equipment replacement costs. If approved, funds in the reserve will be applied according to the recommendation of our fiscal advisor.

Resolved that the Board of Education of the City School District of the City of Canandaigua, New York, is hereby authorized to establish a Capital Reserve Fund pursuant to Section 3651 of the Education Law (to be known as the “2017 Capital Reserve Fund”), with the purpose of such fund being to finance site work, construction, reconstruction and improvement of school buildings and facilities, including original furnishings, equipment, machinery or apparatus incidental thereto, and the purchase of technology equipment, transportation vehicles, furnishings, and other equipment, machinery or apparatus separately; provided that such capital costs are an object or purpose that would be eligible for financing under the Local Finance Law, the ultimate amount of such fund to be **\$5,000,000**, plus earnings thereon, the probable term of such fund to be **10 years**, but such fund shall continue in existence until liquidated in accordance with the Education Law or until the funds are exhausted, and the sources from which the funds shall be obtained for such Reserve are (i) amounts from budgetary appropriations from time to time, and (ii) unappropriated fund balance made available by the Board of Education from time to time, and (iii) New York State Aid received and made available by the Board of Education from time to time, all as permitted by law.

Balance June 30, 2023: \$5,224,681

Ideal Balance: May not exceed the voter authorized limit, plus accumulated interest earnings.

Use: The District had no appropriations of this reserve in 2023-24.

Funding: The reserve is fully funded and no additional funding to this reserve can occur.

2021 Capital Reserve Fund

Purpose: The Capital Reserve Fund is used to pay the cost of any object or purpose for which bonds may be issued. Voter authorization is required for both the establishment of the reserve and for payments from the reserve. The form of the required legal notice for the vote on establishing the reserve and the form of the proposition to be placed on the ballot are set forth in §3651 of the Education Law. The reserve is intended to reduce the impact to District residents of capital projects. If approved, funds in the reserve will be applied according to the recommendation of our fiscal advisor.

Resolved, the Board of Education of the Canandaigua City School District is hereby authorized to establish a capital reserve fund pursuant to Section 3651 of the Education Law to be designated, "2020 Capital Reserve Fund" created to defray the cost of the construction and reconstruction of School District buildings and facilities, including original equipment, machinery, apparatus, appurtenances, furnishings and other incidental improvements and expenses in connection therewith, and to defray the cost of, in whole or in part, and in order to accomplish the same, the Board is hereby authorized to establish the ultimate amount of such reserve fund to Ten Million Dollars (**\$10,000,000**) plus accrued interest and other investment earnings, with a probable term of **ten (10) years**. The Board of Education is hereby authorized to pay funds from the available fund balance, state aid reimbursement to the School District on account of capital projects, such other monies as the voters may direct, and/or other legally available funds of the School District to such reserve fund in an amount determined by the Board of Education up to the maximum authorized amount.

Balance June 30, 2023: \$7,473,958

Ideal Balance: May not exceed the voter authorized limit, plus accumulated interest earnings.

Use: The District had no appropriations of this reserve in 2023-24.

Funding: Additional funding of \$2,737,674 from year-end fund balance is recommended as of June 30, 2024.

2016 Transportation Vehicle Reserve

Purpose: The Bus Reserve Fund is a capital reserve specified to be used to pay for bus purchases. Voter authorization is required for both the establishment of the reserve and payments from the reserve. The form of the required legal notice for the vote on establishing the reserve and the form of the proposition to be placed on the ballot are set forth in §3651 of the Education Law. The reserve will be used to offset local impact to District residents for the acquisition of transportation department vehicles. The District has adopted a bus replacement plan and intends to sustain the reserve so that the plan may be upheld.

Resolved, that the Board of Education of the City School District of the City of Canandaigua is hereby authorized to establish a Transportation Vehicle Reserve Fund pursuant to Section 3651 of the Education Law (to be known as the “2016 Transportation Vehicle Reserve Fund”), with the purpose of such fund being to finance the purchase of school buses, vehicles and equipment, such capital costs being of a type that would be eligible for financing under the local finance law, the ultimate amount of such fund to be **\$6,000,000**, plus earnings thereon, the probable term of such fund to be **five years**, but such fund shall continue in existence until liquidated in accordance with the Education Law or until the funds are exhausted, and the sources from which the funds shall be obtained for such Reserve are (i) amounts from budgetary appropriations from time to time, and (ii) unappropriated fund balance made available by the Board of Education from time to time, and (iii) New York State Aid received and made available by the Board of Education from time to time, all as permitted by law.

Balance June 30, 2023: \$3,316,097

Ideal Balance: May not exceed the voter authorized limit, plus accumulated interest earnings.

Use: The District appropriated through an approved voter proposition the use of \$840,000 in 2023-24 for the purchase of buses.

Funding: No additional funding can be authorized due to term restriction.

2023 Vehicle Purchase Reserve

Purpose: The Vehicle Purchase Reserve Fund is a capital reserve specified to be used for the purchase of school buses, other vehicles, and other equipment for use in the transportation program of the School District. Voter authorization is required for both the establishment of the reserve and payments from the reserve. The form of the required legal notice for the vote on establishing the reserve and the form of the proposition to be placed on the ballot are set forth in §3651 of the Education Law. The reserve will primarily be used to offset local impact to District residents for the state-mandated acquisition of electric school buses and related equipment.

Resolved, the Board of Education of the Canandaigua City School District is hereby authorized to establish a capital reserve fund pursuant to Section 3651 of the Education Law to be designated, “2023 Vehicle Purchase Reserve Fund”, for the purchase of school buses, other vehicles, and other equipment for use in the transportation program of the School District, in an ultimate amount not to exceed **\$10,000,000** inclusive of accrued interest and other investment earnings, with a probable term of **10 years**. The Board of Education is hereby authorized to pay funds from the available fund balance, state aid reimbursement to the School District on account of bus purchases and the proceeds of the sale of used buses, and/or such other monies as the voters may direct, and/or other legally available funds of the School District to such reserve fund in an amount determined by the Board of Education up to the maximum authorized amount.

Balance June 30, 2023: \$2,550,485

Ideal Balance: May not exceed the voter authorized limit, inclusive of accumulated interest earnings.

Use: The District had no appropriations of this reserve in 2023-24.

Funding: Additional funding of \$650,000 from year-end fund balance is recommended as of June 30, 2024.

PROPERTY LOSS RESERVE AND LIABILITY RESERVE

Purpose: This reserve fund is used to pay for property loss and liability claims incurred. The reserve was established in 2012-2013 by board resolution. Annual contribution is limited to 1% of the budget. This reserve is an operational reserve; meaning that the funds contained within may be utilized to offset claims incurred. (Education Law, §1709, Subdivision 8-c). This reserve can be used offset any losses that are beyond insurance coverage levels or losses that are not covered by insurance.

Balance June 30, 2023: \$373,686

Ideal Balance: 1% of the budget.
The 2024-25 Budget is \$91,147,506. Therefore, the maximum contribution to this reserve would be \$911,148

Use: No current appropriation.

Funding: No additional funding is recommended as of June 30, 2024.



TAX CERTIORARI RESERVE

Purpose: The governing board of any school district, by resolution, may establish a reserve to refund taxes of the current year in tax certiorari proceedings. Establishing or expending the reserve does not require voter approval. Amounts not necessary to refund taxes must be returned to the unreserved fund balance of the general fund by the first day of the fourth fiscal year following the year for which the reserve was created unless claims are still open and not finally determined or otherwise terminated or disposed of after the exhaustion of all appeals. (Education Law §3651, Sub.1a, 3a)

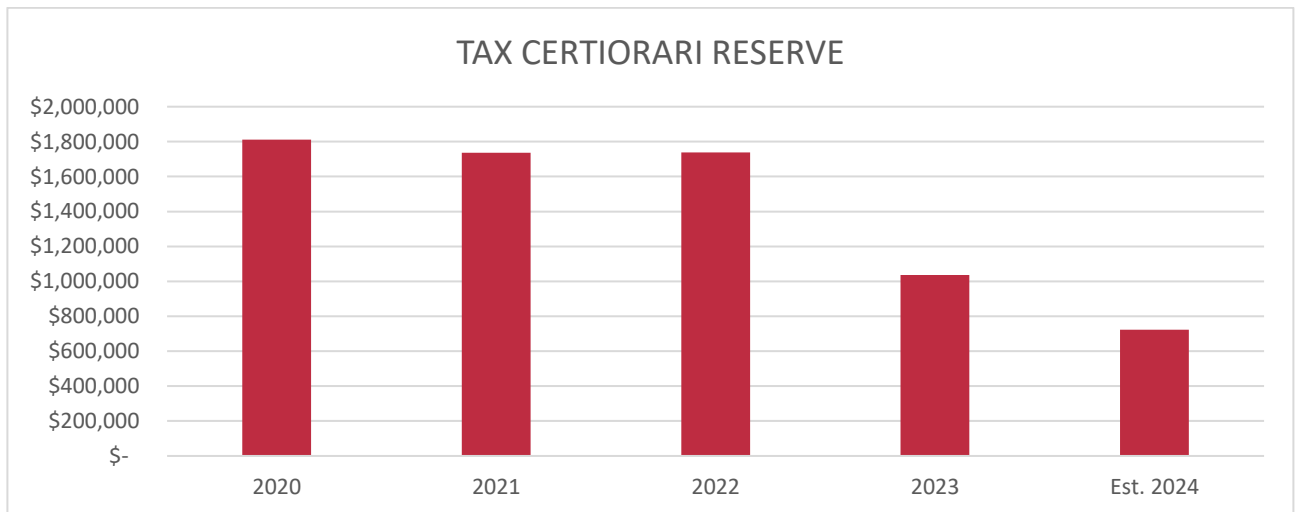
Balance June 30, 2023: \$1,035,730

Ideal Balance: The equivalent of pending tax certiorari claims or four-year rolling average. At present time, the District has potential tax certiorari claim refunds of approximately \$607,723 and the four-year rolling average liability is \$723,229.

Use: The District expensed funds for the 2023-24 school year in the amount of \$65,938. The balance will be reduced for settled tax certiorari claims as they occur.

The District appropriated and/or budgeted funds for the 2024-25 school year in the amount of \$100,000. The balance will be reduced for settled tax certiorari claims as they occur.

Funding: No additional funding recommended as of June 30, 2024. It is recommended that the District reduce the reserve by \$250,000 by June 30, 2024 to comply with the 4-year rolling average.



RETIREMENT CONTRIBUTION RESERVE

Purpose: The governing board of a school district, by resolution, may establish a reserve for the purpose of financing retirement contributions made to the NY State and Local Employees' Retirement System. Establishing or expending the reserve does not require voter approval. Expenditures may only be made pursuant to a board resolution and must be used to finance retirement contributions (General Municipal Law, §6-1). This reserve is an operational reserve and will be used to support ERS expenditures incurred each year.

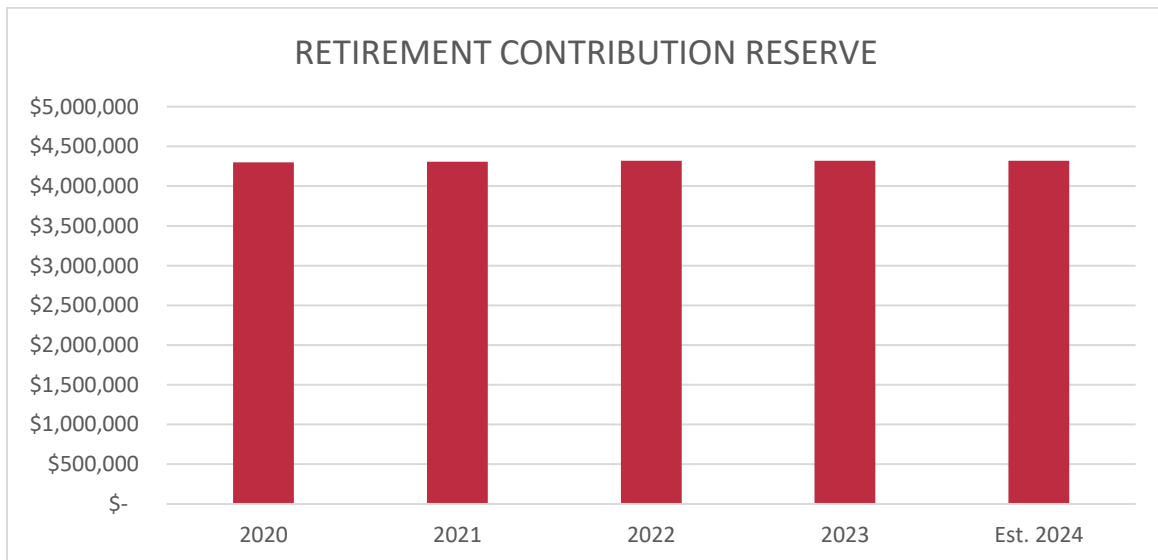
Balance June 30, 2023: \$4,318,443

Ideal Balance: Approximately 5 years of planned ERS expenditures.
The current projection for December 2023 is approximately \$1,660,000 which would equate to an ideal balance of approximately \$8,300,000.

Uses: The District appropriated \$924,338 from this reserve as a revenue source for the 2023-24 fiscal year, reducing the balance by this amount as of December 15, 2023.

The District appropriated \$1,000,000 from this reserve as a revenue source for the 2024-25 fiscal year. As such, as of December 15, 2024, the balance of the reserve will be reduced by this amount.

Funding: The District recommends funding \$1,000,000 from year-end fund balance as of June 30, 2024.



TRS CONTRIBUTION RESERVE

Purpose: The governing board of a school district, by resolution, may establish a sub-fund within the Retirement Contributions Reserve for the purpose of financing retirement contributions made to the NY State Teachers' Retirement System. Establishing or expending the reserve does not require voter approval. Expenditures may only be made pursuant to a board resolution and must be used to finance TRS contributions (General Municipal Law, §6-r). This reserve is an operational reserve and will be used to support TRS expenditures incurred each year.

Balance June 30, 2023: \$2,682,000

Ideal Balance: The maximum funding level is equal to 10% of the prior year's TRS salary expenditures. The maximum increase in any year is equal to 2% of the prior year's TRS salary expenditures. TRS salaries in 2022-23 totaled \$29,335,229 per the TRS Final Billings Detail Report. Current ideal funding would total \$2,933,522. Maximum funding in 2023-24 would total \$251,522.

Uses: This reserve will not be used for the 2024-25 Budget and is anticipated to be used for future TRS contribution increases.

Funding: The District recommends funding \$250,000 of year-end fund balance as of June 30, 2024.



EMPLOYEE BENEFIT ACCRUED LIABILITY RESERVE

Purpose: The governing board of any school district, by resolution, may establish a reserve for the purpose of funding the monetary value of accrued but unused sick leave, personal leave, vacation time, and any other forms of payment of accrued but unliquidated time earned by employees. Establishing or expending the reserve does not require voter approval. Expenditures may only be made for allowed cash payments earned by employees due upon their termination of employment (General Municipal Law, §6-p).

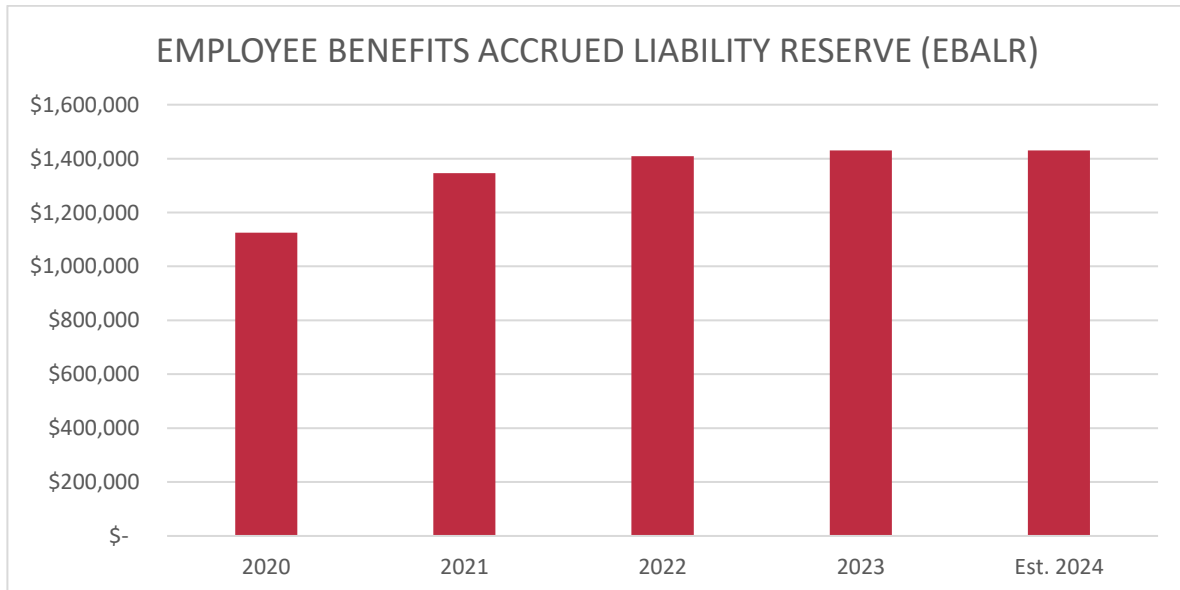
Balance June 30, 2023: \$1,430,702

Ideal Balance: Equivalent to the calculated total of compensated absences calculation less any monies expended from the general fund for this purpose. As of the June 30, 2023 reporting, compensated absences balances are \$2,036,852.

Use: The District appropriated \$100,000 from this reserve as a revenue source for the 2023-24 budget year and estimates expenses of \$81,608. As such, this fund will be reduced as eligible costs are paid.

The District appropriated \$100,000 from this reserve as a revenue source for the 2024-25 budget year. As such, this fund will be reduced as eligible costs are paid.

Funding: The District recommends funding \$100,000 from year-end fund balance as of June 30, 2024.



DEBT SERVICE FUND

Purpose: The District has established a fund for debt service as allowed by the *School District Accounting and Reporting Manual* published by the office of the State Comptroller. This fund is used to segregate funds required for debt payments as well as to transfer the interest earned on proceeds of long-term debt as required. The purpose of the fund is to hold interest earned from borrowed funds during construction period and unexpended funds from completed capital projects. It is intended to be used to offset the local cost of future debt service payments.

Balance June 30, 2023 \$815,067

Ideal Balance: Should not exceed outstanding bonded debt.

RESERVE FOR ENCUMBRANCES:

Purpose: Allows outstanding encumbrances remaining at the end of a school year to be carried over to the next school year. Board resolution is not needed to establish the reserve. Encumbrances represent bona fide obligations.

Balance June 30, 2023: \$556,373

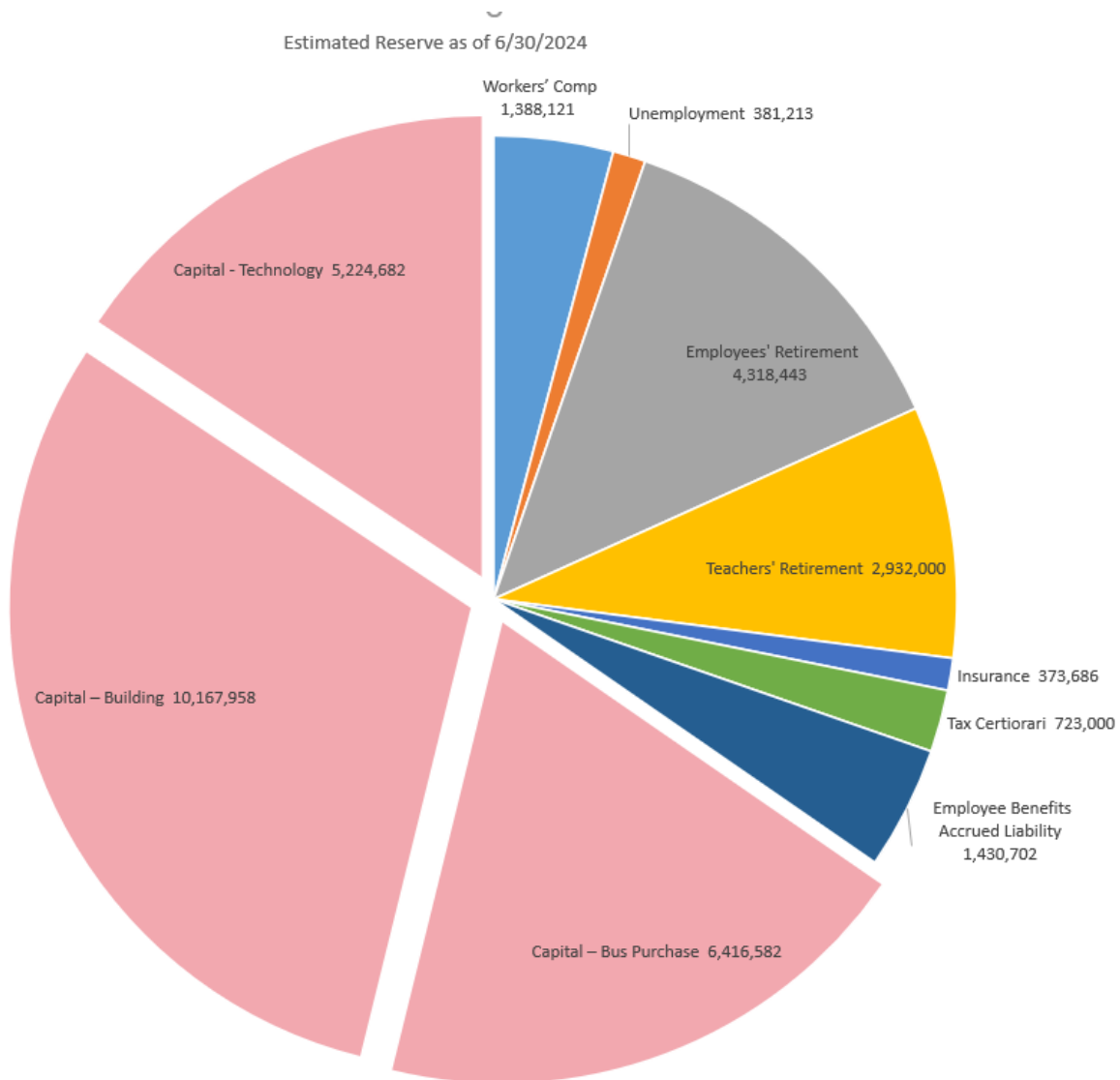
Ideal Balance: Equivalent to actual identified obligations.

APPROPRIATED FUND BALANCE:

For the 2023-24 school year, the District did not appropriate prior year unassigned fund balance towards the budget. For the 2024-25 Budget, the District will appropriate \$159,327 prior year unassigned fund balance.

Summary of Fund Balance Accounts

	2019	2020	2021	2022	2023
Fund Balance					
Reserved					
Reserved for Encumbrances	742,634	92,095	168,224	515,663	556,373
Workers' Compensation Reserve	1,246,126	1,382,888	1,384,970	1,387,054	1,388,121
Unemployment Insurance Reserve	340,699	469,839	472,043	394,820	381,213
Retirement Contribution Reserve	3,286,454	4,301,047	4,307,649	4,318,443	4,318,443
TRS Reserve	512,000	1,042,000	1,572,000	2,112,000	2,682,000
Property Loss & Liability Reserve	297,055	297,649	298,244	221,206	373,686
Tax Certiorari Reserve	1,839,396	1,811,301	1,735,434	1,737,950	1,035,730
Employee Benefits Accrued Liability Reserve	1,367,682	1,124,942	1,345,676	1,409,163	1,430,702
Capital Transportation & Bus Reserve(s)	1,824,711	5,064,390	4,598,569	4,061,676	5,866,582
Capital Reserve(s)	10,684,322	84,491	3,208,672	5,353,403	7,437,958
Capital Equipment Reserve	3,524,924	3,531,974	5,018,612	5,028,649	5,224,682
Unreserved					
Designated for Expenditure (Subsequent Year)	275,000	289,578	-	256,119	-
Unassigned	3,054,478	3,108,106	3,173,203	3,329,952	3,531,884
Fund Balance & Reserves as of June 30th	28,995,481	22,600,300	27,283,296	30,126,098	34,227,374
Debt Service Balance	54,109	73,986	94,455	445,838	815,067



- Total Reserve Fund Balances are equal to 36.6% of the 2024-25 Budget.
- Approximately 65% of Reserves are for Capital, Bus Purchases and Equipment as approved by the voters.
- Non-Capital Reserves (those reserves that are available to cover annual budgeted expenses) account for \$11,547,165 or 12.7% of the 2024-25 Budget.

Goals/Strategies

The Goal of the Canandaigua City School District is to plan conservatively to maintain strong academic programs. This conservative approach ensures that the District can maintain programs when unforeseen events arise such as the COVID-19 Pandemic, the Great Recession or elimination of the Hold Harmless provision for State Foundation Aid. Through strategic management of its reserves the District hopes to:

- Maintain excellent educational program during economic downturns
 - Provide future tax stability
 - Reduce the potential of mid-year cuts when revenues are cut or expenses unexpectedly rise (GEA/Pandemic, Fuel, Utility and Special Education cost spikes)
 - Ensure that the long-term plan for preserving and maintaining infrastructure renovations to buildings, purchase of buses and equipment have limited effect on the local taxpayer
 - Maintain a positive cash flow that maximizes investment earnings
 - Maintain and/or improve bond rating to lower the cost of borrowing
1. If the budget result in an increase in Fund Balance:
 - a. Replenish reserves used in the prior budget as necessary
 - b. Fund voter approved capital reserves to authorized levels
 - c. Fund Reserves towards goals set forth in this plan
 2. If the budget results in a decrease in Fund Balance:
 - a. Determine the sustainability of continuing to appropriate reserves
 - b. Re-assess appropriations and revenues to strategically plan an end to deficit spending