Regular Meeting - Jul 10 2025 Agenda

Thursday, July 10, 2025 at 7:15 PM

Early Childhood School Boardroom 953 High Street, Victor, NY 14564

Board of Education

Page

1. Meeting Called to Order by District Clerk Kate Selleck

A. Greetings to Visitors/Public Participation Reminder

B. Reading of Emergency Evacuation Procedure

(In case of an emergency, would everyone please follow the EXIT signs to the outside of the building. Please stay completely clear of the building to provide space for any emergency vehicles.)

C. Moment of Silence

D. Pledge to the Flag

2. Oaths of Office and Election of Officers

A. Administer Oaths of Office to Re-elected Board Members

B. Election of Officers

Administer the Oaths of Office

a. Superintendent of Schools

b. Board of Education Officers

3. Approval of Agenda

4. Superintendent's Update

5. Organizational Items (15 min.)

A. Appointment of District Officers:

1. Kathryn Selleck as Clerk of the Board of Education
2. Julie Leva as District Treasurer
3. Jill Smith as Deputy District Treasurer
4. Linda Tice as Tax Collector
5. Patricia Callahan as Claims Auditor
   (District Clerk, District Treasurer, Deputy District Treasurer, Tax Collector and Claims Auditor may sign the oath at the convenience of the Superintendent.)

B. Appointment of Other Positions:

1. Bond, Schoeneck & King, Ferrara Fiorenza PC, Monroe 2 Orleans BOCES, and Hawkins, Delafield & Wood LLP as attorneys for the 2025-2026 school year
2. Assistant Superintendent for Pupil Services as Attendance Officer
3. Assistant Superintendent for Business as Purchasing Agent
4. R.L. Anderson - Van Horne Agency as Insurance Consultant
5. Mengel, Metzger, Barr, CPA as External Auditor
6. EFPR Group as Internal Auditor
7. District Clerk as Records Access/Management Officer
8. Director of School Facilities as Asbestos (LEA) Designee
9. Assistant Superintendent for Instruction and Assistant Superintendent for Personnel as Title IX Coordinators
10. Assistant Superintendent for Pupil Services as Section 504 Officer
11. Assistant Superintendent for Personnel and Assistant Superintendent for Pupil Services as Civil Rights Compliance Officers;
12. Committee on Preschool Education and Special Education Members: Ariel Aranova, Tara Baldwin, Erin Black, Amanda Byrne, Lydia Casey, Dakota Chaffee, Anne Clark, Abby Crimmins, Leah Daniels-Farren, Rob DeRose, Brian Gee, Tara Hopson, Amy Joseph, Hannah Knight, Shannon Markin-McMurtrie, Hunter Marzolf, Jim Mauro, Erika Maxwell, Sarah Miller, Jessica Owen, Keith Pedzich, Kate Pyle, Laura Reynolds, Karyn Ryan, Brian Siesto, Natalie Sonneville, Amanda Tripp, Dr. Robert Tuite, Nicole Weidel, Laura Westerman, and Abigail Wills.
13. Deputy District Treasurer as Treasurer–Extra Classroom Activities Account

14. Laura Reynolds, Amanda Byrne, Natalie Sonneville, Leah Daniels-Farren, Laura Westerman, Kathryn Pyle, Keith Pedzich, Matthew Halloran, Karen Finter, and Duwane Weimer as Dignity Act Coordinators
15. Superintendent as the Designated Education Official for the 2025-2026 school year
16. Director of Technology as the Data Protection Officer for the 2025-2026 school year
17. Assistant Superintendent for Pupil Services as the McKinney-Vento Homeless Assistance Act Liaison for the 2025-2026 school year

C. Bonding of Personnel:

1. $100,000 coverage endorsement from a blanket bond for each employee
2. $1 million policy for District Treasurer, Deputy District Treasurer, Tax Collector, and Claims Auditor
3. $500,000 coverage from faithful performance bonds for Accounts Payable Clerk, Payroll Clerk, Assistant Superintendent for Business

D. Designations:

1. BE IT RESOLVED, that any commercial bank and/or trust company, including but not limited to Canandaigua National Bank, Five Star Bank, NYCLASS (New York Cooperative Liquid Assets Securities System) having offices in New York State or any bank participating in the Insured Cash Sweep (ICS) or Certificate of Deposit Account Registry Services (CDARS) programs be and hereby are designated as the official depositories for the school district funds during the school year 2025-26 and that the maximum amount which may be kept on deposit in any one bank shall not exceed the District's annual general fund budget.
2. Designation of The Daily Messenger as official newspaper of the District;
3. Designation of the second Thursday of each month at 7:15 P.M. as the regular meeting time for the Board of Education except for the meetings of October 2025 which will be held October 16, 2025, January 2026 which will be held January 15, 2026, March 2026 which will be held March 11, 2026, and April 2026 which will be held April 16, 2026. The Board of Education work sessions will be scheduled for the fourth Thursday of the month as necessary except for November 2025 which will be held November 20, 2025 and December 2025 which will be held December 18, 2025;
4. Designation of Thursday, July 9, 2026, as the date of the

organizational meeting for the 2026-2027 school year;

5. Establishment, pursuant to Section 2118 of the Education Law, of the mileage reimbursement rate for employees at an amount equal to the Internal Revenue Service rate.

E. Authorizations:

1. Authorization for the Assistant Superintendent for Business to certify the payroll
2. Authorization for the Superintendent or designee and Board President or Vice President to sign contracts for student services (such as health and transportation), and tuition contracts, when necessary
3. Authorization for the Superintendent or designee to approve attendance of instructional and non-instructional staff at conferences for the 2025-2026 school year
4. Authorization for the Assistant Superintendent for Business to establish the following Petty Cash Accounts:
    a. Account: District Office, Amount: $300.00, Custodian: Assistant Superintendent for Business;
    b. Account: Event Admissions (competition start-up cash), Amount: $2500.00, Custodian: Athletic Director
    c. Account: School Lunch Fund (start-up cash), Amount: $175.00, Custodian: Director of Food Service
5. Authorization for the following individuals to sign checks on behalf of the School District for the accounts designated:
    a. General and School Lunch, Special Aid, Capital Funds: Assistant Superintendent for Business, District Treasurer, Deputy District Treasurer
    b. Payroll Account: Assistant Superintendent for Business, District Treasurer, Deputy District Treasurer
    c. Extra-Curricular Account: Treasurer-Extra Classroom Activities Account, Assistant Superintendent for Business, District Treasurer, Deputy District Treasurer.
6. Authorization of Board and District members to participate in professional organizations
7. Authorize School District employee and officer indemnification under Public Officer's Law §18
8. Approval of the following job titles/departments requiring District-owned cell phones: Superintendent of Schools, Night Custodian, Two Working Supervisors and Three Custodians in the Facilities Department and Parent Information Translator;
9. Authorization for the President or a Vice-President of the Board of Education to independently appoint an Impartial Hearing Officer as necessary for any impartial hearing regarding the placement of a special education student
10. Authorization for the Superintendent or designee to make all

necessary budget transfers in accordance with Section 170.2 (1) of the Commissioner's Regulations and Board Policy 6150

F. Other Items: 12 - 31

1. Authorization for the Assistant Superintendent for Business, District Treasurer or Deputy District Treasurer to execute wire transfers of District funds
2. Authorization for the Superintendent to employ staff members pending Board approval at its next regular meeting
3. Authorization for the District to participate in all BOCES Cooperative and County Bids for the 2025-2026 school year
4. Authorization of the Superintendent and the Assistant Superintendent for Business, District Treasurer or Deputy District Treasurer to jointly confer, and then invest - if deemed appropriate - such portions of the District money available for time deposit accounts, certificates of deposit, short term government securities, or other investments permitted by law.
5. Authorization of the Superintendent to apply for State and Federal Grants in Aid
6. Authorization for Board of Education members, and ex-officio members, to attend conferences, conventions, workshops and standing committee meetings with expenses paid by the School District
7. Authorization for Superintendent to purchase consultant and professional services;
8. Authorization for Assistant Superintendent for Personnel, or (alternate) Assistant Superintendent for Business to sign Civil Service Reports of Personnel Change
9. Establishment of the compensation rate for members of the Board of Registration and for election inspectors and clerks at minimum wage
10. Appointment of the following individuals to the Board of Registration for the 2024-2025 school year: Julie Fellinger, Jennifer Mehigan, Pamela Shufelt, and Linda Tice;
11. Establishment of the following per diem and substitute rates for the 2025-2026 school year:

Position	**2025-2026**
Accompanist	$50.00 per hour (2 hour max)
Administrator (Per Diem, Not Interim)	$400.00 per day
Auto Mechanic Substitute	$19.09 per hour

Auto Mechanic Helper Substitute	$18.55 per hour
Bus Driver Trainee	$16.30 per hour
Bus Monitor Substitute	$16.00 per hour
Cleaner Substitute	$16.00 per hour
District Office Support (Per Diem)	$16.30 per hour
Driver Education Teacher	$38.25 per hour (7/1/25-8/31/25), $43.00 per hour (effective 9/1/25)
Driver Education Coordinator	$500 per session (3 Sessions total)
Food Service Helper Substitute	$16.00 per hour
Food Service Laborer Substitute	$16.00 per hour
Groundskeeper Substitute	$16.00 per hour
Lifeguard (Junior Per Diem Status)	$16.00 per hour
Lifeguard (Senior Per Diem Status)	$16.87 per hour
Messenger Substitute	$16.00 per hour
Nurse Substitute	$165.00 per day
Pool Supervisor (Per Diem)	$18.80 per hour
Summer Grounds Helper	$16.00 per hour
Student Worker	$16.00 per hour
Teacher Aide Substitute	$16.00 per hour

Teacher Assistant Substitute	$16.25 per hour
Teacher Substitute - NYSTRS Retiree	$160.00 per day
Teacher Substitute - NYS Certified	$135.00 per day (1-30 days) $145.00 per day (31+ days)
Teacher Substitute Un-Certified	$125.00 per day
Teacher (Short-term Substitute)	$225 per day
Traffic Support	$16.00 per hour
Translator (Per Diem)	$20.50 per hour
Tutor (Per Diem)	$40.00 per hour
Typist/Clerk Substitute	$16.00 per hour

12. Review of all Board of Education Policies

13. Review policies including Investments (6240), Purchasing (6700), Code of Conduct (5300), and Parent and Family Engagement (1900) as required by law

Investments 6240.pdf

Purchasing 6700.pdf

Parent and Family Engagement 1900.pdf

14. Adopt District-level School Safety Plan and Building-level Safety Plan

District Wide Safety Plan Approved by BOE 062425.pdf

15. The Board shall also review building-level student attendance data as required under Commissioner's Regulations section 104.1, and if the data shows a decline in attendance rates, shall review its policy on Attendance (5100)

BOE re Attendance Data 24-25.pdf

16. Authorization of the Annual Professional Performance Review (APPR) Principal/Teacher Lead Evaluator Resolutions

APPR Principal Lead Evaluator Resolution.docx

APPR Teacher Lead Evaluator Resolution.docx

17. Civil Service Standard Work Hours Resolution; BE IT RESOLVED, that the Victor Central School District hereby establishes standard

work days for its employees and will report days worked to the New York State and Local Employees' Retirement System based on the time keeping system

Standard Work Hours 25.26.pdf

18. Authorize Athletic Teams/Individuals to attend overnight state tournaments based on qualifications

6. Public Participation

Although the board's work is open to the public, this is not a meeting with the public. At this time privilege of the floor is offered to those who have signed up to speak. The Chair will be happy to recognize those of you who wish to speak. When you approach the microphone, please identify yourself before presenting your thoughts. *(Individual comments will be limited to 3 minutes and the total time for this portion of the agenda will be limited to 30 minutes.)*

Please note, issues related to specific School District personnel or students must be brought to the attention of the Superintendent of Schools privately as they are not discussable at this venue.

Thank you.

7. Acceptance of Consent Items (5 min.)

A.	Treasurer's Report for the month ending May 31, 2025 Treasurers Report Ending May 2025.pdf	32 - 44
B.	Minutes of the Regular Board Meeting on June 12, 2025, the Special Meeting on June 17, 2025, and the Special Meeting on June 27, 2025 Unapproved Jun 12 2025 - Minutes.pdf Unapproved Jun 17 2025 - Minutes.pdf Unapproved Special Meeting - Jun 27 2025 - Minutes.pdf	45 - 58
C.	Personnel Agenda 7.10.25 Personnel Agenda Final.pdf	59 - 70
D.	Recommendations of the Committee on Special Education from the meetings of February 24, 2025, March 10, 11, 13, 19, 20, 24, 26, 27, 28, 2025, April 1, 2, 3, 7, 8, 9, 10, 11, 21, 23, 24, 25, 30, 2025, May 1, 2, 5, 7, 8, 9, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 27, 28, 29, 30, 2025, June 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 16, 17, 18, 20, 23, 24, 25, 26, 30, 2025 and July 1, 2025 and from the Committee on Preschool Special Education from the	

meetings of June 3, 9, 10, 17, 18, 24, 25, 2025 and July 1, 2025.

E. The following donations:

- $500 from the PTSA to Victor Central Schools to be used for the Class of 2026 Senior Connection or related expense.
- $1,000 from the PTSA to Victor Central Schools Class of 2031.
- $500 from the PTSA to Victor Central Schools to be used in the 25/26 school year for the Victor Intermediate School literacy programs.
- 19 Gold Uniform tops from the Victor Football Booster Club to be used during the Football Varsity Season to replace Senior Uniforms from the 24-25 Season.

F. Appoint Student Ex-Officio Board Members

Be it resolved that upon recommendation of the Board of Education, the Victor Central School District does hereby appoint Aiden Calnon and Isabella Polanco as Student Ex-Officio Board Members for a one-year term beginning July 1, 2025 to June 30, 2026.

G. Approve the Revised Victor Central School District Shared Decision making Plan as submitted 71 - 91

SDM Plan Final Document Rev June 2025.pdf

H. **RESOLVED**, that the Victor Central School District Board of Education does hereby accept the 2023-2024 Internal Control Cycle Audit Report for Information Technology Asset Management and the associated Corrective Action Plan. 92 - 98

Audit Victor IT Assets 23-24.pdf

Corrective Action Plan - Internal Audit- 2023-2024 Cycle.pdf

I. **RESOLVED**, that the Victor Central School District Board of Education does hereby accept the 2024-2025 Internal Control Risk Assessment Report and the associated Corrective Action Plan. 99 - 109

Victor CSD Risk Assessment 2024-25.pdf

Corrective Action Plan - Internal Audit- Risk Assessment 2024-2025 Cycle.pdf

J. Approve Dr. Robert J. Tuite as Victor Central School's School Physician and Medical Director for the 2025-206 School Year

K. Approve Carla Ann Romeis as Victor Central School's Nurse

Practitioner for the 2025-2026 School Year

L. Authorization of RIC ONE Risk Operations Center (ROC) to negotiate Data Privacy Agreements on behalf of Victor Central School District — 110

25-26 ROC BOE RESOLUTION.docx

M. Acceptance of Terms and Conditions between the Victor Central School District and Interim Assistant Superintendent for Personnel

8.

A. Campus News

B. Approve Trips — 111 - 118

Trip - Wrestling to Cooperstown 12.26.25.pdf
Trip - Wrestling to Delanson 1.23.26.pdf
Trip - Girls Soccer to Livonia 8.29.25.pdf

C. Textbook/Materials Presentation and Approval:3-6 ELA (K. Finter, 10 min) — 119 - 124

CKLA and Amplify ELA Textbook Approval.pdf

D. Policy Presentation and Review: Code of Conduct; Policy 5300 (K. Finter, 5 min) — 125 - 214

VCS Code of Conduct 2025 (7).pdf

2025 Code of Conduct Revisions.pdf

E. Policy Review – Second and final reading of the following policy: Policy 7316, Use of Internet-Enabled Devices During the School Day — 215 - 217

Use of Internet-Enabled Devices During the School Day 7316.pdf

F. Policy Review - Rescind the following Policies from the Victor Central School District Policy Manual

G. Advocacy/Community Engagement Discussion Related to Funding Update

H. Review and sign Policy 2160, School District Officer and Employee Code of Ethics — 218 - 221

School District Officer and Employee Code of Ethics 2160 Signature Page.docx

9. Meeting Reports

A. Monroe County School Boards Association Committee Reports

B. Standing Committee Updates

10. Upcoming Events

A. Next Regular Board Meeting, August 14, 2025 at 7:15 in the Early Childhood School Boardroom

B. New Educator Orientation: August 19, 2025 from 8:00 AM - 8:30 AM

C. Superintendent's Conference Day (Opening Day for Staff) August 27, 2025, from 8:00 AM - 9:00 AM

11. Adjourn

Investments

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

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

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

Policy References:
Education Law 1604-a; 1723-a; 3651; 3652
Local Finance Law 24.00, 25.00, 65.00
General Municipal Law6-d; 6-j; 6-1-n; 6-p; 6-r; 10;11;39

Adoption Date: 1/12/2006, Revised: 11/10/2010, 3/8/2018
Reviewed: 07/09/2022, 07/13/2022, 07/11/2024, 7/10/2025
6000 - Fiscal Management

Purchasing

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

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

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

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

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

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

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

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

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

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

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

Competitive Bidding

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

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

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

Exceptions to Competitive Bidding

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

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

Purchasing when Competitive Bidding Not Required

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

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

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

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

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

General Purchasing Provisions

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

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

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

Conflict of Interest

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

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

Policy References:
Comprehensive Iran Sanctions, Accountability, and Divestment Act of 2010 (Public Law 111-195)
Education Law §§305(14); 409-i; 1604(29-a); 1709(4-a), (9), (14), (22); 2503(7-a); 2554(7-a)
General Municipal Law Sections §§102; 103-g;104, 104-b;109-a; 800 et seq.
State Finance Law §§97-g(3), (4), (5); 163; 163-b; 165-a
County Law §408-a(2)
8 NYCRR Part 114

Cross Ref:
- 6710 - Purchasing Authority
- 6740 - Purchasing Procedures
- 6741 - Contracting For Professional Services

Adoption Date: 1/12/2006, Revised: 5/13/2010; 09/09/2010, 12/11/2014, 07/12/2018, Reviewed: 07/14/2022, 07/13/2022, 07/11/2024, 7/10/2025
6000 - Fiscal Management

Parent and Family Engagement

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

Title I Parent and Family Engagement – District Level Policy

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

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

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

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

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

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

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

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

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

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

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

Development of school level parent and family engagement approaches

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

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

Building capacity for parental involvement

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

1. Assist parents in understanding such topics as the state's academic content and standards, state and local academic assessments, Title I requirements, how to monitor their child's progress and how to work with educators to improve the achievement of their child. To achieve this objective, the District and its Title I schools will:

    - communicate, via monthly newsletters, information regarding learning experiences and strategies for supporting students at home;
    - communicate academic progress in a consistent manner. Elementary schools will provide trimester progress reports and two annual parent conference days. Secondary school will provide either a progress monitoring and/or progress report every ten weeks;
    - provide quarterly reports to those students receiving additional support services;
    - utilize parent volunteers to support instruction, extra activities and specific events throughout the school year; and
    - provide parents of secondary students access to a live parent portal that includes up to date attendance, discipline and academic achievement data.

2. Provide materials and training to help parents work to improve their child's academic achievement such as literacy training and using technology (including education about the harms of copyright piracy). To achieve this objective, the District and its Title I schools will:

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

3. Educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in understanding the value and utility of a parent's contributions and on how to:
   - reach out to, communicate with, and work with parents as equal partners;
   - implement and coordinate parent programs; and
   - build ties between parents and the schools.

To achieve this objective, the District and its Title I schools will:
   - provide yearly shared decision making training; and
   - meet regularly with members of Partners in Education (PIE), Parent Teacher Student Association (PTSA) and Victor's Outreach in Children's Education (VOICE) to seek feedback.

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

Coordination of parental involvement strategies

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

Review of the District-wide parental involvement policy

The Board, along with the Superintendent of Schools and other appropriate staff will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of Title I schools, including the identification of barriers to greater participation by parents in activities under this policy, and the revision of parent and family engagement policies necessary for more effective involvement. To facilitate this review, the District will conduct the following activities:
   - gather feedback from shared-decision making groups and Title I parents/guardians; and
   - use the Board of Education's policy review process to review this policy annually.

Policy References:
20 USC §6318(a)(2), Every Student Succeeds Act (§1116 of the Elementary and Secondary Education Act)
U.S. Department of Education, *Parental Involvement, Title I, Part A, Non-Regulatory Guidance*, April 23, 2004

Adoption Date: 12/9/1999, Revised: 7/11/2013; 02/09/2017
Reviewed: 07/14/2022, 07/13/2022, 07/11/2024, 7/10/2025
1000 - Community Relations

District Wide School Safety Plan

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

Introduction

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

Section I: General Considerations and Planning Guidelines

A. Purpose

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

B. Identification of School Teams

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

C. Concept of Operations

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

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

D. Plan Review and Public Comment

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

Section II: General Emergency Response Planning

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

A. Identification of sites of potential emergency, including:

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

Section III: Victor District-Wide Safety Plan

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

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

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

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

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

C. Prevention and Intervention Strategies

Methods used in the Victor Central School District include:

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

D. Procedures for involving law enforcement for violent incidents

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

E. Procedures for contacting parents/guardians regarding violent incidences

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

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

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

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

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

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

H. Procedures for annual safety training for staff and students

Appropriate training will be held for the following:

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

I. Protocols for responding to emergency situations

(Refer to the Emergency Management Plan)

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

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

L. Description of duties of Campus Security Team and other safety personnel, training required and the hiring/screening process

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

e. Serves as a liaison with local law enforcement agencies
f. Serves as a positive role model for students PreK-12
g. Serves as a resource to faculty and staff on crime prevention issues
h. Promotes the development of positive attitudes toward law enforcement personnel

2. Campus Safety Team – Job Responsibilities
   a. Assists teachers/Administration hall with maintenance of order
   b. Assists with corridor and parking lot supervision before school, during lunch periods, and activity period as assigned by the assistant principal
   c. Assists with attendance procedures as requested by the assistant principal
   d. Assists teachers with other such duties as deemed appropriate by the principal or his/her designee

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

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

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

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

O. Description of Internal and External Communication Systems

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

P. Chain of command consistent with the national Incident Command System

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

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

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

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

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

Victor Central School
953 High Street
Victor, New York 14564

(585) 924-3252 (phone) (585) 742-7090 (fax)

To: Board of Education

From: Tim Terranova, Ed.D.

Date: June 30, 2025

Re: Student Attendance Data

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

Early Childhood School
School Year Attendance

Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	96.84%	94.06%	93.81%	92.65%	94.23%	93.41
1st	97.39%	94.02%	94.26%	93.77%	94.57%	94.51
2nd	--	--	97.74%	94.77%	79.78% based on 1 student	95.20

Primary School
School Year Attendance

Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	96.66%	94.53%	94.49%	92.62%	95.29%	95.28
1st	97.17%	97.02%	94.99%	93.34%	95.05%	95.41
2nd	97.80%	94.40%	94.86%	94.41%	94.91%	94.91
3rd	97.83%	94.73%	95.01%	94.76%	95.33%	95.07
4th	--	--	92.66%	94.35%	98.31%	98.87
5th	--	--	--	--	98.88%	

Intermediate School
School Year Attendance

Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
3rd	--	--	--	--	96.97%	--
4th	97.62%	94.95%	95.48%	95.29%	95.02%	95.03
5th	97.67%	94.80%	94.94%	95.28%	95.04%	95.01
6th	97.43%	94.64%	94.24%	95.03%	95.14%	94.86

Junior High School
School Year Attendance

Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
6th	--	--	--	--	93.15%	--
7th	97.84%	93.73%	94.63%	94.73%	95.55%	95.33
8th	97.41%	93.64%	94.72%	94.73%	95.31%	94.76
9th	--	--	--	--	--	96.67

Senior High School
School Year Attendance

Grade Level	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
9th	97.70%	91.62%	93.99%	95.20%	95.58%	94.62
10th	97.41%	91.83%	92.87%	94.41%	94.89%	94.50
11th	97.49%	91.45%	93.36%	92.87%	94.44%	94.28
12th	96.55%	91.13%	91.77%	91.58%	91.64%	92.53

APPR Principal Lead Evaluator Resolution

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

1) The New York State Teaching Standards, and their related elements and performance indicators/the Leadership Standards and their related functions;

2) Evidence-based observation techniques that are grounded in research;

3) Application and use of the student growth percentile model and the value-added growth model as defined in 8 NYCRR§30-2.2;

4) Application and use of the State-approved Principals rubric selected by the Victor Central School District for use in the evaluation of Principals, including training on the effective application of such rubric to observe a Principal's practice;

5) Application and use of the assessment tools that the Victor Central School District utilizes to evaluate its Principals, including but not limited to evidence-based observation, evidence-based observation, evidence-based school visits, artifact collection and review and professional goals;

6) Application and use of the State-approved locally selected measures of student achievement used by the Victor Central School District to evaluate its Principals;

7) The scoring methodology utilized by the Department and the Victor Central School District to evaluate Principals under 8 NYCCR Subpart 30-2, including

    a) How scores are generated for each subcomponent and the composite effectiveness score of Principals, and
    b) Application and use of the scoring ranges prescribed by the Commissioner for the six designated rating categories used for the overall rating of Principals and their subcomponent ratings;

8) Specific considerations in evaluating Principals of English language learners and students with disabilities; and

9) The Superintendent of Schools has received the aforementioned training.

_____ _____

Date District Clerk

APPR Teacher Lead Evaluator Resolution

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

1) The New York State Teaching Standards, and their related elements and performance indicators/the Leadership Standards and their related functions;

2) Evidence-based observation techniques that are grounded in research;

3) Application and use of the student growth percentile model and the value-added growth model as defined in 8 NYCRR§30-2.2;

4) Application and use of the State-approved Teachers rubric selected by the Victor Central School District for use in the evaluation of Teachers, including training on the effective application of such rubric to observe a Teacher's practice;

5) Application and use of the assessment tools that the Victor Central School District utilizes to evaluate its Teachers, including but not limited to evidence-based observation, evidence-based observation, evidence-based school visits, artifact collection and review and professional goals;

6) Application and use of the State-approved locally selected measures of student achievement used by the Victor Central School District to evaluate its Teachers;

7) The scoring methodology utilized by the Department and the Victor Central School District to evaluate Teachers under 8 NYCCR Subpart 30-2, including

    a) How scores are generated for each subcomponent and the composite effectiveness score of Teachers, and
    b) Application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the overall rating of Teachers and their subcomponent ratings;

8) Specific considerations in evaluating Teachers of English language learners and students with disabilities; and

9) All instructional administrators have received the aforementioned training.

_____ _____

Date District Clerk

VICTOR CENTRAL SCHOOLS

Human Resources Office

To: Tim Terranova
Superintendent of Schools

From: Dorothy DiAngelo
Assistant Superintendent for Personnel

Date: June 25, 2025

Subject: Standard Work Hours Resolution

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

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

Xc: Business Office
HR & Payroll Offices

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

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

VICTOR CENTRAL
SCHOOL DISTRICT

Treasurer's Report

May 2025

Account Description	Bank	Beginning Balance	Monthly Receipts	Monthly Disbursements	Ending Balance
Cash Accounts					
General Fund Checking	Canandaigua National Bank	11,546,118.53	9,973,558.15	14,600,150.58	6,919,526.10
General Fund Money Market	Canandaigua National Bank	858,433.71	30,872.87	-	889,306.58
General Fund Tax Checking	Canandaigua National Bank	-	-	-	-
General Fund Tax Money Market	Five Star Bank	-	-	-	-
Multifund Insured Cash Sweep	Five Star Bank	3,582,492.23	8,812.36	1,652,674.00	1,938,630.59
School Lunch Fund Checking	Canandaigua National Bank	66,062.41	100,001.88	122,484.50	43,579.79
School Lunch Fund Money Market	Canandaigua National Bank	309,477.47	36,924.41	186,081.92	160,319.96
Special Aid Fund Checking/Sweep	Canandaigua National Bank	317,338.94	-	213,155.24	104,183.70
Capital Fund Checking-29M	Canandaigua National Bank	539,875.40	13.91	416,449.30	123,440.01
Trust & Agency Fund - Checking	Canandaigua National Bank	540,286.90	1,563,281.75	1,560,395.79	543,172.86
Trust & Agency Fund - Payroll Checking	Canandaigua National Bank	2,004.75	37,837.07	36,242.19	3,599.63
Trust & Agency Fund - Direct Deposit Checking	Five Star Bank	105.78	3,655,219.53	3,258,013.15	397,312.16
	Total Cash	**$ 17,762,196.12**	**$ 15,406,521.93**	**$ 22,045,646.67**	**$ 11,123,071.38**
Investments					
General Fund Certificate of Deposit	Canandaigua National Bank	-	-	-	-
General Fund	NYCLASS	21,643,205.07	8,096,594.03	4,000,000.00	25,739,799.10
Capital Fund	NYCLASS	27,478,903.49	96,914.86	-	27,575,818.35
Debt Service Fund	NYCLASS	3,018,196.59	10,644.86	-	3,028,841.45
	Total Investments	**$ 52,140,305.15**	**$ 8,204,153.75**	**$ 4,000,000.00**	**$ 56,344,458.90**
	District Totals	**$ 69,902,501.27**	**$ 23,610,675.68**	**$ 26,045,646.67**	**$ 67,467,530.28**

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

School District Treasurer

Extraclass Fund

From May 1, 2025 to May 31,2025

Activities	Beginning Balance	Receipts	Disbursements	Ending Balance
CLASS OF 2023	12.26			12.26
CLASS OF 2024	-			-
CLASS OF 2025	13,980.04	(4,430.00)	16,688.09	(7,138.05)
CLASS OF 2026	1,792.68	26,410.00	17,458.06	10,744.62
CLASS OF 2027	2,889.77		-	2,889.77
CLASS OF 2028	2,482.73			2,482.73
CLASS OF 2029	1,227.53			1,227.53
CLASS OF 2030	1,000.00			1,000.00
AQUATIC LEADERS	-			-
ART CLUB	-			-
BUSINESS CLUB	(1,358.25)	96.00	707.77	(1,970.02)
DRAMA CLUB	16,528.16	100.00	1,545.77	15,082.39
FRENCH CLUB	9,871.55	-	-	9,871.55
GO GREEN GARDEN TEAM	-			-
GLOBAL COMPETENCY	360.55		50.00	310.55
INTERNATIONAL CLUB	145.93			145.93
J.H. MUSICAL	24,872.75		-	24,872.75
J.H. STORE	-			-
J.H. ST. CO.	118.69	5,267.41	775.98	4,610.12
J.H. YEARBOOK	1,201.77			1,201.77
KEYCLUB	1,129.04			1,129.04
MEDICAL EXPLORERS	300.00			300.00
MENTORING CLUB	3,031.07			3,031.07
Model UN	29.00			29.00
N.H.S.	1,673.44		385.00	1,288.44
OUTDOOR ACTIVITY	422.63	-	-	422.63
POSITIVE SCHOOL CLIMATE	3,025.93			3,025.93
SALES TAX	165.31	1,057.91		1,223.22
SEAS	132.98	1,840.00	1,361.68	611.30
S.H. ORCHESTRA	12,909.29	9,258.00	9,607.49	12,559.80
SH SCHOOL STORE	3,939.46	-	-	3,939.46
S.H. ST. CO.	26,095.13	1,879.04	2,032.34	25,941.83
SH YEARBOOK	3,099.69		-	3,099.69
SPANISH CLUB	3,362.49			3,362.49
VICTOR MUSIC SOCIETY	2,557.97		841.50	1,716.47
VICTOR CARES	6,823.90	11,536.58	6,862.22	11,498.26
WELLNESS CLUB	386.81	65.43		452.24
TOTALS	144,210.30	53,080.37	58,315.90	138,974.77

Bank Balance	168,245.91
Checks Outstanding	29,559.14
Interest Not Posted	-
Deposit from General	80.00
Transfer to General	-
Returned Checks	208.00
Void in Process	
Total Reconciled Bank Balance	**138,974.77**

Received by the Board of Education and entered as part of the minutes of the Board meeting

Assistant Superintendent for Business

Jill Smith, Extraclass Treasurer

Victor Central School District

Revenue Status Report As Of: 05/31/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Revenue Account	Subfund	Description	Original Estimate	Current Estimate	Year-to-Date	Current Cycle	Anticipated Balance	Excess Revenue
1001 Real Property Taxes Tom			58,737,559.00	56,581,835.07	56,589,085.59	0.00	0.00	7,250.52
1081 Other Pmts in Lieu of Taxes			3,478,225.00	3,478,225.00	3,590,059.76	0.00	0.00	111,834.76
1085 STAR Reimbursement			0.00	2,155,723.93	2,155,723.93	0.00	0.00	0.00
1090 Int. & Penal. on Real Prop.Tax			50,000.00	50,000.00	238,659.87	0.00	0.00	188,659.87
1120 Nonprop. Tax Distrib. By Co.			100,000.00	100,000.00	57,990.82	10,123.49	42,009.18	0.00
1335 Oth Student Fee/Charges (Indiv			75,000.00	75,000.00	162,576.00	120.00	0.00	87,576.00
1410 Admissions (from Individuals)			5,000.00	5,000.00	10,830.00	0.00	0.00	5,830.00
2230 Day School Tuit-Oth Dist. NYS			125,000.00	125,000.00	87,500.00	0.00	37,500.00	0.00
2401 Interest and Earnings			100,000.00	100,000.00	2,358,962.50	203,000.82	0.00	2,258,962.50
2410 Rental of Real Property,Indiv.			40,000.00	40,000.00	7,450.50	0.00	32,549.50	0.00
2440 Rental of Buses			10,000.00	10,000.00	6,645.84	1,024.20	3,354.16	0.00
2450 Commissions			0.00	0.00	1,521.96	37.49	0.00	1,521.96
2650 Sale Scrap & Excess Material			0.00	0.00	1,874.29	0.00	0.00	1,874.29
2690 Other Compensation for Loss			0.00	0.00	10,165.75	620.00	0.00	10,165.75
2701 Refund PY Exp-BOCES Aided Srvc			300,000.00	300,000.00	607,886.10	0.00	0.00	307,886.10
2702 Refund PY Exp-Contracted Trans			0.00	0.00	55,085.00	0.00	0.00	55,085.00
2703 Refund PY Exp-Other-Not Trans			125,000.00	125,000.00	264,721.93	2,425.44	0.00	139,721.93
2704 Refund Pr Yr, Appv Priv Sch			0.00	0.00	12,178.90	0.00	0.00	12,178.90
2770 Other Unclassified Rev.(Spec)			75,000.00	75,000.00	46,389.85	4,737.35	28,610.15	0.00
3101 Basic Formula Aid-Gen Aids (Ex			36,409,744.00	28,107,352.01	24,708,963.91	7,423,718.35	3,398,388.10	0.00
3102 Lottery Aid			0.00	8,302,391.99	8,439,291.37	0.00	0.00	136,899.38
3103 BOCES Aid (Sect 3609a Ed Law)			3,094,276.00	3,094,276.00	645,189.00	0.00	2,449,087.00	0.00
3260 Textbook Aid (Incl Txtbk/Lott)			247,223.00	247,223.00	254,203.00	0.00	0.00	6,980.00
3262 Computer Sftwre, Hrdwre Aid			127,536.00	127,536.00	128,562.00	0.00	862.00	1,888.00
3263 Library A/V Loan Program Aid			25,356.00	25,356.00	26,143.00	0.00	0.00	787.00
3289 Other State Aid			0.00	0.00	2,870.51	0.00	0.00	2,870.51
4601 Medic.Ass't-Sch Age-Sch Yr Pro			100,000.00	100,000.00	77,934.84	15,346.95	22,065.16	0.00
5999 Appropriated Fund Balance			0.00	28,862,300.35	0.00	0.00	28,862,300.35	0.00
Total GENERAL FUND			**103,224,919.00**	**132,087,219.35**	**100,548,466.22**	**7,661,154.09**	**34,876,725.60**	**3,337,972.47**

Selection Criteria

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

se are estimates to balance the budget

Victor Central School District

Revenue Status Report As Of: 05/31/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Revenue Account	Subfund	Description	Original Estimate	Current Estimate	Year-to-Date	Current Cycle	Anticipated Balance	Excess Revenue

Criteria Name: Shared: BOE Modified
As Of Date: 05/31/2025
Suppress revenue accounts with no activity
Show Actual revenue in 'As Of' cycle
Show special revenue accounts 5997-5999
Print Summary Only
Sort by: Fund/State Revenue
Printed by Jill Sansouci

timated revenue for Carryover Encumbrances from the prior fiscal year will not be realized.
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Victor Central School District

Budget Status Report As Of: 05/31/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
1010 Board Of Education							
4 Contractual and Other		24,000.00	23,000.00	27,430.08	605.00	2,839.69	-7,269.77
45 Materials & Supplies		2,500.00	12,888.24	3,913.33	1,232.52	1,347.37	7,627.54
49 BOCES Services		4,935.00	4,700.00	4,230.00	1,410.00	470.00	0.00
Subtotal of 1010 Board Of Education		**31,435.00**	**40,588.24**	**35,573.41**	**3,247.52**	**4,657.06**	**357.77**
1040 District Clerk							
16 Noninstructional Salaries		51,296.00	64,199.02	62,275.99	4,035.29	2,979.14	-1,056.11
Subtotal of 1040 District Clerk		**51,296.00**	**64,199.02**	**62,275.99**	**4,035.29**	**2,979.14**	**-1,056.11**
1060 District Meeting							
16 Noninstructional Salaries		0.00	0.00	534.75	534.75	0.00	-534.75
4 Contractual and Other		9,700.00	1,077.01	2,378.98	1,301.97	0.00	-1,301.97
45 Materials & Supplies		3,050.00	8,907.92	4,967.44	3,046.58	3,940.48	0.00
Subtotal of 1060 District Meeting		**12,750.00**	**9,984.93**	**7,881.17**	**4,883.30**	**3,940.48**	**-1,836.72**
1240 Chief School Administrator							
15 Instructional Salaries		229,694.00	229,694.00	206,254.62	18,750.42	18,750.38	4,689.00
16 Noninstructional Salaries		51,296.00	42,081.28	39,288.09	3,165.17	2,979.20	-186.01
4 Contractual and Other		15,200.00	19,292.97	17,326.15	113.68	1,965.06	1.76
45 Materials & Supplies		1,000.00	1,870.17	1,249.37	317.94	936.88	-316.08
Subtotal of 1240 Chief School Administrator		**297,190.00**	**292,938.42**	**264,118.23**	**22,347.21**	**24,631.52**	**4,188.67**
1310 Business Administration							
15 Instructional Salaries		157,156.00	252,301.43	225,879.03	15,211.70	12,666.66	13,755.74
16 Noninstructional Salaries		157,363.00	117,160.07	118,335.52	10,144.18	4,484.31	-5,659.76
4 Contractual and Other		7,200.00	32,449.58	32,467.85	502.32	634.05	-652.32
45 Materials & Supplies		2,500.00	3,895.11	3,160.73	0.00	717.93	16.45
49 BOCES Services		105,000.00	117,016.13	102,937.50	35,765.09	14,078.63	0.00
Subtotal of 1310 Business Administration		**429,219.00**	**522,822.32**	**482,780.63**	**61,623.29**	**32,581.58**	**7,460.11**
1320 Auditing							
16 Noninstructional Salaries		0.00	7,500.00	5,672.00	520.00	520.00	1,308.00
4 Contractual and Other		45,000.00	53,615.00	40,355.00	0.00	13,260.00	0.00
Subtotal of 1320 Auditing		**45,000.00**	**61,115.00**	**46,027.00**	**520.00**	**13,780.00**	**1,308.00**
1325 Treasurer							
16 Noninstructional Salaries		88,518.00	91,518.00	88,023.62	7,053.75	0.00	3,494.38
4 Contractual and Other		1,500.00	1,500.00	1,500.00	0.00	0.00	0.00
45 Materials & Supplies		1,000.00	847.17	286.26	0.00	0.00	560.91
Subtotal of 1325 Treasurer		**91,018.00**	**93,865.17**	**89,809.88**	**7,053.75**	**0.00**	**4,055.29**
1 Tax Collector							
1 Noninstructional Salaries		0.00	14,165.64	14,165.64	0.00	0.00	0.00
4 Contractual and Other		17,500.00	29,652.83	24,819.44	0.00	4,833.39	0.00
4 Materials & Supplies		100.00	100.00	0.00	0.00	0.00	100.00

Victor Central School District

Budget Status Report As Of: 05/31/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
Subtotal of 1330 Tax Collector		**17,600.00**	**43,918.47**	**38,985.08**	**0.00**	**4,833.39**	**100.00**
1345 Purchasing							
16 Noninstructional Salaries		46,000.00	35,495.20	39,893.83	4,398.63	0.00	-4,398.63
4 Contractual and Other		15,080.00	6,998.00	0.00	0.00	3,499.00	3,499.00
49 BOCES Services		0.00	8,705.66	7,835.29	3,481.51	870.37	0.00
Subtotal of 1345 Purchasing		**61,080.00**	**51,198.86**	**47,729.12**	**7,880.14**	**4,369.37**	**-899.63**
1420 Legal							
4 Contractual and Other		80,000.00	112,772.88	45,055.21	0.00	67,717.67	0.00
49 BOCES Services		28,000.00	28,388.22	25,545.09	8,529.41	2,843.13	0.00
Subtotal of 1420 Legal		**108,000.00**	**141,161.10**	**70,600.30**	**8,529.41**	**70,560.80**	**0.00**
1430 Personnel							
15 Instructional Salaries		166,924.00	166,924.00	148,677.32	13,516.12	13,516.02	4,730.66
16 Noninstructional Salaries		224,466.00	259,504.23	235,544.68	8,121.48	19,010.07	4,949.48
4 Contractual and Other		101,000.00	97,118.11	68,527.78	5,108.31	22,815.33	5,775.00
45 Materials & Supplies		1,350.00	1,350.00	0.00	0.00	0.00	1,350.00
49 BOCES Services		8,320.00	0.00	0.00	0.00	0.00	0.00
Subtotal of 1430 Personnel		**502,060.00**	**524,896.34**	**452,749.78**	**26,745.91**	**55,341.42**	**16,805.14**
1480 Public Information and Services							
15 Instructional Salaries		59,493.00	67,348.18	62,403.52	4,944.72	4,944.66	0.00
16 Noninstructional Salaries		79,000.00	79,000.00	71,500.00	6,500.00	6,500.00	1,000.00
4 Contractual and Other		38,100.00	38,100.00	32,467.38	9,300.77	1,657.25	3,975.37
45 Materials & Supplies		20,100.00	20,100.00	16,466.72	0.00	977.01	2,656.27
49 BOCES Services		72,000.00	77,000.00	69,085.72	23,742.87	7,914.28	0.00
Subtotal of 1480 Public Information and Services		**268,693.00**	**281,548.18**	**251,923.34**	**44,488.36**	**21,993.20**	**7,631.64**
1620 Operation of Plant							
16 Noninstructional Salaries		2,095,655.00	1,539,155.00	1,388,041.57	156,884.13	70,723.73	80,389.70
4 Contractual and Other		1,258,100.00	1,313,168.21	1,071,633.73	134,233.14	219,270.29	22,264.19
45 Materials & Supplies		225,000.00	220,000.00	147,130.22	13,094.10	29,748.31	43,121.47
49 BOCES Services		0.00	59,164.42	58,986.12	21,906.90	178.30	0.00
Subtotal of 1620 Operation of Plant		**3,578,755.00**	**3,131,487.63**	**2,665,791.64**	**326,118.27**	**319,920.63**	**145,775.36**
1621 Maintenance of Plant							
16 Noninstructional Salaries		617,416.00	777,893.20	712,186.98	73,993.66	47,364.16	18,342.06
2 Equipment		216,763.00	262,412.50	255,418.83	96,493.35	5,000.00	1,993.67
4 Contractual and Other		692,050.00	822,343.43	719,209.80	52,279.88	89,893.98	13,239.65
[illegible]5 Materials & Supplies		250,000.00	306,276.55	244,647.14	18,974.53	47,829.27	13,800.14
[illegible]9 BOCES Services		20,000.00	0.00	0.00	0.00	0.00	0.00
[illegible]total of 1621 Maintenance of Plant		**1,796,229.00**	**2,168,925.68**	**1,931,462.75**	**241,741.42**	**190,087.41**	**47,375.52**
[illegible]2 Security of Plant							
[illegible]3 Noninstructional Salaries		396,283.00	409,431.57	392,901.53	47,045.88	31,787.94	-15,257.90
[illegible] Equipment		60,000.00	60,000.00	0.00	0.00	0.00	60,000.00

Victor Central School District

Budget Status Report As Of: 05/31/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
4 Contractual and Other		165,000.00	199,851.43	53,453.33	0.00	83,248.43	63,149.67
45 Materials & Supplies		5,000.00	5,000.00	2,058.00	0.00	248.52	2,693.48
Subtotal of 1622 Security of Plant		**626,283.00**	**674,283.00**	**448,412.86**	**47,045.88**	**115,284.89**	**110,585.25**
1670 Central Printing & Mailing							
4 Contractual and Other		0.00	74,622.86	41,423.62	48.27	32,060.37	1,138.87
49 BOCES Services		0.00	377.14	377.14	258.22	0.00	0.00
Subtotal of 1670 Central Printing & Mailing		**0.00**	**75,000.00**	**41,800.76**	**306.49**	**32,060.37**	**1,138.87**
1680 Central Data Processing							
49 BOCES Services		600,000.00	772,752.34	731,893.17	193,435.85	40,859.17	0.00
Subtotal of 1680 Central Data Processing		**600,000.00**	**772,752.34**	**731,893.17**	**193,435.85**	**40,859.17**	**0.00**
1910 Unallocated Insurance							
4 Contractual and Other		300,000.00	376,000.00	378,423.60	2,500.00	0.00	-2,423.60
Subtotal of 1910 Unallocated Insurance		**300,000.00**	**376,000.00**	**378,423.60**	**2,500.00**	**0.00**	**-2,423.60**
1920 School Association Dues							
4 Contractual and Other		10,000.00	10,000.00	3,250.05	0.00	0.00	6,749.95
Subtotal of 1920 School Association Dues		**10,000.00**	**10,000.00**	**3,250.05**	**0.00**	**0.00**	**6,749.95**
1964 Refund on Real Property Taxes							
4 Contractual and Other		0.00	25,420.85	25,420.85	0.00	0.00	0.00
Subtotal of 1964 Refund on Real Property Taxes		**0.00**	**25,420.85**	**25,420.85**	**0.00**	**0.00**	**0.00**
1981 BOCES Administrative Costs							
49 BOCES Services		989,330.00	829,378.46	746,440.63	248,813.55	82,937.83	0.00
Subtotal of 1981 BOCES Administrative Costs		**989,330.00**	**829,378.46**	**746,440.63**	**248,813.55**	**82,937.83**	**0.00**
2010 Curriculum Devel and Suprvsn							
15 Instructional Salaries		653,836.00	753,836.00	688,914.06	56,397.50	54,917.39	10,004.55
16 Noninstructional Salaries		178,098.00	178,098.00	121,160.40	45,267.93	11,239.68	45,697.92
4 Contractual and Other		25,000.00	28,980.00	14,322.07	703.32	706.57	13,951.36
45 Materials & Supplies		30,900.00	128,513.69	82,039.05	747.69	19,791.58	26,683.06
Subtotal of 2010 Curriculum Devel and Suprvsn		**887,834.00**	**1,089,427.69**	**906,435.58**	**103,116.44**	**86,655.22**	**96,336.89**
2020 Supervision-Regular School							
15 Instructional Salaries		1,331,132.00	1,251,202.42	1,174,642.29	111,459.14	91,458.87	-14,898.74
16 Noninstructional Salaries		490,884.00	492,884.00	436,451.81	15,709.84	34,085.65	22,346.54
4 Contractual and Other		13,272.00	12,572.00	5,839.42	2,389.93	4,308.82	2,423.76
45 Materials & Supplies		10,440.00	10,440.00	3,013.12	610.62	1,355.21	6,071.67
49 BOCES Services		0.00	5,870.16	5,284.59	1,756.73	585.57	0.00
Subtotal of 2020 Supervision-Regular School		**1,845,728.00**	**1,772,968.58**	**1,625,231.23**	**131,926.26**	**131,794.12**	**15,943.23**
) Research, Planning & Evaluation							
Contractual and Other		2,800.00	2,800.00	643.69	0.00	0.00	2,156.31
5 Materials & Supplies		500.00	500.00	0.00	0.00	0.00	500.00
total of 2060 Research, Planning & Evaluation		**3,300.00**	**3,300.00**	**643.69**	**0.00**	**0.00**	**2,656.31**

Victor Central School District

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Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
2070 Inservice Training-Instruction							
15 Instructional Salaries		0.00	98,000.00	90,453.93	2,400.01	0.00	7,546.07
4 Contractual and Other		10,000.00	10,000.00	6,205.16	2,672.16	4,706.10	-911.26
45 Materials & Supplies		5,000.00	5,000.00	0.00	0.00	0.00	5,000.00
49 BOCES Services		98,800.00	202,474.05	163,577.67	67,164.70	38,896.38	0.00
Subtotal of 2070 Inservice Training-Instruction		**113,800.00**	**315,474.05**	**260,236.76**	**72,236.87**	**43,602.48**	**11,634.81**
2110 Teaching-Regular School							
10 Teacher Salaries, Pre-K		108,921.00	35,421.00	23,488.72	2,367.14	181.28	11,751.00
12 Teacher Salaries, K-6		11,517,237.00	11,676,260.00	9,353,761.59	1,023,948.98	2,159,141.54	163,356.87
13 Teacher Salaries, 7-12		10,558,660.00	10,609,637.00	8,291,119.98	923,675.51	1,956,360.02	362,157.00
14 Substitute Tchr Salaries		915,372.00	914,872.00	876,447.96	161,310.32	12,994.50	25,429.54
16 Noninstructional Salaries		1,164,879.00	1,349,879.00	1,145,588.82	141,473.53	108,682.24	95,607.94
2 Equipment		239,982.00	230,017.00	72,823.97	10,150.22	42,194.36	114,998.67
4 Contractual and Other		142,850.00	172,074.94	69,548.70	5,623.36	13,300.90	89,225.34
45 Materials & Supplies		436,325.00	621,678.96	540,936.13	20,605.76	35,237.63	45,505.20
471 Tuition Pd To NYS Pub Sch		60,000.00	60,000.00	0.00	0.00	0.00	60,000.00
473 Payment to Charter School		25,000.00	25,000.00	19,924.24	0.00	0.00	5,075.76
48 Textbooks		132,679.00	185,415.76	102,671.00	35,175.63	12,753.82	69,990.94
49 BOCES Services		438,370.00	278,167.63	253,771.84	111,695.43	24,395.79	0.00
Subtotal of 2110 Teaching-Regular School		**25,740,275.00**	**26,158,423.29**	**20,750,082.95**	**2,436,025.88**	**4,365,242.08**	**1,043,098.26**
2250 Prg For Sdnts w/Disabil-Med Elgble							
13 Teacher Salaries, 7-12		304,870.00	232,893.00	1,580.00	0.00	0.00	231,313.00
15 Instructional Salaries		4,554,788.00	5,577,873.09	4,469,605.70	502,591.95	965,186.18	143,081.21
16 Noninstructional Salaries		3,813,910.00	2,566,349.76	1,774,984.02	196,374.02	237,845.32	553,520.42
4 Contractual and Other		303,350.00	385,473.55	343,747.46	35,791.95	53,184.00	-11,457.91
45 Materials & Supplies		60,000.00	53,000.00	40,935.60	1,204.70	6,983.35	5,081.05
471 Tuition Pd To NYS Pub Sch		9,000.00	31,583.07	19,109.07	0.00	12,474.00	0.00
472 Tuition-All Other		965,000.00	1,242,645.33	1,072,464.77	111,681.26	158,701.56	11,479.00
473 Payment to Charter School		20,000.00	20,000.00	13,170.00	13,170.00	0.00	6,830.00
49 BOCES Services		2,650,000.00	2,469,844.30	2,200,545.84	727,755.19	269,298.46	0.00
Subtotal of 2250 Prg For Sdnts w/Disabil-Med Elgble		**12,680,918.00**	**12,579,662.10**	**9,936,142.46**	**1,588,569.07**	**1,703,672.87**	**939,846.77**
2259 Prg for English Language Learners							
15 Instructional Salaries		533,967.00	532,797.83	431,951.32	48,049.20	101,228.51	-382.00
4 Contractual and Other		0.00	500.00	104.00	104.00	396.00	0.00
45 Materials & Supplies		4,215.00	4,884.17	4,311.93	0.00	432.24	140.00
Subtotal of 2259 Prg for English Language Learners		**538,182.00**	**538,182.00**	**436,367.25**	**48,153.20**	**102,056.75**	**-242.00**
2280 Occupational Education(Grades 9-12)							
49 BOCES Services		835,000.00	1,045,593.00	941,033.70	313,677.90	104,559.30	0.00
Subtotal of 2280 Occupational Education(Grades 9-12)		**835,000.00**	**1,045,593.00**	**941,033.70**	**313,677.90**	**104,559.30**	**0.00**
2300 Teaching-Special Schools							

Victor Central School District

Budget Status Report As Of: 05/31/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
4 Contractual and Other		0.00	5,000.00	3,640.00	359.00	718.00	642.00
49 BOCES Services		38,800.00	104,385.12	90,614.59	32,961.72	13,770.53	0.00
Subtotal of 2330 Teaching-Special Schools		**38,800.00**	**109,385.12**	**94,254.59**	**33,320.72**	**14,488.53**	**642.00**
2610 School Library & AV							
15 Instructional Salaries		391,062.00	386,062.00	285,802.89	31,645.60	76,438.01	23,821.10
16 Noninstructional Salaries		126,009.00	131,009.00	118,122.84	12,895.94	12,672.18	213.98
4 Contractual and Other		3,360.00	1,376.00	920.02	545.00	35.00	420.98
45 Materials & Supplies		7,628.00	8,977.28	8,585.15	18.93	897.99	-505.86
46 Sch. Library AV Loan Prog		66,049.00	66,683.72	63,877.20	16,060.70	2,844.83	-38.31
49 BOCES Services		88,566.00	71,978.14	64,735.18	21,728.90	7,242.96	0.00
Subtotal of 2610 School Library & AV		**682,674.00**	**666,086.14**	**542,043.28**	**82,895.07**	**100,130.97**	**23,911.89**
2630 Computer Assisted Instruction							
15 Instructional Salaries		181,759.00	181,759.00	103,605.04	9,418.64	9,418.63	68,735.33
16 Noninstructional Salaries		466,308.00	436,308.00	385,923.11	42,304.05	70,937.22	-20,552.33
22 State Aided Comp Hardware		155,000.00	153,400.00	152,703.72	10,861.92	680.20	16.08
4 Contractual and Other		87,000.00	117,500.00	89,792.34	15,955.56	25,602.20	2,105.46
45 Materials & Supplies		30,000.00	33,500.00	31,450.04	2,494.86	572.66	1,477.30
46 Sch. Library AV Loan Prog		118,000.00	86,000.00	72,497.93	8,932.52	21,965.00	-8,462.93
49 BOCES Services		1,143,000.00	1,889,131.61	1,813,537.76	483,408.17	75,593.85	0.00
Subtotal of 2630 Computer Assisted Instruction		**2,181,067.00**	**2,897,598.61**	**2,649,509.94**	**573,375.72**	**204,769.76**	**43,318.91**
2810 Guidance-Regular School							
15 Instructional Salaries		1,435,036.00	1,360,036.00	1,139,918.62	114,405.04	181,094.32	39,023.06
16 Noninstructional Salaries		186,049.00	185,974.00	63,140.07	6,684.87	6,630.66	116,203.27
4 Contractual and Other		0.00	75.00	75.00	0.00	0.00	0.00
Subtotal of 2810 Guidance-Regular School		**1,621,085.00**	**1,546,085.00**	**1,203,133.69**	**121,089.91**	**187,724.98**	**155,226.33**
2815 Health Srvcs-Regular School							
16 Noninstructional Salaries		496,411.00	496,411.00	428,755.73	47,758.48	65,035.14	2,620.13
4 Contractual and Other		160,000.00	160,000.00	153,303.05	10,193.65	12,328.88	-5,631.93
45 Materials & Supplies		27,000.00	27,000.00	21,967.13	19.76	7,533.93	-2,501.06
Subtotal of 2815 Health Srvcs-Regular School		**683,411.00**	**683,411.00**	**604,025.91**	**57,971.89**	**84,897.95**	**-5,512.86**
2820 Psychological Srvcs-Reg Schl							
15 Instructional Salaries		1,034,382.00	1,109,354.70	921,754.62	86,542.97	131,744.45	55,855.63
4 Contractual and Other		0.00	27.30	27.30	0.00	0.00	0.00
Subtotal of 2820 Psychological Srvcs-Reg Schl		**1,034,382.00**	**1,109,382.00**	**921,781.92**	**86,542.97**	**131,744.45**	**55,855.63**
2825 Social Work Srvcs-Regular School							
5 Instructional Salaries		396,585.00	396,585.00	254,703.45	26,455.52	46,983.86	94,897.69
ıtotal of 2825 Social Work Srvcs-Regular School		**396,585.00**	**396,585.00**	**254,703.45**	**26,455.52**	**46,983.86**	**94,897.69**
0 Pupil Personnel Srvcs-Special Schools							
5 Instructional Salaries		498,674.00	498,674.00	202,079.90	18,370.90	18,370.73	278,223.37
6 Noninstructional Salaries		188,517.00	188,517.00	198,098.59	17,435.48	10,727.58	-20,309.17

Victor Central School District

Budget Status Report As Of: 05/31/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
4 Contractual and Other		800.00	800.00	136.87	0.00	0.00	663.13
Subtotal of 2830 Pupil Personnel Srvcs-Special Schools		**687,991.00**	**687,991.00**	**400,315.36**	**35,806.38**	**29,098.31**	**258,577.33**
2850 Co-Curricular Activ-Reg Schl							
15 Instructional Salaries		248,315.00	241,907.82	226,452.12	31,632.62	10,848.79	4,606.91
4 Contractual and Other		34,400.00	44,723.16	33,763.16	5,400.00	6,600.00	4,360.00
45 Materials & Supplies		16,260.00	15,094.02	9,176.79	1,403.63	5,675.13	242.10
Subtotal of 2850 Co-Curricular Activ-Reg Schl		**298,975.00**	**301,725.00**	**269,392.07**	**38,436.25**	**23,123.92**	**9,209.01**
2855 Interscholastic Athletics-Reg Schl							
15 Instructional Salaries		1,131,741.00	1,128,413.63	867,317.89	91,370.33	101,105.83	159,989.91
16 Noninstructional Salaries		65,000.00	68,327.37	69,065.81	5,955.28	2,608.38	-3,346.82
2 Equipment		127,600.00	130,320.00	129,519.81	15,045.00	800.00	0.19
4 Contractual and Other		274,000.00	299,464.40	269,026.82	41,154.39	10,542.52	19,895.06
45 Materials & Supplies		78,000.00	85,123.00	77,480.04	79.99	3,524.19	4,118.77
Subtotal of 2855 Interscholastic Athletics-Reg Schl		**1,676,341.00**	**1,711,648.40**	**1,412,410.37**	**153,604.99**	**118,580.92**	**180,657.11**
5510 District Transportation Services							
16 Noninstructional Salaries		2,606,226.00	2,606,226.00	2,185,427.65	232,088.65	230,708.84	190,089.51
2 Equipment		356,500.00	356,500.00	326,260.37	24.00	11,150.29	19,089.34
4 Contractual and Other		313,500.00	266,127.10	194,312.99	-123.33	37,799.67	34,014.44
45 Materials & Supplies		640,000.00	690,017.45	488,416.11	57,995.43	172,421.88	29,179.46
Subtotal of 5510 District Transportation Services		**3,916,226.00**	**3,918,870.55**	**3,194,417.12**	**289,984.75**	**452,080.68**	**272,372.75**
5530 Garage Building							
16 Noninstructional Salaries		511,916.00	508,916.00	426,137.36	37,573.22	31,836.78	50,941.86
4 Contractual and Other		63,050.00	71,633.38	46,582.21	6,375.41	21,147.29	3,903.88
Subtotal of 5530 Garage Building		**574,966.00**	**580,549.38**	**472,719.57**	**43,948.63**	**52,984.07**	**54,845.74**
5540 Contract Transportation-Med Elgble							
4 Contractual and Other		0.00	271,620.75	193,305.62	13,368.84	78,315.13	0.00
Subtotal of 5540 Contract Transportation-Med Elgble		**0.00**	**271,620.75**	**193,305.62**	**13,368.84**	**78,315.13**	**0.00**
5581 Transportation from Boces							
49 BOCES Services		15,965.00	37,909.30	35,851.35	6,173.87	2,057.95	0.00
Subtotal of 5581 Transportation from Boces		**15,965.00**	**37,909.30**	**35,851.35**	**6,173.87**	**2,057.95**	**0.00**
7310 Youth Program							
15 Instructional Salaries		40,000.00	40,000.00	36,433.42	344.26	0.00	3,566.58
4 Contractual and Other		4,800.00	4,800.00	0.00	0.00	0.00	4,800.00
45 Materials & Supplies		100.00	100.00	0.00	0.00	0.00	100.00
ıtotal of 7310 Youth Program		**44,900.00**	**44,900.00**	**36,433.42**	**344.26**	**0.00**	**8,466.58**
0 State Retirement							
Employee Benefits		1,938,954.00	1,938,054.00	1,213,758.66	135,146.48	123,869.47	600,425.87
ıtotal of 9010 State Retirement		**1,938,954.00**	**1,938,054.00**	**1,213,758.66**	**135,146.48**	**123,869.47**	**600,425.87**
0 Teachers' Retirement							

Victor Central School District

Budget Status Report As Of: 05/31/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
8 Employee Benefits		3,855,072.00	3,855,072.00	3,059,632.25	330,363.87	622,847.91	172,591.84
Subtotal of 9020 Teachers' Retirement		**3,855,072.00**	**3,855,072.00**	**3,059,632.25**	**330,363.87**	**622,847.91**	**172,591.84**
9030 Social Security							
8 Employee Benefits		3,867,159.00	3,867,159.00	3,112,779.40	336,150.23	562,970.67	191,408.93
Subtotal of 9030 Social Security		**3,867,159.00**	**3,867,159.00**	**3,112,779.40**	**336,150.23**	**562,970.67**	**191,408.93**
9040 Workers' Compensation							
8 Employee Benefits		419,977.00	419,977.00	308,441.00	0.00	0.00	111,536.00
Subtotal of 9040 Workers' Compensation		**419,977.00**	**419,977.00**	**308,441.00**	**0.00**	**0.00**	**111,536.00**
9045 Life Insurance							
8 Employee Benefits		23,000.00	33,000.00	28,581.47	2,552.70	2,918.53	1,500.00
Subtotal of 9045 Life Insurance		**23,000.00**	**33,000.00**	**28,581.47**	**2,552.70**	**2,918.53**	**1,500.00**
9050 Unemployment Insurance							
8 Employee Benefits		15,000.00	15,000.00	26,023.11	0.00	0.00	-11,023.11
Subtotal of 9050 Unemployment Insurance		**15,000.00**	**15,000.00**	**26,023.11**	**0.00**	**0.00**	**-11,023.11**
9055 Disability Insurance							
8 Employee Benefits		30,000.00	30,000.00	18,790.00	1,629.00	2,754.00	8,456.00
Subtotal of 9055 Disability Insurance		**30,000.00**	**30,000.00**	**18,790.00**	**1,629.00**	**2,754.00**	**8,456.00**
9060 Hospital, Medical, Dental Insurance							
8 Employee Benefits		19,151,562.00	17,183,932.37	12,276,901.08	15,538.02	4,554,570.70	352,460.59
Subtotal of 9060 Hospital, Medical, Dental Insurance		**19,151,562.00**	**17,183,932.37**	**12,276,901.08**	**15,538.02**	**4,554,570.70**	**352,460.59**
9089 Other (specify)							
8 Employee Benefits		225,000.00	270,000.00	30,000.00	0.00	0.00	240,000.00
Subtotal of 9089 Other (specify)		**225,000.00**	**270,000.00**	**30,000.00**	**0.00**	**0.00**	**240,000.00**
9711 Serial Bonds-School Construction							
6 Principal		3,870,000.00	3,870,000.00	0.00	0.00	0.00	3,870,000.00
7 Interest		2,075,100.00	2,075,100.00	1,037,550.00	0.00	0.00	1,037,550.00
Subtotal of 9711 Serial Bonds-School Construction		**5,945,100.00**	**5,945,100.00**	**1,037,550.00**	**0.00**	**0.00**	**4,907,550.00**
9732 Bond Antic Notes-Bus Purchases							
6 Principal		792,014.00	792,014.00	792,014.00	0.00	0.00	0.00
7 Interest		116,032.00	116,032.00	116,031.97	0.00	0.00	0.03
Subtotal of 9732 Bond Antic Notes-Bus Purchases		**908,046.00**	**908,046.00**	**908,045.97**	**0.00**	**0.00**	**0.03**
9789 Other Debt (specify)							
6 Principal		238,416.00	238,416.00	238,415.41	0.00	0.00	0.59
7 Interest		93,290.00	93,340.00	93,325.56	0.00	0.00	14.44
Subtotal of 9789 Other Debt (specify)		**331,706.00**	**331,756.00**	**331,740.97**	**0.00**	**0.00**	**15.03**
)1 Transfer to Other Funds							
)5 Transfer-Special Aid Fund		200,000.00	200,000.00	0.00	0.00	0.00	200,000.00
otal of 9901 Transfer to Other Funds		**200,000.00**	**200,000.00**	**0.00**	**0.00**	**0.00**	**200,000.00**
)0 Transfer to Capital Fund							

Victor Central School District

Budget Status Report As Of: 05/31/2025

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Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
9 Transfer to Capital Funds		0.00	28,431,861.01	28,431,861.01	0.00	0.00	0.00
Subtotal of 9950 Transfer to Capital Fund		**0.00**	**28,431,861.01**	**28,431,861.01**	**0.00**	**0.00**	**0.00**
Total GENERAL FUND		**103,224,919.00**	**132,087,219.35**	**106,747,926.44**	**8,329,721.33**	**14,955,313.84**	**10,383,979.07**

Victor Central School District

Budget Status Report As Of: 05/31/2025

Fiscal Year: 2025

Fund: A GENERAL FUND

Selection Criteria

Criteria Name: Shared: BOE Summary by State Modified
Fund: A
Budget type: Current Year
As Of Date: 05/31/2025
Suppress Budget Accounts with no activity
Print Summary Only
Sort by: Fund/State function/State object
Printed by Jill Sansouci

Victor Central Schools Board of Education

Unapproved Minutes from the Regular Meeting held June 12, 2025

Thursday, June 12, 2025 at 5:30 PM

Early Childhood School Boardroom 953 High Street, Victor, NY 14564

1. Meeting Called to Order by President Tim DeLucia at 5:33 PM.

Members Present: Bryan Adams, Tim DeLucia, Lisa Kostecki, Carol Prescott, Adam Snyder
Members Absent: Elizabeth Mitchell, Christopher Parks

A motion was made by L. Kostecki , seconded by A. Snyder to enter executive session to discuss the employment history of specific individuals at 5:33 PM.

Motion carried. 5 yes 0 no 0 abstentions.

E. Mitchell arrived at 5:34 PM

C. Parks arrived at 5:36 PM

A motion was made by C. Parks, seconded by L. Kostecki to return to regular session at 6:48 PM.

Motion carried. 7 yes 0 no 0 abstentions.

A motion was made by C. Parks, seconded by L. Kostecki to adjourn the meeting at 6:48 PM.

Motion carried. 7 yes 0 no 0 abstentions.

Meeting Called to Order by President Tim DeLucia at 7:17 PM

2. Approval of Agenda

A motion was made by B. Adams, seconded by L. Kostecki to approve the Meeting Agenda.

Motion carried. 7 yes 0 no 0 abstentions.

3. Presentations/Recognitions

A. Permanent Art Collection

Victor Primary School Art Teacher Joe Fastaia recognized one student from the Early Childhood School, and one student from the Primary School whose art pieces were chosen to become a part of the district's Permanent Art Collection. Senior High School Art Teacher Dave Denner then recognized a student from the Intermediate School, Junior High, and Senior High for each of their pieces being chosen for the District's Permanent Art Collection.

B. DECA International Career Development Conference

Sue Utz and Mike Cutaia, co-DECA Advisors, recognized the accomplishments and awards of the DECA International Career Development Conference Participants this school year.

C. Boys Golf Section V Class AA Champions

Duey Weimer, Athletic Director, introduced Head Boys Golf Coach Trevor Sousa and the Boys Golf Section V Class AA Champions. Coach Sousa highlighted the Golf team's highly successful 23-0 season.

D. Recognition of the 2024-2025 Tenure Recipients

Superintendent, Dr. Tim Terranova then recognized the 2024-2025 Victor Central School Tenure recipients including from the District Office: Karen Finter, Carrie Goodell, and Karyn Ryan; from the Early Childhood School: Abigail Crimmins, Keenan Cardona, Laura Deragon, Alicia Purdie, Stefanie Maira, Laura Reynolds, and Robert DeRose; from the Primary School: Kayla Docteur, Marissa Lawrence, Shara Stockman, Robin Thompson, Grace Dunnigan, Genevieve Corcoran, Amanda Byrne, and Heidi Robb, from the Intermediate School: Katrin Auyer, Nichole Swansfeger, Stacey Born, and Brian Biro; from the Junior High: Joseph Costanza, Julia Kesel, Robert Sarneckis, Amie Maloney, Joyce Ciluffo, and Amy Cheslek; and from the Senior High: Erin Jacobs and Jacob Herendeen.

4. Superintendent's Update

Dr. Tim Terranova started by congratulating all those just recognized during the presentations. He then recognized Flag Day, the Elementary and Secondary Special Olympics athletes and support staff, Juneteenth holiday, and Graduation (next week on Friday, June 20), as well as the outstanding Unified Choir Performance organized by Music Teacher Kristin Mellema.

5. Public Participation

A. D. Lindon - Retired Special Education Teacher and NYS 503c Defense of Democracy representative - expressed gratitude to teachers and educators.

B. B. Gensiejewski- Graduate of Victor Schools - expressed concerns about Pride Week in Victor Schools.

C. Mike Modleski - VTA President - expressed support of the school district, congratulated the newly Tenured teachers, and thanked the Board of Education and Dr. Terranova for a successful school year.

6. Acceptance of Consent Items (5 min.)

A motion was made by E. Mitchell, seconded by L. Kostecki to accept the following consent items:

A. Minutes of the Regular Board Meeting on May 8, 2025 and Special Board Meeting on June 9, 2025

B. Treasurer's Report for the month ending April 30,2025

C. Personnel Agenda:

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

Instructional

Probationary Appointments:

The probationary appointment of **Anita Owusu**, who has certifications in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a probationary position as a Special Education Teacher, effective August 27, 2025, at an annual salary of $60,309, leading towards tenure in Special Education.

The probationary appointment of **Liset Leon Ferrer**, who has certifications in Childhood Education Grades 1-6, Dual Language Elementary Education Grades 1-6, and Spanish Grades 6-12, to a probationary position as a Spanish Teacher, effective August 27, 2025, at an annual salary of $58,709, leading towards tenure in Spanish Education.

The probationary appointment of **Abigail Wille**, who has pending certification as a School Psychologist, to a probationary position as a School Psychologist, effective July 1, 2025, at an annual salary of $59,493, leading towards tenure as a School Psychologist.

The probationary appointment of **Lydia Casey**, who has certification in Speech and Language Disabilities, to a probationary position as an Elementary Special Education Teacher on Special Assignment, effective August 27, 2025, at an annual salary of $65,000, leading towards tenure in Speech/Language Education.

The probationary appointment of **Frederick Finter**, who has certifications in Mathematics Grades 7-12, Students with Disabilities Grades 7-12, and Mathematics Grades 5-6, to a probationary position as a Mathematics Teacher, effective August 27, 2025, at an annual salary of $53,285, leading towards tenure in Mathematics Education.

The probationary appointment of **Gerald Waite**, who will have certification as a Teacher Assistant by December 31, 2025, to a probationary position as a Teacher Assistant, effective August 27, 2025, at an annual salary of $28,984, leading towards tenure as a Teacher Assistant.

Part Time Appointments:

The appointment of **Megan Steger**, who is certified in Childhood Education Grades 1-6, Students with Disabilities Grades 1-6, and Literacy Birth-Grade 6, to a part-time (.6fte) position as a Reading Teacher effective August 27, 2025, and ending June 30, 2026, at an annual salary of $34,462.

The appointment of **Amanda Johnston**, who is certified in Visual Arts, to a part-time (.6fte) position as an Art Teacher effective August 27, 2025, and ending June 30, 2026, at an annual salary of $31,402.

Appointments:

The appointment of the following as Extended School Year Teacher Assistant at $19.33 hourly: **Veronica Chappell**

The appointment of the following as Extended School Year Service Provider at an hourly rate of $40.00: **Kristina Marolf** (Speech/Language Therapist)

The appointment of the following as Extended School Year Teacher at an hourly rate of $40.00: **Tamara Gilmore**

The appointment of the following as Summer Academy Teacher at an hourly rate of $40.00: **Amy Marx, Kimberly Gallina, Alecia Purdie, Katherine Thomas, Lori Lamb, Samantha Monagan, Gina Lahue, Valerie Leggett, Grace Dunnigan, Rebecca Feistel, Claire Gaynor, Allison McKinnon, Rachel Wolfe, Kealan Devanny, Heather Hyer, Christopher Pike, Julia Kesel, Tyler Spitz, Nicole Sedlock, Dan Taylor, Melissa VanRensselaer, Kristina Buschang, Vanessa Kelly,** and **Nichole Swansfeger**

The appointment of **Kristina Sykes**¸ from Science Teacher to STEM Coach, effective July 1, 2025.

The appointment of **Kristin Guckian**, Teacher Center Director, effective July 1, 2025, at an annual salary of $35,200.

Long Term Substitute Appointments:

The appointment of **Angela Tyo**, who is working towards certification as a Library Media Specialist, to a long term substitute position as a Library Media Specialist, effective August 27, 2025, and ending June 30, 2026, at an annual salary of $55,566.

The appointment of **Jason Uebelacker**, who is working towards certification in Mathematics Grades 7-12, to a long term substitute position as a Mathematics Teacher, effective August 27, 2025, and ending June 30, 2026, at an annual salary of $48,502.

The appointment of **Lauren Gulick**, who has certifications in Students with Disabilities Grades 1-6 and Childhood Education Grades 1-6, to a long term substitute position as a Special Education Teacher, effective August 27, 2025, and ending June 30, 2026, at an annual salary of $48,848.

Resignations:

The resignation of **Joseph Costanza**¸ School Psychologist, effective July 1, 2025.

The resignation of **Rohini Arumugam**, Teacher Assistant, effective June 27, 2025.

The resignation of **Jessica Corniffe**, Special Education Teacher, effective June 25, 2025.

The resignation of **Alyson Ricci**, Elementary Teacher, effective August 26, 2025.

The resignation of **Molly Mink**, English Teacher, effective August 26, 2025.

The resignation of **Anne Stekl**, Part Time World Language Teacher, effective June 2, 2025.

The resignation of **Sarah Siesto**, Social Studies Teacher, effective August 30, 2025.

The resignation, due to retirement, of **Dorothy DiAngelo**, Assistant Superintendent for Personnel, effective June 30, 2025.

Per Diem Substitutes:

Candidate	**Area of Certification**
Dawn Zuber	Elementary/Special Education
Sydney McKinnon	Uncertified
Michele Linse	School Media Specialist/ English
Janine Rich	Physical Education/ Health
Anna Lahue	Uncertified

Alexander LaBarge	Uncertified
Magdalene Kennell	Uncertified
Anna Kerr	Uncertified
Holly Knox	Elementary/ Special Education
Colleen O'Neill	Elementary/ Special Education
Chancellor Harris	Uncertified

Non-Instructional

Appointments:

The appointment of **Amy Lancaster**, Senior Typist, effective June 2, 2025, at an hourly rate of $19.14.

The reappointment of **Patricia Callahan**, Claims Auditor, from July 1, 2025, through June 30, 2026, at an annual rate of $6,489.60.

The reappointment of **Sherryl Knoebel**, Records Clerk, from July 1, 2025, through June 30, 2026, at an hourly rate of $22.66.

The appointment of the following as Summer Academy Teacher Aides at their 2025/2026 hourly rate: **Kelly Gelinas, Marleah Holmes, Jill Cody, Mi Young Kim,** and **Jacqueline O'Mara-Bartolone**

The appointment of the following as Summer Academy Teacher Aides at the 2025/2026 teacher aide substitute hourly rate: **Amy Hotto, Ryan Rothfuss,** and **Patricia Crawford**

The appointment of **Steven Shadders**¸ from Information Support Technician II to Information Security Technician, effective May 27, 2025, at an hourly rate of $28.73.

The appointment of **Ralph Heine**¸ from Information Support Technician II to Systems Analyst, effective May 27, 2025, at an hourly rate of $26.43.

The appointment of **Julie Leva**, District Treasurer, effective June 17, 2025, at an annual salary of $75,000.

The appointment of **Lindsay Johnsen**, Account Clerk/Typist, effective June 20, 2025, at an hourly rate of $20.10.

The appointment of **Linda Rice**, from Cleaner to Custodian, effective July 1, 2025, at an hourly rate of $19.45.

Resignations:

The resignation of **Lila Minute**, Food Service Helper, effective June 3, 2025.

Terminations:

The termination of **Rebecca Ball**, Part Time Teacher Aide, effective May 6, 2025.

Benefits:

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

Salaries:

The following salaries for non-affiliated district office staff will be effective for the 2025-2026 school year:

Confidential Staff	Patricia Chapman	Employee Relations Assistant	$54,080
	Kimberly Doell	Public Relations Specialist	$81,120
	Jennifer George	Employee Relations Assistant	$54,080
	Lisa Hagen	Payroll Clerk, Part Time	$63,427.52
	Julie Leva	District Treasurer	$78,000

Katie Lew	Employee Relations Assistant	$63,787.47
Kathryn Selleck	District Clerk/Secretary to the Superintendent	$74,360
Jill Smith	Deputy District Treasurer	$55,965.45
Elizabeth Temple	School District Data Specialist	$61,710.04

Per Diem and Substitute Positions:

Candidate	**Position**
Danielys Ortiz Paniagua	Teacher Aide
Pamela Araya	Teacher Aide
Ashleigh Lesure	Teacher Aide
Tanner Radogna	Teacher Aide
Christian Besaw	Teacher Aide
Paola Figueredo Palacios	Cleaner
Kevin Bartron	School Bus Driver Trainee/ School Bus Monitor

D. Recommendations of the Committee on Special Education from the meetings of February 3, 7, 10, 11, 12, 14, 24, 25, 27, 28, March 3, 6, 7, 10, 12, 13, 14, 17, 18, 19, 24, 26, 27, April 2, 3, 7, 8, 9, 10, 11, 21, 22, 23, 24, 28, 29, 30, May 1, 5, 6, 7, 8, 9, 14, 15, 16, 19, 20, 21, 22, 29, 30, and June 4, 2025; and from the Committee on Preschool Special Education from the meetings of April 29, May 6, 7, 13, 20, 27, and June 3, 2025.

E. Declare the following as surplus:

- 52 Track & Field Hurdles

F. Acceptance the following donations:

- $200 from PTSA to Victor Central Schools for the Inquiry Program

G. Approval of Terms and Conditions between the Victor Central School District and the Assistant Superintendent for Business for 7/1/25 - 6/30/2026

H. Approval of Terms and Conditions between the Victor Central School District and the Assistant Superintendent for Instruction for 7/1/25 - 6/30/2026

I. Approval of Terms and Conditions between the Victor Central School District and the Assistant Superintendent for Pupil Services for 7/1/25 - 6/30/2026

J. Approval of the Professional Learning Plan for 2025-2026 School Year

K. Approval of the Bond Resolution for Various School Bus Purchases

L. Approval of the Superintendent's Contract for the period of July 1, 2025 through June 30, 2030 and authorize the Board of Education President to execute it on behalf of the Board

M. Approval of the General Resolution for the purpose of participating in a cooperative bid coordinated by the BOCES of Ontario, Seneca, Wayne and Yates Counties for Various Commodities and/or Services as submitted

N. Approval the School Resource Officer Contract for the 2025-2026 School Year

O. Approval of Transfer of Unappropriated Fund Balance to District Reserve Funds Following the Conclusion of 2024-2025 Fiscal Year

WHEREAS it has been determined by the Board of Education of the Victor Central School District (the "Board") that it is in the School District's best interest to transfer moneys to the School District's reserves as listed below; and
WHEREAS, in compliance with Education Law Section 3653, the Board desires to authorize such transfers;
NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Victor Central School District does hereby approve the following reserve fund transfers:

- Transfer of up to $1,000,000 from unappropriated fund balance to the Employee Retirement Reserve TRS Subfund.
- Transfer of up to $5,000,000 from unappropriated fund balance to the Capital Reserve Fund 2024.
  This Resolution shall take effect immediately.

End of consent items.
Motion carried. 7 yes 0 no 0 abstentions.

7.

A. A. Campus News

VCS Administrators summarized campus news and events.

B. Health, Physical Education & Athletics Update (Duey Weimer, 15 min)

Director of Health, PE, and Athletics, Duey Weimer, presented a departmental update focusing on student development, achievements, and appreciation for efforts. Dr. Parks inquired about tracking student-athletes who switch sports after being cut from a team. Mr. Snyder commended the department's focus beyond just sports, and Mrs. Mitchell expressed gratitude for the accessibility of K-12 swimming instruction on campus.

C. Capital Project Update (Allison Shannon and George Spinaris; 10 min.)

Allison Shannon (SWBR) and George Spinaris (Campus Construction) updated the Board on the Capital Project's first two phases. Ms. Shannon detailed the scope of work for each building, while Mr. Spinaris reviewed themes and budgets.

Mr. Spinaris reported that both Phase 1 and the schematic design stage of Phase 2 are currently over budget. The Phase 1 overrun is primarily due to the Learning Center,

which requires more extensive updates than initially planned. He clarified that being over budget at this stage is common.

Mrs. Mitchell further questioned being over budget, Mr. Spinaris explained they are protecting project funds and that the original Learning Center scope was insufficient. Dr. Parks supported getting the Learning Center right but asked more about why Mr. Spinaris thought the district was still in 'good shape' despite being over budget. Mr. Spinaris replied this is common at this point of a project, and that he would provide a report outlining contingencies and alternatives as to not be over budget.

Mr. DeLucia noted that project spending cannot exceed the community-approved amount. Mrs. Prescott requested that teachers using the new spaces be consulted during design, and Ms. Shannon confirmed ongoing collaboration with staff. Mr. Adams appreciated the transparency of the updates.

D. Cell Phone Ban Update (Brian Siesto & Mike Modleski; 15 min.)

Mr. Siesto updated the Board and community on the new cell phone ban, citing research on the negative impacts of student cell phone use, particularly in the high school.

Mr. Adams questioned if the ban applies only to students, which Mr. Siesto confirmed yes, though staff are expected to limit their own cell phone use during school hours. Mrs. Mitchell asked about the ban's scope, and Mr. Siesto clarified it applies during the instructional school day (7:40 AM - 2:15 PM), with exceptions for specific educational opportunities like long-distance field trips.

Mrs. Kostecki inquired about student feedback. Mr. Siesto reported varied opinions but noted student acknowledgement of anticipated anxiety without phone access, along with a general acceptance of the new law.

Regarding staff feedback, Mr. DeLucia asked about their support and modeling behavior. VTA President Mike Modleski confirmed staff support for the policy, recognizing cell phone use as a major school problem that needs addressing.

Mr. Snyder acknowledged potential "growing pains" but views the ban as an opportunity for students to learn to live without constant phone access. He thanked Mr. Siesto and Mr. Modleski for their plan. Mrs. Prescott also commended the thorough work and appreciated the student and teacher unity. Dr. Parks thanked Mr. Modleski for staff outreach and highlighted the mental health benefits of the ban and the progressive disciplinary approach. Mrs. Mitchell suggested a survey to monitor student anxiety levels post-ban, which Mr. Siesto agreed would be a valuable social-emotional check-in.

E. Policy Review - First reading of the following policy:

The Board read the first reading of Policy 7316, "Use of Internet-Enabled Devices During the School Day," with Dr. Terranova noting the August 1, 2025, state-mandated deadline for an approved policy. The policy will be distributed to constituent groups for feedback, accompanied by a cover sheet clarifying that significant portions are dictated by New York State law and thus unchangeable.

Mr. DeLucia suggested that if the feedback period is insufficient, the Board could approve a policy by the deadline and conduct further review for subsequent adjustments. Dr. Parks inquired about necessary adjustments to the Code of Conduct.

Mrs. Mitchell raised a point regarding students' use of personal devices for translation services, asking if the district provides alternative devices. Mr. Siesto confirmed the availability of Chromebooks and tablets for this purpose. Mrs. Prescott recommended providing professional development for all support staff, including custodians, once the policy is initiated.

F. Advocacy/Community Engagement Discussion Related to Funding

Dr. Terranova identified three key areas for advocacy: increased state aid, alternate funding sources, and innovative community partnerships.

Mrs. Mitchell advocated for a Board Workshop, suggesting one by the end of the month. Mr. Snyder highlighted successful NYS schools securing significant donations through such efforts. Mrs. Kostecki agreed on leveraging existing business partnerships. Mrs. Mitchell further suggested consulting successful Monroe County districts for guidance.

Mrs. Prescott supported the need to first review legal parameters regarding accepted donations and necessary procedures. Mrs. Mitchell recommended involving legal counsel early in the process.

Dr. Parks expressed confidence in the community's willingness to support the district and suggested leveraging these voices. Mr. DeLucia summarized the action item: a workshop by month-end to define the advocacy group's composition, role, and timeline.

G. The Process of Approving Student Member(s) on the Board of Education

Mr. DeLucia outlined the Board's process for selecting student ex officio members of the board for the upcoming year. The process began with Mr. Siesto and Dr. Terranova surveying and collecting applications from interested students. The Board then met to review applications and select candidates.

Mr. DeLucia stated that this is the initial selection method, and the process will be reviewed and refined in the future. Mrs. Kostecki added that the new student members will be valuable in evolving this process. Dr. Parks inquired about communicating the new student members' roles and responsibilities to the community once they are announced.

8. Meeting Reports

A. Monroe County School Boards Association Committee Reports

None at this time

B. Standing Committee Updates

None at this time

9. Upcoming Events

A. Reorganizational and Regular Board Meeting, Thursday, July 10, 2025 at 7:15 PM in the Early Childhood School Boardroom

10. Adjourn

A motion was made by L. Kostecki , seconded by B. Adams to adjourn the meeting at 9:55 PM.

Motion carried. 7 yes 0 no 0 abstentions.

Respectfully Submitted,

Kate Selleck
District Clerk

Special Meeting - June 17, 2025 Minutes

Tuesday, June 17, 2025 at 7:30 AM

District Office Conference Room, 953 High Street, Victor, NY 14564

1. Meeting Called to Order by President Tim DeLucia by 7:31 AM.

Board Members Present: Tim DeLucia, Lisa Kostecki, Elizabeth Mitchell, Carol Prescott, Christopher Parks

Board Members Absent: Bryan Adams, Adam Snyder

2. Approval of Agenda

Motion made by L. Kostecki, seconded by E. Mitchell to approve agenda.

Motion carried. 5 yes 0 no 0 abstentions

3. Acceptance of Personnel Agenda

Motion made by E. Mitchell, seconded by L. Kostecki to accept the Personnel Agenda.

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

Instructional

Probationary Appointments:	The probationary appointment of **Amanda Byrne**, who has certifications as a School Building Leader and School District Leader and in Literacy Grades 5-12, Literacy Birth-Grade 6, Students with Disabilities Grades 1-6 and Childhood Education Grades 1-6, to a probationary position as a Primary School Principal, effective July 1, 2025, at an annual salary of $110,000, leading towards tenure as the Primary School Principal.

Approve the amended per diem and substitute rates for the 2025-2026 school year:

Position	2025-2026 Rate
Bus Driver Substitute	$25.00 per hour
Summer Bus Driver	$26.00 per hour
Summer Bus Monitor	$18.25 per hour

Motion carried. 5 yes 0 no 0 abstentions

4. Adjourn

Motion made by L. Kostecki, seconded by E. Mitchell to adjourn meeting at 7:35 AM.

Motion carried. 5 yes 0 no 0 abstentions

Respectfully Submitted,

Kate Selleck
District Clerk

Unapproved Minutes - Special Meeting - Jun 27 2025

Friday, June 27, 2025 at 12:00 PM

District Office Conference Room, 953 High Street, Victor, NY 14564

1. Meeting Called to Order by President Tim DeLucia at 12:03 PM

Members Present: Bryan Adams, Tim DeLucia, Lisa Kostecki, Christopher Parks, Elizabeth Mitchell

Members Absent: Carol Prescott, Adam Snyder

2. Approval of Agenda

A motion was made by C. Parks, seconded by L. Kostecki to approve agenda.

Motion carried, 5 yes 0 no 0 abstentions

3. Acceptance of Amendment to Victor Central School District Superintendent's Employment Agreement allowing for carry over of one (1) additional unused vacation day

A motion was made by E. Mitchell, seconded by L. Kostecki to accept Amendment to Victor Central School District Superintendent's Employment Agreement:

THIS AGREEMENT is made this 27th day of June 2025, by and between **THE BOARD OF EDUCATION OF THE VICTOR CENTRAL SCHOOL DISTRICT** (hereinafter, the "Board") and **TIMOTHY TERRANOVA, ED.D.** (hereinafter, the "Superintendent").

WHEREAS, the Board and the Superintendent are parties to a Superintendent's Employment Agreement executed by the parties on June 12, 2024; and

WHEREAS, the Board and the Superintendent have mutually agreed to modify certain terms of the Superintendent's Employment Agreement for the 2024-25 fiscal year only.

NOW, THEREFORE, the parties agree to revise Paragraph 9(A) of the Superintendent's Employment Agreement for the 2024-25 school year only, to allow the Superintendent to carry over one (1) additional unused vacation day (i.e., for a total of up to six (6) days), to be used during the 2025-26 fiscal year.

The foregoing amendment shall become effective immediately. All other provisions of Paragraph 9(A) and of the Superintendent's Employment Agreement not specifically addressed herein shall remain in full force and effect through June 30, 2025.

Motion carried, 5 yes 0 no 0 abstentions

4. Adjourn

A motion was made by B. Adams, seconded by E. Mitchell to adjourn meeting at 12:04 PM.

Motion carried, 5 yes 0 no 0 abstentions

Respectfully Submitted,

Kate Selleck
District Clerk

VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION
Personnel Agenda, July 10, 2025

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

Instructional

Probationary Appointments:	The probationary appointment of **Samuel Cherin**, who has certification in Social Studies Grades 7-12, to a probationary position as a Social Studies Teacher, effective August 27, 2025, at an annual salary of $51,528, leading towards tenure in Social Studies Education.
	The probationary appointment of **Joseph Sidari**, who has certifications in Business and Marketing Education and Coordinator of Work-Based Learning Programs for Career Development, to a probationary position as a Business Teacher, effective August 27, 2025, at an annual salary of $62,792, leading towards tenure in Business Education.
	The probationary appointment of **Anna Duerheimer**, who has certifications in Childhood Education Grades 1-6 and Early Childhood Education Birth-Grade 2, to a probationary position as an Elementary Teacher, effective August 27, 2025, at an annual salary of $50,722, leading towards tenure in Elementary Education.
	The probationary appointment of **Mia Mascaro**, who has certifications in Students with Disabilities Grades 1-6 and Childhood Education Grades 1-6, to a probationary position as a Special Education Teacher, effective August 27, 2025, at an annual salary of $49,248, leading towards tenure in Special Education.
	The probationary appointment of **Hannah Knight**, who has certification as a School Psychologist, to a probationary position as a School Psychologist effective July 1, 2025, at an annual salary of $70,870, leading towards tenure as a School Psychologist.
	The probationary appointment of **Stephanie Reynolds**, who has certifications in Students with Disabilities Grades 7-12, to a probationary position as a Special Education Teacher, effective August 27, 2025, at an annual salary of $63,828, leading towards tenure in Special Education.

	The probationary appointment of **Sarah Russell**, who has certifications in Students with Disabilities Grades 1-6 and Childhood Education Grades 1-6, to a probationary position as an Elementary Teacher, effective August 27, 2025, at an annual salary of $50,102, leading towards tenure in Elementary Education.
	The probationary appointment of **Dylan Pryce**, who has certifications in Social Studies Grades 7-12 and Students with Disabilities Grades 7-12, to a probationary position as a Special Education Teacher, effective August 27, 2025, at an annual salary of $48,502, leading towards tenure in Special Education.
	The probationary appointment of **Stephanie Harris**, who has certification in Childhood Education Grades 1-6, to a probationary position as an Elementary Teacher, effective August 27, 2025, at an annual salary of $48,848, leading towards tenure in Elementary Education.
	The probationary appointment of **Remle Cetin**, who has certifications in Chemistry Grades 7-12 and General Science Grades 7-12, to a probationary position as a Science Teacher, effective August 27, 2025, at an annual salary of $61,509, leading towards tenure in Science Education.
	The probationary appointment of **Courtney Foresta**, who has certification in English Grades 7-12, to a probationary position as a Teacher Assistant, effective August 27, 2025, at an annual salary of $31,084, leading towards tenure as a Teacher Assistant.

Appointments:	The appointment of the following as Summer Academy Teacher at an hourly rate of $40.00: **Elizabeth McLean**
	The appointment of the following as Summer Academy Teacher Assistant at their 2025/2026 hourly rate: **Patricia Crawford**
	The appointment of the following as Extended School Year Teacher Assistant at his 2025/2026 hourly rate: **Brian Bresnan**
	The appointment of **Dorothy DiAngelo**, Interim Assistant Superintendent for Personnel, from July 2, 2025, through October 31, 2025, at a salary of $56,927.37.

Long Term Substitute Appointments:	The appointment of **Lori Damico**, who has pending certification in Childhood Education Grades 1-6, to a long term substitute position as

	an Elementary Teacher, effective August 27, 2025, and ending June 30, 2026, at an annual salary of $54,241.
	The appointment of **Christianna Mills**, who has pending certifications in Students with Disabilities All Grades and Social Studies Grades 7-12, to a long term substitute position as a Special Education Teacher, effective August 27, 2025, and ending June 30, 2026, at an annual salary of $51,122.
	The appointment of **Theodore Cup**, who has internship certification in Chemistry Grades 7-12, to a long term substitute position as a Science Teacher, effective August 27, 2025, and ending June 30, 2026, at an annual salary of $52,809.
	The appointment of **Renee Fetes**, who has certification in Middle School Mathematics Grades 5-9, to a long term substitute position as an Elementary Teacher, effective August 27, 2025, and ending June 30, 2026, at an annual salary of $62,809.

Co-Curriculars:		
	Teacher Leaders	**Name**
Strand 1	Career Occupational Studies	Mark Selvek
	ELA Building Level (K-3)	Lauren Gold
	ELA Building Level (K-3)	Hilary Ross
	English Language Arts (9-12)	Laura Zito
	ENL (K-12)	Cristie Rydzynski
	Library Media	Christina Burke
	Math Building Level (K-3)	Kimberly McConnell
	Math Building Level (K-3)	Leslie Summerson
	Math (9-12)	Dawn Knapp
	Music (K-12) – Shared Position	Kristin Mellema
	Music (K-12) – Shared Position	Naomi Foley
	PE & Health (K-6)	Jillian Clapp
	PE & Health (7-12)	David Vistocco
	School Psychologist (K-12)	Anne Clark
	Science (9-12)	Laura Dunbar
	Social Studies (9-12)	Erica Thompson
	Social Worker/Counselor (7-12)	Nicholas Sculli
	Social Worker/Counselor (K-6)	Gina Sanzotta
	Theater Arts (K-12)	Jeremy Hawkinson
	Visual Arts (K-12)	Shawn Duckworth
	World Languages K-12	Vivian Richelsen
Strand 2	Elementary Grade Teacher Leader (K-3)	Kristen MacLean
	Elementary Grade Teacher Leader (K-3)	Lindsey Remillard

	Elementary Grade Teacher Leader (K-3)	Steve Fish
	Elementary Grade Teacher Leader (K-3)	Mikayla Brennan
	Science & Social Studies (K-3)	Dana DiSabato
	Science & Social Studies (K-3)	Marcie Gilsinan-Hooper
	Special Education (Pre K-3)	Jeffrey Pistritto
	Special Education (Intermediate)	Gisela Armbruster
	Special Education (Jr. High)	Kristina Buschang
	Special Education (Sr. High)	Johanna Arnitz
Strand 3	Chemical Hygiene Officer	Jeff Schraver
	ELA AIS (K-6)	Laura Colcord
	ELA Building Level (4-6)	Jamie Condon
	English Language Arts (7-8)	Hannah Morris
	Instructional Technology/Computer (ECS/Primary) – Shared Position (.5)	Christina Burke
	Instructional Technology/Computer (ECS/Primary) – Shared Position (.5)	Sarah Stockman
	Instructional Technology/Computer (Intermediate)	Nicholas Davidson
	Instructional Technology/Computer (Jr. High)	Christopher Wuest
	Instructional Technology/Computer (Sr. High)	Danyelle Westbrook
	Intermediate ELA 4th Grade	Jennifer Garland
	Intermediate ELA 5th Grade	Jamie Condon
	Intermediate ELA 6th Grade	Valarie Pezzimenti
	Intermediate Math 4th Grade	Matthew Schosek
	Intermediate Math 5th Grade	Michelle Ricigliano
	Intermediate Math 6th Grade	Maire Welling
	Math (7-8)	Thomas Zaccardo
	Math AIS (K-6)	Kylie Hegeman
	Math Building Level (4-6) – Shared Position	Maire Welling
	Math Building Level (4-6) – Shared Position	Michelle Ricigliano
	Nursing (K-12)	Kristin Renkert
	PreK	Lynne Reeves
	Science (4-6)	Shawna Spriggs
	Science (7-8)	Melinda Wade
	Social Studies (4-6)	Catherine Kuschel
	Social Studies (7-8)	Daniel Taylor
	World Languages (7-8)	Ann Marie Crye
Strand 4	Intermediate Elementary 4th Grade – Shared Position	Kelly Mead
	Intermediate Elementary 4th Grade – Shared Position	Erin Delforte
	Intermediate Elementary 5th Grade	Sarah LaChance-Tofany
	Intermediate Elementary 6th Grade	Joy Volkmuth

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

Co-Curriculars:

Clubs & Advisors	**Name**	**Band**
Int. Student Council	Kathleen Habecker	1
Int. Student Council	Kristin Munski	1
Int. Math Olympiad	Amy Smith-Faczan	1
Int. Morning Announcement Show	Shari Bischoping	1
Jr. High Big Time Friends – Shared Position	Catherine Bossard	1(2)
Jr. High Big Time Friends – Shared Position	Emily Morsheimer	1(2)
Jr. High Academic Challenge Bowl	Daniel Taylor	2
Jr. High Culinary Club	Karen Ierlan	1
Jr. High French Club	Darcel Ross	2
Jr. High Jazz Band	Dominic Marini	1
Jr. High Library Club	Rachel Scott	1
Jr. High Math Olympiad	Susan Ibrisimovic	1
Jr. High Pops Orchestra	Elizabeth Knapp	1
Jr. High Positive Connections Club	Leah Sarneckis	1
Jr. High Spanish Club	Paula Indorato	1
Jr. High Student Council	Christie Gordon	3
Jr. High Student Council	Caleb Benson	3
Jr. High Victor Pride Coalition	Quintin Peacock	1
Jr. High Yearbook	Amy Cheslek	3
Sr. High Academic Teams	Andrew Purdie	4
Sr. High Academic Teams Assistant	Stephanie Schlueter	3
Sr. High Aquatics Leaders	Lindsay Karl	1
Sr. High Art Club	Adam Spector	1
Sr. High Coding Club	Christopher Wuest	2
Sr. High DECA (Business Club)	Susan Utz	4
Sr. High DECA (Business Club)	Mike Cutaia	4
Sr. High Diversity Equity Inclusion - Shared Position	Emily Paolicelli	1 (2)
Sr. High Diversity Equity Inclusion - Shared Position	Todd Forrest	1 (2)
Sr. High Dollars for Scholars	Laura Fiorito	3
Sr. High Dollars for Scholars	Julie Merges	3
Sr. High Drama Club – Shared Position	Jeremy Hawkinson	1 (2)
Sr. High Drama Club – Shared Position	Matthew Mayne	1 (2)
Sr. High French Club	Andrew Buttram	2
Sr. High Freshman Class Advisor – Shared Position	Eric Dahlstrom	1 (2)
Sr. High Freshman Class Advisor – Shared Position	Alyse Wuest	1 (2)
Sr. High Gay Straight Alliance	Emily Paolicelli	1
Sr. High Global Competency	Cristie Rydzynski	3
Sr. High Global Competency Assistant	Lauren Santella	1
Sr. High International Club	Angelica Sanzotta	1

Sr. High Junior Class Advisor	Joseph Carey	3
Sr. High Link Crew	Michael Guido	3
Sr. High Link Crew	Katie McIntee	3
Sr. High Literacy Magazine	Mallory Horsfall	1
Sr. High Math Academic Team – Shared Position	Dawn Knapp	3 (2)
Sr. High Math Academic Team – Shared Position	Ashley Wagner	3 (2)
Sr. High Medical Explorers – Shared Position	Kimberly Spitzer	2 (2)
Sr. High Medical Explorers – Shared Position	Laurie Neroni	2 (2)
Sr. High Model UN	Austin Donroe	2
Sr. High National Honor Society	Tara Harradine	2
Sr. High Outdoor Activity	Kelly Ahern	2
Sr. High Positive School Climate Committee – Shared Position	Johanna Arnitz	2 (2)
Sr. High Positive School Climate Committee – Shared Position	Todd Forrest	2 (2)
Sr. High SEAS Club	Steve Cronmiller	2
Sr. High Senior Class Advisor	Courtney Tortarella	3
Sr. High Senior Class Advisor	Alison Baker	3
Sr. High Sophomore Class Advisor	Johanna Arnitz	1
Sr. High Yearbook	Caterina Vongprachanh	4
Sr. High Spanish Club	Vivian Richelsen	2
Sr. High Student Council	Jonathan Aldrich	3
Sr. High Student Council	Danyelle Westbrook	3
Tri-M Honor Society Advisor – Shared Position	Laura Brewer	1 (4)
Tri-M Honor Society Advisor – Shared Position	Gretchen Judge	1 (4)
Tri-M Honor Society Advisor – Shared Position	Kristin Mellema	1 (4)
Tri-M Honor Society Advisor – Shared Position	Dominic Marini	1 (4)
Sr. High Victor Cares Advisor	Laura Dunbar	3
Sr. High Victor Cares Advisor	Matthew Mayne	3
Sr. High Wellness Club	Vivian Richelsen	1

Co-Curriculars:	**Music**	**Name**	**Group**
	First Robotics	Brian Shevlin	5
	First Robotics Assistant	Brian Shevlin	1
	Jazz Ensemble	Zachary Pelton	1
	SH Fall Play Stage Technician	Timothy Caughlin	1
	SH Fall Play Assistant	David Denner	1
	SH Fall Play Assistant	Aaron Isaacs	1
	SH Fall Play Assistant	Nathan Wolf	1
	SH Fall Play Assistant	Wendy Sentiff	1
	SH Fall Play Director	Jeremy Hawkinson	4
	SH Spring Musical Asst. .5 Capacity	Timothy Caughlin	2
	SH Spring Musical Asst. .25 Capacity	Matthew Mayne	2
	SH Spring Musical Asst. .5 Capacity	Sara Piscani	2

	SH Spring Musical Assistant	Eric Dahlstrom	2
	SH Spring Musical Assistant	Jeremy Hawkinson	2
	SH Spring Musical Assistant	David Denner	2
	SH Spring Musical Assistant	Aaron Isaacs	2
	SH Spring Musical Assistant	Laura Brewer	2
	SH Spring Musical Assistant	Erin Fetzner	2
	SH Spring Musical Assistant	Kristin Mellema	2
	SH Spring Musical Assistant	Merrick Shawe	2
	SH Spring Musical Assistant	Sarah Reilly	2
	SH Spring Musical Director	LeeAnne Birkemeier	5
	JH Musical Assistant	Shari Bischoping	2
	JH Musical Assistant	Laura Brewer	2
	JH Musical Assistant	Anthony D'Agostino	2
	JH Musical Assistant	Eric Dahlstrom	2
	JH Musical Assistant	Christie Gordon	2
	JH Musical Assistant	Aaron Isaacs	2
	JH Musical Assistant	LeeAnne Birkemeier	2
	JH Musical Assistant	Sarah Reilly	2
	JH Musical Assistant	Kristin Mellema	2
	JH Musical Director	Matthew Mayne	5
	Cadet Winter Guard Director	Brianna Farrell	1
	Marching Band Color Guard	Derek Pooley	3

Athletics:	**Position**	**Name**	**Level**	**Years**
Strength & Conditioning	Head Coach	Nathan VanKouwenberg	2	12
Golf – Girls	JV	Andrew Reddout	5	6
	Volunteer	Brian Bailey	-	-
Soccer – Boys	Varsity Assistant	Christopher Wuest	4	19
	JV	Jeffrey Schraver	4	20
	JV Assistant	Joseph Carey	5	22
	Modified	Michael Schlueter	6	23
	Modified	Blake Smith	6	17
Soccer – Girls	Varsity Assistant	Rena Lindsay	4	17
	JV	Michael Mandrino	4	25
	JV Assistant	Grace Dunnigan	5	3
	Modified	Jillian Clapp	6	20
	Modified	Craig Morley	6	12
	Volunteer	Amy Coron	-	-
Swimming & Diving – Girls	Varsity Assistant	Lindsay Karl	4	5
	Varsity Assistant	Maxwell Hill	4	1
Cross Country	Varsity Assistant	Jed Kovalovsky	5	4
	Varsity Assistant	Bonnie Binggeli	5	5
	Modified	Christopher Levy	5	17

Tennis – Girls	JV	Steve Cronmiller	5	26
	Modified	Andrea Tait	6	10
	Volunteer	Bryan Law	-	-
Football	Associate Head Coach	Sean Rucker	2	30
	Varsity Assistant	Michael Guido	3	3
	Varsity Assistant	Paul Ojeda	3	24
	Varsity Assistant	Frederick Finter	3	4
	JV	Jim Andre	3	35
	JV Assistant	Kevin Geno	3	16
	JV Assistant	Patrick Lawley	3	27
	Modified	Mark Foeder	3	31
	Modified Assistant	Bryan Kavanaugh	3	11
	Modified	Craig Kaper	3	20
	Modified Assistant	Jameson Ricigliano	3	5
	Modified Assistant	Mark Cain	3	37
	Volunteer	David Eisler	-	-
	Volunteer	Miklos Szoczel	-	-
Cheerleading	Varsity Assistant	Alyssa Dayton	5	18
	JV	Alexa O'Brien	5	9
	Modified	Brooke Wagner	6	9
	Volunteer	Alexis Forte	-	-
	Volunteer	Alexandra Militello	-	-
Volleyball – Boys	Varsity Assistant	Brian Kinsman	4	4
	JV	Ryan Repich	4	4
	Modified	Carrie Ferreri	6	20
	Volunteer	James Brodsky	-	-
Volleyball – Girls	Varsity Assistant	Allyson McFadden	4	4
	Modified	Brian Biro	6	11
	Volunteer	Freeman Fessler	-	-
Baseball	Head Varsity	Sean Rucker	2	31
	Varsity Assistant	Michael Ferreri	4	26
	JV	Joseph Kurnath	4	15
	Modified	Patrick Lawley	6	30
	Modified	Timothy Clapp	6	20
	Modified	Jameson Ricigliano	6	13
	Volunteer	Benjamin Lanning	-	-
	Volunteer	Tom Delaney	-	-
	Volunteer	Peter Carrier	-	-
	Volunteer	Connor Hicks	-	-
Unified Basketball	Head Coach	David Vistocco	4	11
	Volunteer	Andrew Reddout	-	-
Golf – Boys	Head Varsity	Trevor Sousa	3	18
	JV	Christopher Wuest	5	17
	Volunteer	Brian Bailey	-	-
Lacrosse – Boys	Head Varsity	Daniel Stone	2	26

	JV	Maxwell Hill	4	6
	JV Assistant	Jim Andre	5	31
	Modified	Kevin Geno	6	16
	Modified	Craig Kaper	6	8
	Volunteer	Anthony Pezzimenti	-	-
	Volunteer	Joseph Pezzimenti	-	-
	Volunteer	Liam Miller	-	-
Lacrosse – Girls	Head Varsity	Jennifer Haggerty	2	8
Softball	Head Varsity	Gina Potenza	2	15
	JV	Craig Morley	4	17
Tennis – Boys	Head Varsity	Krystina Barnum	3	19
	JV	Steve Cronmiller	5	25
	Modified	Jeffrey Pistritto	6	9
Track & Field	Head Varsity	Robert Goodell	2	27
Flag Football	Head Varsity	Frederick Finter	2	4
	Varsity Assistant	Paul Ojeda	4	2
	Volunteer	Duane Weimer	-	-
Bowling	Head Varsity	Mark Foeder	3	21
	Volunteer	Jamie LaBrake	-	-
	Volunteer	Bryan Law	-	-
Unified Bowling	Head Coach	Johanna Arnitz	6	5
Alpine Skiing	Head Varsity	Jennifer Haggerty	3	26
	Varsity Assistant	Tracey DeBruyn	5	3
Swimming & Diving – Boys	Head Varsity	Brett Leader	1	17
	Varsity Assistant	Lindsay Karl	4	5
	Modified	Gina Potenza	4	13
Basketball – Boys	Head Varsity	Tyler Roberts	1	17
	Varsity Assistant	Graig Roberts	3	11
	JV	Randy Johnson	3	8
	Modified	Patrick Broderick	4	4
	Modified	Timothy Clapp	4	19
	Modified	Blake Smith	4	16
	Volunteer	Ryan Shannon	-	-
	Volunteer	Jay Barber	-	-
	Volunteer	Benjamin Raymo	-	-
	Volunteer	David Vistocco	-	-
	Volunteer	Jonathan Mastin	-	-
	Volunteer	Phil Desaw	-	-
Basketball – Girls	Head Varsity	Ashley Zahn	1	7
	JV	Anna Milham	3	3
Indoor Track & Field	Head Varsity	Robert Goodell	2	27
	Varsity Assistant	Jerry O'Dell	4	42
	Varsity Assistant	Ryan Ellis	4	5

	Modified	Kathleen Habecker	4	11
	Modified Assistant	Christopher Levy	5	23
	Modified Assistant	Maxwell Hill	5	2
Competitive Cheerleading	Head Varsity	Alexandra Dayton	2	13
	Varsity Assistant	Alyssa Dayton	3	18
	JV	Alexa O'Brien	3	9
	Modified	Brooke Wagner	4	9
	Volunteer	Alexandra Militello	-	-
	Volunteer	Alexis Forte	-	-
Hockey	Head Varsity	Michael Ferreri	1	26
	Varsity Assistant	Jason Rich	3	21
	Volunteer	Trevor Sousa	-	-
	Volunteer	Brian Bailey	-	-
Wrestling	Head Varsity	Craig Kaper	1	26
	Varsity Assistant	Steve Cronmiller	3	14
	JV	Sean Rucker	3	10
	Modified	Stash Merritt	4	27
	Volunteer	Ben Klei	-	-
	Volunteer	Hunter Marzolf	-	-
	Volunteer	Andy Breiner	-	-
	Volunteer	Liam Miller	-	-
	Volunteer	Brian Aparo	-	-

Resignations:	The resignation of **Katrin Auyer**, Reading Teacher, effective July 9, 2025.
	The resignation of **Helene Becker**, Special Education Teacher, effective July 18, 2025.
	The resignation of **Lucy Rutherford**, Long Term Substitute Elementary Teacher, effective June 30, 2025.
	The resignation of **Alexandra Scharet**, School Social Worker, effective August 25, 2025.

Per Diem Substitutes:	**Candidate**	**Area of Certification**
	Kelly McLaughlin	Elementary/Special Education
	Paula Smith	Elementary/ Biology & General Science/ Chemistry/ Special Education

Non-Instructional

Appointments:	The appointment of **Annita Gonzalez Rosado**, Part Time Cleaner, effective June 12, 2025, at an hourly rate of $16.04.
	The appointment of the following as Extended School Year Teacher Aide at the 2025/2026 substitute hourly rate: **Jacqueline Pettee** and **Rebecca Pettee**
	The appointment of the following as Summer Academy Teacher Aide at the 2025/2026 substitute hourly rate: **Amanda Harby**
	The appointment of the following as Extended School Year Teacher Aide at their 2025/2026 hourly rate: **Shauna Schond**
	The appointment of **Ann Rauscher**, Assistant Cook, effective August 27, 2025, at an hourly rate of $19.18.
	The appointment of **Kimberly Darling**, Part Time School Bus Driver, effective August 27, 2025, at an hourly rate of $24.27.

Resignations:	The resignation of **Parker Doty**, Teacher Aide, effective June 26, 2025.
	The resignation of **James DeRooy**, School Bus Driver, effective June 5, 2025.
	The resignation of **Allie Dillman**, Food Service Laborer, effective June 11, 2025.
	The resignation, due to retirement, of **Ann DeRooy**, School Bus Monitor, effective August 26, 2025.
	The resignation, due to retirement, of **Richard Engert**, School Bus Driver, effective August 26, 2025.
	The resignation of **Armando Bandres**, Cleaner, effective June 13, 2025.
	The resignation of **Marion Cleveland-Gill**, Assistant Cook, effective June 16, 2025.
	The resignation of **Alec Roy**, Teacher Aide, effective June 27, 2025.
	The resignation of **Nicole Warr**, School Bus Driver, effective June 27, 2025.

	The resignation, due to retirement, of **Gerald Sensabaugh**, School Bus Driver, effective August 27, 2025.

Deceased:	The passing of **Sheryl Diehl**, Teacher Aide, June 28, 2025.

Per Diem and Substitute Positions:	**Candidate**	**Position**
	Richard Engert	School Bus Driver
	Nicole Warr	School Bus Driver
	Jason Burger	Cleaner
	Gerald Sensabaugh	School Bus Driver
	Taylor Spriggs	Teacher Aide

VICTOR CENTRAL SCHOOL

SHARED DECISION-MAKING PLAN

Adopted by VCS Board of Education January 31, 1994

Revision adopted by Board of Education

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INTRODUCTION

The vision of Victor Central Schools is to be a high-performing learning organization where all children and adults thrive. We believe that all of our students can achieve social and academic skills leading to effective citizenship and learning.

History

There is a tradition of shared decision-making and broad involvement within the Victor Central School community. Its genesis dates back to at least the early 1970s with the development of Victor's first mission statement. This mission statement was developed by a group of students, teachers, administrators, and community members, and it reflected the best of shared decision-making concepts. During the 1980s, the Administrative Team and Board of Education responded to a shared future vision of Victor's schools and began to build structures to provide for shared decision-making in the schools. Our current mission statement is: Together we create engaging learning environments that promote empathy, inclusivity, and opportunity by uniting community and classroom. Our dedicated, supported staff prepare and inspire every student to achieve their academic potential and thrive in an ever-changing world. To teach, to learn, to support, to improve, and to achieve.

Our vision recognizes that our community's greatest asset is its children. To serve our children well, we are committed to these five principles that must guide all our thoughts and actions.

Victor Central School District's Shared Decision-Making Plan

We believe our plan broadens representation, provides expanded opportunity for ownership, expands the areas open for shared decision-making, makes the process more democratic, and ultimately enables each student to reach their potential.

To ensure that the Victor Central School District meets the ever-changing and challenging role of delivering high-quality education, the Shared Decision-Making Plan set forth on the following pages has been implemented.

Commissioner's Regulations 100.11
COMPONENT #1

The educational issues which will be subject to cooperative planning and shared decision making at the building level by teachers, parents, administrators, and, at the discretion of the Board of Education or BOCES, other parties such as students, school district support staff, and community members.

Educational Issues Subject to Shared Decision-Making

The Victor Central School Building Councils have the authority and responsibility to plan, implement, monitor and evaluate decisions directly related to improving student achievement, as well as their physical, social and emotional well-being. The Councils discuss many school-related topics for the purpose of:

- disseminating information
- making recommendations and/or
- making decisions

Following is a list of school-related topics; however, this list is not intended to be all-inclusive:

- Athletics, Co-Curriculars, and Extra-Curriculars
- Code of Conduct, Discipline, Safety, and Security
- Communication
- Curriculum
- Facilities and Transportation
- Mental/Physical Wellness/Substance Education & Awareness
- Mission Statements, Goals, Expectations
- Programmatic Recommendations, Budgeting, and Staffing
- Parent/Community Relationships
- Scheduling
- School / Building Events and Processes
- Staff Development

Matters regulated by the following may limit decision-making by VCS SDM Councils:

- Available financial resources as approved by the Board of Education
- District collective bargaining agreements
- SED Regulations and the Commissioner's decisions
- State and Federal Law
- The Victor Central School District Policy Manual
- Confidentiality

Commissioner's Regulations 100.11
COMPONENT #2

The manner and extent of the expected involvement of all parties to be outlined.

Involvement of All Parties
Shared Decision-Making Organizational Structure

There are two district-level councils and five building councils. These councils annually review qualitative and quantitative data in order to determine goals, action steps, and appropriate timelines, in alignment with the VCS Strategic Plan.

The VCS Monitoring Task Force is responsible for reviewing the Shared Decision-Making Plan and recommending revisions every two years, as a part of the NYSED Bi-Annual Plan review process. Recommendations are made to the VCS Board of Education for approval.

The VCS Shared Decision-Making Dispute Resolution Panel (see page 15) also reports to the Board of Education, on an as-needed basis.

In addition to meeting agendas set by each council, councils could review concerns or proposals to the school district by any member of the school district community, in that council's purview.

Concerns/issues/proposals may also originate within any of the shared decision-making structures and should follow the appropriate communication avenues.

Communication:
All shared decision-making councils shall publish approved minutes on the District website. Informal communication between shared decision-making groups will occur as needed.

Annual Training:
The District Council will be responsible for ensuring that shared decision-making training is offered to all shared decision-making council members annually.

Selection Process:
The purpose of the selection process is to achieve balance and to ensure all aspects of the individual school (building) community are represented. The selection process will include notice to all constituent groups. The district's webpage will be utilized to actively invite community members to take part in shared decision-making councils. This may include the utilization of pop-up notifications and posting information under the parent tab of the website. Council members will be selected annually by constituents before the annual shared decision-making training. Existing membership on any District shared decision-making team does not preclude

appointment to the Monitoring Task Force. Every effort will be made to ensure the composition of the committee is met.

Meeting Dates and Times:

- Building Council: will meet monthly or as needed
- District Council: will meet monthly or as needed
- Curriculum Council: will meet monthly or as needed
- Monitoring Task Force: will meet biennially, up to 4 times during the review or as needed

Consideration must be given to the time needs of all Council members in setting meetings on a "shared sacrifice" basis. It is understood that service on any shared decision-making committee is voluntary.

Operational Procedures:

Councils will develop visitor protocols, working agreements, and group norms, which will be referenced in meeting minutes. Councils will develop agendas in advance. Unapproved meeting minutes and agendas will be distributed within one week prior to the next regularly scheduled meeting. The Building Councils, District Council and Curriculum Council will choose a facilitator. The facilitator of the Monitoring Task Force will be the Assistant Superintendent for Instruction or their district-level designee. All four groups can form ad hoc committees. Decisions will be made by consensus. When making decisions with a limited time frame, the Council may consider moving to the backup plan of a 75% vote of those Council members present.

It is recommended that Councils determine, within their annual data analysis, areas within the School or District that could be targeted for improvement. The following process is a potential model to follow when considering the process to utilize:

1.) **Goal Setting: What are we trying to accomplish?** *Consider the various factors that may be out of the Council's control when identifying goals.*
2.) **Evidence of Accomplishment:** What is the desired outcome? What will success look like?
3.) **Action Plan:** What changes or actions are needed in order to result in improvement?
4.) **Accountability / Analysis:** Reflection and celebrating success! Reporting out.

VCS Building Councils

Composition:
School Principal
4 Parents or Guardians, as selected by the Parent Representative Nominating Committee (PRNC)
2 Students in grades 10-12 (for SH Council), as selected by the Senior High Administration,
2 Support Staff, as selected by the CSEA President or designee
6 Employees represented by the VTA contract, as selected by the VTA President or designee.
3 Council Designees (optional), as selected by the councils when determining the appropriateness of adding members, either individuals or representatives of a specific group, not to exceed three.
The Superintendent of Schools can serve as an ex-officio member.
Total: 15 - 18 Members

Dispute Resolution Panel Delegates:
2 members, one employee represented by the VTA contract and one parent, will be selected from each building council to serve on the Dispute Resolution Panel if needed.

Length of Service: Minimum of 1 year

Roles/Responsibilities:
- The principal is responsible for ensuring decisions follow the previously determined limitations, aligned with the VCS Strategic Plan
- Identify annual goals and create action plans to improve student achievement based on analyzed data regarding student assessment
- Implement, monitor, and evaluate the progress of action plans
- Inform goals and priorities for buildings as related to the VCS Strategic Plan
- Annually evaluate the SDM process at the building level
- Facilitate communication between the school and the community
- Identify the training needs of council members
- Publish approved monthly minutes to the District website
- Ensure/review the work of sub-committees, as applicable
- Provide building goals/ Building Council goals to the District Council annually

VCS District Council

Composition:
1 Chairperson, Assistant Superintendent for Instruction
2 Administrators, as selected by VASA
1 Business/Community Member, as selected by the Superintendent/Board of Education,
4 Parents or Guardians, as selected by the Parent Representative Nominating Committee (PRNC)
2 Students (Grades 10-12), as selected by the Senior High Administration,n 2 Support Staff, as selected by the CSEA President or designee
6 Employees represented by the VTA contract, a minimum of one from each building, as selected by the VTA President or designee
The Superintendent of Schools can serve as an ex-officio member
Total: 18 Members

Dispute Resolution Panel Delegate:
2 members, one employee represented by the VTA contract and one parent, will be selected from the District Council to serve on the Dispute Resolution Panel if needed.

Length of Service: 2 years (staggered expiration of terms); it is suggested to all constituent groups that service be limited to two consecutive terms.

Roles/Responsibilities:
- Monitor the development, implementation, and evaluation of building council goals
- Provide support for all pK–12 instructional program initiatives and district-wide goals, aligned to the VCS Strategic Plan
- Serve as a forum for all issues raised that may have a district-wide impact on student achievement (issues affecting more than one building)
- Review and respond, in writing, to the originating group, regarding program issues with district-wide impact (issues affecting more than one building)
- Share updates with the Curriculum Council and Building Councils as appropriate
- Disseminate information and maintain communication between buildings and constituency groups, such as reviewing and distributing requested data to all building councils
- Serve within the dispute resolution process as needed
- Assure that shared decision-making training occurs on an annual basis
- Publish approved monthly minutes to the District website
- Participate in annual reviews of District processes and regulations, including but not limited to: VCS Code of Conduct, VCS Safety Plan, etc.

VCS Monitoring Task Force

Composition:
1 Facilitator, Assistant Superintendent for Instruction
1 Administrator, as selected by VASA
1 Business/Community Member, as selected by the Superintendent/Board of Education
2 Parents or Guardians, as selected by the Parent Representative Nominating Committee (PRNC),
1 Student (Grades 10-12), as selected by the Senior High Administration
1 Support Staff, as selected by the CSEA President or designee
1 Employee represented by the VTA contract, as selected by the VTA President or designee
The Superintendent of Schools can serve as an ex-officio member

Total: Up to 8 Members

Length of Service: 1 year (Monitoring Task Force convenes every other year)

Roles/Responsibilities:
To review the effectiveness of the SDM process biennially, or as needed, as stated by the Board of Education. Reports will be submitted to the Board of Education and NYSED regarding:

- Areas of strength and weaknesses
- Recommendations for change, or recommendations to continue the implementation of the plan

VCS Curriculum Council

Composition:
1 Chairperson, Assistant Superintendent for Instruction
4 Administrators, as selected by VASA (ideally representing various grade levels/ perspectives),
1 Business/Community Member, as selected by the Superintendent/Board of Education
10 Employees represented by the VTA contract, two from each building, as selected by the VTA President or designee
3 Parents or Guardians, as selected by the Parent Representative Nominating Committee (PRNC)
2 Students (Grades 10 – 12), as selected by the Senior High Administration
The Superintendent of Schools can serve as an ex-officio member

Total: 21 Members

Dispute Resolution Panel Delegate:
2 members, one employee represented by the VTA contract and one parent, will be selected from the Curriculum Council to serve on the Dispute Resolution Panel if needed.

Length of Service: 2 years (staggered expiration of terms); it is suggested to all constituent groups that service be limited to two consecutive terms.

Roles/Responsibilities:
- Monitor the development and systemic review and coordination of district-wide curriculum, including oversight of the Program Review Process
- Make recommendations for new curriculum development or curriculum revisions to the Superintendent or their designee
- Hear proposals for course additions and deletions; make recommendations to the Superintendent and Board of Education
- Annually review and revise the VCS Professional Learning Plan; submit revisions and recommendations to the Board of Education prior to NYSED submittal
- Participate in annual review of district processes, regulations, etc, including Professional Learning Plan, Comprehensive Counseling Plan, MTSS Plan, etc.
- Share updates with the District and Building Councils, as appropriate

Commissioner's Regulations 100.11
COMPONENT #3

The means and standards by which all parties shall evaluate improvement in student achievement.

Means and Standards Used to Evaluate Improvement of Student Achievement

Improving student achievement at Victor Central Schools requires measurement, planning, and implementation of those plans on a regular cycle. A Program Evaluation process will be utilized to review components of the instructional program. Multiple constituencies will review plans/programs on a regular basis, and the representation for these program reviews will be selected by constituent group leadership.

Shared decision-making councils may consider a variety of data sources, including those focused on student learning, behavioral, social/emotional, and/or wellness data, to determine goals. Data considered may include standardized testing, authentic data collection, established performance measures, and qualitative data such as stakeholder feedback and observation.

Commissioner's Regulations 100.11
COMPONENT #4

The means by which all parties will be held accountable for the decisions that they share in making comprises this component.

Accountability for Decisions

SDM council members are accountable to the community, students, parents, staff, and the Board of Education for decisions they make and for the effect these decisions have on student outcomes.

- Per NYS Law, all meetings must be open to those wishing to attend.
- Each council will follow the District's format for the agenda and minutes that will be provided during the annual Shared Decision-Making training.
- Unapproved minutes will be distributed in a timely manner to the members of the councils.
- Approved minutes and the next meeting agenda will be distributed to the specific Building Council members. Approved minutes will be posted on the District website on a monthly basis.
- Minutes of the meetings will be a matter of public record. Shared Decision-Making Councils must recognize that certain decisions with a wide range of impact should be communicated through District and Building newsletters and other media.
- Times of regular meetings will be posted on the District website within the minutes.

Council members are also accountable:

To the Mission Statement and District Goals

- All decisions will advance and support the Victor Central School District's mission and goals and will align to the VCS Strategic Plan

To Each Member's Own Constituency

- Members will actively seek ideas from their stakeholder group.
- Members will communicate proposals and decisions of the council to their constituency in a timely manner.

For Implementation of Decisions

- Each council must decide how its decisions will be carried out and designate a person/group to implement the decision.
- A summary of each council's achievements (Goal, Action Step, Evidence of Accomplishment) will be shared to the District Council after the final meeting of the year.

Commissioner's Regulations 100.11
COMPONENT #5

The process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level.

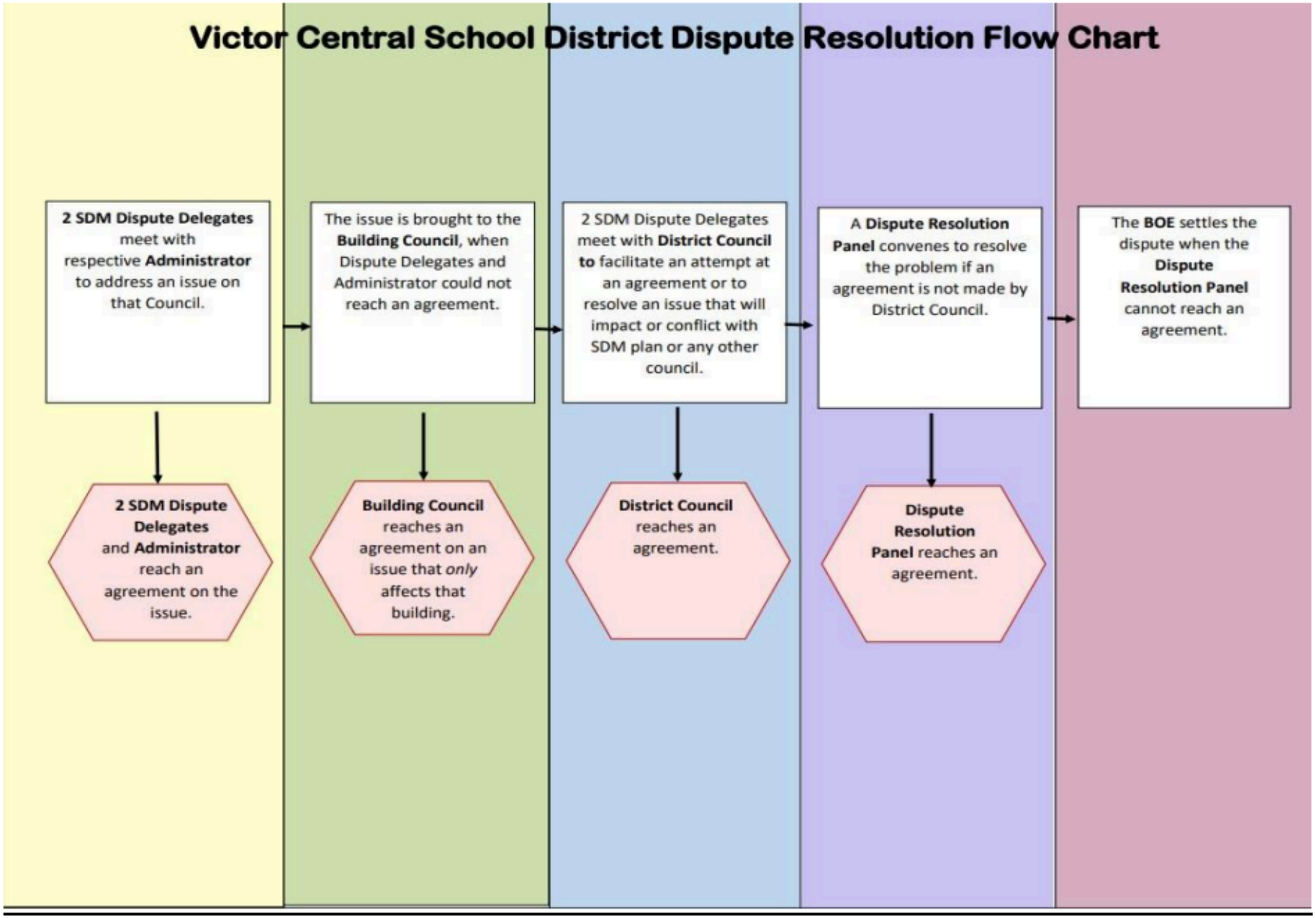
Dispute Resolution Process

Issue: A decision has been made by an administrator, and someone believes the decision should have been made through the Shared Decision-Making Process.

What process should be followed to make the determination on who should make this decision in the future?

Steps in the Dispute Process:

1. The individual who has the concern should contact their respective council's Dispute Resolution Panel delegates to discuss the situation. The discussion should include why the decision should be made through the shared decision-making process, as well as the perceived rationale for how and why the decision was made by the administrator.
2. The Dispute delegates should then meet with the administrator. Again, the discussion should include why the decision should be made through the Shared Decision-Making process, as well as the perceived rationale for how and why the decision was made by the administrator. This allows all parties an opportunity to hear each other's thoughts and possibly come to a resolution.
3. If a resolution cannot be reached, the issue will be brought to the appropriate shared decision-making council for discussion.
    a. The administrator will place the issue on the next shared decision-making council's meeting agenda. If the issue is time sensitive and needs to be discussed prior to the next monthly meeting scheduled, it may be necessary to schedule an additional meeting.
    b. Using the information detailed as part of Component #1 of the Shared Decision-Making Plan, the council will discuss the concern and make a decision. The decision will be disseminated by the
    administrator's secretary to all appropriate parties.
4. If a decision cannot be made at the building level,
    a. The Building Council will ask the District Council to consider the issue. If the District Council cannot make a decision, the issue will go through the Dispute Resolution Panel (outlined in the flowchart on page 14).


Victor Central School District Dispute Resolution Flow Chart
2 SDM Dispute Delegates meet with respective Administrator to address an issue on that Council.
2 SDM Dispute Delegates and Administrator reach an agreement on the issue.
The issue is brought to the Building Council, when Dispute Delegates and Administrator could not reach an agreement.
Building Council reaches an agreement on an issue that only affects that building.
2 SDM Dispute Delegates meet with District Council to facilitate an attempt at an agreement or to resolve an issue that will impact or conflict with SDM plan or any other council.
District Council reaches an agreement.
A Dispute Resolution Panel convenes to resolve the problem if an agreement is not made by District Council.
Dispute Resolution Panel reaches an agreement.
The BOE settles the dispute when the Dispute Resolution Panel cannot reach an agreement.

Dispute Resolution Panel:

Dispute Resolution Panel Membership: The Dispute Resolution Panel will include two dispute delegates from each SDM Council, one administrator, and an outside facilitator trained in mediation.

Length of Service: For the period of time it takes to resolve the issue.

Roles/Responsibilities:

- attend all meetings as required
- provide a neutral and unbiased consideration of the issues
- listen to all sides of the issue with an open mind
- maintain confidentiality during panel proceedings
- make a final decision

Meeting Dates and Times: As determined by the panel

Operational Procedures:

- A newly formed panel will be convened by the Superintendent of Schools for each dispute within 30 calendar days of notice of the dispute.
- Panel will determine the time allotted for an open hearing of the issues.
- Panel will determine the number of hearings.
- Panel will give written notice of the hearing date, time, and place.
- Minutes of panel proceedings will be kept.
- A minimum of 10 members must be present for a quorum.
- A minimum of 10 members on the Dispute Resolution Panel must be present for the panel to vote. The independent facilitator will not vote.
- Decisions will be made by majority vote.
- Panel deliberations will be held in private.
- Panel should render a decision in writing (to SDM Councils, the Superintendent and the Board of Education) within ten calendar days after the conclusion of the final hearing.
- Written decisions of the panel will specify how each panel member voted.
- An appeal to the Board of Education is taken by petitioning the Board to hear the dispute.
- The Board of Education will decide, by majority vote, whether or not to hear an appeal. If the Board declines to hear an appeal, the decision of the Dispute Resolution Panel stands.
- The Board of Education is the final appeal body for all disputes in the Dispute Resolution Process.

Commissioner's Regulations 100.11
COMPONENT #6

The manner in which all State and Federal requirements for the involvement of parents or guardians in planning and decision-making will be coordinated with and met by the overall plan.

Coordination of State and Federal Requirements for Parental Involvement

The Victor Central School District will continue to comply with all State and Federal requirements for the involvement of parents.

The Superintendent will ensure all State and Federal regulations for involvement of parents in planning and decision-making are coordinated and met.

If you are a parent or guardian interested in serving on a council, an application must be completed. Here is the application link to apply: https://bit.ly/405rUNT

REFERENCE 1: ABBREVIATIONS

BC - Building Council
BOCES - Board of Cooperative Educational Services
BOE - Board of Education
CC - Curriculum Council
CSEA - Civil Service Employees' Association
DC - District Council
MTSS - Multi-Tiered Systems of Support
PLP - Professional Learning Plan
PIE - Partners in Education
PRNC - Parent Representative Nominating Committee
PTSA - Victor Central School District Parent, Teacher, Student Association
RtI - Response to Intervention
SDM - Shared Decision-Making
SPED - Special Education
SED - State Education Department
VASA - Victor Administrators' and Supervisors' Association
VCS - Victor Central Schools
VOICE - Victor’s Outreach in Children's Education
VTA - Victor Teachers' Association

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REFERENCE 2: GLOSSARY OF TERMS

Ad Hoc	committees of specific focus, usually within a limited time frame, and may include non-council members
Biennially	every two years
Consensus	a process that enables all participants to arrive at and support a decision
Council Designee	additional members, either individuals or representatives of a specific group, as determined by individual building councils. The Council Designee is a voting member.
Visitor	a non-voting attendee
Notice	by District publication, e.g., District newsletter or mailing to all residents and employees, or direct written notice to all members of an affected group
Parent or Guardian Representative	someone who has children currently attending Victor Central Schools
Parent Representative Nominating Committee	a parent committee made up of a PTSA, PIE, and VOICE representative that will select parents to serve on shared decision-making councils
Subcommittee	a subgroup of a council may include non-council members
Support Staff	buildings and grounds, cafeteria, clerical, teacher aide, and transportation personnel
VCS Electronic Policy Manual	electronic manual that contains all policies approved by the Board of Education and is accessible via the District website

REFERENCE 3: REGULATIONS OF THE NYS COMMISSIONER OF EDUCATION

100.11 Participation of parents and teachers in school-based planning and shared decision making

(a) Purpose. The purpose of school-based planning and shared decision making shall be to improve the educational performance of all students in the school, regardless of such factors as socioeconomic status, race, sex, language background, or disability.

(b) By February 1, 1994, each public school district board of education and each board of cooperative educational services (BOCES) shall develop and adopt a district plan for the participation by teachers and parents with administrators and school board members in school-based planning and shared decision making.

Such district plan shall be developed in collaboration with a committee composed of the superintendent of schools, administrators selected by the district'' administrative bargaining organization(s), teachers selected by the teachers' collective bargaining organization(s), and parents (not employed by the district or a collective bargaining organization representing teachers or administrators in the district) selected by school-related parent organizations, provided that those portions of the district plan that provide for participation of teachers or administrators in school-based planning and shared decision making may be developed through collective negotiations between the board of education or BOCES and local collective bargaining organizations representing administrators and teachers. For the purpose of this subdivision, "school-related parent organization" means a nonprofit organization of parents of children attending the schools of the school district whose purposes include the promotion of parental involvement in public education and that is chartered or incorporated under the laws of New York, or is affiliated with a statewide or regional parent organization that is so chartered or incorporated, or is an unincorporated association authorized to do business under an assumed name in New York. In districts in which teachers or administrators are not represented by a collective bargaining organization or there are no school-related parent organizations, teachers, administrators and/or parents shall be selected by their peers in the manner prescribed by the board of education or BOCES to participate in the development of such district plan. In the City School District of the City of New York, each board of education of each community school district and each high school superintendent shall develop a plan in the manner prescribed by this subdivision, and each such plan shall be incorporated into a plan by the central board of education, which plan shall comply with this section.

(c) The plan for participation in school-based planning and shared decision making shall specify:

1. the educational issues which will be subject to cooperative planning and shared decision making at the building level by teachers, parents, administrators, and at the discretion of the board of education or BOCES, other parties such as students, school district support staff, and community members.

2. the manner and extent of the expected involvement of all parties.

3. the means and standards by which all parties shall evaluate improvement in student achievement.

4. the means by which all parties will be held accountable for the decisions which they share in making.

5. the process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level; and
6. the manner in which all State and Federal requirements for the involvement of parents in planning and decision making will be coordinated with and met by the overall plan.

(d)(1) The district's plan shall be adopted by the board of education or BOCES at a public meeting after consultation with and full participation by the designated representatives of the administrators, teachers, and parents, and after seeking endorsement of the plan by such designated representatives. The plan shall be made available to the public. Each board of education or BOCES shall file such a plan with the district superintendent or, in the case of city school districts having a population of 125,000 inhabitants or more or a BOCES, with the commissioner within 30 days of adoption.

(2) Each board of education or BOCES shall submit its district plan to the commissioner for approval within 30 days of adoption of the plan. The commissioner shall approve such district plan upon a finding that it complies with the requirements of this section and makes provision for effective participation of parents, teachers, and administrators in school-based planning and decision making.

(e)(1) In the event that the board of education or BOCES fails to provide for consultation with, and full participation of, all parties in the development of the plan as required by subdivisions (b) and (d) of this section, the aggrieved party or parties may commence an appeal to the commissioner pursuant to section 310 of the Education Law. Such an appeal may be instituted prior to final adoption of the district plan and shall be instituted no later than 30 days after final adoption of the district plan by the board of education or BOCES.

(2) Any aggrieved party who participated in the development of the district plan may also appeal to the commissioner pursuant to section 310 of the Education Law from action of the board of education or BOCES in adopting, amending, or recertifying the plan. The grounds for such an appeal may include, but shall not be limited to, noncompliance with any requirement of subdivision © of this section and failure to provide within the district plan for meaningful participation in school-based planning and shared decision making within the intent of this section.

(f) The district's "Plan for the Participation by Teachers and Parents in School-based Planning and Shared Decision Making" shall be reviewed biennially by the board of education or BOCES in accordance with subdivision (b) of this section. Any amendment or recertification of a plan shall be developed and adopted in the manner prescribed by subdivision (b) and paragraphs (d)(1) and (2) of this section. The amended plan or recertification of the previous plan, together with a statement of the plan's success in achieving its objectives, shall be filed with the district superintendent where applicable, and submitted to the commissioner for approval no later than February 1st of each year in which such biennial review takes place, commencing with February 1, 1996.

(g) Notwithstanding the provisions of subdivisions (b) through (f) of this section, where a district has implemented a plan for participation in school-based planning and shared decision making as of February 1, 1994 through its excellence and accountability pilot district program, such district shall not be required to develop a new district plan pursuant to this section.

(h) A school district or BOCES which has developed or implemented a plan for participation of teachers and/or administrators in school-based decision making as the result of a collective bargaining agreement between the board of education or BOCES and local collective bargaining organizations representing teachers and/or administrators shall incorporate such negotiated plan as a part of the district plan required by this section. The board of education or BOCES shall develop the remainder of the district plan, including the portion relating to parental involvement, in the manner prescribed by subdivision (b) of this section.

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EFPRadvisory

Control Cycle Audit of

Information Technology Asset Management

VICTOR CENTRAL SCHOOL DISTRICT



Victor Central School District
953 High Street
Victor, NY 14564

February 28, 2025

To the Audit Committee
Victor Central School District
Victor, New York

We have performed a review of the internal controls over the District's Information Technology asset inventory. We obtained an understanding of these internal controls by inquiry, observation and the inspection of documents and records. Our review of the Information Technology asset inventory included examining the current asset inventory listings and the policies and procedures governing the acquisition, maintenance, and disposal of asset inventory. We also reviewed reporting of Information Technology assets purchased and selected a sample of items to determine if they have been properly added to the District's asset listing. We also selected a sample of items from the Information Technology asset inventory listing and attempted to physically locate each item.

For purposes of this report, internal control is a process affected by the Board of Education (the "Board"), department heads and other personnel, designed to provide reasonable assurance regarding the achievement of objectives in the reliability of financial reporting and safeguarding of assets.

As noted, the purpose of our engagement was to assist you in improving the internal controls and reducing the risks that face your District involving the assets within the Information Technology area. However, it is ultimately your responsibility to assess the adequacy of your risk management system. In performing our engagement, we relied on the accuracy and reliability of information provided by District personnel. We have not audited, examined or reviewed the information in the context of a financial audit, and express no assurance thereon.

The accompanying comments and recommendations are intended solely for the information and use of the Audit Committee, Board of Education, department heads and others within the District and should not be used for any other purpose.

We appreciate the opportunity to serve the District and thank the individuals involved for their cooperation.

EFPR Advisory, LLC

EFPR Advisory LLC
Rochester, New York

BACKGROUND:

The Victor Central School District (District) is located in Ontario County and has a total enrollment of approximately 4,300 students. The Director of Technology is responsible for overseeing the Technology Department, including the Information Technology asset inventory listing. The Board of Education (BOE) is responsible for establishing policies that provide guidance for the general management of the District. BOE policies that are relevant for the subject matter of this review included:

- Policy 4510.1 – Instructional Technology
- Policy 6640 – Inventories
- Policy 6900 – Disposal of District Property
- Policy 6700 – Purchasing

OBJECTIVE:

The objective of our audit was to evaluate the internal controls over the fixed asset inventory at the Victor Central School District.

AUDIT SCOPE, PROCEDURES AND FINDINGS:

Our overall goal was to assess the adequacy of the internal controls put in place by officials to safeguard the assets of the Victor Central School District. To accomplish this, we reviewed the District's updated risk assessment. This risk assessment evaluated all functional areas of the District, including Budgeting; Cash Receipts and Revenue; Transportation; Food Service; Extra Classroom Activity Fund; Capital Assets/Projects and Indebtedness; Purchasing, Claims, Accounts Payable and Cash Disbursements; Payroll and Personnel; and Accounting, Reporting and Information Technology.

Using the updated risk assessment from 2023-24 and other criteria, the Audit Committee of the District selected to review Information Technology asset management. As a result, our testing was limited to this area.

In performing our review of fixed assets, we started by reviewing relevant District policies and procedures, interviewing key staff, and examining relevant recordkeeping documentation. Our scope was limited to the period of July 1, 2023 through June 30, 2024.

AUDIT SCOPE, PROCEDURES AND FINDINGS *(Continued)*:

Information Technology Asset Management

- Reviewed Board of Education policies related to Information Technology (IT) and related assets.

- Interviewed Technology management to gain an understanding of the procedures and internal controls over how Information Technology assets are procured, recorded, and tracked

- Evaluate the process for disposing of IT hardware that is no longer in use and/or obsolete

- Determine whether the District has the ability to locate and/or remote wipe devices that have been deemed lost or stolen

- Inquire about the number of devices that have been reported lost/stolen and evaluate whether this appears reasonable and/or material

- Evaluated the Information Technology asset inventory system to determine if the following procedures are being adhered to:

    - The District has a computerized system to track its IT asset inventory.
    - All assets are marked or tagged with ownership identification decals.
    - Policies and procedures are in place to ensure that changes in assets, such as location, disposition, etc., are reflected in the inventory system.
    - An annual physical inspection is performed to determine that all assets are present, in usable condition, located in the assigned area, and accurately recorded on the asset records.
    - The inventory systems include all of the information necessary to maintain complete and accurate records.

- Perform testing related to the above items to determine whether items have been properly added/removed from the inventory listing

- Selected a sample of 50 items from the IT asset listing and attempted to physically locate each item

AUDIT SCOPE, PROCEDURES AND FINDINGS *(Continued)*:

FINDINGS:

The controls over the District's Information Technology asset inventory are operating effectively with the following exceptions noted:

1. The District has recently transitioned to new software to manage its Information Technology asset inventory. Based on our review of its reporting, the system appears to capture a variety of attributes that are helpful in monitoring and managing the inventory, including date of purchase, model, asset tag number, location/owner, and serial number. However, we noted that at this time the listing does not appear to capture certain attributes that may not necessarily aid in monitoring and tracking the assets but can be useful for other purposes. For example, the asset's cost, expected useful life and/or expected year of disposal, and the vendor from which it was purchased are all data that can be useful in planning for the eventual replacement of the assets. The cost information can also be helpful for ensuring that proper insurance coverages are maintained for the assets

RECOMMENDATION:

We encourage the Technology Department to consider incorporating additional attributes in its asset inventory listing as it works toward completing its transition to the new asset tracking software. Doing so will provide a single point of access to the various data that can be helpful for replacement planning and other operational needs.

2. We selected a sample of 50 items that were included in the Information Technology asset inventory listing for further testing. Our sample included laptops used by teachers, Chromebooks and iPads used by students, and flat panel televisions used in the classrooms. We attempted to physically locate the devices and confirm the accuracy of key attributes, including their asset tag number and their location/owner. We successfully located all assets and were largely successful in confirming the accuracy of the key attributes indicated. However, we did identify three assets whose current location/owner differed from the asset listing. In each case the device was a laptop whose location/owner was listed as District Office/Techhelp VCS. In each case we were able to physically verify the device after the Technology Department identified the current location/owner using other tracking and monitoring capabilities in its Google Administration platform.

RECOMMENDATION:

We suggest that the Technology Department consider performing a review of all assets that have the same attributes as those assets representing the testing exceptions. Namely, laptop computers whose location/owner are listed as the District Office/Techhelp VCS. The Technology Department should attempt to identify why the location/owner data were incorrect for these assets and whether there are other similar examples present in the inventory listing. Appropriate corrective action should be taken to update the information and prevent the errors from recurring.

AUDIT SCOPE, PROCEDURES AND FINDINGS *(Continued)*:

Other Testing Results:

Based on the testing performed, we were able to determine that:

- All 50 items in our sample were physically verified using the data in the District's Information Technology asset inventory listing

- The Technology Department has established a process to perform an annual survey to confirm the asset tag and location of Technology assets throughout the District and update the inventory listing accordingly

- The Technology Department has created checklists that are now used to ensure that established processes are followed for the disposal and/or return of Information Technology assets

- A sample of hardware purchases were reviewed to determine whether supporting documentation was consistent with the procurement records and demonstrated that the purchases were properly approved. No exceptions were identified.

CLOSING REMARKS:

We would like to thank District staff from the Technology Office for their assistance and cooperation throughout the course of our review of the District's Information Technology asset management.

Victor Central School District
Internal Audit
Auditors' Findings and Evaluation for the 2023-2024 cycle due in 2024-2025

Auditors Findings	Recommendation	Management Response	Person Responsible & Complete Date
The controls over the District's Information Technology asset inventory are operating effectively with the following exceptions noted: 1. The District has recently transitioned to new software to manage its Information Technology asset inventory. Based on our review of its reporting, the system appears to capture a variety of attributes that are helpful in monitoring and managing the inventory, including date of purchase, model, asset tag number, location/owner, and serial number. However, we noted that at this time the listing does not appear to capture certain attributes that may not necessarily aid in monitoring and tracking the assets but can be useful for other purposes. For example, the asset's cost, expected useful life and/or expected year of disposal, and the vendor from which it was purchased are all data that can be useful in planning for the eventual replacement of the assets. The cost information can also be helpful for ensuring that proper insurance coverages are maintained for the assets	We encourage the Technology Department to consider incorporating additional attributes in its asset inventory listing as it works toward completing its transition to the new asset tracking software. Doing so will provide a single point of access to the various data that can be helpful for replacement planning and other operational needs.	The District acknowledges the audit finding regarding the incompleteness of the Information Technology asset inventory within the newly implemented software system. To address this, the Technology Department will incorporate other critical attributes such as asset cost, expected useful life, and vendor into the new asset tracking software to enhance the districts replacement planning and overall operational efficiency and management of the District's technology resources.	Assistant Superintendent of Business (communicate corrective action to Director of Technology) - Effective 7/15/2025 Director of Technology - effective 9/30/2025
We selected a sample of 50 items that were included in the Information Technology asset inventory listing for further testing. Our sample included laptops used by teachers, Chromebooks and iPads used by students, and flat panel televisions used in the classrooms. We attempted to physically locate the devices and confirm the accuracy of key attributes, including their asset tag number and their location/owner. We successfully located all assets and were largely successful in confirming the accuracy of the key attributes indicated. However, we did identify three assets whose current location/owner differed from the asset listing. In each case the device was a laptop whose location/owner was listed as District Office/Techhelp VCS. In each case we were able to physically verify the device after the Technology Department identified the current location/owner using other tracking and monitoring capabilities in its Google Administration platform.	We suggest that the Technology Department consider performing a review of all assets that have the same attributes as those assets representing the testing exceptions. Namely, laptop computers whose location/owner are listed as the District Office/Techhelp VCS. The Technology Department should attempt to identify why the location/owner data were incorrect for these assets and whether there are other similar examples present in the inventory listing. Appropriate corrective action should be taken to update the information and prevent the errors from recurring.	The District agrees with these assertions and will share the results of the audit with the Technology Department. The Technology Department will address IT asset inventory discrepancies by first verifying and updating records for all laptops listed at "District Office/Techhelp VCS," identifying the root causes of incorrect data. Subsequently, new formal procedures for asset tracking, including regular reconciliations and staff training, will be implemented to prevent recurrence, aiming for 100% accuracy and improved internal controls.	Assistant Superintendent of Business (communicate corrective action to Director of Technology) - Effective 7/15/2025 Director of Technology - effective 9/30/2025

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INTERNAL CONTROL RISK ASSESSMENT for 2024-25 CYCLE

VICTOR CENTRAL SCHOOL DISTRICT



Victor Central School District
953 High Street
Victor, NY 14564

January 27, 2025

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APPENDIX A

BACKGROUND/OBJECTIVE:

In 2005, the Office of the New York State Comptroller (OSC) along with the New York State Education Department (SED) produced the "Five-Point School Financial Accountability Plan." The Plan promotes stronger internal controls, improves school district audits and strengthens the roles of boards of education in conducting appropriate oversight. One component of the Five-Point Plan requires all districts to establish an internal audit function, which must include the development, annual updating, and reporting on a risk assessment of district operations.

The Victor Central School District ("Victor" or sometimes referred to as "The District") outsourced its internal audit function and engaged EFPR Group, CPAs, PLLC (EFPR) to serve as its internal auditor. The risk assessment was last updated in a report issued on May 6, 2024.

In January 2025, we again reviewed relevant reports and documents and met with a variety of administrative staff to update our understanding of the processes and existing controls over District operations. This report is the product of our updated assessment of the District's risk profile and is intended to satisfy the annual update as required by the "Five Point Plan."

Our approach to understanding controls was to meet with appropriate personnel for each respective area and to discuss and understand processes and procedures. In addition, where necessary, we performed walk-throughs of transactions cycles and/or performed tests of transactions. After compiling this information, the audit areas were prioritized into three categories: high risk, moderate risk, and low risk.

This risk assessment identifies the areas that we believe are most susceptible to material misstatements going undetected, given existing procedures and internal controls in those areas. Strengthening control procedures helps increase the likelihood that any such misstatements would be detected and corrected by staff and management during the normal course of their duties.

INFORMATION GATHERING:

In performing our risk assessment, we reviewed the following District records:

- Financial statements and management letter for year ended June 30, 2024
- Extraclassroom Activities financial statements for year ended June 30, 2024
- Policy manuals
- Board minutes
- Internal Claims Auditor reporting
- Appropriation status reporting 2024-25
- Outstanding accounts receivable
- Bank reconciliations
- Payroll registers
- Accounts payable warrants
- Log of checks received
- Tax collector's reporting for 2024-25
- Overtime reporting

INFORMATION GATHERING (*Continued*):

We also interviewed the following individuals:

- Angela Affronti, Director of Technology
- Kelly Clink, Director of Transportation
- Dorothy DiAngelo, Assistant Superintendent for Personnel
- Lisa Hagan, Payroll Clerk
- Penny Johnston, District Treasurer
- Samantha Lawrence, Accounts Payable Clerk
- Chris Marshall, Director of Facilities and Grounds
- Kate Selleck, Internal Claims Auditor
- Jill Smith, Deputy Treasurer, Extraclassroom Activities Treasurer
- Dick Stutzman, Interim Assistant Superintendent for Business
- Alix TePoel, Food Service Manager

PROCEDURES APPLIED:

Individuals responsible for each control cycle area were interviewed during January 2025. The objective of our interviews was to discuss the processes and procedures that currently exist within each area. As a basis, we utilized guidelines established by the New York State Education Department (SED) and the Office of the State Comptroller (OSC).

Each general area of the District and the specific control cycle is listed below with relevant observations for each. Our recommendations and suggested enhancements are summarized for your review. Finally, based on our evaluation, we have assigned each cycle a risk level. These levels can be listed as low, moderate or high.

RESULTS:

A summary table of the control cycles and their associated level of risk is presented below:

UPDATED RISK ASSESSMENT SUMMARY

CONTROL CYCLES	LEVEL OF RISK 2023-24	LEVEL OF RISK 2024-25	COMMENTS / SIGNIFICANT CHANGES FROM PRIOR YEAR
Governance / Budgeting / Budget Transfers	Low	Low	No significant changes or concerns noted at this time.
Cash Receipts and Revenues	Moderate	Low	No significant changes or concerns noted at this time.
Transportation	Low	Low	Results from the annual physical count of the parts inventory should be shared with and evaluated by someone independent of maintaining the inventory.
Food Service	Low	Low	No significant changes or concerns noted at this time.
Extraclassroom Activity Fund	Low	Low	No significant changes or concerns noted at this time.
Facilities, Equipment, and Inventory	Low	Low	No significant changes or concerns noted at this time.
Purchasing, Claims, Accounts Payable, Cash Disbursements	Moderate	Moderate	No significant changes or concerns noted at this time.
Payroll and Personnel	Moderate	Moderate	Transportation Director should approve the department's time reporting that is submitted to the Payroll Department.
Accounting, Reporting, and Information Technology	Moderate	Moderate	No significant changes or concerns noted at this time.

Note – in formulating the level of risk, as displayed on the attached matrix, consideration is given to both inherent risk (categories such as budget size, and financial exposure/potential loss) and control risk (categories such as major changes in operations, programs, systems and personnel). Due to the high level of inherent risk in some control cycles (Cash Disbursements and Payroll), risk may be elevated beyond the control of the District.

RESULTS *(Continued)*:

Each general area of the District and the specific control cycle is listed below with relevant observations and/or comments for each. Our recommendations and suggested enhancements are summarized for your review.

1. **Governance / Budgeting / Budget Transfers:**

Comment:

Based on our observations and discussions with management, this area appears to be functioning adequately at this time with no significant concerns noted.

2. **Cash Receipts and Revenues:**

Comment:

Based on our observations and discussions with management, this area appears to be functioning adequately at this time with no significant concerns noted.

3. **Transportation:**

Finding:

a.) The Head Mechanic is responsible for maintaining the parts inventory and performs annual physical counts of the inventory on hand to reconcile and adjust the amounts reflected in the inventory system. However, it does not appear that the results are communicated via an email/memo to the Transportation Director and/or the Business Office.

Recommendation:

a.) We suggest that the Head Mechanic summarize the results of the annual count (i.e. amount of inventory on hand, required adjustments, etc.) to the Transportation Director and/or the Business Office so that someone who is independent from maintaining the inventory is aware of and can evaluate the results of the physical count.

4. **Food Service:**

Comment:

Based on our observations and discussions with management, this area appears to be functioning adequately at this time with no significant concerns noted.

RESULTS (*Continued*):

5. Extra-Classroom Activity Fund:

Comment:

Based on our observations and discussions with management, this area appears to be functioning adequately at this time with no significant concerns noted.

6. Facilities, Equipment, and Inventory:

Comment:

Based on our observations and discussions with management, this area appears to be functioning adequately at this time with no significant concerns noted.

7. Purchasing, Claims, Accounts Payable and Cash Disbursements:

Comment:

Based on our observations and discussions with management, this area appears to be functioning adequately at this time with no significant concerns noted.

8. Payroll and Personnel:

Finding:

a.) We learned that the Payroll Department is not receiving approval from the Transportation Director related to the department's time reporting. It appears that a clerk in the department compiles, edits, and submits the time reporting on a spreadsheet via email. The Transportation Director is not copied on the email and the spreadsheet does not include an indication of their approval of the time reported.

Recommendation:

a.) We suggest that the Transportation Director be copied on the time submission email and respond to the Payroll Department to indicate their approval of the time reported.

RESULTS (*Continued*):

9. Accounting, Reporting, and Information Technology:

Comment:

Based on our observations and discussions with management, this area appears to be functioning adequately at this time with no significant concerns noted.

SUMMARY:

As described and noted above, each area has been assigned a level of risk. The attached *Exhibit A* represents a summarization of all the categories we considered in formulating our risk assessment.

This document can be used as a tool to assist the Board and/or Audit Committee of the Victor Central School District in selecting specific control cycles in which to examine in further detail, as required by the "Five-Point Plan."

CLOSING COMMENTS:

We would like to thank the audit committee and central administration staff of the Victor Central School District for their assistance and cooperation in formulating this risk assessment of the District.

Victor Central School District Risk Assessment Sheet 2024-25

Appendix A

Note: For each control cycle rate the perceived risk from 0-3. 0= No risk 1=low 2=Medium 3=High

Note: For the total column, risk was calculated: 0-5 = low, 6-10 = Medium, 11+ = High

In formulating the level of risk, consideration is given to both inherent risk (categories such as budget size, and financial exposure/potential loss) and control risk (categories such as major changes in operations, programs, systems and personnel). Due to the high level of inherent risk in some control cycles (Cash Disbursements and Payroll), risk may be elevated beyond the control of the District.

	Control Cycle	Date or Results of last Audit/Examination	Management letter Comments	Budget Size	Financial Exposure / Potential loss and Risk	Major Changes in Operations, Programs, Systems and Controls	Personnel Changes	EFPR Evaluation (From Below)	Total Risk Score
	Governance and Planning								
1	**Budgeting / Budget Transfers**		0	1	1	0	2	0	**4**
	Revenue and Cash Management								
2	**Cash Receipts & Revenues** ♦Cash Management & Investments ♦State Aid ♦Real Property Taxes ♦User Charges	Medicaid - 2010, 2017 Cash controls - 2015 STAC - High Cost Aid 2023	0	3	1	0	1	0	**5**
	Student Services								
3	**Transportation**	2019	0	1	1	0	0	1	**3**
4	**Food Service**	2018	1	1	2	0	0	0	**4**
5	**Extraclassroom Activity Fund**		1	1	1	0	0	0	**3**
6	**Facilities, Equipment and Inventory** ♦Capital Assets ♦Capital Projects ♦Indebtedness ♦Inventory Controls (School Lunch)	Fuel Usage - 2008	0	2	2	0	0	0	**4**
	Purchasing and Expenditures								
7	**Purchasing, Claims Processing & AP and Cash Disbursements**	2022	1	3	3	0	1	0	**8**
8	**Payroll and Personnel**	Medical Insurance - 2014 Payroll - 2007, 2013 Employee Term Process - 2012 Payroll Transition - 2011 Retiree Health Insurance - 2016 High Deductible Insurance - 2020 Salaries & Payroll Deductions 2021	0	3	3	0	0	1	**7**
9	**Accounting, Reporting, & Info Technology**	IT Assets 2023-24	0	2	3	0	1	0	**6**

EFPR EVALUATION

Note: EFPR evaluated risk was determined by checklists, inquiry of staff and auditor observations

Total EFPR evaluated risk is calculated as an AVERAGE of the four components.

Control cycle	EFPR Evaluated Risk
Budgeting / Budget Transfers	
Procedures are adequate and being followed	0
Proper segregation of duties	0
Adequate staffing	0
Concerns from staff	0
Total EFPR evaluated risk	**0**

Cash Receipts & Revenues		
Procedures are adequate and being followed	0	
Proper segregation of duties	0	
Adequate staffing	0	
Concerns from staff	0	
Total EFPR evaluated risk	**0**	
Transportation		
Procedures are adequate and being followed	1	Results of the physical count of the parts inventory should be shared with someone independent of maintaining the inventory.
Proper segregation of duties	1	
Adequate staffing	0	
Concerns from staff	0	
Total EFPR evaluated risk	**1**	
Food Service		
Procedures are adequate and being followed	0	
Proper segregation of duties	0	
Adequate staffing	0	
Concerns from staff	0	
Total EFPR evaluated risk	**0**	
Extraclassroom Activity Fund		
Procedures are adequate and being followed	0	
Proper segregation of duties	0	
Adequate staffing	0	
Concerns from staff	0	
Total EFPR evaluated risk	**0**	
Facilities, Equipment and Inventory		
Procedures are adequate and being followed	0	
Proper segregation of duties	0	
Adequate staffing	0	
Concerns from staff	0	
Total EFPR evaluated risk	**0**	
Purchasing, Claims Processing & AP and Cash Disbursements		
Procedures are adequate and being followed	0	
Proper segregation of duties	0	
Adequate staffing	0	
Concerns from staff	0	
Total EFPR evaluated risk	**0**	
Payroll and Personnel		
Procedures are adequate and being followed	1	Payroll should ensure it has obtained the Transportation Director's approval of time reporting submitted for the department.
Proper segregation of duties	1	
Adequate staffing	0	
Concerns from staff	0	
Total EFPR evaluated risk	**1**	
Accounting, Reporting, & Info Technology		
Procedures are adequate and being followed	0	
Proper segregation of duties	0	
Adequate staffing	0	
Concerns from staff	0	
Total EFPR evaluated risk	**0**	

Victor Central School District

Internal Audit

Auditors' Findings and Evaluation for the 2024-2025 Internal Control Risk Assessmsentcycle due in 2024-2025

Auditors Findings	Recommendation	Management Response	Person Responsible & Complete Date
The Head Mechanic is responsible for maintaining the parts inventory and performs annual physical counts of the inventory on hand to reconcile and adjust the amounts reflected in the inventory system. However, it does not appear that the results are communicated via an email/memo to the Transportation Director and/or the Business Office.	We suggest that the Head Mechanic summarize the results of the annual count (i.e. amount of inventory on hand, required adjustments, etc.) to the Transportation Director and/or the Business Office so that someone who is independent from maintaining the inventory is aware of and can evaluate the results of the physical count.	The District acknowledges the audit finding regarding tack of formal communication of inventory count result. To address this, the Head Mechanic will implement a new procedure to summarize and communicate the outcomes of the annual physical inventory count. This summary, detailing the amount of inventory on hand, any required adjustments, and the reconciliation to the inventory system, will be formally documented and sent via email or memo to both the Transportation Director and the Business Office. This ensures that an independent party is consistently informed of and can evaluate the accuracy and integrity of the parts inventory records.	Head Mechanic - Effective 7/15/2025 Director of Transportation - Effective 7/1/2025
We learned that the Payroll Department is not receiving approval from the Transportation Director related to the department's time reporting. It appears that a clerk in the department compiles, edits, and submits the time reporting on a spreadsheet via email. The Transportation Director is not copied on the email and the spreadsheet does not include an indication of their approval of the time reported.	We suggest that the Transportation Director be copied on the time submission email and respond to the Payroll Department to indicate their approval of the time reported.	The district acknowledges the finding that the Payroll Department is not receiving approval from the Transportation Director for the department's time reporting. A corrective action plan will be implemented to address this. Effective immediately, the Payroll Department will only process time submissions that the Transportation Director has explicitly approved. As an interim solution, the Transportation Director will be copied on all emails regarding time submissions. She will be required to reply to the Payroll Department, confirming their approval of the reported hours. Concurrently, the organization is transitioning to an electronic time clock system for the Transportation Department, which includes integrated approval workflows. This new system will ensure that all time reporting is automatically routed to the Transportation Director for approval before being submitted to Payroll, thereby eliminating the current manual approval gap and enhancing accountability.	Head Bus Driver - 7/1/2025 Director of Transportation - 7/1/2025

RESOLUTION OF BOARD OF EDUCATION

WHEREAS, four (4) BOCES (Onondaga-Cortland-Madison BOCES, Albany-Schoharie-Schenectady-Saratoga BOCES, Madison-Oneida BOCES and Broome-Tioga BOCES) have collaborated and entered into an Article 5 General Municipal Law intermunicipal arrangement for the purpose of improving vendor management and data security and privacy practices for school districts and/or BOCES statewide known as the RIC ONE Risk Operations Center (the "ROC");

WHEREAS, the Board of Education of the _____, through its affiliation with a locally based Regional Information Center, participates with the ROC and desires, for the 2025-2026 fiscal year, to authorize the ROC to enter into Data Privacy Agreements and related exhibits (DPAs) with vendors and third-party contractors that include the requirements of, and compliance with, New York State Education Law Section 2-d and Part 121 Regulations (collectively, "Ed Law 2d") related to student personally identifiable information (PII) and certain Teacher and Principal APPR data;

WHEREAS, the ROC also partners with NYSED, the Access4Learning Student Data Privacy Consortium (SDPC) and The Education Cooperative (TEC), to negotiate and approve Ed Law 2-d compliant DPAs;

WHEREAS, the DPAs are presented to school districts and/or BOCES for final execution and do not require the expenditure of funds beyond those budgeted; and

BE IT RESOLVED, Board of Education of the _____ authorizes the attorneys designated by the ROC to negotiate and approve of DPAs for software and/or technology resources; and,

BE IT FURTHER RESOLVED, the _____ Board of Education grants the ROC and its designated attorneys the authority to negotiate the terms and conditions of DPAs and take such actions so as to effectuate the purposes and intent of this resolution.

CERTIFICATION

It is hereby certified that the above motion was approved by the _____ Board of Education at its meeting, duly noticed, held on _____.

Dated _____, 2025 _____

Board Clerk

Fieldtrip Form Starting January 2025

Is this an overnight trip?:	Yes
Requestor's Email Address:	kaperc@victorschools.org
Requestor's First Name:	Craig
Requestor's Last Name:	Kaper
School Building:	HS
Please select the correct Nurse for your building.:	HS, Kim Spitzer
Course / Grade Level of Students::	8-12
Select the appropriate type of field trip:	Athletics
Have BOTH the District and Building calendars been checked for potential conflicts?:	Yes
Estimated number of Students::	20
Departure Date::	Dec 26, 2025
Place of Departure::	North Wing Entrance HS
Type of Transportation::	Bus preferred/Parental if no bus
Departure Time::	2:00 PM
Destination (include EXACT address)::	Cooperstown, NY 13326
Time you plan to REACH your destination::	5:00 PM
Return Date::	Dec 27, 2025
Time you plan to LEAVE your destination::	7:00 PM
Estimated Round-Trip Mileage:	305 miles
Return Time::	10:00 PM
Would you like the bus to stay with the group or may it return at a different time?:	Yes, the bus can stay with the group
Arrangements for meals (if necessary)::	Athletes will be paying for or bringing meals.
Preparation: How will the student be prepared for the trip as an instructional activity?:	N/A
On trip: What instructional activities will occur on the trip?:	N/A

Upon Return: What activities will occur to enrich the experience and determine if the objectives were accomplished?:	N/A
What instructional provisions have been made to help participants keep up with other classes that they will miss?:	N/A
What specific instructional plans have been made for any student missing the field trip?:	N/A
Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the time period of this field trip.:	We will be on break.
Do you have any supporting documents such as an itinerary?:	Yes
Estimated Number of Chaperones (including teachers/staff/parents)::	5
Special arrangements, instructions, or comments::	Not at this time.
Will you be requesting this trip again next year?:	Yes
School and/or District Funding Requested?:	Yes
If fundraising is involved, please describe::	N/A
Who will be paying for bus transportation (if someone other than VCSD)?:	VCSD
Out of Pocket Cost to Student (if any)::	Meal money
Cost to Chaperone (if any)::	Meal money
Cost Breakdown per Student - Event Fee::	NA
Cost Breakdown per Student - Meals::	NA
Cost Breakdown per Student - Travel::	NA
Cost Breakdown per Student - Other::	NA
Cost Breakdown per Student TOTAL::	NA
Short Description or Name of Field Trip:	Cooperstown Wrestling Invitational (Varsity)
If you have a supporting itinerary please email it to selleckk@victorschools.org PLEASE NOTE- Itineraries are MANDATORY for overnight trips. Please include the name of the club on the top of the itinerary.:	Yes, I email the itinerary to selleckk@victorschools.org
Email Address:	kaperc@victorschools.org

Fieldtrip Form Starting January 2025

Is this an overnight trip?:	Yes
Requestor's Email Address:	kaperc@victorschools.org
Requestor's First Name:	Craig
Requestor's Last Name:	Kaper
School Building:	HS
Please select the correct Nurse for your building.:	HS, Kim Spitzer
Course / Grade Level of Students::	8-12
Select the appropriate type of field trip:	Athletics
Have BOTH the District and Building calendars been checked for potential conflicts?:	Yes
Estimated number of Students::	20
Departure Date::	Jan 23, 2026
Place of Departure::	North Wing Entrance High School
Type of Transportation::	Bus Preferred/Parental if no bus
Departure Time::	2:00 PM
Destination (include EXACT address)::	Delanson NY, 12053
Time you plan to REACH your destination::	5:30 PM
Return Date::	Jan 24, 2026
Time you plan to LEAVE your destination::	7:00 PM
Estimated Round-Trip Mileage:	381 Miles
Return Time::	10:15 PM
Would you like the bus to stay with the group or may it return at a different time?:	Yes, the bus can stay with the group
Arrangements for meals (if necessary)::	Athletes will bring or purchase meals on their own.
Preparation: How will the student be prepared for the trip as an instructional activity?:	NA

On trip: What instructional activities will occur on the trip?:	NA
Upon Return: What activities will occur to enrich the experience and determine if the objectives were accomplished?:	NA
What instructional provisions have been made to help participants keep up with other classes that they will miss?:	Students will miss only 15 minutes of class time and will notify teachers prior to departure for missed work.
What specific instructional plans have been made for any student missing the field trip?:	NA
Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the time period of this field trip.:	The letter day will allow me to utilize my planning period, so no sub will be required.
Do you have any supporting documents such as an itinerary?:	Yes
Estimated Number of Chaperones (including teachers/staff/parents)::	5
Special arrangements, instructions, or comments::	NA
Will you be requesting this trip again next year?:	Yes
School and/or District Funding Requested?:	Yes
If fundraising is involved, please describe::	NA
Who will be paying for bus transportation (if someone other than VCSD)?:	VCSD
Out of Pocket Cost to Student (if any)::	Meals only
Cost to Chaperone (if any)::	Meals only
Cost Breakdown per Student - Event Fee::	NA
Cost Breakdown per Student - Meals::	$20
Cost Breakdown per Student - Travel::	NA
Cost Breakdown per Student - Other::	NA
Cost Breakdown per Student TOTAL::	$20
Short Description or Name of Field Trip:	Duanesburg Dual Meet Wrestling Tournament (Varsity)
If you have a supporting itinerary please email it to selleckk@victorschools.org PLEASE NOTE- Itineraries are MANDATORY for overnight trips. Please include the name of the club on the top of the itinerary.:	Yes, I email the itinerary to selleckk@victorschools.org

Email Address:	kaperc@victorschools.org

Fieldtrip Form Starting January 2025

You have been requested to review the following:

Is this an overnight trip?:	Yes
Requestor's Email Address:	ahernk@victorschools.org
Requestor's First Name:	Kelly
Requestor's Last Name:	Ahern
School Building:	HS
Please select the correct Nurse for your building.:	HS, Kim Spitzer
Course / Grade Level of Students::	9-12
Select the appropriate type of field trip:	Extra curricular
Have BOTH the District and Building calendars been checked for potential conflicts?:	Yes
Estimated number of Students::	30
Departure Date::	Aug 29, 2025
Place of Departure::	North parking lot
Type of Transportation::	bus
Departure Time::	12:00 PM
Destination (include EXACT address)::	Livonia, NY 14487
Time you plan to REACH your destination::	1:00 PM
Return Date::	Aug 30, 2025
Time you plan to LEAVE your destination::	10:00 AM
Estimated Round-Trip Mileage:	38 miles
Return Time::	11:00 AM

Would you like the bus to stay with the group or may it return at a different time?:	No, the bus can return at a different time
Arrangements for meals (if necessary)::	Planned by boosters
Preparation: How will the student be prepared for the trip as an instructional activity?:	N/A
On trip: What instructional activities will occur on the trip?:	Team building opportunities
Upon Return: What activities will occur to enrich the experience and determine if the objectives were accomplished?:	Helping to build the culture of our program
What instructional provisions have been made to help participants keep up with other classes that they will miss?:	N/A
What specific instructional plans have been made for any student missing the field trip?:	N/A
Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the time period of this field trip.:	N/A
Do you have any supporting documents such as an itinerary?:	No
Estimated Number of Chaperones (including teachers/staff/parents)::	2
Special arrangements, instructions, or comments::	None
Will you be requesting this trip again next year?:	Maybe
School and/or District Funding Requested?:	No
If fundraising is involved, please describe::	no
Who will be paying for bus transportation (if someone other than VCSD)?:	N/A
Out of Pocket Cost to Student (if any)::	N/A
Cost to Chaperone (if any)::	N/A
Cost Breakdown per Student - Event Fee::	N/A
Cost Breakdown per Student - Meals::	N/A
Cost Breakdown per Student - Travel::	N/A

Cost Breakdown per Student - Other::	N/A
Cost Breakdown per Student TOTAL::	N/A
Short Description or Name of Field Trip:	Team building trip for the varsity soccer team
Email Address:	ahernk@victorschools.org

Approval history

In progress

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

Textbook/Materials Guidance Document

Victor Central School District

Text Name:	**CKLA and Amplify ELA**				
Subject Area	**ELA**	Grade Level(s)/ Department	**Grades 3-5, 6**	Date	**June 1, 2025**
Name(s) of Reviewer(s)	**Kira Carinci, Lauren Less, Ali Fitch, Claire Gaynor, Sarah Lanpher, Genny Corcoran, Amy Thomas, Bridget Murphy, Kristin Munski, Jen Garland, Kelley Maggio, Shari Bischoping, Jamie Condon, Maura Rovinsky, Candice Kirchhoff Val Pezzimenti, Rachel Lowe, Heidi Finger; Valarie Leggett, Heather Aprile, Rachel Wolfe, Nichole Swansfeger, Helen Becker, Mackenzie Reinard, Ben Bernstein, Stacey Born; Building Administration: Heidi Robb, Amanda Byrne, Jim Mauro, Natalie Sonneville**			Publisher & Copyright Date	**Amplify, in partnership with the Core Knowledge Foundation**
Number of copies requested	**See the attached quote**			Price/copy	**See the attached quote**

Victor Central School District
Textbook Evaluation Rubric

Rubric for answering questions about overarching considerations:
***Not Found* (NF)**: The materials do not support this element.
***Low* (L)**: The materials contain limited support for this element, but the support is not embedded or consistently present.
***Medium* (M)**: The materials contain support for this element, but it is not always embedded or consistently present.
***High* (H)**: The materials contain embedded support for this element so that it is consistently present.

Overarching Considerations	Questions to Consider: To what extent do the tasks/materials…	Comments
Student-Centered Learning	• Draw upon students' personal experiences and background knowledge to facilitate learning? • Encourage teachers to draw on multiple resources such as objects, drawings, and graphs to facilitate learning? • Empower student voice, discourse, and communication? • Assist students in building connections between conceptual understanding and knowledge and/or procedural skills? • Provide opportunities to integrate content areas? • Offer opportunities that address real-world contexts and problem-solving as an integral part of the program? • Help students clearly see how ideas build upon, or connect with, other ideas both within and across grades? • Provide opportunities for students to think independently and creatively?	**Grade 3 Feedback:** • Curriculum fosters a love of learning • Students are excited about the content/ animal classification was of high interest • Exposure to high-quality, grade-level appropriate, complex text daily • Students are writing daily and writing more than ever • Vocabulary has improved with multiple exposures through read-alouds, word work lessons, etc. • Many types of writing in every unit **Grade 4 Feedback:** • Students LOVE vignettes/short skits (frequent during U6) • Daily word work encourages conversation and opportunities for students to use new vocabulary • Poetry and American Rev: materials are engaging, stories are rigorous, and include different kinds of genres • A lot of support: graphic organizers, vocab word banks, opportunities to review content before writing **Grade 5 Feedback:** • Reading stamina is being built with rereadings • Connected questions after each reading • Writing is done every day • Poetry writing growth and skill • Vocabulary **Grade 6 Feedback:** • High interest level- solid engagement • Students feel confident participating because the texts are rich with content • Variety in activities- whole group, small group, partner work, individual practice activities

Victor Central School District
Textbook Evaluation Rubric

	Overall Rating for Student-Centered Learning *(Refer to Rubric, NA-NF-L-M-H)*	High
Overarching Considerations	**Questions to Consider:** **To what extent do the tasks/materials…**	**Comments**
Equity and Access	• Suggest accommodations and modifications for English Language Learners that will support their regular and active participation. • Suggest accommodations and modifications for Special Education Students that will support their regular and active participation. • Provide opportunities for teachers to use a variety of grouping strategies (individual and collective). • Provide opportunities for differentiation (supports and extensions). • Provide accessible features that would accommodate a range of learners' needs (electronic text-to-speech; ranslated editions, audio formats, hard copy resources for home use, etc). • Ensure multiple perspectives are presented. • Promote inclusion and equity? See CRS Framework.	There are translated texts for ENL students Audio options are provided for most texts. When students' reading levels are adjusted, prompts will be adjusted with rewordings, scaffolds, and sentence starters as well. Can adapt based on student needs. Authors in the poetry unit are diverse - Biography pages - Different backgrounds, locations, genders, races, and ages Multiple perspectives are represented and highlighted through various topics. ie, Grade 4, Declaration of Independence, "Who experienced independence and freedom?"
	Overall Rating for Equity and Access *(Refer to Rubric, NA-NF-L-M-H)*	High
Overarching Considerations	**Questions to Consider:** **To what extent do the tasks/materials…**	**Comments**
Learning and Assessment	• Align to the current NYS Standards or identified course standards and district curriculum. • Describe the intended learning for all lessons and activities. • Provide guidance in giving meaningful feedback for student learning. • Provide assessments that will show evidence of student learning, including both summative and formative assessments. • Provide strategies and student work examples for teachers to identify student errors and misconceptions.	• Aligned to NYS Standards • Formative and Summative Assessments included, with strong alignment to Standards • Feedback provided on the platform, but clear rubrics/criteria identified: "Students are writing every day and able to get instant feedback – feedback is specific and beneficial to students". • Easy to pull out frequently missed standards to reinforce or give extra practice with • American Revolution End-of-Unit assessment mirrors NYS assessment in format and rigor. It includes one informational text and one fiction text

Victor Central School District
Textbook Evaluation Rubric

	• Encourage students to monitor their own progress and promote reflection.	
	Overall Rating for Learning and Assessment *(Refer to Rubric, NA-NF-L-M-H)*	High
Overarching Considerations	**Questions to Consider:** **To what extent do the tasks/materials…**	**Comments**
Technology	• Integrate technology such as interactive tools, virtual manipulatives/objects in ways that engage students? • Include or reference technology that provides opportunities for teachers and/or students to communicate with each other? • Include opportunities to assess student learning using technology? • Include teacher guidance for the mindful use of embedded technology to support and enhance student learning? • Includes an electronic format for the text and supplemental materials?	• MOY benchmark gave me an overview of fluency and comprehension-matched ORF data • The Digital Boost program is an excellent resource, and adapts to student needs • Students' quests are adaptive and are tailored to individual needs • Digital unit assessment gave me immediate feedback about students' strengths and needs upon completion of unit 3-you can toggle to break down overall student success on specific standards • Super simple to assign assessments online • The teacher portal has the lessons and slides, and the planbook online
	Overall Rating for Technology (Refer to Rubric, NA-NF-L-M-H)	High

Victor Central School District
Textbook Evaluation Rubric

Strengths
CKLA's research-based structure, comprehensive phonics and knowledge instruction, standard alignment, and built-in support for diverse learners. These strengths make it a compelling choice for districts committed to high-quality, science-of-reading ELA instruction. 1. Strong Alignment with the Science of Reading & NYS Next Generation ELA Standards CKLA is grounded in cognitive science and incorporates research-based practices, including systematic phonics instruction, fluency development, explicit vocabulary instruction, and knowledge-building through content-rich texts. These components align closely with both the Science of Reading and the New York State Next Generation ELA Standards. 2. Explicit, Multisensory Phonics Instruction The CKLA Skills strand provides systematic and explicit phonics instruction, supported by hands-on activities, songs, movement, and visual aids. This multisensory approach strengthens decoding and spelling skills, particularly in early grades. 3. Knowledge-Rich Content and Vocabulary Development CKLA immerses students in engaging read-alouds and student readers across subjects such as history, literature, science, and the arts. These content-rich texts promote vocabulary growth and build background knowledge, which are critical for reading comprehension. 4. Built-In Supports and Intervention Tools The program includes a robust suite of supports, such as: remediation guides, mini-lessons, progress-monitoring assessments, extension and challenge options These features allow for differentiated instruction and integration with MTSS frameworks to support all learners. 5. Teacher Usability and Structured Planning CKLA provides comprehensive daily lesson plans that support consistent instruction while allowing room for teacher professional judgment. The ready-to-use materials reduce prep time and ensure fidelity to standards-based instruction.
Areas of Concern
CKLA is a comprehensive program with many essential components, including foundational skills, read-alouds, vocabulary, writing, and knowledge-building. One of the biggest challenges is the limited number of instructional minutes in the school day. To ensure no essential component is unintentionally minimized or eliminated, schools must make intentional decisions about daily schedules, instructional priorities, and how CKLA fits within the broader literacy block. This includes: ● Protecting time for both the Skills and Knowledge strands ● Ensuring writing and speaking opportunities remain embedded ● Balancing CKLA with other mandates (e.g., intervention services, ENL instruction, specials, or social-emotional learning) We are committed to supporting schools in thoughtfully mapping instructional time so that all students benefit from the full scope of what CKLA offers without sacrificing key elements of a well-rounded literacy program.

Victor Central School District
Textbook Evaluation Rubric

Recommendation to the Board of Education
After a comprehensive pilot period, we endorse this resource to be utilized as the foundation of our standards-based ELA curriculum in grades 3-6.

Principal's Signature: _____ _____ Director's Signature: _____

Principal's Signature: Amanda Byrne

Assistant Superintendent for Instruction's Signature: _____

BOE Approval Granted on: _____

2025-2026

CODE OF CONDUCT

and Support





VICTOR Central Schools





VCS Mission Statement

Together we create engaging learning environments that promote empathy, inclusivity and opportunity by uniting the community and classroom. Our dedicated, supported staff prepare and inspire every student to achieve their academic potential and thrive in an ever-changing world.

Victor Central School District Code of Conduct

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Appendix I:
5300.10 Definitions

THE VCS VISION STATEMENT

At Victor Central School District (VCS), we will cultivate a vibrant and supportive learning community built upon the cornerstones of respect, inclusivity, and empowerment. Every day, in every building, every person will feel safe, valued, inspired, and motivated to grow—both academically and personally. We will celebrate diversity, foster a sense of belonging and strive for academic achievement, and students will become informed, confident scholars and leaders who are prepared to thrive in an ever-changing world.

We will create an environment where students confidently take risks, embrace new learning experiences and persevere through challenges. Our approach will address the academic, social and emotional needs of every student, ensuring they develop essential life skills and feel valued throughout their academic journey. Strong connections between students, staff, families, and local organizations will be built through clear and consistent communication. We will ensure community members and families are well-informed and engaged in both their student's daily life and the numerous community-building activities hosted by the district.

Together, we will build a thriving educational community that inspires every individual to shape their own future with confidence and pride.

We believe that there are many pathways to success that meet the diverse interests and learning styles of our students. Through hands-on opportunities and real-world experiences tailored to their unique interests, strengths and aspirations, students will gain the skills and adaptability needed to excel in a rapidly evolving global landscape. Our classrooms will be spaces that support student-led discovery-based learning, where they are encouraged to explore with guidance from dedicated educators. Together we will create individualized learning opportunities to enable students to reach their full potential.

At VCS, we understand the importance of providing the support both students and staff need to thrive academically, professionally and emotionally. Our state-of-the-art facilities and evolving resources will be designed to meet the needs of everyone in our dynamic community. We will continually explore, embrace and integrate new strategies and technologies to ensure that all members of our school community have the tools necessary for success. Educators, viewing themselves as lifelong learners committed to the success of each student, will actively collaborate with the District to seek the continual learning and professional development needed to excel in their roles.

The sense of pride on the Victor campus will be unmistakable. Victor Central Schools will be a district where families choose to live, staff are eager to work, and the community is committed to supporting our continued success. Our one-campus environment will be the place where we bridge the gap between long-standing and new community members fostering a sense of unity and shared purpose.



5300.05 INTRODUCTION

Why Do We Have a Code of Conduct?

At Victor Central Schools, we know that students learn best in an environment that is safe, supportive, and respectful. The Code of Conduct exists to help create and maintain an environment where students can focus on learning, and teachers and staff can provide high-quality education without disruption.

Our Code of Conduct is built on the shared values of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

Our goal is to help students understand that they represent themselves and our school at all times, and that positive behavior matters both inside and outside of the classroom.

It sets clear expectations for behavior on school property and at school functions, and it outlines the responsibilities of students, staff, parents, and visitors in upholding these values.

By clearly defining what is expected, describing the possible consequences for unacceptable behavior, and ensuring discipline is fair and consistent, the Code of Conduct helps protect the well-being of every member of our school community.

This Code was thoughtfully developed with input from teachers, administrators, school board members, support staff, students, and families. It also aligns with the Dignity for All Students Act (Dignity Act), ensuring that our schools are free from harassment, bullying (including cyberbullying), and discrimination. The Dignity Act emphasizes the importance of fostering civility and promoting positive school culture, values that are at the heart of our Code.

In short, we have a Code of Conduct to ensure that Victor Central Schools are places where every student feels safe, respected, and ready to learn, **every day.**

Where and When the Code of Conduct Applies

The Code of Conduct applies to all students whenever they are part of the Victor Central School community, not just during the school day. This includes:

- while students are in any Victor Central School building or on school grounds
- when they are riding in school vehicles
- when they are participating in or attending any school-related or district-sponsored event, such as field trips, sports games, concerts, or club activities, whether these events happen on school property or at other locations like parks, private businesses, other schools or even our of the state or country at school-sponsored events

In addition, the Code also applies to behavior that happens outside of school hours and off school property, including online environments, if those actions could negatively impact the learning environment or the well-being of our school community.

POSITIVE SCHOOL CULTURE AND CLIMATE

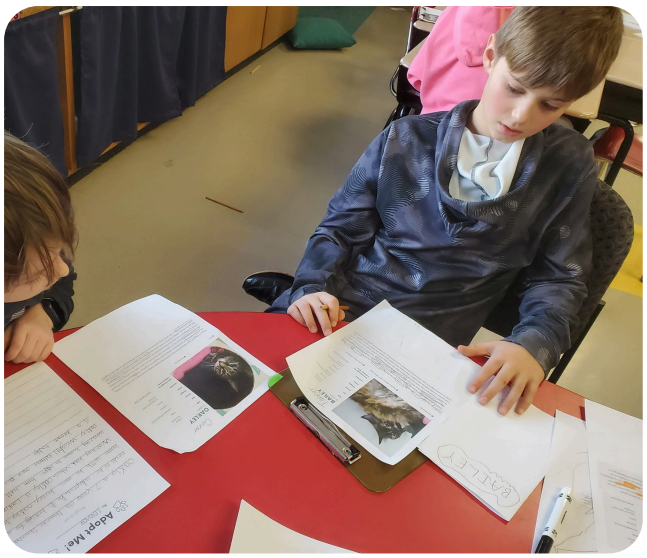
At Victor Central Schools, we are committed to creating a positive, safe, and supportive environment where every student feels respected, valued, and ready to learn. We believe that students learn best when they feel physically, emotionally, and socially secure, and we work hard to protect all members of our community from any form of harm.

Our Code of Conduct reflects our commitment to culturally and linguistically responsive practices, ensuring that every student feels seen, heard, and respected. We believe that a healthy school culture grows from high expectations, mutual respect, and shared accountability. At the heart of our work is a commitment by everyone — students, staff, and families — to support students' academic, social, and emotional growth. We model the skills, behaviors, and mindsets that lead to success both in school and in life, seeing challenges as learning opportunities.

Through a focus on Multiple Tiers of Student Supports (MTSS), Victor Central Schools uses a variety of strategies to build a strong and positive culture, including:

Social-Emotional Learning (SEL)
Our schools embrace the principles of social-emotional learning and align our practices with the New York State Education Department (NYSED) SEL Benchmarks. Through this work, we help students:

- develop self-awareness and self-management skills essential to success in school and in life
- use social awareness and interpersonal skills to establish and maintain positive relationships
- demonstrate ethical decision making skills and responsible behaviors in person, school and community contexts



Academic Rigor and Support
We are committed to offering challenging and meaningful learning opportunities for all students. We encourage exploration, discovery, and deep engagement with academic content. When students need extra help, we provide support services to ensure they have every opportunity to succeed.

Restorative Practices
In addition to setting high expectations, we believe in repairing relationships when harm is done. Restorative practices help students reflect on their actions, take responsibility, and work toward making things right, strengthening our school community as a whole.

Together, these efforts inspire our students and staff to be their best, do their best, and make a positive difference in the lives of others.

5300.15 VCS Student Rights and Responsibilities

At Victor Central Schools, we are committed to fostering an environment where every student feels safe, respected, and empowered to learn and grow. Students are guaranteed rights under constitutional, federal, and state laws, as well as District policies, to ensure their academic, social, and emotional well-being.

ALL VCS Students have the right to:

- a high-quality education that is rigorous, authentic, and inclusive, provided in a safe and supportive environment
- access services and supports that promote academic achievement and social-emotional success.
- be heard and respected as individuals, and to be treated fairly and with dignity by students, staff, parents, and visitors
- express opinions respectfully, verbally, in writing, or with assistance, while contributing to a positive school environment
- dress in ways that express individuality, as long as it does not disrupt the learning process or pose a safety concern
- participate equally in all school activities, regardless of race, color, weight, national origin, ethnicity, religion, disability, sex, sexual orientation, gender identity, or gender expression
- request and receive confidential, accurate information about drug and alcohol use, along with guidance on how to access support services and treatment resources (Ed Law 3038)
- be protected from discrimination, bullying, harassment (including cyberbullying), intimidation, and sexual harassment, whether physical, verbal, or electronic, with access to support services as needed, in accordance with the Dignity for All Students Act (DASA)
- engage in leadership and decision-making opportunities, including:
  - serving on student councils or committees that influence school decisions
  - expressing opinions about school regulations and practices through established channels
  - taking part in peer leadership or mentoring programs
  - forming student groups to represent various interests or needs, following District guidelines
- understand their rights and responsibilities, including:
  - the VCS Code of Conduct
  - school and District rules, expectations, policies, and procedures, including possible consequences for misconduct
  - laws related to student rights
- understand due process protections, including:
  - the opportunity to be heard regarding disciplinary actions
  - access to clear information about school rules, discipline procedures, and appeals
  - the opportunity to request reconsideration of disciplinary consequences where appropriate
  - the right to be accompanied by a parent/guardian or representative during a Superintendent's hearing (unless otherwise determined by law)

VCS Students have the responsibility to:

- come to school ready to learn, do their best, and ask for help when they need it
- treat themselves and others with kindness, respect, and empathy
- take care of school property and help keep the school environment safe, clean, and welcoming
- follow school expectations and guidelines that help everyone succeed
- communicate openly, honestly, and respectfully with teachers, staff, and classmates
- celebrate differences, include others, and help build a community where everyone feels they belong
- speak up if they see something unsafe, unfair, or unkind, and seek help from a trusted adult
- use technology responsibly to support learning, communicate kindly, and protect the privacy and well-being of themselves and others
- take pride in their role as learners and citizens of the school community
- take ownership of their actions by reflecting on mistakes and accepting school interventions and responses that help turn challenges into opportunities for learning and growth

Each year, students will be reminded of their rights and responsibilities in an age-appropriate and accessible way, so that every student understands and can act on them.

5300.20 Essential Partners

At Victor Central Schools, we believe that fostering a respectful, safe, and welcoming environment is a shared responsibility. Every member of our school community: students, staff, parents/caregivers, and visitors plays an essential role in modeling the values and behaviors that support academic achievement, personal growth, and emotional well-being. Together, by holding ourselves to the highest standards, we create the conditions that allow all students to learn, thrive, and reach their fullest potential.

Shared Rights and Responsibilities

All members of the VCS community share important rights and responsibilities that help build and maintain a positive school culture. These expectations apply to every individual, regardless of their role.



All Essential Partners have the right to:

- be treated with respect, dignity, and fairness
- learn, work, and participate in school activities in a safe and supportive environment, free from discrimination, harassment, and bullying
- express opinions respectfully and constructively contribute to school activities and decisions
- access accurate and timely information that pertains to their role



All Essential Partners have the responsibility to:

- treat others with kindness, empathy, and respect, regardless of differences such as race, color, weight, national origin, religion, disability, sex, gender identity, or sexual orientation
- follow school rules and policies to maintain a safe, orderly, and welcoming environment
- communicate openly and honestly with all members of the school community, avoiding curse words, insults, and raised voices, and respecting personal boundaries
- cooperate with school personnel and support efforts to resolve conflicts constructively
- participate in ways that uphold the educational mission of the school and foster a positive, inclusive community

In addition to these shared rights and responsibilities, each group within our school community has a unique and vital role to play in supporting student growth, learning, and success. The following outlines the specific rights and responsibilities for key stakeholders:

Essential Partners: Parents/Caregivers

Parents/Caregivers have the right to:

- be informed about their child's academic progress, behavior, and well-being
- access clear information regarding school policies, procedures, and expectations
- receive timely communication about school events, opportunities, and concerns
- participate meaningfully in parent-teacher conferences, school meetings, and decision-making processes
- have access to all vital school communications, including written materials and verbal interactions, in their home language or through qualified translation and interpretation services
- expect a safe, supportive, and nurturing school environment for their child

P**arents/Caregivers have the responsibility to:**

- ensure their child attends school regularly, is prepared for learning, and follows school rules
- encourage and support their child's academic achievement and personal development
- maintain open and respectful communication with teachers, staff, and administrator
- work collaboratively with the school to support their child's emotional well-being and encourage a positive approach to school and lifelong learning
- encourage their child to demonstrate respect, responsibility, and active participation in school life
- promptly report concerns about safety, well-being, or the school environment to appropriate school personnel
- support school efforts to maintain a safe and respectful environment by modeling positive communication and behavior, in person and online

Essential Partners: Visitors

Visitors have the right to:

- access publicly open areas of the school and attend events when invited or permitted
- be treated with courtesy, professionalism, and respect by students and staff
- provide feedback or express concerns to school personnel in a respectful manner



Visitors have the responsibility to:

- sign in at the main office upon entering school buildings and follow visitor procedures
- adhere to all school rules and policies while on campus
- respect the privacy, safety, and learning time of students and staff by avoiding disruptions
- refrain from using language or actions that could disrupt or harm the school environment
- immediately report any safety concerns or issues to school staff



Essential Partners: VCS Staff

Staff have the right to:

- work in a respectful, safe, and supportive professional environment
- access the necessary resources, training, and support to perform their roles effectively
- have their professionalism, expertise, and contributions recognized and valued
- share their perspectives and concerns regarding school policies and practices

Staff have the responsibility to:

- maintain supportive, professional relationships with students, families, and colleagues
- implement school policies and procedures consistently, fairly, and equitably
- foster a positive, respectful, and engaging learning environment for all students
- communicate regularly with parents/caregivers about student progress and school matters
- model respect, responsibility, and integrity in all interactions, in person and online
- collaborate with colleagues and school leadership to strengthen a positive school culture
- act promptly to prevent and address bullying, harassment, and discrimination, following established protocols and district policies







Dignity for All Students Act (DASA)

At Victor Central Schools, we are deeply committed to providing a safe, welcoming, and inclusive environment where every student can learn, grow, and thrive. To help ensure this, we uphold the principles of the Dignity for All Students Act (DASA) — a New York State law designed to protect students from discrimination, harassment, bullying (including cyberbullying), and bias-based behavior of any kind.

Under DASA, students are protected against acts of discrimination or harassment based on actual or perceived characteristics such as race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Our Commitment to Students

When bullying, harassment, cyberbullying, discrimination, or other bias-related behavior is reported or observed:

- Every report is taken seriously, whether made orally, in writing, anonymously, or directly to a staff member.
- Every situation is promptly investigated by the building's Dignity Act Coordinator (DAC) or their trained designee, following the requirements of DASA and the Victor Central Schools Code of Conduct.
- Support is provided to all students involved, ensuring they feel safe, respected, and have the skills and strategies needed to prevent future incidents.
- Confidentiality is protected to the fullest extent allowed by law.

If a DASA investigation determines that a violation has occurred, appropriate actions will be taken to:

- address and end the harmful behavior
- restore a positive learning environment
- provide support and education to those involved
- monitor progress to prevent recurrence

Students and families can report concerns by:

- using the DASA Reporting Form available on the district website
- contacting the Safe Schools Helpline by call, text, or email
- speaking directly with the building principal, Dignity Act Coordinator, or any trusted staff member

At VCS, we believe that treating every individual with dignity is a shared responsibility. We expect all members of our school community — students, staff, families, and visitors — to help create an environment where kindness, respect, and fairness are the norm.

Together, through proactive education, timely intervention, and a collective commitment to kindness and respect, we ensure that Victor Central Schools are places where every student can feel safe, valued, and empowered to succeed.

Dignity for All Students Act (DASA)

The Role of Dignity Act Coordinators (DACs)

Each school building has at least one designated Dignity Act Coordinator (DAC), trained to:

- promote a safe, respectful, and supportive environment for all students
- respond promptly and thoughtfully to reports of bullying, harassment, and discrimination
- oversee and collaborate with the district-wide and building-level Bullying Prevention teams
- support the integration of civility, empathy, and respect into classroom instruction and school culture
- help plan and provide staff training on bullying prevention, equity, and inclusion
- monitor the effectiveness of prevention policies and report data and trends annually
- address personal biases that could impact the equitable treatment of students
- ensure that any student or community member who raises a concern is treated with dignity and care

District-wide Dignity Act Coordinators include the Assistant Superintendent for Instruction as well as the Director of Health, Physical Education, and Athletics, who works closely with each building-level DAC to promote and maintain a safe and supportive school climate.

The VCS Dignity Act Coordinators can be reached by dialing (585)924-3252 and the following extensions:

Early Childhood School	Laura Reynolds ext. 2401
Primary School	Amanda Byrne ext. 3401
Intermediate School	Natalie Sonneville ext. 4402
	Leah Daniels-Farren ext. 4401
Junior High School	Brian Gee ext. 5400
	Laura Westerman ext. 5401
Senior High School	Matt Halloran ext. 6402
	Keith Pedzich ext. 6401
	Kate Pyle ext. 6403
District Wide Pre-K - 12	Karen Finter ext. 1453
	Duane Weimer ext. 6307



DASA Reporting and Response Procedures

- Any student, staff member, or visitor who witnesses or experiences bullying, cyberbullying, harassment, or discrimination should report it immediately to any staff member or administrator.
- Staff must promptly document reports and notify the building DAC, who leads or supervises the investigation.
- Investigations are thorough, timely, and focused on the well-being of the students involved. Corrective actions, including consequences, are implemented where necessary.
- Students receive continued support through a mutually designed action plan to promote healing, learning, and safety.
- Building DACs compile and review data annually to improve practices and maintain a safe environment for all.

5300.25 Student Dress Code

Victor Central Schools has established a dress code to foster equity, safety, and consistency for anyone on campus. The dress code is designed in a manner that does not reinforce stereotypes and is meant to minimize reasons for conflict. Students should be able to dress comfortably for school and participate fully in educational activities without fear of judgment or unfair treatment.

The dress code applies to all on-campus and off-campus school events. School administration may take action if a student's attire does not meet the expectations outlined below. Students will be treated equitably regardless of race, disability, gender identity or expression, sexual orientation, religion, ethnicity, cultural observance, political affiliation, household income, or body type/size.

General Guidelines: Students must wear:

- a top (e.g., shirt, blouse, sweatshirt, sweater)
- bottoms (e.g., pants, shorts, skirts, leggings, dresses, sweatpants)
- footwear (e.g., sneakers, boots, sandals, flats, heels, slides)

Clothing must cover private body parts with opaque (non-transparent) material at all times. Victor Central Schools supports and respects religious and cultural dress practices. Students and families may request reasonable accommodations, which will be provided whenever possible.



Prohibited Items: Students may not wear clothing or accessories that:

- display or promote the use of vaping, tobacco, alcohol, illegal substances, or other illegal activities
- contain offensive language, images, or symbols (including hate speech, threats, or discriminatory messages)
- present a safety hazard (for example, dangerous jewelry, footwear inappropriate for physical activity, or items that could be used as weapons)

Note: Protective or specialized clothing may be required for certain classes or activities (e.g., science labs, technology classes, physical education). These expectations will be communicated ahead of time.

Communication and Enforcement: Each school principal or designee will communicate the dress code to students and families at the start of the school year and will share any reminders or updates as needed. Questions about the VCS dress code can be directed to building administrators.

If a student's clothing does not meet the dress code:

- The student will be asked to modify their appearance (for example, by covering, changing, or removing the item).
- If necessary, replacement clothing may be provided or the student may call home for alternate clothing.
- Students who refuse to comply may be subject to disciplinary action, including in-school suspension for the day.
- Repeated violations may result in additional consequences, up to and including out-of-school suspension.

5300.30 Levels of Behavioral Concerns, Misconduct, Interventions, and Responses

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

We are committed to supporting our students as they learn to assume and accept responsibility for their behavior as well as the consequences of their actions, regardless of intent, but rather by considering the impact of their actions. Intent refers to what you thought you were doing. Impact refers to how that action was perceived by or affected the other person. District personnel who interact with students are expected to provide interventions and responses to behavioral concerns or misconduct by placing an emphasis on education, so that our students may grow their capacity to self-regulate and self-discipline.

The Board recognizes the need to make its requirements for student conduct while on school property or engaged in a school function specific and clear. The expectation is that students will accept responsibility for their behavior, the impact of their behavior, and accept consequences for their conduct.

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

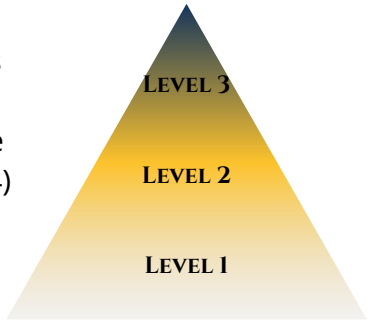
Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. As a general rule, discipline will be progressive. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will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

1. the student's age
2. the nature of the offense and the circumstances that led to the offense
3. the impact of the offense
4. the student's prior disciplinary record
5. the effectiveness of other forms of discipline
6. information from parents, teachers and/or others, as appropriate, including a VCS Threat Assessment
7. other extenuating circumstances

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

Level 1 Behavioral Concerns or Misconduct

Level 1 Behavioral Concerns or Misconduct occur when the behavior is a minor disruption to the student's learning or learning environment, and the student has had no prior incidents, and/or no supportive interventions have yet been put in place. Remember, the Code of Conduct applies to all students whenever they are part of the Victor Central School community, not just during the school day. (pg. 4)



Examples of Level 1 Behavioral Concerns or Misconduct

- plagiarism
- tardiness
- absences: skipping class, occasional refusal to attend
- negative talk, name-calling, teasing, swearing, inappropriate language, or gestures
- defiance, insubordination, or noncompliance
- hallway or classroom distraction or disruption - making noises, talking out of turn excessively, out of seat, running
- inappropriate physical contact, i.e.: poking, tripping, bumping into others, pushing, etc.
- wearing clothing that disrupts the educational process and does not promote a safe and productive learning environment
- misuse of electronic devices or technology, or possession of personal devices (cell phones, smart watches, etc.)

**This list represents examples and is not all-inclusive.*

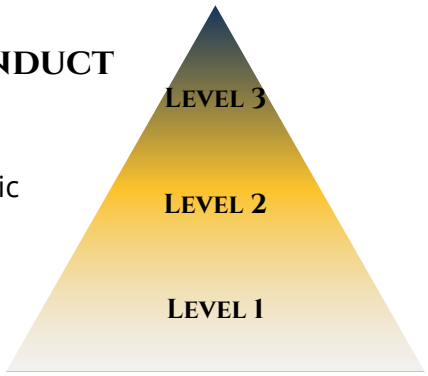
School Staff Interventions and Responses for Level 1 Concerns

School staff are responsible for teaching, modeling, practicing, recognizing and assessing positive behaviors and promoting social-emotional skills of self-regulation, self-management, social awareness and self-awareness. Staff members may use the Level 1 interventions listed to interrupt unexpected behaviors or misconduct and to teach skills so students can learn and demonstrate safe and respectful behavior. Responses should be used in a graduated fashion. If classroom interventions are not successful, staff are expected to collaborate and report concerns to the administration or support staff members.

Level 1 Interventions	Level 1 Responses
• short breaks, including movement breaks • positive directives that clearly state expectations • positive and specific corrective feedback • re-teaching and/or rehearsal of skill or procedure • increase proximity • verbal prompts, reminders, redirections, warnings, and/or correction • calm-down strategy application (ie: Calm Down Corner, Zones of Regulation, SEL Strategies, Breathing Techniques, etc.) • student-Teacher Conference	• seat change • written reflection by student(s) • contact families via email or telephone • parent-Teacher Conference • loss of a privilege • confiscation of a device • detention given with the teacher • conference with an Administrator *Interventions and responses serve as guidelines relative to supporting student behavior and are not exhaustive of all possible actions.*

Level 2 Behavioral Concerns or Misconduct

Level 2 Behavioral Concerns or misconduct occurs when supports have been put in place, but the behavior has become persistent or has had a more severe negative influence over the learning of the student or others.



Examples of Level 2 Behavioral Concerns or Misconduct

- persistent Level 1 Behaviors
- verbal altercation, including obscene, threatening or abusive language
- discriminatory and harmful language: racial slurs, homophobic/transphobic language, hate speech
- bullying, intimidation, cyberbullying
- cheating or other academic dishonesty
- misleading or giving false information to school staff/personnel
- physical altercation: spitting, biting, hitting, punching, kicking, fighting.
- misuse of technology or school property
- persistent defiance, insubordination or noncompliance
- elopement
- trespassing
- harassment
- use or possession of tobacco-related products.
- school truancy
- skipping assigned detentions, interventions or tutoring sessions.
- theft
- unsafe behavior on the bus, impacting the driver's ability to safely operate the bus

**This list represents examples and is not all inclusive.*

Level 2 Interventions	Level 2 Responses
• teacher - facilitated interventions (See Level 1) • restorative conversations • referral to MTSS team • student-teacher conference and plan • informal consult between teacher and support team member; could include observations • mediation / conflict resolution • peer group sessions to address specific issues • individualized case management • mentoring • counseling • behavior Support Plan	• submission of behavioral referral • removal from the classroom • incident investigation • parent or caregiver notification • loss of privilege • short term removal from class • lunch or After-school detention • conference with an administrator • in-school suspension • temporary suspension from participation in athletics, social events, extra-curricular activities and/or transportation

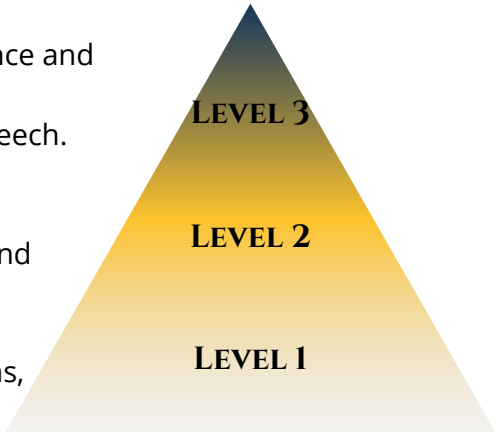
**Interventions and responses serve as guidelines relative to supporting student behavior and are not exhaustive of all possible actions.*

Level 3 Behavioral Concerns or Misconduct

Level 3 Behavioral concerns or misconduct take into account the seriousness of the offense and the impact on the school community, even when documented interventions and supports have been inplace. Support and response at this level occurs when the behavior is illegal, presents an imminent threat of serious harm to the school community, or when the student's behavior seriously affects the safety of others in the school and/or educational process.

For Level 3 responses, an administrator will engage in dialogue with the student regarding the behavior concern or misconduct, and will investigate the facts surrounding the incident. Parents/caregivers must be informed of the incident by an administrator. Depending on the severity of the incident, out of school suspensions may be assigned by the Building Principal for up to 5 days. Any suspension beyond 5 days requires a Superintendent's hearing and determination, which can lead to long-term or permanent suspension assigned by the Superintendent.

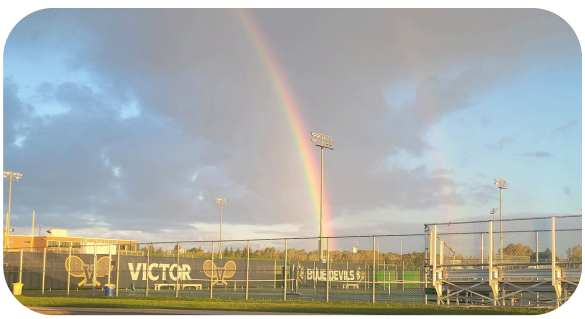
Examples of Level 3 Behavioral Concerns or Misconduct



- persistent Tier 2 Behaviors
- acts of racism, sexism, classism, ableism, ageism, religious intolerance and hate
- repeated discriminatory and harmful language: racial slurs, hate speech.
- repeated bullying, intimidation, harassment, cyberbullying
- assault with serious injury
- use, possession, distribution, sale or under the influence of drugs and delivery devices
- use, possession, distribution, sale or under the influence of alcohol
- use, possession, distribution, sale or under the influence of weapons, firearms, explosives
- repeated or major theft
- forgery/falsification of documents
- inappropriate or forcible contact of a sexual nature or sexual misconduct
- posing a serious threat to the safety of a large number of students or staff (bomb threat, false alarms, preventing people from evacuating, fighting)
- significant or persistent physical altercations, fighting with serious bodily injury or harm
- arson
- reckless endangerment
- gambling or indecent exposure

**This list represents examples and is not all inclusive.*





School Staff Interventions and Responses for Level 3 Concerns

Level 3 Interventions	Level 3 Responses
• referral to student support team • small group counseling • referral to Substance Abuse Counseling • referral to MTSS Team • revision to IEP, or referral to Committee on Special Education (CSE) or 504 • conduct a Functional Behavioral Assessment (FBA) and development of a Behavior Intervention Plan (BIP) • referral to outside community organizations • alternative placement intervention and plan • referral to Threat Assessment Team	• lunch or After-school detention • immediate removal from classroom or location • incident Investigation • parent/caregiver notification • in-school suspension • temporary suspension from participation in athletics, social events, extra-curricular activities or transportation • out of school suspension, up to 5 days • request for Superintendent's Hearing • partnership with outside Law Enforcement or SRO

**Interventions and responses serve as guidelines relative to supporting student behavior and is not exhaustive of all possible actions.*



5300.35 Reporting Violations

Reporting Responsibilities:

- Students are expected to promptly report any violations of the Code of Conduct to a teacher, school counselor, administrator, or another trusted staff member.

- Staff members who are authorized to impose disciplinary consequences are expected to address violations promptly, fairly, and lawfully.

- Staff members who are not authorized to impose discipline must promptly report violations to an administrator or supervisor who can take appropriate action.

How to Report:

- Students and staff can report concerns verbally, through a written report, or through an available online reporting tool, as applicable within buildings. Reports should include as much detail as possible to help school officials respond appropriately.

5300.36 Response to Violations Involving Weapons, Alcohol, or Illegal Substances

Immediate Action:

- Any weapon, alcohol, vaping device, or illegal substance found on school grounds should be immediately confiscated, if it can be done safely.
- Parents/guardians of the student involved must be notified as soon as possible.
- The appropriate disciplinary response will follow, which may include suspension or referral to law enforcement, depending on the severity of the incident.

Law Enforcement Notification:

- If a Code of Conduct violation constitutes a crime and substantially affects school order or security, the principal (or designee) must notify local law enforcement as soon as practical, and no later than the end of the business day the violation is discovered.
- Parent/guardian notification must also occur, first by phone, followed by a written letter mailed within 24 hours.
- The notification must clearly identify the student involved and explain the nature of the violation.

Notes:

- All reports will be handled with respect for student confidentiality, consistent with legal obligations.
- The district is committed to addressing reported concerns seriously and ensuring a safe learning environment for all.

5300.40 Disciplinary Responses: Consequences, Procedures and Referrals



A. Disciplinary Responses: Consequences

Students who are found to have violated the District's Code of Conduct may be subject to any of the following consequences, either alone or in combination. The consequences listed below do not reflect a hierarchy or progression. The school personnel identified after each consequence are authorized to impose that consequence, consistent with the student's right to due process.

Consequence/Response:	Imposed by:
oral warning	any staff member
referrals to Parents	any staff member, or staff member through administration
detention	Teachers, Building Administration, Superintendent
suspension from transportation	Superintendent, Board of Education
suspension from athletic participation	Coaches, Director of Health, Physical Education and Athletics, Principal, Superintendent
suspension from social or extracurricular activities	Activity Advisor, Principal, Superintendent
suspension from other privileges	Principal, Superintendent
in-school suspension	Principal, Superintendent
removal from classroom	Teachers, Counselors, PPS team members, Building Administration
short term (5 days or less) suspension from school	Principal, Superintendent, Board of Education
long term suspension hearing and long term suspension (more than 5 days)	Principal, Superintendent, Board of Education
permanent suspension from school	Superintendent, Board of Education

B. Disciplinary Responses: Procedures

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

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

Detention

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

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

Suspension from transportation

If a student does not comply with the behavioral expectations on the bus, the bus driver is expected to bring such misconduct to the principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Superintendent, the Board of Education, or their designees. In such cases, the student's parent will become responsible for seeing that his/her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the District will make appropriate arrangements to provide for the student's education.

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



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

Suspension from athletic participation, extracurricular activities and other privileges

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

In-school suspension

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

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

Teacher disciplinary removal of disruptive students

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

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

Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code. On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

Formal removals from the classroom:
A teacher may remove a disruptive student from their classroom for up to two days in accordance with the process shown below. No such student shall return to the classroom until the Principal makes a final determination pursuant to Education Law Section 3214(3-a)(c) or the period of removal expires, whichever is less. For those disciplinary measures that remove a student from classroom instruction, provisions will be made to provide continued academic support.

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

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

- The teacher must complete a District-established disciplinary referral form and meet with the principal or his/her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal. It is recommended that teachers work with administration in addition to the referral process, in order to communicate the conditions of the removal to the student's family and to work collaboratively to develop a re-entry plan.

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

- The principal may require the teacher who ordered the removal to attend the informal meeting in accordance with contractual requirements. If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.





Teacher disciplinary removal of disruptive students, ctd.

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

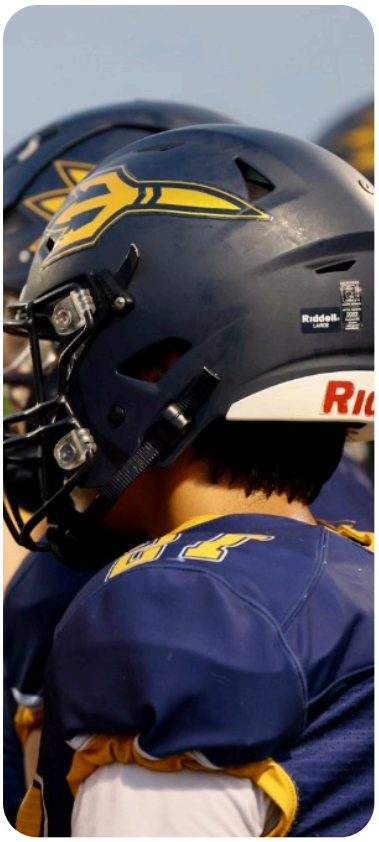
- The charges against the student are not supported by substantial evidence.
- The student's removal is otherwise in violation of law, including the District's Code of Conduct.
- The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

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

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

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

Suspension from School



Suspension from school is a serious response to Level 3 Behaviors that the VCS staff does not take lightly. A student who is suspended from school may not participate in any extracurricular activities on or off school grounds, including field trips, sporting events, intramurals, extracurricular activities or other school sponsored activities without the specific permission of the VCS Superintendent.

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

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

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

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

When the Superintendent, Assistant Superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must:

- Immediately notify the student orally.
- If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension.
- The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents.
- Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

Written Notices Shall:

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

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

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

Schoolwork will be made available as soon as possible to provide for continuation of the student's educational program.

STUDENTS WHO ARE SUSPENDED OUT OF SCHOOL MAY NOT ATTEND CLASSES, PARTICIPATE IN OR ATTEND ANY SCHOOL FUNCTIONS, WITHOUT THE SPECIFIC PERMISSION OF THE VCS SUPERINTENDENT.

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

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

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

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

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

c) Permanent suspension

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



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

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

- the student's age
- the student's grade in school
- the student's prior disciplinary record
- the Superintendent's belief that other forms of discipline may be more effective
- input from parents, teachers, and/or others
- other extenuating circumstances

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

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

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

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

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

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

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

1. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
2. Engaging in an ongoing or continual course of conduct, which makes the student ungovernable or habitually disobedient, and beyond the lawful control of the school.
3. Knowingly and unlawfully possessing marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

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

a) Any student under the age of 16 who is found to have brought a weapon to school.

b) Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).

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

5300.45 Alternative Instructional Programs

When a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take steps to provide alternative means of instruction appropriate to the circumstance.



5300.50 Discipline of Students with Disabilities

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the District's student Code of Conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

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

Definitions



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

Behavioral Intervention Plan (BIP) means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.

Controlled substance means a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).

Disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

- for more than 10 consecutive school days
- for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another. The School District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement

Illegal drug means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional, or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.

Interim alternative educational setting (IAES) means a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. An IAES must allow a student to continue to receive educational services that enable him or her to continue to participate in the general curriculum and progress toward meeting the goals set out in the student's individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

Manifestation review means a review of the relationship between the student's disability and the behavior subject to disciplinary action, which is required when the disciplinary action results in a disciplinary change of placement, and conducted in accordance with requirements set forth later in this policy.

Manifestation team means a District representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the Committee on Special Education as determined by the parent and the District.

Removal means a removal of a student with a disability for disciplinary reasons from his or her current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.

School day means any day, including a partial day, in which students are in attendance at school for instructional purposes.

Serious bodily injury means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Student presumed to have a disability for discipline purposes means a student who, under the conditions set forth later in this policy, the District is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.
Suspension means a suspension pursuant to §3214 of New York's Education Law.

Weapon means the same as the term "dangerous weapon" under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except a pocket knife with a blade of less than two and one-half inches in length.

Authority of School Personnel to Suspend or Remove Students with Disabilities

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

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

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a student without a disability.

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

- carries or possesses a weapon to or at school, on school premises or to a school function, under the jurisdiction of the educational agency
- knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the District's jurisdiction
- has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the District's jurisdiction

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



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

- In cases involving the suspension or removal of a student with a disability for a period of five consecutive school days or less, the student's parents or caregivers will be notified of the suspension and given an opportunity for an informal meeting in accordance with the same procedures that apply to such short term suspensions of student without a disabilities.

- The suspension of students with disabilities for a period in excess of five school days will be subject to the same due process procedures applicable to students without a disability, except that the student disciplinary hearing conducted by the Superintendent or a designated hearing officer shall be bifurcated into a guilt phase and a penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of his or her disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a student without a disability, except that he or she will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the hearing will be dismissed, unless the behavior involved weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

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

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

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

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

In addition, school personnel may not suspend or remove a student with a disability in excess of the amount of time that a student without a disability would be suspended for the same behavior.

Parental Notification of a Disciplinary Change of Placement

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

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

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



Manifestation Review

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

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

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

1. caused by or had a direct or substantial relationship to the student's disability
2. the direct result of the District's failure to implement the student's individualized education program

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



Manifestation Review, continued

If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the Committee on Special Education (CSE) will:

- conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the District had already done so prior to the behavior that resulted in the disciplinary change of placement occurring. However, if the student already has a behavioral intervention plan, the CSE will review the plan and its implementation, and modify it as necessary to address the behavior

- return the student to the placement from which he or she was removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the District agree to a change in placement as part of the modification of the behavioral intervention plan

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

Services for Students with Disabilities during Periods of Suspension or Removal

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

1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the District will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as students without a disability. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as students without a disability of the same age would if similarly suspended.
2. During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the District will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program.

2. ctd. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement. In addition, during such periods of suspension or removal the District will also provide students with disabilities services necessary for them to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.
3. During suspensions or removals in excess of 10 school days in a school year that constitute a disciplinary change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the District will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum, to progress toward meeting the goals set out in their respective individualized education program, and to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so it does not recur.

In such an instance, the Committee on Special Education will determine the appropriate IAES and services to be provided.

Students Presumed to Have a Disability for Discipline Purposes

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

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

1. The student's parents expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement.

2. The student's parent has requested an evaluation of the student.

3. A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the District's Director of Special Education or other supervisory personnel.

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

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

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other student without a disability who engaged in comparable behaviors. However, if the District receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the District will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the District which can include suspension.

Expedited Due Process Hearings

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

1. The District to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement.

2. The District during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

3. The student's parent regarding a determination that the student's behavior was not a manifestation of the student's disability.

4. The student's parent relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

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

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



Referral to Law Enforcement and Judicial Authorities

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

5300.55 Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any District employee is strictly forbidden.

Physical Restraint
Physical restraint shall only be used in a situation in which immediate intervention involving the use of reasonable physical forece is necessary to prevent imminent danger of serious physical harm to the student or others.

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



5300.60 Student Searches and Interviews

The school is committed to maintaining a safe and respectful learning environment. To help ensure everyone's safety and uphold school expectations, students may sometimes be questioned or searched by school officials.

A. Interviewing Students

School officials (like principals, assistant principals, counselors, or PPS members) may ask students questions if they believe the student may have information about a situation involving school rules or the law. Students are expected to answer honestly and respectfully.

- Students do not need to receive a "Miranda" warning (like what police must give) when being questioned by school staff.
- Staff are not required to contact a parent before asking questions.
- Whenever possible, school staff will explain to the student why they are being asked questions.

B. Searching Students or Their Belongings

If a school official has a reasonable suspicion, a fair and individualized reason to believe that a student is violating school rules or the law, they may search the student or their belongings (such as a backpack, purse, or car on school grounds). The search must be related to the reason and not more intrusive than necessary.

Examples of what might be searched include:

- backpacks
- jackets or clothing pockets
- vehicles parked on school grounds (with reasonable suspicion)





C. Searches Based on Information from Others

School officials may consider tips from other people when deciding whether to conduct a search. They may consider a source reliable if:

- The person appears credible and provides detailed, first-hand information.
- The information is consistent with other known facts.
- The situation involves an immediate or ongoing concern (e.g., vaping, substance use, threats to safety).
- The person is a staff member or known to act in good faith.

Note: School officials will use their professional judgment in deciding whether the tip is credible. This allows staff to act when a student provides a thoughtful, specific tip, even if it's the first time that student has reported something.

D. Consent and Minimally Intrusive Searches

Before searching, the student may be asked to voluntarily show or hand over the item in question. In some cases, a school official may lightly check the outside of a bag or pocket without reasonable suspicion if it's for a specific, limited safety concern.

Searches will be conducted privately, whenever possible, and students will usually be present when their belongings are searched.

E. Lockers, Desks, and School Storage Areas

Lockers, desks, and other storage areas provided by the school are school property. Students should not expect privacy in these areas, and school staff may inspect them at any time without notice or student permission.

F. Strip Searches (Extremely Rare)

Strip searches, requiring a student to remove clothing beyond outerwear, are not allowed unless:

- There is strong reason to believe the student is hiding something dangerous or illegal.
- There is advance approval from the Superintendent or school attorney (unless it's an emergency).
- The search is done by a school official of the same sex as the student, with another same-sex school staff member present.

Strip searches are only considered in rare, serious situations and must follow strict legal guidelines. Parents will be contacted before the search whenever possible—or notified in writing afterward if unreachable.

G. Documentation of Searches



When a search is conducted, the school will document:

- the student's name, age, and grade
- why the search was conducted;
- who conducted and witnessed the search
- what was being looked for
- the results and what was found (if anything)
- what happened to any items found
- when and how the student's parent/guardian was notified

Any illegal or dangerous items found will be turned over to law enforcement by the school principal or designee, who will retain proper custody of the items until they are transferred.

H. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:
1. A search or an arrest warrant
2. Probable cause to believe a crime has been committed on school property or at a school function
3. Been invited by school officials

Before police officials are permitted to question or search any student, the principal or his/her designee shall try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted by a police officer. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function. The primary goal of law enforcement is as an advisor. However, under law, police can speak to and remove a student 16 years or older for matters of law.

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

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

5300.60 Student Interviews and Searches ctd.

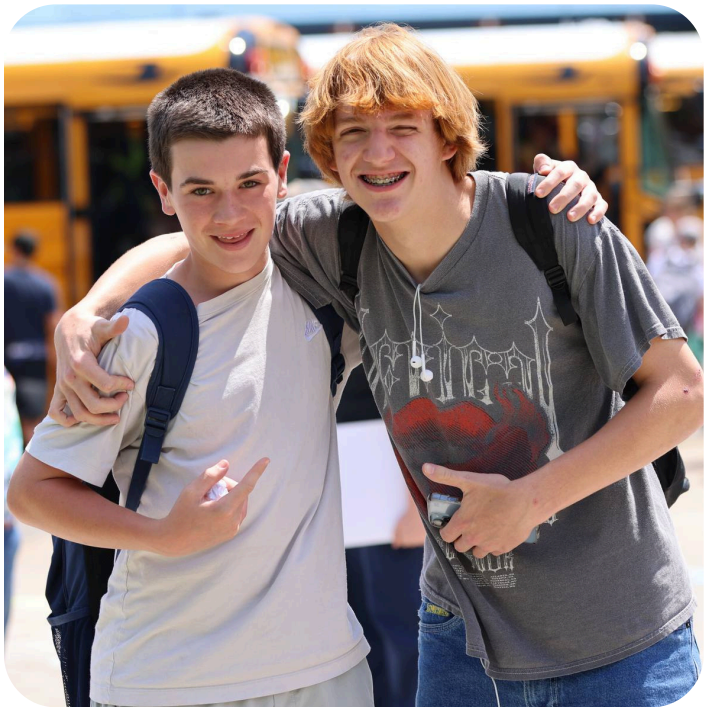
I. Child Protective Services Investigations

Consistent with the District's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the District will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations. Please refer to Board Policy 5460 for a list of mandated reporters.

All requests by child protective services to interview a student on school property shall be made directly to the principal or his/her designee. The principal or his/her designee shall set the time and place of the interview. The principal or designee shall be present during the interview. If the nature of the allegations is such that it may be necessary for the student to remove any of his/her clothing in order for the child protective services worker to verify the allegations, the school nurse or other District medical personnel must be present during that portion of the interview. No student may be required to remove his/her clothing in front of a child protective services worker or School District official of the opposite sex.

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





5300.65 Visitors to the Schools

The Board encourages parents and other community members to visit the District's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, certain limits must be set for such visits. The principal or his/her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.

2. All visitors to the school must report to the main office or other secure entrance upon arrival at the school. There they will be required to present their ID for verification through our electronic check-in system and will be issued a visitor's identification badge. Visitor Identification badges must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the office before leaving the building.

3. Visitors attending school functions that are open to the public outside of the regular school day, such as parent-teacher organization meetings or public gatherings, are not required to register.

4. Parents or citizens who wish to observe a classroom while school is in session are required to get permission from the building administrator to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.

5. Teachers are expected not to take class time to discuss individual matters with visitors.

6. Any unauthorized person on school property will be reported to the principal or his/her designee.

7. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.

8. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

9. Using an unmanned aerial vehicle (also known as a drone) or any remote controlled aircraft on school property or during any school functions without the prior written authorization from the District's Superintendent is prohibited. Prior to such use, users must also demonstrate compliance with any and all applicable Federal Aviation Administration rules and regulations.

5300.70 Public Conduct on School Property

The District is committed to maintaining a safe, respectful, and orderly environment that supports teaching and learning. To ensure this, all individuals: students, staff, families, and visitors must follow rules for appropriate conduct on school property and at school functions.

This section governs conduct for all persons on school grounds or at school events, without limiting rights to free speech or peaceful assembly under the law. Its goal is to protect the rights and safety of all members of the school community.

A. Prohibited Conduct

No person, alone or in coordination with others, shall:

1. cause or threaten harm to others
2. damage or attempt to damage District property or personal property, including through graffiti, vandalism, or arson
3. disrupt or interfere with classes, school operations, or other authorized activities
4. display or distribute materials that are obscene, promote illegal acts, defame others, or interfere with others' rights or school operations
5. engage in harassment, discrimination, or intimidation, including based on race, color, national origin, religion, disability, gender, gender identity, sexual orientation, or other protected status (as defined by NYS Education Law §11 and DASA)
6. enter unauthorized areas or remain on school grounds after hours without permission
7. block movement or restrict access to school property or events
8. violate traffic or parking rules on school grounds
9. possess, use, distribute, or be under the influence of alcohol, illegal drugs, synthetic substances, or other intoxicants
10. use or distribute tobacco products or e-cigarettes, in any form
11. possess or use weapons, unless expressly permitted by law (e.g., law enforcement)
12. gamble, loiter, or bring unauthorized animals, in violation of District policy
13. refuse to comply with reasonable directions from District staff
14. incite or encourage others to violate this Code
15. violate any law, Board policy, or section of this Code while on school property or at a school function

B. Consequences for Violations

Consequences for violating this section of the Code include:
Visitors: May be directed to leave immediately. If they refuse, they may be removed by law enforcement and/or barred from District property by the Superintendent.

Students: Will be subject to disciplinary measures in accordance with due process and the District's discipline procedures outline in the Code of Conduct.

Tenured Teachers: May face discipline under Education Law §3020-a.

Civil Service Employees: May be disciplined in accordance with Civil Service Law §75.

Other Employees: May face warning, reprimand, suspension, or dismissal in line with applicable legal protections.

C. Enforcement

All District staff are responsible for upholding this Code.

- When a violation occurs that does not pose an immediate threat, staff should inform the individual, request that the conduct stop, and explain possible consequences.

- If the conduct poses a safety threat or the individual refuses to comply, staff may contact administration and/or law enforcement for immediate removal.

- Disciplinary action will follow based on the individual's role (student, staff, or visitor), and the District reserves the right to pursue civil or criminal charges if warranted.

5300.75 Dissemination and Review

A. How do people learn about the VCS Code of Conduct?

The district will ensure community awareness by:

- providing copies of an age-appropriate, written in plain language, summary of the code to all students at an assembly to be held at the beginning of each school year
- providing a plain language summary to all parents at the beginning of the school year, and thereafter on request
- posting the Code of Conduct on the District's website
- providing all current staff members with a copy of the Code and a copy of any amendments to the code after adoption
- providing all new employees with a copy of the current Code of Conduct when they are first hired
- making copies of the code available for review by students, parents and other community members
- ensuring effective implementation through ongoing professional learning

B. Annual Review of the VCS Code of Conduct

The Board of Education will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently. The Board of Education may appoint an advisory committee to assist in reviewing the code. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The Code of Conduct and any amendments to it will be filed with the Commissioner of Education, in a manner prescribed by the Commissioner, no later than 30 days after adoption.



Appendix 1: Glossary

5300.10 Definitions

For purposes of the code, the following definitions apply.

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

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

"Discrimination" means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

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

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

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

"Gender" means a person's actual or perceived sex and shall include a person's gender identity or expression.

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

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

5300.10 Definitions ctd.

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

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

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

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

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

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

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

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

5300.10 Definitions ctd.

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

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

"**Sexual orientation"** means actual or perceived heterosexuality, homosexuality or bisexuality or sexuality of preference.

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

"Violent student" means a student under 21 who:

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

"Weapon" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death. In addition, this code further prohibits the possession or display of any toy, facsimile or replica of a weapon.

5300.80 Compliance

If at any time a part of this Code of Conduct is inconsistent with applicable law, that part of the code is to be considered amended so that it complies with applicable law.

This Code of Conduct is effective as of June 29, 2012.

Revised:
Approved by the Board of Education

Policy Cross References:
5460 – Child Abuse, Maltreatment or Neglect in a Domestic Setting

Victor Central School District Code of Conduct
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Victor Central School District Code Conduct

5300.05 Introduction

Why Do We Have a Code of Conduct?

At Victor Central Schools, we know that students learn best in an environment that is safe, supportive, and respectful. The Code of Conduct exists to help create and maintain that environment — where students can focus on learning, and teachers and staff can provide high-quality education without disruption.

Our Code of Conduct is built on the shared values of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity. It sets clear expectations for behavior on school property and at school functions, and it outlines the responsibilities of students, staff, parents, and visitors in upholding these values.

By clearly defining what is expected, describing the possible consequences for unacceptable behavior, and ensuring discipline is fair and consistent, the Code of Conduct helps protect the well-being of every member of our school community.

This Code was thoughtfully developed with input from teachers, administrators, school board members, support staff, students, and families. It also aligns with the Dignity for All Students Act (Dignity Act), ensuring that our schools are free from harassment, bullying (including cyberbullying), and discrimination. The Dignity Act emphasizes the importance of fostering civility and promoting positive school culture, values that are at the heart of our Code.

In short, we have a Code of Conduct to ensure that Victor Central Schools are places where every student feels safe, respected, and ready to learn — every day.

Where and When the Code of Conduct Applies

The Code of Conduct applies to all students whenever they are part of the Victor Central School community — not just during the school day. This includes:

- While students are in any Victor Central School building or on school grounds
- When they are riding in school vehicles
- When they are participating in or attending any school-related or district-sponsored event, such as field trips, sports games, concerts, or club activities — whether these events happen on school property or at other locations like parks, private businesses,other schools or even out of the state or country at school-sponsored events.

In addition, the Code also applies to behavior that happens outside of school hours and off school property, including online environments, if those actions could negatively impact the learning environment or the well-being of our school community.

Our goal is to help students understand that they represent themselves and our school at all times, and that positive behavior matters both inside and outside of the classroom.

VCS Vision Statement

Together, we will build a thriving educational community that inspires every individual to shape their own future with confidence and pride.

Mission Statement

Together we create engaging learning environments that promote empathy, inclusivity and opportunity by uniting the community and classroom. Our dedicated, supported staff prepare and inspire every student to achieve their academic potential and thrive in an ever-changing world.

District Vision

At Victor Central Schools (VCS), we will cultivate a vibrant and supportive learning community built upon the cornerstones of respect, inclusivity, and empowerment. Every day, in every building, every person will feel safe, valued, inspired, and motivated to grow—both academically and personally. We will celebrate diversity, foster a sense of belonging and strive for academic achievement, and students will become informed, confident scholars and leaders who are prepared to thrive in an ever-changing world.

We will create an environment where students confidently take risks, embrace new learning experiences and persevere through challenges. Our approach will address the academic, social and emotional needs of every student, ensuring they develop essential life skills and feel valued throughout their academic journey. Strong connections between students, staff, families, and local organizations will be built through clear and consistent communication. We will ensure community members and families are well-informed and engaged in both their student's daily life and the numerous community-building activities hosted by the district.

We believe that there are many pathways to success that meet the diverse interests and learning styles of our students. Through hands-on opportunities and real-world experiences tailored to their unique interests, strengths and aspirations, students will gain the skills and adaptability needed to excel in a rapidly evolving global landscape. Our classrooms will be spaces that support student-led discovery-based learning, where they are encouraged to explore with guidance from dedicated educators. Together we will create individualized learning opportunities to enable students to reach their full potential.

At VCS, we understand the importance of providing the support both students and staff need to thrive academically, professionally and emotionally. Our state-of-the-art facilities and evolving resources will be designed to meet the needs of everyone in our dynamic community. We will continually explore, embrace and integrate new strategies and technologies to ensure that all members of our school community have the tools necessary for success. Educators, viewing themselves as lifelong learners committed to the success of each student, will actively collaborate with the District to seek the continual learning and professional development needed to excel in their roles.

The sense of pride on the Victor campus will be unmistakable. Victor Central Schools will be a district where families choose to live, staff are eager to work, and the community is committed to supporting our continued success. Our one-campus environment will be the place where we

bridge the gap between long-standing and new community members fostering a sense of unity and shared purpose.

Positive School Culture and Climate

At Victor Central Schools, we are committed to creating a positive, safe, and supportive environment where every student feels respected, valued, and ready to learn. We believe that students learn best when they feel physically, emotionally, and socially secure, and we work hard to protect all members of our community from any form of harm.

Our Code of Conduct reflects our commitment to culturally and linguistically responsive practices, ensuring that every student feels seen, heard, and respected. We believe that a healthy school culture grows from high expectations, mutual respect, and shared accountability. At the heart of our work is a commitment by everyone — students, staff, and families — to support students' academic, social, and emotional growth. We model the skills, behaviors, and mindsets that lead to success both in school and in life, seeing challenges as learning opportunities.

Through a focus on Multiple Tiers of Student Supports (MTSS), Victor Central Schools uses a variety of strategies to build a strong and positive culture, including:

Social-Emotional Learning (SEL)

Our schools embrace the principles of social-emotional learning and align our practices with the New York State Education Department (NYSED) SEL Benchmarks. Through this work, we help students:

- Develop self-awareness and self-management skills essential to success in school and in life.
- Use social awareness and interpersonal skills to establish and maintain positive relationships.
- Demonstrate ethical decision making skills and responsible behaviors in person, school and community contexts.

Academic Rigor and Support

We are committed to offering challenging and meaningful learning opportunities for all students. We encourage exploration, discovery, and deep engagement with academic content. When students need extra help, we provide support services to ensure they have every opportunity to succeed.

Restorative Practices

In addition to setting high expectations, we believe in repairing relationships when harm is done. Restorative practices help students reflect on their actions, take responsibility, and work toward making things right, strengthening our school community as a whole.

Together, these efforts inspire our students and staff to be their best, do their best, and make a positive difference in the lives of others.

5300.15 VCS Student Rights and Responsibilities

At Victor Central Schools, we are committed to fostering an environment where every student feels safe, respected, and empowered to learn and grow. Students are guaranteed rights under constitutional, federal, and state laws, as well as District policies, to ensure their academic, social, and emotional well-being.

VCS Students have the right to:

- A high-quality education that is rigorous, authentic, and inclusive, provided in a safe and supportive environment.
- Access services and supports that promote academic achievement and social-emotional success.
- Be heard and respected as individuals, and to be treated fairly and with dignity by students, staff, parents, and visitors.
- Express opinions respectfully — verbally, in writing, or with assistance — while contributing to a positive school environment.
- Dress in ways that express individuality, as long as it does not disrupt the learning process or pose a safety concern.
- Participate equally in all school activities, regardless of race, color, weight, national origin, ethnicity, religion, disability, sex, sexual orientation, gender identity, or gender expression.
- Request and receive confidential, accurate information about drug and alcohol use, along with guidance on how to access support services and treatment resources. (Ed Law 3038)
- Be protected from discrimination, bullying, harassment (including cyberbullying), intimidation, and sexual harassment — whether physical, verbal, or electronic — with access to support services as needed, in accordance with the Dignity for All Students Act (DASA).
- Understand their rights and responsibilities, including:
    - The VCS Code of Conduct
    - School and District rules, expectations, policies, and procedures, including possible consequences for misconduct
    - Laws related to student rights
- Due process protections, including:
    - The opportunity to be heard regarding disciplinary actions
    - Access to clear information about school rules, discipline procedures, and appeals
    - The opportunity to request reconsideration of disciplinary consequences where appropriate
    - The right to be accompanied by a parent/guardian or representative during a Superintendent's hearing (unless otherwise determined by law)
- Engage in leadership and decision-making opportunities, including:
    - Serving on student councils or committees that influence school decisions
    - Expressing opinions about school regulations and practices through established channels
    - Taking part in peer leadership or mentoring programs
    - Forming student groups to represent various interests or needs, following District guidelines

VCS Students have the responsibility to:

- Come to school ready to learn, do their best, and ask for help when they need it.
- Treat themselves and others with kindness, respect, and empathy.
- Take care of school property and help keep the school environment safe, clean, and welcoming.
- Follow school expectations and guidelines that help everyone succeed, including guidelines for participation in extracurricular or co-curricular activities like Athletics, Marching Band, Colorguard, Robotics, etc.
- Communicate openly, honestly, and respectfully with teachers, staff, and classmates.
- Celebrate differences, include others, and help build a community where everyone feels they belong.
- Speak up if they see something unsafe, unfair, or unkind, and seek help from a trusted adult.
- Use technology responsibly to support learning, communicate kindly, and protect the privacy and well-being of themselves and others.
- Take pride in their role as learners and citizens of the school community.
- Take ownership of their actions by reflecting on mistakes and accepting school interventions and responses that help turn challenges into opportunities for learning and growth

Each year, students will be reminded of their rights and responsibilities in an age-appropriate and accessible way, so that every student understands and can act on them.

5300.20 Essential Partners

At Victor Central Schools, we believe that fostering a respectful, safe, and welcoming environment is a shared responsibility. Every member of our school community — students, staff, parents/caregivers, and visitors — plays an essential role in modeling the values and behaviors that support academic achievement, personal growth, and emotional well-being. Together, by holding ourselves to the highest standards, we create the conditions that allow all students to learn, thrive, and reach their fullest potential.

Shared Rights and Responsibilities

All members of the VCS community share important rights and responsibilities that help build and maintain a positive school culture. These expectations apply to every individual, regardless of their role:

All Essential Partners have the right to:

- Be treated with respect, dignity, and fairness.
- Learn, work, and participate in school activities in a safe and supportive environment, free from discrimination, harassment, and bullying.
- Express opinions respectfully and constructively contribute to school activities and decisions.
- Access accurate and timely information that pertains to their role.

All Essential Partners have the responsibility to:

- Treat others with kindness, empathy, and respect, regardless of differences such as race, color, weight, national origin, religion, disability, sex, gender identity, or sexual orientation.
- Follow school rules and policies to maintain a safe, orderly, and welcoming environment.
- Communicate openly and honestly with all members of the school community, avoiding curse words, insults, and raised voices, and respecting personal boundaries.
- Have access to all vital school communications, including written materials and verbal interactions, in their home language or through qualified translation and interpretation services.
- Cooperate with school personnel and support efforts to resolve conflicts constructively.
- Participate in ways that uphold the educational mission of the school and foster a positive, inclusive community.

In addition to these shared rights and responsibilities, each group within our school community has a unique and vital role to play in supporting student growth, learning, and success. The following outlines the specific rights and responsibilities for key stakeholders:

Parents and Caregivers

Parents/Caregivers have the right to:

- Be informed about their child's academic progress, behavior, and well-being.
- Access clear information regarding school policies, procedures, and expectations.
- Receive timely communication about school events, opportunities, and concerns.
- Participate meaningfully in parent-teacher conferences, school meetings, and decision-making processes.
- Expect a safe, supportive, and nurturing school environment for their child.

Parents/Caregivers have the responsibility to:

- Ensure their child attends school regularly, is prepared for learning, and follows school rules.
- Encourage and support their child's academic achievement and personal development.
- Maintain open and respectful communication with teachers, staff, and administrators.
- Work collaboratively with the school to support their child's emotional well-being and encourage a positive approach to school and lifelong learning.
- Encourage their child to demonstrate respect, responsibility, and active participation in school life.
- Promptly report concerns about safety, well-being, or the school environment to appropriate school personnel.
- Support school efforts to maintain a safe and respectful environment by modeling positive communication and behavior, in person and online.

Visitors

Visitors have the right to:

- Access publicly open areas of the school and attend events when invited or permitted.
- Be treated with courtesy, professionalism, and respect by students and staff.
- Provide feedback or express concerns to school personnel in a respectful manner.

Visitors have the responsibility to:

- Sign in at the main office upon entering school buildings and follow visitor procedures.
- Adhere to all school rules and policies while on campus.
- Respect the privacy, safety, and learning time of students and staff by avoiding disruptions.
- Refrain from using language or actions that could disrupt or harm the school environment.
- Immediately report any safety concerns or issues to school staff.

Staff

Staff have the right to:

- Work in a respectful, safe, and supportive professional environment.
- Access the necessary resources, training, and support to perform their roles effectively.
- Have their professionalism, expertise, and contributions recognized and valued.
- Share their perspectives and concerns regarding school policies and practices.

Staff have the responsibility to:

- Maintain supportive, professional relationships with students, families, and colleagues.
- Implement school policies and procedures consistently, fairly, and equitably.
- Foster a positive, respectful, and engaging learning environment for all students.
- Communicate regularly with parents/caregivers about student progress and school matters.
- Model respect, responsibility, and integrity in all interactions, in person and online.
- Collaborate with colleagues and school leadership to strengthen a positive school culture.
- Act promptly to prevent and address bullying, harassment, and discrimination, following established protocols and district policies.

Dignity for All Students Act (DASA)

At Victor Central Schools, we are deeply committed to providing a safe, welcoming, and inclusive environment where every student can learn, grow, and thrive. To help ensure this, we uphold the principles of the **Dignity for All Students Act (DASA)** — a New York State law designed to protect students from discrimination, harassment, bullying (including cyberbullying), and bias-based behavior of any kind.

Under DASA, students are protected against acts of discrimination or harassment based on actual or perceived characteristics such as race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

At Victor, we believe that treating every individual with dignity is a shared responsibility. We expect all members of our school community — students, staff, families, and visitors — to help create an environment where kindness, respect, and fairness are the norm.

Our Commitment to Students

When bullying, harassment, cyberbullying, discrimination, or other bias-related behavior is reported or observed:

- Every report is taken seriously — whether made orally, in writing, anonymously, or directly to a staff member.
- Every situation is promptly investigated by the building's Dignity Act Coordinator (DAC) or their trained designee, following the requirements of DASA and the Victor Central Schools Code of Conduct.
- Support is provided to all students involved, ensuring they feel safe, respected, and have the skills and strategies needed to prevent future incidents.
- Confidentiality is protected to the fullest extent allowed by law.

If a DASA investigation determines that a violation has occurred, appropriate actions will be taken to:

- Address and end the harmful behavior,
- Restore a positive learning environment,
- Provide support and education to those involved, and
- Monitor progress to prevent recurrence.

Students and families can report concerns by:

- Using the DASA Reporting Form available on the district website,
- Contacting the Safe Schools Helpline by call, text, or email, or
- Speaking directly with the building principal, Dignity Act Coordinator, or any trusted staff member.

The Role of Dignity Act Coordinators (DACs)

Each school building has at least one designated Dignity Act Coordinator (DAC), trained to:

- Promote a safe, respectful, and supportive environment for all students,
- Respond promptly and thoughtfully to reports of bullying, harassment, and discrimination,
- Oversee and collaborate with the district-wide and building-level Bullying Prevention teams,
- Support the integration of civility, empathy, and respect into classroom instruction and school culture,
- Help plan and provide staff training on bullying prevention, equity, and inclusion,
- Monitor the effectiveness of prevention policies and report data and trends annually,
- Address personal biases that could impact the equitable treatment of students,
- Ensure that any student or community member who raises a concern is treated with dignity and care.

District-wide Dignity Act Coordinator includes the Assistant Superintendent for Instruction as well as the Director of Health, Physical Education and Athletics, who works closely with each building-level DACs to promote and maintain a safe and supportive school climate.

Reporting and Response Procedures

- **Immediate Action**: Any student, staff member, or visitor who witnesses or experiences bullying, cyberbullying, harassment, or discrimination should report it immediately to any staff member or administrator.
- **Documentation and Notification**: Staff must promptly document reports and notify the building DAC, who leads or supervises the investigation.
- **Investigation and Follow-Up**: Investigations are thorough, timely, and focused on the well-being of the students involved. Corrective actions, including consequences, are implemented where necessary.
- **Ongoing Support**: Students receive continued support through a mutually designed action plan to promote healing, learning, and safety.
- **Annual Reporting**: Building DACs compile and review data annually to improve practices and maintain a safe environment for all.

Together, through proactive education, timely intervention, and a collective commitment to kindness and respect, we ensure that Victor Central Schools are places where every student can feel safe, valued, and empowered to succeed.

The Dignity Act Coordinators are as follows:

• Early Childhood School	Laura Reynolds	(585)924-3252 ext. 2401
• Primary School	Amanda Byrne	(585)924-3252 ext. 3401
• Intermediate School	Natalie Sonneville	(585)924-3252 ext. 4402
	Leah Daniels Farren	(585)924-3252 ext. 4401
• Junior High School	Brian Gee	(585)924-3252 ext. 5400
	Laura Westerman	(585)924-3252 ext. 5401
• Senior High School	Keith Pedzich	(585)924-3252 ext. 6401
	Kate Pyle	(585)924-3252 ext. 6403
• District Wide Pre-K - 12	Karen Finter	(585)924-3252 ext. 1453
	Duane Weimer	(585)924-3252 ext. 6307

5300.25 Student Dress Code

Victor Central Schools has established a dress code to foster equity, safety and consistency for anyone on campus. The dress code is designed in a manner that does not reinforce stereotypes and is meant to minimize reasons for conflict. Students should be able to dress comfortably for school and participate fully in educational activities without fear of judgment or unfair treatment.

The dress code applies to all on campus and off campus school events. School administration may take action if a student's attire does not meet the expectations outlined below.

Students will be treated equitably regardless of race, disability, gender identity or expression, sexual orientation, religion, ethnicity, cultural observance, political affiliation, household income, or body type/size.

General Guidelines

Students must wear:

- **A top** (e.g., shirt, blouse, sweatshirt, sweater).
- **Bottoms** (e.g., pants, shorts, skirts, leggings, dresses, sweatpants).
- **Footwear** (e.g., sneakers, boots, sandals, flats, heels, slides).

Clothing must cover private body parts with opaque (non-transparent) material at all times. Victor Central Schools supports and respects religious and cultural dress practices. Students and families may request reasonable accommodations, which will be provided whenever possible.

Prohibited Items

Students may not wear clothing or accessories that:

- Display or promote the use of vaping, tobacco, alcohol, illegal substances, or other illegal activities.

- Contain offensive language, images, or symbols (including hate speech, threats, or discriminatory messages).
- Present a safety hazard (for example, dangerous jewelry, footwear inappropriate for physical activity, or items that could be used as weapons).

Note: Protective or specialized clothing may be required for certain classes or activities (e.g., science labs, technology classes, physical education). These expectations will be communicated ahead of time.

Communication and Enforcement

- Each school principal or designee will communicate the dress code to students and families at the start of the school year and will share any reminders or updates as needed.
- Questions about the VCS dress code can be directed to building administrators.
- If a student's clothing does not meet the dress code:
    - The student will be asked to modify their appearance (for example, by covering, changing, or removing the item).
    - If necessary, replacement clothing may be provided or the student may call home for alternate clothing.
    - Students who refuse to comply may be subject to disciplinary action, including in-school suspension for the day.
    - Repeated violations may result in additional consequences, up to and including out-of-school suspension.

5300.30 Levels of Behavioral Concerns, Misconduct, Interventions and Responses

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

We are committed to supporting our students as they learn to assume and accept responsibility for their behavior as well as the consequences of their actions, regardless of intent but rather by considering the impact of their actions. Intent refers to what you thought you were doing. Impact refers to how that action was perceived by or affected the other person. District personnel who interact with students are expected to provide interventions and response to behavioral concerns or misconduct by placing an emphasis on education, so that our students may grow their capacity to self-regulate and self-discipline.

The Board recognizes the need to make its requirements for student conduct while on school property or engaged in a school function specific and clear. The expectation is that students will accept responsibility for their behavior, the impact of their behavior and accept consequences for their conduct.

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

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

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

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

Level 1 Behavioral Concerns or Misconduct

Level 1 Behavioral Concerns or Misconduct occur when the behavior is a minor disruption to the student's learning or learning environment and the student has had no prior incidents and/or no supportive interventions have yet been put in place.

Examples of Level 1 Behavioral Concerns or Misconduct

- Plagiarism
- Tardiness
- Absences: skipping class, occasional refusal to attend
- Negative talk, name-calling, teasing, swearing, inappropriate language or gestures
- Defiance, insubordination or noncompliance
- Hallway or classroom distraction or disruption - making noises, talking out of turn excessively, out of seat, running
- Inappropriate Physical Contact, i.e.: poking, tripping, bumping into others, pushing, etc.
- Wearing clothing that disrupts the educational process and does not promote a safe and productive learning environment
- Misuse of electronic devices or technology

**This list represents examples and is not all inclusive.*

School Staff Interventions and Responses for Level 1 Concerns

School staff are responsible for teaching, modeling, practicing, recognizing and assessing positive behaviors and promoting social-emotional skills of self-regulation, self-management, social awareness and self-awareness. Staff members may use the Level 1 interventions listed to interrupt unexpected behaviors or misconduct and to teach skills so students can learn and demonstrate safe and respectful behavior. Responses should be used in a graduated fashion. If classroom interventions are not successful, staff are expected to collaborate and report concerns to administration or support staff members.

Level 1 Interventions	Level 1 Responses
• Short breaks, including movement breaks • Positive directives that clearly state expectations • Positive and specific corrective feedback • Re-teaching and/or rehearsal of skill or procedure • Increase proximity	• Seat change • Written reflection by student(s) • Contact families via email or telephone • Parent-Teacher Conference • Loss of a privilege • Detention given with the teacher • Conference with an Administrator **Preventions and interventions serve as guidelines relative to supporting student behavior and is not exhaustive of all possible actions.*

• Verbal prompts, reminders, redirections, warnings, and/or correction • Calm-down strategy application (ie: Calm Down Corner, Zones of Regulation, SEL Strategies, Breathing Techniques, etc.) • Student-Teacher Conference	

Level 2 Behavioral Concerns or Misconduct

Level 2 Behavioral Concerns or misconduct occurs when supports have been put in place, but the behavior has become persistent or has had a more severe negative influence over the learning of the student or others.

Examples of Level 2 Behavioral Concerns or Misconduct

- Persistent Level 1 Behaviors
- Verbal altercation, including obscene, threatening or abusive language
- Discriminatory and harmful language: racials slurs, homophobic/transphobic language, hate speech
- Bullying, intimidation, cyberbullying
- Cheating or other academic dishonesty
- Misleading or giving false information to school staff/personnel
- Physical altercation: spitting,biting, hitting, punching, kicking, fighting
- Misuse of technology or school property
- Persistent defiance, insubordination or noncompliance
- Elopement
- Trespassing
- Harassment
- Use or possession of tobacco-related products
- School truancy
- Skipping assigned detentions, interventions or tutoring sessions
- Theft
- Unsafe behavior on the bus, impacting the driver's ability to safely operate the bus

**This list represents examples and is not all inclusive.*

School Staff Interventions and Responses for Level 2 Concerns

Level 2 Interventions	Level 2 Responses
• Teacher - facilitated interventions (See Level 1) • Restorative conversations • Referral to MTSS team • Student-teacher conference and plan • Informal consult between teacher and support team member; could include observations • Mediation / conflict resolution • Peer group sessions to address specific issues • Individualized case management • Mentoring • Counseling • Behavior Support Plan	• Submission of behavioral referral • Removal from the classroom • Incident investigation • Parent or caregiver notification • Loss of privilege • Short term removal from class • Lunch or After-school detention • Conference with an administrator • In-school suspension • Temporary suspension from participation in athletics, social events, extra-curricular activities and/or transportation **Preventions and interventions serve as guidelines relative to supporting student behavior and is not exhaustive of all possible actions.*

Level 3 Behavioral Concerns or Misconduct

Level 3 Behavioral concerns or misconduct take into account the seriousness of the offense and the impact on the school community, even when documented interventions and supports have been inplace. Support and response at this level occurs when the behavior is illegal, presents an imminent threat of serious harm to the school community, or when the student's behavior seriously affects the safety of others in the school and/or educational process.

For Level 3 responses, an administrator will engage in dialogue with the student regarding the behavior concern or misconduct, and will investigate the facts surrounding the incident. Parents/caregivers must be informed of the incident by an administrator. Depending on the severity of the incident, out of school suspensions may be assigned by the Building Principal for up to 5 days. Any suspension beyond 5 days requires a Superintendent's hearing and determination, which can lead to long-term or permanent suspension assigned by the Superintendent.

Examples of Level 3 Behavioral Concerns or Misconduct

- Persistent Tier 2 Behaviors
- Acts of racism, sexism, classism, ableism, ageism, religious intolerance and hate
- Repeated discriminatory and harmful language: racial slurs, hate speech
- Repeated bullying, intimidation, harassment, cyberbullying
- Assault with serious injury
- Use, possession, distribution, sale or under the influence of drugs and delivery devices
- Use, possession, distribution, sale or under the influence of alcohol
- Use, possession, distribution, sale or under the influence of weapons, firearms, explosives
- Repeated or major theft
- Forgery/falsification of documents
- Inappropriate or forcible contact of a sexual nature or sexual misconduct
- Posing a serious threat to the safety of a large number of students or staff (bomb threat, false alarms, preventing people from evacuating, fighting)
- Significant or persistent physical altercations, fighting with serious bodily injury or harm
- Arson
- Reckless endangerment
- Gambling or indecent exposure

**This list represents examples and is not all inclusive.*

School Staff Interventions and Responses for Level 3 Concerns

Level 3 Interventions	Level 3 Responses
• Referral to student support team • Small group counseling • Referral to Substance Abuse Couseling • Referral to MTSS Team • Revision to IEP, or referral to Committee on Special Eucation (CSE) or 504 • Conduct a Functional Behavioral Assessment (FBA) and development of a Behavior Intervention Plan (BIP) • Referral to outside community organizations • Alternative placement intervention and plan • Referral to Threat Assessment Team	• Lunch or After-school detention • Immediate removal from clasroom or location • Incident Investigation • Parent/Caregiver notification • In-School Suspension • Temporary suspension from participation in athletics, social events, extra-curricular activities or transportation • Out of School Suspension, up to 5 days • Request for Superintendent's Hearing • Partnership with outside Law Enforcement or SRO **Preventions and interventions serve as guidelines relative to supporting student behavior and is not exhaustive of all possible actions.*

5300.35 Reporting Violations

Reporting Responsibilities:

- **Students** are expected to promptly report any violations of the Code of Conduct to a teacher, school counselor, administrator, or another trusted staff member.
- **Staff members** who are authorized to impose disciplinary consequences are expected to address violations promptly, fairly, and lawfully.
- **Staff members** who are **not authorized** to impose discipline must promptly report violations to an administrator or supervisor who can take appropriate action.

How to Report:

- Students and staff can report concerns verbally, through a written report, or through an available online reporting tool, as applicable within buildings. Reports should include as much detail as possible to help school officials respond appropriately.

5300.36 Response to Violations Involving Weapons, Alcohol, or Illegal Substances

Immediate Action:

- Any weapon, alcohol, vaping device, or illegal substance found on school grounds should be immediately confiscated, if it can be done safely.
- Parents/guardians of the student involved must be notified as soon as possible.
- The appropriate disciplinary response will follow, which may include suspension or referral to law enforcement, depending on the severity of the incident.

Law Enforcement Notification:

- If a Code of Conduct violation **constitutes a crime** and **substantially affects school order or security**, the principal (or designee) must notify local law enforcement **as soon as practical, and no later than the end of the business day** the violation is discovered.
- Parent/guardian notification must also occur, first by phone, followed by a written letter mailed within 24 hours.
- The notification must clearly identify the student involved and explain the nature of the violation.

Notes:

- All reports will be handled with respect for student confidentiality, consistent with legal obligations.
- The district is committed to addressing reported concerns seriously and ensuring a safe learning environment for all.

5300.40 Disciplinary Consequences, Procedures and Referrals

A. Disciplinary Responses: Consequences

Students who are found to have violated the District's Code of Conduct may be subject to any of the following consequences, either alone or in combination. The consequences listed below do not reflect a hierarchy or progression. The school personnel identified after each consequence are authorized to impose that consequence, consistent with the student's right to due process.

Consequence/Response	**Imposed by:**
Oral Warning	Any staff member
Referrals to Parents	Any staff member, or staff member through administration
Detention	Teachers, Building Administration, Superintendent
Suspension from Transportation	Superintendent, Board of Education
Suspension from Athletic Participation	Coaches, Director of Health, Physical Education and Athletics, Principal, Superintendent
Suspension from Social or Extracurricular Activities	Activity Advisor, Principal, Superintendent
Suspension from other privileges	Principal, Superintendent
In-school Suspension	Principal, Superintendent
Removal from Classroom	Teachers, Counselors, PPS Team Members, Building Administration
Short Term (5 days or less) Suspension from School	Principal, Superintendent, Board of Education
Long Term Suspension Hearing and Long Term Suspension (more that 5 days)	Principal, Superintendent, Board of Education
Permanent Suspension from School	Superintendent, Board of Education

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

B. Procedures

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

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

1. Detention

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

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

2. Suspension from transportation

If a student does not comply with the behavioral expectations on the bus, the bus driver is expected to bring such misconduct to the principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Superintendent, the Board of Education or their designees. In such cases, the student's parent will become responsible for seeing that his/her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the District will make appropriate arrangements to provide for the student's education.

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

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

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

4. In-school suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board

authorizes principals/designees and the Superintendent/designee to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension."

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

5. Teacher disciplinary removal of disruptive students

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

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

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

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

A teacher may remove a disruptive student from their classroom for up to two days in accordance with the process shown below. No such student shall return to the classroom until the Principal makes a final determination pursuant to Education Law Section 3214(3-a)(c) or the period of removal expires, whichever is less.

For those disciplinary measures which remove a student from classroom instruction, provisions will be made to provide continued academic support.

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

If the student poses a danger or ongoing threat of disruption to persons or property, the teacher may order the student to be removed immediately. The teacher must, however, explain to the

student why he/she was removed from the classroom and give the student a chance to present his/her version of the relevant events within 24 hours.

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

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

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

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

If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

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

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

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

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

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

or regulation.

6. Suspension from School

Suspension from school is a serious response to Level 3 Behaviors that the VCS staff does not take lightly. A student who is suspended from school may not participate in any extracurricular activities on or off school grounds, including field trips, sporting events, intramurals, extracurricular activities or other school sponsored activities without the specific permission of the VCS Superintendent.

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

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

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

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

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

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

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

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

Students who are suspended out of school may not attend classes, participate in or attend any school functions, without the specific permission of the VCS Superintendent.

Schoolwork will be made available as soon as possible to provide for continuation of the student's educational program.

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

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

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

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

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

c) Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school

personnel or any other person lawfully on school property or attending a school function.

C. Minimum Periods of Suspension

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

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

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

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

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

suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling

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

2. PINS Petitions

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

a) Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
b) Engaging in an ongoing or continual course of conduct, which makes the student ungovernable or habitually disobedient, and beyond the lawful control of the school.
c) Knowingly and unlawfully possessing marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

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

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

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

5300.45 Alternative Instructional Programs

When a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take steps to provide alternative means of instruction appropriate to the circumstance.

5300.50 Discipline of Students with Disabilities

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the District's student Code of Conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not

currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

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

Definitions

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

Behavioral Intervention Plan (BIP) means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.

Controlled substance means a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).

Disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

- For more than 10 consecutive school days; or
- For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another. The School District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.

Illegal drug means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional, or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.

Interim alternative educational setting (IAES) means a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. An IAES must allow a student to continue to receive educational services that enable him or her to continue to participate in the general curriculum and progress toward meeting the goals set out in the student's individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

Manifestation review means a review of the relationship between the student's disability and the behavior subject to disciplinary action, which is required when the disciplinary action results in a

disciplinary change of placement, and conducted in accordance with requirements set forth later in this policy.

Manifestation team means a District representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the Committee on Special Education as determined by the parent and the District.

Removal means a removal of a student with a disability for disciplinary reasons from his or her current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.

School day means any day, including a partial day, in which students are in attendance at school for instructional purposes.

Serious bodily injury means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Student presumed to have a disability for discipline purposes means a student who, under the conditions set forth later in this policy, the District is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.
Suspension means a suspension pursuant to §3214 of New York's Education Law.

Weapon means the same as the term "dangerous weapon" under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except a pocket knife with a blade of less than two and one-half inches in length.

Authority of School Personnel to Suspend or Remove Students with Disabilities

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

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

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the

student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a student without a disability.

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

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

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

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

1. In cases involving the suspension or removal of a student with a disability for a period of five consecutive school days or less, the student's parents or caregivers will be notified of the suspension and given an opportunity for an informal meeting in accordance with the same procedures that apply to such short term suspensions of student without a disabilities.

2. The suspension of students with disabilities for a period in excess of five school days will be subject to the same due process procedures applicable to students without a disability, except that the student disciplinary hearing conducted by the Superintendent or a designated hearing officer shall be bifurcated into a guilt phase and a penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of his or her disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a student without a disability, except that he or she will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the hearing will be dismissed, unless the behavior involved weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

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

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

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

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

In addition, school personnel may not suspend or remove a student with a disability in excess of the amount of time that a student without a disability would be suspended for the same behavior.

Parental Notification of a Disciplinary Change of Placement

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

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

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

Manifestation Review

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

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

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

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

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

If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the Committee on Special Education (CSE) will:

1. Conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the District had already done so prior to the behavior that resulted in the disciplinary change of placement occurring. However, if the student already has a behavioral intervention plan, the CSE will review the plan and its implementation, and modify it as necessary to address the behavior; and

2. Return the student to the placement from which he or she was removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the District agree to a change in placement as part of the modification of the behavioral intervention plan.

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

Services for Students with Disabilities during Periods of Suspension or Removal

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

1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the District will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as students without a disability. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as students without a disability of the same age would if similarly suspended.

2. During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the District will provide students with disabilities services necessary to

enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement.

In addition, during such periods of suspension or removal the District will also provide students with disabilities services necessary for them to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

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

In such an instance, the Committee on Special Education will determine the appropriate IAES and services to be provided.

Students Presumed to Have a Disability for Discipline Purposes

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

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

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

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

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

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other student without a disability who engaged in comparable behaviors. However, if the District receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the District will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the District which can include suspension.

Expedited Due Process Hearings

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

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

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

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

Referral to Law Enforcement and Judicial Authorities

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

5300.55 Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any District employee is strictly forbidden.

Physical Restraint
Physical restraint shall only be used in a situation in which immediate intervention involving the use of reasonable physical forece is necessary to prevent imminent danger of serious physical harm to the student or others.

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

5300.60 Student Searches and Interviews

The school is committed to maintaining a safe and respectful learning environment. To help ensure everyone's safety and uphold school expectations, students may sometimes be questioned or searched by school officials.

A. Interviewing Students

School officials (like principals, assistant principals, counselors, or PPS members) may ask students questions if they believe the student may have information about a situation involving school rules or the law. Students are expected to answer honestly and respectfully.

- Students do **not** need to receive a "Miranda" warning (like what police must give) when being questioned by school staff.
- Staff are **not** required to contact a parent before asking questions.
- Whenever possible, school staff will explain to the student **why** they are being asked questions.

B. Searching Students or Their Belongings

If a school official has a reasonable suspicion, a fair and individualized reason to believe that a student is violating school rules or the law, they may search the student or their belongings (such as a backpack, purse, or car on school grounds). The search must be related to the reason and not more intrusive than necessary.

Examples of what might be searched include:

- Backpacks
- Jackets or clothing pockets
- Vehicles parked on school grounds (with reasonable suspicion)

C. Searches Based on Information from Others

School officials may consider tips from other people when deciding whether to conduct a search. They may consider a source reliable if:

- The person appears credible and provides detailed, first-hand information;
- The information is consistent with other known facts;
- The situation involves an immediate or ongoing concern (e.g., vaping, substance use, threats to safety);
- The person is a staff member and/or known to act in good faith.

Note: School officials will use their professional judgment in deciding whether the tip is credible. This allows staff to act when a student provides a thoughtful, specific tip, even if it's the first time that student has reported something.

D. Consent and Minimally Intrusive Searches

Before searching, the student may be asked to voluntarily show or hand over the item in question. In some cases, a school official may lightly check the outside of a bag or pocket without reasonable suspicion if it's for a specific, limited safety concern.

Searches will be conducted privately, whenever possible, and students will usually be present when their belongings are searched.

E. Lockers, Desks, and School Storage Areas

Lockers, desks, and other storage areas provided by the school are school property. Students should not expect privacy in these areas, and school staff may inspect them at any time without notice or student permission.

F. Strip Searches (Extremely Rare)

Strip searches, requiring a student to remove clothing beyond outerwear, are not allowed unless:

- There is strong reason to believe the student is hiding something dangerous or illegal;

- There is advance approval from the Superintendent or school attorney (unless it's an emergency); and

- The search is done by a school official of the same sex as the student, with another same-sex school staff member present.

Strip searches are only considered in rare, serious situations and must follow strict legal guidelines. Parents will be contacted before the search whenever possible—or notified in writing afterward if unreachable.

G. Documentation of Searches

When a search is conducted, the school will document:

- The student's name, age, and grade;
- Why the search was conducted;
- Who conducted and witnessed the search;
- What was being looked for;
- The results and what was found (if anything);
- What happened to any items found;
- When and how the student's parent/guardian was notified.

Any illegal or dangerous items found will be turned over to law enforcement by the school principal or designee, who will retain proper custody of the items until they are transferred.

H. Police Involvement in Searches and Interrogations of Students

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

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

Before police officials are permitted to question or search any student, the principal or his/her designee shall try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted by a police officer. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function. The primary goal of law enforcement is as an advisor. However, under law, police can speak to and remove a student 16 years or older for matters of law.

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

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

E. Child Protective Services Investigations

Consistent with the District's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the District will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations. Please refer to Board Policy 5460 for a list of mandated reporters.

All requests by child protective services to interview a student on school property shall be made directly to the principal or his/her designee. The principal or his/her designee shall set the time and place of the interview. The principal or designee shall be present during the interview. If the nature of the allegations is such that it may be necessary for the student to remove any of his/her clothing in order for the child protective services worker to verify the allegations, the school nurse or other District medical personnel must be present during that portion of the interview. No student may be required to remove his/her clothing in front of a child protective services worker or School District official of the opposite sex.

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

5300.65 Visitors to the Schools

The Board encourages parents and other community members to visit the District's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, certain limits must be set for such visits. The principal or his/her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the main office or other secure entrance upon arrival at the school. There they will be required to present their ID for verification through our electronic check-in system and will be issued a visitor's identification badge. Visitor Identification badges must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the office before leaving the building.

3. Visitors attending school functions that are open to the public outside of the regular school day, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to get permission from the building administrator to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.
8. Using an unmanned aerial vehicle (also known as a drone) or any remote controlled aircraft on school property or during any school functions without the prior written authorization from the District's Superintendent is prohibited. Prior to such use, users must also demonstrate compliance with any and all applicable Federal Aviation Administration rules and regulations.

5300.70 Public Conduct on School Property

The District is committed to maintaining a safe, respectful, and orderly environment that supports teaching and learning. To ensure this, all individuals: students, staff, families, and visitors must follow rules for appropriate conduct on school property and at school functions.

This section governs conduct for all persons on school grounds or at school events, without limiting rights to free speech or peaceful assembly under the law. Its goal is to protect the rights and safety of all members of the school community.

A. Prohibited Conduct

No person, alone or in coordination with others, shall:

1. Cause or threaten harm to others.

2. Damage or attempt to damage District property or personal property, including through graffiti, vandalism, or arson.

3. Disrupt or interfere with classes, school operations, or other authorized activities.

4. Display or distribute materials that are obscene, promote illegal acts, defame others, or interfere with others' rights or school operations.

5. Engage in harassment, discrimination, or intimidation, including based on race, color, national origin, religion, disability, gender, gender identity, sexual orientation, or other protected status (as defined by NYS Education Law §11 and DASA).

6. Enter unauthorized areas or remain on school grounds after hours without permission.
7. Block movement or restrict access to school property or events.
8. Violate traffic or parking rules on school grounds.
9. Possess, use, distribute, or be under the influence of alcohol, illegal drugs, synthetic substances, or other intoxicants.
10. Use or distribute tobacco products or e-cigarettes, in any form.
11. Possess or use weapons, unless expressly permitted by law (e.g., law enforcement).
12. Gamble, loiter, or bring unauthorized animals, in violation of District policy.
13. Refuse to comply with reasonable directions from District staff.
14. Incite or encourage others to violate this Code.
15. Violate any law, Board policy, or section of this Code while on school property or at a school function.

B. Consequences for Violations

Consequences for violating this section of the Code include:

- **Visitors**: May be directed to leave immediately. If they refuse, they may be removed by law enforcement and/or barred from District property by the Superintendent.
- **Students**: Will be subject to disciplinary measures in accordance with due process and the District's discipline procedures outline in the Code of Conduct.
- **Tenured Teachers**: May face discipline under Education Law §3020-a.
- **Civil Service Employees**: May be disciplined in accordance with Civil Service Law §75.
- **Other Employees**: May face warning, reprimand, suspension, or dismissal in line with applicable legal protections.

C. Enforcement

All District staff are responsible for upholding this Code.

- When a violation occurs that does not pose an immediate threat, staff should inform the individual, request that the conduct stop, and explain possible consequences.

- If the conduct poses a safety threat or the individual refuses to comply, staff may contact administration and/or law enforcement for immediate removal.

- Disciplinary action will follow based on the individual's role (student, staff, or visitor), and the District reserves the right to pursue civil or criminal charges if warranted.

5300.75 Dissemination and Review

A. How do people learn about the VCS Code of Conduct?

The district will ensure community awareness by:

- Providing copies of an age-appropriate, written in plain language, summary of the code to all students at an assembly to be held at the beginning of each school year.
- Providing a plain language summary to all parents at the beginning of the school year, and thereafter on request.
- Posting the Code of Conduct on the District's website.
- Providing all current staff members with a copy of the code and a copy of any amendments to the code after adoption.
- Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- Making copies of the code available for review by students, parents and other community members.
- Ensuring effective implementation through ongoing professional learning.

B. Annual Review of the VCS Code of Conduct

The Board of Education will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently. The Board of Education may appoint an advisory committee to assist in reviewing the code. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The Code of Conduct and any amendments to it will be filed with the Commissioner of Education, in a manner prescribed by the Commissioner, no later than 30 days after adoption.

5300.80 Compliance

If at any time a part of this Code of Conduct is inconsistent with applicable law, that part of the code is to be considered amended so that it complies with applicable law.

This Code of Conduct is effective as of June 29, 2012.

Appendix 1: Glossary

5300.10 Definitions

For purposes of the code, the following definitions apply.

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

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

"Discrimination" means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

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

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

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

"Gender" means a person's actual or perceived sex and shall include a person's gender identity or expression.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"Violent student" means a student under 21 who:

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

"Weapon" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death. In addition, this code further prohibits the possession or display of any toy, facsimile or replica of a weapon.

Revised: 09/14/2023
Approved by the Board of Education 09/14/2023

Policy Cross References:
5460 – Child Abuse, Maltreatment or Neglect in a Domestic Setting

SUBJECT: USE OF INTERNET-ENABLED DEVICES DURING THE SCHOOL DAY

The District consulted with local stakeholders including employee organizations representing each bargaining unit, parents, and students to develop this policy to prohibit the use of Internet-enabled devices by students during the school day. This policy aims to ensure that students remain focused on their academic responsibilities throughout the school day, which includes all instructional and non-instructional periods such as homeroom, lunch, recess, study halls, and passing time.

For purposes of this policy, the following definitions apply:

a) "Internet-enabled devices" means and includes any smartphone, tablet, smartwatch, or other device capable of connecting to the Internet and enabling the user to access content on the Internet, including social media applications;

"Internet-enabled devices" does not include:

1. Non-Internet-enabled devices such as cellular phones or other communication devices not capable of connecting to the Internet or enabling the user to access content on the Internet; or

2. Internet-enabled devices supplied by the District, charter school, or Board of Cooperative Educational Services (BOCES) that are used for an educational purpose.

b) "School day" means the entirety of every instructional day as required by subdivision 7 of the Education Law Section 3604 during all instructional time and non-instructional time, including but not limited to homeroom periods, lunch, recess, study halls, and passing time.

Students are generally prohibited from using Internet-enabled devices during the school day anywhere on school grounds.

However, students may be authorized to use an Internet-enabled device during the school day on school grounds:

a) If authorized by a Building or District administrator for a specific educational purpose;

b) Where necessary for the management of a student's health care;

c) In the event of an emergency;

d) For translation services;

e) On a case-by-case basis, upon review and determination by a District or building level administrator.

f) Where required by law.

Students must be permitted to use an Internet-enabled device where the use is included in the student's:

SUBJECT: USE OF INTERNET-ENABLED DEVICES DURING THE SCHOOL DAY (Cont'd.)

a) Individualized Education Program (IEP); or

b) Section 504 Plan.

On-Site Storage of Internet-Enabled Devices Including Cell Phones

Students must store their Internet-enabled devices in designated on-site storage areas during the school day. On-site storage areas may include, but are no limited to, school issued cell phone pouches, student lockers, designated storage bins in classrooms, or secure storage areas in the school's main office. The designated on-site storage areas must be easily accessible to students and provide adequate security to ensure the safekeeping of the student's devices. The District will communicate the procedures for storing and retrieving devices, ensuring that students understand their responsibilities in using the on-site storage facilities provided.

Methods for Parents to Contact Students During the School Day

To accommodate necessary communication, parents or persons in parental relations may use the following methods to contact their student during school hours while adhering to this policy:

a) School Office Phone: Parents or persons in parental relation may call the school's main office, and the office staff can relay messages to the student or call the student to the office to speak with their parent or person in parental relation.

b) Designated Contact Email: Schools may provide a designated email address for the parents and persons in parental relation to send messages. These emails may be monitored by school staff.

c) Classroom Intercom System: In case of an emergency, the school's main office can use the classroom intercom system to notify students directly or ask them to come to the office.

d) Written Notes: Parents or persons in parental relation can drop off written notes at the school's main office, which can then be delivered to the student by school staff.

Parents and persons in parental relation will be notified in writing of the methods that are available for contacting their student during school hours upon enrollment and at the beginning of each school year.

Student Discipline for Accessing Internet-Enabled Devices During the School Day

The District is prohibited from suspending a student solely for accessing internet-enabled devices in violation of this policy. However, repeated violations of this policy will be viewed as insubordination and subject to discipline according to the Code of Conduct.

SUBJECT: USE OF INTERNET-ENABLED DEVICES DURING THE SCHOOL DAY (Cont'd.)

Posting and Translation of Policy

The District will post this policy in a clearly visible and accessible location on its website. Translations of the policy into the 12 most common non-English languages spoken by limited-English proficient individuals in the state will be provided upon request by a student or other persons in parental relation to a student.

Reporting and Mitigation Action Plan

Beginning September 1, 2026 and annually thereafter, the District will publish an annual report on its website detailing enforcement of this policy within the District in the prior school year. This report will include non-identifiable demographic data of students who have faced disciplinary action for non compliance and analysis of any demographic disparities in enforcement of this policy. If a statistically significant disparate enforcement impact is identified, the report will include a mitigation action plan.

Education Law Section 2803

Adoption Date

School District Officer and Employee Code of Ethics

The Board of Education is committed to avoiding any situation in which the existence of conflicting interests of any Board member, officer or employee may call into question the integrity of the management or operation of the School District. The Board recognizes that sound, ethical standards of conduct serve to increase the effectiveness of District officers and staff as educators and public employees in the community. Adherence to a code of ethics promotes public confidence in the schools and furthers the attainment of District goals.

The Board also recognizes its obligation to adopt a code of ethics setting forth the standards of conduct required of all Board members, District officers and employees under the provisions of the General Municipal Law. The following rules and standards of conduct apply to all officers, including Board members, and employees of the Victor Central School District. These rules are in addition to the Code of Conduct and all other policies, laws, rules, and regulations.

Behavior

All officers and employees shall lead by example; be a role model; engage in civil and constructive discussions; exercise good judgment; and maintain professionalism. All officers and employees shall refrain from engaging in any action that breaches public trust and/or the confidence; violates their oath of office, policy, law, rule, regulation, fiduciary duties, applicable precedent and/or the Code of Conduct; and/or interferes with or may interfere with the Board of Education's ability to function.

All officers and employees must, at all times, clearly distinguish their personal views from those of the District.

Board members must refrain from acting as a representative of the Board and from taking action on behalf of the Board unless delegated by the Board for a particular, limited purpose.

Statutory Conflicts of Interest

It is a conflict of interest for a Board member, officer or employee to benefit personally from contracts made in their official capacity.

- "Contract" is defined broadly to include any claim or demand against the District or account or agreement with the District, whether expressed or implied, which exceeds the sum of $750.00 in any fiscal year.
- An "interest" is defined as a direct or indirect benefit that runs to the employee as a result of a contract with the District.

No Board member, officer or employee shall have an "interest" (i.e., receive a direct or indirect benefit as the result of a contract with the District) in:

1. a firm, partnership or association in which he/she is a member or employee;
2. a corporation in which he/she is an officer, director or employee;
3. a corporation in which he/she, directly or indirectly, owns or controls 5% or more of the stock;
4. a contract between the District and his/her spouse, minor child or dependents, except for an employment contract between the School District, a spouse, minor child or dependent of a Board member authorized by §800(3) of the General Municipal Law or §3016 of the Education Law.

1. Gifts: A Board member, officer, or employee shall not directly or indirectly solicit any gift, or accept or receive any gift having a value of $75 or more, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. Confidential information: A Board member, officer, or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interest. This includes matters discussed in executive session. However, the Board, acting as a whole, may decide to disclose such information where disclosure is not prohibited under the law.

3. Representation before the Board or District: A Board member, officer, or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the School District.

4. Disclosure of interest in matters before the Board: A Board member, officer, or employee of the District, whether paid or unpaid, must publicly disclose the nature and extent of any interest he/she or his/her spouse has, will have or later acquires in any actual or proposed contract, purchase agreement, lease agreement or other agreement involving the School District (including oral agreements), to the governing body and his/her immediate supervisor (where applicable) even if it is not a prohibited interest under applicable law. Such disclosure must be in writing and made part of the official record of the School District. Disclosure is not required in the case of an interest that is exempted under Section 803(2) of the General Municipal Law. The term "interest" means a pecuniary or material benefit accruing to an officer or employee.

5. Investments in conflict with official duties: A Board member, officer, or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties. Exceptions to the conflict of interest law can be found in Section 802 of the General Municipal Law (see 2160-E.1).

6. Private employment: A Board member, officer, or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

7. Future employment: A Board member, officer, or employee shall not, after the termination of service or employment with the District, appear before the Board in relation to any action, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration.

8. Involvement with charitable organizations: A Board member, officer, or employee may be involved as a volunteer, officer or employee in a charitable organization, which has a relationship with the District. If a Board member is a board member, officer or employee of the charitable organization the Board member must disclose such relationship in writing to the District, and the Board member must recuse himself or herself from any discussions or votes relating to the charitable organization which may come before the Board. When participating in the activities of the charitable organization, the Board member, officer, or employee shall not disclose any confidential information learned in the course of his or official duties or use such information to further personal interests. Additionally, the Board member, officer or employee shall not make representations on behalf of the District unless specifically authorized to do so by the Board.

Distribution of Code of Ethics

The Superintendent of Schools shall cause a copy of this Code of Ethics to be distributed to every member of the Board, every officer and employee of the School District. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment. In addition, the Superintendent shall ensure that a copy of Article 18 of the General Municipal Law shall be kept posted in each public building under the District's jurisdiction in a place conspicuous to the District's officers and employees.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics and its regulation may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Policy References:
General Municipal Law, §§806-808
Opn. St. Comp. 2008-01
Application of the Board of Education, 57 EDR Dec. No. 17,147 (2017)
Application of Nett and Raby, 45 EDR 259 (2005)

Policy Cross References:
» 6700 - Purchasing

Adoption Date: 9/13/2007, Revised: 3/14/2013, Revised 1/11/2018, 11/10/2022
2000 - Governance and Operations

School District Officer and Employee Code of Ethics
Signature Page

Bryan Adams	**Date**
Tim DeLucia	**Date**
Lisa Kostecki	**Date**
Elizabeth Mitchell	**Date**
Christopher Parks	**Date**
Carol Prescot	**Date**
Adam Snyder	**Date**