

# REMSEN CENTRAL SCHOOL DISTRICT Budget Hearing to Present the 2025-2026 Budget and BOARD OF EDUCATION MEETING ELEMENTARY LIBRARY MEDIA CENTER TUESDAY, MAY 13, 2025 6:00 P.M.

"All Remsen students will Soar to Success!"

# <u>AGENDA</u>

Budget Hearing 6:00 PM

- 1.0 Call to Order following Budget Hearing
- 2.0 Public Participation
  - 2.1 Public Hearing Remsen CSD District-Wide School Safety Plan 2025-2026
  - 2.2 Public Hearing Remsen CSD Athletic Code of Conduct 2025-2026
  - 2.3 Questions & Concerns from the Public
- 3.0 Consent Agenda
  - 3.1 Preliminary Actions
  - 3.2 Business Operations

# 4.0 Reports to the Board of Education

- 4.1 Elementary Principal's Report
- 4.2 High School Principal's Report
- 4.3 Athletic Director's Report
- 4.4 Facilities Report
- 4.5 Transportation Report
- 5.0 Old Business
- 6.0 New Business
  - 6.1 Committee on Special Education
  - 6.2 First Read of Policies
  - 6.3 Surplus Items
  - 6.4 Appoint Impartial Hearing Officer
  - 6.5 Standard Work Days

# 7.0 Personnel

- 7.1 Appointment of Physical Education Teacher
- 7.2 Appointment of School Library Media Specialist
- 7.3 Appointment of Grades 7-12 Mathematics Teacher
- 7.4 Resignation of Cleaner
- 8.0 Information & Correspondence
  - 8.1 Thank you letter from Holland Patent CSD
  - 8.2 Annual Budget Vote and BOE Member Election
- 9.0 Soaring to Success Board of Education Roundtable Remarks
  - 9.1 Board of Education Five-Star Service Recognition
  - 9.2 Roundtable
- 10.0 Executive Session for: Superintendent's Annual Evaluation and Selection of Margaret Davis Staff Awards

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Any matter that may disclose the identity of a law enforcement agent or informer

Information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed

Proposed, pending, or current litigation

Collective negotiations pertaining to the Union pursuant to article 14 of the Civil Service Law

X The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation

The preparation, grading, or administration of exams

The proposed acquisition, sale, or lease of real property or the proposed acquisition sale or exchange of securities, but only when publicity would substantially affect the value of these things

Discussing student records made confidential by federal law (FERPA or IDEA)

Hearing an appeal of a student suspension

Hearing an appeal of an employee grievance

Seeking legal advice from our attorney, which is made privileged by law

# 11.0 Adjournment

## Our Vision

Remsen Central School District forever aspires to be a unique, distinguished, welcoming learning community that fosters a growth mindset and essential traits of great character. RCS will remain dedicated to cultivating and supporting each student's individual abilities and interests as they confidently work to realize their full potential to lead happy, healthy, successful lives. All Remsen students will Soar to Success.

### **Our Mission**

The mission of Remsen Central School District is to lead by example, instill essential traits of great character, foster a sense of belonging, and provide a solid academic foundation. Students will be empowered to learn and achieve to their individual potential through diverse, challenging, relevant and engaging educational opportunities and differentiated learning experiences.

A commitment to students first, positive relationships, quality instruction, continuous personal and professional growth, recognition for hard work, as well as a comprehensive system of student supports provided in a safe, encouraging learning environment with consistently high expectations for everyone, will ensure that all Remsen students Soar to Success.

### **Remsen Central School District Core Values**

We are committed to quality student learning, service, and preparation.

Academic excellence and hard work will be valued and recognized.

We will model and instill integrity, kindness, hard work, perseverance, professionalism, commitment, teamwork, respect, independence, self-discipline, humility, responsibility, love, and empathy.

## The little things make a big difference.

We will provide a safe, healthy, welcoming and supportive learning environment with clear expectations that motivates students to do their best, solve problems, be creative, think intelligently, understand multiple perspectives, collaborate, and have fun.

Consistency in routines and procedures is essential.

We will enthusiastically embrace and encourage a growth mindset, learn to persevere through challenges, and understand that failure is an opportunity to learn and grow throughout life.

### Always strive to improve.

We will utilize student data and feedback, the thoughtful application of knowledge, skills and traits, daily interactions, assessments, projects and state and national standards to measure student growth, learning, and achievement.

Every day is a gift, full of possibilities.

We are grateful for our school community. We will work collectively to ensure we are able to leave our children, for generations to come, with an even better community and school than we have today.



Soar to Success



REMSEN CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION ELEMENTARY LIBRARY MEDIA CENTER Tuesday, May 13, 2025 - 6:00 PM "All Remsen students will Soar to Success!"

# SUPERINTENDENT'S MEMORANDUM

Budget Hearing 6:00 PM

1.0 Meeting Call to Order- Mrs. Mary Lou Allen, Board President, will call the meeting to order following the Budget Hearing. Pledge of Allegiance recited be all present.

2.0 Public Participation - We are about to convene into the public comment period of our meeting. Any district resident wishing to speak during a public session is required to sign in, stating your full name, address, contact information and the topic that you wish to discuss. If you have not signed in and you wish to speak, the District Clerk will bring the sign-in sheet over to you at this time. We will insist that all speakers and members of the audience maintain civility and respect. As a reminder, discussion or comment about personnel matters, any district employee or any particular student is prohibited. Those concerns should be brought directly to the Superintendent.

The board will now entertain public comments for up to a maximum of 30 minutes. Each individual speaker will be allotted three minutes. Please be reminded that written comments or concerns to be shared with the Board may also be submitted or emailed to the district clerk or to the Superintendent, Mr. Timothy Jenny at any time.

2.1 Public Hearing - Remsen CSD District-Wide School Safety Plan 2025-2026

ENC 2.1

2.2 Public Hearing - Remsen CSD Athletic Code of Conduct 2025-2026

ENC 2.2

2.3 Questions and Concerns from the Public

# 3.0 Consent Agenda - <u>RECOMMENDED ACTION</u> - A single motion to approve the following routine items:

- 3.1 Preliminary Actions
  - A. Approval of Minutes April 8, 29, 2025 ENC 3.1A
  - B. Additions to and Approval of Agenda

# 3.2 Business Operations

	A.	Warrants for Payment	ENC 3.2A
	B.	Appropriation Status Report	ENC 3.2B
	C.	Treasurer's Report	ENC 3.2C
	D.	Revenue Status Report	ENC 3.2D
	E.	Budget Transfers	ENC 3.2E
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5.0 Old Business

4.0

# 6.0 New Business

6.1 Committee on Special Education - <u>RECOMMENDED ACTION</u> - Approve the following:
"RESOLVED, that the Board of Education accept recommendations of the Committee on Special Education from meetings held on April 7, 9, 10, 11, 14, 16, 30 and May 1, 2, 6, 7, 2025. Please be reminded that discussion of specific IEP should be referred to Executive Session."

ENC 6.1

 6.2 First read of the following policy and plan updates and revisions: Policies 5001, 5009, 7036, 8300, 8702, 7002 For information only: Superintendent's regulation 7002.1 Remsen CSD District-Wide School Safety Plan 2025-2026 Policy 7036 Remsen CSD Athletic Code of Conduct 2025-2026

### ENC 6.2

6.3 Surplus Items - <u>RECOMMENDED ACTION</u> - Approve the following: "RESOLVED, that the Board of Education declare the following items as surplus and approve disposal or donation of the same:
Somos asi en sus marcas (mostly used, some like new) Checkpoint A Somos asi Listos (mostly used, some like new) Checkpoint B Somos asi Ya Checkpoint C (new or like new condition)

 $\underline{\text{LINC } 0.5}$ 

6.4 Appoint Impartial Hearing Officer - <u>RECOMMENDED ACTION</u> - Approve the following:
 "WHEREAS, Part 200 of the Regulations of the Commissioner of Education require that, upon receipt of a request for an impartial hearing involving a student with or suspected of having a

disability, the Board "immediately" work to appoint an impartial hearing officer pursuant to the procedure set forth in the Regulations;

**NOW, THEREFORE, BE IT RESOLVED**, by the Board of Education of the Remsen Central School District as follows:

1. The Board hereby appoints Lynn Almeleh to act as the impartial hearing officer in the pending due process matter that was received by the District on May 1, 2025.

2. This resolution shall take effect immediately.

ENC 6.4

6.5 Standard Work Days - <u>RECOMMENDED ACTION</u> - Approve the following:
 "RESOLVED, that the Board of Education approve the attached standard work hours per day for NYSLRS reporting".

ENC 6.5

# 7.0 Personnel

- 7.1 Appointment of Physical Education Teacher <u>RECOMMENDED ACTION</u> -Approve the following: "RESOLVED, that the Board of Education of the Remsen Central School District, pursuant to Section 2509 of the Education Law and in compliance with Part 30.3 of the Rules of the Board of Regents, upon the recommendation of Timothy Jenny, Superintendent of Schools, does hereby appoint Joseph Crossley of Marcy, NY who holds a Valid NYS Certification permitting him to teach subjects in the physical education tenure area in the public schools of New York State, to the position of physical education teacher in said tenure area for a probationary period of four years, to commence on September 1, 2025 and to expire on June 30, 2029; and BE IT FURTHER RESOLVED that Joseph Crossley, during his first year of this appointment be paid at the annual salary of \$44,556 as outlined in the 2018-2026 agreement between the Remsen Teachers Association and the Board of Education at Step 2, Column A." ENC 7.1
- 7.2 Appointment of School Library Media Specialist <u>RECOMMENDED ACTION</u> -Approve the following: "RESOLVED, that the Board of Education of the Remsen Central School District, pursuant to Section 2509 of the Education Law and in compliance with Part 30.3 of the Rules of the Board of Regents, upon the recommendation of Timothy Jenny, Superintendent of Schools, does hereby appoint Suzanne Winghart of Holland Patent, NY who holds a valid NYS supplemental certification permitting her to teach subjects in the School Library Media Specialist tenure area in the public schools of New York State, to the position of School Library Media Specialist in said tenure area for a probationary period of four years, to commence on September 1, 2025 and to expire on June 30, 2029; and BE IT FURTHER RESOLVED that Suzanne Winghart, during her first year of this appointment be paid at the

annual salary of \$56,549 as outlined in the 2018-2026 agreement between the Remsen Teachers Association and the Board of Education at Step 6, Column A."

ENC 7.2

7.3 Appointment of Grades 7-12 Mathematics Teacher - RECOMMENDED ACTION -Approve the following: "RESOLVED, that the Board of Education of the Remsen Central School District, pursuant to Section 2509 of the Education Law and in compliance with Part 30.3 of the Rules of the Board of Regents, upon the recommendation of Timothy Jenny, Superintendent of Schools, does hereby appoint Tayah Hummel of Remsen, NY who holds a vaid NYS Certification permitting her to teach in the grades 7-12 mathematics tenure area in the public schools of New York State, to the position of grades 7-12 mathematics teacher in said tenure area for a probationary period of four years, to commence on September 1, 2025 and to expire on June 30, 2029; and BE IT FURTHER RESOLVED that Tayah Hummel, during her first year of this appointment be paid at the annual salary of \$44,476 as outlined in the 2018-2026 agreement between the Remsen Teachers Association and the Board of Education at Step 4, Column R."

<u>ENC 7.3</u>

7.4 Resignation of Night Time Cleaner - RECOMMENDED ACTION - Approve the following: "RESOLVED, that the Board of Education accept the resignation of Zachary Prosser effective May 8, 2025".

<u>ENC 7.4</u>

- 8.0 Information & Correspondence
  - 8.1 Holland Patent CSD sent a thank you letter to Remsen CSD thanking everyone for their support after the bus accident.
  - 8.2 Annual Budget Vote and BOE Member Election May 20, 2025 from 1:00 PM until 8:00 PM in the elementary cafeteria.
- 9.0 Soaring to Success- Board of Education Roundtable Remarks
  - 9.1 April Board of Education Five-Star Service Recognition High fives and thank you to Joe Bessmer for providing Five-Star Service at Remsen.
  - 9.2 Roundtable Remarks

# 10.0 Executive Session for: Superintendent's Annual Evaluation and Selection of Margaret Davis Staff Awards

	Matters that will imperil the public safety if disclosed					
	Any matter that may disclose the identity of a law enforcement agent or informer					
	Information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed					
	Proposed, pending, or current litigation					
	Collective negotiations pertaining to the Union pursuant to article 14 of the Civil Service Law					
x	The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation					
	The preparation, grading, or administration of exams					
	The proposed acquisition, sale, or lease of real property or the proposed acquisition sale or exchange of securities, but only when publicity would substantially affect the value of these things					
	Discussing student records made confidential by federal law (FERPA or IDEA)					
	Hearing an appeal of a student suspension					
	Hearing an appeal of an employee grievance					
	Seeking legal advice from our attorney, which is made privileged by law					

# 11.0 Adjournment



REMSEN CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION REGULAR BOARD OF EDUCATION MEETING TUESDAY, APRIL 8, 2025 "All Remsen students will Soar to Success!"

# **MINUTES**

MEMBERS PRESENT:	Mary Lou Allen, Stephanie Karis, Jeannie Scouten, Tara Kennerknecht
MEMBERS ABSENT:	Patrick Nolan
OTHERS PRESENT:	Timothy Jenny, John McKeown, Abigail Roberts, Jody Lamphere,
	Sanya Pelrah, Joe Bessmer, Kurt Crossett, Dale Dening, Kelly
	Runninger, Gary Winghart, Ryan Spatto, Kate and Tanner Wilson,
	Rick Gallo, Daniel Swab , Amy Sears, Marc and Casen Bruni,
	Beth Lamphere, Leian DiNitto, Mark Harlander, Erika Kistowski,
	Jake Manley, Carlleen Taylor

Mr. McKeown and Mr. Jenny presented a budget workshop from 6:00 pm to 6:21 pm.

Meeting called to Order by Mary Lou Allen, Board President at 6:21 pm.

Pledge of Allegiance recited by all present.

Mrs. Allen read the following statement:

We are about to convene into the public comment period of our meeting. Any district resident wishing to speak during a public session is required to sign in, stating your full name, address, contact information and the topic that you wish to discuss. If you have not signed in and you wish to speak, the District Clerk will bring the sign-in sheet over to you at this time. We will insist that all speakers and members of the audience maintain civility and respect. As a reminder, discussion or comment about personnel matters, any district employee or any particular student is prohibited. Those concerns should be brought directly to the Superintendent.

The board will now entertain public comments for up to a maximum of 30 minutes. Each individual speaker will be allotted three minutes. Please be reminded that written comments or concerns to be shared with the Board may also be submitted or emailed to the district clerk or to the Superintendent, Mr. Timothy Jenny at any time.

Public Participation- Mr. Ryan Spatto spoke stating that his daughter was not able to schedule ASL 2 today, Mr Spatto was reminded that this is a topic that is to be brought and discussed with the high school guidance counselor and high school principal, not the Board of Education.

Motion by Stephanie Karis, second by Tara Kennerknecht.

"BE IT RESOLVED, that the Board of Education of the Remsen Central School District, upon the recommendation of the Superintendent of Schools, hereby appoints Sanya Pelrah, of Boonville, NY, to tenure in the tenure area of Jr./Sr. High School Principal, effective September 1, 2025."

Motion by Tara Kennerknecht, second by Jeannie Scouten.

"BE IT RESOLVED, that in compliance with the provisions of Section 3012(d) of the EducationLaw and Part 30.3 of the Rules of the Board of Regents and upon the recommendation of the Superintendent of Schools, that Erika Kistowski, of Whitesboro, NY be appointed to tenure in the School Counselor tenure area, who holds a valid New York State Certificate permitting her to serve in the aforesaid tenure area, the Board of Education of the Remsen Central School does hereby make this appointment effective September 1, 2025."

Motion by Tara Kennerknecht, second by Stehpanie Karis.

"BE IT RESOLVED, that in compliance with the provisions of Section 3012(d) of the Education Law and Part 30.3 of the Rules of the Board of Regents and upon the recommendation of the Superintendent of Schools, that Kate Wilson of Remsen, NY be appointed to tenure in the Elementary Teacher tenure area, who holds a valid New York State Certificate permitting her to teach subjects in the aforesaid tenure area, the Board of Education of the Remsen Central School does hereby make this appointment effective September 1, 2025."

4 yes 0 no

Motion by Jeannie Scouten, second by Tara Kennerknecht.

"BE IT RESOLVED, that in compliance with the provisions of Section 3012(d) of the Education Law and Part 30.3 of the Rules of the Board of Regents and upon the recommendation of the Superintendent of Schools, that Amy Sears of Boonville, NY be appointed to tenure in the Elementary Special Education Teacher tenure area, who holds a valid New York State Certificate permitting her to teach subjects in the aforesaid tenure area, the Board of Education of the Remsen Central School does hereby make this appointment effective September 1, 2025."

4 yes 0 no

Motion by Stephanie Karis, second by Tara Kennerknecht.

"BE IT RESOLVED, that in compliance with the provisions of Section 3012(d) of the Education Law and Part 30.3 of the Rules of the Board of Regents and upon the recommendation of the Superintendent of Schools, that Mark Harlander of Utica, NY be appointed to tenure in the Technology Education Industrial Arts-General tenure area, who holds a valid New York State Certificate permitting him to teach subjects in the aforesaid tenure area, the Board of Education of the Remsen Central School does hereby make this appointment effective September 1, 2025."

4 yes 0 no

4 yes 0 no

Motion by Tara Kennerknecht, second by Stephanie Karis.

"RESOLVED, that the Board of Education approve the minutes from the meeting held on March 11, 2025, approve the agenda dated April 9, 2025; and be it further resolved that the Board of Education approve warrants for payment; accept Treasurer's Report, Revenue Status Report, Appropriation Status Report, and approve Budget Transfers." 4 yes 0 no

Elementary Principal's Report given by Joy Lamphere included the following items:

- Senior switch day took place thanks to Mrs. Taylor for organizing it. Seniors participated in classrooms, gym and shadowed administrators. The elementary students truly loved having so many seniors around for the day.
- The Third graders had their recorder recital March 19th, and did a wonderful job. The students were excited to have their own showcase and proud to perform for their families.
- The PTG sponsored a dance for grades 4 through 6 on March 21st. There were many students who attended, they had an absolute blast and asked if we are going to do it again next year. There was a photo booth with props in which hundreds of pictures were taken and printed.
- Grades 4 through 12 delivered an amazing concert for our families March 26th for the Music in Our Schools Concert. There were chorus, band and solo pieces presented. Big thanks to Mr. Pietruch and Mr. Dangler for all their hard work in preparing this for our students.
- March 27th Ms. K, Easton, 2 5th grade's and I presented at OHM BOCES Exhibit to discuss Easton (our therapy dog) and his effect on the students in school. Lots of adults stopped at the table to ask questions and talk to the kids about Easton. I am incredibly proud of our fifth grade students as they discussed ways that Easton helps them and others at our school. A huge thank you to Ms. K for the prep work in getting ready for this event.
- April 2nd I visited the grade's 3 through 6 classrooms to kick-off the state testing season. The students viewed a slideshow of well wishes from staff that was set to music. I discussed trying your best on the test and students were presented with "State Testing survival Kits" and a donut to enjoy!
- The elementary and high school staff joined together April 3rd for a team workshop. Staff participated in team Minute -to-win- it games, fun and laughs were had by all.
- Mrs. Lamphere stated that she was able to attend the Elementary All County band and chorus. It was a packed house, they had to keep bringing in chairs and could not fit anymore people, the students did an outstanding job.

High School Principal's Report given by Sanya Pelrah included the following:

- April 3rd the elementary and high schools staff came together to participate in fun teambuilding activities. Thank you to the high school instructional committee for their input in designing the workshop.
- March 19th we held the annual Senior Switch Day. It is a great experience for all involved and helps students understand all of the work that goes into a typical school day. Ms. Pelrah stated she appreciates Mrs. Carlleen Taylor for organizing this each year.
- March 27th the seniors participated in a Senior Service Learning day where they volunteered at the Rescue Mission in Utica. It was wonderful to see them come together to have a good time doing a good thing for our community. They were treated to a pizza lunch upon their return to school. Mrs.Laurey organized this and reported that she received positive feedback about our visit from the Rescue Mission staff.

- Also on March 27th, Trent Jenny, Waylon Rapson, Jacob Southwick, and Zachary Yousey represented Remsen, along with their science teachers, Mr. Glass and Mr. O'Bryan at the SBI showcase. The students did a great job presenting their science fair projects.
- April 5th was the Utica University Science Fair, all the students did amazing.
- 12th Grade- Prom planning is underway with ticket sales scheduled for April 4-17th. The theme is "A Night Under the Stars." The senior trip is scheduled for June 6 to Hershey Park. The Krispy Kreme Fundraiser has started, the 10th grade is also participating.
- 10th grade- they hosted the Spring Fling dance on March 28th and it was a huge success.
- Diversity club They are preparing for the Elevating Student Voices (EVS) Summit on April 14th. This will wrap up two years of ESV wih Dr. Eva and BOCES. They reported that it was an enlightening and informative opportunity for members.
- Internations Club They took 34 students to NYC on April 4. Some of the exciting things on their itinerary included touring the United Nations, visiting Rockefeller Center, and tasting international cuisines.
- Journalism Club They are planning their second publication with an anticipated publication date of May 23rd.
- Mock Trial- Their season has come to an end. The students did an excellent job, showed growth and had a lot of fun.
- Music Department- March 14th and 15th, three students, Jayde Hammill, Trent Jenny, and Owen Piaschyk anticipated in OCMEA Junior High All-County and did a fantastic job. The annual Music in Ours schools Month concert was held March 26th and highlighted individual students via solos and duets.
- National Honor Society In addition to the induction ceremony held on March 20th. The NHS members are hosting an Open Gym for elementary students on April 11th.
- Ski Club- They had a great season and would like to thank the school board and everyone who helped make this a success.
- Soaring Rams Drone Club the drone club has been meeting several Friday's a month in Mr. Harlander's classroom. The group continues to grow a little each week, students are practicing their flying skills with racing drones. They have moved from flying the drone "line of sight" and are now flying using the FPV (first-person view) goggles.
- Yearbook The yearbook committee is working hard to add the final touches to the 2025 yearbook. It should be submitted in the next week for printing. The team is excited and can't wait for the printed books to arrive.

Athletic Directors Report given by Dale Dening included the following:

- Spring Sports started at the end of March.
- Modified Baseball, Softball and Track & Field began April 7th.
- Senior night for Varsity Track & Field will take place prior to the start of our home track meet Tuesday, April 29th. Remsen will be honoring 12 seniors who are on the track team.
- We were supposed to have our first home track meet tonight April 8th but mother nature had other plans and we had to reschedule.
- Modified roster numbers (preliminary) Boys modified baseball- 14, Girls modified softball- 6, modified track & field- 9 boys/10 girls. Varsity Roster numbers Boys Track- 30, Girls Track- 26, Golf 9.
- Mr. Dening stated he is asking for consent from our BOE to combine with Town of Webb school district for girls modified softball. Our hope is that with this combination, we are able to provide this level of competition for our junior high girls here at Remsen. Old Forge is in favor of this combination as there are at least three 8th grade girls who would like to participate.

- April 5th the Remsen Sports booster sponsored a spaghetti dinner at the Remsen VFW for our varsity track & field programs to help pay for apparel towards the boys and girls teams.
- Mrs. Pelrah and Mr. Dening met with the officers of the Remsen Sports Boosters to offer assistance with getting more information out to the public, scheduling meetings at the high school and to update the by-laws. It has been about 9-10 years since the by-laws have been updated. Fall schedules are out if parents would like to check out the schedules.

Transportation Report was given by Kurt Crossett included the following:

- Justine Johnson has returned to full time bus driving.
- John Grabowski passed his road test and is driving full time. He is doing very well and interacting well with all the kids.
- Mike Bessette is training and should be able to sign up for his road test very soon.
- On March 28th the DOT came and inspected buses 96, 99, 11 and 14 all passed. Trevor did a great job getting them ready for inspection.

Facilities Report given by Joe Bessmer include the following:

- The High School maintenance team has been busy with events and concerts.
- There was a new hot water heater installed.
- The High School stage work has begun and they are starting to install the flooring April 9th.
- The elementary team has been busy with events.
- The work for the elementary gym and cafeteria floor will begin at the end of May.
- Grounds have been working hard to get the sports fields and greenhouse all ready.

Motion by Tara Kennerknecht, second by Stephanie Karis.

"RESOLVED, that the Board of Education accept recommendations of the Committee on Special Education from meetings held on March 13, 18, 25, 26, 27, 2025. Please be reminded that discussion of specific IEP should be referred to Executive Session." 4 yes 0 no

Motion by Tara Kennerknecht, second by Stephanie Karis.

"RESOLVED, that the Board of Education approve the sports combine with the Town of Webb for the spring 2025 Modified Softball season, with the understanding that the Town of Webb will provide transportation for their athletes down to Remsen for practices and games."

Mrs. Allen asked if they would be starting next week, Mr Dening stated yes they will start the following Monday.

4 yes 0 no

Motion by Stephanie Karis, second by Jeannie Scouten.

"RESOLVED, that the Board of Education approve the Cooperative Purchasing Resolution for the 2025-2026 school year:

**WHEREAS,** The Cooperative Purchasing Service is a plan of a number of public school districts in the Delaware-Chenango-Madison-Otsego BOCES Area in New York, and to bid jointly equipment, supplies and contract items, and

WHEREAS, The Central School named below is desirous of participating with other districts in the Delaware-Chenango-Madison-Otsego BOCES in the joint bidding of the items mentioned above as authorized by General Municipal Law, Section 119-o, and WHEREAS, The Central School named below wishes to appoint the Delaware-Chenango-Madison-Otsego BOCES the responsibility for drafting of specifications, advertising for bids, accepting and opening bids, tabulating bids and award bids on their behalf; therefore

**BE IT RESOLVED,** That the Board of Education of the Central School listed below hereby appoints the DelawareChenango-Madison-Otsego BOCES to represent it in all matters relating above, and designates the Evening Sun Newspaper as the legal publication for all Cooperative Purchasing bid notifications, and,

**BE IT FURTHER RESOLVED,** That the Board of Education of the Central School listed below authorizes the DelawareChenango-Madison-Otsego BOCES to represent it in all matters leading up to the entering into a contract for the purchase of the above mentioned commodities, and,

**BE IT FURTHER RESOLVED,** That the Board of Education of the Central School listed below agrees to (1) assume its equitable share of the costs of the Cooperative Bidding; (2) abide by majority decisions of the participating members; (3) that it will award contracts based on information provided from the bid; (4) abide by the Award of the BOCES Board; (5) and that after the award of the bid it will conduct all negotiations directly with the successful bidder(s).

4 yes 0 no

Motion by Tara Kennerknecht, second by Stephanie Karis.

"RESOLVED, that the Board of Education adopt the budget for the 2025-2026 school year in the amount of \$14,969,506."

4 yes 0 no

Motion by Stephanie Karis, second by Tara Kennerknect.

"RESOLVED, that the Board of Education declare the following items as surplus and approve disposal of the same:

Windsor Clipper Carpet Machine SN 1000145151

Windsor Titan Super Gulp Vacuum SN 000043

Advance Matador Orbital Scrubber

Task Orbital Scrubber

23" Ludwig Timpani - no model or serial number

26" Ludwig Timpani - no model or serial number

26" WFL Timpani - no model or serial number,

29" WFL Timpani - no model or serial number

Yamaha CVP-303M electric piano (serial number not readable)

Motion by Stephanie Karis, second by Tara Kennerknecht. "RESOLVED, that the Board of Education appoint Hunter Jones of Remsen, NY as the Modified Baseball Coach for the Spring 2025 season." 4 yes 0 no Motion by Tara Kennerknecht, second by Jeannie Scouten. "RESOLVED, that the Board of Education appoint Justine Johnson of Remsen, NY as a full time school bus driver retroactive to March 14, 2025 at the hourly rate of \$21.92." 4 yes 0 no Motion by Jeannie Scouten, second by Tara Kennerknecht. "RESOLVED, that the Board of Education appoint Sarah Helmer, of Remsen, New York, as the Long-Term Kindergarten Substitute effective May 27, 2025 at the daily rate of \$150 for the first 45 days." 4 yes 0 no Motion by Jeannie Scouten, second by Tara Kennerknecht. "RESOLVED, that the Board of Education appoint Laura Quinn of Remsen, NY as Recess and Lunch Monitor at the hourly rate of \$15.50 retroactive to April 1, 2025." 4 yes 0 no Motion by Tara Kennerknecht, second by Jeannie Scouten. "RESOLVED, that the Board of Education appoint John Grabowski of Remsen, NY as a substitute Grounds worker at the hourly rate of \$18.00 per hour." 4 yes 0 no Motion by Tara Kennerknecht, second by Stephanie Karis. "RESOLVED, that the Board of Education appoint Jennifer Wilcox of Remsen, NY as a Teacher Aide at the hourly rate of \$15.50 per hour effective April 9, 2025." 4 yes 0 no Motion by Tara Kennerknecht, second by Jeannie Scouten. "RESOLVED, that the Board of Education appoint Sarah Helmer as the Long- Term Mathematics Substitute, effective April 11, 2025 directly transitioning from her current long-term substitute position, at the daily rate of \$200.89 per day."

4 yes 0 no

Motion by Tara Kennerknecht, second by Stephanie Karis.

"RESOLVED, that the Board of Education approve the request of Nicole Nehme for Medical Leave of Absence (FMLA) beginning on September 2, 2025 through December 1, 2025."

Mr. Jenny stated, "Congratulations to Nicole and her family, we are very excited for them."

Motion by Stephanie Karis, second by Tara Kennerknecht. "RESOLVED, that the Board of Education grant the request of John McKeown, for unpaid leave days on April 11, and May 1, 2, 2025."

Mrs. Allen stated, "We will miss you John and to be sure to come back."

Motion by Jeannie Scouten, second by Stephanie Karis.

"RESOLVED, that the Board of Education grant the request of Mary Jane Keener, for unpaid leave day on March 31, 2025."

4 yes 0 no

4 yes 0 no

Motion by Tara Kennerknecht, second by Stephanie Karis.

"RESOLVED, that the Board of Education grant the request of Zachary Prosser, for unpaid leave days on March 12, 13, 14, 27, 2025 and May 15, 16, 2025."

4 yes 0 no

Motion by Stephanie Karis, second by Jeannie Scouten.

"RESOLVED, that the Board of Education grant the request of Lacey Carino, for one unpaid leave day on March 11, 2025"

4 yes 0 no

Information & Correspondence

The Special Board of Education meeting is April 29, 2025 to vote on the BOCES budget and BOCES Board of Education members. Mr. Jenny stated this is a scheduled BOE meeting that every OHM BOCES district has to have the same night.

# Soaring to Success- Board of Education Roundtable Remarks

Board of Education Five-Star Service Recognition - Alyssa vanLieshout was the winner drawn for the month of March and received a \$35 Stewart's gift card. Thank you to all of our anonymous donors for their contribution for the gift card. Mr. Jenny stated that there were 26 entries total and hoping this grows more every month. Every month after the winner is recognized at the BOE meeting, Abbie is going to hand out all the nominations to each staff member that was nominated so they can see what 5 star service they provided was recognized.

### Round Table Remarks

Jeannie Scouten- Stated that the dance was a big hit and the photo booth was very busy! The concert was amazing and she got a chance to stop and get a spaghetti dinner that was so delicious. Tara Kennerknecht- stated it is amazing the amount of participation we have for the Track & Field, and everything seems to be going great and for everyone to keep up the hard work.

Stephanie Karis- Stated she received a direct compliment on Dale and how well he was able to handle a student situation at an event back in February. Thank you to the grounds workers, maintenance and bus drivers for always taking care of the students and keeping up with all the busy schedules.

Mrs. Allen - Stated thank you all for coming and being so polite at each BOE meeting, she really appreciates all the teachers like Kelly Runninger, Carlleen Taylor and Rick Gallo that continually come. Shout out to Mr. McKeown for all his hard work with the taxes.

Mr. Jenny - Stated he would like to add to Mrs. Allen's thanks to Mr. McKeown, not only is he doing a great job with the taxes but he is also serving our country and that is what his upcoming leave request is for. Mr. Jenny also stated that he was not able to attend the elementary all- county as he was at the Utica University Science Fair but he heard excellent things about it. At the Utica University Science Fair the students grades 7-8 cleaned house and took 1st place at each junior level. Dan O'Bryan and John Glass did great helping all the students get ready for this. At the science fair the students also got to meet and talk with the college science professors. It was a great experience for our students. Mr. Jenny would like to give a high five to Gary Winghart for going above and beyond with all the pictures he takes and the amazing job he has done with the yearbook. Not only has he worked so hard at the yearbook but he has 40+ students in the lego and drone club's. Drone racing may add soccer in the future there is talk about Esports as well.

Motion by Tara Kennerknecht, second by Jeannie Scouten to adjourn the meeting at 7:25 p.m.



REMSEN CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION REGULAR BOARD OF EDUCATION MEETING TUESDAY, APRIL 29, 2025 "All Remsen students will Soar to Success!"

# **MINUTES**

MEMBERS PRESENT:	Mary Lou Allen, Stephanie Karis, Jeannie Scouten, Tara
	Kennerknecht, Patrick Nolan
MEMBERS ABSENT:	None
OTHERS PRESENT:	Timothy Jenny, Abigail Roberts, Kelly Runninger,
	Sanya Pelrah, Carlleen Taylor

Meeting called to Order by Mary Lou Allen, Board President at 6:00 pm.

Pledge of Allegiance recited by all present.

Motion by Tara Kennerknecht, second by Patrick Nolan.

"WHEREAS, the BOCES tentative administration budget is adopted by public resolution; and

WHEREAS, copies of the tentative administration, capital and program budgets were

received on March 18, 2025 and an information meeting was presented at

Oneida-Herkimer-Madison BOCES on April 2, 2025;

NOW THEREFORE BE IT RESOLVED, that the Board of Education APPROVES the tentative administration budget of the Board of Cooperative Educational Services, Sole Supervisory District of Oneida, Herkimer and Madison Counties, in the amount of \$4,537,170.26 for 2025-2026."

Unanimous vote

Motion by Stephanie Karis, second by Jeannie Scouten.

"WHEREAS, the election of Cooperative Board members is to occur by resolution; and WHEREAS, notification was received March 18th of the slate of candidates, and an information Meeting was presented at Oneida-Herkimer-Madison BOCES on April 2,2025.

NOW THEREFORE BE IT RESOLVED, that the Board of Education casts its vote(s) in the annual election of members of the Board of Cooperative Educational Services, Sole Supervisory District Oneida, Herkimer and Madison Counties, for the person or persons indicated:

Mr. Timothy Thomas of Clinton Central School District

Mr Gary P. Nelson of Holland Patent Central School District

Ms. Kristin Hubley of New York Mills Union Free School District

Mr. Stephen Stanton of Waterville Central School District

Unanimous vote

Motion by Jeannie Scouten, second by Patrick Nolan.

"RESOLVED, that the Board of Education award Electrical Bid to the low bidder, S.C.

Spencer Electric, Inc., of Constableville, NY in the following amount: Base Bid: \$981,700.00; Alternates: None Taken; Total Bid - \$981,700.00.

Unanimous vote

Motion by Tara Kennerknecht, second by Patrick Nolan.

"RESOLVED, that the Board of Education award General Construction Bid to the low bidder, Putrelo Building Enterprises, Inc., of New Hartford, NY in the following amount: Base Bid: \$2,960,000.00; Alternates: None Taken; Total Bid - \$2,960,000.00.

Unanimous vote

Motion by Stephanie Karis, second by Tara Kennerknecht.

"RESOLVED, that the Board of Education award HVAC Bid to the low bidder, Erie Mechanical Contractors, Inc., of East Syracuse, NY in the following amount: Base Bid: \$1,166,000.00; Alternates: None Taken; Total Bid - \$1,166,000.00.

Unanimous vote

Motion by Stephanie Karis, second by Patrick Nolan.

"RESOLVED, that the Board of Education award Plumbing Bid to the low bidder, Erie Mechanical Contractors, Inc., of East Syracuse, NY in the following amount: Base Bid: \$51,000.00; Alternates: None Taken; Total Bid - \$51,000.00.

Unanimous vote

Motion by Tara Kennerknecht, second by Jeannie Scouten.

"RESOLVED, that the Board of Education award Site Work Bid to the low bidder, Fred Burrows Trucking & Excavating, LLC, of Whitesboro, NY in the following amount: Base Bid: \$2,369,000.00; Alternates: None Taken; Total Bid - \$2,369,000.00.

Mr. Jenny stated we are grateful that we received bids and especially since they are with such great contractors.

Unanimous vote

Motion by Stephanie Karis, second by Tara Kennerknecht.

"RESOLVED, that the Board of Education approve the request of Lacey Carino for an unpaid leave day April 9, 2025".

Unanimous vote

Motion by Tara Kennerknecht, second by Jeannie Scouten.

"RESOLVED, that the Board of Education accept the resignation of Emily Inman, high school English teacher, effective July 1, 2025".

Unanimous vote

Motion by Tara Kennerknecht, second by Jeannie Scouten to adjourn the meeting at 6:26 p.m.

# Check Warrant Report For A - 82: April 24, 2025 General Fund CD For Dates 4/24/2025 - 4/24/2025



Check #	Check Date	Vendor ID Vendor Name	PO Number	Check Amount
38111	04/24/2025	4636 **VOID** GLOBAL INDUSTRIES INC.	250604	-289.76
38138	04/24/2025	4392 A-VERDI LLC	*See Detail Report	198.00
38139	04/24/2025	3523 AMAZON CAPITAL SERVICES	*See Detail Report	416.98
38140	04/24/2025	3648 BIG APPLE MUSIÇ	*See Detail Report	216.90
38141	04/24/2025	1598 BSN SPORTS	250591	934.11
38142	04/24/2025	4543 BUELL FUELS LLÇ	250506	27,025.00
38143	04/24/2025	4515 CINTAS CORPORATION	250052	72.80
38144	04/24/2025	5103 COLUMN SOFTWARE PBC	250658	576.87
38145	04/24/2025	4434 DAY AUTOMATION		482.50
38146	04/24/2025	5206 FAMOUS ARTISTS BROADWAY IN SYRACUSE	250650	1,950.00
38147	04/24/2025	447 FERRARA FIORENZA PC		2,702.50
38148	04/24/2025	5060 GET A GRIP TIRE	250062	2,129.48
38149	04/24/2025	1589 GRAINGER	*See Detail Report	1,547.36
38150	04/24/2025	4608 GTO SPORTS	250626	280.00
38151	04/24/2025	1419 HERKIMER COUNTY SCHOOL HEALTH INSURANCE CONSORTIUM	250032	230,321.03
38152	04/24/2025	614 HUMMEL'S		289.76
38153	04/24/2025	685 JW PEPPER & SON INC	250307	12.00
38154	04/24/2025	5175 JODY LAMPHERE		75.95
38155	04/24/2025	1948 LEONARD BUS SALES INC	250005	489.16
38156	04/24/2025	5073 LICENSE MONITOR II LLC.	250051	28.93
38157	04/24/2025	3048 LIGHTS AUTO PARTS INC	250067	233.02
38158	04/24/2025	5203 MEDICAL STAFFING NETWORK	250641	2,310.00
38159	04/24/2025	4123 MELISSA OBERNESSER	250345	132.33
38160	04/24/2025	1005 **CONTINUED** OHM BOCES		0.00
38161	04/24/2025	1005 OHM BOCES		248,317.5
38162	04/24/2025	1005 OHM BOCES	250466	192.00
38163	04/24/2025	3911 ONEIDA ALL-SPORTS BOOSTERS CLUB	250621	250.00
38164	04/24/2025	995 ONEIDA CO. MUSIC EDUCATORS ASSOCIATION	250656	60.0
38165	04/24/2025	4309 ONEIDA COUNTY SHERIFF'S OFFICE	250049	9,300.7
38166	04/24/2025	2223 ONEIDA HERKIMER SOLID WASTE		15.0
38167	04/24/2025	3611 QUADIENT LEASING USA, INC.	250031	988.3
38168	04/24/2025	3765 REMSEN TEACHERS BENEFIT TRUST	250661	35,823.4
38169	04/24/2025	5036 SPORTS LOCKER INC	250628	444.0
38170	04/24/2025	4000 W.B. MASON	*See Detail Report	862.5

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# Check Warrant Report For A - 82: April 24, 2025 General Fund CD For Dates 4/24/2025 - 4/24/2025



Check #	Check Date Vendor ID Vendor Name	PO Number	Check Amount
Number	of Transactions: 34	Warrant Total:	568,388.64
		Vendor Portion:	568,388.64

\*See Detail Report denotes that multiple purchase orders are referenced on this check. Run the Detail report to view the purchase order information

#### **Certification of Warrant**

To The District Treasurer: I hereby certify that I have verified the above claims, 34 in number, in the total amount of \$568,388.64. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8.<u>25</u> Date 4.28

Signature

Title

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# Check Warrant Report For A - 83: 5/01/2025 PAYROLL PAYMENT PROCESSING For Dates 5/1/2025 - 5/1/2025



Check #	Check Date	Vendor ID Vendor Name	PO Number	Check Amount
1443	05/01/2025	2063 REMSEN CENTRAL SCHOOL		233,369.91
1444	05/01/2025	2064 FIRST SOURCE FCU		2,777.58
1445	05/01/2025	3424 THE OMNI GROUP		4,959.81
38171	05/01/2025	2067 CSEA INC		659.55
Number o	of Transactions: 4		Warrant Total:	241,766.85
			Vendor Portion:	241,766.85

#### **Certification of Warrant**

To The District Treasurer: I hereby certify that I have verified the above claims, 4 in number, in the total amount of \$241,766.85. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

Clamps auditor Title Mikeener Signature Date

# Check Warrant Report For C - 8: April 24, 2025 School Lunch CD For Dates 4/24/2025 - 4/24/2025



Check #	Check Date	Vendor ID Vendor Name	PO Number	Check Amount
3707	04/24/2025	1005 OHM BOCES		3,932.30
Number o	of Transactions: 1		Warrant Total:	3,932.30
			Vendor Portion:	3,932.30

#### **Certification of Warrant**

To The District Treasurer: I hereby certify that I have verified the above claims, 1 in number, in the total amount of \$3,932.30. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

4.28.25 Keener Date

Signature

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# Check Warrant Report For F225 - 12: April 10, 2025 F225 CD For Dates 4/10/2025 - 4/10/2025



Check #	Check Date	Vendor ID Vendor Name	PO Number	Check Amount
4359	04/10/2025	3523 AMAZON CAPITAŁ SERVICES	*See Detail Report	508.49
4360	04/10/2025	4186 KATHLEEN MAGUIRE	250471	80.92
4361	04/10/2025	4716 MICHELLE MCQUEENEY		220.00
Number o	of Transactions: 3		Warrant Total:	809.41
			Vendor Portion:	809.41

\*See Detail Report denotes that multiple purchase orders are referenced on this check. Run the Detail report to view the purchase order information

#### **Certification of Warrant**

To The District Treasurer: I hereby certify that I have verified the above claims, 3 in number, in the total amount of \$809.41. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

Clams au Title Signature Date

# Check Warrant Report For F524 - 2: April 10, 2025 F524 CD For Dates 4/10/2025 - 4/10/2025



Check #	Check Date	Vendor ID Vendor Name	PO Number	Check Amount
4358	04/10/2025	3523 AMAZON CAPITAL SERVICES	250624	66.19
Number o	f Transactions: 1		Warrant Total:	66.19
			Vendor Portion:	66.19

#### **Certification of Warrant**

To The District Treasurer: I hereby certify that I have verified the above claims, 1 in number, in the total amount of \$66.19. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

4.11.25 Claims auditor Alkeener Date Signature Title



# Check Warrant Report For H2023CP - 15: April 10, 2025 H2023CP CD For Dates 4/10/2025 - 4/10/2025

Check #	Check Date	Vendor ID Vendor Name	PO Number	Check Amount
1414	04/10/2025	4424 CONSTRUCTION ASSOCIATES LLC		10,000.00
1415	04/10/2025	4187 KING & KING ARCHITECTS		7,250.00
Number o	of Transactions: 2		Warrant Total:	17,250.00
			Vendor Portion:	17,250.00

#### **Certification of Warrant**

To The District Treasurer: I hereby certify that I have verified the above claims, 2 in number, in the total amount of \$17,250.00. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

4.11.25 MS (U Signature Date



# Check Warrant Report For H2425CO - 12: April 10, 2025 H2425CO CD For Dates 4/10/2025 - 4/10/2025



Check #	Check Date	Vendor ID Vendor Name	PO Number	Check Amount
1416	04/10/2025	4187 KING & KING ARCHITECTS		300.00
Number of Transactions: 1		Warrant Total:	300.00	
			Vendor Portion:	300.00

#### **Certification of Warrant**

To The District Treasurer: I hereby certify that I have verified the above claims, 1 in number, in the total amount of \$300.00. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

.25 Date

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Signature

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# Check Warrant Report For A - 78: April 10, 2025 General Fund CD For Dates 4/10/2025 - 4/10/2025



Check #	Check Date	Vendor ID Vendor Name	PO Number	Check Amount
38099	04/10/2025	3523 AMAZON CAPITAL SERVICES	*See Detail Report	687.70
38100	04/10/2025	356 BLICK ART MATERIALS	250133	50.13
38101	04/10/2025	3558 BLISS ENVIRONMENTAL SERVICES	250025	2,860.00
38102	04/10/2025	5201 BUNKER, JOHN		103.43
38103	04/10/2025	4598 CARD SERVICES	*See Detail Report	431.77
38104	04/10/2025	4515 CINTAS CORPORATION	250052	72.80
38105	04/10/2025	5107 DFUSCO PIANO, LLC	250645	410.00
38106	04/10/2025	4919 LEIAN DINITTO		9.68
38107	04/10/2025	3742 ED & ED BUSINESS TECHNOLOGY	250642	155.22
38108	04/10/2025	424 EVANS EQUIPMENT CO	250072	99.91
38109	04/10/2025	4851 CRAIG GALLANT	14 - 14 - 14 - 14 - 14 - 14 - 14 - 14 -	1,808.62
38110	04/10/2025	514 GLOBAL EQUIPMENT COMPANY INC.	250638	1,120.00
38111	04/10/2025	4636 GLOBAL INDUSTRIES INC.	250604	289.76
38112	04/10/2025	2922 GLOBAL MONTELLO	250063	5,898.28
38113	04/10/2025	520 GOPHER SPORTS	250111	478.46
38114	04/10/2025	1589 GRAINGER	250001	387.72
38115	04/10/2025	1419 HERKIMER COUNTY SCHOOL HEALTH INSURANCE CONSORTIUM	250032	230,882.15
38116	04/10/2025	5102 HJ BRANDELES CORP		6,900.00
38117	04/10/2025	325 HUD-SON FOREST EQUIPMENT INC		4.79
38118	04/10/2025	685 JW PEPPER & SON INC	250307	29.75
38119	04/10/2025	1948 LEONARD BUS SALES INC	250005	1,593.42
38120	04/10/2025	3048 LIGHTS AUTO PARTS INC	*See Detail Report	280.03
38121	04/10/2025	4823 MOBILETECH COMUNICATION CORP.	250021	981.00
38122	04/10/2025	4535 NYAAE	250629	210.00
38123	04/10/2025	4309 ONEIDA COUNTY SHERIFF'S OFFICE	250049	5,948.69
38124	04/10/2025	4920 SANYA PELRAH		144.25
38125	04/10/2025	5205 QUINN, LAURA		101.25
38126	04/10/2025	1571 REALLY GOOD STUFF	250605	249.95
38127	04/10/2025	3368 KATEY SECOR	250616	245.00
38128	04/10/2025	5204 SHENENDEHOWA CSD	250644	50.00
38129	04/10/2025	1429 TURNER LUMBER CO	250634	538.65
38130	04/10/2025	4000 W.B. MASON	250622	24.21
38131	04/10/2025	3262 WHITESBORO CENTRAL SCHOOL	250635	300.00
38132	04/10/2025	4611 WOODGATE PINES GOLF COURSE	250631	564.00

Check Warrant Report For A - 78: April 10, 2025 General Fund CD For Dates 4/10/2025 - 4/10/2025



Check #	Check Date Vendor ID Vendor Name	PO Number	Check Amount
Number	of Transactions: 34	Warrant Total:	263,910.62
		Vendor Portion:	263,910.62

\*See Detail Report denotes that multiple purchase orders are referenced on this check. Run the Detail report to view the purchase order information

# **Certification of Warrant**

To The District Treasurer: I hereby certify that I have verified the above claims, 34 in number, in the total amount of \$263,910.62. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

4. UKeene. Signature

<u>Clains auditor</u> Title

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Check #	Check Date	Vendor ID Vendor Name	PO Number	Check Amount
1439	04/17/2025	2063 REMSEN CENTRAL SCHOOL		256,577.94
1440	04/17/2025	2064 FIRST SOURCE FCU		2,685.33
1441	04/17/2025	2070 NYS & LOCAL EMPLOYEES RETIREMENT SYS		2,456.67
1442	04/17/2025	3424 THE OMNI GROUP		4,959.81
38133	04/17/2025	2067 ÇSEA INC		690.06
38134	04/17/2025	1920 NYS TEACHERS RETIREMENT SYSTEM		1,499.00
38135	04/17/2025	4356 VOTE-ÇOPE		6.00
Number o	of Transactions: 7		Warrant Total:	268,874.81
			Vendor Portion:	268,874.81

# **Certification of Warrant**

To The District Treasurer: I hereby certify that I have verified the above claims, 7 in number, in the total amount of \$268,874.81. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

KPP Nes Date

Signature

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# Check Warrant Report For A - 81: 4/11/25 On Demand Checks For Dates 4/11/2025 - 4/11/2025



Check #	Check Date	Vendor ID Vendor Name	PO Number	Check Amount
38136	04/11/2025	5197 DISPLAYS 2 GO	250615	1,172.74
38137	04/11/2025	4925 TOLLS BY MAIL	250069	9.78
Number o	of Transactions: 2		Warrant Total:	1,182.52
			Vendor Portion:	1,182.52

## **Certification of Warrant**

To The District Treasurer: I hereby certify that I have verified the above claims, 2 in number, in the total amount of \$1,182.52. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

Clarys u Title Signature Date

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# Check Warrant Report For A - 86: May 2, 2025 Flex Reimbursement For Dates 5/2/2025 - 5/2/2025



Check #	Check Date	Vendor ID Vendor Name	PO Number	Check Amount
38172	05/02/2025	4893 DEBORAH GECI		550.31
Number o	of Transactions: 1		Warrant Total:	550.31
			Vendor Portion:	550.31

# **Certification of Warrant**

To The District Treasurer: I hereby certify that I have verified the above claims, 1 in number, in the total amount of \$550.31. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

5.02.25 Willeener Signature

Claims auditor

REMSEN CSD Appropriation Sta	REMSEN CSD Appropriation Status Detail Report By Function From 7/1/2024 To 6/30/2025	o 6/30/2025			,	Z	NVISION
Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1010.400-00	BOARD OF ED. CONTRACTUAL	1,600.00	0.00	1,600.00	225.00	00 006	475.00
A 1010.402-00	BOARD OF ED, MEETING & DUES	5,000.00	82.00	5,082 00	5,082.00	0_00	0 00
A 1010,450-00	BOARD OF ED. MATERIALS & SUPPLIES	1,000 00	44 45	1,044.45	1,044.45	0 00	0.00
A 1010,490-00	BOCES SRVCS STAFF DEVELOPMENT	11,000.00	0.00	11.000.00	873 57	0 00	10,126,43
1010	BOARD OF EDUCATION	18,600.00	126,45	18,726.45	7,225.02	900.00	10,601.43
A 1040.160-00	DISTRICT CLERK SALARY	6,234 00	0 00	6,234 00	2,305.97	0 00	3,928,03
A 1040.450-00	MATERIALS & SUPPLIES	355.00	78 88	433,88	433.88	0 00	0.00
1040	DISTRICT CLERK	6,589.00	78.88	6,667.88	2,739.85	0.00	3,928.03
A 1060,400-00	DISTRICT MEETING CONTRACTUAL	1,250.00	0.00	1,250.00	666 12	225.UU	J30.00
1060	DISTRICT MEETING	1,250.00	0.00	1,250.00	666.12	225.00	358.88
10	DISTRICT CLERK	26,439.00	205.33	26,644.33	10,630.99	1,125.00	14,888.34
A 1240 150-00	SUPERINTENDENT'S SALARY	155,156.00	0.00	155,156.00	126,901,06	0.00	20,204,94
A 1240.401-00	CONTRACTUAL	3,661,00	0 00	3,661.00	2,336.26	0.00	1,324,74
A 1240.403-00	ASSOCIATION DUES	2,500.00	448.16	2,948.16	2,798.16	0.00	150,00
A 1240.450-00	MATERIALS & SUPPLIES	500,00	1,602.20	2,102.20	2,102.20	0 00	0.00
1240	CHIEF SCHOOL ADMINISTRATOR *	161,817.00	2,050.36	163,867.36	134,137.68	0,00	29,729.68
12	* *	161,817.00	2,050.36	163,867.36	134,137.68	0.00	29,729.68
A 1310 150-00	BUSINESS ADMINISTRATOR'S SALARY	97,190.00	0.00	97,190 00	83,690.87	00.0	13,499,13
A 1310 400-00	CONTRACTUAL	0.00	2,604.14	2,604_14	2,604 14	0.00	0.00
A 1310 401-00	CONTRACTUAL	22,000.00	-2,177 84	19,822.16	3,650.98	0 00	16,171.18
A 1310.403-00	<b>B.O. ASSOCIATION DUES</b>	500.00	0,00	500.00	0.00	0.00	500 00
A 1310.404-00	BID ADS. & LEGAL NOTICES	1,000.00	374 79	1,374,79	374.79	1,000.00	0.00
A 1310 451-00	POSTAGE	10,000.00	683.78	10,683.78	9,913.77	770 01	0.00
A 1310 452-00	MATERIALS & SUPPLIES	1,000.00	1,297-84	2,297.84	2,297 84	0 00	0.00
A 1310,490-00	BOCES STATE AID PLANNING	104,177 00	-9,834 52	94,342 48	50,039 81	0 00	44,302.67
1310	BUSINESS ADMINISTRATION *	235,867.00	-7,051.81	228,815.19	152,572.20	1,770.01	74,472.98
A 1320 150-00	CLAIMS AUDITOR	2,500.00	0.00	2,500.00	0.00	0 00	2,500,00
A 1320 400-00	AUDITOR'S FEES	20,000 00	0 00	20,000.00	18,000.00	2,000.00	0.00
A 1320 404-00	403 B PLAN ADMINISTRATION	3,700.00	0 00	3,700.00	0.00	0 00	3,700 00
1320	AUDITING	26,200.00	0.00	26,200.00	18,000.00	2,000.00	6,200.00
A 1330,160-00	TAX COLLECTOR SALARY		10 U		37 CCU 2 61 606		10.00 U
A 1330 400-00	TAX COLLECTOR CONTRACTUAL	00 003 00 006'9	00 D		21-270'Q	0.00	204 52
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Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1330.402-00	ONEIDA CO. COMPUTER SERVICE	2,000.00	0.00	2,000.00	499.44	0.00	1,500.56
A 1330.450-00	MATERIALS & SUPPLIES	600.00	0.00	600.00	0.00	0.00	600.00
1330	TAX COLLECTOR	12,000.00	122.75	12,122.75	7,596.86	0.00	4,525.89
<u>A 1380.400-00</u>	HISCAL AGEN I	0,000.00	0.00	0,000.00		I 4 I 4 I I	
1380	FISCAL AGENT FEE	6,000.00	0.00	6,000.00	0.00	0.00	6,000.00
13	AUDITING	280,067.00	-6,929.06	273,137.94	178,169.06	3,770.01	91,198.87
A 1420.400-00	LEGAL FEES	18,000.00	0.00	18,000.00	7,483.90	0.00	10,516.10
A 1420,499-99	BOCES LEGAL SERVICES	20,000.00	-12,824.04	7,175.96	0.00	0.00	7,175.96
<b>1420</b> A 1430.400-00	LEGAL PERSONNEL NEWSPAPER ADVERTISEMENTS	<b>38,000.00</b> 2,000.00	<b>-12,824.04</b> 8,140.50	<b>25,175.96</b> 10,140.50	<b>7,483.90</b> 9,478.23	<b>0.00</b> 662.27	<b>17,692.06</b> 0.00
A 1430.490-00	BOCES PERSONNEL SERVICES	15,876.00	13,572.40	29,448.40	29,448.40	0.00	0.00
1430 A 1460 490-00	PERSONNEL *	<b>17,876.00</b> 7,700.00	<b>21,712.90</b> 0.00	<b>39,588.90</b> 7,700.00	<b>38,926.63</b> 6,120.00	<b>662.27</b> 0.00	<b>0.00</b> 1,580.00
<b>1460</b> A 1480.499-99	RECORDS MANAGEMENT OFFICER * BOCES PUBLIC INFORMATION SYSTEMS	<b>7,700.00</b> 64,368.00	<b>0.00</b>	<b>7,700.00</b> 64,368.00	<b>6,120.00</b> 42,055.71	<b>0.00</b>	<b>1,580.00</b> 22,312.29
1480	PUBLIC INFORMATION & SERVICES *	64,368.00	0.00	64,368.00	42,055.71	0.00	22,312.29
14	**	127,944.00	8,888.86	136,832.86	94,586.24	662.27	41,584.35
<u>A 1620.160-00</u>	U & M SALARIES	282,004.42	0.00	24.400,202	10.700,461	0.00	7 400 40
A 1620.161-00	U & M SUB. SALARIES	37,031.00	0,00	J7,0J1.00	30,223.10	0.00	, TOO, TO
A 1620.200-00	O & M EQUIPMENT	27,200.00	0.00	27,200.00	10,617.72	1,000.00	10,282,28
<u>A 1620,201-00</u>	BLDG & LAND IMPROVEMENTS	50,000.00	-22,716.45	27,283.55	23,520.68	986.22	2,776,65
A 1620.401-00	O & M UNIFORMS	5,600.00	0.00	5,600.00	2,258.08	0.00	3,341.92
A 1620,402-10	FUEL OIL - ELEMENTARY	60,000.00	0,00	60,000.00	45,131.75	14,868.25	0.00
A 1620.402-20	FUEL OIL - HIGH SCHOOL	90,000.00	0.00	90,000.00	62,968.25	27,031.75	0.00
A 1620.403-10	ELECTRICITY - ELEMENTARY	27,000.00	0.00	27,000.00	20,198.24	6,801.76	0.00
A 1620.403-20	ELECTRICITY - HIGH SCHOOL	60,000.00	0.00	60,000.00	41,943.60	18,056,40	0.00
A 1620,404-10	WATER - ELEMENTARY	3,000.00	293.90	3,293.90	873.60	2,420.30	0,00
A 1620,404-20	WATER - HIGH SCHOOL	3,000.00	5,226.20	8,226.20	8,226.20	0.00	0.00
A 1620.408-00	EQUIPMENT REPAIRS	7,500.00	9,821.23	17,321.23	16,563.23	758.00	0.00
A 1620,409-00	FINGERPRINT FEES	205.00	0.00	205.00	0.00	0.00	205.00
A 1620.415-00	CONTRACTUAL	60,000.00	11,382.22	71,382.22	56,516.07	14,866.15	0.00
A 1620,450-00	<b>OPERATIONS &amp; MAINT. SUPPLIES &amp; MATLS.</b>	63,000.00	13,732 08	76,732.08	71,309.55	נח ככא ח	0.00
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Appropriation Status Detail Report By Function From 7/1/2024 To 6/30/2025



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
1620	OPERATION OF PLANT *	855,545.30	4,519.11	860,064.41	613,956.64	92,211.36	153,896.41
A 1621.160-00	GROUNDS MAINTENANCE SALARY	68,996.56	0.00	68,996.56	66,030.42	0.00	2,966.14
A 1621.406-00	GARBAGE PICKUP	25,000.00	6,680.00	31,680.00	25,740.00	5,940.00	0.00
A 1621.407-00	PESTICIDE MANAGEMENT	3,000.00	0,00	3,000.00	0.00	0.00	3,000.00
A 1621.409-00	<b>BOILER CLEANING &amp; REPAIRS</b>	8,500.00	329.00	8,829.00	8,829.00	0.00	0.00
A 1621.410-00	VILLAGE SEWER SYSTEM	35,000.00	4,940.00	39,940.00	14,820.00	25,120.00	0.00
A 1621.412-00	EQUIPMENT REPAIRS	7,000.00	0.00	7,000.00	1,458.27	307.36	5,234,37
A 1621.450-00	GROUNDS MAINTENANCE M&S	16,000.00	2,641 95	18,641.95	16,222.21	2,419.74	0.00
1621	MAINTENANCE OF PLANT *	163,496.56	14,590.95	178,087.51	133,099.90	33,787.10	11,200.51
A 16/0.490-00	BOCES PRINTING & DIST. CAL.	18,000.00	10,490.42	28,490.42	28,490.42	0.00	0.00
1670	CENTRAL PRINTING & MAILING *	18,000.00	10,490.42	28,490.42	28,490.42	0.00	0.00
<b>16</b> A 1910.400-00	MAINTENANCE OF PLANT **	<b>1,037,041.86</b> 48,650.00	<b>29,600,48</b> -3,951.02	<b>1,066,642.34</b> 44,698.98	<b>775,546.96</b> 43,517.00	<b>125,998.46</b> 0.00	<b>165,096.92</b> 1,181.98
A 1910.401-00	STUDENT ACCIDENT INSURANCE	6,000.00	0.00	6,000.00	2,859.85	250.00	2,890.15
1910	UNALLOCATED INSURANCE	54,650.00	-3,951.02	50,698.98	46,376.85	250.00	4,072.13
<u>1904.400-00</u>		1,200,00	0.00	1,200.00	0.00	0.00	1,200.00
<b>1964</b> A 1981.490-00	BOCES ADMINISTRATIVE EXP.	<b>1,200.00</b> 109,906.00	<b>0.00</b>	<b>1,200.00</b> 109,906.00	<b>0.00</b> 86,657.01	0.00	<b>1,200.00</b> 23,248.99
1981	BOCES ADMINISTRATIVE COSTS *	109,906.00	0.00	109,906.00	86,657.01	0.00	23,248.99
19	**	165,756.00	-3,951.02	161,804.98	133,033.86	250.00	28,521.12
1		1,799,064.86	29,864.95	1,828,929.81	1,326,104.79	131,805.74	371,019.28
A 2010.450-00	DISTRICT CHRRICHI UM DEVELOP	3 500.00	04.004	3 500 00	0.00	0.00	3,539.60
A 2010.491-00	BOCES SRVS CURRICULUM IMPROVEMENT	00,000.00	0.00	90,000.00	68.416.86	0.00	21 583 14
2010	CURRICULUM DEVEL & SUPERVISION *	113,500.00	-16,460.40	97,039.60	68,416.86	0.00	28,622.74
A 2020.150-00	JR. SR. HIGH PRINCIPAL	110,765.00	0.00	110,765.00	91,421.36	0.00	19,343.64
<u>A 2020.150-10</u>	SALARIES	105,275.00	0.00	105,275.00	94,526.57	0.00	10,748.43
A 2020.160-00	ELEM. & SEC. SECRETARY SALARIES	177,594.00	-9,230,76	168,363.24	164,460.74	0.00	3,902.50
A 2020.400-00	PRINCIPAL CONTRACTUAL	3,180.00	0.00	3,180.00	1,341.20	0.00	1,838.80
A.2020.401-00	CONFERENCE & TRAVEL	2,400.00	0.00	2,400.00	1,208.00	0.00	1,192.00
A 2020.401-10	CONFERENCE & TRAVEL ES	1,200.00	0.00	1,200.00	0.00	0.00	1,200.00
<u>A 2020.402-00</u>	DUES & AWARDS	1,200.00	0.00	1,200.00	-315.00	455.00	1,060.00
A 2020.402-10	DUES & AWARDS E.S. PRINCIPAL	1,200.00	146 17	1,346.17	381.16	0.00	965.01
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4,599.83	29,422,70	55,577.30	89,599.83	-8,400.17	98,000.00	K-12 SCHOOL POLICE OFFICER	A 2110:415-00
8,783.50	0.00	1,204.50	00 886,6	0.00	00 886 6	CONTRACTUAL EXP./HS FIELD TRIPS	<u>A 2110.414-01</u>
7,696.00	804.00	834.00	9,334.00	0.00	9,334.00	CONTRACTUAL EXP./TESTING SUPPLIES	A 2110,414-00
1,676.80	84.80	738.40	2,500.00	0.00	2,500.00	SUBSCRIPTIONS	A 2110.413-01
500.00	0.00	0.00	500.00	0.00	500.00	GRADUATION PROGRAMS	A 2110.413-00
102.50	397.50	0.00	500.00	0.00	500.00	H.S. DIPLOMAS	A 2110.412-00
1,890.00	500.00	410.00	2,800.00	0.00	2,800.00	PIANO TUNING	A 2110.405-00
2,800.00	0.00	0.00	2,800.00	0.00	2,800.00	EQUIPMENT REPAIR	A 2110,404-01
0.00	2,802.00	2,068.00	4,870.00	2,070.00	2,800.00	INSTRUMENT REPAIR	A 2110.404-00
2,718.50	0.00	781.50	3,500.00	0.00	3,500.00	H.S. MUSIC FEES/RENTALS	<u>A 2110.403-20</u>
2,440.00	0 00	-200.00	2,240.00	0.00	2,240.00	ELEM. MUSIC FEES/RENTALS	A 2110.403-10
6,821.62	788.86	2,383.52	9,994.00	0.00	9,994.00	H.S. TEACHER CONFERENCES	A 2110.401-20
117.84	0.00	717.16	835.00	0.00	835.00	ELEM. TEACHER CONFERENCES	A 2110.401-10
2,523.23	716.13	1,771.64	5,011.00	0.00	5,011.00	H.S. MUSIC EQUIPMENT	A 2110.217-20
1,564.00	0.00	0.00	1,564.00	0.00	1,564.00	ELEMENTARY EQUIPMENT	A 2110.203-00
1,703.88	0.00	16,526.13	18,230.01	-1,769.99	20,000.00	PRE-K SUPPORT	A 2110,160-10
22,560.79	0.00	33,437.78	55,998.57	0.00	55,998.57	MONITORS	A 2110.160-00
4,415.38	0.00	584.62	5,000.00	0.00	5,000.00	SUB CALLER	A 2110.153-00
9,458.54	0,00	25,541.46	35,000.00	0.00	35,000.00	6TH CLASS	A 2110.151-00
0.00	0.00	81,924.76	81,924.76	21,406.40	60,518.36	SUBSTITUTE TEACHERS & TUTORS	A 2110.140-00
35,201.01	0.00	35,544.50	70,745.51	0.00	70,745.51	TEACHER ASSISTANT SALARIES	A 2110.132-00
552,595.25	0.00	1,041,823.68	1,594,418.93	0.00	1,594,418.93	<b>TEACHING SALARIES - 7-12</b>	A 2110.130-00
32,624.79	0.00	277.90	32,902.69	0.00	32,902.69	FULL DAY PRE-K	A 2110.120-10
465,766.49	0.00	887,532.99	1,353,299.48	0.00	1,353,299.48	<b>TEACHING SALARIES - K-6</b>	A 2110.120-00
69,721.17	3,535.00	437,148.76	510,404.93	-16,397.07	526,802.00	**	20
0.00	0.00	9,530.74	9,530.74	4,202.74	5,328.00	INSERVICE TRAINING-INSTRUCTION *	2070
0.00	0.00	9,530.74	9,530.74	4,202.74	5,328.00	BOCES INSERVICE TRAINING SERVICES	A 2070.499-99
41,098.43	3,535.00	359,201.16	403,834.59	-4,139.41	407,974.00	SUPERVISION-REGULAR SCHOOL *	2020
0.00	3,000.00	-430.00	2,570.00	2,570.00	0.00	<b>GRADUATION EVENT - FIREWORKS</b>	A 2020,454-20
441.30	0.00	558,70	1,000.00	0.00	1,000.00	STAFF DEVELOP. MATLS. & SUPPLIES	A 2020,453-00
6.99	80.00	1,236.63	1,323.62	63.62	1,260.00	H.S. MATERIALS & SUPPLIES	A 2020.452-20
28.76	0.00	3,982.80	4,011.56	2,311.56	1,700.00	ELEM. MATERIALS & SUPPLIES	A 2020.452-10
371.00	0 00	829.00	1,200.00	0.00	1,200.00	DUES & AWARDS - HS PRINCIPAL	A 2020.402-20
Available	Encumbered	Expensed	Adj. Budget	Adjustments	Budget	Description	Account
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<b>1</b> ,	206,315.32 2,452,646.18 37, 2,452,646.18 37, 60,718.76	<b>3,779,782.35</b> 91,798.03	0.00	91,798.03	TEACHER ASSISTANTS SALARIES	A 2250.131-00
<b>1</b> ,289			19,548.66	3.760.233.69	TEACHING-REGULAR SCHOOL **	21
83 55 <sup>1</sup> 0 5 -1	206,315.32	3,779,782.35	19,548.66	3,760,233.69	TEACHING-REGULAR SCHOOL *	2110
5 <mark>0 0 -</mark>		289,968.15	0.00	289,968.15	BOCES REGULAR TRACHING SERVICES	A 2110.499-99
1 D 0 -1	9,054.01	14,677.88	679.88	13,998.00	H.S. TEXTBOOKS	A 2110,480-20
10	7,119.40	7,685.73	2,000.73	5,685.00	ELEMENTARY TEXTBOOKS	A 2110.480-10
o →	0.00	10,000.00	0,00	10,000.00	POSTAGE	<u>A 2110.455-00</u>
1,2 6,7	7,225.56	8,000.00	0.00	8,000.00	DISTRICT PAPER	A 2110.454-00
	1,950.00	1,950.00	1,950.00	0.00	WOOLHEATER MUSIC SUPPORT	A 2110.453-01
	0.00	6,769.00	0.00	6,769.00	FIELD TRIPS	A 2110.453-00
	0.00	1,200.00	0 00	1,200.00	E.S. OFFICE SUPPLIES	A 2110.452-01
0.00 1,200.00	0.00	1,200.00	0.00	1,200.00	H.S. OFFICE SUPPLIES	A 2110.452-00
0.00 324.06	-50.71	273.35	273.35	0.00	MATERIALS & SUPPLIES - ADIRONDACK GRANT - FOREIGN LANGUAGE STUDIES	<u>A 2110,451-FL</u>
0.00 949.27	-949.27	0.00	0.00	0.00	MATERIALS & SUPPLIES - AGRICULTURE EDUCATION INCENTIVE	<u>A 2110.451-AG</u>
91.25 138.31	1,830.44	2,060.00	0.00	2,060.00	HC MATERIALS/SUPPLIES	A 2110.451-15
50.98 3,695.56	7,312.11	11,058.65	-118.35	11,177.00	HS-INSTRUCTIONAL M&S	<u>A 2110.451-14</u>
0.00 1,515.00	0.00	1,515.00	0.00	1,515.00	H.S. HEALTH MATLS. & SUPPLIES	<u>A 2110.451-13</u>
0.00 275.00	0.00	275.00	0.00	275.00	H.S. SPANISH MATLS. & SUPPLIES	<u>A 2110.451-12</u>
0.00 125.00	0.00	125.00	0.00	125.00	H.S. FRENCH MATLS. & SUPPLIES	A 2110.451-11
0.00 1,245.30	2,050.70	3,296.00	-1,796.00	5,092.00	H.S. ART MATLS. & SUPPLIES	A 2110.451-10
0.00 0.00	0.00	0.00	0.00	0.00	H.S. BUSINESS MATLS. & SUPPLIES	A 2110.451-09
0.00 35.15	1,318.85	1,354.00	0.00	1,354.00	H.S. SCIENCE MATLS. & SUPPLIES	A 2110.451-06
0.00 110.79	24.21	135.00	0.00	135.00	H.S. MATHEMATICS MATLS. & SUPPLIES	A 2110.451-05
0.00 723.00	0.00	723.00	0.00	723.00	H.S. HISTORY MATLS. & SUPPLIES	A 2110.451-04
0.00 990.03	9.97	1,000.00	0.00	1,000.00	H.S. ENGLISH MATLS. & SUPPLIES	A 2110.451-03
0.00 258,53	1,442.71	1,701.24	-90.76	1,792.00	H.S. PHYS. ED MATLS. & SUPPLIES	A 2110.451-02
295.00 0.00	2,916.73	3,211.73	464.73	2,747.00	H.S. MUSIC MATLS. & SUPPLIES	A 2110.451-01
289.76 0.00	10,533.40	10,823.16	225.16	10,598.00	ELEM- INSTRUCTIONAL M&S	A 2110.451-00
308.00 0.00	2,200.83	2,508.83	2,508.83	0,00	<b>UPK MATERIALS &amp; SUPPLIES</b>	<u>A 2110.450-PK</u>
0.00 1,594.82	1,346.18	2,941.00	0.00	2,941.00	ELEM. ART MATLS. & SUPPLIES	A 2110.450-10
0.00 0.00	316.09	316.09	16.09	300.00	ELEM. PHYS. ED. MATLS. & SUPPLIES	A 2110.450-02
250.00 8.95	1,199.81	1,458.76	128.76	1,330,00	ELEM. MUSIC MATLS. & SUPPLIES	A 2110.450-01
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Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2250.150-00	TEACHING SALARIES	360,322.00	0.00	360,322.00	259,725.62	0.00	100,596.38
A 2250.160-00	TEACHER AIDE SALARY	16,723.14	0.00	16,723.14	11,640.29	0.00	5,082.85
A 2250,200-00	EQUIPMENT	345.00	0.00	345.00	0.00	0.00	345.00
A 2250.401-00	SPECIAL EDUCATION CONTRACTUAL	0.00	178.50	178.50	178.50	0 00	0.00
A 2250.402-00	PHYSICAL THERAPY CONTRACTUAL	40,000.00	0.00	40,000.00	11,172.50	19,178.00	9,649.50
A 2250.404-00	MILEAGE	2,061.00	-1,458.14	602.86	85.76	0.00	517.10
A 2250.450-00	SPED MATERIALS & SUPPLIES	6,248.00	221.09	6,469.09	6,039.49	429.60	0.00
A 2250.450-10	ELEM. RESOURCE L.D. SUPPLIES	865.00	1,458.14	2,323.14	2,318.05	0.00	5.09
A 2250.450-20	H.S. RESOURCE L.D. SUPPLIES	685.00	0.00	685.00	255.78	0.00	429.22
A 2250.470-00	OUTSIDE SCHOOL TUITION	200,000.00	-157,764.57	42,235.43	0.00	0.00	42,235.43
A 2250.480-00	TEXTBOOKS	1,000.00	0.00	1,000.00	934.01	0.00	65.99
A 2250.481-00	WORKBOOKS	1,000.00	0.00	1,000.00	193.09	0.00	806.91
A 2250.490-00	CTE OCC ED HANDICAPPED-BOCES SERVICES	508,766.00	23,195.09	531,961.09	531,961.09	0.00	0.00
<b>2250</b> A 2259.490-00	PROGRAMS-STUDENTS W/ DISABIL * ELL BOCES SERVICES	<b>1,229,813.17</b> 0.00	<b>-134,169.89</b> 34,740.80	<b>1,095,643.28</b> 34,740.80	<b>885,222.94</b> 34,740.80	<b>19,607.60</b> 0,00	<b>190,812.74</b> 0.00
<b>2259</b> A 2280.490-00	BOCES OCCUPATIONAL ED	<b>0.00</b> 294,565.00	<b>34,740.80</b> 0.00	<b>34,740.80</b> 294,565.00	<b>34,740.80</b> 291,649.90	<b>0.00</b>	<b>0.00</b> 2,915.10
2280	OCCUPATIONAL EDUCATION	294,565.00	0.00	294,565.00	291,649.90	0.00	2,915.10
22	**	1,524,378.17	-99,429.09	1,424,949.08	1,211,613.64	19,607.60	193,727.84
A 2330.490-00	BOCES ALTERNATIVE EDUCATION	22,378.00	0.00	22,378.00	12,004.21	0.00	10,373.78
2330	TEACHING-SPECIAL SCHOOLS	22,378.00	0.00	22,378.00	12,004.21	0.00	10,373.79
23	**	22,378.00	0.00	22,378.00	12,004.21	0.00	10,373.79
<u>A 2610.131-00</u>	LIBRARY ASSISTANT	0.00	0.00	0.00	-857.93	0.00	20 202 .93
A 2610,150-00	LIBRARIAN'S SALARY	103,864.36	0.00	103,864.36	40,173.30	0 00	63,691.06
A 2610,401-00	MILEAGE	200.00	0 00	200.00	0.00	0 00	200.00
A 2610,402-00	A.V. REPAIR	200.00	0.00	200.00	0.00	0.00	200.00
<u>A 2610.451-10</u>	ELEMENTARY A.V. SUPPLIES	200.00	0.00	200.00	0.00	0.00	200.00
A 2610,451-20	SECONDARY A.V. SUPPLIES	200.00	0.00	200.00	0.00	0.00	200.00
A 2610 452-10	ELEM. MATERIALS & SUPPLIES	210.00	0.00	210.00	0.00	0.00	210.00
A 2610.452-20	H.S. MATERIALS & SUPPLIES	210.00	0.00	210 00	0.00	0.00	210.00
<u>A 2610.460-10</u>	ELEM. LIBRARY BOOKS	4,500.00	0.00	4,500.00	1,945.57	1,081 18	1,473.25
		20000					
A 2610.460-20	H.S. LIBRARY BOOKS	00,009,1	0.00	1,600.00	708.23	0.00	891,77

Appropriation Status Detail Report By Function From 7/1/2024 To 6/30/2025

NVISION

REMSEN CSD	REMSEN CSD	c120/2025				7	NVISION
Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
2610	SCHOOL LIBRARY & AUDIOVISUAL	193,584.36	0.00	193,584.36	99,341.06	1,081.18	93,162.12
A 2630.220-00	COMPUTER EQUIPMENT	15,000.00	0.00	15,000.00	0.00	0.00	15,000.00
A 2630.400-00	COMPUTER REPAIRS	2,500.00	0.00	2,500.00	482.50	300.00	1,717.50
A 2630.450-20	<b>COMPUTER MATERIALS &amp; SUPPLIES</b>	10,000.00	49.83	10,049.83	4,288.35	879.77	4,881.71
A 2630.460-00	COMPUTER SOFTWARE	2,449.00	3,873,45	6,322.45	3,791.20	2,531.25	0.00
A 2630.490-00	BOCES DISTANCE LEARNING	313,608.00	0.00	313,608.00	209,697.52	0.00	103,910.48
2630	COMPUTER ASSISTED INSTRUCTION *	343,557.00	64,282.27	407,839.27	278,618.56	3,711.02	125,509.69
26	**	537,141.36	64,282.27	601,423.63	377,959.62	4,792.20	218,671.81
A 2810.150-00	GUIDANCE COUNSELOR'S SALARY	135,167.00 05 114 nn	0.00	135,167.00	106,876.03	0.00	28,290.97
A 2810.160-00	GUIDANCE AIDE SALARY	40,713.00	0.00	40,713.00	29,407.34	0.00	11,305.66
A 2810.400-00	MILEAGE	1,590.00	0.00	1,590.00	190.70	0.00	1,399.30
A 2810.450-10	ELEM. MATERIALS & SUPPLIES	300.00	263.21	563.21	350.22	212.99	0.00
A 2810.450-20	H.S. MATERIALS & SUPPLIES	1,070.00	0.00	1,070.00	816.42	0,00	253.58
A 2810.451-AD	MATERIALS & SUPPLIES - AIR DROP PROGRAM - E. LAUREY	0.00	0.00	0.00	-444.34	344.34	100.00
2810	GUIDANCE-REGULAR SCHOOL	263,954.00	263.21	264,217.21	196,222.39	557.33	67,437.49
A 2815.160-00	NURSE SALARIES	125,911.72	-17,160.00	108,751.72	76,428.50	0.00	32,323.22
A 2815.200-10	ELEM EQUIPMENT	200.00	0.00	200.00	0.00	0.00	200.00
A 2815.200-20	MEDICAL EQUIPMENT HS	320.00	0.00	320.00	0.00	0.00	320.00
A 2815,401-00	MILEAGE	150.00	48.00	198.00	00 66	99.00	0.00
A 2815.402-00	AUDIOMETER REPAIR	200.00	30.00	230.00	0.00	230.00	0.00
A 2815.403-00	<b>CONTRACTUAL EXPENSES - NURSE</b>	250.00	17,250.00	17,500.00	4,570.50	12,929.50	0.00
A 2815.450-00	MATERIALS & SUPPLIES	1,400.00	511.14	1,911.14	1,907.47	0.00	3.67
A 2815.450-10	ELEMENTARY NURSE'S OFFICE SUPPLIES	762.00	0.00	762.00	345.40	0.00	416.60
A 2815,450-20	HS NURSE'S OFFICE SUPPLIES	660.00	0.00	660.00	336,83	0.00	323.17
A 2815,490-00	BOCES RN PRACT. & DOCTOR	16,000.00	0.00	16,000.00	13,352.32	0.00	2,647.68
2815	HEALTH SERVICES-REGULAR SCHOOL *	145,853.72	679.14	146,532.86	97,040.02	13,258.50	36,234.34
A 2820.150-00	SCHOOL PSYCHOLOGIST	120,945.90	0.00	120,945.90	83,921.95	0.00	37,023.95
A 2820.401-00	MILEAGE	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 2820,450-00	MATERIALS & SUPPLIES	300.00	0.00	300.00	0.00	0.00	300.00
2820	PSYCHOLOGICAL SRVC-REG SCHOOL *	122,745.90	0.00	122,745.90	83,921.95	0.00	38,823.95
05/02/2025 12:26	CO-CURRICULAR ADVISORS	47,000.00	0.00	47,000.00	3,801.00	0.00	43,19
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Appropriation Status Detail Report By Function From 7/1/2024 To 6/30/2025

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410.00	0.00	40.00	450.00	0.00	450.00	ASSOCIATION DUES	<u>A 5510.403-01</u>
189.82	538.41	57.03	785.26	85.26	700.00	MILEAGE & TOLLS	A 5510,402-00
393.58	0.00	3,006.42	3,400.00	0.00	3,400.00	BUS UNIFORMS	A 5510,401-00
11,328.00	2,111.27	4,059.65	17,498.92	498.92	17,000.00	TRANSPORTATION CONTRACTUAL	<u>A 5510.400-00</u>
963.81	0.00	38,111.66	39,075.47	0.00	39,075.47	BUS MONITOR	A 5510.169-00
24,403.45	0.00	115,769.55	140,173.00	0.00	140,173.00	MECHANIC SALARIES	<u>A 5510.166-00</u>
2,495.32	0.00	12,504.68	15,000.00	0.00	15,000.00	INTERSCHOLASTIC TRANS. SALARIES	A 5510,165-00
2,840.05	0.00	4,227.40	7,067.45	0.00	7,067.45	FIELD TRIP SALARIES	A 5510.163-00
42,162.07	0.00	11,364.28	53,526.35	0.00	53,526.35	SUBSTITUTE BUS DRIVERS' SALS.	A 5510.162-00
101,079.29	0.00	187,420.75	288,500.04	0.00	288,500.04	<b>BUS DRIVERS' SALARIES</b>	A 5510.161-00
3,699.98	0.00	20,348.02	24,048.00	0.00	24,048.00	<b>BUSINESS ADMINISTRATOR'S SALARY</b>	A 5510.150-00
2,039,245.17	83,895.98	4,978,940.08	7,102,081.23	-26,505.61	7,128,586.84	***	2
257,588.52	17,987.05	487,567.67	763,143.24	5,489.62	757,653.62	PSYCHOLOGICAL SRVC-REG SCHOOL **	28
71,188.74	4,171.22	103,787.31	179,147.27	4,547.27	174,600.00	INTERSCHOL ATHLETICS-REG SCHL *	2855
0.00	0.00	3,830.60	3,830.60	2,980.60	850.00	BOCES INTERSCHOLASTIC SVCS.	A 2855.490-00
1,528.04	358.00	3,613.96	5,500.00	0.00	5,500.00	TOURNAMENT FEES	A 2855,453-00
3,278.70	2,653.25	1,068.05	7,000.00	0.00	7,000.00	<b>ATHLETIC AWARDS &amp; TROPHIES</b>	A 2855.452-00
2,338.96	0.00	3,161.04	5,500.00	0.00	5,500.00	UNIFORMS	A 2855.451-01
1,347.88	44.58	1,107.54	2,500.00	0.00	2,500.00	ATHLETIC FIELD MAINTANENCE	A 2855,451-00
2,982.06	138.35	6,225.81	9,346.22	-153.78	9,500.00	ATHLETIC MATERIALS & SUPPLIES	A 2855.450-00
1,800.00	0.00	0.00	1,800.00	0.00	1,800.00	SECTION III DUES	A 2855,406-00
0.00	0.00	550.00	550.00	0.00	550.00	LEAGUE DUES	A 2855.405-00
0.00	262.04	387.96	650.00	0.00	650.00	MILEAGE - ATHLETIC DIRECTOR	A 2855.403-00
150.00	0.00	1,050.00	1,200.00	0.00	1,200.00	NYS ATHLETIC ASSOCIATION DUES	A 2855.402-00
0.00	0.00	1,700.45	1,700.45	1,200.45	500.00	TOURNAMENT TRAVEL EXPENSES	A 2855.401-02
1,018.75	0.00	1,481.25	2,500.00	0.00	2,500.00	REFEREE- MILEAGE	A 2855.401-01
8,469.85	0.00	15,530.15	24,000.00	0.00	24,000.00	REFEREES & OFFICIALS' FEES	A 2855.401-00
0.00	715.00	1,345.00	2,060.00	520.00	1,540.00	ATHLETIC CONTRACTUAL	A 2855.400-00
172.00	0.00	3,838.00	4,010.00	0.00	4,010.00	EQUIPMENT	A 2855.200-00
1,637.50	0.00	5,362.50	7,000.00	0.00	7,000.00	INST CHAPERONE/TIMEKEEPER	A 2855.152-00
46,465.00	0.00	53,535.00	100,000.00	0.00	100,000.00	INTERSCHOLASTIC COACHES	A 2855.150-00
43,904.00	0.00	6,596.00	50,500.00	0.00	50,500.00	CO-CURRICULAR ACTIV-REG SCHL	2850
705.00	0.00	2,795.00	3,500.00	0.00	3,500.00	INSTRUCTIONAL CHAPERONES	A 2850.152-00
Available	EUCHIINELEO	Expensed	Adj. Budget	Adjustments	Budget	Description	Account

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Appropriation Status Detail Report By Function From 7/1/2024 To 6/30/2025

109,655.44	188,258.24	2,273,424.58	2,571,338.26	31,380.01	2,539,958.25	HOSPITAL, MEDICAL & DENTAL INS *	9060
0.00	377.18	78,835.43	79,212,61	23,515.36	55,697.25	DENTAL & VISION INSURANCE	A 9060.810-00
109,655.44	187,881.06	2,182,076.75	2,479,613.25	-4,647.75	2,484,261.00	HEALTH INSURANCE	A 9060.800-00
0.00	0.00	12,512.40	12,512.40	12,512.40	0.00	BOCES HEALTH COORDINATOR SERVICES	A 9060.490
7,177.06	0.00	2,822.94	10,000.00	0.00	10,000.00	UNEMPLOYMENT INSURANCE *	9050
<b>23,275.12</b> 7,177.06	0,00	27,724.88 2,822.94	<b>51,000.00</b> 10,000.00	0.00	10,000.00	UNEMPLOYMENT INSURANCE	A 9050.800-00
						WORKERS' COMDENSATION *	0040
<b>224,601.66</b> 23,275.12	<b>0.00</b>	<b>278,052.76</b> 27,724.88	<b>502,654.42</b> 51,000.00	<b>0.00</b>	<b>502,654.42</b> 51,000.00	* WORKERS' COMPENSATION	9030 A 9040.800-00
<b>579,166.69</b> 224,601.66	<b>0.00</b>	<b>0.00</b> 278,052.76	<b>579,166.69</b> 502,654.42	<b>0.00</b> 0.00	<b>579,166.69</b> 502,654.42	* SOCIAL SECURITY	<b>9020</b> <u>A 9030.800-00</u>
579,166.69	0.00	0.00	579,166.69	0.00	579,166.69	N.Y. STATE TEACHERS' RETIREMENT	A 9020.800-00
10.861.56	0.00	120.298.21	131,159,77	-29,696.85	160,856.62	STATE RETIREMENT *	9010
<b>252,631.19</b> 10,861.56	<b>49,784.69</b> 0.00	<b>527,281.31</b> 120,298.21	<b>829,697.19</b> 131,159.77	<b>12,025.57</b> -29,696.85	<b>817,671.62</b> 160,856.62	*** N.Y. STATE EMPLOYEES' RETIREMENT	5 A 9010.800-00
252,631.19	49,784.69	527,281.31	829,697.19	12,025.57	817,671.62	DISTRICT TRANSPORT-MEDICAID **	55
14,593.00	8,839.95	20,203.90	43,636.85	15,136.85	28,500.00	GARAGE BUILDING	5530
0.00	871.55	6,717.30	7,588.85	3,588.85	4,000.00	MATERIALS & SUPPLIES	<u>A 5530.450-00</u>
0.00	7,000,00	0.00	7,000.00	0.00	7,000.00	ELECTRIC	A 5530.406-00
1,000.00	0.00	0.00	1,000.00	0.00	1,000.00	TELEPHONE EXPENSE	A 5530.404-00
1,500.00	0.00	0.00	1,500.00	0.00	1,500.00	BURNER REPAIR	A 5530.402-00
10,000.00	0.00	0.00	10,000.00	0.00	10,000.00	FUEL OIL	A 5530.401-00
238,038.19 2,093.00	<b>40,944.74</b> 968.40	<b>507,077.41</b> 13,486.60	<b>786,060.34</b> 16,548.00	<b>-3,111.28</b> 11,548.00	7 <b>89,171.62</b> 5,000.00	CONTRACTUAL/REPAIRS	5510 A 5530,400-00
1,732.55	0.00	2,267.45	4,000.00	0.00	4,000.00	BOCES DRUG TESTING	A 5510.490-00
5,804.87	0.00	0.00	5,804.87	-195.13	6,000.00	COMPUTER SOFTWARE	A 5510.455-00
0.00	0.00	8,013.54	8,013.54	513.54	7,500.00	TIRES	A 5510.454-00
5,489.98	327 94	1,182.08	7,000.00	0.00	7,000.00	OIL	A 5510.453-00
10,000.00	24,653.40	45,346.60	80,000.00	0.00	80,000.00	GASOLINE & DIESEL FUEL	A 5510,452-00
16,336.51	10,377.95	19,681.63	46,396.09	-3,603.91	50,000.00	BUS PARTS	A 5510.451-00
2,000.00	0.00	0.00	2,000.00	0.00	2,000.00	EQUIPMENT REPAIRS	A 5510.410-00
3,264.31	0.00	20,467.00	23,731.31	0.00	23,731.31	LIABILITY & UMBRELLA INS.	A 5510.408-00
3,444.60	2,935.77	13,209.67	19,590.04	-409.96	20,000.00	OUTSIDE BUS REPAIR	A 5510.405-00
Available	Encumbered	Expensed	Aaj, Buaget	Aujusuiieius	Jafinna	Description	ACCOUNT

NVISION

Appropriation Status Detail Report By Function From 7/1/2024 To 6/30/2025

NUISION

A	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
ACCOUNT			94 203 F	3 845 319 14	2.702.323.37	188,258.24	954,737.53
06		3,043,033.30	1,000.10			000	107 739 42
A 9701 700-00	SERIAL BONDS - INTEREST	238,292.00	0.00	238,292.00	130,552.58	0.00	
		238,292,00	0.00	238,292.00	130,552.58	0.00	107,739.42
10/6	SEDIAL BONDS - PRINCIPAL	584,850.00	0.00	584,850.00	63,518.86	0.00	521,331,14
A 97 1 1.00-00						000	E24 224 44
0744	SEDIAL BOND *	584,850.00	0.00	584,850.00	63,518.86	0.00	021,001.14
	SERIAL BONDS BUS PRINCIPAL PAYMENTS	146,888.00	0 00	146,888.00	146,888.00	0.00	0,00
A 9712 200-00	SERIAL BONDS BUS INTEREST PAYMENTS	18,472.00	0.00	18,472.00	18,450,79	0,00	21.21
		165.360.00	0.00	165,360.00	165,338.79	0.00	21.21
7116	**	988,502.00	0.00	988,502.00	359,410.23	0.00	629,091.77
7 0001 050	INTERFIIND TRANSFER TO SPECIAL AID	0.00	8,551.80	8,551.80	8,551.80	0.00	0.00
N 3301,330	FUND						
2001		0.00	8,551.80	8,551.80	8,551.80	0.00	0.00
A 9950.900-00	TRANSFER TO CAPITAL FUND	100,000.00	0.00	100,000.00	0.00	0.00	100,000.00
0050	*	100,000.00	0.00	100,000.00	0.00	0.00	100,000.00
00	**	100,000.00	8,551.80	108,551.80	8,551.80	0.00	100,000.00
0	****	4,932,137.98	10,234.96	4,942,372.94	3,070,285.40	188,258.24	1,683,829.30
	Fund ATotals:	14,677,461.30	25,619.87	14,703,081.17	9,902,611.58	453,744.65	4,346,724.94
	Grand Totals:	14,677,461.30	25,619.87	14,703,081.17	9,902,611.58	453,744.65	4,346,724.94

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# REMSEN CENTRAL SCHOOL DISTRICT REMSEN, NY

	TREASURER'S REPORT	
	March 31, 2025	
GENERAL FUND	A	TREASURER'S REPORT
		BANK RECONCILIATION
GENERAL FUND TAX COLLECTION		TREASURER'S REPORT
SCHOOL LUNCH	С	TREASURER'S REPORT
		BANK RECONCILIATION
SCHOLARSHIP FUND	TE	TREASURER'S REPORT
	TN	BANK RECONCILIATION
		INTEREST WORKSHEET
PAYROLL		TREASURER'S REPORT
		BANK RECONCILIATION
CAPITAL FUND	Н	TREASURER'S REPORT
		BANK RECONCILIATION
DEBT SERVICE	V	TREASURER'S REPORT
		BANK RECONCILIATION
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FEDERAL FUND	F	TREASURER'S REPORT
		BANK RECONCILIATION

REMSEN CENTRAL SCHOOL DISTRICT March 31, 2025

(274.94) 13,749.70 (37,461.60) 17,449.56 112,832.89 \$136,544.79 112,832.89 95,658.27 Special Aid ŝ ŝ ŝ ŝ \$ \$57.16 3,364,874.94 3,364,874.94 3,364,874.94 \$3,364,817.78 ŝ ŧ. Uebu service/keserve Acct (49,540.21) \$ 629,646.32 \$ ŝ 515.76 618,681.58 618.681.58 (11,480.50) \$666,857.72 1,364.07 **Capital Fund** ŝ (348,453.81) \$ ŝ ŝ ŝ (3,641.59) 2,002.64 18,747.03 (13,102.80) 348,454.07 2,002.64 2,002.38 Payroll ŝ ŝ ŝ ŝ ŝ S ŝ 3.94 231,859.68 \$231,859.68 231,859.68 \$231,855.74 ŧ Ð ł Scholarship ŝ ŝ ŝ (27,357.43) \$ 20,124.80 \$ \$ (3,932.32) 24,057.12 18,460.53 \$29,021.70 20,124.80 R. School Lunch ŝ \$ (00.000,005) ŝ ŝ 776,527.91 \$ 776,527.91 \$ 15.93 76,527.91 1,276,511.98 'n Tax Collection 2,716.12 \$ ŝ ŝ (842,084.70) \$ ŝ (272,622.13) 3,952,620.39 3,458,115.83 3,682,714.38 3,682,714.38 1,066,683.25 General Fund ŝ ŝ ŝ ŝ ŝ ŝ **Outstanding Checks** Beginning Balance Reconciling Items Disbursements Bank Balance Receipts Balance Balance

Sol a Addibbes 4 A

	\$ (13,102.80) \$ 515.76 \$ 17,449.56		3	
	\$ (13,102.80) \$		4	
	2,732.62		(16.50)	
2	RECONCILING ITEMS arly Payroll Tax Pymnt & Transfer of funds	for 4/3/25 payroll	ERS (March) Refund Due to Employee in April	

	ACCOUN	GENERAL FU T GENERAL FUND 2774 & TREASURER'S MONT	& TRUST & AGENCY THLY REPORT	/ 3053		
FROM:	March 1, 202	For the per 25	TO:	March 31, 2025		
Total available balance as reported at				General Fund	\$	1,066,683.2
RECEIPTS DURING MONTH						
(With breakdown of source including Date	g full amount of all short term Source	loans)		Amount		
March 31	Interest General Fund			39.76		
31	Interest ⊤ & A			2.38		
March	Retiree Insurance Payme			7,865.15		
3	SAT/PSAT Student Exam			498.00 5,403.13		
4 6	BOCES - Erate Reimburse Lost Library Book Reimbu			10.00		
12	VLT & Gen Aid Pymnt Re			951,368.85		
14	Empire Recycling - sale of			106.49		
20	Excess Cost Aid Payment			529,283.70		
20	Hardware, Software, Tex			30,874.00		
24	Federal Aid payments red			98,427.15		
26	PMA Workers Comp Reir	nb		3,941.55		
26	Utica National Ins Claim I	Reimb		4,306.37		
27	Commercial Gaming Aid	received		25,592.16		
27	Gen Aid payments receiv	ed		1,221,168.62		
March	Transfer from Tax Accou	nt		500,000.00		
March	Transfer to clear due to/o	due from School Lunch		15,900.11		
March	Transfers for payroll			63,328.41		
	Total Receipts, including	Total Receipts			\$ \$	3,458,115.8 4,524,799.0
	Total Necelpts, melduling	balance			Ŧ	.,,
DISBURSEMENTS MADE DURING MC BY CHECK	<u>DNTH</u>					
From Check No. 3/6/2	.025 38021	To Check No.	38021	660.95	A-70	
3/13/2		To Check No.	38059	54,041.59	A-72	
3/20/2	2025 38060	To Check No.	38062	2,165.95	A-73	
3/27/2	.025 38063	To Check No.	38097	270,848.18	A-75	
		To Check No.				
Y DEBIT CHARGE						
	Loan/Transfers to Federa	al Fund, Payroll, etc.		14,379.44		
	OMNI Wire - Payroll			10,049.62		
	Wire - Debt Service Paym	nents				
	Neopost	1		500.00		
	ERS Withholdings (March	1)		2,595.91 5,581.50		
	Credit Union Wires Transfer to Capital Fund	warrants/navroll		1,352.76		
	Payroll Transfers for Net			479,908.80		
	(Total amo	ount of checks issued and	debit charges)		\$	842,084.7
	Cash Balance as shown b	y records			\$	3,682,714.3
ECONCILIATION WITH BANK STATE	MENT					
	n bank statement, end of mon	th-Trust & Agency		238,393.20		
Balance given or	h bank statement, end of mon	th-General Fund		3,714,227.19		
Less total of out:	standing checks-General Fund	. See Attached list from N	Vvision	(272,622.13)		
	nsfers & Taxes paid for 4/3/25 und Due to Employee in April	payroll		2,732.62 (16.50)		
Net balance in b				3,682,714.38	90	
Total available b	alance				\$	3,682,714.3
	ith Cash Balance above if there	e is a true reconcilation)				
Received by the Board of Education a		e is a true reconcilation)		that the above Cash Balance is my bank statement as reconci		

REMSEN CENTRAL SCHOOL GENERAL FUND

part of the minutes of the board meeting held

agreement with my bank statement as reconciled

CLERK OF BOARD OF EDUCATION PREPARED BY Linber 1

TREASURER OF SCHOOL DISTRICT



# Account: ADK General Fund Checking Cash Account(s): A 200

Ending Bank Balance: Outstanding Checks (See listing below); Deposits in Transit: Other Credits: Other Debits:	- + +	3,952,620.39 272,622.13 0.00 2,732.62 16.50
Adjusted Ending Bank Balance:		3,682,714.38
Cash Account Balance:		3,682,714.38

# **Outstanding Check Listing**

Check Date	Check Number	Payee	Amount
11/07/2024	37651	NOAH SWANK	25.00
02/13/2025	37944	KURT CROSSETT	32.48
02/13/2025	37957	NYSSMA	225.00
03/13/2025	38024	JOSEPH BESSMER	16.97
03/13/2025	38027	JERRY BUTLER	118.75
03/13/2025	38034	ANGELO FARO	158.75
03/13/2025	38045	WILLIAM A. METZ	128.25
03/13/2025	38052	REMSEN EXTRACURRICULAR FUND	500.00
03/27/2025	38063	A-VERDI LLC	297.00
03/27/2025	38064	ALDER CREEK GOLF COURSE	1,400.00
03/27/2025	38065	ALLTECH INTEGRATIONS, INC.	1,469.27
03/27/2025	38066	AMAZON CAPITAL SERVICES	660.15
03/27/2025	38067	BUELL FUELS LLC	729.03
03/27/2025	38068	CHITTENANGO VARSITY CLUB	40.00
03/27/2025	38069	CINTAS CORPORATION	109.20
03/27/2025	38070	CSEA EMPLOYEE BENEFIT FUND	151.90
03/27/2025	38071	DARROW'S ADIRONDACK MOTORS	1,061.32
03/27/2025	38072	DEVELOPMENTAL THERAPY ASSOC	1,287.00
03/27/2025	38073	GRAINGER	698.33
03/27/2025	38074	HOLLAND PATENT VARSITY GIRLS TRACK	250.00
03/27/2025	38075	JW PEPPER & SON INC	101.57
03/27/2025	38076	LEONARD BUS SALES INC	59.55
03/27/2025	38077	LICENSE MONITOR II LLC.	31.56
03/27/2025	38078	LIGHTS AUTO PARTS INC	161.05
03/27/2025	38079	AMY MARKOWICZ	118.75
03/27/2025	38080	MOBILETECH COMUNICATION CORP.	589.00
03/27/2025	38081	NYS DEPT ENVIRONMENTAL CONSERVATION	110.00
03/27/2025	38082	WILLIAM OBERNESSER JR	31.35
03/27/2025	38083	MELISSA OBERNESSER	129.67
03/27/2025	38084	OHM BOCES	1,152.00
03/27/2025	38086	OHM BOCES	246,401.02
03/27/2025	38087	SANYA PELRAH	31.40
03/27/2025	38088	AMY PIASCHYK	58.54
03/27/2025	38089	RID-O-VIT	60.00
			Bago

# NVISION

# **REMSEN CSD**

# Bank Reconciliation for period ending on 3/31/2025

Check Date	Check Number	Payee	Amount
03/27/2025	38090	RUSH HENRIETTA BOOSTER CLUB INC	250.00
03/27/2025	38091	SAFELITE AUTOGLASS	370.30
03/27/2025	38092	SAUQUOIT VALLEY VARSITY CLUB-TRACK & FIELD	300.00
03/27/2025	38093	SENTINEL MEDIA CO.	664.70
03/27/2025	38094	SIMONS FAMILY FARM	4,025.00
03/27/2025	38095	TURNER LUMBER CO	26.97
03/27/2025	38096	VILLAGE OF REMSEN	8,341.30
03/27/2025	38097	VVS SPORTS BOOSTER CLUB	250.00
		Outstanding Check Total:	272,622.13

Haberly Prepared By

Approved By

# REMSEN CENTRAL SCHOOL TAX COLLECTION ACCOUNT ACCOUNT 1859 TREASURER'S MONTHLY REPORT

# For the period

FR	OM:	March 1, 2025		TO:	March 31, 2025	
Total available bal	\$1,276,511.98					
RECEIPTS DURING (With breakdown Date		cluding full amount of Source	all short term loa	ans)	Amount	
March	31	Interest			15.93	
			Total Receipts			15.93
		Total Receipts, inclu	ding balance			\$1,276,527.91
DISBURSEMENTS	MADE DURII	NG MONTH				
BY DEBIT CHARGE		Transfers to General	l Fund		500,000.00	
		CD Investment	(Total amount of	f debit charges)	0.00	\$500,000.00
		Cash Balance as sho	wn by records			\$776,527.91
RECONCILIATION	WITH BANK	STATEMENT				
Ba	lance given o	on bank statement, en	d of month		776,527.91	
Re	conciling Ite	ms:			121	
Ne	et balance in	bank			776,527.91	
	tal available					\$776,527.91
(	Must agree v	with Cash Balance abo	ve if there is a tru	ue reconcilation	ר)	
Received by the Bo part of the minute		ation and entered as d meeting held		This is to certify that Balance is in agreeme bank statement as re	ent with my	

TREASURER OF SCHOOL DISTRICT

CLERK OF BOARD OF EDUCATION

Kiberly OHibbard, CBO



# Account: ADK Tax Collection Account Cash Account(s): A 20001

Ending Bank Balance: Outstanding Checks (See listing below): Deposits in Transit: Other Credits: Other Debits:	- + +	776,527.91 0.00 0.00 0.00 0.00 0.00
Adjusted Ending Bank Balance:	и	776,527.91
Cash Account Balance:		776,527.91

Payee

# **Outstanding Check Listing**

Check Date

Check Number

Outstanding Check Total:

0.00

Amount

Sonberly Oct CBD Prepared By

Approved By

# REMSEN CENTRAL SCHOOL SCHOOL LUNCH ACCOUNT 3061 TREASURER'S MONTHLY REPORT

# For the period

FROM	: March 1, 202	5	TO:	March 31, 2025	
Total available bala	nnce as reported at the en	d of preceding perio	od		\$29,021.70
RECEIPTS DURING (With breakdown Date	MONTH of source including full an Source	nount of all short te	rm loans)	Amount	
March 31	Interest 25 Transfer to clear due	from other fund Total Receipts		0.53 18,460.00	18,460.53
	Total Receipts, inclue	ling balance			\$47,482.23
DISBURSEMENTS N	ADE DURING MONTH				
BY CHECK From Check No.	3706	To Check No	3706	3,932.32	
BY DEBIT CHARGE	To Clear Due to GF To Clear Due to FF			15,900.11 7525.00	
		(Total amount of	checks issued an	d debit charges)	\$27,357.43
	Cash Balance as show	vn by records		=	\$20,124.80
RECONCILIATION V	VITH BANK STATEMENT				
Balan	ce given on bank statemer	nt, end of month		24,057.12	
Less to	otal of outstanding checks	- See Attached Rep	oort from Nvision	(3,932.32)	
Net ba	alance in bank			20,124.80	
	available balance st agree with Cash Balance	e above if there is a	true reconcilatic	on) =	\$20,124.80
	ard of Education and ente of the board meeting hel			This is to certify that the Balance is in agreement bank statement as recor	with my

CLERK OF BOARD OF EDUCATION

mberly ard, CBO PREPARED BY

TREASURER OF SCHOOL DISTRICT



# Account: ADK School Lunch Fund Checking

Cash Account(s): C 200

Ending Bank Balance: Outstanding Checks (See listing below): Deposits in Transit: Other Credits: Other Debits:	- + +	24,057.12 3,932.32 0.00 0.00 0.00
Adjusted Ending Bank Balance:		20,124.80
Cash Account Balance:		20,124.80

# **Outstanding Check Listing**

-	+			
Check Date	Check Number	Payee		Amount
03/27/2025	3706	OHM BOCES		3,932.32
			Outstanding Check Total:	3,932.32

Kiberly Hibberd, Prepared By CBO

Approved By

# REMSEN CENTRAL SCHOOL SCHOLARSHIP CM FUND ACCOUNT 3088 TREASURER'S MONTHLY REPORT

# For the period

	FROM:	March 1, 2025	TO:	March 31, 2025	
		ted at the end of preceding period ted at the end of preceding period		TN200 TE200	\$113,850.00 \$118,005.74 \$231,855.74
RECEIPTS DURING (With breakdown Date		luding full amount of all short ter Source	m loans)	Amount	<i>\$251,055.74</i>
Date		Source		Amount	
March	31	Interest		3.94	
		Total Re	ceipts		3.94
		Total Receipts, including balance	ce		\$231,859.68
DISBURSEMENTS N	ADE DURIN	<u>G MONTH</u>			
BY CHECK From Check No.		To Check	< No		
BY DEBIT CHARGE		(Total ar	nount of checks iss	ued and debit charges)	\$0.00
		Cash Balance as shown by reco	rds	=	\$231,859.68
	<u>WITH BANK S</u>	TATEMENT			
	_	en on bank statement, end of mor outstanding checks	nth	231,859.68	ž
	Net balance	in bank		231,859.68	
	Total availa (Must agre	ble balance ee with Cash Balance above if the	re is a true reconci	lation)	\$231,859.68
Received by the Bo	ard of Educa	tion and entered as		This is to certify that the above C	ash

part of the minutes of the board meeting held

This is to certify that the above Cash Balance is in agreement with my bank statement as reconciled

CLERK OF BOARD OF EDUCATION

Kniberly Adhibbard, CBO PREPARED BY TREASURER OF SCHOOL DISTRICT



# Account: ADK Scholarship Fund Checking Cash Account(s): TE 200, TN 200

Ending Bank Balance: Outstanding Checks (See listing below): Deposits in Transit: Other Credits: Other Debits:	- + +	231,859.68 0.00 0.00 0.00 0.00
Adjusted Ending Bank Balance:		231,859.68
Cash Account Balance:		231,859.68

# **Outstanding Check Listing**

Check Date	Check Number	Payee	Amount

Outstanding Check Total:

0.00

Korbeslyld here Prepared By

Approved By

											54.76				57.16				
				CKEUII	20.82	1.70	1.07	8.79	5.03	17.36				2.40					
				54.76									2.40						
				A231	A878	A881	A882	A883	A887	A891			V200	V2401					
			ENDING BALANCE	1,225,410.67	100,035.05	63,152.04	517,288.74	295,878.56	1,021,891.94	141,217.94		3,364,874.94			BALANCE	3,223,657.00	141,217.94	3,364,874.94	3,364,874.94
			DEP/WTHDR E												INTEREST	54.76	2.40	57.16	
ARNINGS	S		NTEREST	20.82	1.70	1.07	8.79	5.03	17.36	2.40		57.16							щ
N CSD EREST E	ACCOUNTS		%	36.42%	2.97%	1.88%	15.37%	8.79%	30.37%	4.20%		100.00%							BALANCE
REMSEN CSD PRORATION OF INTEREST EARNINGS	RESERVE A	57.16	BEG BALANCE	1,225,389.85	100,033.36	63,150.97	517,279.95	295,873.53	1,021,874.58	141,215.54		3,364,817.78				TOTAL RESERVES	TOTAL DEBT	TOTAL BALANCE	BANK STATEMENT
				A878	A881	A882	A883	A887	A891	V200									
		March 31, 2025 INTEREST EARNED	NAME	CAPITAL RESERVE 2023	RESERVE FOR TRS	RESERVE FOR REPAIRS	RESERVE FOR RETIRE	RESERVE FOR BENEFITS	17-18 CAPITAL RESERVE	DEBT SERVICE		TOTALS							

# REMSEN CENTRAL SCHOOL PAYROLL ACCOUNT ACCOUNT 3029 TREASURER'S MONTHLY REPORT

# For the period

			i di the per			
FRO	M:	March 1, 20	)25	TO:	March 31, 2025	
Total available bala	nce as reported	at the end of ,	preceding period			2,002.38
RECEIPTS DURING I (With breakdown o Date	of source includi	ng full amoun burce	t of all short term loa	ns)	Amount	
March	3/6/2025 Ne 3/20/2025 Ne 3/31/2025 Int	t Payroll			158,858.79 189,595.02 0.26	
			Total Receipts			348,454.07
	To	otal Receipts, i	including balance			350,456.45
DISBURSEMENTS N	1ADE DURING M	ONTH				
BY CHECK From Check No	3/6/2025 3/20/2025	79119 79131	To Check No.	79130 79146	8,265.56 20,363.89	
BY DEBIT CHARGE Direct Deposits	3/6/2025 3/20/2025				150,593.23 169,231.13	5
			(Total amount of	checks issued	and debit charges)	348,453.81
	Ca	ish Balance as	shown by records			2,002.64
RECONCILIATION W	VITH BANK STAT	EMENT				
Bala	ance given on ba	nk statement,	end of month		18,747.03	
Net	s total of outstan balance in bank y Transfer of fun	(3,641.59) 15,105.44 (13,102.80)				
	al available balar Iust agree with C		above if there is a true	e reconcilation	)	2,002.64
Received by the Boa part of the minutes		This is to certify that the Balance is in agreement bank statement as recor	with my			
CLERK OF BOARD	OF EDUCATION				TREASURER OF SCHOOL	DISTRICT

Rentuslegatibbard, CBD PREPARED BY



# Account: ADK Payroll Fund Checking

Cash Account(s): A 202

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Ending Bank Balance: Outstanding Checks (See listing below): Deposits in Transit: Other Credits: Other Debits:	- + +	18,747.03 3,641.59 0.00 0.00 13,102.80
Adjusted Ending Bank Balance:		2,002.64
Cash Account Balance:		2,002.64

# **Outstanding Check Listing**

Check Date	Check Number	Payee		Amount
03/20/2025	79145	JAMES S. WILDER		3,641.59
			Outstanding Check Total:	3,641.59

Korberly Hibbard, CBO Prepared By 10

Approved By

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#### REMSEN CENTRAL SCHOOL CAPITAL FUND CHECKING ACCOUNT 3045 TREASURER'S MONTHLY REPORT

#### For the period

	FROM:	March 1, 2	2025	то:	March 31, 2025	
Total available ba	lance as repor	ted at the end of pre	ceding period			\$666,857.72
RECEIPTS DURING (With breakdown Date		luding full amount o Source	f all short term loans)		Amount	
March	31 MARCH	Interest Transfer from Gene	eral Fund		11.31 1,352.76	
			Total Receipts			1,364.07
		Total Receipts, incl	uding balance			\$668,221.79
DISBURSEMENTS	MADE DURIN	<u>G MONTH</u>				
BY CHECK						
From Check No.	3/13/2025		To Check No.	1411	\$10,764.75	
	3/13/2025		To Check No.	1412	500.00	
	3/27/2025	1413	To Check No.	1413	1,480.50	
BY DEBIT CHARGE			Payroll		2,418.07	
		5 TO CLEAR DUE TO			6,222.65	
	3/28/202	5 TO CLEAR DUE TO	OTHER FUND		28,154.24	
			(Total amount of	checks issued and	debit charges)	\$49,540.21
		Cash Balance as sh	own by records			\$618,681.58
RECONCILIATION	WITH BANK S	TATEMENT				
	Balance give	en on bank statemen	t, end of month		629,646.32	
	Less total of	outstanding checks			(11,480.50)	
	Net balance	in bank			618,165.82	
	3/26/202	5 Early Payroll Transf	er for 4/3/25 payroll		515.76	
	Total availat	ole balance				\$618,681.58
	(Must agre	ee with Cash Balance	above if there is a true	e reconcilation)	_	
		tion and entered as			This is to certify that the ab	

part of the minutes of the board meeting held

This is to certify that the above Cash Balance is in agreement with my bank statement as reconciled

CLERK OF BOARD OF EDUCATION

PREPARED BY

TREASURER OF SCHOOL DISTRICT

Account: Cash Account(s):	ADK Capital Fund Checking H004 200, H009 200, H 200, H20200 H2023CP 200, H2024BUS 200, H20 200, H2223CO 200, H2324CO 200, H	25BUS 200, H2025FLOOR
Ending	Pank Palanaa:	629 646 32

Ending Bank Balance:		629,646.32
Outstanding Checks (See listing below):	-	11,480.50
Deposits in Transit:	+	0.00
Other Credits:	+	515.76
Other Debits:	( <b>*</b> )	0.00
Adjusted Ending Bank Balance:		618,681.58
Cash Account Balance:		618,681.58

#### **Outstanding Check Listing**

Check Number	Payee	Amount
1407	KING & KING ARCHITECTS	500.00
1408	CONSTRUCTION ASSOCIATES LLC	10,000.00
1409	FERRARA FIORENZA PC	376.00
1410	CONSTRUCTION ASSOCIATES LLC	10,000.00
1411	R.G. TIMBS, INC.	764.75
1412	KING & KING ARCHITECTS	500.00
1413	FERRARA FIORENZA PC	1,480.50
	Outstanding Check Total:	11,480.50
	1407 1408 1409 1410 1411 1412	<ul> <li>1407 KING &amp; KING ARCHITECTS</li> <li>1408 CONSTRUCTION ASSOCIATES LLC</li> <li>1409 FERRARA FIORENZA PC</li> <li>1410 CONSTRUCTION ASSOCIATES LLC</li> <li>1411 R.G. TIMBS, INC.</li> <li>1412 KING &amp; KING ARCHITECTS</li> <li>1413 FERRARA FIORENZA PC</li> </ul>

Kriberly Alibbard, CBD Prepared By

Approved By

#### REMSEN CENTRAL SCHOOL DEBT SERVICE ACCOUNT V200/RESERVE ACCOUNT A231 ACCOUNT 2766 TREASURER'S MONTHLY REPORT

#### For the period

	FROM:	March 1, 2025	TO:	March 31, 2025	
Total available b	alance as rep	orted at the end of preceding	period		\$3,364,817.78
<u>RECEIPTS DURIN</u> (With breakdow Date		ncluding full amount of all sho Source	ort term loans)	Amount	
March	31	Interest		57.16	
		Total R	Receipts		57.16
		Total Receipts, including b	alance		\$3,364,874.94
DISBURSEMENT	S MADE DUR	NG MONTH			
BY CHECK From Check No.		To Che	eck No		
BY DEBIT CHARG	E			0.00	
		(Total	amount of checks issued a	nd debit charges)	\$0.00
		Cash Balance as shown by	records	-	\$3,364,874.94
RECONCILIATION	N WITH BANK	STATEMENT			
	Balance giv	en on bank statement, end of	month	3,364,874.94	
	Reconciling	Items:		0.00	
	Net balance	e in bank		3,364,874.94	
	Total availa (Must agr	ble balance ee with Cash Balance above if	there is a true reconcilati	on) 💻	\$3,364,874.94
Received by the part of the minu		cation and entered as ard meeting held		This is to certify that the a Balance is in agreement w bank statement as recond	vith my
CLERK OF THE B	BOARD OF ED	JCATION		TREASURER OF SCHOOL	DISTRICT
Kinberly	PREPARED	BY CBO			



#### Account: ADK Reserve/ Debt Service Cash Account(s): A 231, V 200

Ending Bank Balance: Outstanding Checks (See listing below): Deposits in Transit: Other Credits: Other Debits:	- + +	3,364,874.94 0.00 0.00 0.00 0.00
Adjusted Ending Bank Balance: Cash Account Balance:		3,364,874.94 3.364.874.94

Payee

#### **Outstanding Check Listing**

Check Date
------------

Check Number

Outstanding Check Total:

0.00

Amount

Konbestyld BO Prepared By

Approved By

04/17/2025 12:29 PM

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#### REMSEN CENTRAL SCHOOL SPECIAL AID ACCOUNT 3037 TREASURER'S MONTHLY REPORT

For the period

	FROM:	March 1, 20	25	TO:	March 31, 2025	
Total available bal	ance as reported	at the end of preceding	g period			136,544.79
RECEIPTS DURING						
(With breakdown Date	n of source includi	ing full amount of all sl Source	hort term loans)		Amount	
March	31 1-30	Interest Transfers to clear D	ue From other fund	s	2.05 13,747.65	
			Total Receipts			\$13,749.70
		Total Receipts, inclu	iding balance			\$150,294.49
DISBURSEMENTS	MADE DURING N	IONTH				
BY CHECK						
From Check No.	3/13/2025 3/27/2025	4355 4357	To Check No. To Check No.	4356 4357	364.94 260.00	
BY DEBIT CHARGE		Payroll			18,376.66	
	3/25/202	25 Transfer to clear Du	ie to Other funds Total Disbursen	nents	18,460.00	\$37,461.60
		Cash Balance as sho	own by records			\$112,832.89
RECONCILIATION	WITH BANK STAT	<u>rement</u>				
		n bank statement, end tstanding checks bank	d of month		95,658.27 (274.94) 95,383.33	
	3/26/202	25 Early Payroll Transfe	er for 4/3/25 payrol	1	17,449.56	
	Total available l (Must agree v	balance vith Cash Balance abov	ve if there is a true r	econcilation)		\$112,832.89
Received by the Bo part of the minute					This is to certify that the above Cash Balance is in agreement with my bank statement as reconciled	

CLERK OF BOARD OF EDUCATION

Kinberly All bard CBD PREPARED BY TREASURER OF SCHOOL DISTRICT



Account: Cash Account(s)	ADK Federal Fund Checking : F025 200, F035 200, F055 200, F1 F295 200, F404 200, F405 200, F4 F522 200, F523 200, F524 200, F7 FEDERAL 200, FHWB 200	112 200, F	413 200, F415 200,
Ending	Bank Balance:		95,658.27
Outsta	nding Checks (See listing below)	-	274.94
Depos	ts in Transit:	+	0.00
Other	Credits:	+	17,449.56
Other I	Debits:	-	0.00
Adjuste	ed Ending Bank Balance:		112,832.89

Cash A	Account Balance	e:	112,832.89

#### **Outstanding Check Listing**

Check Date	Check Number	Payee	Amount
03/13/2025	4356	KYLE SMITH	14.94
03/27/2025	4357	MICHELLE MCQUEENEY	260.00
		Outstanding Check Total:	274.94

Kniberly Prepared By

Approved By

1/1

5,702,271,00         -590,672.72         5,111,598.28           10,924,00         0.00         590,672.72         591,672.72           2,500,00         590,672.72         590,672.72         590,672.72           2,500,00         590,672.72         590,672.72         590,672.72           2,500,00         0,00         0,00         2,500,00         500,00           1,500,00         0,00         0,00         0,00         0,00           500,00         0,00         0,00         0,00         0,00           0,00         0,00         0,00         0,00         0,00           0,00         0,00         0,00         0,00         0,00           208,356,00         0,00         0,00         0,00         0,00           208,356,00         0,00         0,00         0,00         0,00           25,000,00         0,00         0,00         0,00         0,00           245,189,00         -2,159,939,56         4,901,789,44         1,184,096,00           773,593,00         773,593,00         773,593,00         773,593,00           773,593,00         0,00         0,00         0,00         0,00           773,593,00         773,593,00         773,593,	Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
PLOT REVENUE         10,224,00         000         10,224,00           STAR - STATE TAX RELIEF         0.00         590,5727         560,000           INTEREST & PENALTIES - TAXES         2,500.00         590,5727         560,000           INTEREST & REMALTIES - TAXES         2,500.00         0.00         500,000         500,000           INTEREST & REMALTIES - TAXES         500.00         0.00         500.00         500.00         500.00           RELID TRIPS         0.00         0.00         0.00         500.00         0.00         500.00           RELID TRIPS         0.00         0.00         0.00         0.00         500.00         0.00           RELIUND PRIOR YEARS - BOCES         25,0000         0.00         0.00         26,0000         0.00           RELIUND PRIOR YEARS - BOCES         25,0000         0.00         26,0000         0.00         26,0000           RELIUND PRIOR YEARS - BOCES         25,0000         0.00         26,0000         0.00         26,0000           RELIUND PRIOR YEARS - BOCES         25,0000         0.00         26,0000         0.00         26,0000           RELIUND PRIOR YEARS - BOCES         25,000         0.00         24,51,830         24,51,830         24,51,830         24,51,830 </td <td>A 1001</td> <td>PROPERTY TAX LEVY</td> <td>5,702,271.00</td> <td>-590,672.72</td> <td>5,111,598.28</td> <td>4,419,901.33</td> <td>691,696.95</td>	A 1001	PROPERTY TAX LEVY	5,702,271.00	-590,672.72	5,111,598.28	4,419,901.33	691,696.95
STAT-STATE TAX RELIEF     0.00     590.677.72     590.677.72     590.677.72       INTEREST & RENALTIES - TAXES     2,500.00     0.00     2,500.00       INTEREST & REANLICS     1,500.00     0.00     5,000       INTEREST & REANLICS     5,000     0.00     5,000       INTEREST & REANLICS     5,000     0.00     5,000       INTEREST & REANLICS     5,000     0.00     5,000       SALE OF SCRAP     0.00     0.00     0.00       INTERPORT RECERCOVERY     0.00     0.00     0.00       INTEROR RECOVERY     0.00     0.00     2,45,189.00       INCLASSFIED REVENUES     245,189.00     0.00     2,45,189.00       INCLASSFIED REVENUES     2,05,000     0.00     2,45,189.00       INCLASSFIED REVENUES     7,05,1739.44     7,73,593.00     2,45,189.00       INCLASSFIED REVENUES     7,601,739.44     7,73,593.00     2,45,189.00       INCLASSFIED REVENUES     7,601,739.00     0,00     7,73,593.00       INCLASSFIED REVUERS     7,601,739.00	A 1081	PILOT REVENUE	10,924.00	00.00	10,924.00	10,924.20	-0.20
INTEREST & PENALTIES - TAXES         2,500.00         0.00         2,500.00           INTEREST & EARNINGS         1,500.00         0.00         1,500.00         500.00           IFELD TRIPS         500.00         0.00         0.00         1,500.00         500.00           SALE OF SCRAP         0.00         0.00         0.00         0.00         0.00         0.00           IFELD TRIPS         5ALE OF SCRAP         0.00         0.00         0.00         0.00         0.00         0.00           IFELD TRIPS         5ALE OF SCRAP         0.00	A 1085	STAR - STATE TAX RELIEF	0.00	590,672.72	590,672.72	590,672.72	0.00
INTEREST & EARNINGS         1,500.00         0.00         1,500.00         500.00	A 1090	INTEREST & PENALTIES - TAXES	2,500.00	0.00	2,500.00	0.00	2,500.00
FIELD TRIPS         500.00         0.00         500.00           SALE OF SCRAP         0.00         0.00         0.00           SALE OF SCRAP         0.00         0.00         0.00           SALE OF SCRAP         0.00         0.00         0.00           INSURANCE RECOVERY         0.00         0.00         0.00           MEDICARE PART D REIMBURSEMENT         0.00         0.00         0.00           REFUND PRIOR YEARS - BOCES         286,356.00         0.00         0.00           REFUND PRIOR YEARS - OTHER         2,600.00         0.00         268,356.00           NICLASSIFIED REVENUES         286,393.56         4,901,789.44           DUNCLASSIFIED REVENUES         2,45,189.00         276,393.56         4,901,789.44           DUNCLASSIFIED REVENUES         7,061,729.00         2,158,000         773,593.00           DASIC STATE AID         7,610,000         0,000         773,593.00         773,593.00           LOTTERY-VLT AID         773,593.00         773,593.00         773,593.00         773,593.00           LOTTERY-VLT AID         773,593.00         0,000         773,593.00         773,593.00           LOTTERY-VLT AID         773,593.00         773,593.00         773,593.00         773,593.00	A 2401	INTEREST & EARNINGS	1,500.00	00"0	1,500.00	16,414.97	-14,914.97
SALE OF SCRAP         0.00 <th0.00< th="">         0.00         0.00</th0.00<>	A 2451	FIELD TRIPS	500.00	0.00	500.00	0.00	500.00
INSURANCE RECOVERY         0.00 <th0.00< th="">         0.00         0.00<td>A 2650</td><td>SALE OF SCRAP</td><td>0.00</td><td>0.00</td><td>0.00</td><td>4,326,49</td><td>-4,326.49</td></th0.00<>	A 2650	SALE OF SCRAP	0.00	0.00	0.00	4,326,49	-4,326.49
MEDICARE PART D REIMBURSEMENT     0.00     0.00     0.00       REE UND PRIOR YEARS - BOCES     208,356.00     0.00     269,366.00       REE UND PRIOR YEARS - OTHER     25,000.00     0.00     25,000.00       NUCLASSIFIED REVENUES     245,199.00     0.00     25,000.00       BASIC STATE AID     7,061,729.00     2,159,393.56     4,901,789.44       COTTERY-VLT AID     7,061,729.00     2,159,393.56     4,901,789.44       DECESS COST AID     0.00     1,148,096.00     1,148,096.00       LOTTERY-VLT AID     7,061,729.00     0.00     7,593.00       DECES AID     7,061,739.44     7,73,593.00     7,73,593.00       DOTTERY-VLT AID     7,73,593.00     0.00     7,73,593.00       DOTTERY-VLT AID     7,73,593.00     0.00     7,73,593.00       CAPATER 721     7,73,593.00     0.00     7,73,593.00       DOTTERY-VLT AID     7,73,593.00     0.00     7,73,593.00       CAPATER 721     7,73,593.00     0.00     7,73,593.00       LOTTERY-VLT AID     7,73,593.00     0.00     7,73,593.00       DOROK AID     2,756.00     0.00     7,73,593.00       COMPUTER RADUWARE & TECHNOLOCY AID     7,756.00     0.00     7,756.00       CARE ACT GRANT     2,575.00     0.00     0.00	A 2680	INSURANCE RECOVERY	0.00	00.00	0.00	3,941,55	-3,941.55
CI     CONTER     208,356,00     0.00     208,356,00       REFUND PRIOR YEARS - OTHER     25,000,00     0.00     25,000,00       REFUND PRIOR YEARS - OTHER     24,189,00     0.00     25,000,00       UNCLASSIFIED REVENUES     245,189,00     0.00     25,000,00       BASIC STATE AID     7,061,729,00     2,159,939,56     4,901,789,44       DITERY-VLT AID     0.00     975,843,56     975,843,56       DOCES AID     773,593,00     0.00     773,593,00       DOTTERY-VLT AID     773,593,00     0.00     773,593,00       DOTTERY MATTER AID     6,340,00     0.00     2,1669,00       COMPUTTER SOFTWARE AID     2,575,00     0.00     0.00       LISARY MATTERIS	A 2700	MEDICARE PART D REIMBURSEMENT	0.00	00.00	0.00	7,088.83	-7,088.83
01     25,000.00     0.00     25,000.00       01     UNCLASSIFIED REVENUES     245,189.00     0.00     245,189.00       02     BASIC STATE AID     7,061,729.00     -2,159,939.56     4,901,789.44       03     EXCESS COST AID     7,061,729.00     -2,159,939.56     4,901,789.44       04     EXCESS COST AID     7,061,729.00     -2,159,939.56     4,901,789.44       05     EXCESS COST AID     0.00     975,843.56     975,843.56       05     COMPUTER Y-VLT AID     7,73,593.00     0.00     773,593.00       05     CHAPTER 721     773,593.00     0.00     773,593.00       06     COMPUTER HARDWARE & TECHNOLOGY AID     2,540.00     0.00     7,76,00       07     COMPUTER NATERIALS AID     2,540.00     0.00     2,676.00       07     CARES ACT GRANT     2,575.00     0.00     2,676.00       07 <td>A 2701</td> <td>REFUND PRIOR YEARS - BOCES</td> <td>208,356.00</td> <td>0.00</td> <td>208,356.00</td> <td>140,937.56</td> <td>67,418.44</td>	A 2701	REFUND PRIOR YEARS - BOCES	208,356.00	0.00	208,356.00	140,937.56	67,418.44
01     UNCLASSIFIED REVENUES     245,189,00     0.00     245,189,00       BASIC STATE AID     7,061,729,00     -2,159,939,56     4,901,789,44       BASIC STATE AID     0.00     1,184,096,00     1,184,096,00       EXCESS COST AID     0.00     975,843,56     975,843,56       EXCESS AID     773,593,00     0.00     773,593,00       DOCES AID     773,593,00     0.00     773,593,00       CHAPTER 721     773,593,00     0.00     773,593,00       COMPUTER HARDWARE & TECHNOLOGY AID     21,669,00     773,593,00       COMPUTER AND     COMPUTER AND     6,172,00     716,172,00       COMPUTER SOFTWARE AID     2,575,00     0.00     0.00       CARES ACT GRANT     0.00     0.00     2,575,00       CARES ACT GRANT     2,616,00,00     0.00 </td <td>A 2703</td> <td>REFUND PRIOR YEARS - OTHER</td> <td>25,000.00</td> <td>00.00</td> <td>25,000.00</td> <td>6,807.04</td> <td>18,192.96</td>	A 2703	REFUND PRIOR YEARS - OTHER	25,000.00	00.00	25,000.00	6,807.04	18,192.96
01     2,159,939,56     4,901,789,44       01     EXCESS COST AID     0.00     1,184,096,00     1,184,096,00       10     EXCESS COST AID     0.00     975,843,56     975,843,56       10     LOTTERY-VLT AID     773,553,00     975,843,56     975,843,56       11     EXCESS COST AID     773,553,00     0.00     773,593,00       11     EXCESS COST AID     773,553,00     0.00     773,593,00       11     EXCESS AID     773,593,00     0.00     773,593,00       11     EXTBOOK AID     773,593,00     0.00     773,593,00       11     EXTBOOK AID     21,669,00     773,593,00     773,593,00       11     EXTBOOK AID     21,669,00     773,593,00     773,593,00       11     EXTBOOK AID     21,669,00     0.00     773,593,00       11     EXTBOOK AID     2,176,00     0.00     6,172,00       11     EXTBOOK AID     2,575,00     0.00     0.00       12     EXTER AN MATERIALS AID     2,575,00     0.00     0.00 <t< td=""><td>A 2770</td><td>UNCLASSIFIED REVENUES</td><td>245,189.00</td><td>00'0</td><td>245,189.00</td><td>72,369.60</td><td>172,819.40</td></t<>	A 2770	UNCLASSIFIED REVENUES	245,189.00	00'0	245,189.00	72,369.60	172,819.40
01     EXCESS COST AID     0.00     1,184,096.00       LOTTERY-VLT AID     0.00     975,843.56     975,843.56       BOCES AID     773,593.00     0.00     773,593.00       CHAPTER 721     773,593.00     0.00     773,593.00       CHAPTER 721     773,593.00     0.00     773,593.00       CHAPTER 721     21,669.00     0.00     21,669.00       COMPUTER HARDWARE & TECHNOLOGY AID     6,172.00     0.00     21,669.00       COMPUTER AD     6,172.00     0.00     0.00     21,669.00       COMPUTER SOFTWARE AID     2,575.00     0.00     0.00     2,575.00       LIBRARY MATERIALS AID     2,575.00     0.00     0.00     2,575.00       LIBRARY MATERIALS AID     2,575.00     0.00     0.00     2,575.00       CARES ACT GRANT     25,000.00     0.00     0.00     0.00       MEDICAID ASSISTANCE     74,168,318.00     0.00     0.00     2,575.00       MEDICAID ASSISTANCE     74,168,318.00     0.00     0.00	A 3101	BASIC STATE AID	7,061,729.00	-2,159,939,56	4,901,789.44	3,372,280.69	1,529,508.75
LOTTERY-VLT AID     0.00     975,843.56     975,843.56       BOCES AID     773,593.00     0.00     773,593.00       BOCES AID     773,593.00     0.00     773,593.00       CHAPTER 721     773,593.00     0.00     75,000.00       CHAPTER 721     75,000.00     0.00     75,000.00       TEXTBOOK AID     21,669.00     0.00     21,669.00       COMPUTER HARDWARE & TECHNOLOGY AID     6,172.00     0.00     21,669.00       COMPUTER SOFTWARE AID     6,172.00     0.00     6,340.00       COMPUTER SOFTWARE AID     2,575.00     0.00     6,172.00       LIBRARY MATERIALS AID     2,575.00     0.00     2,575.00       LIBRARY MATERIALS AID     2,575.00     0.00     2,575.00       LIBRARY MATERIALS AID     2,575.00     0.00     2,575.00       CARES ACT GRANT     2,575.00     0.00     2,575.00       MEDICAID ASSISTANCE     25,000.00     0.00     2,575.00       MEDICAID ASSISTANCE     25,000.00     0.00     2,575.00       MEDICAID ASSISTANCE     25,000.00     0.00     2,575.00	A 3101.01	EXCESS COST AID	00.00	1,184,096.00	1,184,096.00	822,795.20	361,300.80
BOCES AID CHAPTER 721 T73,593.00 CHAPTER 721 TEXTBOOK AID TEXTBOOK AID COMPUTER HARDWARE & TECHNOLOGY AID COMPUTER HARDWARE & TECHNOLOGY AID COMPUTER SOFTWARE & TECHNOLOGY AID COMPUTER SOFTWARE & TECHNOLOGY AID COMPUTER SOFTWARE & TECHNOLOGY AID COMPUTER ROFTWARE & TECHNOLOGY AID COMPUTER ROFTWA	A 3102	LOTTERY-VLT AID	00.0	975,843.56	975,843.56	975,958.69	-115.13
CHAPTER 721       75,000.00       0.00       75,000.00         TEXTBOOK AID       21,669.00       0.00       21,669.00         COMPUTER HARDWARE & TECHNOLOGY AID       6,340.00       0.00       6,340.00         COMPUTER HARDWARE & TECHNOLOGY AID       6,340.00       0.00       6,340.00         COMPUTER HARDWARE & TECHNOLOGY AID       6,340.00       0.00       6,340.00         COMPUTER HARDWARE AID       0.172.00       0.00       6,172.00         LIBRARY MATERIALS AID       2,575.00       0.00       2,575.00         LIBRARY MATERIALS AID       2,575.00       0.00       2,575.00         CARES ACT GRANT       0.00       0.00       2,575.00         MEDICAID ASSISTANCE       2,5,000.00       0.00       2,5,000.00         MEDICAID ASSISTANCE       2,6,000.00       0.00       14,168,318.00	A 3103	BOCES AID	773,593.00	0.00	773,593.00	160,152.00	613,441_00
TEXTBOOK AID       21,669.00       21,669.00         COMPUTER HARDWARE & TECHNOLOGY AID       6,340.00       0.00       6,340.00         COMPUTER SOFTWARE AID       6,172.00       0.00       6,172.00         LIBRARY MATERIALS AID       2,575.00       0.00       2,575.00         LIBRARY MATERIALS AID       2,575.00       0.00       2,575.00         MEDICAID ASSISTANCE       2,576.00       0.00       2,575.00         MEDICAID ASSISTANCE       14,168,318.00       0.00       14,168,318.00	A 3104	CHAPTER 721	75,000.00	0,00	75,000.00	0.00	75,000.00
COMPUTER HARDWARE & TECHNOLOGY AID       6,340.00       6,340.00       6,340.00         COMPUTER SOFTWARE AID       6,172.00       0.00       6,172.00         COMPUTER SOFTWARE AID       2,575.00       0.00       6,172.00         LIBRARY MATERIALS AID       2,575.00       0.00       0.00         LIBRARY MATERIALS AID       0.00       0.00       2,575.00         MEDICAID ASSISTANCE       25,000.00       0.00       2,575.00         MEDICAID ASSISTANCE       14,168,318.00       0.00       14,168,318.00	A 3260	TEXTBOOK AID	21,669.00	0.00	21,669.00	22,077.00	-408.00
COMPUTER SOFTWARE AID       6,172.00       6,172.00       6,172.00         LIBRARY MATERIALS AID       2,575.00       0.00       2,575.00         LIBRARY MATERIALS AID       2,575.00       0.00       2,575.00         CARES ACT GRANT       0.00       0.00       0.00       2,575.00         MEDICAID ASSISTANCE       25,000.00       0.00       14,168,318.00       0.00         A Totals:       14,168,318.00       0.00       14,168,318.00       0.00	A 3261	COMPUTER HARDWARE & TECHNOLOGY AID	6,340.00	0.00	6,340.00	6,341.00	-1.00
LIBRARY MATERIALS AID CARES ACT GRANT CARES ACT GRANT MEDICAID ASSISTANCE A Totals: 14,168,318.00 0.00 14,168,318.00 14	A 3262	COMPUTER SOFTWARE AID	6,172.00	00"00	6,172.00	5,798,00	374.00
CARES ACT GRANT     0.00     0.00     0.00       MEDICAID ASSISTANCE     25,000.00     0.00     14,168,318.00       A Totals:     14,168,318.00     0.00     14,168,318.00	A 3263	LIBRARY MATERIALS AID	2,575,00	0,00	2,575.00	2,418.00	157.00
MEDICAID ASSISTANCE 25,000.00 0.00 25,000.00 A Totals: 14,168,318.00 14,	A 4286	CARES ACT GRANT	0.00	0.00	0.00	-99,219.00	99,219.00
14,168,318.00 0.00 14,168,318.00	A 4601	MEDICAID ASSISTANCE	25,000.00	0.00	25,000.00	1,085.03	23,914,97
11 168 318 00 0 00 14 168 318 00		A Totals:	14,168,318.00	0.00	14,168,318.00	10,543,070.90	3,625,247.10
14, 100,010,000		Grand Totals:	14,168,318.00	0.00	14,168,318.00	10,543,070.90	3,625,247.10

REMSEN CSD



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	128,474.33	Grand Totals:				
128,474.33	128,474.33	Transfer Totals:				
0.00	128,474.33		A 2250 470-00			
8,551.80	0.00		A 9901.950			
23,515 36	0 00		A 9060,810-00			
1,572.93	0 00		A 9060 490			
496.60	0 00		A 5530 450-00			
513.54	0 00		A 5510 454-00			
471-13	0 00		A 2855.490-00			
6,153.84	0.00		A 2630.150-00	i		
4,342.60	0.00		A 2259 490-00			
31,880.29	0.00		A 2250 490-00			
221.09	0 00		A 2250.450-00			
1,950.00	0 00		A 2110.453-01			
101.32	0.00		A 2110 451-01			
225,16	0.00		A 2110 451-00			
500.00	0 00		A 2110.450-PK			
21,406.40	0.00		A 2110.140-00			
1,365,74	0.00		A 2070.499-99			
2,570.00	0.00		A 2020 454-20			
4,830.14	0 00		A 1670 490-00	:		
404.79	0.00		A 1621.450-00			
4,983.05	0.00		A 1620 450-00			
320.00	0.00		A 1620 415-00			
7,700.00	0 00		A 1620 408-00			
3,747.30	0.00	Ð	A 1430.490-00			
101.25	0.00		A 1430 400-00			
550.00	0.00		A 1310.451-00	To correct insufficient balances	05/02/2025	707
Credits	Debits	Detail Description	Account	Transfer Explanation	Date	Reference #

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# Remsen Elementary

May 2025

# Remsen Goals

- Ensure each child has the opportunity to reach his or her full potential in a global society.
- Hire, support, develop, and retain high quality staff.
- Develop, maintain and improve resources within a fiscally sound and responsible budget.
- Maintain transparency and effective communication with the district and community.

# What's In This Month's Issue?

- One School, One Book Finale
- Third Quarter Evening of Excellence
- State Testing Updates
- Fourth Grade Fun with Fractions
- Team Workshop
- Kindergarten Bike Rodeo
- Teacher Appreciation
- Arbor Day Celebration



**G**@A

# One School, One Book Finale

Our entire elementary read the book <u>The Chocolate Touch</u> throughout the month of March. We participated in various activities including trivia and being caught doing something sweet. The book ended with a finale which included riddles based on the book, a Reader's Theater script, and a pie in the face for several volunteers. The kids had a blast! There were cheers and laughs through the entire gym/cafeteria. Third Quarter Evening of Excellence

The Third Quarter Evening of Excellence was held on April 15<sup>th</sup>. The gym/cafeteria was filled with proud family members. Over 80 awards were given out to very deserving students in prekindergarten through sixth grade. We are incredibly proud and excited to recognize all of their accomplishments. Pictures have been added to the Wall of Fame.



Awards



State testing for grades 3-6 continued with math this week. Science will be held for fifth grade next week. All students seem to be really trying their best.

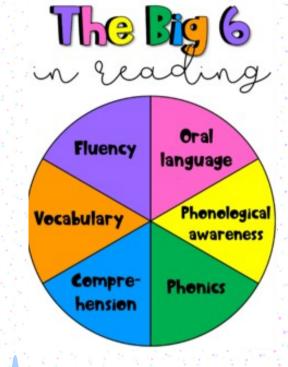
# Fourth Grade Fun with Fractions

The fourth graders and their teachers invited families in to participate in some fraction fun on May 1<sup>st</sup>. Students taught their parents and grandparents how to play various games involving fractions. The students and adults had a great time.



## Team Workshop

Our Team Workshop was held on May 1<sup>st</sup>. We took a look at the first three of the six big pillars of literacy. The first three include phonological awareness, phonics, and vocabulary. We discussed what these are, ways to teach them, and then began taking a look at what we are currently doing to teach these three skills within the classroom. We will take a look at the last three which include, fluency, comprehension, and oral language at our next Team Workshop.





# Kindergarten Bike Rodeo

The Boonville Elks Club graciously donated new bike helmets to all of our kindergarten students. On Friday, May  $2^{nd}$  families were invited in for a Bike Rodeo. Students and their parents were able to listen to a story, decorate their new helmets, and then practice riding our balance bikes. Fun was had by all!

# **Teacher** Appreciation

Teacher Appreciation Week was May 5-9. Teachers were provided with snacks delivered on a cart from the Admin Team on Monday. The PTG provided each building with bagels on Wednesday to recognize the hard work of our teachers. The teachers were very appreciative. The teachers we have at Remsen are simply outstanding!





# **Arbor Day Celebration**

Our Arbor Day celebration will occur this Friday. We will have a presentation given by two DEC officers along with a visit from Smokey Bear. Our student council members will share poems, a story, and a passage about the meaning of Arbor Day. We will plant trees along our nature trail at a later date.



Mrs. Jody M. Lamphere Remsen Elementary Principal





Remsen Central School Jr./Sr. High School Update Sanya Pelrah, Principal 5/13/25

#### Team Workshop & Instructional Focus

At our last Team Workshop, staff were given the opportunity to work collaboratively on their curriculum mapping and plans for the end-of-the-year. We also continued our Positivity Blast, where our goal is for every student to get a positive note home by the end of the year.

#### **Culture and Climate**

There has been much to celebrate at the high school. We had our Soaring to Success on the NYS Exams Celebration, a Ram Ticket drawing, an Honor Roll celebration, and I will be announcing our Top Seniors, Salutatorian, and Valedictorian very soon. Additionally, I have invited students from each grade to participate in the Principal's Cabinet. This is an opportunity for students to provide feedback and have input on how to make Remsen even better. I look forward to the great ideas that they will share.

On April 10 and 11, Sweethearts and Heroes facilitated circles. All students participated in these circles, which are a great way to build relationships and to practice empathy and compassion. I asked for the students' feedback after the circles, and the majority of students who completed the feedback forms said they would like to do circles again.

On April 17, all students attended an internet safety presentation. This is especially important information to help our students be informed when navigating the internet and various social media sites.

On April 28, we had the Soaring to Success on the NYS Exams Celebration. This is a chance to celebrate all of the students who leveled up and made progress on the 2024 7-8 ELA, Math, and Science exams. Students received awards and refreshments as congratulations for their achievement.

On May 3, we had the 2025 Jr./Sr. High School Grand March and Prom. The Grand March was held in the high school gym, and the prom was held at The Delta Lake Inn. Students looked amazing and had a good time. A special thank you to Mrs. Laurey and the prom committee for making this a memorable event.

- Clubs and Activities:
  - 12th grade The Krispy Kreme Fundraiser was a success. The prom went well, where both students and staff had a positive experience. They are preparing for the graduation ceremony. The permission slips for the Senior Class trip went out to students, and they are working on ordering senior class sweatshirts.
  - 10th grade They are looking forward to their Water Safari field trip on Thursday, June 12th. They also had a successful Krispy Kreme fundraiser and have big plans for next year's fundraisers and field trips.
  - CTE One student will be completing the NYS-Approved Agriculture Pathway this year. We are excited to continue to have even more students complete the pathway in the future.
  - Diversity Club They completed another successful year of Elevating Student Voices, which is sponsored by OHM BOCES to help students come together to make positive change in their school community.
  - FFA They have a busy month ahead. Students attended the NYS FFA Convention on May 7 and 8 at the NYS Fairgrounds in Syracuse. While Mrs. Ives was out on leave, students were very helpful and stayed after school to plant seeds. All of her classes helped with planting more seeds and transplanting when she returned. The plants are looking wonderful for the plant sale! They will have herbs, broccoli, zinnia, marigolds, zucchini, squash, pumpkins, watermelon, cucumbers, sunflowers, peppers, tomatoes, celosia, and various flower/herb pots.

- International Club They are considering future fundraisers and activities to wrap up the year and are starting to plan for next year.
- Journalism Students are putting together the last newsletter for the school year. The goal is to have them available on June 5.
- Mathletics They are finished for the year. These students performed outstandingly and were always looking to beat their accomplishments from the previous competition. They look forward to next year.
- Mock Trial Seven mock trial students attended Law Day on May 2, which was held at the Oneida County Courthouse. Students observed a mock trial of a preliminary felony hearing. Following a Q&A session with local lawyers and judges, students attended a luncheon at the DoubleTree Hotel. A great time was had by all.
- Student Council They are finishing up the year with Spirit Week, Olympic Day, and celebrating the Remsen Cup winner. Student Council also plans to present Mrs. Keener & Mr. Jones with gifts to share the appreciation of the Remsen student body.

#### Soaring to Success on the NYS Exams



Law Day



**Prom Committee** 



# Dale Dening Athletic Director's Report





### **RAMS ATHLETICS**

#### **Important Dates**

May 14 - CSC AD Meeting @ Waterville Central School May 19 - Boys Golf Sectional Championships @ Carlowden Country Club May 21-23 - Boys Golf State Qualifier @ Seven Oaks Golf Club May 22 - Girls Golf Sectional Championships @ Rogue's Roost East May 22 - CSC Div III/IV Championship Meet @ Waterville May 29 - Girls Golf State Qualifier @ The Cedar Lake Club May 30 - Section III Class D Track Championships @ DeRuyter

#### **Spring Sports**

-Weather is playing a pivotal role in getting the varsity seasons completed prior to sectionals -Modified Sports are trying to get under way with their schedules

-New Track Equipment - Pole Vault Standards

#### Varsity Track & Field School Records

2 New School Records have been tied and/or established this season:

Ethan Karis - 1600m & 3200m Jaiden Maher - High Jump College Bound Senior-Athletes make Announcements!!



Congratulations to Lorelai Walker for signing her letter of intent to wrestle in college next year for Division II William Jewell College in Liberty, Missouri!!



Congratulations to Ean Piaschyk for announcing his verbal intent to attend Siena College next year with the intentions of running cross country and track & field for the Saints at the Division I level!!

#### Fall Sports

-schedules are being finalized for the fall 2025 season for both boys and girls soccer as well as cross country.

-Modified sports schedules have not been created yet

-Sign ups for fall sports have been on-going in the high school PE classes from May 5 - May 9

• Remsen plans to offer the following fall sports for Fall 2025:

Boys Varsity Soccer (JV for Fall 2024) Boys Modified Soccer Girls Varsity Soccer Girls Modified Soccer Girls Varsity Gymnastics (Team of 1)

Boys Varsity Cross Country Boys Modified Cross Country Girls Varsity Cross Country Girls Modified Cross Country

• Planned Combinations for Fall 2025 include:

Varsity, JV, Modified Football (w/ Holland Patent) Girls Modified Swimming (w/ Holland Patent)

\*\*These will be brought to the floor for a vote in June



## **Board of Education Facilities Report**

#### **Remsen Central School District**

#### 5-13-25

Elementary building, has been working on preventive maintenance fire doors fire windows. Getting ready for fire inspections.

High school, we have also been working on fire doors windows. The stage project is going good they should be done in the next week or so.

Grounds, has been working on the baseball and softball fields getting them back to working order. Spring cleanup is just about done still some wet areas that we cannot clean up yet but working on it.

Fire inspection was May 6<sup>th</sup>. The fire inspector was very please with all of our buildings.

Respectfully submitted,

Joe Bessmer

Head of Facilities



Board of Education Transportation Report Remsen Central School District 5-13-2025

Mike Bessette passed his road test and is driving route 5 now.

During the week of May 5<sup>th</sup>, the bus garage had 17 buses going out on trips.

Respectfully submitted,

Kurt Crossett Bus Dispatcher

#### Remsen Central School District Board Action Sheet

Meeting Date Range From: 04/03/2025 to 05/08/2025

				Meeti	ng Date: 04/07/2025		
		ID	(	Gender	Grade	Disability	12Mth
		580569269	Ν	N	К	Speech/Language Impairr	nent
	tee: Committ	am - <b>Annual R</b> ee on Special E				Outcome: IEP Chan	ge: Remains Classified
Primary	Start Date	Fut End Date End Date	Service		Freq/Cycle/Minutes	Delivery Recommendation	School/Location
CURREN <sup>®</sup>	T YEAR						
Yes	07/08/2024	08/16/2024	Speech/Language Services		2/Weekly/30	Individual	Home Itinerant Services/Community based and home COUNTY OF ONEIDA
Yes	09/04/2024	06/27/2025	Speech/Language Services		1/Weekly/30	Group	Remsen Elementary School/Speech Therapy room
	09/04/2024	06/27/2025	Speech/Language Services		2/Weekly/30	Individual	Remsen Elementary School/Speech Therapy room
NEXT YE	AR						
Yes	09/04/2025	06/26/2026	Speech/Language Services		1/Weekly/30	Individual	Remsen Elementary School/Speech Therapy room
	09/04/2025	06/26/2026	Speech/Language Services		2/Weekly/30	Group	Remsen Elementary School/Speech Therapy room

			Meeti	ing Date: 04/09/2025			
		ID	Gender	Grade	Disability	12Mth	
		580569210	М	K	Speech/Language Impairr	nent	
	ttee: Committ	) pm - <b>Annual F</b> tee on Special E			Outcome: IEP Change: Remains Classified		
Primary	Start Date	Fut End Date End Date	Service	Freq/Cycle/Minutes	Delivery Recommendation	School/Location	
CURREN	IT YEAR						
Yes	07/08/2024	08/16/2024	Speech/Language Services	2/Weekly/30	Individual	Home Itinerant Services/Community based and home COUNTY OF ONEIDA	
	07/08/2024	08/16/2024	Physical Therapy	1/Weekly/30	Individual	Home Itinerant Services/Community based and home COUNTY OF ONEIDA	
	07/08/2024	08/16/2024	Special Education Itinerant Teacher	2/Weekly/60	Direct Individual	Home Itinerant Services/Community based and home COUNTY OF ONEIDA	
Yes	09/04/2024	06/27/2025	Speech/Language Services	2/Weekly/30	Group	Remsen Elementary School/Speech Therapy room	
	09/04/2024	06/27/2025	Physical Therapy	1/Weekly/30	Group	Remsen Elementary School/Therapy room	
	09/04/2024	06/27/2025	Consultant Teacher Services - Indirect/Direct	5/Weekly/20	Indirect	Remsen Elementary School/Throughout the school environment.	
	09/04/2024	06/27/2025	Speech/Language Services	1/Weekly/30	Individual	Remsen Elementary School/Speech Therapy room	
	09/04/2024	06/27/2025	Occupational Therapy	1/Weekly/30	Individual	Remsen Elementary School/Therapy room	
	09/04/2024	06/27/2025	Occupational Therapy	1/Weekly/30	Group	Remsen Elementary School/Therapy room	
NEXT YE	AR						
Yes	09/04/2025	06/26/2026	Speech/Language Services	1/Weekly/30	Individual	Remsen Elementary School/Speech Therapy room	
	09/04/2025	06/26/2026	Occupational Therapy	2/Weekly/30	Group	Remsen Elementary School/Therapy room	
	09/04/2025	06/26/2026	Speech/Language Services	2/Weekly/30	Group	Remsen Elementary School/Speech Therapy room	
	09/04/2025	06/26/2026	Consultant Teacher/Resource Room	5/Weekly/30	Direct	Remsen Elementary School/Classroom	
	09/04/2025	06/26/2026	Physical Therapy	2/Weekly/30	Group	Remsen Elementary School/Therapy room	

			Ме	eting Date: 04/10/2025		
		ID	Gende	r Grade	Disability	12Mth
		580569351	М	K	Speech/Language Impairn	nent
	tee: Committ	am - <b>Annual F</b> ee on Special E			Outcome: IEP Chan	ge: Remains Classified
Primary	Start Date	Fut End Date End Date	Service	Freq/Cycle/Minutes	Delivery Recommendation	School/Location
CURREN	T YEAR					
Yes	09/04/2024	06/27/2025	Consultant Teacher/Resource Room	5/Weekly/30	Direct	Remsen Elementary School/Resource Room/ Classroom
	09/04/2024	06/27/2025	Speech/Language Services	2/Weekly/30	Group	Remsen Elementary School/Speech Therapy room
NEXT YE	AR					
Yes	09/04/2025	06/26/2026	Speech/Language Services	1/Weekly/30	Individual	Remsen Elementary School/Speech Therapy room
	09/04/2025	06/26/2026	Speech/Language Services	2/Weekly/30	Group	Remsen Elementary School/Speech Therapy room
	09/04/2025	06/26/2026	Consultant Teacher/Resource Room	5/Weekly/30	Direct	Remsen Elementary School/Classroom

			Meetin	ng Date: 04/11/2025			
		ID	Gender	Grade	Disability	12Mth	
	<b>580568663</b> F		F	009	Intellectual Disability		
Meetin	04/11/2025 @ 01:00 pm - Amendment with No Meeting Held Committee: Committee on Special Education HS				Outcome: IEP Change: Remains Classified		
Primary	Start Date	Fut End Date End Date	Service	Freq/Cycle/Minutes	Delivery Recommendation	School/Location	
CURREN	T YEAR						
Yes	09/04/2024	06/27/2025	12:1:1 Special Class Math	5/Weekly/40	12 Students 1 Teacher 1 Teacher Assistant - Grade 9 Math	Remsen High School/Special Class	
	09/04/2024	06/27/2025	Counseling - Individual	1/Weekly/30	Individual	Remsen High School/Counseling Office	
	09/04/2024	06/27/2025	Speech/Language Services	1/Weekly/30	Group	Remsen High School/Speech Therapy room	
	09/04/2024 06/27/2025 Consultant Teacher Services - (Science)	3/6 Day Cycle/40	Indirect	Remsen High School/Classroom			
	09/04/2024	06/27/2025	12:1:1 Special Class-English Language Arts	5/Weekly/40	12 Students 1 Teacher 1 Teacher Assistant - Grade 9 English	Remsen High School/Special Class	
	09/04/2024	06/27/2025	Consultant Teacher Services - (Social Studies)	5/Weekly/40	Direct - Global studies 9	Remsen High School/Classroom	
	09/06/2024	06/27/2025	Occupational Therapy	1/Bi-Weekly/30	Group	Remsen High School/Therapy room	
NEXT YE	AR						
Yes	09/04/2025	06/26/2026	Speech/Language Services	1/Weekly/30	Group	Remsen High School/Speech Therapy room	
	09/04/2025	06/26/2026	Counseling - Individual	1/Bi-Weekly/30	Group	Remsen High School/Counseling Office	
	09/04/2025	06/26/2026	Occupational Therapy	1/Bi-Weekly/30	Group	Remsen High School/Therapy room	
	09/04/2025	06/26/2026	12:1:1 Special Class-English Language Arts	5/Weekly/40	12 Students 1 Teacher 1 Teacher Assistant	Remsen High School/Special Class	
	09/04/2025	06/26/2026	ARC - School to Work Program (Special Class)	5/Weekly/180	ARC - School to Work 1/2 day - Daily Living Skills and Vocational- Options High School Program	ARC School to Work Program/Various locations	
	09/04/2025	06/26/2026	12:1:1 Special Class Math	5/Weekly/40	12 Students 1 Teacher 1 Teacher Assistant	Remsen High School/Special Class	

		ID	Gender	Grade	Disability	12Mth
		580568754	F	UGS	Intellectual Disability	$\checkmark$
Meetin	g Held	pm - <b>Amendm</b> ee on Special E			Outcome: IEP Chang	e: Remains Classified
Primary	Start Date	Fut End Date End Date	Service	Freq/Cycle/Minutes	Delivery Recommendation	School/Location
CURREN	T YEAR					
Yes	07/01/2024	08/09/2024	ARC - School to Work Program (Special Class)	5/Weekly/180	ARC- School to Work Program - Foundations Summer Session	ARC School to Work Program/Special Class with Career and Technical
Yes	09/04/2024	06/27/2025	12:1:1 Special Class-English Language Arts	5/Weekly/40	12 Students 1 Teacher 1 Teacher Assistant	Remsen High School/Special Class
	09/04/2024		Student requires the support of a 1:1 Teacher's Aide to complete academic requirements periodically throughout the school day.	Daily Throughout general education instructional periods/	One to one support is needed to support JH health and all specials. Student requires a additional adult support (teacher aide/ assistant) when integrated with the general education class for any instructional periods to assist with keeping student on- task and to help reinforce concepts being taught. Student may need assistance with understanding and following directions.	
	09/04/2024	06/27/2025	ARC - School to Work Program (Special Class)	5/Weekly/180	Life After High School - ARC School to Work Program / Utica University	ARC School to Work Program/Special Class with Career and Technical
	09/04/2024	06/27/2025	12:1:1 Special Class-Daily Living Skills	5/Weekly/40	Including Science/ Social Studies	Remsen High School/Special Class
	09/04/2024	06/27/2025	12:1:1 Special Class Math	5/Weekly/40	12 Students 1 Teacher 1 Teacher Assistant	Remsen High School/Special Class
	09/04/2024	06/27/2025	Transition Services	1/Weekly/60	ARC Mentoring Service	Remsen High School/All Learning Environments
	09/04/2024	06/27/2025	Counseling - Individual	1/Bi-Weekly/30	Individual	Remsen High School/Counseling Office
	09/04/2024	06/27/2025	Speech/Language Services	1/Weekly/30	Group	Remsen High School/Speech Therapy room
	09/04/2024	06/27/2025	Occupational Therapy	1/Bi-Weekly/30	Group	Remsen High School/Therapy Room or Classroom
NEXT YE						
Yes	09/04/2025	06/26/2026	Speech/Language Services	1/Weekly/30	Group	Remsen High School/Speech Therapy room

#### Board Action Sheet Meeting Date Range From: 04/03/2025 to 05/08/2025

#### Meeting Date: 04/11/2025

		mooun	ig Dutc. 04/11/20		
	ID	Gender	Grade	Disability	12Mth
09/04/2025	06/26/2026	12:1:1 Special Class Math	5/Weekly/40	12 Student: 1 teacher: 1 Teacher Assistant	Remsen High School/Special Class
09/04/2025	06/26/2026	12:1:1 Special Class-English Language Arts	5/Weekly/40	12 Students 1 Teacher 1 Teacher Assistant	Remsen High School/Special Class
09/04/2025	06/26/2026	Occupational Therapy	1/Bi-Weekly/30	Group	Remsen High School/Therapy Room or Classroom
09/04/2025	06/26/2026	Counseling - Individual	1/Bi-Weekly/30	Group	Remsen High School/Counseling Office
09/04/2025	06/26/2026	12:1:1 Special Class-Daily Living Skills	5/Weekly/20	12 Students 1 Teacher 1 Teacher Assistant	Remsen High School/Special Class
09/04/2025	06/26/2026	ARC - School to Work Program (Special Class)	5/Weekly/180	ARC Foundations Program - School to Work / Rome MVCC location with ARC Mentoring	ARC School to Work Program/Special Class with Career and Technical

				Meeti	ing Date: 04/11/2025			
		ID		Gender	Grade	Disability	12Mth	
		580568954		N	012	Other Health Impairment		
		om - <b>Amendme</b> ee on Special E				Outcome: IEP Change: Remains Classified		
Primary	Start Date	Fut End Date End Date	Service		Freq/Cycle/Minutes	Delivery Recommendation	School/Location	
CURRENT	YEAR							
Yes	09/04/2024 06/27/2025 Consultant Teacher/Resource Room		3/Weekly/40	Direct	Remsen High School/Classroom			
	09/04/2024	06/27/2025	Counseling - Individual		1/Weekly/30	Individual	Remsen High School/Counseling Office	

				Meeti	ng Date: 04/14/2025			
		ID	G	ender	Grade	Disability	12Mth	
		580568432	М		012	Learning Disability		
		am - <b>Amendm</b> ee on Special E				Outcome: IEP Chang	ge: Remains Classified	
Primary	Start Date	Fut End Date End Date	Service		Freq/Cycle/Minutes	Delivery Recommendation	School/Location	
CURRENT	YEAR							
Yes	/es 09/04/2024 06/27/2025 Resource Room			5/Weekly/40		Remsen High School/Resource Room		
	09/04/2024	06/27/2025	Integrated Co-Taught Govern Economics	ment &	5/Weekly/40	Government/ Economics	Remsen High School/Classroom	

			Meetii	ng Date: 04/16/2025		
		ID	Gender	Grade	Disability	12Mth
		580568220	М	UGS	Autism	$\checkmark$
	<b>025</b> @ 08:30 ee: Out of D	am - <b>Informal</b> istrict	Conference		Outcome: Meeting H	eld
Primary	Start Date	Fut End Date End Date	Service	Freq/Cycle/Minutes	Delivery Recommendation	School/Location
CURREN <sup>®</sup>	T YEAR					
Yes	07/08/2024	08/16/2024	12:1:1 BOCES School Based (Madison- Oneida BOCES-Summer)	5/Weekly/300	12 Students 1 Teacher 1 Teacher Assistant MO BOCES Classroom	MOBOCES/Special Class
	07/08/2024	08/16/2024	Adaptive Physical Education	3/Weekly/30		MOBOCES/Therapy Room or Classroom
Yes	09/04/2024	06/27/2025	12:1:1 BOCES School Based (Madison- Oneida BOCES-Summer)	5/Weekly/300	(12 Students 1 Teacher 1 Teacher Assistant) MO BOCES School Based Program (200 minutes daily/ Academic at VVS HS with up to 3 hours weekly of work study)/ (100 minutes daily/ Community Based Occupational Education at MOBOCES Triplexus)	MOBOCES/Special Class
	09/04/2024	06/27/2025	Speech/Language Services	1/Weekly/30	Group	MOBOCES/Speech Therapy room

			Meeti	ng Date: 04/16/2025			
		ID	Gender	Grade	Disability	12Mth	
		580569355	М	009	Learning Disability		
Meeting	g Held	am - <b>Amendm</b> ee on Special E		Outcome: IEP Change: Remains Classified			
Primary	Start Date	Fut End Date End Date	Service	Freq/Cycle/Minutes	Delivery Recommendation	School/Location	
CURREN <sup>®</sup>	T YEAR						
Yes	09/04/2024	06/27/2025	Integrated Co-Taught Algebra	5/Weekly/40		Remsen High School/Classroom	
	09/04/2024	06/27/2025	Resource Room	5/Weekly/40	Grade 9	Remsen High School/Resource Room	
	09/04/2024	06/27/2025	Counseling - Individual	1/Bi-Weekly/30	Individual	Remsen High School/Counseling Office	
	09/04/2024	06/27/2025	Consultant Teacher Services	5/Weekly/40	Direct - Global Studies 9	Remsen High School/Classroom	
	09/04/2024	06/27/2025	Consultant Teacher Services	5/Weekly/40	Living Environment	Remsen High School/Classroom	
	12/02/2024	06/27/2025	12:1:1 Special Class-English Language Arts	5/Weekly/40	English 9	Remsen High School/Special Class	

				Meeti	ing Date: 04/16/2025		
		ID		Gender	Grade	Disability	12Mth
		580568491		М	012	Other Health Impairment	
		am - <b>Amendm</b> ee on Special E				Outcome: IEP Chang	ge: Remains Classified
Primary	Start Date	Fut End Date End Date	Service		Freq/Cycle/Minutes	Delivery Recommendation	School/Location
CURRENT	YEAR						
Yes	09/04/2024	06/27/2025	Resource Room		5/Weekly/40		Remsen High School/Resource Room
	09/04/2024	06/27/2025	Counseling - Individual		1/Weekly/30	Individual	Remsen High School/Counseling Office
	09/04/2024	06/27/2025	Consultant Teacher/Reso	ource Room	3/6 Day Cycle/40	Direct	Remsen High School/Resource Room/ Classroom

			Meetii	ng Date: 04/30/2025		
		ID	Gender	Grade	Disability	12Mth
		580568970	М	006	Learning Disability	$\checkmark$
	tee: Committe	am - <b>Annual Re</b> ee on Special E			Outcome: Reschedul	ed
Primary	Start Date	Fut End Date End Date	Service	Freq/Cycle/Minutes	Delivery Recommendation	School/Location
CURREN <sup>®</sup>	T YEAR					
Yes	09/04/2024	06/27/2025	Speech/Language Services	1/Weekly/30	Individual	Remsen Elementary School/Speech Therapy room
	09/04/2024	06/27/2025	Occupational Therapy	1/Weekly/30	Group	Remsen High School/Therapy room
	09/04/2024	06/27/2025	12:1:1 Special Class-English Language Arts	5/Weekly/120	12 Students 1 Teacher 1 Teacher Assistant- Grade 6 ELA	Remsen Elementary School/Special Class
	09/04/2024	06/27/2025	Counseling - Individual	1/Weekly/30	Individual	Remsen Elementary School/Counseling Office
	09/04/2024	06/27/2025	Consultant Teacher Services- Science/Social Studies	5/Weekly/50	Direct - During Grade 6 Science/ Social Studies	Remsen Elementary School/Classroom
	09/04/2024	06/27/2025	Occupational Therapy	1/Weekly/30	Individual	Remsen Elementary School/Therapy room
	09/04/2024	06/27/2025	12:1:1 Special Class-Math 4/5/6	5/Weekly/60	12 Students 1 Teacher 1 Teacher Assistant - Grade 6 Math	Remsen Elementary School/Special Class

			Meeti	ng Date: 05/01/2025		
		ID	Gender	Grade	Disability	12Mth
580569345 F			006	Emotional Disability		
	tee: Committ	) pm - <b>Annual F</b> tee on Special E			Outcome: IEP Chang	ge: Remains Classified
Primary	Start Date	Fut End Date End Date	Service	Freq/Cycle/Minutes	Delivery Recommendation	School/Location
CURREN	T YEAR					
Yes	09/05/2024	06/27/2025	Consultant Teacher/Resource Room	5/Weekly/30	Direct	Remsen Elementary School/Resource Room/ Classroom
	09/17/2024	06/27/2025	Counseling - Individual	1/Weekly/30	Individual	Remsen Elementary School/Counseling Office
NEXT YE	AR					
Yes	09/04/2025	06/26/2026	Counseling - Individual	1/Bi-Weekly/30	Individual	Remsen High School/Counseling Office
	09/04/2025	06/26/2026	Consultant Teacher Services - Indirect	5/Weekly/25	Direct	Remsen High School/Classroom

		ID	Gender	g Date: 05/02/2025 Grade	Disability	12Mth
		580568754	F	UGS	Intellectual Disability	√
		am - <b>Annual R</b> ee on Special E			•	e: Remains Classified
Primary	Start Date	Fut End Date End Date	Service	Freq/Cycle/Minutes	Delivery Recommendation	School/Location
CURRENT	YEAR					
Yes	07/01/2024	08/09/2024	ARC - School to Work Program (Special Class)	5/Weekly/180	ARC- School to Work Program - Foundations Summer Session	ARC School to Work Program/Special Class with Career and Technical
Yes	09/04/2024	06/27/2025	12:1:1 Special Class-English Language Arts	5/Weekly/40	12 Students 1 Teacher 1 Teacher Assistant	Remsen High School/Special Class
	09/04/2024		Student requires the support of a 1:1 Teacher's Aide to complete academic requirements periodically throughout the school day.	Daily Throughout general education instructional periods/	One to one support is needed to support JH health and all specials. Student requires a additional adult support (teacher aide/ assistant) when integrated with the general education class for any instructional periods to assist with keeping student on- task and to help reinforce concepts being taught. Student may need assistance with understanding and following directions.	
	09/04/2024	06/27/2025	ARC - School to Work Program (Special Class)	5/Weekly/180	Life After High School - ARC School to Work Program / Utica University	ARC School to Work Program/Special Class with Career and Technical
	09/04/2024	06/27/2025	12:1:1 Special Class-Daily Living Skills	5/Weekly/40		Remsen High School/Special Class
	09/04/2024	06/27/2025	12:1:1 Special Class Math	5/Weekly/40	12 Students 1 Teacher 1 Teacher Assistant	Remsen High School/Special Class
	09/04/2024	06/27/2025	Transition Services	1/Weekly/60	ARC Mentoring Service	Remsen High School/All Learning Environments
	09/04/2024	06/27/2025	Counseling - Individual	1/Bi-Weekly/30	Individual	Remsen High School/Counseling Office
	09/04/2024	06/27/2025	Speech/Language Services	1/Weekly/30	Group	Remsen High School/Speech Therapy room
	09/04/2024	06/27/2025	Occupational Therapy	1/Bi-Weekly/30	Group	Remsen High School/Therapy Room or Classroom
	R			•		- ··
Yes	09/04/2025	06/26/2026	Speech/Language Services	1/Weekly/30	Group	Remsen High School/Speech Therapy room
	09/04/2025	06/26/2026	12:1:1 Special Class Math	5/Weekly/40	12 Student: 1 teacher: 1 Teacher Assistant	Remsen High School/Special Class

#### Board Action Sheet Meeting Date Range From: 04/03/2025 to 05/08/2025

#### Meeting Date: 05/02/2025

	ID	Gender	Grade	Disability	12Mth
09/04/2025	06/26/2026	12:1:1 Special Class-English Language Arts	5/Weekly/40	12 Students 1 Teacher 1 Teacher Assistant	Remsen High School/Special Class
09/04/2025	06/26/2026	Occupational Therapy	1/Bi-Weekly/30	Group	Remsen High School/Therapy Room or Classroom
09/04/2025	06/26/2026	Counseling - Individual	1/Bi-Weekly/30	Group	Remsen High School/Counseling Office
09/04/2025	06/26/2026	12:1:1 Special Class-Daily Living Skills	5/Weekly/20	12 Students 1 Teacher 1 Teacher Assistant	Remsen High School/Special Class
09/04/2025	06/26/2026	ARC - School to Work Program (Special Class)	5/Weekly/180	ARC Foundations Program - School to Work / Rome MVCC location with ARC Mentoring	ARC School to Work Program/Special Class with Career and Technical

			Meetin	g Date: 05/02/2025		
		ID	Gender	Grade	Disability	12Mth
		580569268	М	K	Other Health Impairment	
	tee: Committ	) pm - <b>Annual F</b> iee on Special E			Outcome: IEP Chang	e: Remains Classified
Primary	Start Date	Fut End Date End Date	Service	Freq/Cycle/Minutes	Delivery Recommendation	School/Location
CURREN	T YEAR					
Yes	09/04/2024	06/27/2025	12:1:1 Special Class	5/Weekly/40	12 Students 1 Teacher 1 Teacher Assistant	Remsen Elementary School/Special Class
	09/04/2024	06/27/2025	Consultant Teacher Services	5/Weekly/30	Direct - Kindergarten	Remsen Elementary School/Classroom
	09/04/2024	06/27/2025	Physical Therapy	2/Weekly/30	Group	Remsen Elementary School/Therapy room
	09/04/2024	06/27/2025	Speech/Language Services	2/Weekly/30	Group	Remsen Elementary School/Speech Therapy room
	09/04/2024	06/27/2025	Occupational Therapy	2/Weekly/30	Group	Remsen Elementary School/Therapy room
NEXT YE	AR					
Yes	09/04/2025	06/26/2026	12:1:1 Special Class Reading	5/Weekly/40	12 Students 1 Teacher 1 Teacher Assistant	Remsen Elementary School/Special Class
	09/04/2025	06/26/2026	Consultant Teacher - Direct (Mathematics)	5/Weekly/30	Direct- Grade 1 Math	Remsen Elementary School/Classroom
	09/04/2025	06/26/2026	Speech/Language Services	2/Weekly/30	Group	Remsen Elementary School/Speech Therapy room
	09/04/2025	06/26/2026	Occupational Therapy	2/Weekly/30	Group	Remsen Elementary School/Therapy Room or Classroom
	09/04/2025	06/26/2026	Physical Therapy	2/Weekly/30	Group	Remsen Elementary School/Therapy room

			Meeti	ng Date: 05/06/2025		
		ID	Gender	Grade	Disability	12Mth
<b>580569345</b> F				006	Emotional Disability	
	tee: Committ	) pm - <b>Annual F</b> ee on Special E			Outcome: Reschedul	led
Primary	Start Date	Fut End Date End Date	Service	Freq/Cycle/Minutes	Delivery Recommendation	School/Location
CURREN	T YEAR					
Yes	09/05/2024	06/27/2025	Consultant Teacher/Resource Room	5/Weekly/30	Direct	Remsen Elementary School/Resource Room/ Classroom
	09/17/2024	06/27/2025	Counseling - Individual	1/Weekly/30	Individual	Remsen Elementary School/Counseling Office
NEXT YE	AR					
Yes	09/04/2025	06/26/2026	Counseling - Individual	1/Bi-Weekly/30	Individual	Remsen High School/Counseling Office
	09/04/2025	06/26/2026	Consultant Teacher Services - Indirect	5/Weekly/25	Direct	Remsen High School/Classroom

			Meetii	ng Date: 05/07/2025		
		ID	Gender	Grade	Disability	12Mth
		580568970	М	006	Learning Disability	$\checkmark$
	tee: Committ	am - <b>Annual R</b> ee on Special E			Outcome: Reschedul	ed
Primary	Start Date	Fut End Date End Date	Service	Freq/Cycle/Minutes	Delivery Recommendation	School/Location
CURREN	T YEAR					
Yes	09/04/2024	06/27/2025	Speech/Language Services	1/Weekly/30	Individual	Remsen Elementary School/Speech Therapy room
	09/04/2024	06/27/2025	Occupational Therapy	1/Weekly/30	Group	Remsen High School/Therapy room
	09/04/2024	06/27/2025	12:1:1 Special Class-English Language Arts	5/Weekly/120	12 Students 1 Teacher 1 Teacher Assistant- Grade 6 ELA	Remsen Elementary School/Special Class
	09/04/2024	06/27/2025	Counseling - Individual	1/Weekly/30	Individual	Remsen Elementary School/Counseling Office
	09/04/2024	06/27/2025	Consultant Teacher Services- Science/Social Studies	5/Weekly/50	Direct - During Grade 6 Science/ Social Studies	Remsen Elementary School/Classroom
	09/04/2024	06/27/2025	Occupational Therapy	1/Weekly/30	Individual	Remsen Elementary School/Therapy room
	09/04/2024	06/27/2025	12:1:1 Special Class-Math 4/5/6	5/Weekly/60	12 Students 1 Teacher 1 Teacher Assistant - Grade 6 Math	Remsen Elementary School/Special Class

#### Board Action Sheet Meeting Date Range From: 04/03/2025 to 05/08/2025

**Total Meetings 16** 



#### SUPPORT OPERATIONS

New Draft 04/24/2025 5009

#### This Policy is Required. EXTREME HEAT CONDITION DAYS

I. Statement of Policy

The Board of Education (the Board) establishes this Policy to <u>abide by the recently</u> <u>passed New York State legislation</u> to ensure the health and safety of students and staff on extreme heat condition days.

II. Definitions

Extreme <u>Heat</u> Condition Days - days when the occupiable educational <u>classrooms</u> and <u>educational</u> support services spaces are found to be eighty-two (82) degrees or greater. <u>Educational</u> support services space does not include a kitchen where food for consumption by students is prepared.

Action Level - If the room temperature in a classroom or educational support space (not including kitchens) reaches 82 Degrees Fahrenheit, then the school must take actions to cool the room so that people in the room are more comfortable.

Threshold Level: Where practicable, classrooms and educational support spaces (not including kitchens) cannot be occupied if the room temperature reaches 88 Degrees Fahrenheit.

- III. Procedures for Extreme Heat Condition Days
  - A. <u>An administrator or their designee will take the temperature in the classroom</u> <u>and/or educational support space using a school-owned thermometer</u> Room temperature is to be measured in a shaded location, three feet above the floor near the center of the room.

It will be the responsibility of building leadership to determine activation of action level procedures when interior temperatures reach 82 degrees and threshold procedures when interior temperatures reach 88 degrees respectively, per the requirement.

Kitchens and food preparation spaces are exempt from the maximum temperature rule due to the nature of their use.

B. Room Temperature at 82 Degrees Fahrenheit (<u>Action Level Procedures</u>)

#### POLICY

#### SUPPORT OPERATIONS

## This Policy is Required.EXTREME HEAT CONDITION DAYS

- 1. When the temperature of <u>classrooms</u> and <u>educational</u> support services spaces as defined in this Policy reaches 82 degrees Fahrenheit or higher, the <u>building principal</u> will determine the appropriate actions to take to relieve heat-related discomfort.
- 2. Actions to relieve heat-related discomfort may include:
  - **a.** Turning off the overhead lights;
  - **b.** Pulling down shades or blinds;
  - **c.** Turning on fans;
  - **d.** Using air conditioners and conditioned spaces, where available and rotating groups as practicable;
  - e. Opening classroom doors and windows to increase circulation;
  - **f.** Turning off unused electronics that produce heat;
  - **g.** Limiting outdoor activities;
  - **h.** Increasing hydration breaks; and/or
  - i. Decreasing physical activities.
- 3. Any actions taken to relieve heat-related discomfort must align with applicable building and fire codes and maintain the safety and security of the building.
- C. Room Temperature at 88 Degrees or Higher (<u>Threshold Level Procedures</u>)

Educational and support services spaces cannot be occupied if room temperature reaches eighty-eight (88) degrees Fahrenheit.

<u>Classroom and educational support spaces must have plans to relocate</u> <u>students and staff when practicable if the temperature reaches</u>. The District shall develop a plan to remove students and staff from occupied spaces where practicable when the temperature reaches eighty-eight (88) degrees Fahrenheit. These procedures may include:

- a. Relocation of students and staff members to spaces or locations that are cooler as determined by the building principal or their designee.
- <u>District Early closing dismissal procedures for students and staff as</u> <u>determined by the superintendent or his designee.</u>
   Other procedures as determined by the administration.
  - Page 2 of 3

#### POLICY

#### SUPPORT OPERATIONS

#### This Policy is Required. EXTREME HEAT CONDITION DAYS

- d.Implementation of its other procedures for extreme heat condition<br/>days as outlined within the District Building-Level Emergency<br/>Response Plan. Usage of an emergency day as determined by the<br/>superintendent or his designee.
- IV. Building-Level Emergency Response Plan

The District's Chief Emergency Officer shall ensure that each of the District's Building-Level Emergency Response Plans include the procedures for Extreme Heat Condition Days, address a response to, and develop procedures for, extreme heat condition days. The plan(s) should include procedures for evacuation, transportation, shelter sites, emergency notification to parents and guardians, and to address medical needs.

Remsen Central School District

Legal Ref: NYS Education Law 409-n, 2801-a; 8 NYCRR 155.17

Cross Ref: District-Wide Safety Plan and Building-Level Emergency Response Plans Adopted:

## ATHLETIC CODE OF CONDUCT REMSEN CENTRAL SCHOOL



Remsen Rams

## **TEAMWORK**

## LEADERSHIP

## **SPORTSMANSHIP**

## 2025-2026

Timothy Jenny – Superintendent, Parent Dale Dening - Athletic Director, Teacher Sanya Pelrah – Jr./Sr. High School Principal Mary Lou Allen – Board of Education Stephanie Karis – Board of Education, Parent Amy Piaschyk - Teacher, Parent and Coach Gavin Nelson - Student-Athlete Ellie Secor – Student-Athlete

Public Hearing: May 13, 2025 Public Comment Period: May 9, 2025 through June 10, 2025

Adopted by the Board of Education

Soar to Success!



## We Are Remsen Rams

## Teamwork, Leadership, Sportsmanship

Each student athlete and coach is a direct representation of Remsen Central School District. Student athletes and coaches are expected to demonstrate outstanding sportsmanship, respect and self-control. Student-athletes that disrespect their coach, the officials, or the opposing team will lose the privilege of being part of the team.

Regardless of poor calls, frustrating plays, taunting from the opposing team, or disagreement with the coach, Remsen Central School District has zero tolerance for inappropriate conduct, on or off, the court, course, field, or track.

All Remsen student-athletes, coaches, and parents/spectators will exhibit exceptional character, teamwork, respect, sportsmanship, and self-control. Regardless of the challenges we experience, we will lead by example.



Soar to Success!

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#### **Student-Athlete Expectations**

The Remsen Central School athletic program is part of our academic program. Participation in interscholastic sports is a privilege. Our wish is to use athletics to help students become more productive and responsible citizens in their school and their community. Athletics allows the student the opportunity to learn skill and character traits in a different type of classroom. We hope our athletes will further their lives by practicing good sportsmanship, self-discipline, loyalty, respect for others, responsibility, respect for a healthy lifestyle, teamwork, cooperation, dedication and commitment. It is the goal of the entire school community to work together to achieve these goals. The athlete and their parents must recognize that there are risks of injury in interscholastic sports. Remsen Central School athletics come under the direction of the New York State Public High School Athletic Association (*NYSPHSAA*) and *Section III*. All rules established by these organizations shall be observed. You may refer to <u>www.nysphsaa.org</u> and <u>www.section3.org</u> in order to become familiar with the rules and regulations of each of these governing bodies.

Athletic teams and student-athletes are representatives of their family, their school, and their community. Therefore, it is important that the student-athlete's conduct during any activity concerning the sport in which they are engaged be governed by a basic respect for:

- All facilities at the home school and at away games.
- Locker rooms and athletic facilities at the home school and at away games.
- Buses and any other forms of transportation.
- Equipment.
- Any individuals they may relate to as a member of a Remsen Athletic Team, including but not limited to students, spectators, coaches, officials, teachers, administrators, custodians, bus drivers, and chaperones.

Student Athletes will conduct themselves, both in and out of school, as responsible young adults. Athletes should refrain from acts of behavior that are incompatible with the purpose and goals of the interscholastic program.

Student-athletes have the responsibility to:

- broaden themselves and develop strength of character
- maintain their class work
- practice teamwork, self-discipline, respect and hard work
- maintain good sportsmanship
- be successful and enjoy athletics
- contribute to the reputation of the school
- act as a leader
- make others proud of their efforts

When posting athletic information on social media, student athletes will avoid making derogatory or inflammatory statements about other athletes, schools, coaches, or officials associated with their team or an opposing team. Any posting or communication via social networking websites which disrupts either the educational or athletic environment or which advocates the violation of any school or team policy will be unacceptable. This would include but not limited to:

- The consumption of alcohol or the use of illicit drugs
- Inappropriate sexually-oriented material
- Activities involving bullying, hazing or harassment of any kind

Student athletes will not post digital photographs of other athletes, coaches, or officials associated with their team or an opposing team without the permission of those persons in the photographs.

A student will be ineligible for one week if they receive three or more detentions during the previous school week. Students that are ineligible may not participate in interscholastic competition during that time period. The coach in consultation with the Athletic Director and Principal will determine participation at practices.

A student-athlete who has violated the District Code of Conduct and been assigned to in-school suspension (ISS) or out-of-school suspension (OSS) forfeits his or her participation in and attendance at athletics during the period of suspension. If the suspension (ISS or OSS) involves the last day of the school week and the first day of the subsequent week, the student-athlete will be suspended from participating in any weekend practices or games.

Student-athletes are strictly prohibited from bullying, harassment, hazing or participating in any acts of initiation or coercion that may result in humiliation or endanger the safety of other students on or off school property that interferes with a student's safety and learning experience or causes a student to be afraid for his/her safety through the expectation of bodily or emotional harm

Hazing is defined as the performance of any act or the coercion of another to perform any act of initiation that causes or creates a risk of humiliation or dangerous activity, or that risks inflicting mental or physical harm. Permission, consent or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in the policy.

Depending on the severity of an inappropriate behavior, a student-athlete may be disciplined. A lesser penalty may be imposed to more accurately reflect the severity of the violation, or, for more severe behaviors, a student-athlete may be subject to dismissal from a team.

#### Automatic Team Suspension for Criminal Charges

Any student charged with a felony will be suspended from the team they currently participate on pending an appeal.

A student who receives a criminal summons, appearance ticket, or is arrested must notify the athletic director within 48 hours. Failure to do so may result in suspension from the team.

Please see the Appeal Process section for more information.

#### **School and Team Attendance**

Daily Attendance: In order for a student-athlete to attend or participate in a practice or game, it is necessary that the student attend classes for the <u>full school day</u> on the day of the activity.

Students will not be allowed to participate in the day's event or practice if they enter school after the start of third period (After 9:30 AM), this includes students who attend AM BOCES programs.
 Students will be expected to attend practices or events but will not be allowed to participate. Medical excuses/documentation (from a doctor), court requirements, and bereavement are the only exceptions to this rule. Students will be expected to attend practices or events but will not be allowed to participate.

- Student-athletes excused early for a medical appointment must bring a medical excuse to return to school for an athletic practice or event. Medical excuses should be submitted to the office or the coach if returning outside normal school hours.
- If a student-athlete is absent from school on the last scheduled day of the week, the student-athlete will not participate in practices or games for the remainder of the week, including Saturday and/or Sunday, unless the student-athlete's coach is presented with a note, at the beginning of the practice or game, indicating an excused absence for the day's absence. An excused absence is defined as: personal illness, serious illness or death in the family, impassable roads or weather, religious observance, quarantine, court appearances, attendance at health clinics, approved cooperative work programs, approved college visits, military obligations, or other reason approved by the Commissioner and/or administration.
- When in attendance, and not ineligible, the student is expected to attend all team practices and contests.
- Attendance at all district practices is closed to those not a part of that team.
- Students serving an in-school suspension will be ineligible to attend and/or participate in any scheduled practices/play contests that day.
- Physical Education is part of the required curriculum for graduation in New York State. Therefore, students not participating in physical education class (without a legal excuse) may not participate in a practice or contest that day.
- Absent from practice students that are absent from a practice or practices may be withheld from participation for either a portion or all of their next contest/activity. A student's illegal absence may result in a loss of conditioning or lack of awareness of new team strategies that would place the student behind his/her teammates in these areas.

#### School Vacation/Recess Participation Policy:

For the safety of our student-athletes, students who do not participate in scheduled practices/contests during a school vacation/recess may be required to participate in a period of reconditioning upon their return. The length of the period of reconditioning before participation in an actual athletic contest will be determined at the discretion of the coach in consultation with the athletic director.

#### **Eligibility**

In order for a student in grades 7-12 to be eligible for interscholastic athletics, the student must meet the eligibility requirements governing interscholastic athletics as set forth by the Remsen Central School District and the New York State Public High School Athletic Association in regards to age and level of competition. Particular rules and regulations are available from the Athletic Director.

Upon entering the ninth grade a student is eligible for participation in interscholastic sports competition for eight consecutive semesters or until nineteen years of age. (If the age of nineteen is reached on or after September 1st, the student may participate during that school year.)

A junior high student may participate in varsity and junior varsity sports providing that all requirements under the NYS Athletic Placement Process are met.

#### Academic Eligibility

Because athletics serve as a part in the development of a well rounded student, athletes must meet certain academic standards to remain eligible to play in interscholastic contests. Academic eligibility applies not only to athletics, but all extracurricular clubs to emphasize the focus on academics in all student school experiences.

#### Academic Probation

Academic probation is a precautionary step to support a student before they fall behind in academic coursework. Starting at the end of the second week of any progress interval, teachers may recommend a student for academic probation. The teacher will discuss academic probation with the student, contact the student's parent/guardian and the guidance department indicating the student is being recommended for academic probation. This will be done if a student has exhibited signs they may be academically struggling with a course, such as receiving failing scores on consecutive assessments or failing to submit consecutive assignments.

If a student is recommended for academic probation they will be required to report to Peer Tutoring, scheduled during lunch periods, to receive additional support from a student-volunteer that is exhibiting success in the course for the duration of the time they are considered to be on academic probation. The teacher recommending academic probation may also recommend a specific student-volunteer. Students on academic probation will also be encouraged to meet with their teacher(s) and support staff.

A student will be removed from academic probation by demonstrating that they are no longer struggling with course content, by either receiving passing grades on consecutive assessments, submitting consecutive assignments, or receiving passing grades at the end of any progress interval.

#### Academic Ineligibility

Every five weeks a student that is failing two or more classes will be placed upon the ineligibility list. Students on the ineligibility list will be required to schedule at least 1 academic support session per week for each subject area that they are currently not successful in. This may occur during lunch periods, during the schedule allows, or during after-school support time. Academic support sessions may be scheduled with either the ineligible student's teacher, or another individual contingent on approval from the student's teacher. If a student does not attend a scheduled support session, they will not be able to participate in extracurricular activities until attending another academic support session.

If a student demonstrates improvement in the course(s) that placed them on the ineligibility list, and improve their standing in the class to passing, the teacher will discuss the improvement with the student, contact the student's parent/guardian and the guidance department, indicate the student is no longer required to attend the weekly academic support session, or recommend a shift to academic probation for that course.

A student may be removed from the academic ineligibility list prior to the next 5-week progress interval or 10-week marking period by a student's teacher as soon as they improve their academic standing to passing in all academic courses. This will be determined by the uniform consensus of the student's teachers, the guidance office, and building principal. This process is the responsibility of the student to contact their teachers, have the teachers sign off, and return the form to the guidance office and/or building principal for removal from the ineligibility list.

At the end of each five-week period every student will be re-evaluated and a new list will be developed.

#### Academic Mentoring

To help support students in their ability to initiate interventions on their behalf, a Remsen staff mentoring program may be enacted. If a student is recommended for academic probation 3 or more times or is placed on the academic ineligibility list for consecutive cycles, the student may be assigned a staff mentor. A list of students that qualify for mentoring will be provided to staff and discussed during a team workshop. The staff mentor would then initiate a plan to help support the student in addition to the peer mentoring and/or academic support sessions they already receive due to academic probation or academic ineligibility.

### **Medical Standards for Participation**

Health Examinations (Physicals): A student-athlete who tries out for interscholastic competition must receive and pass an adequate health examination.

- The health examination (physical) shall be conducted by the Remsen School physician.
- If a student-athlete would prefer that a private physician conduct the physical, the physical must first be approved by Remsen's appointed physician before the student-athlete will be deemed eligible for athletic participation.

Self-Reporting Injuries and Illnesses: It is the responsibility of the student-athlete to inform the coach if the student-athlete is ill or injured before, during, or after any activity associated with the sport in which the student-athlete is participating.

- Students must also report any illnesses or injuries that cause absence from athletic participation over a weekend, scheduled vacation, or holiday.

Participation after Injury: A student-athlete who seeks and receives treatment for an injury must provide a written statement from the emergency room or other physician before returning to athletic practice or play.

Participation after Concussion/Head Injury: Remsen Central School has adopted a specific concussion protocol that shall be followed by any coach/athlete when the athlete sustains a head injury.

Medical Excuse from Participation: Student-athletes who are injured or ill may be excused from participation by their physicians.

- Student-athletes excused from participation must have releases from their physicians before they will be allowed to return to participating.

Insurance:

The school district carries insurance for students. This is non-duplicating insurance and requires parents to apply to their personal insurance carrier first. The school insurance has certain financial limits and parents may be required to pay certain balances of the medical bills.

#### Athletic Placement Process

A student is eligible for junior varsity or varsity standing and play as a freshman.

Under some circumstances, some students may be eligible for junior varsity or varsity standing and play prior to their freshman year if,

- The coach of a specific sport requests that a student-athlete be considered to move up in classification. In making this request, the coach will take into consideration the following criteria:
  - The student is in good academic standing.
  - The student has a record of good attendance.
  - The student has a record of good conduct.
  - The student has previous play and demonstrates exceptional performance in the sport.
- The athletic director or athletic administrator approves the athlete to begin the Athletic Placement Process.
- The student-athlete's parent(s) give(s) permission for the student to move up in classification.

- The student-athlete passes a maturity physical administered by the school's designated school physician. (Other physicals will not be accepted.)
- The student-athlete passes a physical fitness test as per New York State regulations.

An Athletic Placement Process form shall be submitted to Section III for any student-athlete who meets all criteria listed above.

#### Parent and Spectator Behavior, Ethics, and Consequences

"Student-athletes compete with honor and integrity, and play for the love of the game, so let's all cheer for our team, have fun and support the spirit of Section III Athletics."

~ New York State Public High School Athletic Association

<u>General Guidelines:</u> The following are guidelines for parent and spectator behavior and ethics which are promoted by the *New York State Public High School Athletic Association*.

- Direct all energies to encouraging your team.
- Avoid actions which offend visiting teams or individual players.
- Show appreciation of good play by both teams.
- Learn the rules of the game in order to be a more knowledgeable spectator.
- Treat all visiting teams in a manner in which you would expect to be treated.
- Accept the judgment of coaches and officials.
- Encourage other spectators to participate in the spirit of good sportsmanship.
- Be positive.

<u>Parent Conflicts with Coaches or Officials</u>: From time to time, conflicts arise between parents and their children's coaches or the officials. At no time is it appropriate to go onto a field or court of play to approach a coach or official whether before, during, or after an athletic contest, regardless of the venue. Additionally, it is inappropriate for a parent to verbally confront a coach or official at any time before, during, or after an athletic contest. If a parent has a conflict with a coach or official, it is expected that the parent will contact the coach or the athletic director via phone the day after the athletic contest to discuss the conflict or ask to set up a meeting to address the conflict in person. The athletic director, building principal, and/or superintendent will be in attendance at the meeting.

#### Consequences for Unacceptable Parent/Spectator Behavior

Parents or spectators who engage in unacceptable behaviors before, during, or after athletic contests – regardless of the venue – will be warned and requested by school staff (principals, superintendent, athletic director, coaches, chaperones) or officials to stop the said behaviors. Parents or spectators who do not comply with said requests will be directed to leave school premises. Parents or spectators who refuse to leave shall be subject to ejection and/or arrest. Depending on the severity of the behavior or repeated violations over time, the parent/spectator may be immediately ejected and/or banned from attending athletic events in the future.

<u>NYSPHSAA Expectations/Penalties for Spectators</u> - Officials, just like student athletes and coaches, are critical to interscholastic sports programs. Without officials, NYSPHSAA and its member schools would not be able to provide interscholastic sports in the manner that is desired and expected by student athletes, coaches, and parents. Spectators are expected to "Be Loud, Be Proud, and Be Positive." Negative comments and inappropriate behaviors by spectators are required to be addressed by all and any school

supervisors and administrators, as a member of NYSPHSAA. Spectators may be prohibited from attending current and future interscholastic contests based on their behavior. (Oct. 2022)

1. Spectator Regulation: Any negative, inappropriate, derogatory comments or actions that draw the direct attention of a supervisor or school administrator by a spectator or group of spectators are required to be addressed by the host school, Sectional or NYSPHSAA representative in the following non-sequential order depending on the comments or behavior:

- First warning Directing the spectator or group of spectators to refrain from any negative comments or actions.
- Second warning A personal discussion with the spectators or group of spectators on the above NYSPHSAA expectations and reminding the spectators or group of spectators of the next step, removal from the game or event, will be utilized if the behavior continues.
- Removal from the contest The spectator or group of spectators will be directed to leave the facility for the remainder of the game or event. If spectators or a group of spectators refuse to leave the game or event, play will be stopped until they vacate the premises.

2. Penalty for being removed from a game or event: Any spectator removed from a game or event will have a minimum penalty of completing the NFHS Parent Credential course (NFHS Course - https://nfhslearn.com/home/parents) or a one game suspension before they are allowed to attend any interscholastic event. Once the course is completed the spectator will provide a certificate of completion to the athletic department office. Schools are required to communicate with the offending spectator on the NYSPHSAA Sportsmanship Spectator Expectations.

If actions or behavior of a spectator or group of spectators rise to the level of removal from the contest after the first offense, the host school may remove that spectator and he/she will have to complete the required online course prior to being allowed to attend any future interscholastic events.

### **Goals for Athletic Teams**

Modified Athletics: The goals of modified athletics are the development of sport-specific skills and an understanding of rules of play, team unity, and sportsmanship. The New York State Athletic Association dictates playing time for some, but not all, student-athletes participating in modified athletics.

Junior Varsity Athletics: The goal of junior varsity athletics is to build on the development of sport-specific skills and an understanding of rules of play, team unity, and sportsmanship, with an emphasis on preparing student-athletes for competitive varsity play.

Varsity Athletics: The goals of varsity play are to win the season and progress to post-season competition without losing sight of the development of sport-specific skills and an understanding of rules of play, team unity, and sportsmanship.

### **Team Travel Rules**

On team trips, student-athletes will ride to and from the event on district transportation unless otherwise determined by the athletic director or administrator.

All players must ride to and from games with the team. Players may ride home with their parent after signing out with the coach. A note signed by the parent should be provided to the coach when an athlete intends to ride home with the parent/guardian of another player.

Failure to adhere to these rules may result in disciplinary action.

#### **Uniforms, Equipment and Property**

Uniforms are only to be worn for school athletic contests, to demonstrate team unity on days of competition, and/or designated school spirt events. Remsen uniforms are not to be worn for regular school attendance, physical education classes, or outside of school at any other time.

All student-athletes are held personally and financially responsible for the uniforms/equipment issued to them. If school uniforms/equipment are lost, returned in poor condition (given consideration for normal wear and use), or not paid for, the student-athlete will forfeit any honors/awards for that sport and will be ineligible to participate on an athletic team until the uniform/equipment is returned or paid for. A senior athlete who fails to return their uniform/equipment, replace it, or pay for it prior to graduation will forfeit participation in the graduation ceremony.

#### **Training Rules and Team Discipline**

#### A. Training Rules:

In order for athletes to perform at their maximum ability without compromise to their personal health and team integrity, training rules are in effect from the first day of the official athletic season and conclude at the end of the day of the final contest of the season. All team rules and regulations relating to practices, individual conditioning, curfew hours, proper nutrition and game conduct are set forth by the coach of each sport, clearly establishing expectations for that sport.

B. Team Cuts:

Should a student-athlete be cut from a team prior to a final roster and wish to try out for another team, they may be eligible to do so. This can only be done if the student-athlete requests approval from the coaches of the sports involved, as well as the Athletic Director.

C. Season Completion:

Grace Period: A player may voluntarily leave the team at any point before the first contest after consulting with the coach. If an athlete chooses to leave a team, they must inform the coach of his/her decision and may leave the team without penalty.

Any player that leaves a team after the start of the first contest shall be ineligible for the next sport season. A conference among the player, their parents, the Athletic Director and the principal may allow a student to leave the team for certain extenuating circumstances without penalty after submitting a completed "Permission Form to Discontinue Athletic Participation" (Appendix A).

D. Tobacco, Alcohol, and Drug Use Infractions

It is clearly understood that the use of tobacco products, any nicotine-containing products, and vaping of any substance; the consumption of alcoholic beverages; and the use of illegal drugs or misuse of prescription drugs is dangerous to the health and general maturation of the adolescent and impacts negatively a student-athlete's ability to perform. Therefore:

- The possession, sale or use of alcohol, tobacco products, any nicotine-containing products, and vaping of any substance, illegal drugs (including but not limited to marijuana, cocaine, synthetic marijuana, bath salts, heroine, LSD, steroids or any other drug with the potential to cause impairment to the student-athletes' health and performance) or the unauthorized use of prescription or nonprescription drugs/inhalants is strictly prohibited on or off school grounds.
- Under no circumstances, is a student-athlete of the Remsen Central School District allowed to consume alcohol or use/abuse drugs at any time.
- Student-athletes who violate this regulation are subject to consequences including the potential to lose all honors, privileges and awards.
- Any student athletes who are in attendance at a gathering/party where there is underage alcohol use, tobacco use, or drug use shall physically leave and report any safety concerns to an adult. Student athletes who fail to leave or report safety concerns will face a minimum of a one-game suspension and/or be subject to the "Penalties for Athletic Code Infractions".

#### E. Additional Infractions

Additional Infractions shall include, but not be limited to, the following:

- Destroying or defacing school property (home & away).
- The stealing of school property.
- Disrespect to the coach, game officials or spectators which constitute immediate attention to disciplinary action.
- Fights that are a result of the student's action, during a game or practice.
- Members of District athletic teams are, in fact, representatives of the District and are expected to conduct themselves properly at all times, whether or not they are engaging in school-related activities and whether or not they are on school grounds. Team members who engage in violent or disruptive acts or engage in destruction of private property which occur off school grounds may be subject to disciplinary action up to and including dismissal from the team in accordance with the Athletic Code and the Code of Conduct.

#### **Penalties for Athletic Code Infractions**

Should an infraction take place during school hours or at any school sponsored event, the penalties outlined below will be applied concurrently with and/or in addition to any school or district penalties prescribed by the District Code of Conduct.

The following three levels of consequences for infractions of the athletic code will apply to student-athletes in grades 7-12:

The penalty for a first infraction shall be suspension from athletics for 50% of the current season. If less than 50% of the season remains, then the starting date will be after the first half of the next sports season. A student that receives an athletic suspension will be required to attend and observe all practices and games, but will not be allowed to wear their uniform. A second infraction during any future sport season shall result in removal from athletics for the remainder of that season plus the next athletic season. A

third infraction will result in dismissal from extracurricular athletics for the remainder of the student's high school career.

The Remsen Central School District reserves the right to impose a stricter penalty based on the severity and nature of the infraction.

#### Appeal

Appeal Process:

- A student-athlete may appeal a disciplinary action caused by an infraction that may result in temporary or permanent suspension from athletics by appealing first to the Athletic Director and Jr./Sr. HS Principal, second to the Superintendent of Schools, and lastly to the Board of Education.
- Student-athletes will not compete in any contests during the appeal process.
- The appeal must be in writing.
- The appeal must be submitted to the athletic director or high school principal within five days of their notification of the suspension.
- The written appeal must contain exact reasons and details why the suspension is being appealed.

#### Self-Reporting of Alcohol or Substance Use/Abuse

A student who confidentially self-reports to a Remsen Central School staff member, coach, or administrator that they violated the Athletic Code by being involved in alcohol or substance use/abuse will be:

- Granted a one-time confidential waiver of athletic consequences provided that the student does not attempt to abuse or manipulate this support to avoid immediate consequences.
- Recommended to attend substance abuse counseling.
- Allowed to continue participating as a student-athlete, provided that the determination is made that continued participation is not a health risk to the individual or a safety risk to other athletes or to coaches.

Should the violation of alcohol or substance use/abuse be repeated, the student shall be subject to disciplinary action as outlined in Penalties for Athletic Code Infractions.

#### **Reporting Student Athlete Violations**

The following persons are required to report alleged athletic code violations that they have personally witnessed to the student-athlete's coach, athletic director, or principal.

- Any RCS employee or School Board member.
- Any adult acting as a chaperone.
- Any adult assisting with a school activity at the request of a district employee.
- Any law enforcement agency or officer.
- Any parent or legal guardian of the student-athlete involved.

Athletic code violations personally witnessed by the aforementioned shall be investigated by the studentathlete's principal and the athletic director.

Reports of alleged violations by persons other than the aforementioned may be investigated by school administration, provided the administration believes that the evidence warrants such an investigation.

### **Dual Participation**

The Center State Conference allows for dual participation throughout the year, provided parental consent. Per Section III policy, indoor track athletes are not allowed to compete in more than one sport during the winter season.

In order to allow for adequate preparation and conditioning, the following guidelines must be met during participation.

- 1. At the beginning of each sport season the athlete must declare his/her primary sport of participation. The athlete must be committed to attend all practices and contests of such declared sport.
- 2. If scheduling of practices and contests allows such athlete to practice and meet the commitments of the declared sport then the athlete may also be allowed to participate in additional contests for a second declared sport.
- 3. The athlete must notify the respective coaches in advance of any scheduling conflicts.
- 4. The athlete must remain off the ineligibility list for the period of his/her sports season(s). If a student who participates in two sports is on the ineligibility list, they will need to reduce their participation to just their primary sport for the duration of the ineligibility period.
- 5. In the event that Dual Participation during a given season is compromising the integrity of the team(s), a meeting between the Athletic Director, the Principal, and the dual participation athlete(s) will take place to discuss options and needs prior to making an administrative decision regarding Dual Participation.

#### **Combination Participation**

Combination/Participation in Athletics with Surrounding Districts

In the past, there have been student-athletes who have participated in activities that are not offered through Remsen Central School. Combinations between school districts fall under the guidelines of Section 3 and the NYSPHSAA. If a student-athlete has interest in participating in these sanctioned sports, they must make the Athletic Director aware of their intention to participate in a sport where a combination is necessary with another school district by the following dates:

Fall Sports – May 15 Winter Sports – September 30 Spring Sports – January 15

#### **Pre-Requisites for Participation in Athletics**

#### PRIOR TO THE FIRST PRACTICE ALL ATHLETES MUST:

Submit the <u>*Athletic Participation Permission Form</u></u> to the athletic director or coach, signed by the athlete and a parent/guardian.</u>* 

Submit the *Emergency Form* to the school nurse, coach, or athletic director, signed by the student's parent/guardian.

Have on record a *current physical exam* in the nurse's office. "Current" means within the past calendar year of the first practice date for that sports season.

Submit the *Interval Health History form* to the school nurse, coach, or athletic director, signed by the student's parent/guardian.

\*\*\*IMPORTANT\*\*\*

ALL FORMS LISTED ABOVE ARE MANDATORY AND MUST BE TURNED IN BEFORE THE SEASON BEGINS. STUDENT-ATHLETES WILL NOT BE ALLOWED TO PARTICIPATE IN PRACTICES OR CONTESTS UNTIL ALL FORMS ARE COMPLETED, SIGNED, AND RETURNED. THANK YOU!



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### PERMISSION FORM TO DISCONTINUE ATHLETIC PARTICIPATION

INSTRUCTIONS: It is understood that the coach's signature below indicates that a coach/student-athlete discussion regarding the decision to discontinue the program has taken place prior to the parent and Athletic Director signatures. Signatures are to be obtained in the order requested on this form. Student athletes are required to continue to attend their scheduled practices until instructed by the coach or Athletic Director.

<u>Step 1 - STUDENT INPUT:</u> Please state the reason for discontinuation of the current sport being played

Student-Athlete's Name	Student-Athlete's Signature	Date
	Sport & Level	
tep 2 - COACH INPUT: Please place	a check beside one of the statements and add	comments
I approve I disapprove - of t	he athlete's request to discontinue playing the	sport.
COMMENTS:		
Coach's Printed Name	Coach's Signature	Date
Step 3: PARENT INPUT: Please place	e a check beside one of the statements and add	comments.
I approve I disapprove – of the COMMENTS:	the athlete's request to discontinue playing the	e sport.
Parent's Printed Name	Parent's Signature	Date
Step 4: ATHLETIC DIRECTOR INPU           I approve I disapprove – of the state of the s	<u>T</u> the athlete's request to discontinue playing the	e sport
Student's uniform and equipment	have been turned in	

Athletic Director's Signature

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Interval Health History Sheet Prior to the start of the athletic season, all student-athlete's parents must complete the required NYSED Interval Health History Form.

NYSED Interval Health History for Athletics						
Student Name:         DOB:           Grade (check):         7         8         9         10         11         12         Sport:						
Sport Level:  Modified  Fresh			terrel to a			
			· Date of last physical.			
MUST be completed and signed by Paren	t/Gu	ardia	n - Give details to any YES answers on the last page	ge.		
GENERAL HEALTH	No	YES	BREATHING	$\boxtimes$		
Been diagnosed with mononucleosis within	NO	TES	Use or carry an inhaler/nebulizer?			
the last month?			Wheeze or cough frequently during or after	_	_	
Have only one functioning kidney?			exercise?			
Have a bleeding disorder?			HEART HEALTH			
Have any problems with hearing or have			Ever complained of:			
congenital deafness?			Ever had a test by a health care provider for their			
Have any problems with vision or only have			heart (e.g., EKG, echocardiogram, stress test)?	-		
vision in one eye?			Lightheadedness, dizziness, during or after			
Have an ongoing medical condition?			exercise?			
If yes, check all that apply:			Chest pain, tightness, or pressure during or after exercise?			
Asthma Diabetes			Fluttering in the chest, skipped heartbeats,			
□ Seizures □ Sickle cell trait or disease	e		heart racing?			
Other:			Ever been told by a health care provider they			
Have Allergies?			have or had a heart or blood vessel problem?			
If yes, check all that apply			If yes, check all that apply:			
	dicine	•	□ Chest Tightness or Pain □ Heart infection	on		
Pollen Other:			High Blood Pressure     Heart Murm	ur		
Ever had anaphylaxis?			High Cholesterol     Low Blood Pr	ress	ure	
Carry an epinephrine auto-injector?			New fast or slow heart rate	seas	se	
Ever had an eating disorder?			Has implanted cardiac defibrillator (ICD)			
BRAIN/HEAD INJURY HISTORY	No	YES	Has a pacemaker			
Ever had a hit to the head that caused		_	Other:			
headache, dizziness, nausea, confusion, or been				NO	YES	
told they had a concussion?			Have regular periods?			
Receive treatment for a seizure disorder or epilepsy?			Age period began?			
Ever had any unexplained seizures?				No	YES	
Ever had migraines?			Have only one testicle?			
			Have groin pain or a bulge, or a hernia?			
INJURY HISTORY Ever been unable to move arm/leg or had	No	YES	COVID-19 INFORMATION			
tingling, numbness, or weakness after being			Has your child ever tested positive for			
hit or falling?			COVID-19?			
Have joints become painful, swollen, warm, or			Date of positive COVID test:	_		
red with use?			Was your child symptomatic?			
Been diagnosed with a stress fracture?			Did your child see a health care provider for			
DEVICES / ACCOMMODATIONS	No	YES	their COVID-19 symptoms?			
Have any special devices or prostheses (insulin						
average all seasons and any hear other 12			Was your child diagnorod with Multicustors	- 1		
pump, glucose sensor, ostomy bag, etc.)? Wear protective eyewear?			Was your child diagnosed with Multisystem Inflammatory Syndrome (MISC)?			

FAMILY HEART HEALTH HISTORY	
A relative has/had any of the following:	
Check all that apply:	Brugada Syndrome?
Enlarged Heart/ Hypertrophic Cardiomyopathy/ Dilated	Catecholaminergic Ventricular Tachycardia?
Cardiomyopathy	Marfan Syndrome (aortic rupture)?
Arrhythmogenic Right Ventricular Cardiomyopathy?	□ Heart attack at age 50 or younger?
Heart rhythm problems, long or short QT interval?	Pacemaker or implanted cardiac defibrillator (ICD)?
A family history of:	

L	Known neart abnormalities of	r sudden death before age 50?	<ul> <li>Structural neart abnormality,</li> </ul>	, repaired or unrepaired?
	Unexplained fainting, seizure	s, drowning, near drowning, or	car accident before age 50?	

### If you answered **NO** to <u>all</u> questions, **STOP**. Sign and date below. If you answered **YES** to a question please explain below.

Parent/Guardian

Signature:

Date:

If you answered <b>YES</b> to any questions give details. Sign and date below.			
Parent Signature Date	_		

#### FOR SCHOOL PHYSICIAN ONLY

This certifies that the above referenced student is physically qualified to participate in the following categories of competition during the school year. Any unmarked categories indicate disqualification for the particular group of sports.

#### CONTACT/COLLISION

Cheerleading Football Ice Hockey Lacrosse Soccer Wrestling Basketball Diving/Swim

#### LIMITED CONTACT/IMPACT

Baseball Volleyball Basketball Softball

#### NONCONTACT



Cross Country Track and Field Golf Tennis

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## **ATHLETIC PARTICIPATION PERMISSION FORM**

To the Remsen Athletic Director:

I have read the Athletic Code of Conduct of the Remsen Central School District. I understand the provisions as stated, and agree to abide by these provisions while a member of any team.

Student's Name

Student's Signature

I have read the Athletic Code of Conduct of Remsen Central School District. I have reviewed it with my child. I agree to cooperate with Remsen Central School in enforcing this code as it applies to him/her and to myself and our family as responsible spectators. I give my permission for my student to participate in the stated sport, subject to the standards and provisions stated.

Primary Sport:

Secondary Sport: \_\_\_\_\_\_ (if played during same season)

Parent or Legal Guardian Signature

Date

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## **EMERGENCY FORM**

Name of Student:	Sport/Activity:
Age: Grade:	_ Date of Birth:
Home Address:	
	Parent Cell Phone:
Parent Home Phone:	Parent Work Phone:
Parent Name:	Parent Cell Phone:
Parent Home Phone:	
If a parent is not available, name of alterr	nate person to contact in case of an emergency
Alternate #1 Name:	Phone #:
Alternate #2 Name:	Phone #:
Does your child have any allergies?	
Does your child have any history of medi personnel should be aware of during an e	ical problems in which a teacher, ambulance attendant or hospital mergency?
Has your child been seen by a Dr. or under the last sport season?	er Dr.'s care for any medical reason (injury, etc.) since the end of
If so, when	_; For what reason?
Has he / she been released by the Dr. to p	play sports?YesNo
I authorize the coach in charge of this act	ivity to have my child transported to the nearest hospital.
Signature of Parent:	Date:

## **REMSEN CENTRAL SCHOOL**

# District-Wide School Safety Plan 2025-2026



Commissioner's Regulation 155.17 Education Law 2801-a

Community/Public Hearing: May 13, 2025 Public Comment Period: May 9, 2025 through June 10, 2025 BOE Adopted \_\_\_\_\_, 2025

Soar to Success

## **Remsen Central School District**

## **District-wide School Safety Plan**

Commissioner's Regulation 155.17 Education Law 2801-a

#### Introduction

School districts are required to develop a District-Wide School Safety Plan (DWSSP) to address emergencies and violent incidents. These plans are meant to be implemented quickly and effectively. The DWSSP aims to: prevent or minimize the impact of serious violent incidents and emergencies and facilitate coordination between the district and local/county resources during such events, and serve as a framework for the more detailed Building-Level Emergency Response Plan (BLERP) that is required at each individual school building.

School districts face a wide range of potential threats, including acts of violence, natural disasters, and technological disasters. New York State's Safe Schools Against Violence in Education (SAVE) law mandates comprehensive planning to address these threats. This includes planning for:

**Risk Reduction/Prevention:** Strategies aimed at reducing the likelihood of violent incidents and emergencies. **Response:** Clearly defined actions to be taken during various emergency situations. **Recovery:** Procedures for supporting students, staff, and the community in the aftermath of an incident.

School districts/BOCES are expected to regularly review and update their DWSSPs to ensure they remain relevant, effective, and in compliance with ever changing state regulations.

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies.

The district wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The Remsen Central School District supports the SAVE Legislation, and intends to engage in a planning process. The Superintendent of Schools encourages and advocates on going district-wide cooperation and support of Project SAVE.

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### DISTRICT-WIDE SCHOOL SAFETY TEAM

#### **Purpose:**

The Remsen Central School District-Wide School Safety Plan was developed in accordance with Commissioner's Regulation 155.17. The Superintendent, acting under the direction of the School District Board of Education, appointed a District-Wide School Safety Team to create and maintain this plan.

#### Identification of the District-Wide School Safety Team:

The Remsen District-Wide Safety Team includes representatives from various stakeholder groups, as required. These groups include (but are not limited to):

- School board
- Teacher organizations
- Transportation personnel (including bus drivers and monitors)
- Administrator organizations
- School safety personnel
- Parent organizations
- Law enforcement
- Student (at the discretion of the Board of Education and may not be provided any confidential plan information)
- Other school personnel, as needed

Members Name	Title
Timothy Jenny	Superintendent/Chief Emergency Officer/Parent
John McKeown	Business Administrator
Mary Lou Allen	Board of Education President
Sanya Pelrah	Jr./Sr. High School Principal
Jody Lamphere	Elementary Principal
Joe Bessmer	Head of Facilities/Parent
Kurt Crossett	Bus Dispatcher/Bus Driver and Supervisor of Bus Monitors
Brad Tyson	Remsen Vol. Fireman/Custodian/Parent
Beth Lamphere	Oneida County School Patrol Officer/Grandparent
Ralph Potasowiecz	Oneida County School Patrol Officer
Robert Smith	Oneida County School Patrol Officer
Robert Staskoski	Oneida County School Patrol Officer/Parent
Rick Gallo	RTA Union President/High School Teacher
Dan O'Bryan	High School Teacher
Kelly Runninger	Elementary Teacher
Dale Dening	Athletic Director/Teacher
Meghan Dineen	High School Counselor/Parent
Erika Kistowski	Elementary School Counselor
Fay Harper	District Psychologist and CSE Director/Parent
Melissa Polidori	High School Nurse
Autumn Fasolino	Elementary Nurse
Patricia Cerio	BOCES Safety Office

\*A student may be allowed to participate on the district-wide safety team, provided, however, that no portion of a confidential buildinglevel emergency response plan be shared with such student nor shall such student be present where details of a confidential building-level emergency plan or confidential portions of a district-wide safety plan be discussed

### Identification of the Chief Emergency Officer (CEO)

The Remsen Central School District has appointed Timothy Jenny as the Chief Emergency Officer. The responsibilities of the CEO include, but not be limited to:

a) Coordination of the communication between school staff, law enforcement, and other first responders;

b) Lead the efforts of the District-Wide Safety Team in the completion and yearly update of the District-Wide School Safety Plan, by September 1st 15th and the coordination of the District-Wide Plan with the Building-Level Emergency Response Plans:

c) Ensure staff understanding of the District-Wide School Safety Plan;

d) Ensure the completion and yearly update of Building-Level Emergency Response Plans for each school building by the dates designated by the Commissioner;

e) Assist in the selection of security related technology and development of procedures for the use of such technology;

f) Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan by September 15th annually;

g) Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law Section 807.

Chief Emergency Officer (CEO)				
Name of Appointed Chief Emergency Officer	Timothy Jenny			
Title	Superintendent			
Contact Information Phone	315-205-4300 x.4224			
Contact Information Email	tjenny@remsencsd.org			
Date of BOE Appointment	June , 2025			

#### **Concept of Operations**

#### **Guiding Principles:**

General protocols reflected in the District-wide School Safety Plan guide the development and implementation of the Building-Level Emergency Response Safety Plans. The District-wide Safety Plan sets forth the general procedures and protocols to be adhered to at each school and serve as the standard operating procedures.

#### **Stakeholder Involvement:**

In developing the district-wide plan, key internal (school staff, etc.) and external stakeholders (community members, emergency services, etc.) were involved in order to garner the best local operational knowledge and the best emergency management and safety expertise in creating and revising this plan. The Remsen Central School District recognizes its role as part of the larger community and the importance of community stakeholder involvement in school safety. are an integral part of the community and, as such, it is important that community stakeholders are involved and understand the role of the school district and its relationship to the safety of the community at large.

#### **Emergency or Violent Incident:**

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the Building Level Emergency Response Team. Upon activation of the Building Level Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified. Full Emergency response actions, including Crisis Response, may be supplemented by involving County and State resources through established protocols.

#### **Plan Review and Public Comment**

Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The district-wide plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any

other interested parties. The plan must be formally adopted by the Board of Education by September 1<sup>st</sup> of each school year.

#### District-Wide School Safety Plan Review and Adoption:

- 1. <u>Periodic/Annual Review:</u> The District-Wide School Safety Team will maintain the plan throughout the year as well as complete the required annual review of the plan on or before July 1st of each year.
- 2. <u>Public Comment Period:</u> The plan will be available for public comment for at least 30 days before adoption, as required by Commissioner's Regulation 155.17 (e)(3).
- 3. <u>Public Hearing</u>: At least one public hearing must be held to allow for participation from school personnel, parents, students, and other interested parties.
- 4. Board of Education Adoption: The plan must be formally adopted by the Board of Education by September 1st, annually.
- 5. <u>Website Posting:</u> The District-Wide School Safety Plan will be posted to the district website. The URL is verified by September 1st, annually.
- <u>Submission to NYSED</u>: The URL must be submitted to the NYS Education Department within 30 days of adoption, but no later than October 1st of each year on the NYS Education Department Application Business Portal.

Task	Date(s)
District-Wide Safety Team annual review date	<mark>04/29/2025</mark>
District-Wide School Safety Plan – Public comment period (began	05/09/2025 through 06/10/2025
& ended)	
Public Hearing	05/13/2025
District-Wide School Safety Plan approved by Board	<mark>06/10/2025</mark>
District-Wide School Safety Plan posted to website	<mark>06/11/2025</mark>
URL of District-Wide School Safety Plan	
URL of District-Wide School Safety Plan verified	06/11/2025

#### **Building-Level Emergency Response Plans:**

<u>Confidentiality:</u> Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provisions of the law, in accordance with Education Law Section 2801-a.

<u>Distribution to Law Enforcement:</u> Building-Level Emergency Response Plans will be provided to the New York State Police and Oneida County Sheriff's Office within 30 days of adoption and no later than October 1st of each year. \*Note: After plans are entered into the NYS Education Department Application Business Portal, NYS Police and local jurisdictions are able to access them via the portal.

#### **Risk Reduction/Prevention and Intervention** – School Climate

#### **Prevention/Intervention Strategies**

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to truly prevent any negative event from occurring. Prevention would always be preferred over risk reduction. However, not all such events will be prevented despite our best efforts. Therefore, we must formulate plans to intervene and reduce risk by minimizing the impact of any negative event. This section will identify specific prevention and risk reduction strategies that have been implemented within the District. Many of these components serve as both prevention and risk reduction tools. Improving school culture, climate, and communication are keys to prevention (proactive measures) and risk reduction/intervention (minimizing the impact of events that do occur).

#### **Program Initiatives:**

The Remsen Central School District recognizes the importance of programs and activities that improve the school culture, climate and communication throughout the school community and that encourages the reporting of potentially dangerous, suspicious or violent behavior. Such efforts serve to improve the security, safety and quality of life for all those in the Remsen school community.

The District recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourages the reporting of potentially dangerous, suspicious or violent behavior.

The following is a partial list of initiatives:

- School Patrol Officers in each building every day
- Schedule and practice various emergency drills, lock down drills, bus drills and go home early drills while educating students on the same
- ParentSquare Parent/Staff Communication Platform
- Positivity Project at the Elementary School
- Welcome Back Night for all students and parents including information, food and fun
- Family Nights
- Parent Wellness Nights
- Remsen Air Drop
- College and Career Readiness Guest Speakers
- Jr./Sr. HS Thanksgiving Breakfast for all students
- Veteran's Day Concerts
- One School, One Book Annual Events
- District-wide Code of Conduct: includes expectations for appropriate behaviors and consequences for inappropriate behaviors.
- Athletic Code of Conduct: includes expectations for appropriate behaviors and consequences for inappropriate behaviors for student athletes and spectators.
- Staff Training on Emergency Response Planning at the beginning of each school year
- Kindergarten Kick Start Summer Camp
- Extended School Day Before and After School Programs
- Summer Enrichment Programs
- 6<sup>th</sup> Grade Orientation to the HS
- Post Graduation Plans Celebration
- Top Senior Sundaes Celebration with the BOE
- Prom Safety presentations
- Dignity for All Students Act Coordinators in both buildings
- Erin's Law presentations
- KidSmartz Child Safety Program
- NetSmartz Internet Safety Program
- Easton the Therapy Dogs
- Health and Wellness Team: Health Initiatives, Eat Smart Program facilitation, grant writing to encourage health and wellness (Disc Golf Course)
- Announcements/programs to promote kindness, hard work, school safety
- Ram Tickets
- Certified School Psychologist shared with both buildings
- Certified School Counselors in both buildings
- Certified Social Worker shared with both buildings
- School Climate Survey for staff, students, and parents
- Parent/Guardian Communication Survey
- Fire Prevention Sessions, including pre-K trip to firehouse
- Elementary Quarterly Evenings of Excellence
- HS Quarterly Academic Awards Ceremonies
- End of year HS Academic Awards Ceremony
- End of year HS Athletic Awards Ceremony
- Assemblies to promote positive, safe, health, school environment

- Motivational Assemblies
- Olympic Days (Elementary and High School)
- Daily Announcements to promote school safety and security
- Athletic Events and Awards
- 4:00 PM Late Bus to ensure equal access to after school opportunities
- Clubs and Extracurricular Groups
- Concerts, Plays, Musicals, Art Shows
- Science Fairs
- Field Trips
- Parent-teacher conferences
- School Bus Safety and Scenarios, Bus Evacuation Drills
- Career Days
- Counseling Support Sessions (individual and group)
- Classroom Guidance Lessons

- Community Service Activities (examples: leaf raking, Remsen community garbage pickup day, food drives, donation volleyball games for the Stevens Swan Human Society, Pink Out athletic games to fight for a cure, recycling challenges)

- Student Health and Wellness Fair
- Annual School Spirit Weeks for each Season
- Restorative Circles
- Sweethearts and Heroes
- Elevating Student Voices
- Five-Star Service

The District encourages all divisions to develop strategies that support a positive, safe learning environment for students, such as community involvement in the schools, mentoring programs, or adjusting scheduling to minimize potential for conflicts or altercations.

#### **Risk Reduction/Prevention and Intervention – School Safety and Building Security**

#### **Implementation of School Safety and Building Security Measures**

Includes routine precautions, access control, visitor policies, hazard identification, and construction safety.

#### Routine Precautions by all staff

All staff are expected required to immediately report to their building principal or supervisor any information they have received or observations they have made regarding anything that could possibly impact the safety and security of anyone within the school community.

Note: Staff should always err on the side of safety and share such information each and every time. No detail is too small or inconsequential as individual staff may not be aware of all circumstances surrounding a particular student or concern.

#### Limited Access

All building access points are to remain locked at all times during the regular school day after morning student arrival and will be monitored and controlled by a main office staff member (using a camera/door buzzer/intercom visitor access control system) to screen and approve access into the buildings. Entrances used for students and staff during morning student arrival at both buildings will be monitored by Remsen Central School District staff. Any access door that may need to remain unlocked during a portion of the school day for any reason should be directly monitored for the time that it must remain unlocked.

Throughout the buildings, there is considerable video surveillance, which main office staff can view in real time. In addition, Remsen Central School contracts with Oneida County through the Sherriff's department for the services of a School Patrol Officer in each school building.

The District utilizes a keyless entry/electronic access control system allowing specific access (designated days/times, buildings and entrances) to authorized personnel by presenting a programmed proximity identification card to a reading device at those entrances. This system also has the ability to automatically unlock and lock specific entrances.

### Panic Alarm System (Alyssa's Law)

The Remsen Central School District maintains an emergency panic alarm system that includes panic buttons in both buildings.

### Staff Photo Identification Badges

All employees are issued photo identification badges that are to be displayed at all times while on District property to assist visitors, students and staff in identifying employees as well as possible intruders.

### Visitor policy

Anyone visiting the school during the time school is in session must sign in and obtain a visitor's badge at the main office. The main office staff will also call ahead to the visitor's destination to determine the legitimacy of the visitor in the building and may be asked to escort certain persons to their destination.

Policy 1002 Visitors to Schools, will provide the details related to how visitors are handled at each building. Should an unannounced visitor appear at a classroom, office or be observed in the hallways without proper identification (visitor pass or a note from the office), staff may approach and are instructed to inquire as to a subject's business and/or contact their school's main office immediately.

All visitors are required to report to the main office upon entry into the building. Visitors will sign-in and be issued a visitor badge, which must be visible at all times. Visitors are required to sign in and out where they first entered the building.

### Student Sign-Out Procedures

Remsen Central School is diligent in ensuring that only those persons authorized to sign-out students are allowed to do so utilizing the applicable data maintained within Schooltool. Staff may also require a photo ID if the requesting party is unknown to them and may contact a parent or guardian for confirmation when deemed appropriate.

### Video Surveillance

A digital video surveillance system is in service at Remsen Central School District to assist in monitoring, deterring and recording activity in all school areas.

### Fire Alarm

A fire detection alarm that is linked to a central monitoring station is in service at the District. These alarms and fire response procedures are tested regularly, consistent with New York State Education Department regulations.

### Lockdown Alarm

A Lockdown Alarm sounds when a school building goes into a Lockdown. These alarms and procedures are tested when announced drills are conducted.

### Mass Communication System (ParentSquare)

The School District utilizes the ParentSquare mass communication system capable of making emergency notifications to all or a portion of the school community.

### School Patrol Officers

The District contracts with the Oneida County Sheriff Department to provide School Patrol Officers on campus during the school day at both buildings (Appendix B).

### Random Drug Sniffing Canine Search

The District may occasionally conduct canine searches throughout the school year.

### Vital Educational Agency Information

The District maintains general information regarding each educational agency located in the school district, including information on: school population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such educational agency.

### OHM BOCES School Safety Assessments

School safety assessments provide strategic evaluation and facilities audit information to identify emerging and potential school safety problems.

## **Early Detection of Potentially Violent Behaviors**

The District recognizes the importance of early recognition and intervention into conflicts and potentially violent or threatening behaviors. As such, the District will ensure that appropriate school violence prevention and intervention training will be incorporated into all phases of staff professional development.

Informative materials regarding the early detection of potentially violent behaviors shall be made available to the school community through various means that may include brochures, district-wide newsletters, and the district website.

Students, parents, and all staff are encouraged to maintain an open line of communication for the purposes of reporting potentially violent behaviors that come to an individual's attention through direct knowledge, rumor, or written/oral/electronic communication and to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so that an investigation can commence in a timely fashion if deemed necessary.

This communication may extend beyond Remsen Central School District personnel to include members of the District's Safety Team, Law Enforcement, Mental Health Professionals, a school-level behavioral assessment team, and/or available county or regional threat assessment teams, etc., when deemed appropriate and within existing legal parameters.

- Students that are demonstrating behaviors that could harm themselves or others are referred for an immediate "Risk Assessment" with the district's school psychologist and/or counselors/social worker.
- Students who are demonstrating low to moderate risk behaviors are referred to school counselors for intervention.
- Students who are demonstrating high risk behaviors are referred for immediate services through outside agencies. The district may contact the Mobile Crisis Assessment Team for a higher level of assessment and intervention.
- Both school buildings will establish and participate in multi-disciplinary behavioral assessment teams. The purpose of the school-level behavioral assessment teams are to assess whether certain exhibited behaviors or actions need intervention or other support. The school-level behavioral assessment teams will include the district's school psychologist, school counselors, school social worker, teachers from different disciplines that work with the student, the building principal, the SPO, and any other staff or individuals deemed appropriate for the given situation by the building principal in collaboration with the school psychologist. If available, a county or regional threat assessment team may also be utilized.
- Law enforcement is contacted for students who are demonstrating the highest risk of self-harm or harm to others and are in an immediate crisis situation. Students in immediate crisis situations may be transported via police vehicle or ambulance for mental health evaluation at a hospital. The district may contact the Mobile Crisis Assessment Team for a higher level of assessment and intervention.

### <u>Strategies for Improving Communication</u> Among Students and Between Students and Staff and Between Administration and Parents or Persons in Parental Relation Regarding Reporting of Potentially Violent Incidents</u>

The District recognizes the importance of good communication among students, between students and staff, and between administration and parents. All parties are encouraged to strive for improvement at all times. Sharing

information is the first line of defense in keeping students safe. It is vital that students and parents understand that reporting information about potential problems is a way of preventing harm to another. Reporting concerns that may impact on the safety and health of others is the responsibility of the entire District's community. Short term and long-term strategies to bettering communication and preventing violence at the District include:

- Clear expectations for students and communicate these standards to students, staff and parents. (Code of Conduct)
- Attentive listening to students
- Encouraging communication among all stakeholders
- Multi-agency teams
- Staff training on effective listening and questioning
- Programs promoting character development.

### **Hazard Identification:**

The list of sites of potential emergency include: main school district buildings, playground areas, properties adjacent to the district, on and off-site athletic fields, buses, and off-site field trips.

Multi-Hazard List		
Hazard Category	Туре	
Civil Disturbance	Violence/Threats of Violence, Bomb Threat, Intruder	
	Alert, Hostage Taking, Kidnapping, Physical Assault or	
	Threat, Cyber Attack, Threat of Suicide	
Environmental Emergency	Flood, Hazardous Materials Incident, Snow/Ice Storm,	
	Tornado Warning, Thunder/Lightning Storm, Wind	
	Storm, Fire, Explosion, Gas Leak, Dam Failure, Wild	
	Animal Threat	
Building Failure	Water/Power Failure, System Failure, Structural Failure	
Medical Emergency	Sick/Injured Person, School Bus/Car Accident, Mass	
	Illness/Epidemic, Influenza Pandemic, Pandemic	
Extreme Heat Condition Days	Schools are required to incorporate extreme heat conditions into their Building-Level Emergency	
	Response Plans, as of September 1, 2025. Mitigation	
	measures begin at 82 degrees.	

### Construction and Capital Project Safety

The District will take steps to ensure the safety and security of the students and staff during periods of construction. This requirement may include conducting background checks on workers, maintaining sufficient and appropriate emergency egress routes, and notifying building occupants of any changes.

The District Safety Team, or a subcommittee thereof, may be involved in monitoring safety during construction projects as needed. The team may include, but is not limited to: the Superintendent, Head of Facilities, members of the OHM BOCES Safety Office, Business Administrator, principal, architect, construction manager, and contractors. The team will hold additional meetings as needed to review issues and address complaints related to health and safety resulting from the construction project.

# **Emergency Response – Planning, Training/Drills Communication, and Procedures**

### **Planning:**

<u>Multi-Hazard Response</u>: In the event of a catastrophic emergency (fire, building collapse, etc.) the evacuation of the building and the preservation of life is the only consideration. It is anticipated that specific procedures

outlined in this document, particularly as they relate to notifications, line of authority, etc., may be violated in cases involving catastrophic emergencies.

There are many variables that could impact the manner in which the Building Emergency Response Team responds to a particular occurrence. These variables could include: time of day, weather, age of students, and location of students, anticipated response time of emergency responders, availability of support personnel, and availability of transportation. Specific emergency situations are identified and standard response procedures are detailed in the Building-Level Emergency Response Plans; however, given the aforementioned variables, it is impractical to try and map out the specific 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 injury and loss of life. In the event that the following response actions: emergency closing, early dismissal, evacuation, shelter-in-place, lockdown, secure lockout are activated, the following actions will be implemented. For example: a response protocol could include the following steps:

- 1. Assess the situation Incident Commander/Designee
- 2. Response Action Implementation
- 3. Notification of Parents/Guardians
- 4. Recovery
- 5. Evaluation

### Building-Level Emergency Response Plan Planning Protocols:

Each Building-Level Emergency Response Plan includes procedures and actions that will be implemented in the event of the occurrence of a hazardous event. Such plans are not available to the public, nor are they to be included in the District-Level Safety Plan.

The building principal is designated as the person in charge – the Incident Commander – during the initial response to any emergency at their respective school building. The principal will provide leadership, organize activities and disseminate information with the assistance of the Building Level Emergency Response Team and the District-wide Emergency Response Team, if needed. If the principal is unavailable, or not on site, the Designated Alternate will act in their absence with the same authority and responsibility.

The Superintendent of Schools is designated as the Chief Emergency Officer and Incident Commander during the initial response to any emergency at the District. The Superintendent will provide leadership, organize activities and disseminate information with the assistance of the Emergency Response Team(s). If the Superintendent is unavailable or not on site, a Designated Alternate will act in their absence with the same authority and responsibility.

### **Response Protocols:**

The District's selection of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings will be included in the Building-Level Emergency Response Plans. The following possible protocols are provided as examples:

- Identification of decision-makers
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

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

By contacting Oneida County 911, the system for coordinating the delivery of assistance from both the county and local agencies will be activated.

# **Training for Emergency Response Procedures**

### **Drill/Training Requirements**

Remsen Central School District will ensure that each building conducts drills and exercises to test the components of their respective building-level emergency response plan. To comply with Education Law §807, each school must conduct 4 lock-down and 8 evacuation drills (12 drills total) each year (a combination of 6 evacuation drills and 2 lock down drills must be completed before December 31<sup>st</sup> annually). Remaining drills need to be completed by June 30<sup>th</sup> annually. Drills will be conducted at different times of the school day. Students shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly. The use of tabletop exercises to accomplish this task in coordination with local and county emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals. Specific drills and training for various types of hazards will be conducted for staff and students on selected response protocols including: Shelter-In-Place; Hold-In-Place, Evacuate, Secure Lockout, and Lockdown. This training will identify various types of hazards that could occur, response actions that should be employed, as well as training on violence prevention and mental health. Students should be informed, in a non-traumatizing way, about different types of responses that can be used.

Staff training (including subs) on emergency response procedures will be conducted before September 15<sup>th</sup> annually. New employees will be trained within 30 days of hire.

Student training will take place in an age- and developmentally appropriate manner prior to the first drill.

## **Emergency Response Procedures**

Shelter-in-Place: Used to shelter students and staff inside the building.

<u>Hold-in-Place</u>: Used to limit movement of students and staff while dealing with short-term emergencies. Evacuate: Used to evacuate students and staff from the building.

Secure Lockout: Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.

Lockdown: Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

### **Trauma-Informed Drills**

<u>Trauma</u> means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.

<u>Trauma-informed</u> means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.

<u>Trauma-informed drills</u> means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-appropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

Drills and training conducted during the school day with students present shall be conducted in a traumainformed, developmentally and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency. Students and staff shall be informed at the time that drills are conducted, except for evacuation drills. They are not required to be announced as per the NYS Fire Code. Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

To prepare for emergencies, faculty, staff and students will practice the following: -Evacuate (Fire Drills) -Bus Evacuation Drills -Go Home Early Evacuation Drills -Shelter-in-Place, Hold-in-Place, Secure Lockout, and Lockdown Drills (SHELL) -Evacuation to Alternate Site Drills

Evacuation and lock-down drills will be conducted in a trauma-informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency.

Each drill/exercise may be followed with a debrief session for all staff involved and suggestions/recommendations that will improve response actions and protocols in the future.

Additional drills will be held during summer school (at least two drills required), if summer school is being conducted, with one of the drills completed during the first week of summer school.

In addition, Early Dismissal Drills will not occur more than 15 minutes earlier than normal dismissal time. Transportation and communication procedures will be included in the test, and parents and guardians will be notified in writing at least one week prior to such drill.

By October 1st of each year, written information regarding emergency procedures will be given to students and staff.

For after-school programs, events, or performances conducted within a school building and included persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the event to notify attendees of the procedures to be followed in an emergency.

Faculty and staff prepare to prevent and intervene in emergencies by:

Receiving in-service on Emergency Management, Blood-Borne Pathogens, "Right to Know", Sexual Harassment, Mental Health, and DASA in addition to in-service on Building-Level Emergency Response Plans

The emergency back-up lighting is also tested annually and all systems verified functional without electricity.

### Notification of Drills to Parents or Persons in Parental Relation

At the beginning of each school year, and once near the beginning of each of the remaining three quarters, parents will be provided with a list of drills that may be conducted throughout the school year and what each drill may entail. Parents will be notified regarding upcoming drills via ParentSquare. Parental notification is required for all drills, including evacuation drills. Notice to parents and those in parental relation regarding drills must be made within one week before each drill, meaning at least 1 day before and no more than 7 days before the drill. Parental notification is not required for bus drills.

### Full-Scale Drill Exercises

Schools and districts that opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other acts of violence or emergency may not be conducted on a regular school day and when school activities such as athletics are occurring on school grounds. Additionally, such exercises cannot include students without written consent from parents or persons in parental relation.

### Notification and Activation (Internal and External Communications)

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established through the participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plans. Internal communication is also of prime importance and will be specifically defined in each Building-Level Emergency Response Plan.

Incident Commanders are authorized to and will initiate contact with the appropriate law enforcement officials in the event of a violent incident. Remsen Central School maintains a list of local law enforcement agencies, and the designation of the individual who is authorized to contact the law enforcement agencies.

The process for notifications of a disaster or an act of violence include the following possible forms of communication: ParentSquare Alert, telephone, e-mail, district portable radio system, Remsen Central School District website, intercom or PA system, local media, and others as appropriate or necessary.

The plans may specify that in the event of an emergency, or impending emergency, Remsen Central School District will notify all principals/designees within the district to take the appropriate action.

The District may utilize the resources of the Oneida County Emergency 911 Center and/or ParentSquare Alert System to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. The district may also use local media in some instances or post information on the district website

# Responses to Acts of Violence: Implied or Direct Threats Including Threats by Students Against Themselves, to Include Threats of Suicide

Implied or direct threats by students, staff, or visitors will be reported immediately to the building principal and superintendent or their designees, who will determine the level of threat and respond accordingly. The District's policies and procedures for responding to implied or direct threats of violence will be included in the Building-level Safety Plans.

The following types of procedure(s) may be used:

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Building Principal of implied or direct threat.
- Determine level of threat with Superintendent/Designee.
- Enlist assistance of School Patrol Officer and/or contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team.

### **Acts of Violence**

Acts of violence committed by students, staff, or visitors to the school will not be tolerated. When an act of violence occurs, it will be reported immediately to the building principal and superintendent, or their designees. The District's policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school will be included in the Building-level Safety Plans. The following types of procedure(s) could be used by the district:

- Determine level of threat with Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Staff and Students are asked to inform Building Principal/Superintendent.
- If necessary, initiate a response procedure (Hold-In-Place, Lockout and/or Lockdown), and contact appropriate emergency response agencies.
- Enlist assistance of School Patrol Officer and/or contact appropriate law enforcement agency, if necessary.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

- Keep parents/guardians informed

# **Responses to Violence (Incident reporting, Investigation, Follow-Up, Evaluation, and Disciplinary Measures)**

The District requires all incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.), to be reported immediately by employees and students and documented. With the realization that employees and students may otherwise be reluctant to come forward, all must maintain confidentiality. Incidents will be reported as follows:

- The school Building Principal or designee will be responsible for receiving and responding to all incident reports including anonymous reports.
- Information on the reporting process for students and staff will be provided as part of the violence prevention training program.

### Reporting

- Once an incident has been reported, and depending on its severity, the School Building Principal or Designee will assume responsibility as the Incident Commander, and take the following steps:
- Report it to the Police if necessary;
- Secure the area where the disturbance has occurred;
- Ensure the physical safety/medical management of students/staff remaining in the area;
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised;
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain; if necessary, evacuate or shelter as per the Building-Level Emergency Response Plans;
- Provide notification to the Superintendent;
- Provide incident debriefing to students and staff as needed;
- Notify parents

### Investigation

After the incident has occurred, a detailed investigation should be conducted and shared with the District Safety Team to focus on facts that may prevent recurrence, not find fault. The team conducting the investigation will:

- Collect facts on how the incident occurred;
- Record information;
- Identify contributing causes;
- Recommend corrective action;
- Encourage appropriate follow-up and
- Consider changes in controls, policy and/or procedures

### **Follow-up**

The District recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act will be provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination will be included to prevent the victims of violent incidents from suffering further loss.

### Evaluation

The Emergency Response Team is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals may be utilized from local law enforcement, any available county or regional threat assessment teams, and the BOCES Safety Office, etc., as necessary.

### **Disciplinary Measures**

The Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

### **Code of Conduct**

The District has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting from violations of the Code. The Code, which is communicated to all students/staff and parents, serves as a major component of violence prevention. The Code of Conduct is reviewed annually and revised as necessary to reflect changes in school policies and procedures. The Code of Conduct is available on our website at Remsencsd.org.

### Arrangements for Obtaining Emergency Assistance from Local Government

The Building Principal, the superintendent, or designee will make communication with emergency services and/or local government agencies when necessary.

Arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies include contacting 911 immediately. Additional support can be obtained by contacting the New York State Police, the Oneida County Sheriff's Department, the Remsen Volunteer Fire Department, the Remsen Town Supervisor, the Remsen Town Highway Superintendent, the Remsen Village Mayor, the OHM BOCES Safety Office, and available county or regional threat assessment teams.

### Procedures for Obtaining Advice and Assistance from Local Government Officials

See Above

### District Resources Available for Use in an Emergency

Any and all district resources will be available in the event of an emergency. Specific district resources which may be available during an emergency include all of our facilities, our buses, other vehicles and trucks. We may also contact the Town Highway Department for access to heavy equipment and other resources.

### Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

Remsen Central Schools will use the Incident Command System to coordinate the use of school district resources and manpower during emergencies.

# **Protective Action Options**

Plans for taking the following actions in response to an emergency where appropriate will be included in Building-level Emergency Response Plans:

- School Cancellation
- Early Dismissal
- Emergency Evacuation
- Shelter-in-Place
- Hold-in-Place
- Secure Lockout
- Lockdown.

### School Cancellation

The cancellation or delay of District educational programs shall be made by the Superintendent or his designee. Monitor any situation that may warrant a school cancellation Make determination Send out a ParentSquare notification alert to all parents

Contact local media.

### Early Dismissal

Early dismissal shall be implemented under conditions when it is imperative to return students to their homes as quickly as possible (example: impending blizzard). The decision to dismiss early shall be made by the Superintendent or his designee. Parents/guardians will be notified through various communication platforms. Monitor situation

If conditions warrant, close school

Contact Transportation Supervisor to arrange transportation.

Send out a ParentSquare notification alert to all parents

Contact local media to inform parents of early dismissal

Set up an information center so that parents may make inquiries as to the situation.

Retain appropriate district personnel until all students have been returned home.

### Emergency Evacuation

Emergency evacuation is implemented under conditions when it is no longer safe for students and staff to remain in the building (example: hazardous materials spill). The decision to evacuate will be made by the Principal or designee. Students and staff will be accounted for. In some cases, students and staff will be taken to an alternate location (another building on campus or off site).

Determine the level of threat

Contact Transportation Supervisor to arrange transportation

Clear all evacuation routes and sites prior to evacuation.

Evacuate all staff and students to pre-arranged evacuation sites.

Account for all student and staff population. Report any missing staff or students to Building Principals. Make determination regarding early dismissal

If determination was made to dismiss early, send out a ParentSquare notification alert to all parents, and

contact local media to inform parents of early dismissal

Ensure adult supervision or continued school supervision/security.

Set up an information center so that parents may make inquires as to the situation.

Retain appropriate district personnel until all students have been returned home.

### Shelter-In-Place (Used to Shelter Students and Staff Inside the Building)

Sheltering will be implemented if conditions inside the building are safer for students and staff (example: tornado warning). The decision to shelter on site will be made by the Building Principal or designee. If the sheltering period is to extend to more than a few hours, arrangements to meet basic human needs will be accounted for.

Determine the level of threat

Determine location of sheltering depending on nature of incident.

Account for all students and staff. Report any missing staff or students to designee.

Determine other occupants in the building.

Make appropriate arrangements for human needs.

Take appropriate safety precautions.

Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.

Send out a ParentSquare notification alert to all parents

Retain appropriate district personnel until all students have been returned home.

<u>Hold-In-Place (Used to limit movement of students and staff while dealing with short term emergencies)</u> Hold in place will be implemented if conditions exist in the building to keep students and staff where they are (example: medical emergency/injury). The decision to hold in place will be made by the Building Principal or designee.

Secure Lockout (Used to secure school buildings and grounds during incidents that pose an imminent concernouts outside of the school)

A secure lockout will be implemented if there is a threat that exists outside of the building or vicinity (example: robbery in progress near the school district). The decision to implement a secure lockout will be made by the Principal or designee.

Lockdown (Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school)

A lockdown will be implemented if there is a threat inside of the building. The decision to implement a lockdown will be made by the Building Principal or designee.

### **Terrorist Threats and Activities**

In the event of terrorist threats or activities, the Building Principal shall be instructed by the Superintendent or his designee to follow the recommended actions outlined by NYS Homeland Security. The actions recommended are based on the level of alert declared by the State and Federal governments.

### National Terrorism Advisory System (NTAS)

NTAS advisories, whether they be Alerts or Bulletins, encourage individuals to follow the guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from the threat as well as help detect or prevent an attack before it happens. Individuals should review the information contained in the Alert or Bulletin, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families.

Bulletin: Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert: Warns of a credible terrorism threat against the United States.

Imminent Threat Alert: Warns of a credible, specific, and impending terrorism threat against the United States. Individuals should report suspicious activity to local law enforcement authorities. Often, local law enforcement and public safety officials will be best positioned to provide specific details on what indicators to look for and how to report suspicious activity. The If You See Something, Say Something campaign across the United States encourages the public and leaders of communities to be vigilant for indicators of potential terrorist activity, and to follow the guidance provided by the advisory and/or state and local officials for information about threats in specific places or for identifying specific types of suspicious activity.

### Recovery

### **District Support for Buildings**

After an incident, the District Crisis Plan will be initiated by the appropriate level Emergency Response Team. Necessary resources will be deployed in order to support the Emergency Response Teams and the post-incident response teams in the affected school(s).

### **Disaster Mental Health Services**

The Building-Level Emergency Response Team will designate the Post-Incident Response Team in each school building to respond in crisis situations and help provide disaster mental health services. Mental health services and additional resources needed will be supported by the District Crisis Plan, counselors, the social worker, and appropriate outside agencies as necessary.



# Soar to Success

# <u>Remsen Central School District Communicable Disease Public Health Emergency</u> <u>Continuation of Operations Plan</u>

### Introduction

In accordance with New York Education Law § 2801-a(2)(m) and New York Labor Law § 27-c, the Remsen Central School District prepared this Communicable Disease Public Health Emergency Continuation of Operations Plan to guide District employees and the community in preparation for and in response to a declared public health emergency involving a communicable disease.

This plan will be presented to all certified representatives of the District's employees, who will be provided an opportunity to review the plan and make recommendations in accordance with the law. The District will consider and respond to recommendations in writing within a reasonable timeframe. The District will not take any retaliatory action or otherwise discriminate against any employee for making suggestions or recommendations regarding the content of this plan. A copy of the final version of this plan must be published in a clear and conspicuous location, in the employee handbook if one is provided to employees, and in a location accessible on either the District's website or on the Internet accessible by employees.

The District created this plan based on the requirements in place at the time of its publication but recognizes it must be flexible in the time of response to a Disease. Accordingly, the plan may be updated over time. The District will comply with all applicable local, state, and federal orders, rules, laws, and regulations.

Nothing in this plan shall be deemed to impede, infringe, diminish or impair the rights of a District employee or the District under any law, rule, regulation or collectively negotiated agreement, or the rights and benefits, which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

Definitions from the New York State Education Department:

"**Personal protective equipment**" shall mean all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons.

"**Public employer**" or "**employer**" shall mean the state of New York, a county, city, town, village or any other political subdivision or civil division of the state, a public authority, commission or public benefit corporation, or any other public corporation, agency, instrumentality or unit of government which exercises governmental power under the laws of this state, provided, however, that this subdivision shall not include any employer as defined in section twenty-eight hundred one-a of the education law.

"**Contractor**" shall mean an individual performing services as party to a contract awarded by the state of New York or any other public employer defined in paragraph b of this subdivision.

"Essential" shall refer to a designation made that a public employee or contractor is required to be physically present at a work site to perform his or her job.

"Non-essential" shall refer to a designation made that a public employee or contractor is not required to be physically present at a work site to perform his or her job.

"**Communicable disease**" shall mean an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host.

"**Retaliatory action**" shall mean the discharge, suspension, demotion, penalization, or discrimination against any employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

The Superintendent of Schools is responsible for the oversight of the implementation of this plan and may designate one (1) or more employees to assist in such oversight. The Superintendent will consult legal counsel for guidance regarding any executive orders, rules, laws or regulations, as needed.

As per section 27-c of the Labor Law, the operations plan must include, but is not limited to the following sections:

### **Section A: Essential Employees**

A list and description of positions and titles considered essential in the event of a state-ordered reduction of in-person workforce, as well as a justification for such consideration for each position and title. Note that per NYS Department of Health COVID-19 toolkit guidance, school staff are not essential workers. However, as you are developing the list of essential and non-essential staff functions, you should anticipate how certain positions/titles may be necessary to assist in response to a pandemic or communicable disease outbreak. For example, if schools are directed to provide meals to students and families that are eligible to receive free and/or reduced lunch or to provide child care for children of first responders or health care workers, you may need to designate certain positions/titles as essential for this purpose.

### **Section B: Telecommuting Protocols**

A specific description of protocols the employer will follow in order to enable all non-essential employees and contractors to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable.

### Section C: Work Schedules and Locations

A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce overcrowding on public transportation and at worksites.

### Section D: Personal Protective Equipment

Protocols the employer will implement to procure personal protective equipment (PPE) for essential employees and contractors, based upon tasks and needs in a quantity sufficient to provide at least two pieces of each type of PPE to each essential employee and contractor during any given work shift over at least six months. A plan for storage of equipment and access to equipment must be included.

### Section E: Employee or Contractor Exposure

Protocols in the event an employee or contractor is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace. The protocols shall not violate any existing federal, state, or local law, regarding sick leave or health information privacy, and must include:

- Detailed actions to immediately and thoroughly disinfect the work area, common area surface and shared equipment; and
- *The employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.*

### Section F: Documentation of Work Hours and Work Locations

Protocol for documenting precise hours and work locations, including off-site visits, for essential employees and contractors. The protocol shall be designed only to aid in tracking of the disease and to identify exposed employees and contractors to facilitate the provision of any benefits which may be available.

### **Section G: Emergency Housing**

Protocol for working with the employer's locality to identify sites for emergency housing for essential employees to further contain the spread of the communicable disease to the extent applicable to the needs of the workplace.

# **Remsen Central School District** Communicable Disease Public Health Emergency Continuation of Operations Plan

### Section A: Essential Employees

The following employees are considered "essential" <u>in the event of a state-ordered reduction of in-person</u> <u>workforce</u>. "Essential" means they are required to be physically present at a worksite to perform their job. Certain employees may only be essential for certain parts of their job, or only during certain times.

### The Superintendent of Schools will have full discretion to deem any district employee essential, and to allow access to buildings and grounds as he deems necessary.

Title/Position	Description of Position	Justification
Head of Facilities	Supervise Custodial, Grounds, and Maintenance Staff	Supervise staff; maintain cleaning and disinfecting schedules, PPE, supplies, ensure buildings are safe and secure
Custodial, Grounds and Maintenance Staff	Cleaning/Maintenance of Buildings & Grounds	Clean and disinfect buildings; Maintain grounds (plowing, mowing, etc.); maintain building mechanics (boilers, HVAC, electrical, etc.), ensure that buildings and grounds are safe and secure.
Bus Dispatcher	Supervise/Coordinate Transportation Staff	Supervise drivers, mechanic; Create lunch delivery schedules; maintain maintenance schedules for buses and DOT inspections
Bus Mechanic	Maintain Fleet	Maintain bus maintenance and DOT inspections/compliance
Bus Drivers	Deliver Meals, Learning Materials, Devices	Deliver Meals, Learning Materials, and Technology Devices to students' homes
BOCES Food Service Team	Prepare Student Meals for Distribution	Prepare breakfast and lunch meals for students to be delivered. Collaborate with transportation for meal delivery schedules
Superintendent	Superintendent	Oversee and assist all school operations
Business Administrator	Business Operations	Maintain all business operations (in-district and BOCES), banking, payments/bills, supply ordering, etc. Oversee/assist buildings, grounds and transportation essential operations
Building Principals	Elementary Principal and HS Principal	Lead, supervise, coordinate, and organize building level instruction, technology, meals, student access and engagement, etc.
Secretarial Staff, Accounts Payable, District Clerk	Elementary Secretary, High School Secretary, Guidance Secretary, CSE Secretary, Secretary to the Superintendent, Accounts Payable	Will be required to report on site when needed per the superintendent.

IT(Instructional Technology) Leader	Prepare, repair, troubleshoot, maintain	Device exchange and distribution; device repair; Manage phone/door access controls; software and applications management; coordinate with other BOCES/RIC Staff on file/server/LAN management and internet maintenance; work with principals and teachers to ensure students and teachers have all technology needed.
School Nurses	Provide Health Assistance	Provide any health related support to on-site staff when needed and assist in the evaluation, planning, and implementation of health and safety protocols associated with issued guidance from county, state, or federal health agencies.
Teachers	Teachers	If required to teach remotely from home, teachers will be allowed to enter the buildings for necessary instructional materials and supplies on a staggered schedule provided by their building principal; approved by the superintendent. Note: Teachers will be deemed essential to provide remote instruction from their classrooms if allowed by the NYSDOH/OCHD and deemed appropriate to do so by the superintendent.
Psychologist/CSE Chair, School Counselor, Social Worker	Psychologist/CSE Chair, School Counselor, Social Worker	If required to work remotely from home, these team members will be allowed to enter the buildings for necessary materials and supplies on a staggered schedule provided by their building principal; approved by the superintendent. These positions will be deemed essential to provide support and guidance from school if allowed by the NYSDOH/OCHD and deemed appropriate to do so by the superintendent.
Teaching Assistants	Teaching Assistants	Will be required to report on site when needed per the superintendent.
Aides, Monitors, Bus Attendants	Aides, Monitors, Bus Attendants	Will be required to report on site when needed per the superintendent.
Construction Managers	Supervise Capital Projects	Supervise contractors working on Capital Projects; Ensure all workers in compliance with health and safety protocols; Maintain schedule
Contractors	Capital Projects	Working on Capital Projects

### **Section B: Telecommuting Protocols**

The following is intended to be a specific description of protocols the District will follow to enable all nonessential employees and contractors to telecommute to the extent possible including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, laptops, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace.

Procurement

The District will abide by all State requirements for the procurement of any supplies or items required to facilitate telecommuting for employees and contractors.

# Distribution and Installation of Devices or Technology (including downloading and installation of any software, data, office laptops)

The District has enabled all existing employees, to the extent their roles make it possible, to be able to work remotely through the distribution of laptops, tablets, and other hardware required to perform their roles. Hardware distribution is tracked by the IT Department. Employees may use Google Docs and Google Apps for Education for the saving of documentation remotely. New employees will be set up for remote access during initial onboarding.

Employees are advised to bring the device home on a nightly basis in case of emergency. The IT Department will distribute devices to any employee in need of a replacement device or of upgraded software, as determined by their supervisor. In the event that an employee did not have their school device at home at the onset of an emergency, the district would devise a plan with said employee to ensure they are able to pick up and/or receive the device.

The Technology Department may use remote access to assist an employee in the event of an issue when possible. The Technology Department will also direct the installation and/or downloading of necessary software, using remote access or through in-person installation, if necessary, abiding by CDC Guidelines to accomplish the same.

### Office phone lines

As practicable, the District will contact the Oneida-Herkimer-Madison BOCES Technology and Communications Department to transfer office phone lines to non-essential employees' cell phones. To the extent any employee has administrative support to answer phone lines, the transfer of phone lines to non-essential employees' cell phones will be maintained through the use of transferring lines as well.

### Section C: Work Schedules and Locations

The District recognizes that, although employees and contractors labeled as essential must be physically present at the worksite to perform their duties, the hours in which they must be at the worksite will not be identical. Below is a description of how the District will, to the extent possible, stagger work shifts of essential employees and contractors in order to reduce overcrowding at worksites.

Upon designation of a Disease under this plan, within two (2) business days, the immediate supervisors of essential employees and contractors shall meet with the superintendent to determine the hours during which each essential employee and contractor must be present at the worksite and the worksite at which the employee or contractor is to be present. To the extent possible, the supervisor shall identify flexibility within these hours and locations. Following this identification for all employees and contractors, the supervisor will maintain the list of hours and locations. The superintendent (or designee) may adjust hours to reduce an influx of employees and contractors arriving at similar locations. The goal of the Superintendent will be to stagger work shifts and locations to reduce overcrowding at worksites. The Superintendent must not adjust any hours contractually agreed upon within a collective bargaining agreement or employment contract, unless agreed to through a Memorandum of Understanding with all applicable parties. Upon any adjustment or approval of the hours and locations provided to the Superintendent, the Superintendent will provide a list of approved information to the immediate supervisor of each essential worker or contractor, and will provide the head of facilities with the same for purposes of implementation of the remainder of these protocols, including disinfection and contract tracing.

### **Section D: Personal Protective Equipment**

What follows is a description of the protocol the District will implement in order to procure the appropriate personal protective equipment (PPE) for essential employees and contractors. In addition, the plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration follows.

### Identification of PPE Required

The identification of PPE shall be determined based on the nature of the Disease and may include disposable gloves, face masks (i.e., disposable surgical masks), respirator masks (N-95) that are fit tested, face shields, eye protection such as goggles and protective gowns or scrubs.

### The District will heed guidance from the CDC and OSHA/PESH regarding PPE.

The immediate supervisor of each essential employee and contractor shall determine, within one (1) business day of the announcement of a Disease covered by these Protocols, the required PPE per essential employee and contractor based on the various tasks and needs of the employees and contractors. Upon determination of the required PPE, the supervisor shall communicate the requirements to the Superintendent of Schools who shall work with the Business Administrator and the Head of Facilities to identify existing supplies of the required PPE or procure additional supplies, as necessary. Required PPE shall be obtained in a quantity sufficient to provide at least two (2) pieces of each type of PPE to each essential employee and contractor during any given work shift over at least six (6) months.

### Procurement of PPE

The District will abide by all applicable State requirements for competitive bidding for the procurement of any PPE supplies. In addition, the District will balance the need to obtain PPE in a timely fashion with responsible financial action. The District may consult its BOCES for assistance with procurement.

The District may consult its records for suppliers of PPE during the COVID-19 pandemic, which may be a starting point from which to obtain additional PPE during a Disease. No past procurement binds the District from pursuing alternatives during any subsequent Disease or continuation of the COVID-19 pandemic response.

### Storage and Monitoring of PPE

The District will store the necessary PPE in designated supply areas and examine it regularly but no less often than quarterly to monitor potential degradation. The PPE supply will be climate controlled. The Head of Facilities will monitor the PPE supply and maintain appropriate stock on hand. Additional PPE will be requested through the procurement process via requisition to the Business Administrator. In the event the Head of Facilities is unavailable for the monitoring of the PPE, the responsibility will be delegated to another staff member to be designated by the business administrator. To ensure the supply is monitored as required, the Head of Facilities, in coordination with the business office, shall maintain an inventory of all PPE on hand.

### Access of PPE

In the event the Superintendent of Schools or Board of Education deems it necessary to permit immediate access to the PPE supply, they will direct the Head of Facilities to permit such access. The Head of Facilities, in coordination with the business office, will keep a record of the distribution of PPE materials.

### Section E: Employee or Contractor Exposure

This section outlines the protocols the District will follow in the event an employee or contractor (1) is exposed to a known case of the communicable disease that is the subject of the public health emergency; (2) exhibits symptoms of such Disease; or (3) tests positive for such Disease.

These protocols are aimed to prevent the spread or contraction of the Disease in the workplace.

They specifically detail the actions to be taken to immediately and thoroughly disinfect the work area of any employee or contractor known or suspected to be infected with the Disease as well as any common area surface and shared equipment such employee or contractor may have touched, and the employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine. The District's protocols will not violate any existing federal, state, or local law, including those regarding sick leave or health information privacy.

### Protocols

If an employee or contractor is exposed to a known case of the Disease or tests positive for the Disease, they shall, as soon as practicable, notify their immediate supervisor regarding such exposure. They shall not be present at the worksite after their notification of exposure or receipt of positive test results until cleared by a medical

professional in accordance with any CDC or State Department of Health guidelines. To the extent they can continue to effectively work remotely in the interim, they should.

If an employee or contractor exhibits symptoms of the Disease, they shall not be present at the worksite. If the onset of symptoms occurs while the employee or contractor is at the worksite, they must disclose they are experiencing one or more symptoms immediately to their supervisor, remove themselves (or be removed with assistance from medical personnel, if necessary) from any area in which they may encounter another individual, and return to their home or to the office of a medical provider.

The District will work with the local and State Health Departments, as applicable, and their school physician to determine necessary contact tracing for those other employees, contractors and individuals who may have had contact with an individual who was exposed or tested positive, along with that individual's exclusion from the worksite. Employees or contractors excluded from the worksite should not return to the worksite until they have been cleared by a Health Provider and/or the health department, and informed by their immediate supervisor to do so. To the extent they can continue to effectively work remotely in the interim, they should.

### Disinfection

The Superintendent of Schools shall assemble a disinfection team to be charged with directing the disinfection of worksites and common areas during the time covered under this plan.

The disinfection team will be comprised of the District's Custodial Team and Supervised by the Head of Facilities. Members of the disinfection team shall wear PPE to protect themselves during disinfection, as determined by required guidelines. Should a member of the disinfection team request additional protective material, the Superintendent of Schools should endeavor to honor such requests so long as they are not unreasonable or inappropriate in light of the circumstances.

The disinfection team will be charged with:

- 1. Routine disinfection of all worksites in the District;
- 2. Routine disinfection of common areas in the District, targeting high-traffic areas; and
- 3. Targeted cleanings of workspaces belonging to individuals who were exposed or tested positive to the Disease.

Immediately after an employee or contractor who is known or suspected to be infected with the Disease notifies their supervisor of such suspicion or infection, the supervisor shall notify the disinfection team to disinfect the following: (1) the worksite of the employee or contractor; (2) any common area surface the employee/contractor may have touched; (3) any shared equipment the employee/contractor may have touched; and any other particular areas the employee or contractor or their supervisor identifies. Disinfection will occur in accordance with any current guidance promulgated by the CDC and State Department of Health. If such guidance is not available or provided specific to the Disease, the disinfection shall, at a minimum, involve: initial disinfection using cleaning agents approved by the CDC and/or State Department of Health to kill the disease, which are suitable for the surface(s) in question, and preventing access to these areas until such disinfection has occurred.

During the COVID-19 pandemic, the CDC and New York State Department of Health recommended the following, which the District incorporates into this plan unless updated by forthcoming guidance:

1. Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;

2. Opening outside doors and windows to increase air circulation in the area.

3. Waiting at least twenty-four (24) hours before cleaning and disinfection. If waiting twenty-four (24) hours is not feasible, waiting as long as possible;

4. Cleaning and disinfecting all areas used by the person suspected or confirmed to have the

Disease, such as offices, classrooms, bathrooms, lockers, and common areas.

5. Individuals without close or proximate contact with the person suspected or confirmed to have the Disease can return to the area and resume school activities immediately after cleaning and disinfection.

### Leave Policy

With respect to leave from District employment, The District will comply with federal, state, and local statutes, regulations, executive orders, and rules, along with the District's applicable collective bargaining agreements. As contractors are not employees of the District, they are not entitled to any paid leave time funded by the District.

### Section F: Documenting Hours and Work Locations

Below is a protocol to document precise hours and work locations, including off-site visits, for essential employees and contractors.

In accordance with Section C, above, the list of the precise hours and locations of each employee and contractor will be finalized by the Superintendent. The list may be used as the basis to perform contact tracing for exposed employees and contractors and to outline the provision of any benefits which may be available to certain employees and contractors because of potential exposure.

When an employee or contractor performs tasks off-site, the employee or contractor must report such activity to their immediate supervisor. The immediate supervisor shall, in turn, communicate the off-site activity to the Superintendent of Schools for recording pursuant to this section. If the Superintendent of Schools has designated another individual to document hours and work locations, they will thereafter forward the information to such designee.

### **Section G: Emergency Housing**

It is not anticipated the District will need emergency housing for any essential employees or contractors. However, in the event such housing is required to the extent applicable to the needs of the workplace, the District will work with the Oneida-Herkimer-Madison BOCES Safety Office to identify sites for emergency housing for essential employees in order to further contain the spread of the communicable disease that is the subject of the declared emergency. The District may also look for assistance from the local Department of Health or the American Red Cross.

In the event of a need for emergency housing, the District preliminary identifies hotel and motel rooms as options. The District will identify specific entities based on location, price, and availability. The Oneida-Herkimer-Madison BOCES Safety Office shall be charged with coordinating such housing. To assist in such coordination, the District preliminarily identifies the following area accommodations as entities with which the District may explore for the provision of housing:

Budget Inn 8186 NY-12 Barneveld, NY 13304 (315) 896-2613

Hampton Inn and Suites 180 N Genesse Street #172 Utica, NY 13502 (315) 733-1200

Fairfield Inn and Suites 71 N Genesse Street Utica, NY 13502 (315) 798-6900

Wingate By Wyndham Rome 90 Dart Circle Rome, NY 13441 (315) 334-4244 The Lodge at Headwaters 13524 NY-12 Boonville, NY 13309 (315) 942-2027

Holiday Inn Express and Suites 23 Wells Avenue Utica, NY 13502 (315) 724-2726

Town Place Suites 4760 Middle Settlement Rd Whitesboro, NY 13492 (315) 732-2500

# **Appendix B**

# <u>Description of Duties, Hiring and Screening Process, Required Training of Hall</u> <u>Monitors and Other School Safety Personnel</u>

The process of establishing the duties for hall monitors and other school safety personnel shall rely on past practice, or be completed by civil service with consultation of the District, or shall be determined by the District pursuant to applicable Federal, State, County and Municipal guidance.

The District is an equal opportunity employer. The Civil Rights Act 1964 prohibits discrimination in employment because of race, sex or national origin. Public Law 90-202 prohibits discrimination because of age. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

The process of hiring hall monitors and/or school safety personnel will follow applicable Federal, State, County and Municipal laws & Guidelines. The qualifications for such positions will be established by civil service when applicable or by the Board of Education. On or after July 1st, 2001, all newly hired school personnel will be required to submit two sets of fingerprints for the purpose of background checks, consistent with the S.A.V.E. Legislation of 2000.

# Appendix C

# On-Site SPO Memorandum of Understanding (MOU)/Contract with Oneida County

(Awaiting 2025-2026 Contract from Oneida County)

# **Appendix D**

# <u>Remsen Central School District</u> <u>Emergency Remote Instruction Plan</u>

### Introduction

### Information from The NYS Education Department

Experiences during COVID-related school closures emphasized the importance of planning for emergency conditions that might require district- or school-wide remote learning. A recent amendment to Commissioner's Regulation §155.17 requires districts add emergency remote instruction provisions to their annual District-wide School Safety Plan (DWSSP).

Beginning with the 2023-2024 school year, all public school districts and boards of cooperative educational services (BOCES) must develop a plan that addresses six different regulatory components related to how they will provide remote instruction under emergency conditions.

These Emergency Remote Instruction Plans (ERI Plans) will serve to ensure that there is a common understanding about remote instruction amongst district or BOCES staff, teachers, families, and students.

ERI Plans must include the methods by which districts and BOCES will ensure the availability of devices and internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities, should an emergency require the district or BOCES to transition to remote instruction.

*ERI Plans must be informed by the district's Student Digital Resources data collection, which is to be completed annually in the Student Information Repository System (SIRS). For more information in the Students Digital Resources data collection, please reference the related memos from June 2021, September 2021, and January 2022 or see the SIRS manual.* 

Please note that ERI Plans are required for all public school districts and BOCES even if the entity does not intend to utilize the available regulatory flexibility to provide remote instruction on days when the school or district would otherwise close due to an emergency, and count these instructional days towards the minimum requirements (previously referred to as the "Snow Day Pilot").

While there is no specific required template, all ERI Plans must include the six components required by regulation. Plans must be written in a manner that is informative and accessible to parents, guardians, teachers, and other school personnel, and must be publicly posted on the district or BOCES website. Consideration should also be given to the differing impact of short-term versus long-term closures.

Districts and BOCES are also encouraged to attach the ERI Plans to their yearly DWSSPs as an appendix.

### Definitions from the New York State Department of Education

**Remote Instruction:** The Board of Regents adopted additions to §100.1 of Commissioner's regulations to define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, including synchronous and asynchronous instruction.

The regulations define remote instruction as "instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher."

**Asynchronous Learning:** *students engage in learning without the direct presence (remote or in-person) of a teacher.* 

**Synchronous Learning:** *students engage in learning in the direct presence (remote or in-person) of a teacher in real time.* 

**Possible Remote Learning Emergency Conditions:** *Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.* 

# Remsen Central School District Emergency Remote Instruction Plan

# Section I Student Computing Devices

### A) Student Access to Computing Devices

Remsen is a 1:1 school district. As such, every student in grades PK-12 will be provided with a school-owned computing device.

### B) Dissemination of Computing Devices to Students

Option 1: Parent/student pick up of computing devices at designated pick up times Option 2: For any parent/student unable to pick up computing device at designated pick up times, computing devices will be delivered to students homes via school bus with the assistance of additional staff on the bus.

### C) Communication with Families about Dissemination of Computing Devices

Remsen Central School District will communicate with parents through multiple repeat messages via ParentSquare notifications and phone call messages to provide directions and information for disseminating student computing devices. If a parent/guardian is not able to receive a ParentSquare notification, a phone call will be made instead.

### D) Service, Repair and/or Replacement of Computing Devices

Remsen Central School and BOCES IT staff will provide service, instruction, support, and repairs for schoolowned student computing devices. If a student computing device is in need of service, parents are encouraged to communicate with their building principal via phone call or email. The building principal will coordinate the repair or replacement with IT staff and be in communication with the parent.

Elementary Principal, Jody Lamphere: jlamphere@remsencsd.org

Jr./Sr. High School Principal, Ms. Sanya Pelrah: spelrah@remsencsd.org

### E) Synchronous Instruction Participation without Using Student Devices

Remsen Central School will provide every student with a computing device.

### F) Student Digital Resources Data Collection

Is our plan consistent with information provided by families in the Student Digital Resources Data collection? Yes, Remsen Central School will provide every student with a computing device to ensure equitable access to technology.

# Section II Internet Connectivity

### A) Needs Assessment for Internet Access

A NYSED *Student Digital Resources Survey* is administered each year to help determine the need for access to internet in students' places of residence. Since it is likely that not all parents completed this survey, Remsen Central School will also send out a brief Internet Access survey to determine immediate availability of internet access at student's homes in the event of a long-term remote instruction situation.

### **B)** Internet Access

RCS conducted a parent/student survey to determine level of access to high speed internet. Remsen Central School will work with parents/students without internet access to the extent practicable.

### C) Wi-Fi Access Points

For long-term remote instruction situations, Remsen will work with community organizations/public spaces to help ensure that students have access to Wi-Fi. RCS will communicate public sites with Wi-Fi access to parents via ParentSquare.

### D) Student Digital Resources Data Collection

See A) above.

# Section III Expectations for Instruction

### A) Staff Devices and Staff Wi-Fi

All instructional and professional staff have been provided with computing devices that include cameras and microphones to ensure remote learning capabilities from their place of residence. The district will work with any staff member without Wi-Fi/internet access at their place of residence to provide the necessary technology to enable them to deliver emergency remote instruction.

### **B)** Synchronous and Asynchronous Instruction

Elementary Emergency Remote Learning Sample Schedule		
Time	(Synchronous Instruction) Live Instructional Block	(Asynchronous Instruction) Personalized Support, Tutoring, Feedback, Check-Ins, Prep Times, etc.
	PK – 3 incl. PE and Music	
8:00 AM – 11:00 AM	Rotation for PK-6 Art, Library, and Computers	4 - 6
11:00 AM – 11:30 AM	Lunch	Lunch
11:30 AM – 2:30 PM	4 – 6 incl. PE and Music	РК - 3

Live sessions should be recorded and made available within Buzz or Google Classroom for asynchronous learning for those students that are absent. Special Education and intervention schedules will be made available to teachers, students, and parents.

Jr./Sr. High School Emergency Remote Learning Sample Schedule		
Time	Period	
7:50 AM – 10:50 AM	(Asynchronous Instruction Time)	
	Personalized Support, 1:1, Tutoring, Small Groups, Review Sessions, Prep Times, Interactions with Students/Families	
10:50 AM - 11:20 AM	Lunch	
11:24 AM – 11:45 AM	Period 1 (Synchronous)	
11:47 AM – 12:08 PM	Period 2 (Synchronous)	
12:10 PM – 12:31 PM	Period 3 (Synchronous)	
12:33 PM – 12:54 PM	Period 4 (Synchronous)	
12:56 PM – 1:17 PM	Period 5 and Period 6 (Synchronous)	
1:19 PM – 1:40 PM	Period 7 (Synchronous)	
1:42 PM – 2:03 PM	Period 8 (Synchronous)	
2:05 PM – 2:26 PM	Period 9 (Synchronous)	
Day 1-6 Cycle Rotation Will Be Maintained		

### C) Remote Learning Overview

Teachers will utilize a variety of online tools and resources including Zoom, Google Meet, BUZZ, Google Classroom, Castle Learning, Zearn, Epic, and more in order to provide students with meaningful and engaging online learning opportunities. Students will have access to live and/or recorded (synchronous and/or asynchronous) instruction provided by their classroom teacher. They will be provided with a schedule of when live lessons will be broadcast through the use of video conferencing technology. Assignments related to each lesson and other necessary resources will be available through the Buzz LMS and/or Google Classroom for students to access and interact with.

### **D) Student Attendance**

Attendance records will be maintained for all students during periods of emergency remote instruction. The following will take place daily:

- Every teacher will record attendance daily on Schooltool
- School will make a phone call home to check in with students not logged in or virtually present.
- Attendance will be analyzed weekly and respective teams will work with students, families, and the Social Emotional team to avoid potential chronic absenteeism.

Attendance at the elementary building will be taken virtually by the grade level teacher each day. Attendance at the high school building will be taken virtually by each course teacher daily.

Remsen Central School teachers, counselors, social worker, and other staff will proactively reach out to students and families via phone calls, emails, and virtual sessions if regular attendance and student engagement are not occurring before falling behind in school.

Remsen will collaborate with DSS prior to initializing Educational Neglect or PINS processes.

### E) Student Support

RCS understands that it is essential to provide multiple methods for students to participate in learning and to demonstrate mastery of Learning Standards if required to transition to remote learning. Instruction will be developed to provide opportunities for learning that are accessible to all students. Remote learning will be aligned with the NYS Learning Standards. Instruction will include substantive interaction with the teacher regardless of the delivery method. Routine times for student interaction, feedback, and support will be scheduled.

The district has a comprehensive developmental school counseling plan, developed under the direction of our certified school counselors, and frequently reviewed. The Remsen CSD has highly effective, operational Social Emotional Teams at both buildings. Our social emotional teams will develop plans and provide resources and referrals to address mental health, behavioral, and emotional support services and programs. The plan will

include instruction and training for staff on how to communicate and support students during and after the emergency.

The Elementary Social Emotional Team includes, but is not limited to, the elementary principal and parent, school counselor, school social worker and parent, school psychologist, CSE director, and parent, school nurse, our United Way family school navigator and any additional teachers and staff.

The High School Social Emotional Team includes, but is not limited to, the high school principal, school counselor, school social worker and parent, school psychologist, CSE director, and parent, school nurse, and any additional teachers and staff.

Professional learning will focus on the five competencies of social-emotional wellness including self-awareness, self-management, social awareness, relationship skills and responsible decision making. Strategies to develop the necessary coping and resilience skills for students will be supported through focused SEL instruction that students will receive by the counseling staff and classroom teachers. Additional supports targeted to faculty and staff will be implemented through the same methods identified above. Information and demonstrations may include resources from the BOCES PPD Office, the BOCES Safety Office and/or SafeSchools in addition to other social emotional resources. The Social Emotional teams will meet to determine designated resources and training opportunities as well as implementation of social emotional plans developed.

### F) CTE and CDOS Programs

Remsen Central School will utilize remote/virtual work-based learning experiences when appropriate and applicable for CTE and CDOS programs.

### G) Communication with Students and Parents

Remsen teachers and staff will regularly communicate to students and parents, encouraging them to contact teachers and staff with any questions regarding their child's learning.

### H) English Language Learner (ELL) and Multilingual Learner (ML) Student Supports

Remsen Central School will complete the ELL identification process for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154. All communication will be translated to parents/guardians in their preferred language and in their preferred mode of communication (written and spoken).

Remsen Central School will ensure that all required instructional Units of Study are provided to all ELLs based on their most recently measured English language proficiency level during in-person instruction. The task force also discussed the need to potentially develop prioritization of educational delivery for ELL students.

### I) Professional Development

All teachers at Remsen Central School will hold valid and appropriate certificates for their teaching assignments except as where otherwise allowable under the Commissioner's regulations or Education Law. Professional Development training in remote instruction and learning will be provided to teachers when applicable and necessary.

# Section IV Instruction for Students without Digital Technology

# A) How will the district determine which students for whom remote instruction via digital technology is not appropriate?

The district will consult with teachers, parents, social worker, counselors, CSE and the student to make determinations on a case by case basis.

# B) How will the district provide synchronous instruction for those students for whom remote instruction by digital technology is not appropriate?

In situations where remote instruction via digital technology is not appropriate, students will be provided with printed materials, recordings, phone calls, etc. that allow them to participate in remote learning without the use of digital technology.

# C) How will the district provide synchronous instruction for those students who do not have adequate internet access?

In the event that a student does not have internet access in their home, a district funded hotspot will be provided to families when possible where a hotspot would allow the student to access emergency remote instruction, online resources and classwork needed to participate in virtual learning. In situations where there is no internet availability, students will be provided with printed materials, recordings, phone calls, etc. that allow them to participate in remote learning without the use of the internet.

# Special Education and Related Services

### **Remote Special Education and Related Services**

### Continuity of Learning for CSE and 504 Students

The Remsen CSE Chairperson will be actively involved in emergency remote instruction planning. The Remsen Special Education Department, under the direction of the Remsen CSE Chairperson, will meet with small groups of special education providers to create individual student continuity of learning plans for all CSE identified and 504 identified students. Remsen CSD will work to ensure that special education and related services will be provided remotely, in accordance with students' individualized education programs, to ensure the continued provision of a free appropriate public education, to the extent practical and possible.

All teachers, counselors, nurses, teaching assistants, special education teachers, and our school psychologist will work together to ensure that plans are in place for each support staff member for our students with unique needs (IEP, Social/Emotional). For our high needs students an individual plan will be put in place with our special education and social and emotional teams. These plans will indicate the adjustments to delivery of IEPs or 504 plans necessary if school must use an emergency remote learning model. The district will coordinate with special education teachers, support staff, and service providers to ensure that each student with an IEP receives, to the extent practical and possible, the same level of quality of services that would occur in an in-person environment.

### **Prioritization**

The following factors will be used to determine prioritization of students with special needs: student's developmental stage, cognitive functioning, access to technology as well as any behavioral or social/emotional factors. These planning meetings will be followed up by recurring Special Education Team meetings to continuously plan to meet unique student needs. Smaller break out meetings will be held by Special Education Providers to determine unique, individual learning plans for at risk students and for all CSE identified students in consideration of the method of instructional delivery (virtual). Lists of student needs will be indicated and the responsibilities will be delegated for routine check-ins and supports for these students. Each identified student has a designated case manager who provides the immediate oversight of delivery of programs and services determined by the Special Education team. Documentation methods and continued monitoring have been and will continue to be provided by the CSE Chairperson. Students who have needs that may impact their ability to follow any of the Remsen CSD plans, as indicated within this plan will have the accommodations they require to the plan clearly documented within the individual student's learning plan which will be shared with all educational providers of that student. Parents/ Guardians will be involved in these decisions and informed of adjustments. CSE Meetings will be conducted whenever necessary using virtual meeting protocols.

# <u>Section VI</u> <u>Instructional Hours</u>

### A) Estimated Number of Instructional Hours per Day

During an emergency closure, the following hours of instruction will be planned under emergency remote learning (Includes synchronous and asynchronous learning):

Elementary School Estimated Number of Instructional Hours per Day - 5 hours

Jr./Sr. High School Estimated Number of Instructional Hours per Day - 5.5 hours

# Section VII School Meals

Remsen Central School ensures compliance with the Child Nutrition Program requirements through OHM BOCES Food Service. All students enrolled in the SFA will be provided with meals during emergency remote instruction when possible. Our Food Service team will take all required measures to help protect students with food allergies if providing meals in spaces outside of the cafeteria.

School provided meals will be dependent upon the emergency situation that results in Emergency Remote Instruction. For long-term emergency remote instruction periods, when able, the school district, through the OHM BOCES Food Service Team, will work to coordinate meal pickup times for families. The meal pick up schedule for days, times, and locations will be determined based upon the circumstances of the emergency situation.



Soar to Success

Appendix E

Remsen Central School District

# Workplace Violence Prevention Program

2025-2026



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# **Introduction**

### What is Workplace Violence?

Any physical assault or acts of aggressive behavior occurring where a public employee performs any work-related duty in the course of their employment including but not limited to:

- An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee;
- Any intentional display of force which would give an employee reason to fear or expect bodily harm;
- Intentional and wrongful physical contact with a person without his or her consent that entails some injury;
- Stalking an employee with the intent of causing fear of material harm to the physical safety and health of such employee when such stalking has arisen through and in the course of employment.

### What is the New York State Workplace Violence Prevention Law and Regulation?

On June 7, 2006, New York State enacted legislation creating a new Section 27-b of State Labor Law that requires every public employer to evaluate the risk of workplace assaults and homicides at its workplace(s) and to develop and implement programs to prevent and minimize the hazard of workplace violence to public employees. In 2009, NYS Department of Labor (DOL) implemented regulations to accompany the Workplace Violence Prevention Law. These regulations can be found at 12 NYCRR 800.6 and are enforced by NYSDOL. Effective January 4, 2024, all public schools & BOCES previously exempted under Section 2801 of the Education Law must comply with 12 NYCRR Part 800.6.

### **Purpose of This Program**

The purpose of this Workplace Violence Prevention Program is to provide information to managers, supervisors, employees, and authorized employee representatives about preventing and responding to incidents of workplace violence or threats of violence in accordance with the Workplace Violence Prevention Law and Regulation. Authorized Employee Representatives must be included in the physical evaluation of the workplace, the development of the WPV written program, and the annual review of WPV incident reports.

The goal of this program is to reduce the probability of threats or acts of violence in the workplace and to ensure that any incident, complaint, or report of violence is taken seriously and dealt with appropriately and as expeditiously as possible. This program outlines the major components of our effort to meet these goals. At the core of this Workplace Violence Prevention Program is the District commitment to work with employees to maintain a work environment free from violence and other disruptive behavior to the greatest degree possible.

## Section I Policy Statement

A policy statement which indicates the District workplace violence prevention policy, goals and objectives; incident alert and notification policies; and provides for full employee participation through an authorized employee representative has been developed, implemented and posted where notices to employees are normally posted. The policy statement is included in this section:



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### WORKPLACE VIOLENCE PREVENTION POLICY

I. Statement of Policy

Remsen Central School District (the District) is committed to the safety and security of our employees and to the goal of promoting the safety and well-being of all people in the workplace.

- II. Definitions
  - A. Workplace is defined as any location away from an employee's domicile, permanent or temporary, where an employee performs any work-related duty in the course of their employment by an employer.
  - B. Workplace Violence is any physical assault or act of aggressive behavior occurring where a public employee performs any work-related duty in the course of their employment including but not limited to:
    - an attempt or threat, whether verbal or physical, to inflict physical injury upon an employee; any intentional display of force which would give an employee reason to fear or expect bodily harm;
    - intentional and wrongful physical contact with a person without their consent that entails some injury; or
    - stalking an employee with the intent of causing fear of material harm to the physical safety and health of such employee when such stalking has arisen through and in the course of employment.
  - C. Authorized Employee Representative is an employee authorized by the employees or the designated representative of an employee organization recognized or certified to represent the employees pursuant to Article 14 of the Civil Service Law.
- III. Workplace Risk Evaluation
  - A. The District and authorized employee representatives must conduct a workplace risk evaluation annually.
  - B. The evaluation shall be designed to determine the risks of workplace violence that employees could be exposed to and will be conducted to identify potential hazards related to workplace violence. This includes:
    - 1. an analysis of relevant policies;

### POLICY

### SUPPORT OPERATIONS

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### WORKPLACE VIOLENCE PREVENTION POLICY

- reviewing work practices and procedures that may have an impact on workplace violence;
- evaluating the physical environment to assess any factors that may place employees at risk of workplace violence;
- 4. developing the Workplace Violence Prevention Program; and
- reviewing workplace violence incident reports at least annually to identify trends in the types of incidents reported, if any, and reviewing the effectiveness of the mitigating actions taken.
- IV. Workplace Violence Prevention Program

A written Workplace Violence Prevention Program shall be developed by the District and will explain how the Workplace Violence Prevention policy will be implemented and include details about the risks that were identified in the basic evaluation and describe how the employer will address those risks. The program will also include a system to report any incidents of workplace violence.

- V. Reporting and Investigations
  - A. All employees are responsible for helping to create an environment of mutual respect and dignity for each other as well as for District students and visitors. All employees must follow all District policies, procedures and practices and assist in maintaining a safe and secure work environment.
  - B. The Workplace Violence Prevention Program Coordinator is:

Designated Primary Contact Person: Timothy Jenny Title: Superintendent Department: District Office Phone: 315-205-4300 E-mail: tjenny@remsencsd.org

Designated Secondary Contact Person: John McKeown Title: Business Administrator Department: District Office Phone: 315-205-4300 E-mail: jmckeown@remsencsd.org

C. All incidents of violence or threatening behavior will be responded to immediately upon notification. All staff are responsible for notifying the contact person designated above of any violent incidents, threatening behavior, including threats they have witnessed, received, or have been told that another person has witnessed or received.

### POLICY

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### WORKPLACE VIOLENCE PREVENTION POLICY

VI. Remedial Measures When This Policy is Violated

Acts of violence against District employees in the workplace will be thoroughly investigated under this and any other applicable District policy, and appropriate action will be taken. This action may include but is not limited to counseling memorandum, discipline, termination, and/or involving law enforcement authorities when warranted.

VII. Documentation

All incident reports must be retained for five (5) years following the end of the calendar year that the report was made.

VIII. Training

All employees, and all new hires, will participate in annual Workplace Violence Prevention Training Program. Training will include, but not be limited to, the risk factors identified and what employees can do to protect themselves.

IX. Implementation

The Superintendent or designee shall be responsible for creating, maintaining, and implementing a Workplace Violence Prevention Program and any Superintendent Regulations, procedures, or forms necessary to comply with New York State Labor Law §27-b.

X. Notification and Posting

This Policy shall be posted where notices to employees are normally posted.

 Remsen Central School District

 Legal Ref:
 NYS Labor Law §27-g

 Cross Ref:
 District Wide Safety Plan Policy

 Adopted:
 01/10/24

# Section II Workplace Risk Assessment

The District has conducted a workplace risk assessment consisting of:

- Examination of records that concern workplace violence incidents,
- Assessment of policies, practices, and procedures that may impact the risk of workplace violence, and
- Evaluation of the physical work environment for the presence of factors which may place employees at risk of workplace violence, with the participation of the authorized employee representatives. Although workplace violence can occur in any work setting, some settings or factors may pose a greater degree of risk. Employment situations or factors that may pose a higher risk for the District employees include, but are not limited to, the following:
  - Working in public settings
  - Working late night or early morning hours
  - Exchanging money with the public
  - Working alone or in small numbers
  - Working in a setting with uncontrolled access to the workplace
  - Working in a setting where previous security problems have occurred:
    - Having a mobile workplace assignment
    - Working with a population which might expose one to potentially violent persons (e.g. in healthcare, social service, public service or criminal justice settings)
    - ▶ Having duties that include the delivery of passengers, goods, or services

Risk factors identified during the examination, assessment and evaluation are listed in Section IX, along with the methods and means by which each risk is being addressed. The employer is responsible for addressing all risk factors that their employees are potentially exposed to.

Any incidents that may occur after the implementation of this program must be carefully documented and analyzed in order to make improvements to this program during the required annual review or as necessary.

# Control methods that the District will use to prevent workplace violence incidents

## **Hierarchy of Controls**

There are three main types of control measures that may be implemented as part of a safety program to protect employees from recognized hazards. The following types of controls are arranged in order of preference and effectiveness - this is referred to as the "hierarchy of control measures".

### **Hierarchy of Control Measures**

- Engineering controls
- Administrative controls
- Personal Protective Equipment (PPE)

Engineering controls eliminate or reduce the hazard through substitution or design (possible capital project).

### Examples include:

- Increased lighting
- Designing secure building access
- Security hardware
- Eliminating isolated work areas
- Minimizing "cash on hand"

Administrative controls eliminate or reduce the hazard through organizational policies, procedures and work practices (staff promulgated action). (Refer to District-Wide School Safety Plan, Code of Conduct, Sexual Harassment Policy, Employee Handbook, other Safety and Health plans, etc.).

### **Examples include:**

- Increased staffing
- Employment of safety personnel/SRO, SPO, SSO
- Developing building access control procedures
- Cross-shift communication to share information regarding agitated visitors or students
- Reduction of visitor wait times
- Provision of personal alarms (examples include: portable/fixed panic alarms)
- Provision of cell phones/radios
- Provision of life safety supplies (examples include: first aid kit, stop the bleed kit, etc.)
- Training (examples include: workplace violence, conflict resolution, de-escalation training, mental health first aid, restraint training (TCI, CPI))

### **Personal Protective Equipment (PPE)**

PPE is generally considered the least desirable form of control, but may be needed to enhance other controls and/or minimize potential injury severity when other controls fail. Reference to special education and student IEPs to determine and develop what types of materials are necessary to protect staff.

### **Examples include:**

- Eye and face protection (examples include: goggles, face shield)
- Hand/Arm protection
- Leg/Foot protection
- Head protection

### Prevention

Prevention of violence in the workplace is the responsibility of every employee. The following section focuses on early warning signs and workplace issues that have the potential to trigger violent behavior. Management, employees, and authorized employee representatives should be familiar with the issues below in order to become aware of and to reduce the likelihood of workplace violence.

## Early warning signs of potential violence:

There is no single "profile" that can identify a potentially dangerous individual. However, certain patterns of behavior and events frequently precede episodes of violence. A list of indicators of increased risk of violent behavior include, but are not limited to the following:

- Direct or veiled threats of harm
- Intimidation, belligerence, bullying or other inappropriate behavior directed at others
- Numerous conflicts with supervisors and employees; verbal comments indicating expressions of hostility directed at coworkers, supervisors, or others
- Bringing an unauthorized weapon to work, brandishing a weapon in the workplace, making inappropriate reference to guns or fascination with weapons
- Fascination with incidents of workplace violence, statements indicating approval of the use of violence to resolve a problem, or statements indicating identification with perpetrators of workplace homicides
- Statements indicating an increased tone of desperation from the person, feeling that normal interventions to solve the problem will not work, feeling hopeless about a situation at work, with family, financial, and other personal problems
- Signs of abuse of drugs/alcohol on or off the job
- Extreme or uncharacteristic changes in behavior or displays of emotion
- Employees with ongoing domestic difficulties
- Employees with a temporary order of protection against any staff

These behaviors should be reported to an employee's supervisor and/or the administrator of this program. Some behaviors may require immediate law enforcement intervention where others may require disciplinary action or indicate a need for an Employee Assistance Program (EAP) referral or other employee assistance, if available.

## Workplace issues that may trigger violence:

Listed below are two categories of common issues that may trigger workplace violence.

#### A. Employee issues - some examples include:

- Negative performance review
- School Climate/Student behavior
- Unwelcome change in role due to performance or reorganization issue
- Criticism of performance
- Conflict with coworker or supervisor
- Personal stress outside the workplace
- Increased workload or pressure, e.g. deadlines, projects, etc.

#### **B. Workplace issues** (any of the following may be an employee's perception of issues)

- No clearly defined rules of conduct
- Lack of training
- Inadequate hiring practices/screening of potential employees
- Insufficient supervision
- Lack of discipline or inconsistent discipline in workplace
- Lack of or inadequate employee support systems
- Failure to address incidents as they occur
- Overly authoritarian management style

#### C. Student issues - some examples include:

- Poor grades
- School Climate
- Criticism of performance
- Conflict with other student and/or staff member
- Personal stress outside of school

## Taking this into account, there are three key elements that may help to prevent a violent situation from occurring:

- Recognizing the early warning signs (such as a change in a person's behavior preceding an episode of violence)
- Recognizing issues or events that may trigger violence
- Early intervention to prevent a violent incident from occurring

#### Please note:

It is important to be careful when drawing assumptions or relying solely on any of the above behaviors as indicators of violence.

## Section III <u>Reporting an incident</u>

At the core of this Workplace Violence Prevention Program is the District commitment to work with its employees to maintain a work environment free from violence and other disruptive behavior to the greatest degree possible.

Any District employee, upon becoming aware of an instance of physical assault, threatening behavior, or verbal abuse occurring in the work setting must immediately report the facts and circumstances of said incident to their supervisor and/or to the contact person identified in the Policy Statement (Section I). In the event that employees observe or experience an incident of violence involving an employee or visitor to the District in which there is an immediate threat to their safety or the safety of others or where an injury has occurred, the employee will immediately obtain law enforcement and medical assistance by calling 911 and in addition notify their immediate supervisor. The supervisor will immediately conduct a preliminary inquiry into the facts and circumstances of the incident and make a prompt report to the Superintendent or Business Administrator using the Incident Report form found in this section below.

# Regulation

SUPPORT OPERATIONS

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WORKPLACE VIOLENCE INCIDENT REPORT

- 1. Date of Incident:
- Time of day when the incident occurred:
- District location where incident occurred:
- 4. Provide a detailed description of the incident below.

Description to include the following:

- Name of employee reporting the incident (unless a "privacy concern case");
- · Names and job titles of involved employees;
- · Name or other identifier of other individuals involved;
- · Nature and extent of injuries arising from the incident;
- · Names of witnesses; and
- · Events leading up to the incident and how the incident ended.

- Note: If the case is a 'privacy concern case,' remove the name of the employee who was the victim of the workplace violence and enter "PRIVACY CONCERN CASE" in the space normally used for the employee's name. Privacy concern cases include cases involving:
  - · Injury or illness to an intimate body part or the reproductive system;
  - · Injury or illness resulting from a sexual assault;
  - Mental illness;
  - HIV infection;
  - Needle stick injuries and cuts from sharp objects that are or may be contaminated with another person's blood or other potentially infectious material; and
  - Other injuries or illnesses, if the employee independently and voluntarily requests that his or her name not be entered on the report.

 Remsen Central School District

 Legal Ref:
 DOL Workplace Violence Prevention – Appendix 5<sup>1</sup>

 Approved by the Superintendent:
 01/10/24

<sup>&</sup>lt;sup>1</sup> New York State Department of Labor Workplace Violence Prevention for Public Employers - Appendix 5

Where a developing pattern of workplace violence incidents which may involve criminal conduct or serious injury exist, the District will attempt to develop a protocol with the appropriate local District Attorney or Law Enforcement agency to ensure that violent crimes committed against employees in the workplace are promptly investigated and appropriately prosecuted.

Retaliation against an employee who makes a good faith report of violence or other disruptive behavior is strictly prohibited and shall be subject to appropriate corrective or disciplinary measures. An employee who, in bad faith makes a false report, is also subject to disciplinary action.

## Section IV Post-Incident Response

Any reported workplace violence incident will be thoroughly investigated. (Also see Section VII-Program Review). The Local Education Agency (LEA) and Superintendent or Business Administrator shall investigate each reported incident.

- Assure that injured employees receive prompt and appropriate medical care (This includes, but is not limited to, providing transportation of the injured to medical care. Prompt first aid and emergency medical treatment can minimize the harmful consequences of a violent incident.)
- Report the incident to the appropriate authorities as required by applicable laws and regulations
- Inform management about the incident in writing
- Secure the premises to safeguard evidence and reduce distractions during the post incident response process
- Prepare an incident report immediately after the incident, noting details that might be forgotten over time (The Incident Report form can be found in Section III).
- Address the need for appropriate treatment for victimized employees (In addition to physical injuries, victims and witnesses may suffer psychological trauma, fear of returning to work, feelings of incompetence, guilt, powerlessness, and fear of criticism by supervisors or managers.)

\*In the event that critical incident management or crisis counseling is needed following a workplace violence incident in the workplace, arrangements will be made through the Superintendent, Business Administrator, or their designee.

*Note*\* - This is not a requirement of the law or regulation.

## Section V Employee Information and Training Outline

Training of every employee will be performed before initial assignment and annually thereafter. Retraining is required any time there is a significant change to the program, a risk factor, or work control. Required training topics are listed in the Training Outline found in this section below:

#### **Workplace Violence Prevention Training Outline**

Information and training for all employees:

A. Overview of Requirements of the Workplace Violence Regulations

- i. District Policy Statement employers must develop a written policy statement about the employer's workplace violence prevention program goals and objectives and provide for full employee participation through an authorized employee representative. The policy statement must be posted where notices to employees are normally posted.
- ii. Conduct a Risk Evaluation employers must examine their workplace to determine if existing or potential risk factors exist that might place employees at risk of occupational assaults or homicides.

- iii. Develop a workplace violence prevention program- employers must develop a program, with input from employees or an authorized employee representative, that, among other things, includes the following: risk factors identified through the risk evaluation; how the identified risks will be addressed; the methods that will be used to try to prevent workplace violence incidents; a system to report and record any workplace violence incidents may occur in the workplace; a written outline or lesson plan for employee program trainings; and a plan to review and update the program at least once a year.
- iv. Provide training and information for employees- employers must provide each employee with information and training on the risks of workplace violence in their workplace(s) at least once a year and any time significant changes are made to the workplace violence prevention program.
- B. Risk factors and measures that were identified in the risk evaluation
  - i. Findings will be reported in Section IX and X.
  - ii. Measures that employees can take to protect themselves from the identified risks including specific procedures that the employer has implemented such as:
    - Incident alert and notification procedures
    - Appropriate work practices
    - Emergency procedures
    - Use of security alarms and other devices
    - Other existing policies, procedures and work practices relevant to WPV
    - Procedures to report incidents of workplace violence

C. The written workplace violence prevention program will be posted in the required employee posting area, it will be placed on the district's webpage, and copies may also be obtained by contacting the Superintendent or Business Administrator.

#### D. Privacy Concerns

Privacy concerns will be handled as indicated on the Incident Report form in Section III. Note: Information otherwise kept confidential for security reasons does not have to be disclosed to all employees. Examples of confidential information include but are not limited to information that would interfere with law enforcement investigations or judicial proceedings, would deprive a person of a right to a fair trial, would identify a confidential source or disclose confidential information relating to a criminal investigation, would reveal criminal investigative techniques or procedures except routine techniques and procedures, or would endanger the life or safety of any person.

## Section VI Recordkeeping Requirements

The record keeping requirements outlined in 12 NYCRR Part 801, Recording and Reporting Public Employees' Occupational Injuries and Illnesses (DOSH 900), must be used to document recordable injuries sustained during workplace violence incidents.

In addition to Part 801, all incidents will be investigated and documented to ensure that all threats and workplace violence incidents are reported to management. These reports will provide written notification when a violence incident occurs so that management can develop an appropriate response. The Incident Report will also create a historical record that can be used in the annual review and program update. The District's incident reporting form is included in Section III of this document.

## Section VII <u>Program Review</u>

Remsen Central School, the Superintendent, with the Authorized Employee Representatives, shall evaluate the effectiveness of this Workplace Violence Prevention Program and reports submitted, at least annually or after any serious incident.

#### Review of Incident Reports

Each incident report must be investigated by the employer (or the employer's designated WPV team) when the incident occurs.

An annual review of the incident reports collected shall be reviewed by the Local Education Agency (LEA), Designated Workplace Violence Administrator/Officer, and Authorized Employee Representative(s). A report that provides only a summary or statistics is not acceptable per the regulation.

#### Program Review

Review of the program, and mitigating actions taken in response to any incident, shall be reviewed at least annually and the review will need to focus on trends, addressing root cause, and the effectiveness of the control measures in place or the need to make changes. The review will also assess whether the reporting and record keeping systems have been effective in collecting all relevant information. The <u>Workplace Violence Program</u> <u>Maintenance and Review</u> document found in this section below will be updated with titles of those who perform the review.

Following the submission of a written notice of concern regarding the employer's workplace violence program or that an imminent danger exists, the employer must be afforded a reasonable opportunity to address the reported concern. If the employee or authorized employee representative believes that the reported concern has not been resolved and a serious violation of the District Workplace Violence Prevention Program still exists, the employee or authorized employee rapresentative by notifying the Commissioner of Labor.

For additional information on recordkeeping or workplace violence prevention, or to request free and confidential consultation assistance, please use the contact information on the Consultation Fact Sheet available here: <u>https://dol.ny.gov/system/files/documents/2023/10/p206-pesh-consultation-fact-sheet.pdf</u>

## Workplace Violence Program Maintenance and Review

## **Program review (annual) completed on:** 04-29-2025

Joe Bessmer – Head of	Kelly Runninger -	Brad Tyson – Custodian
Facilities	Teacher	and Volunteer Fireman
Rick Gallo – RTA	Daniel O'Bryan –	Officer Beth Lamphere –
President and Teacher	Teacher	SPO
Kurt Crossett – Bus	Erika Kistowski –	Officer Ralph
Dispatcher, Driver	School Counselor	Potasiewicz - SPO
Sanya Pelrah – Jr./Sr.	Melissa Polidori – Jr./Sr.	Officer Rob Staskoski –
High School Principal	High School Nurse	SPO
Jody Lamphere –	Autumn Fasolino –	Officer Rob Smith –
Elementary Principal	Elementary Nurse	SPO
John McKeown – Business Administrator	Patricia Cerio – BOCES Safety Office	Fay Harper – School Psychologist and CSE Chair
Timothy Jenny -	Mary Lou Allen – BOE	Gary Winghart –
Superintendent	President	Technology Coordinator
Meghan		

**Review Committee** [Stakeholders and Authorized Employee Representatives (where applicable)]

## **Plan and Contact information**

The most current version of this plan will be made available to employees, their authorized representatives, and to representatives of the NYS Department of Labor by contacting the listed administrator below or by visiting the district website: <u>https://www.remsencsd.org</u>

Designated Workplace Violence Administrator/Officer Contact:

	Primary Contact		Secondary Contact
Name	Timothy Jenny	Name	John McKeown
Title	Superintendent	Title	Business Administrator
Department	District Office	Department	District Office
Phone	315-205-4300	Phone	315-205-4300
Location	District Office – Remsen Central School	Location	District Office – Remsen Central School

## Section VIII <u>RCS Risk Assessment Survey Template</u>

		en Central School District 9733 Main Street Remsen, NY 13438 Risk Assessment Survey					
Circle One:	Remsen Elementary	Remsen Jr./Sr. High School	Remsen Bus Garage				
Date of Survey:							
Names/Titles/Organization for those conducting assessment: Employer Representatives:							
Employee Repres	sentatives:						

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
General:			
Employees work in public setting			
Employee work late at night or early morning hours			
Employees work alone or in small numbers			
Employees exchange money as part of job			
Employees work in location with uncontrolled public access			
Employees work in area of previous security concerns			
Employees work with public			
Employees work in high crime area			
Employees work with volatile persons			
Does facility have posted evacuation plan/map			
Does facility conduct routine evacuation/fire drills			
Are electric panels locked to prevent unauthorized access			
Is shrubbery, trees and landscaping maintained to minimize obstructions to entrances and exits			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Security:			
Does the facility use Resource Officers? If yes, #			
R.O. per facility			
Is security or law enforcement present at this			
location? If yes list # present per shift:			
Is security/law enforcement posted at entrances If yes, list entrances			
Do security/law enforcement personnel patrol			
facility			
Are I.D. badges required to be worn by all			
personnel			
Are students required to use school issued I.D.			
badges when on premises			
Is card reader or equivalent required for entry to			
facility			
Is facility equipped with metal detectors			
Is facility equipped with security cameras			
Is facility equipped with panic buttons			
Are visitors permitted to enter facility			
Are visitors required to wear visitor I.D. badges			
Are emergency contact names and phone numbers			
posted in each occupied room			
Is each room equipped with a telephone or radio			
to call for help when needed			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Parking Lots			
Are parking areas protected with security/ law enforcement personnel			
Are parking areas patrolled by security/law enforcement personnel			
Are parking areas equipped with security cameras			
Are parking areas equipped with lights			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Offices			
Do office areas have controlled access			
Is office area separated from entrance with privacy glass			
Is office area equipped with panic alarm			
Are offices equipped with telephones to call 911			
Are telephones or radios used to communicate with facility personnel			
Are office doors equipped with door locks to prevent unauthorized access			
Do employees receive De-escalation training			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Classrooms:			
Are evacuation maps posted in each classroom			
Are classroom doors equipped with locks to restrict access			
Are classrooms equipped with telephones			
Are classroom personnel equipped with radios			
Is personal protective equipment provided to all classroom personnel as needed			
Are classroom personnel exposed to violent behavior from students			
Do classroom personnel receive De-escalation training			
Are classroom personnel informed of students with behavioral issues prior to student placement in classroom			
Have classroom personnel been provided with training on working with students with behavioral issues			
Are windows locked to prevent uncontrolled access			
Is availability to items that can be used as weapons by students minimized			
Are classrooms equipped with security cameras			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Cafeteria:			
Is access restricted to authorized personnel only			
Does cafeteria personnel exchange money with students and staff			
Are cafeteria personnel provided with necessary personal protective equipment			
Is cafeteria equipped with security cameras			
Is cafeteria locked when not in use			
Is cafeteria staff provided with telephones and/or radios			
Are evacuation maps posted at all exits			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Auditorium			
Are all entrances kept locked when not in use			
Is auditorium, stage, back stage equipped with security cameras			
Is auditorium, stage, back stage equipped with security lighting			
Is backstage entrance restricted to authorized personnel only during events			
Are catwalks, light towers, etc. restricted to authorized personnel only			
Is auditorium patrolled by security/law enforcement during events			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Gymnasium			
Does gymnasium have exterior lighting around all entrances and exits			
Are locker rooms locked or monitored to prevent unauthorized entry			
Is the area patrolled by security/law enforcement during events			
Is gymnasium equipped with security cameras			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Athletic Fields			
Is security/law enforcement present for all			
sporting events home & away			
Are athletic fields protected from unauthorized			
entry with fences			
Are athletic fields equipped with security/event			
lighting			
Are I.D.s required to be worn by school personnel			
at sporting events			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Bus Garage and Busses			
Are all busses equipped with radios			
Are all busses equipped with security cameras			
Is somebody available to respond to all radio calls from drivers that are on road			
Are I.D.s required by individuals getting on busses			
Do all bus runs have two employees on board for each run			
Are busses secured or locked when not in use			
Is bus garage equipped with security cameras			
Is bus garage locked when vacant			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Field Trips			
Do school personnel have a copy of emergency			
contact names and numbers for administration			
Does school personnel verify I.D. of each student			
at beginning and end of trip			
Do chaperones receive security briefings prior to			
trip			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Buildings and Grounds:			
Are buildings equipped with security cameras			
Are buildings equipped with security lighting			
Are buildings/rooms locked when not in use			
Are employees provided with radios			
Is equipment locked up when not in use			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Staff Meetings and Conferences			
Do security/law enforcement personnel patrol			
facility during these events			
Do school personnel receive de-escalation training			
Are metal detectors utilized for after hour			
activities such as conferences & meetings			

Signatures				
Name	Title	Signature		



## Section IX Identified Risks and Control Methods Template

Risks identified in the assessment survey and corresponding control methods to reduce those risks, are to be recorded in the tables below for each of our facilities and maintained on file:

Elementary School - Identified Risk	Selected Control(s) and Comments

Jr./Sr. High School - Identified Risk	Selected Control(s) and Comments

Bus Garage - Identified Risk	Selected Control(s) and Comments

#### **STUDENTS**



**Draft 04/25/25 REVISE** 7002

## Policy is Required. EDUCATION OF HOMELESS CHILDREN

#### I. Statement of Policy

- A. A child who is homeless, within the meaning of this Policy, shall be enrolled in a District school or receive other educational services identified in this Policy, whether or not that child otherwise qualifies as a resident of the Remsen Central School District (the District). Children who are homeless shall not be segregated in a separate building, or a separate program within a building, based on their status as homeless, and will be provided services comparable to those provided to other students of the District.
- B. This Policy shall be interpreted and applied in a manner such that the District meets its clear obligations under New York State Education Law Section 3209 and related Regulations of the Commissioner, and the McKinney-Vento Homeless Education Assistance Act (42 USC 11431 et seq.), as amended and reauthorized.
- C. Information about a homeless student's living situation shall not be treated as directory information for purposes of applying the District's Educational Records Policy.
- II. Definitions
  - A. "Child"

The term "ehild" is used in this Policy to refer to:

- 1. any person who is between the ages of five (5) and twenty-one (21) or is an eligible pre-school student and who has not obtained a high school diploma.
- 2. a migratory child as defined in Section 1309(2) of the Every Child Succeeds Act of 2015, and
- 3. an unaccompanied youth, as that term is defined in the McKinney-Vento Homeless Assistance Act, who is not residing with someone other than a parent or legal guardian for the sole reason of enrolling as a student in the District.
- B. "School of Origin"

The term "school of origin" is used in this Policy to refer to

1. the school the child attended or was enrolled in when last permanently housed, including a preschool program and charter schools, in the school district of origin,

#### Policy is Required. EDUCATION OF HOMELESS CHILDREN

2. the designated receiving school at the next grade level for all feeder schools in the applicable school district where the child completes the final grade level in the school last attended, or

3. any public school or preschool in the district of origin which the child could have attended based on the child's last residence before becoming homeless, where

a. the child becomes homeless after becoming eligible to apply,
 register, or enroll in kindergarten or a preschool program in the
 district of origin, or

b. the child is living with a school-age sibling who attends school in the district of origin.

III. Status as Homeless

**STUDENTS** 

A. A child is homeless, for purposes of this Policy, if the child:

1. lacks a fixed, regular, and adequate night-time residence, or

2. has a primary night-time location that is either:

a. a supervised shelter (publicly or privately operated) that is designed to provide temporary living accommodations; or

b. a place (public or private) that is not designed for, or ordinarily used as, regular sleeping accommodation for human beings.

B. Among other possible situations, a child shall be considered to lack a fixed, regular, and adequate night-time residence if that child is:

1. sharing the housing of other persons due to a loss of housing, economic hardship, or a similar reason;

2. living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; or

C. A child who is in foster care, or who is receiving educational services under Sections 3202(4), (5), (6), or (6-a), or Articles 81, 85, 87, or 88 of the Educational Law, is not considered homeless for purposes of this Policy.

IV. Homeless Liaison

#### Draft 04/25/25 REVISE 7002

#### Policy is Required. EDUCATION OF HOMELESS CHILDREN

The Superintendent shall designate a District administrator to serve as the District's local Liaison for Homeless Children, and shall promulgate an administrative regulation that describes the Liaison's responsibilities to ensure that the District complies with applicable statutes and regulations. One responsibility of the Liaison for Homeless Children shall be to review the District's policies and procedures, including transportation guidelines, to identify any policy or practice that aets as a barrier to the enrollment, attendance, school success, or retention of homeless children in the District, and to recommend to the Superintendent how a policy or practice may be revised to eliminate such a barrier.

- V. Designation of School Choice and Enrollment
- A. The District shall use an enrollment form that requests information about the living arrangements of the child being enrolled, sufficient to make an assessment of whether the child should be initially enrolled or provided services as a homeless child, pending final determination. When the information provided on the enrollment form indicates that a child should initially be classified as homeless, the District shall obtain a designation of whether the child chooses to attend school:
  - 1.in a school in the district where the child's temporary housing or<br/>residential program for runaway and homeless youth is located, including,<br/>where a student enrolled in this District moves to a temporary housing<br/>location elsewhere in this District, the District school serving the<br/>attendance area in which the temporary housing is located (school of<br/>location); or
    - 2. in a school in the district where the child was last enrolled or attending or was entitled to attend, or where the child had a sibling attending, immediately prior to becoming homeless (school of origin); or
    - 3. in a school district participating in a regional placement plan (if there is one).
    - B. The designation described in Section A, above, shall be made on the form provided by the Commissioner of Education (STAC-202), which the District shall make available. The District shall also use this form to collect information whenever a currently enrolled student initiates a change of address or claims homeless status. The District will honor a designation that is made:

by the child's parent, or person in parental relation;

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#### Policy is Required. EDUCATION OF HOMELESS CHILDREN

- if the child is not in the physical custody of a parent or legal guardian, by the child with guidance and assistance from the Liaison for Homeless Children; or if the child is living in a residence for runaway and homeless youth established pursuant to Article 19-H of the Executive Law, by the director of that residence in consultation with the child. Prior to the end of the first semester of attendance or within sixty (60) days of <del>.</del> <del>.</del> commencing attendance at a school designated pursuant to this Policy, whichever occurs later, the designator may change the designation if the designator finds the original designation to be educationally unsound. If this District is designated as the District the child chooses to attend, the Ð. Superintendent shall ensure that: <del>1.</del> the designation form has been completed properly, and copies of the designation form are distributed as required; the child is admitted to instruction pending a complete evaluation of the ehild's status as homeless, even if the child is unable to produce the records normally required for enrollment, such as previous academic records, records of immunization, or other required health records and proof of residency; the child is provided access to all District programs, activities, and services to the same extent as a resident student; the school district where the child's records are located is immediately requested to provide a copy, including coordination of the transfer of records for students with disabilities; the parent or guardian of the student in temporary housing is referred to the District's McKinney-Vento liaison; and if this District is also the district of location, and the child's temporary housing location is not operated by the local Department of Social Services or a residential program for runaway youth, SED is provided with a statement of the basis for the determination that the child is homeless and entitled to attend the District's schools, along with the completed designation form.
  - E. After the initial assessment of homeless status based on the enrollment form, the Homeless Liaison shall make a complete inquiry into the student's status and

#### Policy is Required. EDUCATION OF HOMELESS CHILDREN

make a recommendation to the Superintendent as to whether the child should continue to be classified as a homeless student, or be classified as a resident student or a non-resident student. If the Superintendent determines that the child should not be classified as a homeless child, then the Superintendent shall:

- 1.provide a written explanation to the person(s) making the designation,<br/>including an explanation of the appeal process; the availability of the<br/>McKinney-Vento liaison to assist the designator with the appeal process,<br/>and complete necessary forms; and
  - defer for at least thirty (30) days a decision to deny enrollment, transportation, or other services to the child, and continue that deferral until the conclusion of any appeal process that is commenced with the Commissioner of Education with a stay application.
- F. After receiving the designation form, the Homeless Liaison shall make a determination whether the designation made by the designator is consistent with the best interests of the homeless student.

1. In making the best-interest determination, the Homeless Liaison shall presume that keeping the child in the school of origin is in the child's best interests except where it is contrary to the wishes of the parent or guardian or unaccompanied youth; and shall consider student-centered factors such as the effect of mobility on student achievement, education, health and safety of the child, giving priority to the wishes of the child's parent or guardian or the unaccompanied youth.

- 2. If it is determined that it is in the best interest of the child to attend a school other than the school of origin or the school designated by the designator, the Homeless Liaison shall provide the parent or guardian, or unaccompanied youth, with a written explanation of the determination and an explanation of their right to appeal.
- G. When a District school is the school of origin of a homeless student, and the student continues to attend that school while in temporary housing elsewhere, the student will be allowed to maintain enrollment in the school of origin for the duration of the homelessness and through the end of the school year in which the student becomes permanently housed. The student may remain enrolled in that school in the school year following the school year in which the student becomes permanently housed if that additional year will be the student's last year of attendance in that school.
- VI. Tuition Reimbursement

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#### Draft 04/25/25 REVISE 7002

#### Policy is Required. EDUCATION OF HOMELESS CHILDREN

- A. If a child classified as homeless under this Policy validly chooses to attend school in this District, and the student's temporary housing is located in this District, and the child's school district of origin is within New York State, the Superintendent shall take the necessary steps to obtain reimbursement by the State Education Department or another school district in the State for the direct cost of educational services, not otherwise reimbursed under special federal programs, calculated pursuant to regulations of the Commissioner for the period of time for which such services are provided.
- B. Where the homeless child was attending a school district on a tuition-free basis or was entitled to attend when circumstances arose which caused the child to become homeless is located outside the State, and the child's temporary housing is located in this District, the child shall be deemed a resident of this District and shall be entitled to attend the schools of this District without payment of tuition.

#### VII. Students With A Disability

If a child who has been receiving services as a child with a disability in another school district relocates to this District during the same school year the child has received those services, that child is classified as homeless for purposes of this Policy, and that child makes a valid election to attend school in this District, then that child will be provided a free appropriate public education, including services comparable to those described in the Individual Education Plan (IEP) prepared in the prior district of attendance.

#### VIII. Transportation

- A. When a child is classified as homeless for purposes of this Policy, the District will provide transportation between the child's temporary housing location and the school the child has designated for attendance, as set forth in this part.
- 1.
   If the child is living in a facility operated by the Department of Social Services or otherwise eligible for benefits under the Social Services Law, transportation will first be sought from the applicable agency, or transportation will be provided at the request of the agency if the agency agrees to be directly billed for the cost of the transportation.
- 2. If the child is living in a residential facility for runaway and homeless youth, including a facility located outside the District, and a District school is designated as the school of attendance, the District will provide transportation and promptly request reimbursement from the State Education Department using the form provided by the Department.
  - 3. When a District school is the school of origin and that school is designated as the school of attendance, the District will provide transportation between the school of origin and the student's temporary housing, whether

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#### Policy is Required. EDUCATION OF HOMELESS CHILDREN

that location is within the District or outside the District if the child is not entitled to receive transportation from the Department of Social Services.

- 4. If a District school is designated as the school of attendance (but is not the school of origin) and the child's temporary housing is located within the District, transportation will be provided to the child on the same basis it is provided to resident students unless this creates a barrier to the child's attendance at school.
  - 5. If the distance between the child's temporary housing location and the school the child legally attends is more than 50 miles (one-way trip), transportation will only be provided when the Commissioner of Education certifies that the transportation is in the best interest of the child.
- 6. If the District recommends that a homeless student attending a District school attend a summer educational program, the District will provide transportation between the summer program and the student's temporary housing, if failure to provide that transportation would pose a barrier to the student's participation in the program.
  - 7. If the District is designated as the district of attendance, the District will provide a homeless student with transportation to extracurricular activities when the student participates or would like to participate in extracurricular or academic activities, the student meets the eligibility criteria for the activity, and the lack of transportation would pose a barrier to the student's participation in the activity.
- 8. Transportation to and from the child's temporary housing location and the school the child legally attends will be arranged in the most cost-effective manner, including cooperative arrangements with neighboring districts when feasible.
  - 9. If there is a dispute regarding the child's entitlement to transportation as a homeless child, the District will provide transportation pending a final determination of the child's status.
- B. Expenditures for the transportation of a parent accompanying a homeless child shall be paid by the District only when:
- 1.the child is being transported using public transportation, transportation of<br/>the child with an accompanying parent has been determined by the District<br/>to be the most cost-effective means of transportation, and the District has<br/>determined that public transportation unaccompanied by the parent is<br/>inappropriate because of the child's age, the distance to be traveled, the

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#### Policy is Required. EDUCATION OF HOMELESS CHILDREN

complexity of the transportation arrangement, the need to transport the child through a high crime area, or a combination of such factors; or

- 2. the child is a student with a disability whose individualized education program (IEP) includes the services of a transportation aide or attendant, and providing transportation with the parent serving as the transportation aide or attendant for the child is the most cost-effective means of transportation; or
- 3. transportation by the parent in the parent's vehicle is the most cost-effective means of transportation.
- C. Transportation will be provided to a child classified as homeless for purposes of this Policy during any disputes regarding school enrollment or selection.
- IX. Meals

A child identified as homeless for purposes of this Policy is eligible for free meals without completion of an application.

X. Dispute Resolution

The Superintendent shall promulgate an administrative regulation that establishes a dispute resolution process that ensures that the District complies with applicable statutes and regulations.

- XI. Title I Coordination
  - A. When a child who qualifies as homeless under this Policy is also eligible for services under Title I, Part A of ESSA, the District will provide those services whether or not that child lives in a Title I school attendance zone or meets the academic requirements for non-homeless children, and Title I, Part A funds will be set aside as necessary to provide homeless children who do not attend participating schools with services comparable to those provided to children in Title I, Part A funded schools.
  - B. The District will include in its local plan a description of how the plan is coordinated with McKinney-Vento and services provided to homeless children.
    - C. When the District reports that there are no homeless children or unaccompanied youth in non-Title I schools, the District will describe the efforts it made to identify homeless children and unaccompanied youth. As part of its efforts, the District will contact the local Department of Social Services and Office of Child and Family Services to determine if they have records of homeless youth living within the District.

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#### Policy is Required. EDUCATION OF HOMELESS CHILDREN

#### XII. Staff Training and Public Notice

- A. The Liaison for Homeless Children shall receive training, as required, about the rights of homeless children and the District's responsibilities to provide educational services to homeless children.
- B. Instructional and non-instructional staff responsible for enrolling students or providing other educational services to homeless students shall receive training, as required, about the rights of homeless children, the District's responsibilities to provide educational services to homeless children, and the District's policies and procedures for meeting its responsibilities, scheduled with sufficient frequency to ensure that staff are aware of substantive changes in the law or the District's policies and procedures.
- C. Public notice of the educational rights of homeless children shall be distributed by the District in places where families and youth are likely to be present, and in a manner and form understandable to parents, guardians, and unaccompanied youth. Where feasible, the information shall be provided in native languages common in the District and in a format geared toward individuals with low literacy skills. The Liaison for Homeless Children shall maintain records of where and when such information is distributed and the format used.
- XIII. Coordination With Other Policies
  - A. In the event that the District, an academic department, or a teacher maintains a policy or procedure that conditions a student's academic status or participation in a school activity on a seat-time or minimum attendance requirement, a student's absence related to being homeless shall not be counted as an absence for purposes of determining the student's academic status or eligibility to participate in the activity.
  - B. A student whose attendance is interrupted by homelessness, as defined in this Policy, shall be awarded full or partial transcript credit, as appropriate, for work completed in a previous school of enrollment, or in the District, and shall be readmitted to continue education without penalty.
  - C. The transportation provisions of this Policy shall be deemed to modify any other District Policy regarding student transportation to the extent necessary to accomplish the purposes of this Policy.
  - D. Enrollment of a homeless student, and the eligibility of a homeless student to participate in an educational program or school activity of the District, shall not be denied because of outstanding fees or fines.

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#### Policy is Required. EDUCATION OF HOMELESS CHILDREN

#### New language per Policy Template Update:

- I. Statement of Policy
  - A. The Remsen Central School District (the District) adopts this Policy and accompanying Regulations in recognition of its legal obligation to identify all students in temporary housing and to determine whether those students meet the definition of homeless children under the McKinney-Vento Homeless Education Assistance Act ("McKinney-Vento") and Education Law §3209.
  - B. Students shall not be segregated based on their status as homeless. Neither shall information about a homeless student's living situation be treated as directory information.
  - C. The District will provide services to students in temporary housing comparable to those offered to other students in the District, including transportation services; educational services for which the child or youth meets the relevant eligibility criteria, such as services provided under Title I or similar State or local programs; educational programs for students with disabilities; educational programs for English learners; programs in career and technical education; programs for gifted and talented students; and school nutrition programs.
- II. Definitions
  - A. Homeless Child and Unaccompanied Youth
    - 1. a child or youth who lacks a fixed, regular, and adequate nighttime residence, including a child or youth who is:
      - a. sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
      - b. living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
      - c. abandoned in hospitals;
      - d. a migratory child as defined in 1309(2) of ESSA et seq. who qualifies as homeless under any of the provisions of this section; or
      - e. an unaccompanied youth, as defined in section 725 of Title VII-B of the McKinney-Vento Homeless Assistance Act.
    - 2. A child or youth who has a primary nighttime location that is:

#### STUDENTS

#### Policy is Required. EDUCATION OF HOMELESS CHILDREN

- a. A supervised publicly or privately shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved state or local department of social services, and residential programs for runaway and homeless youth established pursuant to Article 19-H of the NYS Executive law; or
- b. A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings (i.e. car, park, public space, abandoned building, substandard housing, bus or train stations, or similar setting).
- B. Designator
  - 1. the parent or person in parental relation or guardian to a homeless child;
  - 2. the homeless child with the Liaison, in the case of an unaccompanied youth; or
  - 3. the director of a residential program for runaway and homeless youth, in consultation with a homeless child where such student is living in such program.
- III. McKinney-Vento Liaison
  - A. The Liaison

The Superintendent shall designate an appropriate District staff person to serve as the District McKinney-Vento Liaison (the Liaison) for affected students. The Liaison serves as the primary contact between the families experiencing homelessness, the District, and other service providers. The Liaison coordinates services to ensure that affected students enroll in school and have the opportunity to succeed. The District's McKinney-Vento Liaison is:

Name: Meghan Dineen Title: School Counselor Phone: Number: 315-205-4300 Email: mdineen@remsencsd.org

- B. The Liaison's Administrative Responsibilities
  - 1. Review the District's policies and procedures including, but not limited to, transportation guidelines;
  - 2. Identify any Policy, procedure, or practice that acts as a barrier to the enrollment, attendance, school success, or retention of affected students;

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#### Policy is Required. EDUCATION OF HOMELESS CHILDREN

- 3. Recommend a revision to eliminate such a barrier to the Superintendent; and
- 4. Advise the Superintendent of changes and updates under New York and Federal law related to students in temporary housing or unaccompanied youth that require a change to this Policy or related procedures.
- C. Liaison's Responsibilities to Affected Students
  - 1. Ensure that all affected students are properly identified and served by District. Identification can be accomplished by using a housing questionnaire and coordinating with other entities and agencies, such as the local department of social services and shelters located within the District boundaries;
  - 2. Ensure that affected students in temporary housing and have full and equal opportunity to succeed in the District and receive educational services for which they are eligible, including but not limited to, Head Start programs, Early Head Start, early intervention services under the Individuals with Disabilities Education Act (IDEA), and other preschool programs administered by the District;
  - 3. Ensure that affected students and parents in temporary housing receive referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
  - 4. Inform parents or guardians of educational and related opportunities available to affected students and provide them with meaningful opportunities to participate in the education of their students;
  - 5. Inform parents and guardians of students in temporary housing and unaccompanied youth of all transportation services, including transportation to and from the school district of origin, and assist them in accessing transportation services;
  - 6. Comply with the requirements of McKinney-Vento, Section 3209 of the Education Law, and Section 100.2(x)(7)(ii) of the Regulations of the Commissioner of Education, and any subsequent amendments, in disputes regarding eligibility, school selection, enrollment and/or transportation;
  - 7. Provide assistance in appealing final determinations regarding eligibility, enrollment, school, selection and/or transportation to the affected student's parent or guardian or to the unaccompanied youth;

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- 8. Maintain records of all appeals of enrollment, school selection and transportation;
- 9. Coordinate professional development and other support for school personnel providing services to students in temporary housing;
- 10. Inform school personnel, service providers, and advocates working with students in temporary housing and parents and guardians, of students in temporary housing, of Liaison's duties;
- 11. Ensure that unaccompanied youths;
  - a. are enrolled in school;
  - b. have opportunities to meet the same challenging State academic standards as housed students, including receiving credit for full or partial coursework earned in a prior school pursuant to the Commissioner's regulations; and
  - c. are informed of their status as independent students under the Higher Education Act of 1965 et seq. and that they may obtain assistance from the District to receive verification of such status for purposes of the Free Application for Federal Student Aid (FAFSA).
- III. Identification and Enrollment
  - A. The person identified as the Designator shall have the responsibility to designate the school that the affected students will attend.
  - B. Upon designation, the District will immediately enroll the student in the school in which enrollment is sought and provide transportation to the school. If the District plans to decline to either enroll in and/or transport the student in temporary housing to the school of origin or a school requested by the parent or guardian or unaccompanied youth, that final determination will be delayed for thirty (30) days.
- IV. Reporting

As required by the Commissioner, the District will collect and transmit reports about the number of affected students, their grade levels, and their nighttime residences.

- VI. Coordination
  - A. With Other Policies

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- 1. In the event that the District, an academic department, or a teacher maintains a policy or procedure that conditions an academic status or participation in a school activity on a seat-time or minimum attendance requirement, an absence related to being homeless shall not be counted as absence for purposes of determining the student's academic status or eligibility to participate in the activity.
- 2. The transportation provisions of this Policy and its implementing Regulations and procedures shall be deemed to modify any other District Policy regarding student transportation to the extent necessary to accomplish the purposes of this Policy.
- 3. A student whose attendance is interrupted by homelessness, as defined in this Policy, shall be awarded full or partial transcript credit, as appropriate, for work completed in the District or in a different school or and shall not be penalized upon readmission.
- 4. Enrollment of an affected student, and the eligibility of an affected student to participate in an educational program or school activity of the District, shall not be denied because of outstanding fees or fines.
- B. With Other Entities
  - 1. The District will coordinate the provision of services described above with local social services agencies, housing providers and other agencies or programs providing services to students in temporary housing and their families, including services and programs funded under the Runaway and Homeless Youth Act.
  - 2. In a manner consistent with state and federal law, the District will coordinate with other school districts on inter-District issues, such as transportation or transfer of school records.
- VII. Training and Notice
  - A. Training
    - 1. The Liaison shall receive training, as required, about the rights of the affected students and the District's responsibilities to provide educational services to students.
    - 2. Instructional and non-instructional staff responsible for enrolling

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affected students or providing other educational services to affected students shall receive training, professional development and/or other support about the rights of affected students, the District's responsibilities to provide educational services to affected students, and the District's policies and procedures for meeting its responsibilities, scheduled with sufficient frequency to ensure that staff are aware of substantive changes in the law or the District's policies and procedures.

B. Notice

The Liaison shall ensure that public notice of the educational rights of students in temporary housing is posted in locations where such students receive services, such as schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of affected students.

Remsen Central School District

Legal Ref:	8 NYCRR 100.2(x); NYS Education Law §§3202, 3209; McKinney-Vento 42
	USC <del>11431,</del> 11434A <u>(2), 11342, 1758;</u> 20 USC <u>§1087(vv); 20 USC §6301 et seq.</u>
	6312, 6313; Every Student Succeeds Act of 2015 (ESSA)
Cross Ref:	8500, Special Education Programs and Services; 8501, Prereferral and
	Declassification Teams; 8502, Programs for Students with Disabilities under
	Section 504; Independent Educational Evaluations; 8504, Preschool Special
	Educations; 8505, Skills and Achievement Commencement Credential

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Adopted: 05/11/10 Revised: 01/09/18, 04/04/23, \_\_\_\_\_

# Policy

#### INSTRUCTION

8300

## SELECTION OF TEXTBOOKS, LIBRARY AND OTHER INSTRUCTIONAL MATERIALS

The Remsen Central School District's instructional program is enriched and supported by the selection of quality print and non-print instructional materials. In general, selected instructional materials will align with New York State learning standards, reflect different viewpoints, and meet the varied needs and interests of staff and students.

#### I. Definitions

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

- A. "Instructional material" means any print or non-print material with instructional content or an instructional function that is used to facilitate formal or informal learning either in the classroom, library media center, or elsewhere in the District. Examples of instructional materials include, but are not limited to: textbooks; workbooks; hardcover and paperback books; ebooks; online databases; media and multimedia items; magazines; and newspapers. Instruction material may be housed in individual classrooms, or in the library media center.
- B. "Library material" means any print or non-print material which is catalogued and processed as part of the library media center for use by students and staff. Examples of library materials include, but are not limited to: hardcover and paperback books; ebooks; online databases; media and multimedia items; magazines; and newspapers. Library material will primarily be housed in the library media center.
- C. "Textbook" means a text, or a text-substitute, that a student is required to use in a particular class or program of the District. Textbooks include books, or book substitutes, including hardcover or paperback books, workbooks, or manuals; and courseware or other content-based instructional materials in an electronic format.

#### II. Legal Authority

A. As the governing body of the Remsen Central School District, the Board of Education is legally responsible for the adoption of courses and curriculum, as well as the selection and designation of textbooks to be used in the District's schools. Since the Board is a policy-making body, it delegates to the Superintendent, in conjunction with members of the professional staff so designated, the authority for the selection and recommendation of textbooks and other instructional materials in accordance with this policy.

#### III. Textbooks

- A. Selection and adoption of textbooks shall be the responsibility of the Board of Education, in accordance with applicable law and Board policy. The Board has the authority to determine what books will be used in its courses, and parents/guardians of a student cannot compel a board to use a particular textbook or to discontinue the use of one.
- B. The Board may consult with the Superintendent, District administrators and instructional staff to determine what textbooks should be used as part of the instructional program.
- C. In considering the approval of any proposed textbook, the Board will weigh its suitability for the maturity level and educational accomplishments of the students who will be using the book(s), free from bias, relationship to a continuous multi-grade program, and impact on community standards.
- D. A list of all approved textbooks shall be maintained and revised annually by the Superintendent.
- E. The Board will furnish free textbooks to all students attending its schools. Children who are residents of the District and attend non-public or private school(s) will be loaned textbooks in accordance with the requirements of Education Law.
- F. After a textbook has been designated for use, the District is prohibited from replacing it for five (5) years, unless three-fourths (3/4) the Board votes otherwise.
- IV. Library Materials
  - A. The District will establish and maintain a library media center in each school of the District, which will contain library and/or instructional materials. The library media center in each elementary and secondary school will meet the needs of the students and staff, and provide an adequate complement to the instructional program in the various areas of the curriculum. The District will employ certified school library media specialists, in accordance with specific standards contained in law and

regulation, unless equivalent service is provided by an alternative arrangement approved by the Commissioner.

- B. The Board delegates its authority to designate library materials to be used in the District to the school library media specialist(s). When appropriate, the school library media specialist(s) will work cooperatively with the Superintendent, other District administrators, instructional staff, the Board, students, and/or District community members to identify, order, and organize library materials. When appropriate, the school library media specialist(s) will utilize shared services such as Boards of Cooperative Educational Services (BOCES) to improve programs and services, build collections, utilize new technologies, and maximize funding.
- C. The Board will make provision for funds to be budgeted for the purchase of library materials. Students may be required to pay for library materials that are lost, excessively damaged, or overdue.
- V. Objectives in the Selection of Library Materials
  - A. The broad range and varying suitability of all forms of library materials which are available for purchase demand careful evaluation before they are selected for use in the District's library media centers. Free or low-cost materials will be evaluated using the same criteria as purchased materials. In order to select quality print and non-print materials to enrich and support the District's instructional program, the Board endorses and supports the selection of library materials that:
    - 1. Align with New York State learning standards and curriculum guidance;
    - 2. Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
    - 3. Implement, enrich, and support the District's curriculum and instructional program, taking into consideration the varied interests, abilities, and learning styles of students;
    - 4. Meet the varied needs and interests of staff and students;
    - 5. Present various sides of controversial issues so that students may develop critical thinking and reading skills resulting in the ability to make informed decisions;
    - 6. Offer global perspectives and promote diversity by including materials by authors and illustrators of all cultures-- materials will not be excluded because of the race, nationality, religion, gender, gender expression, sexual orientation, political views, or social views of the author;
    - 7. Provide staff and students with a wide range of up-to-date materials of all levels of

difficulty in a variety of physical and digital formats including print and non-print such as electronic and multimedia (including subscription databases and other online products, ebooks, educational games, and other forms of emerging technologies);

- 8. To provide materials with quality and durability appropriate to their intended use and longevity.
- VI. Objection to Instructional or Library Materials

The Board of Education has authority to prescribe curriculum in the District and to designate the textbooks to be used in the District, and may not be compelled to use a particular textbook or discontinue the use of a particular textbook. Further, the District may not be compelled to assign an alternate curriculum to a student based upon a parent's disapproval of classroom assignments. Students may be able to be excused from instruction in very limited circumstances outlined in law and regulation.

Nevertheless, the Board recognizes that a District community member may have questions, concerns or objections about instructional materials, and may wish to have instructional materials re-considered and/or removed from the program of instruction, library/media center(s) and/or departmental collections. All questions, concerns or objections regarding instructional materials will be processed through the procedures described below as well as any other applicable Board policies.

All instructional and library materials shall remain in use until the appropriate procedures have been carried out and, if applicable, the committee renders a decision.

#### Definitions

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

- A. "Instructional material" means any print or non-print material with instructional content or an instructional function that is used to facilitate formal or informal learning either in the classroom, library media center, or elsewhere in the District. Examples of instructional materials include, but are not limited to: textbooks; workbooks; hardcover and paperback books; ebooks; online databases; media and multimedia items; magazines; and newspapers. Instruction material may be housed in individual classrooms, or in the library media center.
- B. "Library material" means any print or non-print material which is catalogued and processed as part of the library media center for use by students and staff. Examples of library materials include, but are not limited to: hardcover and paperback books; ebooks; online databases; media and multimedia items; magazines; and newspapers. Library material will primarily be

housed in the library media center.

## **Inquiries Regarding Instructional or Library Materials**

District community members who have concerns about instructional materials are encouraged to bring these questions and concerns to the appropriate instructional staff and/or school library media specialist. If an individual's inquiry or concern is not able to be satisfactorily resolved by that staff member, then the staff member will refer that individual to the building Principal. The Principal will attempt to resolve the individual's concern, and direct them to the Procedures for Objecting to Instructional Materials where appropriate.

## **Procedures for Objecting to Instructional Materials**

If instructional staff, the school library media specialist, or the building Principal are not able to satisfactorily resolve an individual's inquiry or concern, then the Principal will inform the individual that they may submit a formal objection in accordance with this policy.

District community members who wish to formally object to instructional materials must submit their objections in writing to the Superintendent. Upon receipt of a written objection, the Superintendent will designate a review committee to investigate and evaluate the challenged instructional or library material. The review committee will include, at a minimum, the library media specialist from the building where the objection originated, and the building principal. The review committee may also include, as appropriate and at the Superintendent's or their designee's discretion: classroom teachers; parents and/or students; and other staff or community members.

The review committee members will all be provided with copies of the challenged material to consider. The review committee will review the written objection submitted; read and/or examine the challenged materials; and evaluate the challenged material according to the District's criteria for the evaluation and selection of instructional and/or library materials.

Following a review of the challenged materials, the committee will submit a written report of the results of their review and any supporting evidence of its findings in writing to the Superintendent. Upon review of the written report, the Superintendent will make a final determination regarding the objection to the instructional or library materials. The Superintendent will then inform the individual who submitted the objection of this determination in writing.

If the review committee recommends removal, the challenged material will only be removed from the specific District library media center or school building where the objection was filed, unless the review committee indicates otherwise in its report. Instructional materials for classroom use may remain in circulation in the District's library media center if the report determines that it is appropriate.

Appeals of the Superintendent's determination must be submitted in writing to the District Clerk,

who will then submit the appeal to the Board for action, along with copies of the challenged materials, the written report of the review committee, and any related documentation.

Individuals may not submit additional requests for review while their initial request for review is pending. If subsequent objections after an appeal are issued for the same material within a period of five years, the Superintendent can deny the objection without convening a new review committee based on the previous review and decision.

 Remsen Central School District

 Legal Ref:
 Education Law §§701, 702, 704, 3204; 8 NYCRR 16.2, 21.4, 135.3

 Adopted:
 03/16/93

 Revised:
 11/13/18



Policy Draft 04/01/25 NEW 8702

## ANIMALS IN SCHOOL (THERAPY)

#### I. Statement of Policy

A. The Remsen Central School District (the District) supports the use of Therapy Dogs by counselors, teachers, other qualified school personnel, or qualified nonemployee volunteers ("the Owner" or "the Handler") for the benefit of its students, subject to the conditions of this policy. Therapy dogs are typically privately-owned pets provided to the school as a voluntary service by the dog's owner-handler or a third-party organization to benefit students. Any dog therapy program must be entirely optional, and therefore, a student may opt out and thus avoid contact with the dog(s).

Nothing herein shall permit a student, employee, or visitor to be accompanied by his or her own comfort animal or emotional support animal for his or her own personal use or individual benefit on District property

- B. The Superintendent may:
  - 1. partner with a therapy dog organization that will provide experienced dog/handler teams, or
  - 2. work with individuals in the community, such as counselors, teachers, administrators or parents, who have trained and certified their own pet through an accrediting organization.

#### II. Definition

- A. A therapy dog is any dog that is trained and certified to aid the emotional and physical health of patients in hospitals, nursing homes, retirement homes and other settings and is actually used for such purpose, or any dog during the period such dog is being trained or bred for such purpose, and does not qualify under federal or state law or regulations as a service dog.
- B. A therapy dog has received behavioral training to provide emotional support, comfort, companionship and therapeutic benefits to individuals, typically in an institutional setting such as a hospital, nursing home, or school.
- C. A therapy dog is not a service animal as defined in the Americans with Disabilities Act.

#### III. Standards and Practices

- A. The District shall bear no financial responsibility for the care or feeding of a therapy dog.
- B. The therapy dog must not pose a health and safety risk to any student, employee, or other person at school.

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#### ANIMALS IN SCHOOL (THERAPY)

- C. Therapy dogs that will be used for such purpose shall be "certified". Certification typically implies that the organization/owner-handler has participated in the dog's training. Training will be from an AKC Recognized Therapy Dog Organization, such as the Canine Good Citizen Certification and/or the AKC Therapy Dog Certification(s). The organization or owner-handler shall provide proof of such certification to the District which shall be kept on file.
- D. The dog owner-handler shall provide the following to the District prior to any activity, event, and/or instruction on District property or at District-sponsored events:
  - 1. Proof of a current liability insurance policy that covers any personal injuries or property damage that the therapy dog causes. The owner must submit a copy of a Commercial General Liability insurance policy that provides liability coverage for the therapy dog while on school property in the amount of \$1,000,000 per occurrence/\$2,000,000 aggregate. District should be endorsed as additional insured similar to other insurance certificates received by the District;
  - 2. The owner-handler shall provide up-to-date copies of all relevant veterinary records, including proof of vaccinations and that the therapy dog is in good health and free of fleas, ticks, and any other infestation;
  - 3. The owner-handler shall provide proof of current licensure from the local licensing authority;
  - 4. The owner-handler shall provide a plan for:
    - a. restrictions on the length of time a dog can "work";
    - b. length and number of outdoor breaks;
    - c. access to water and food;
    - d. clean-up and disposal of waste;
    - e. a plan of action for a fire drill or other emergency drill(s) or event(s); and
    - f. plan for those students who choose not to participate with the therapy dog program.
  - 5. All records regarding the therapy dog handler will be kept on file in the District office and shall be updated annually.
- E. The therapy dog must be under the control of the owner-handler through the use of a leash or other tether unless the leash or other tether would interfere with the therapy dog's work or tasks.

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### ANIMALS IN SCHOOL (THERAPY)

- F. The therapy dog is allowed only in those areas designated by District administrators, or their designee(s).
- G. The owner-handler will be required to remove the therapy dog to a different location designated by the Administrator in the event a student or employee assigned to the area where the therapy dog is permitted has a known allergy or suffers an allergic reaction to the dog.
- H. The guidelines for the dog handler shall be as follows:
  - 1. Wash hands after contact with therapy dogs, therapy dog products or feed or therapy dog environments;
  - 2. Supervise all human-therapy dog contact;
  - 3. Not allow the therapy dog to roam free;
  - 4. Clean and disinfect all areas where the therapy dog and therapy dog products have been present;
  - 5. Keep the therapy dog clean and free of intestinal parasites, fleas, ticks, mites and any other infestation(s);
  - 6. Maintain documentation for all sessions, including noting any problems that may have arisen during a specific session. Should a problem arise, the owner-handler shall notify the District Liaison immediately; and
  - 7. Any other requirements and procedures set forth by the Superintendent or designee.
- I. The owner-handler of the therapy dog is responsible for any damages caused by the therapy dog.
- J. The District will communicate to students and families regarding the use of therapy dogs by posting such information using its normal outlets, including but not limited to posting information to the District website.
- K. The District may remove and/or exclude therapy dog use at any time, and at its own discretion. The owner-handler shall be required to remove the therapy dog from school premises immediately upon such a determination.
- L. Nothing in this Policy shall in any way be construed as limiting a disabled individual's right to their access to, and use of, a service animal under the Americans with Disabilities Act (ADA), or under a student's IEP or 504 plan.

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Draft 04/01/25 NEW 8702

## ANIMALS IN SCHOOL (THERAPY)

Adopted:

#### **STUDENTS**

Regulation

7002.1

### PROCEDURES FOR ACHIEVING EDUCATION OF HOMELESS CHILDREN

- I. Identification of Homeless Students
- A. The Remsen Central School District's (the District) enrollment form shall collect information about the living arrangements of the child including asking if he or she is living in a shelter; with relatives or others due to loss of housing or economic hardship; in an abandoned apartment/building; in a motel/hotel, camping ground, car, train/bus station or other similar situation due to the lack of alternative adequate housing.
- B. Whenever the District receives a change of address notice from a parent or guardian, the parent or guardian will be asked to complete a questionnaire to determine whether the new housing situation qualifies the affected student(s) to receive services as a homeless student.

#### II. Dispute Resolution Procedure

- A. Whenever the District declines to classify a child as homeless or declines to enroll a homeless child in the school designated by or on behalf of the child or declines to transport a homeless child, the child and those acting on behalf of the child will be provided with a written explanation of the District's decision and the date on which the District intends to exclude the student or withdraw transportation or other services. The written explanation shall be accompanied by:
- 1.a statement regarding the right to appeal the District's decision, to the<br/>Commissioner of Education,
  - a statement that the District will provide enrollment, transportation, or other services for a period of at least thirty (30) days, pending the appeal process,
- 3. contact information for the District's Liaison for Homeless Children and an explanation of the Liaison's availability to assist with the appeal, and
- 4. the form petition for commencing an appeal to the Commissioner.
- B. Whenever the District declines to classify a child as homeless or declines to enroll a homeless child in the school designated by or on behalf of the child or declines to transport a homeless child the District will defer for at least thirty (30) days a decision to deny enrollment, transportation, or other services to the child, and will continue that deferral when an appeal is commenced with the Commissioner of Education with a stay application.

## PROCEDURES FOR ACHIEVING EDUCATION OF HOMELESS CHILDREN

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	<u> </u>	If the Commissioner grants the request for a stay, implementation of the
		District's decision will be deferred until the expiration of the stay.
	2.	If the Commissioner denies the request for a stay, the District's decision will be implemented.
<del>III. –</del>	Responsi	bilities of Liaison for Homeless Children
	A. D	eterminations of Homeless Status
	1.	When the District receives an enrollment form, change of address information, or other information indicating that a child may qualify as homeless, the Liaison shall:
		a. contact the homeless child or adult working on behalf of the child and explain the Liaison's role, and
		b. facilitate the timely enrollment and provision of services to the child pending a final determination
	2.	When a homeless child is not in the physical custody of a parent or legal guardian, the Liaison shall actively assist that child in making a school designation provide direct coordination with the committee on special education if the child is a student with a disability and advise the child of the right to appeal District determinations.
	3.	After a child is initially classified as homeless and provided appropriate services, the Liaison shall promptly conduct a complete inquiry into the child's housing situation and make a written recommendation to the Superintendent whether the child should be determined to be a resident, a non-resident or homeless.
	B. A	ssistance With Dispute Resolution and Appeals the Liaison shall:
	1.	Be available to the homeless child or adult working on behalf of the child to answer questions about any determination made by the District and to receive written or oral objections to those determinations;
	2.	Explain the appeal process to the homeless child or adult working on behalf of the child, provide the form petition for appeal and actively assist with the completion of the form;

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#### PROCEDURES FOR ACHIEVING EDUCATION OF HOMELESS CHILDREN

Provide the homeless child or adult working on behalf of the child with a complete copy of appeal-related documentation, at no cost to them; Accept service of the form petition and supporting papers on behalf of the District and any school district employee or officer named as a party or arranging for service by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the District is named as a party, to the office of the Superintendent; Provide the homeless child or adult working on behalf of the child with a signed and dated acknowledgment verifying that the Liaison has received the form petition and supporting documents and will either accept service of the form petition and supporting papers on behalf of the District and any school district employee or officer named as a party or arranging for service by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the District is named as a party, to the office of the Superintendent; On behalf of the homeless child or adult working on behalf of the child, transmit the form petition or any pleading or paper to the Office of Counsel, Education Department, State Education Building, Albany, NY 12234, within five (5) days of their being served; Provide the homeless child or adult working on behalf of the child with a signed and dated acknowledgement verifying that the Liaison has received the form petition and supporting documents and will transmit these documents to the Office of Counsel, Education Department, State Education Building, Albany, NY 12234; and 8. Accept service of any subsequent pleadings or papers, including any correspondence related to the appeal, on behalf of the homeless child or adult working on behalf of the child, if the homeless child or adult working on behalf of the child so elects. Administrative and Coordinating Duties: <del>C</del>. Coordinate the identification of homeless children and the provision of services to the homeless child with other districts and social service ageneics. Receive and respond to requests for student records, ensuring that a complete copy of a child's records is provided to a requesting school district within five (5) days.

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#### PROCEDURES FOR ACHIEVING EDUCATION OF HOMELESS CHILDREN

3.	Ensuring timely and accurate preparation of reports required by the Commissioner of Education.
<u>    4.   </u>	Inform each homeless child and parent or guardian of all educational opportunities, transportation services, and other services available to the child, and assist parents and guardians to have a meaningful opportunity to participate in the child's education.
5.	Assist each homeless child and parent or guardian in obtaining immunizations and medical records.
<del>6.</del>	Assist with coordinating the child's transportation services.
7.	-Maintain a record of all appeals of enrollment, school selection, and transportation determinations.
	Maintain an accurate record of the number and identity of all students elassified as homeless, their grade level, and their nighttime residence(s).
<del>9.</del>	Inform school personnel, service providers, and advocates working with homeless families of the Liaison's duties, according to a plan of communications approved by the Superintendent.
	Collaborate and coordinate with the State Coordinator for the Education of Homeless Children and Youth and community and school personnel responsible for providing education and related support services to homeless children and youth.

New language per Policy Template Update:

I. Statement of Purpose

This Regulation is implemented to detail the Remsen Central School District's (the District) procedures for achieving the education of students in temporary housing and unaccompanied youth, as defined in the Policy.

### II. Definitions

A. District of Current Location

The public school district within New York State in which a student in temporary housing or the residential program for runaway and homeless youth is located,

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#### PROCEDURES FOR ACHIEVING EDUCATION OF HOMELESS CHILDREN

which is different than the District of Origin.

- B. District of Origin
  - 1. The public school or preschool the child attended when permanently housed or the school in which the child or youth was last enrolled, including preschool programs and charter schools;
  - 2. The designated receiving school at the next grade level for all feeder schools for a student in temporary housing who completes the final grade level served by the school of origin; and
  - 3. The public school or preschool which such child could have attended based on the child's last residence before becoming homeless, where:
    - a. the child becomes homeless after becoming eligible to apply, register or enroll in kindergarten or a preschool program; or
    - b. the child is living with a school-age sibling who attends school in the district of origin.
- C. Preschool

A publicly funded pre-kindergarten program or a Head Start program administered by the District and/or services under the IDEA.

D. District of Attendance

The District chosen by the Designator becomes the district of attendance.

- III. Identification of Homeless Students
  - A. Enrollment form
    - 1. The District shall provide the appropriate Commissioner's form to the Designator as defined in the Policy to designate the district and answer questions about the affected student's housing.
    - 2. The Commissioner's form shall be completed whenever a currently enrolled affected student changes their address or claims homeless status.
    - 3. The Designator completes the form and designates a district of attendance for the student in temporary housing:

#### PROCEDURES FOR ACHIEVING EDUCATION OF HOMELESS CHILDREN

- a. District of current location;
- b. District of origin; or
- c. District participating in a regional placement plan.
- B. Upon submission of the Commissioner's form, the District will:
  - 1. immediately review it to confirm that it has been completed properly and distribute copies of as required by the Commissioner's regulations;
  - 2. admit the affected student even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, immunization records, proof of residency or other documentation and even if the child or youth has missed application deadlines;
  - 3. immediately request a copy of the affected student's records from the school district where the records are located;
  - 4. provide the affected student access to all District programs, activities, and services just as they are provided to resident students; and
  - 5. immediately refer the parent or guardian of the student in temporary housing to the Liaison.
- C. Best Interest Analysis
  - 1. the Liaison shall undertake a complete inquiry into the affected student's status to determine whether the student's classification should be affected student, resident student, or non-resident student.
  - 2. The Liaison must:
    - a. presume that keeping the affected student in the school of origin is in the child's best interest, except when doing so is contrary to the wishes of the parent or guardian (or youth in the case of an unaccompanied youth); and
    - b. consider student-centered factors such as the effect of mobility on student achievement, education, health, and safety of the child, giving priority to the wishes of the child's parent or guardian (or

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#### PROCEDURES FOR ACHIEVING EDUCATION OF HOMELESS CHILDREN

#### the youth, if a homeless unaccompanied youth).

#### IV. Decision of the District

- A. If the District agrees that the student's best interests are met by the designation of the District as the school district of attendance, the District will forward the completed designation form and a written explanation of the basis for the determination to the State Education Department.
- B. If the District determines that it is in the best interest of the student to attend a school other than the school of origin or the school designated by the Designator, or if there is a disagreement about a child's or youth's status as a homeless child or unaccompanied youth, the District shall:
  - 1. Provide the parent or guardian, or unaccompanied youth, in a manner and form understandable to them with:
    - a. a written explanation of the determination;
    - b. an explanation of their right to appeal; and
    - c. notice of the availability of the Liaison to provide assistance.
  - 2. Defer a decision to deny enrollment, transportation, or other services to the student, for at least thirty (30) days and continue that deferral until the conclusion of any appeal process that commences with the Commissioner of Education with a stay application.
- C. If the parent or guardian of an affected student commences an appeal to the Commissioner within thirty (30) days of the District determination, the student will be permitted to continue in the school where they are enrolled in at the time of the appeal and/or receive transportation to that school pending the resolution of all available appeals.
- D. The Liaison Responsibilities in Dispute Resolution

The Liaison must assist the parent or guardian of the affected student in appealing a final decision regarding enrollment, school selection and/or transportation to the Commissioner in the following ways:

1. provide a copy of the form(s), which is available at: <u>http://www.counsel.nysed.gov/appeals/homelessForms;</u>

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#### PROCEDURES FOR ACHIEVING EDUCATION OF HOMELESS CHILDREN

- 2. assist in completing the form(s);
- 3. arrange for the copying of the form(s) and supporting documents without cost to the parent or guardian or unaccompanied youth;
- 4. Service
  - a. accept service of the form(s) and supporting papers on behalf of District or its employee or officer named as a party;
  - b. arrange for service by mail by mailing the form(s) and supporting documents to a person in the office of the Superintendent who has been designated by the Board to accept service on behalf of the District where it is named as a party and any District employee or officer named as a party; and
  - c. provide a signed and dated acknowledgment verifying that the Liaison has received the form petition and supporting documents and will accept service of these documents on behalf of the District/BOCES or its employee or officer or will effect service by mail by complying with b, above;
- 5. transmit within five (5) days of service on behalf of the parent or guardian or unaccompanied youth, the form(s) or any pleading or paper to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234 and provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgement verifying the transmission; and
- 6. accept service of any subsequent pleadings or papers, including any correspondence related to the appeal, if the parent or guardian or unaccompanied youth so elects. The Liaison must also make such correspondence available to the parent or guardian or unaccompanied youth.
- V. Continued Enrollment

Pursuant to Education Law, affected students can maintain enrollment in the school of origin for the duration of homelessness and through the end of the school year in which the affected student becomes permanently housed. The affected student may be able to remain in the school of origin for one additional year, if that additional year will be the student's terminal year in that school building.

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- *VI.* Transportation Responsibilities
  - A. The District will transport any affected student in temporary housing to their school of origin, including preschools and charter schools, where it is the designated district of attendance and the student in temporary housing is not entitled to receive transportation from the Department of Social Services.
  - B. When District is designated as the school district of current location for a student in temporary housing and the student does not attend the school of origin, District will provide transportation on the same basis as it is provided to resident students, unless the local transportation policy represents a barrier to the affected student's attendance in school.
  - C. If the District is designated as the district of attendance, transportation will not exceed fifty (50) miles each way unless the Education Commissioner determines that it is in the best interest of the affected student.
  - D. Where the District is designated as the school district of attendance and it has recommended the student in temporary housing attend a summer educational program, it will provide transportation services to the student in temporary housing for summer educational programs if the lack of transportation poses a barrier to the student's participation in the program.
  - E. Where the District is designated as the school district of attendance, it will provide transportation services to students in temporary housing for extracurricular or academic activities when:
    - 1. The student participates in or would like to participate in an extracurricular or academic activity, including an after-school activity, at the school;
    - 2. The student meets the eligibility criteria for the activity; and
    - 3. The lack of transportation poses a barrier to the student's participation in the activity.
  - F. Where the District is designated as the school district of attendance, it will provide transportation as described above for the duration of homelessness, unless the social services district is responsible for providing transportation. After the affected student becomes permanently housed, the District will provide transportation to the school of origin until the end of the school year and for one (1) additional year if that year constitutes the student's terminal year in the school building.

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#### PROCEDURES FOR ACHIEVING EDUCATION OF HOMELESS CHILDREN

#### VII. Reimbursement

A. Tuition

The District will request reimbursement on the appropriate Commissioner's form from the State Education Department for the direct costs of educational services to students in temporary housing that are not otherwise reimbursed under special federal programs, when:

- 1. The District is either the school district of current location or a school district participating in a regional placement plan;
- 2. The District is designated as the school district of attendance; and
- 3. The school district of origin for the student in temporary housing is within New York State.
- B. Transportation Costs
  - 1. Local Social Services Agency

Where the local social services district requests that District provide transportation for a student in temporary housing as considered in this Policy, District shall provide or arrange for the transportation and bill the social services district.

- 2. New York State
  - a. If District is the designated school district of attendance, the District shall request reimbursement from the State Education Department (to the extent funds are provided for such purpose) for the transportation of each student in temporary housing who is living in a residential program for runaway and homeless youth, even where the temporary housing is located outside the District.
  - b. The District will request reimbursement by submitting the Runaway and Homeless Youth Act Transportation form where District provides transportation for a student living in a Runaway and Homeless Youth facility.
  - c. In addition, District will request reimbursement for the direct

#### PROCEDURES FOR ACHIEVING EDUCATION OF HOMELESS CHILDREN

costs of educational services, including transportation costs for students who continue enrollment in District schools after finding permanent housing midyear in a different school district within New York State. In such cases, the District will directly bill the new district where the student permanently resides for all direct costs of educational services, including transportation, that are not otherwise reimbursed under special federal programs.

VIII. Coordination with Title I

Students in temporary housing are eligible for services under Title I, Part A, whether or not they live in a Title I school attendance area or meet the academic requirements required of other students. The District will ensure that:

- A. Title I, Part A funds are set aside as are necessary to provide educationally related support services to students in temporary housing, who may have unique needs that differ from their permanently housed peers;
- B. Its local plan includes a description of how the plan is coordinated with McKinney-Vento;
- C. Its local plan describes the services provided to students in temporary housing;
- D. Its local plan describes the efforts it made to identify students in temporary housing, including unaccompanied youth, if the District reports that there are no students in temporary housing enrolled in the LEA. Such efforts will include contacting the local department of social services or Office of Children and Family Services (OCFS) to verify that there are no students in temporary housing in the LEA; and
- E. Its housing questionnaire asks about the living arrangements of the child or unaccompanied youth, including asking if they are living in a shelter; with relatives or others due to loss of housing or economic hardship; in an abandoned apartment or building; in a motel/hotel, camping ground, car, train/bus station or other similar situation due to the lack of alternative, adequate housing.
- F. Documentation of the LEA's efforts to identify students in temporary housing will be maintained on file and a copy of the housing questionnaire that asks the above questions will also be kept on file.

# IX. Access to Free Meals [Only if District participates in the federal free/reduced meal program]:

## PROCEDURES FOR ACHIEVING EDUCATION OF HOMELESS CHILDREN

The District will provide free meals for all students identified as homeless without requiring an application. Free school meals will commence on notice to the District school food service office from the Liaison or a shelter director of the affected child's name.

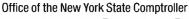
## STUDENTS

## PROCEDURES FOR ACHIEVING EDUCATION OF HOMELESS CHILDREN

Remsen Central School DistrictApproved by the Superintendent:04/04/23, \_\_\_\_\_

Surplus Books -Spanish

Text book series	Workbooks	Ancillary Materials
(58)Somos Asi en sus marcas (mostly used, some like new) Checkpoint A	None	Test book, quiz book, answer keys, CDs with listening, teacher made packets with extra materials for almost all of the lessons, flashcards for lessons 1-16
(38) Somos asi Listos (mostly used, some like new) Checkpoint B	(59) used and in various conditions, very few new	Test book, quiz book, answer keys, communicative activities, flash cards for lessons 1 and 2
(18) Somos asi Ya Checkpoint C (new or like new condition)	(29) used and new	Test book, quiz book, answer keys, communicative activities





Please type or print clearly in blue or black ink

**Employer Location Code** 

7 3 0 1 5

**Received Date** 

# Standard Work Day Resolution for Employees\*

See Instructions for completing form on reverse side

**RS 2418** 

(Rev.05/22)

BE IT RESOLVED, that the <u>REMSEN CENTRAL SCHOOL DISTRICT</u>. Location code\_73015 hereby establishes the following as standard work days for its employees and will report days worked to the New York State and Local Employees' Retirement System based on the time keeping system or the record of activities maintained and submitted by these members to the clerk of this body:

Title	Standard Work Day (Hrs/day)
TEACHER AIDE	6.5
MONITORS (RECESS & BUS MONITOR)	6.0
BUS DRIVER	6.0
BUS MECHANIC/DISPATCHER	8.0
GROUNDSWORKER	8.0
CUSTODIAN/CLEANER	8.0
HEAD CUSTODIAN	8.0
ADMINISTRATIVE ASSISTANT/CLERICAL STAFF	7.5

On this_13thday of_May	2025				
(Signature of Clerk)	Date enacted: MAY 13, 2025 _, clerk of the governing board of the REMSEN CENTRAL SCHOOL				
(Name of Employer) of the State of New York, do hereby certify that I have compared the foregoing with the original resolution passed by such board, at a legally convened meeting held on the <u>13th</u> day of <u>May</u> , 2025 on file as part of the minutes of such meeting, and that same is a true copy thereof and the whole of such original.					
I further certify that the full board, consists of such members voted in favor of the above resolu					
IN WITNESS WHEREOF, I hereunto Set my hand and the seal of the					
REMSEN CENTRAL SCHOOL					
(Name of Employer)	-				
	(seal)				
*To be used for all employees. Please list Elected and Appointed Officials (RS2417-A) .	and Appointed Officials on the form Standard Workday and Reporting Resolution for Elected				

For important information and instructions - See Back Page

## Instructions for completing the Standard Work Day Resolution

Α	В	
Title	Standard Work Day (Hrs/day)	
Accountant	8.00	
Clerk	7.00	
Bookkeeper	7.50	
Data Collector	6.00	
Secretary	7.25	
Typist	7.50	
Custodian	8.00	
Laborers	8.00	

Please note: the above table is a **sample.** The titles and values are for illustrative purposes only.

A. Title: You must establish a standard work day for each employee title (e.g. clerks, bus drivers, etc.) even if you do not have any full-time employees in that title. You may establish several standard work days for different positions. For example, all laborers may have an eight hour standard work day, all clerical workers seven and a half hours, and all custodial staff six hours. Employers may also establish several standard work days for the same title, depending if there are significant variances in the job duties.

**B. Standard Work Day (Hrs/day):** The minimum number of hours that can be established for a standard workday is six, while the maximum is eight. A standard workday is the denominator to be used for the days worked calculation; it is not necessarily always the number of hours an employee works. For example, if a clerk is only required to work three hours a day, the employer must still establish a standard workday between six and eight hours as the denominator for their days worked calculation.

# Once the Resolution is passed, it must be kept on file by the employer and made available to the Retirement System upon request.