



Board of Education Meeting - Jun 11 2026 Agenda

Thursday, June 11, 2026 at 5:30 PM

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

Board of Education

It is expected that, upon opening the meeting, a motion will be made to adjourn to executive session and that the regular meeting will begin at 7:15 PM

Page

1. Meeting Called to Order by President Lisa Kostecki

Motion to enter executive session to discuss the employment history of specific individuals

Motion to return to regular session and adjourn

2. Meeting Called to Order by President Lisa Kostecki

A. Moment of Silence

B. Pledge to the Flag

C. Greetings to Visitors/Public Participation Reminder

D. 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.)

3. Approval of Agenda

Motion to Approve Agenda

4. Presentations/Recognitions

- Permanent Art Collection
- DECA International Career Development Conference Participants
- Student Board Members
- PTSA Executive Board
- Recognition of the 2025-2026 School Year Tenure Recipients

5. Superintendent's Updates

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.)

Motion to approve upon recommendation of the Superintendent the following consent items:

- A. Minutes of the Public Hearing on May 5, 2026, Regular Board Meeting on May 14, 2026, and Special Meetings on May 19, 2026 and May 28, 2026. 5
[Public Hearing - May 05 2026 - Minutes - Html](#) 
[Board of Education Meeting - May 14 2026 - Minutes - Html](#) 
[Special Meeting - May 19 2026 - Minutes - Html](#) 
[Special Meeting - May 28 2026 - Minutes - Html](#) 
- B. Treasurer's Report for the month ending April 30, 2026 17
[Treasurers Report Ending April 2026.pdf](#) 
- C. Personnel Agenda 33
[6.11.26 Personnel Agenda Final.docx](#) 
- D. Non-affiliated District Office Handbooks: Confidential Staff 36
[Confidential Handbook 2026-2027.pdf](#) 
[Coordinator of District Safety Confidential Handbook 2026-2027.pdf](#) 
[Public Relations Specialist Confidential Handbook 2026-2027.pdf](#) 
[Secretary to Super District Clerk Confidential Handbook 2026-2027.pdf](#) 
- E. Recommendations of the Committee on Special Education from the meetings of March 10, 12, 19, 20, 23, 25, 27; April 6, 7, 10, 13, 14, 16, 17, 20, 21, 22, 23, 24, 27, 28, 29, 30; May 1, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 18, 19, 20, 21, 26, 28; June 1, 3, 4, 5, 6, 2026 and from the Committee on Preschool Special Education from the meetings of January 5, April 14, May 19, May 26, June 2, 9, 2026.
- F. Employment Agreement for the Superintendent of Schools
BE IT RESOLVED, that the Board of Education of the Victor Central School District hereby approves the Employment Agreement between the Board of Education and Timothy Terranova, Ed.D., Superintendent of Schools, for the period commencing July 1, 2026, through June 30, 2031; and
BE IT FURTHER RESOLVED, that the Board President is hereby authorized to execute said Employment Agreement on behalf of the Board of Education of the

Victor Central School District.

- G. 2026-2027 School Year VCS Professional Learning Plan 96
[2026-2027 VCS Professional Learning Plan.pdf](#) 
- H. Authorization of RIC ONE Risk Operations Center (ROC) to negotiate Data Privacy Agreements on behalf of Victor Central School District 124
[ROC BOE RESOLUTION -26-27.docx](#) 
- I. School Resource Officer Contract for the 2026-2027 School Year 125
[SRO Contract 2026-2027.pdf](#) 
- J. Transfer of Unappropriated Fund Balance to District Reserve Funds Following the Conclusion of 2025-2026 Fiscal Year
RESOLUTION
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, ERS
 - Transfer of up to \$1,000,000 from unappropriated fund balance to the Employee Retirement Reserve TRS Subfund.
 - Transfer of up to \$4,000,000 from unappropriated fund balance to the Capital Reserve Fund 2024.

This Resolution shall take effect immediately.

8.

- A. Campus News
- B. Health, Physical Education, and Athletics Update (Duey Weimer; 15 min.)
- C. First Read of the 2026-2027 Victor Central School District Code of Conduct 147
[2026-2027 Code of Conduct DRAFT.docx](#) 
- D. Bond Resolution for Various School Bus Purchases 191
[Bond Res VictorCSD-20413-\\$1,559,690 for buses 06-11-26.pdf](#) 

Motion to adopt the bond resolution for bus purchases, as offered

9. Meeting Reports

- A. Monroe County School Boards Association Committee Reports
- B. Standing Committee Updates

10. Upcoming Events

- A. Class of 2026 Graduation, Monday, June 22, 2026 at 7:30 PM at ESL Ballpark (Rain Date: June 26)
- B. Board Workshop, Thursday, June 25, 2026 at 5:30 in ECS Conference Room A
- C. Reorganizational and Regular Board Meeting, Thursday, July 9, 2026 at 7:15 PM in the Early Childhood School Boardroom

11. Adjourn

Motion to Adjourn

Public Hearing - May 05, 2026 Minutes

Tuesday, May 5, 2026 at 7:00 PM

Victor Central Schools, JH/SH Performing Arts Center, 953 High Street, Victor, NY 14564

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

Board Members Absent: Adam Snyder

Student Board Members Present: Aiden Calnon, Isabella Polanco

1. Budget Review

The hearing started at 7:00pm in the JH/SH Performing Arts Center. Superintendent of Schools Tim Terranova and Assistant Superintendent for Business Christine Griffin reviewed the proposed budget for the 2026-2027 school year.

2. Adjournment

The hearing was adjourned at 7:24pm and was followed by *Meet the Candidates* forum sponsored by the Victor Central School PTSA. The three Board of Education candidates Bryan Adams, Christopher Parks, and James Sawers responded to questions presented. The three candidates are running for two open seats. Each seat is a three-year term.

Board of Education Meeting - May 14 2026 Unapproved Minutes

Thursday, May 14, 2026 at 5:30 PM

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

Board Members Present: Lisa Kostecki, Elizabeth Mitchell, Bryan Adams, Christopher Parks (arrived at 5:45 pm), Carol Prescott, Adam Snyder

Student Board Members Present: Aiden Calnon, Isabella Polanco

Board Members Absent: Tim DeLucia

1. Meeting Called to Order by President Lisa Kostecki at 5:39 PM

A motion was made to enter executive session to discuss the employment history of specific individuals

Moved by: Adam Snyder; seconded by: Elizabeth Mitchell

Motion carried. 5 yes 0 no 0 abstentions

C. Parks arrived at 5:45 pm

A motion was made to return to regular session and adjourn the meeting at 6:47 PM.

Moved by: Elizabeth Mitchell; seconded by: Adam Snyder

Motion carried. 6 yes 0 no 0 abstentions

2. Meeting Called to Order by President Lisa Kostecki at 7:19 PM

3. Approval of Agenda

A motion was made to approve the agenda

Moved by: Bryan Adams; seconded by: Elizabeth Mitchell

Motion carried. 6 yes 0 no 0 abstentions

4. Presentations/Recognitions

The Victor Indoor Percussion Ensemble (VIPE) was recognized by Director Mark Gowman, as the New York State Percussion Circuit Open Class Champions.

The 2025-2026 district Retirees were recognized for their accomplishments and dedication to the school community. Retirees this year include: From the District Office: Karyn Ryan; from the Transportation Department: Richard Engert, Ann DeRooy, Gerald Sensabaugh, Peter Deckert, Doreen Benschop, Cynthia Peets, Michael Benschop, and Gerald Vaughn; from Facilities: David DeWitt; from the Early Childhood School: Nancy Williamson and Jane Gallina; from the Primary School: Steven Fish, Mary Anne Buckley, and Stephanie O'Shell; from Intermediate School: Alison Sheridan, Elizabeth McLean, Amy Smith-Faczan, Jennifer Garland, and Linda Bocchino; from the Junior High: Deborah Palisano, Karen Ierlan, and Ann Marie Crye; and from the High School: Todd Forrest, Steve Cronmiller, Sue Utz, Anthony Montone, Sean Rucker, Valerie Falagan, Cristie Rydzynski, and Julie Merges.

5. Superintendent's Updates

Superintendent Dr. Tim Terranova opened his update by recognizing Board Member Dr. Bryan Adams for his recent doctoral degree, while also commending the VIPE program and recent district retirees for their service. Board members and the community were reminded of the upcoming

annual budget vote scheduled for Tuesday, May 19th, from 6:00 a.m. to 9:00 p.m. in the ECS boardroom. The proposed budget maintains all current staffing ratios, programming, and class-size parameters despite ongoing fiscal challenges regarding the gap between expenses and revenue. Additionally, May 19th will feature several major district events, including the Random Acts of Art exhibition, the Cares Carnival, a senior high orchestra concert, and multiple athletic competitions. Finally, the Superintendent highlighted national recognition for the music department and celebrated four district alumni graduating from the Life Prep program at Nazareth University.

6. Public Participation

None at this time

7. Acceptance of Consent Items

Mrs. Prescott thanked Girl Scout Troop 40062 for their donation under item G.

A motion was made to approve upon recommendation of the Superintendent, the following consent items:

Moved by: Carol Prescott; seconded by: Elizabeth Mitchell

Motion carried. 6 yes 0 no 0 abstentions

- A. Treasurer's Report for the month ending March 31, 2026
[Treasurers Report Ending March 2026.pdf](#) 
- B. Minutes of the Regular Board Meeting on April 16, 2026 and Special Meeting on April 22, 2026
[Board of Education Meeting - Apr 16 2026 - Minutes - Html](#) 
[Special Meeting - Apr 22 2026 - Minutes - Html](#) 
- C. Personnel Agenda
[5.14.26 Personnel Agenda Final.docx](#) 
- D. Recommendations of the Committee on Special Education from the meetings of October 23, 2025; December 18, 2025; January 21, 27, 28, 29, 30, 2026; February 3, 5, 10, 11, 12, 13, 24, 2026; March 3, 4, 5, 6, 9, 10, 11, 12, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 31, 2026; April, 6, 7, 8, 9, 10, 14, 15, 16, 17, 21, 22, 23, 24, 27, 29, 30, 2026; May 1, 4, 6, 7, 2026 and from the Committee on Preschool Special Education from the meetings of March 17, 2026; April 13, 21, 28, 29, 2026; May 5, 12, 2026.
- E. Election Inspectors for the May 19, 2026 Annual vote and Board of Education Election
- F. Resolution Pursuant to Education Law Section 913
RESOLVED that the Board of Education of the Victor Central School District, upon the recommendation of the Superintendent of Schools, and pursuant to its powers under New York Education Law § 913, hereby directs a member of the teaching staff to undergo medical and/or psychiatric examination(s) and/or other tests deemed medically appropriate, by an examiner(s) selected by the District; and

BE IT FURTHER RESOLVED that the Board of Education directs the Superintendent of

Schools to make such arrangements as are necessary to effectuate this resolution, pursuant to Education Law Section 913; and

BE IT FURTHER RESOLVED that the findings of such examination(s) shall be reported back to the Board of Education for the evaluation of the employee's fitness to continue employment.

G. The following donation:

- A 48 inch Trex bench (valued at \$469) for the Intermediate playground area, donated by Girl Scout Troop 40062, earned after collecting and recycling 1000 pounds of plastic film over the course of a year

8.

A. Campus News

Administrators and the Student Board Members provided updates from around campus.

B. Capital Project Update

Christine Griffin, Assistant Superintendent for Business, introduced the capital project team from SWBR: Mark Maddalina and Cameron Cunnyworth, and the project's construction management firm Campus Construction: George Spinaris and Chris Mergler. They provided a comprehensive district-wide update on the Capital Project. The presentation outlined that Phase 1 is currently halfway complete and tracking ahead of schedule for a late summer finish, while Phase 1.5 parking lot construction remains on schedule for upcoming summer curbing and intersection enhancements. Financially, Phase 2 estimates currently sit at approximately \$44 million, slightly exceeding original projections, while the Phase 3 scope continues to be narrowed and finalized around an estimated \$21 million budget. Infrastructure upgrades are moving forward steadily, with the learning center and operations center transitioning to interior work, the notification systems advancing through the primary and intermediate schools, and drainage preparations underway for the Phase 1 turf field. Looking ahead, Phase 2 is awaiting State Education Department (SED) approval with plans to break ground in November.

Mrs. Mitchell inquired about the new parking lot near the intermediate school and whether additional road signage would be implemented to alert drivers to new traffic flow patterns or stop signs at the reformatted intersection. Mr. Mergler clarified that the reformatting will not change the direction or flow of traffic. Instead, the modification is designed to create a more generous radius to eliminate the existing tight corner, while aligning the entrance of the new parking lot directly with the exit of the existing one.

Mrs. Prescott sought clarification on the specific locations designated for solar infrastructure, asking if both the high school and intermediate school additions would feature rooftop solar. Mr. Cunnyworth confirmed that small rooftop solar panels are integrated into the designs for both the high school and intermediate school buildings. Mrs. Prescott then suggested the team to look into the feasibility or grant opportunities for installing class-sized greenhouses within new courtyard spaces to support agricultural classes while still maintaining classroom window requirements.

C. Community Partner Update

Dr. Terranova provided a comprehensive progress update on the Community Partners

Committee, which was established by the Board of Education to counteract structural budget deficits caused by historically insufficient state aid and rising expenses. Comprising 28 community members, the committee initially generated five general strategic concepts in late 2025, all of which were formally approved by the board for deep-dive exploration across dedicated subcommittees. These active subgroups include Legacy and Major Gift Fundraising, Other Revenue Streams (focusing on county sales tax advocacy), Educational Program Partnerships, Community Education Programming, and an Energy/Sustainability initiative. Key milestones include a district-wide fundraising analysis, regional coalition-building for a proposed 0.5% Ontario County sales tax increase, and plans for a NYSERDA-supported program study evaluating geothermal and large-scale solar feasibility. The subcommittees are on track to finalize their recommendations over the summer, with actionable plans slated for formal presentation to the Board of Education in the fall of 2026.

Dr. Parks expressed support for the inclusion of geothermal energy in the Sustainability Committee's scope, noting previous Boards had discussed it before, as well. He highlighted Calkins Road Middle School as a successful regional example of a geothermal building.

Mrs. Kostecki thanked the subcommittees and chairs for their work and partnership, noting how pivotal it is to the success of the district.

D. VCS Library Department Update
8:36 pm

Angela Affronti, Director of Technology, along with district Library Media Specialists Christina Burke (ECS) and Danyelle Westbrook (HS), presented a comprehensive update on the Victor Central School District's library program for the 2025–2026 school year. The presentation outlined strategic milestones originating from the 2023–2024 formal library program review, emphasizing goals such as enhancing inclusive literacy, establishing guaranteed pre-K–12 media learning opportunities, and optimizing physical spaces. Across the elementary levels, libraries achieved high engagement metrics, including over 20,000 circulations at the Early Childhood School (ECS) and nearly 40,000 checked-out items at the primary school, while successfully expanding collection access to 100% of the student population. At the secondary level, the junior high and high school libraries transitioned into active hubs for research, critical thinking, and interactive media literacy lessons aimed at combatting digital misinformation. Looking ahead, the department remains committed to maintaining these equitable instruction models, updating book collections to align with newly adopted district curriculum, and expanding digital and physical titles to reflect student interests.

Miss Polanco asked for insight into how collaboration typically functions between classroom teachers and the building librarians. Ms. Westbrook responded it often happens organically via casual interactions in the hallways where librarians align library resources with classroom projects, through creative, educational ideas pitched directly to teachers, as well as formally through shared participation in the district's curriculum writing process.

Mrs. Mitchell praised the presentation's data and inquired about how students specifically

access and obtain the district's digital checkouts, such as e-books and audiobooks. Ms. Westbrook explained that students utilize the Sora app on their one-to-one devices, Chromebooks, iPads, or phones, which serves as the school-specific version of the public library app, Libby. Through a partnership with the regional OWWL library system, students gain expansive access to collections across 40 public libraries; the platform automatically filters content to ensure it is age and grade-level appropriate and features robust multi-language offerings, such as simplified Chinese titles.

Mrs. Prescott appreciated the goal of every ECS student getting a chance to come to library every week.

Dr. Parks appreciated the presentation, and noted that as an educator, he likes that students have an opportunity to come to the library, hold books in their hands, and read.

E. Approval of Trip

A motion was made to approve High School students to Cortland, NY from 5/27/26 - 5/28/26 for the Envirothon State Competition

Moved by: Bryan Adams; seconded by: Elizabeth Mitchell

Motion carried. 6 yes 0 no 0 abstentions

F. Approval of Tenure

A motion was made to approve, upon recommendation of the Superintendent, the following tenure appointments, as submitted

Moved by: Adam Snyder; seconded by: Tim DeLucia

Motion carried. 5 yes 0 no 1 abstention (C. Parks)

[5.14.26 Tenure Appt.docx](#) 

9. Meeting Reports

None at this time.

10. Upcoming Events

A. Annual Vote and Board of Education Election, Tuesday, May 19, 2026 from 6:00 AM - 9:00 PM in the Early Childhood School Boardroom

B. Budget Workshop, Thursday, May 28, 2026 in the Early Childhood School, Conference Room A

C. Regular Board Meeting, Thursday, June 11, 2026 in the Early Childhood School Boardroom

Mrs. Prescott acknowledged the LifePrep at Naz program completion ceremony which had happened this week, noting that it was something to be proud of.

Dr. Parks proposed expanding future meeting agendas, particularly under Item 8, that might allow for inviting a rotating selection of teachers to share classroom updates and professional development highlights. It was suggested to discuss it more at an upcoming Board workshop.

11. Adjourn

A motion was made to adjourn the meeting at 9:03 PM.

Moved by: Bryan Adams; seconded by: Elizabeth Mitchell

Motion carried. 6 yes 0 no 0 abstentions

District Clerk

Draft

Annual Meeting of the Qualified Voters of the Victor Central School District

for Voting on the 2026-2027 Budget, Bus Bond Proposition, Victor Farmington Library Proposition and the Election of the School Board Members

Tuesday, May 19, 2026

The meeting of the qualified voters of the Victor Central School District was held on May 19, 2026 in the Victor Early Childhood School Boardroom, 953 High Street, Victor, NY 14564

Board Members present: Lisa Kostecki, Bryan Adams, Tim DeLucia, Christopher Parks, Carol Prescott

Board Members absent: Elizabeth Mitchell, Adam Snyder

1. Chairperson Linda Tice declared the results of the vote on May 19, 2026

RESULTS OF VOING

Budget:

Total Yes 921

Total No 283

Bus Bond Proposition:

Total Yes 901

Total No 294

Victor Farmington Library Funding Proposition:

Total Yes 934

Total No 271

Total Voters: 1,210

Board of Education Candidates:

Christopher A. Parks 817

Bryan D. Adams 765

James W. Sawers 449

Write-in Candidates:

Peter Kowal 2

Heather Ryczek	1
Michael Miller	1
Chris Schoff	1
William Clingersmith	1
Nathan Bedford Forest	1
Debbie Sanders	1
Chris Stioff	1
Matthew E. Zollweg	1
Robyn Macbride	1
Pam Sitler	1
Jenn Gallo	1
Karen Caraway	1

The Budget Proposition was passed.

The Bus Bond Proposition was passed.

The Victor Farmington Library Proposition was passed.

Christopher A. Parks and Bryan D. Adams were elected to the Board of Education for three-year terms beginning July 1, 2026 and ending June 30, 2029.

A motion was made to accept the report of the Inspectors of the Election and declare the results of the May 19, 2026 vote as read, and the resolution as presented.

RESOLVED, that the Board of Education of the Victor Central School District, having received the certified statement of the inspectors of election for the Annual District Meeting and Election held on May 19, 2026, hereby accepts said results and declares the following:

1. **The Budget Proposition:** Is hereby declared [Passed] by a vote of [Yes 921] to [No 283].
2. **The Bus Bond Proposition:** Is hereby declared [Passed] by a vote of [Yes 901] to [No 294].
3. **The Victor Farmington Library Funding Proposition:** Is hereby declared [Passed] by a vote of [Yes 934] to [No 271].
4. **Board of Education Candidates:** The following candidates, having received the largest number of votes, are hereby declared elected to the Board of Education for the terms specified:

Christopher A. Parks – Three-year term beginning July 1, 2026 and ending June 30, 2029

Bryan D. Adams – Three-year term beginning July 1, 2026 and ending June 30, 2029

Moved by: Tim DeLucia; seconded by: Carol Prescott

Motion carried. 5 yes 0 no 0 abstentions

Draft

Special Meeting - May 28, 2026 Minutes

Thursday, May 28, 2026 at 5:30 PM

Early Childhood School, Conference Room A, 953 High Street, Victor, NY 14564

Board Members Present: Lisa Kostecki, Elizabeth Mitchell, Bryan Adams (arrived at 5:38pm), Christopher Parks, Carol Prescott, Adam Snyder

Board Member Absent: Tim DeLucia

1. Meeting Called to Order by President Lisa Kostecki at 5:33 PM

A motion was made to enter executive session to discuss the employment history of specific individuals

Moved by: Elizabeth Mitchell; seconded by: Carol Prescott

Motion carried. 5 yes 0 no 0 abstentions

B. Adams arrived at 5:38pm

A motion was made to return to regular session

Moved by: Elizabeth Mitchell; seconded by: Christopher Parks

Motion carried. 6 yes 0 no 0 abstentions

2. Approval of Agenda

A motion was made to approve agenda

Moved by: Bryan Adams; seconded by: Elizabeth Mitchell

Motion carried. 6 yes 0 no 0 abstentions

3. Acceptance of Consent Items

A motion was made to approve, upon recommendation of the Superintendent, the following consent items:

Moved by: Elizabeth Mitchell; seconded by: Adam Snyder

Motion carried. 6 yes 0 no 0 abstentions

A. Personnel Agenda

[5.28.26 Personnel Agenda.docx](#) 

B. Donation of \$3,778.48 from PIE/PTSA raised during the Square 1 Art Fundraiser, to the Victor Central School District Art Department

4. Rescind Field Trip

A motion was made to rescind the field trip approval of High School Students to Cortland, NY from May 27, 2026 to May 28, 2026 to compete in the NYS Envirothon State Competition

Moved by: Christopher Parks; seconded by: Bryan Adams

Motion carried. 6 yes 0 no 0 abstentions

5. Adjourn

A motion was made to adjourn the meeting at 6:26 PM

Moved by: Elizabeth Mitchell; seconded by: Adam Snyder

Motion carried. 6 yes 0 no 0 abstentions

Draft



Treasurer's Report

APRIL 2026

<u>Account Description</u>	<u>Bank</u>	<u>Beginning Balance</u>	<u>Monthly Receipts</u>	<u>Monthly Disbursements</u>	<u>Ending Balance</u>
Cash Accounts					
General Fund Checking	Canandaigua National Bank	4,878,252.07	1,337,075.70	4,747,244.62	1,468,083.15
General Fund Money Market	Canandaigua National Bank	1,067,041.54	22,782.32	-	1,089,823.86
General Fund Tax Checking	Canandaigua National Bank	-	-	-	-
General Fund Tax Money Market	Five Star Bank	-	-	-	-
Multifund Insured Cash Sweep	Five Star Bank	8,668,464.45	21,212.56	3,248,374.76	5,441,302.25
School Lunch Fund Checking	Canandaigua National Bank	147,317.58	1.90	126,980.62	20,338.86
School Lunch Fund Money Market	Canandaigua National Bank	94,263.09	32,245.63	-	126,508.72
Special Aid Fund Checking/Sweep	Canandaigua National Bank	59,997.97	-	26,659.68	33,338.29
Capital Fund Checking-29M	Canandaigua National Bank	61,491.52	600,005.04	579,519.63	81,976.93
Trust & Agency Fund - Checking	Canandaigua National Bank	520,978.83	1,527,798.71	1,524,922.28	523,855.26
Trust & Agency Fund - Payroll Checking	Canandaigua National Bank	5,478.51	9,740.80	10,280.10	4,939.21
Trust & Agency Fund - Direct Deposit Checking	Five Star Bank	12.63	3,248,387.39	3,248,400.02	-
Total Cash		\$ 15,503,298.19	\$ 6,799,250.05	\$ 13,512,381.71	\$ 8,790,166.53
Investments					
General Fund Certificate of Deposit	Canandaigua National Bank	-	-	-	-
General Fund	NYCLASS	33,880,477.80	98,207.71	-	33,978,685.51
Capital Fund	NYCLASS	25,142,305.31	72,067.84	600,000.00	24,614,373.15
Debt Service Fund	NYCLASS	3,127,901.36	9,066.69	-	3,136,968.05
Total Investments		\$ 62,150,684.47	\$ 179,342.24	\$ 600,000.00	\$ 61,730,026.71
District Totals		\$ 77,653,982.66	\$ 6,978,592.29	\$ 14,112,381.71	\$ 70,520,193.24

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


 School District Treasurer

Victor Central School District

Budget Status Report As Of: 04/30/2026

Fiscal Year: 2026

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		25,500.00	28,590.00	23,826.76	110.00	905.00	3,858.24
45 Materials & Supplies		5,000.00	5,077.98	1,354.50	219.11	2,595.50	1,127.98
49 BOCES Services		3,000.00	3,000.00	2,100.00	300.00	900.00	0.00
Subtotal of 1010 Board Of Education		33,500.00	36,667.98	27,281.26	629.11	4,400.50	4,986.22
1040 District Clerk							
16 Noninstructional Salaries		37,180.00	37,180.00	36,632.97	3,098.34	6,196.64	-5,649.61
Subtotal of 1040 District Clerk		37,180.00	37,180.00	36,632.97	3,098.34	6,196.64	-5,649.61
1060 District Meeting							
4 Contractual and Other		9,700.00	9,085.00	340.00	0.00	1,216.29	7,528.71
45 Materials & Supplies		7,500.00	8,763.88	923.87	0.00	7,840.01	0.00
Subtotal of 1060 District Meeting		17,200.00	17,848.88	1,263.87	0.00	9,056.30	7,528.71
1240 Chief School Administrator							
15 Instructional Salaries		238,881.00	238,881.00	194,441.60	19,444.16	38,888.40	5,551.00
16 Noninstructional Salaries		37,180.00	37,180.00	30,983.20	3,098.32	6,196.76	0.04
4 Contractual and Other		15,700.00	15,608.02	14,056.03	139.20	100.00	1,451.99
45 Materials & Supplies		1,250.00	1,505.08	673.02	109.46	832.06	0.00
Subtotal of 1240 Chief School Administrator		293,011.00	293,174.10	240,153.85	22,791.14	46,017.22	7,003.03
1310 Business Administration							
15 Instructional Salaries		162,221.00	162,221.00	131,353.40	13,135.34	26,270.60	4,597.00
16 Noninstructional Salaries		150,540.00	150,540.00	119,763.42	5,572.99	30,076.91	699.67
2 Equipment		0.00	8,928.66	0.00	0.00	8,309.70	618.96
4 Contractual and Other		13,000.00	15,231.34	13,299.34	3,440.13	1,931.87	0.13
45 Materials & Supplies		3,000.00	4,140.00	3,989.29	484.44	61.95	88.76
49 BOCES Services		132,185.00	129,674.58	102,552.08	13,561.24	27,122.50	0.00
Subtotal of 1310 Business Administration		460,946.00	470,735.58	370,957.53	36,194.14	93,773.53	6,004.52
1320 Auditing							
16 Noninstructional Salaries		6,500.00	6,500.00	3,569.28	540.80	1,081.60	1,849.12
4 Contractual and Other		47,250.00	67,250.00	37,087.18	3,638.46	30,200.00	-37.18
Subtotal of 1320 Auditing		53,750.00	73,750.00	40,656.46	4,179.26	31,281.60	1,811.94
1325 Treasurer							
16 Noninstructional Salaries		93,600.00	93,600.00	80,070.00	6,630.00	13,260.00	270.00
4 Contractual and Other		3,250.00	2,590.00	840.00	0.00	0.00	1,750.00
45 Materials & Supplies		1,000.00	1,000.00	722.33	210.38	0.00	277.67
Subtotal of 1325 Treasurer		97,850.00	97,190.00	81,632.33	6,840.38	13,260.00	2,297.67
1330 Tax Collector							
16 Noninstructional Salaries		12,000.00	12,000.00	7,298.84	7,298.84	1,666.68	3,034.48
4 Contractual and Other		20,000.00	20,000.00	20,919.99	0.00	625.31	-1,545.30
45 Materials & Supplies		100.00	75.50	0.00	0.00	0.00	75.50

Victor Central School District

Budget Status Report As Of: 04/30/2026

Fiscal Year: 2026

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		32,100.00	32,075.50	28,218.83	7,298.84	2,291.99	1,564.68
1345 Purchasing							
16 Noninstructional Salaries		47,840.00	47,840.00	36,762.11	3,627.03	10,719.01	358.88
4 Contractual and Other		15,080.00	13,580.00	120.00	0.00	0.00	13,460.00
45 Materials & Supplies		0.00	624.50	624.50	0.00	0.00	0.00
49 BOCES Services		8,876.00	8,935.46	7,145.39	895.03	1,790.07	0.00
Subtotal of 1345 Purchasing		71,796.00	70,979.96	44,652.00	4,522.06	12,509.08	13,818.88
1420 Legal							
4 Contractual and Other		90,000.00	95,000.00	63,330.76	16,760.51	31,564.26	104.98
45 Materials & Supplies		0.00	1,000.00	0.00	0.00	0.00	1,000.00
49 BOCES Services		29,300.00	29,324.50	23,458.37	2,933.06	5,866.13	0.00
Subtotal of 1420 Legal		119,300.00	125,324.50	86,789.13	19,693.57	37,430.39	1,104.98
1430 Personnel							
15 Instructional Salaries		173,100.00	173,100.00	147,344.08	12,916.66	25,833.32	-77.40
16 Noninstructional Salaries		226,112.00	226,112.00	208,091.57	20,643.71	39,229.39	-21,208.96
4 Contractual and Other		101,000.00	83,511.08	46,400.74	1,349.10	26,888.50	10,221.84
45 Materials & Supplies		1,500.00	1,500.00	0.00	0.00	0.00	1,500.00
49 BOCES Services		5,000.00	19,544.76	15,900.41	1,822.17	3,644.35	0.00
Subtotal of 1430 Personnel		506,712.00	503,767.84	417,736.80	36,731.64	95,595.56	-9,564.52
1460 Records Management Officer							
16 Noninstructional Salaries		0.00	0.00	11,307.34	1,110.34	36,006.74	-47,314.08
4 Contractual and Other		0.00	0.00	2,195.00	570.00	305.00	-2,500.00
Subtotal of 1460 Records Management Officer		0.00	0.00	13,502.34	1,680.34	36,311.74	-49,814.08
1480 Public Information and Services							
15 Instructional Salaries		61,873.00	61,873.00	67,973.42	5,926.04	11,313.44	-17,413.86
16 Noninstructional Salaries		82,120.00	82,120.00	67,600.00	6,760.00	13,520.00	1,000.00
4 Contractual and Other		38,100.00	38,100.00	25,505.65	0.00	200.20	12,394.15
45 Materials & Supplies		30,000.00	29,400.00	289.50	0.00	0.00	29,110.50
49 BOCES Services		72,000.00	77,100.00	60,600.00	8,200.00	16,500.00	0.00
Subtotal of 1480 Public Information and Services		284,093.00	288,593.00	221,968.57	20,886.04	41,533.64	25,090.79
1620 Operation of Plant							
16 Noninstructional Salaries		2,072,154.00	2,072,154.00	1,385,115.59	137,120.91	113,459.83	573,578.58
4 Contractual and Other		1,383,100.00	1,352,856.00	1,268,993.49	153,900.76	69,728.15	14,134.36
45 Materials & Supplies		225,000.00	225,000.00	189,205.70	21,801.40	27,672.59	8,121.71
49 BOCES Services		39,140.00	39,851.79	38,299.06	29,498.59	1,552.73	0.00
Subtotal of 1620 Operation of Plant		3,719,394.00	3,689,861.79	2,881,613.84	342,321.66	212,413.30	595,834.65
1621 Maintenance of Plant							
16 Noninstructional Salaries		627,964.00	627,964.00	664,162.41	62,992.17	208,318.30	-244,516.71
2 Equipment		216,763.00	216,763.00	73,382.14	36,134.44	110,348.80	33,032.06
4 Contractual and Other		777,050.00	908,833.91	613,120.58	32,206.28	214,453.07	81,260.26

Victor Central School District

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Fiscal Year: 2026

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
45 Materials & Supplies		262,500.00	315,351.00	254,173.28	31,797.56	76,940.98	-15,763.26
49 BOCES Services		100,000.00	100,000.00	0.00	0.00	100,000.00	0.00
Subtotal of 1621 Maintenance of Plant		1,984,277.00	2,168,911.91	1,604,838.41	163,130.45	710,061.15	-145,987.65
1622 Security of Plant							
16 Noninstructional Salaries		457,634.00	457,634.00	357,312.32	40,538.69	66,125.33	34,196.35
2 Equipment		60,000.00	0.00	0.00	0.00	0.00	0.00
4 Contractual and Other		126,000.00	126,000.00	49,110.69	0.00	81,041.31	-4,152.00
45 Materials & Supplies		5,000.00	5,000.00	119.20	0.00	500.00	4,380.80
Subtotal of 1622 Security of Plant		648,634.00	588,634.00	406,542.21	40,538.69	147,666.64	34,425.15
1670 Central Printing & Mailing							
4 Contractual and Other		75,000.00	72,500.00	39,465.04	1,766.01	22,032.33	11,002.63
45 Materials & Supplies		0.00	2,500.00	2,450.00	0.00	0.00	50.00
49 BOCES Services		0.00	537.88	0.00	0.00	537.88	0.00
Subtotal of 1670 Central Printing & Mailing		75,000.00	75,537.88	41,915.04	1,766.01	22,570.21	11,052.63
1680 Central Data Processing							
49 BOCES Services		793,726.00	986,991.95	815,843.33	106,326.85	171,148.62	0.00
Subtotal of 1680 Central Data Processing		793,726.00	986,991.95	815,843.33	106,326.85	171,148.62	0.00
1910 Unallocated Insurance							
4 Contractual and Other		405,560.00	441,060.00	385,273.53	0.00	20,327.00	35,459.47
Subtotal of 1910 Unallocated Insurance		405,560.00	441,060.00	385,273.53	0.00	20,327.00	35,459.47
1920 School Association Dues							
4 Contractual and Other		12,000.00	12,000.00	515.00	0.00	0.00	11,485.00
Subtotal of 1920 School Association Dues		12,000.00	12,000.00	515.00	0.00	0.00	11,485.00
1964 Refund on Real Property Taxes							
4 Contractual and Other		53,000.00	53,000.00	0.00	0.00	0.00	53,000.00
Subtotal of 1964 Refund on Real Property Taxes		53,000.00	53,000.00	0.00	0.00	0.00	53,000.00
1981 BOCES Administrative Costs							
49 BOCES Services		848,057.00	939,038.21	768,442.27	85,297.97	170,595.94	0.00
Subtotal of 1981 BOCES Administrative Costs		848,057.00	939,038.21	768,442.27	85,297.97	170,595.94	0.00
2010 Curriculum Devel and Suprvsn							
15 Instructional Salaries		670,794.00	670,794.00	543,513.38	-72,323.88	95,424.43	31,856.19
16 Noninstructional Salaries		174,712.00	174,712.00	104,221.67	10,381.00	20,475.93	50,014.40
4 Contractual and Other		25,000.00	18,621.45	11,797.36	1,158.27	250.00	6,574.09
45 Materials & Supplies		65,900.00	91,600.00	74,148.74	9,463.44	11,974.63	5,476.63
Subtotal of 2010 Curriculum Devel and Suprvsn		936,406.00	955,727.45	733,681.15	-51,321.17	128,124.99	93,921.31
2020 Supervision-Regular School							
15 Instructional Salaries		1,369,686.00	1,369,686.00	1,109,030.38	107,048.52	214,097.43	46,558.19
16 Noninstructional Salaries		491,288.00	491,288.00	385,962.24	39,503.27	56,213.30	49,112.46
4 Contractual and Other		14,560.00	13,113.00	120.00	0.00	0.00	12,993.00

Victor Central School District

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Fiscal Year: 2026

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
45 Materials & Supplies		11,700.00	11,700.00	4,180.42	862.29	1,087.74	6,431.84
49 BOCES Services		6,000.00	6,162.62	4,921.97	620.32	1,240.65	0.00
Subtotal of 2020 Supervision-Regular School		1,893,234.00	1,891,949.62	1,504,215.01	148,034.40	272,639.12	115,095.49
2060 Research, Planning & Evaluation							
4 Contractual and Other		2,800.00	2,800.00	0.00	0.00	0.00	2,800.00
45 Materials & Supplies		500.00	500.00	0.00	0.00	0.00	500.00
Subtotal of 2060 Research, Planning & Evaluation		3,300.00	3,300.00	0.00	0.00	0.00	3,300.00
2070 Inservice Training-Instruction							
15 Instructional Salaries		45,000.00	45,000.00	56,534.39	2,856.60	0.00	-11,534.39
4 Contractual and Other		10,000.00	59,398.10	3,574.37	0.00	0.00	55,823.73
45 Materials & Supplies		5,000.00	106.62	0.00	0.00	106.62	0.00
49 BOCES Services		199,602.00	145,233.50	103,261.37	18,896.56	41,972.13	0.00
Subtotal of 2070 Inservice Training-Instruction		259,602.00	249,738.22	163,370.13	21,753.16	42,078.75	44,289.34
2110 Teaching-Regular School							
10 Teacher Salaries, Pre-K		128,588.00	127,538.00	0.00	-17,261.72	0.00	127,538.00
12 Teacher Salaries, K-6		11,893,128.00	11,893,128.00	8,319,442.54	1,043,567.11	3,238,536.23	335,149.23
13 Teacher Salaries, 7-12		10,537,822.00	10,537,822.00	7,474,812.09	930,937.11	2,948,066.27	114,943.64
14 Substitute Tchr Salaries		915,372.00	915,372.00	622,765.48	80,295.32	18,080.36	274,526.16
15 Instructional Salaries		117,258.00	165,258.00	63,228.27	58.50	0.00	102,029.73
16 Noninstructional Salaries		1,546,288.00	1,546,288.00	1,214,427.74	146,502.33	266,320.16	65,540.10
2 Equipment		234,982.00	222,687.58	47,325.68	11,019.03	2,007.66	173,354.24
4 Contractual and Other		151,350.00	159,297.40	-52,633.39	20,180.56	143,936.05	67,994.74
45 Materials & Supplies		455,377.00	480,740.87	339,987.61	34,934.16	63,666.85	77,086.41
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	0.00	0.00	0.00	25,000.00
48 Textbooks		254,203.00	262,120.00	260,318.81	88,377.28	12,087.59	-10,286.40
49 BOCES Services		285,710.00	311,029.80	233,149.42	41,711.97	77,880.38	0.00
Subtotal of 2110 Teaching-Regular School		26,605,078.00	26,706,281.65	18,522,824.25	2,380,321.65	6,770,581.55	1,412,875.85
2250 Prg For Sdnts w/Disabil-Med Elgble							
13 Teacher Salaries, 7-12		598,125.00	598,125.00	10,137.74	2,754.28	8,611.22	579,376.04
15 Instructional Salaries		5,376,321.00	5,326,321.00	4,335,123.53	545,687.75	1,633,449.31	-642,251.84
16 Noninstructional Salaries		2,727,627.00	2,677,627.00	1,496,677.84	181,967.57	400,130.48	780,818.68
4 Contractual and Other		333,343.00	384,121.00	327,046.57	44,248.72	181,092.15	-124,017.72
45 Materials & Supplies		83,135.00	79,135.00	65,676.60	2,560.94	7,083.22	6,375.18
471 Tuition Pd To NYS Pub Sch		20,000.00	20,000.00	6,153.84	0.00	18,846.16	-5,000.00
472 Tuition-All Other		1,061,000.00	1,121,000.00	847,910.81	105,912.86	228,882.87	44,206.32
473 Payment to Charter School		20,000.00	10,000.00	7,171.50	2,390.50	0.00	2,828.50
49 BOCES Services		3,054,000.00	2,823,655.57	2,252,135.63	288,022.09	571,519.94	0.00
Subtotal of 2250 Prg For Sdnts w/Disabil-Med Elgble		13,273,551.00	13,039,984.57	9,348,034.06	1,173,544.71	3,049,615.35	642,335.16
2259 Prg for English Language Learners							

Victor Central School District

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Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
15 Instructional Salaries		558,416.00	558,416.00	445,976.67	52,306.44	135,472.01	-23,032.68
4 Contractual and Other		0.00	1,896.00	346.50	209.00	641.00	908.50
45 Materials & Supplies		4,975.00	4,975.00	4,133.15	501.81	93.36	748.49
Subtotal of 2259 Prg for English Language Learners		563,391.00	565,287.00	450,456.32	53,017.25	136,206.37	-21,375.69
2280 Occupational Education(Grades 9-12)							
49 BOCES Services		1,403,115.00	1,315,615.00	1,052,492.00	131,561.50	263,123.00	0.00
Subtotal of 2280 Occupational Education(Grades 9-12)		1,403,115.00	1,315,615.00	1,052,492.00	131,561.50	263,123.00	0.00
2330 Teaching-Special Schools							
49 BOCES Services		110,000.00	113,335.11	88,840.47	12,397.33	24,494.64	0.00
Subtotal of 2330 Teaching-Special Schools		110,000.00	113,335.11	88,840.47	12,397.33	24,494.64	0.00
2610 School Library & AV							
15 Instructional Salaries		315,752.00	315,752.00	207,491.07	25,866.54	92,352.88	15,908.05
16 Noninstructional Salaries		131,412.00	131,412.00	108,482.74	13,312.40	26,358.74	-3,429.48
4 Contractual and Other		3,980.00	1,965.00	0.00	0.00	1,965.00	0.00
45 Materials & Supplies		8,950.00	10,927.00	10,486.74	1,833.73	406.58	33.68
46 Sch. Library AV Loan Prog		66,000.00	66,038.00	53,379.76	21,224.73	12,677.48	-19.24
49 BOCES Services		74,870.00	74,071.05	53,503.76	10,283.65	20,567.29	0.00
Subtotal of 2610 School Library & AV		600,964.00	600,165.05	433,344.07	72,521.05	154,327.97	12,493.01
2630 Computer Assisted Instruction							
15 Instructional Salaries		190,076.00	190,076.00	97,671.20	9,767.12	19,534.33	72,870.47
16 Noninstructional Salaries		541,950.00	518,450.00	361,941.06	37,139.55	84,722.92	71,786.02
22 State Aided Comp Hardware		155,000.00	155,000.00	148,150.17	3,267.96	1,238.75	5,611.08
4 Contractual and Other		95,700.00	133,700.00	122,483.34	1,227.65	11,108.00	108.66
45 Materials & Supplies		33,000.00	30,500.00	23,314.96	1,947.59	4,386.92	2,798.12
46 Sch. Library AV Loan Prog		125,500.00	125,500.00	72,300.66	3,934.08	11,316.89	41,882.45
49 BOCES Services		1,745,500.00	1,950,699.06	1,866,494.93	110,940.50	84,204.13	0.00
Subtotal of 2630 Computer Assisted Instruction		2,886,726.00	3,103,925.06	2,692,356.32	168,224.45	216,511.94	195,056.80
2810 Guidance-Regular School							
15 Instructional Salaries		1,413,749.00	1,413,749.00	1,015,325.31	110,428.16	279,888.16	118,535.53
16 Noninstructional Salaries		116,184.00	116,184.00	63,023.33	6,916.59	13,790.40	39,370.27
45 Materials & Supplies		0.00	3,000.00	2,188.12	43.62	811.88	0.00
Subtotal of 2810 Guidance-Regular School		1,529,933.00	1,532,933.00	1,080,536.76	117,388.37	294,490.44	157,905.80
2815 Health Svcs-Regular School							
16 Noninstructional Salaries		595,898.00	595,898.00	417,441.77	52,482.19	134,713.48	43,742.75
4 Contractual and Other		160,000.00	170,000.00	126,519.13	33,511.80	89,452.85	-45,971.98
45 Materials & Supplies		28,350.00	29,350.00	23,947.88	3,810.70	1,943.78	3,458.34
Subtotal of 2815 Health Svcs-Regular School		784,248.00	795,248.00	567,908.78	89,804.69	226,110.11	1,229.11
2820 Psychological Svcs-Reg Schl							
15 Instructional Salaries		1,012,921.00	1,012,921.00	710,209.17	78,464.42	203,034.53	99,677.30
4 Contractual and Other		0.00	0.00	24.08	0.00	0.00	-24.08

Victor Central School District

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Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
Subtotal of 2820 Psychological Svcs-Reg Schl		1,012,921.00	1,012,921.00	710,233.25	78,464.42	203,034.53	99,653.22
2825 Social Work Svcs-Regular School							
15 Instructional Salaries		394,075.00	394,075.00	295,576.12	31,957.84	73,629.36	24,869.52
4 Contractual and Other		0.00	2,669.00	2,669.00	0.00	0.00	0.00
Subtotal of 2825 Social Work Svcs-Regular School		394,075.00	396,744.00	298,245.12	31,957.84	73,629.36	24,869.52
2830 Pupil Personnel Svcs-Special Schools							
15 Instructional Salaries		540,696.00	540,696.00	307,450.14	149,183.94	56,575.60	176,670.26
16 Noninstructional Salaries		176,184.00	176,184.00	170,628.13	17,393.41	25,222.59	-19,666.72
4 Contractual and Other		800.00	800.00	0.00	0.00	0.00	800.00
Subtotal of 2830 Pupil Personnel Svcs-Special Schools		717,680.00	717,680.00	478,078.27	166,577.35	81,798.19	157,803.54
2850 Co-Curricular Activ-Reg Schl							
15 Instructional Salaries		252,065.00	252,065.00	210,362.44	18,973.52	24,401.02	17,301.54
4 Contractual and Other		34,400.00	44,800.00	14,494.73	1,000.00	15,500.00	14,805.27
45 Materials & Supplies		16,450.00	19,950.00	10,765.08	1,391.14	5,631.30	3,553.62
Subtotal of 2850 Co-Curricular Activ-Reg Schl		302,915.00	316,815.00	235,622.25	21,364.66	45,532.32	35,660.43
2855 Interscholastic Athletics-Reg Schl							
15 Instructional Salaries		1,187,896.00	1,187,896.00	794,426.75	81,600.52	165,955.19	227,514.06
16 Noninstructional Salaries		68,250.00	68,250.00	58,010.10	8,036.45	5,424.82	4,815.08
2 Equipment		127,600.00	122,600.00	122,333.97	20,275.50	179.22	86.81
4 Contractual and Other		303,500.00	327,435.59	284,655.31	14,150.59	26,165.14	16,615.14
45 Materials & Supplies		86,680.00	96,132.35	46,164.69	-3,415.27	8,114.73	41,852.93
Subtotal of 2855 Interscholastic Athletics-Reg Schl		1,773,926.00	1,802,313.94	1,305,590.82	120,647.79	205,839.10	290,884.02
5510 District Transportation Services							
16 Noninstructional Salaries		2,783,229.00	2,783,229.00	2,216,806.49	249,325.64	440,052.62	126,369.89
2 Equipment		67,540.00	67,540.00	49,981.45	0.00	9,143.26	8,415.29
4 Contractual and Other		371,500.00	359,667.83	270,948.25	6,055.03	53,308.37	35,411.21
45 Materials & Supplies		655,000.00	646,000.00	486,217.12	79,338.84	102,119.27	57,663.61
49 BOCES Services		0.00	10,494.00	10,494.00	0.00	0.00	0.00
Subtotal of 5510 District Transportation Services		3,877,269.00	3,866,930.83	3,034,447.31	334,719.51	604,623.52	227,860.00
5530 Garage Building							
16 Noninstructional Salaries		539,593.00	539,593.00	404,893.33	40,014.93	66,220.92	68,478.75
4 Contractual and Other		75,550.00	75,550.00	42,723.43	3,852.58	25,312.14	7,514.43
Subtotal of 5530 Garage Building		615,143.00	615,143.00	447,616.76	43,867.51	91,533.06	75,993.18
5540 Contract Transportation-Med Elgble							
4 Contractual and Other		520,000.00	551,757.21	298,456.16	63,770.61	253,301.05	0.00
Subtotal of 5540 Contract Transportation-Med Elgble		520,000.00	551,757.21	298,456.16	63,770.61	253,301.05	0.00
5581 Transportation from Boces							
49 BOCES Services		30,000.00	13,705.91	11,581.54	1,062.18	2,124.37	0.00
Subtotal of 5581 Transportation from Boces		30,000.00	13,705.91	11,581.54	1,062.18	2,124.37	0.00

Victor Central School District

Budget Status Report As Of: 04/30/2026

Fiscal Year: 2026

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
7310 Youth Program							
15 Instructional Salaries		41,600.00	41,600.00	36,761.17	774.00	0.00	4,838.83
4 Contractual and Other		4,800.00	4,800.00	3,949.00	359.00	359.00	492.00
45 Materials & Supplies		100.00	100.00	0.00	0.00	0.00	100.00
Subtotal of 7310 Youth Program		46,500.00	46,500.00	40,710.17	1,133.00	359.00	5,430.83
9010 State Retirement							
8 Employee Benefits		2,154,380.00	2,154,380.00	1,249,975.10	147,225.85	284,045.69	620,359.21
Subtotal of 9010 State Retirement		2,154,380.00	2,154,380.00	1,249,975.10	147,225.85	284,045.69	620,359.21
9020 Teachers' Retirement							
8 Employee Benefits		3,955,053.00	3,955,053.00	2,609,793.96	312,454.66	910,496.31	434,762.73
Subtotal of 9020 Teachers' Retirement		3,955,053.00	3,955,053.00	2,609,793.96	312,454.66	910,496.31	434,762.73
9030 Social Security							
8 Employee Benefits		4,024,464.00	4,018,464.00	2,837,739.52	331,146.81	915,774.72	264,949.76
Subtotal of 9030 Social Security		4,024,464.00	4,018,464.00	2,837,739.52	331,146.81	915,774.72	264,949.76
9040 Workers' Compensation							
8 Employee Benefits		420,000.00	400,000.00	331,851.00	0.00	41,107.97	27,041.03
Subtotal of 9040 Workers' Compensation		420,000.00	400,000.00	331,851.00	0.00	41,107.97	27,041.03
9045 Life Insurance							
8 Employee Benefits		30,000.00	30,000.00	26,864.69	2,735.20	3,135.31	0.00
Subtotal of 9045 Life Insurance		30,000.00	30,000.00	26,864.69	2,735.20	3,135.31	0.00
9050 Unemployment Insurance							
8 Employee Benefits		15,000.00	15,000.00	13,561.54	0.00	0.00	1,438.46
Subtotal of 9050 Unemployment Insurance		15,000.00	15,000.00	13,561.54	0.00	0.00	1,438.46
9055 Disability Insurance							
8 Employee Benefits		30,000.00	30,000.00	9,951.00	836.50	3,413.00	16,636.00
Subtotal of 9055 Disability Insurance		30,000.00	30,000.00	9,951.00	836.50	3,413.00	16,636.00
9060 Hospital, Medical, Dental Insurance							
8 Employee Benefits		20,565,803.00	20,230,723.15	12,266,010.65	2,070.00	5,050,885.22	2,913,827.28
Subtotal of 9060 Hospital, Medical, Dental Insurance		20,565,803.00	20,230,723.15	12,266,010.65	2,070.00	5,050,885.22	2,913,827.28
9089 Other (specify)							
8 Employee Benefits		291,000.00	291,000.00	0.00	0.00	0.00	291,000.00
Subtotal of 9089 Other (specify)		291,000.00	291,000.00	0.00	0.00	0.00	291,000.00
9711 Serial Bonds-School Construction							
6 Principal		4,050,000.00	4,050,000.00	0.00	0.00	0.00	4,050,000.00
7 Interest		1,887,850.00	1,887,850.00	943,925.00	0.00	0.00	943,925.00
Subtotal of 9711 Serial Bonds-School Construction		5,937,850.00	5,937,850.00	943,925.00	0.00	0.00	4,993,925.00
9732 Bond Antic Notes-Bus Purchases							
6 Principal		1,000,740.00	1,000,740.00	1,000,740.00	0.00	0.00	0.00
7 Interest		128,311.00	128,311.00	128,310.19	0.00	0.00	0.81

Victor Central School District

Budget Status Report As Of: 04/30/2026

Fiscal Year: 2026

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
Subtotal of 9732 Bond Antic Notes-Bus Purchases		1,129,051.00	1,129,051.00	1,129,050.19	0.00	0.00	0.81
9789 Other Debt (specify)							
6 Principal		246,456.00	246,456.00	246,456.37	0.00	0.00	-0.37
7 Interest		85,285.00	85,285.00	85,284.60	0.00	0.00	0.40
Subtotal of 9789 Other Debt (specify)		331,741.00	331,741.00	331,740.97	0.00	0.00	0.03
9901 Transfer to Other Funds							
95 Transfer-Special Aid Fund		200,000.00	200,000.00	175,705.00	0.00	0.00	24,295.00
Subtotal of 9901 Transfer to Other Funds		200,000.00	200,000.00	175,705.00	0.00	0.00	24,295.00
Total GENERAL FUND		109,771,405.00	109,939,585.85	73,941,239.16	6,881,207.77	22,233,378.00	13,764,968.69

Victor Central School District

Budget Status Report As Of: 04/30/2026

Fiscal Year: 2026

Fund: A GENERAL FUND

Selection Criteria

Criteria Name: Shared: BOE Summary by State
Fund: A
Budget type: Current Year
As Of Date: 04/30/2026
Suppress Budget Accounts with no activity
Print Summary Only
Sort by: Fund/State function/State object
Printed by JULIE LEVA

Victor Central School District

Budgetary Transfer Report

Fiscal Year: 2026

Current Appropriation - Effective From: 04/01/2026 To: 04/30/2026

Effective Date	Trans ID	Transaction Description	Budget Account	Description	Amount Transferred From	Amount Transferred To
Fund: A - GENERAL FUND						
04/08/2026	008077	Per Request #501 to pay for NYSFBC fees				
			A2110-450-00-0041-000 R	MARCH BAND/VIPE MAT&SUP	-600.00	
			A2110-400-00-0041-000 R	MARCHING BAND/VIPE CONTRA		600.00
04/09/2026	008104	Adjust budgets for changes in contract				
			A1310-490-00-0000-000 R	BUSINESS OFFICE BOCES	-1.03	
			A1345-490-00-0000-000 R	PURCHASEING BOCES	-0.54	
			A1420-490-00-0000-000 R	LEGAL SERVICES BOCES	-0.50	
			A1430-490-00-0000-000 R	PERSONNEL SERVICES BOCES	-741.24	
			A1981-492-00-0000-000 R	BOCES ADMIN CHARGES	-89,524.05	
			A2020-490-00-0000-000 R	BOCES	-0.38	
			A2250-490-00-0000-000 R	SWD BOCES SERVICES	-498.54	
			A2280-490-00-0000-000 R	BOCES OCC EDUCATION	-11,203.12	
			A2330-490-00-0023-000 R	BOCES SUMMER SCHOOL PROGR	-2,877.89	
			A2610-490-00-0000-000 R	LIBRARY BOCES PROGRAM	-798.95	
			A2630-490-00-0000-000 R	BOCES INSTRUCTIONAL TECHN	-10,046.63	
			A5581-490-00-0000-000 R	Transportation from BOCES	-2,275.09	
			A1620-490-00-0000-000 R	MAINTENANCE BOCES SERVICE		29,309.06
			A1680-490-00-0000-000 R	BOCES CENTRAL DATA PROCES		44,367.09
			A1981-491-00-0000-000 R	BOCES CAPITAL CHARGES		3,388.32
			A2070-490-00-0000-000 R	IN-SERVICE/PROFESSIONAL D		9,587.50
			A2110-490-00-0000-000 R	REGULAR INSTRUCTION BOCES		31,315.99
04/14/2026	008184	Adjust budgets for contract increases				
			A9060-800-00-1000-000 R	ACTIVE EMPLOYEE HEALTH	-154,622.97	
			A1981-491-00-0000-000 R	BOCES CAPITAL CHARGES		86,058.47
			A2110-490-00-0000-000 R	REGULAR INSTRUCTION BOCES		940.41
			A2630-490-00-0059-000 R	BOCES - ADDITIONAL HARDWA		67,624.09
04/15/2026	008222	Transfers for end of year purchases				
			A1620-411-00-0000-000 R	DISTRICT NATURAL GAS	-42,366.00	
			A1622-200-00-0000-000 R	SECURITY EQUIPMENT	-60,000.00	
			A1620-412-00-0000-000 R	DISTRICT PHONE		1,900.00
			A1620-413-00-0000-000 R	WATER/SEWER		4,822.00
			A1621-400-00-0000-000 R	MAINTENANCE CONTRACTUAL		3,939.00
			A1621-415-00-0000-000 R	MAINTENANCE SERVICE AGREE		7,700.00
			A1621-415-00-0000-000 R	MAINTENANCE SERVICE AGREE		60,000.00
			A1621-450-00-0000-000 R	BUILDINGS AND MAINTENANCE		24,005.00
04/16/2026	008227	to make final payment for budget code				
			A2110-400-01-0000-000 R	SHS BUILDING CONTRACTUAL	-54.60	
			A2110-450-01-0017-000 R	MATH		54.60
04/22/2026	008279	to fund a part needed for the pool				
			A1621-415-00-0000-000 R	MAINTENANCE SERVICE AGREE	-8,000.00	
			A1621-450-00-0000-000 R	BUILDINGS AND MAINTENANCE		8,000.00
04/23/2026	008301	to fund graduation expenses				
			A2110-404-01-0000-000 R	Field Trips	-1,500.00	
			A2850-450-01-0024-000 R	GRADUATION SUPPLIES/MATER		1,500.00
04/24/2026	008312	Adjust budgets for contract billing				
			A2250-490-00-0000-000 R	SWD BOCES SERVICES	-13,695.89	
			A9060-800-00-1000-000 R	ACTIVE EMPLOYEE HEALTH	-68,074.78	
			A1480-490-00-0000-000 R	PR BOCES		100.00
			A1620-490-00-0000-000 R	MAINTENANCE BOCES SERVICE		1,174.73
			A1670-490-00-0000-000 R	CENTRAL PRINTING & MAILIN		537.88
			A1680-490-00-0000-000 R	BOCES CENTRAL DATA PROCES		45,928.86
			A2070-490-00-0000-000 R	IN-SERVICE/PROFESSIONAL D		4,179.00
			A2110-490-00-0000-000 R	REGULAR INSTRUCTION BOCES		14,648.40
			A2630-490-00-0000-000 R	BOCES INSTRUCTIONAL TECHN		6,084.05
			A2630-490-00-0059-000 R	BOCES - ADDITIONAL HARDWA		9,117.75

Victor Central School District

Budgetary Transfer Report

Fiscal Year: 2026

Current Appropriation - Effective From: 04/01/2026 To: 04/30/2026

Effective Date	Trans ID	Transaction Description	Budget Account	Description	Amount Transferred From	Amount Transferred To
04/29/2026	008390	To Fund a parent transportation contract				
			A5510-402-00-0000-000 R	CONTRACTUAL TRANSPORTATIO	-4,252.21	
			A5540-400-00-0000-000 R	Contract Transportation		4,252.21
04/30/2026	008426	adjust budgets for BOCES contract				
			A1981-491-00-0000-000 R	BOCES CAPITAL CHARGES	-89,523.84	
			A1981-492-00-0000-000 R	BOCES ADMIN CHARGES		89,523.84
			Total for Fund A - GENERAL FUND		-560,658.25	560,658.25
Fund: F - SPECIAL AID FUND						
04/27/2026	008319	Approved MTR Grant Amendment				
			F2110-400-00-MTR R	Purchased Services-Mentor	-2,000.00	
			F2110-450-00-MTR R	SUPPLIES-MENTOR TEACHER		2,000.00
			Total for Fund F - SPECIAL AID FUND		-2,000.00	2,000.00
Fund: H - CAPITAL FUND						
04/06/2026	008022	to fund ME Engineering work for 99M Capital Project				
			H2110-240-00-99M R	CONTRACTUAL 99M	-13,312.59	
			H2110-240-13-99M R	Cont Expenses Op Ctr		4,167.00
			H2110-240-14-99M R	Cont Expenses Lrn Ctr		9,145.59
04/13/2026	008176	To fund sitework for LG Evans Construction				
			H1620-293-03-99M R	GENERAL CONSTR 99M Intern	-1,090,000.00	
			H1620-297-00-99M R	Sitework 99M General		424,790.00
			H1620-297-03-99M R	Sitework 99M Intermediate		665,210.00
04/27/2026	008330	To Fund Phase 1.5 Electric Contract				
			H1620-293-03-99M R	GENERAL CONSTR 99M Intern	-116,000.00	
			H1620-296-00-99M R	ELECTRIC 99M General		58,780.00
			H1620-296-03-99M R	ELECTRIC 99M Intermediate		57,220.00
			Total for Fund H - CAPITAL FUND		-1,219,312.59	1,219,312.59

Victor Central School District

Budgetary Transfer Report

Fiscal Year: 2026

Current Appropriation - Effective From: 04/01/2026 To: 04/30/2026

Total Current Appropriation	1,781,970.84
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Selection Criteria

Type: Current Appropriation
Date From: 04/01/2026
Date To: 04/30/2026
Date Used: Effective in Budget
Printed by JULIE LEVA

Extraclass Fund
From April 1 through April 30, 2026

<u>Activities</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Ending Balance</u>
CLASS OF 2023	-			-
CLASS OF 2024	-			-
CLASS OF 2025				-
CLASS OF 2026	23,684.40			23,684.40
CLASS OF 2027	3,111.80	524.00	1,609.47	2,026.33
CLASS OF 2028	1,937.73		95.48	1,842.25
CLASS OF 2029	1,473.67	823.65		2,297.32
CLASS OF 2030	1,000.00			1,000.00
CLASS OF 2031	1,000.00			1,000.00
CODING CLUB	150.00			150.00
AQUATIC LEADERS	-			-
ART CLUB	200.00	500.00		700.00
BUSINESS CLUB	8,477.02	305.00	2,365.00	6,417.02
DRAMA CLUB	19,142.09		695.69	18,446.40
FRENCH CLUB	8,545.45			8,545.45
GO GREEN GARDEN TEAM	-			-
GLOBAL COMPETENCY	310.55		50.00	260.55
INTERNATIONAL CLUB	112.82			112.82
JAZZ BAND	300.00			300.00
J.H. MUSICAL	24,208.94		3,700.60	20,508.34
J.H. STORE	-			-
J.H. ST. CO.	4,278.99			4,278.99
J.H. YEARBOOK	1,201.77			1,201.77
KEYCLUB	1,570.32	1,130.00		2,700.32
MASTERMINDS	252.19		78.42	173.77
MEDICAL EXPLORERS	341.63			341.63
MENTORING CLUB	3,031.07			3,031.07
Model UN	397.96			397.96
N.H.S.	5,196.75		1,128.75	4,068.00
OUTDOOR ACTIVITY	422.63			422.63
POSITIVE SCHOOL CLIMATE	3,025.93			3,025.93
SALES TAX	334.05	34.35		368.40
SEAS	246.30	2,080.00	390.00	1,936.30
S.H. ORCHESTRA	12,671.12			12,671.12
SH SCHOOL STORE	2,988.78			2,988.78
S.H. ST. CO.	29,891.44	117.59	(68.20)	30,077.23
SH YEARBOOK	917.01			917.01
SPANISH CLUB	3,647.39		43.37	3,604.02
VICTOR MUSIC SOCIETY	1,137.67	472.25	507.75	1,102.17
VICTOR CARES	5,872.10	50.00	608.60	5,313.50
WELLNESS CLUB	652.24			652.24
TOTALS	171,731.81	6,036.84	11,204.93	166,563.72

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


Assistant Superintendent for Business

Bank Balance	170,096.96
Checks Outstanding	3,533.24
Interest Not Posted	-
Deposit In Transit	
Payment in January	
Returned Checks	
Void in Process	

Total Reconciled Bank Balance 166,563.72

Victor Central School District
Revenue Status Report As Of: 04/30/2026
Fiscal Year: 2026
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			60,523,516.00	58,540,969.91	58,535,108.74	0.00	5,861.17	0.00
1081 Other Pmts in Lieu of Taxes			3,828,179.00	3,828,179.00	3,742,446.12	155,934.61	85,732.88	0.00
1085 STAR Reimbursement			0.00	1,982,546.09	1,982,546.09	0.00	0.00	0.00
1090 Int. & Penal. on Real Prop.Tax			50,000.00	50,000.00	60,069.87	0.00	0.00	10,069.87
1120 Nonprop. Tax Distrib. By Co.			100,000.00	100,000.00	42,256.33	0.00	57,743.67	0.00
1310 Day Sch.Tuit-Res.Nonvet Postgr			0.00	0.00	3,043.11	0.00	0.00	3,043.11
1335 Oth Student Fee/Charges (Indiv			75,000.00	75,000.00	60,660.30	2,916.50	14,339.70	0.00
1410 Admissions (from Individuals)			2,500.00	2,500.00	29,248.00	0.00	0.00	26,748.00
2230 Day School Tuit-Oth Dist. NYS			150,000.00	150,000.00	150,000.00	0.00	0.00	0.00
2401 Interest and Earnings			300,000.00	300,000.00	1,813,766.73	192,010.93	0.00	1,513,766.73
2410 Rental of Real Property,Indiv.			40,000.00	40,000.00	53,965.73	6,154.10	0.00	13,965.73
2440 Rental of Buses			10,000.00	10,000.00	13,606.92	2,153.53	0.00	3,606.92
2450 Commissions			0.00	0.00	419.88	110.46	0.00	419.88
2650 Sale Scrap & Excess Material			0.00	0.00	451.62	0.00	0.00	451.62
2680 Insurance Recoveries			0.00	0.00	7,594.70	1,000.00	0.00	7,594.70
2690 Other Compensation for Loss			0.00	0.00	14,116.35	323.88	0.00	14,116.35
2701 Refund PY Exp-BOCES Aided Srvc			300,000.00	300,000.00	408,714.26	0.00	0.00	108,714.26
2703 Refund PY Exp-Other-Not Trans			125,000.00	125,000.00	123,116.24	0.00	1,883.76	0.00
2705 Gifts and Donations			0.00	1,870.98	1,870.98	0.00	0.00	0.00
2770 Other Unclassified Rev.(Spec)			75,000.00	75,000.00	18,583.75	3,505.00	56,416.25	0.00
3101 Basic Formula Aid-Gen Aids (Ex			36,954,149.00	36,954,149.00	19,275,793.21	11,169.61	17,745,583.59	67,227.80
3102 Lottery Aid			0.00	0.00	8,861,551.82	0.00	0.00	8,861,551.82
3103 BOCES Aid (Sect 3609a Ed Law)			3,076,372.00	3,076,372.00	719,093.00	719,093.00	2,357,279.00	0.00
3260 Textbook Aid (Incl Txtbk/Lott)			250,941.00	250,941.00	251,757.00	0.00	0.00	816.00
3262 Computer Sftwre, Hrdwre Aid			126,694.00	126,694.00	127,064.00	0.00	0.00	370.00
3263 Library A/V Loan Program Aid			25,744.00	25,744.00	25,818.00	0.00	0.00	74.00
3289 Other State Aid			0.00	0.00	94,522.00	0.00	0.00	94,522.00
4601 Medic.Ass't-Sch Age-Sch Yr Pro			100,000.00	100,000.00	88,601.58	11,169.61	11,398.42	0.00
4960 Emerg Disaster Assist-FEMA			0.00	0.00	12,840.31	0.00	0.00	12,840.31
5999 Appropriated Fund Balance			3,658,310.00	3,824,619.87	0.00	0.00	3,824,619.87	0.00
Total GENERAL FUND			109,771,405.00	109,939,585.85	96,518,626.64	1,105,541.23	24,160,858.31	10,739,899.10

Selection Criteria

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

These are estimates to balance the budget

Victor Central School District
Revenue Status Report As Of: 04/30/2026
Fiscal Year: 2026
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								
As Of Date: 04/30/2026								
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 JULIE LEVA								

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

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**
Personnel Agenda, June 11, 2026

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 Kaylee McNichol , who has pending certification as a School Psychologist, to a probationary position as a School Psychologist, effective July 1, 2026, at an annual salary of \$61,497, leading towards tenure as a School Psychologist.
	The probationary appointment of Taylor Gravino , who is certified in Childhood Education and is working towards certification in Students with Disabilities All Grades, to a probationary position as a Special Education Teacher, effective September 1, 2026, at an annual salary of \$52,366, leading towards tenure in Special Education.
Part Time Appointments:	The appointment of Renee Giordano , who has certifications in Childhood Education Grades 1-6, Literacy Birth-Grade 6, Generalist is Middle Childhood Education, Students with Disabilities Grades 5-9, and Students with Disabilities Grades 1-6, to a part-time (.6fte) position as a Reading Teacher effective September 1, 2026, and ending June 30, 2027, at an annual salary of \$38,705.
	The appointment of Steven Mascari , who has certification in Technology Education, to a part-time (.4fte) position as a Technology Teacher effective September 1, 2026, and ending June 30, 2027, at an annual salary of \$42,049.
	The appointment of Charles Miller , who has certification in Technology Education, to a part-time (.4fte) position as a Technology Teacher effective September 1, 2026, and ending June 30, 2027, at an annual salary of \$42,049.
	The appointment of Cynthia Fraim , who has pending certification in Visual Arts, to a part-time (.4fte) position as an Art Teacher effective September 1, 2026, and ending June 30, 2027, at an annual salary of \$21,964.

Long Term Substitute Appointments:	The appointment of Brynne Kessler , who has certification in Childhood Education Grades 1-6, to a long term substitute position as an Elementary Teacher, effective September 1, 2026, and ending June 30, 2027, at an annual salary of \$50,054.
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Appointments:	The appointment of the following as Summer Academy Teacher at an hourly rate of \$40.00: Jamie Condon
	The appointment of the following as Extended School Year Teacher at an hourly rate of \$40.00: Grace Fitzgerald
	The appointment of the following as Extended School Year Service Provider at \$40 hourly: Becca Ruane

Leaves of Absence:	The granting of a maternity and subsequent childcare leave of absence for Emily Williams , Speech/Language Therapist, effective approximately June 22, 2026, and extending through January 1, 2027.
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Resignations:	The resignation of Patricia Crawford , Teacher Assistant, effective June 30, 2026.
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Per Diem Substitutes:	<u>Candidate</u>	<u>Area of Certification</u>
	Autumn Glynn	Uncertified
	Haley Indorato	Uncertified
	Madison Frost-Oster	Uncertified
	Jacob Fess	Uncertified
	Cynthia Fraim	Uncertified

Non-Instructional

Appointments:	The reappointment of Sherryl Knoebel , Records Clerk, from July 1, 2026, through June 30, 2027, at an hourly rate of \$23.57.
	The reappointment of Patricia Callahan , Claims Auditor, from July 1, 2026, through June 30, 2027, at an annual rate of \$6,749.18.
	The appointment of Olivia Morris , Part Time Teacher Aide, effective June 4, 2026, at an hourly rate of \$16.00.
Resignations:	The resignation of Suzette Cannan , Centralized Purchasing and Receiving Clerk, effective June 1, 2026.

	The resignation of Katheryn Sheridan , Food Service Helper, effective May 28, 2026.
	The resignation of Reginald Brown , School Bus Monitor, effective June 4, 2026.
	The resignation of Tracy Tonias , Food Service Supervisor, effective June 9, 2026.

<u>Benefits:</u>	<u>Benefits for non-affiliated District Office Confidential Staff as described in the Confidential Staff Handbook as submitted.</u>
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<u>Salaries:</u>	<u>The following salaries for non-affiliated district office staff will be effective for the 2026-2027 school year:</u>		
<u>Confidential Staff</u>	Patricia Chapman	Employee Relations Assistant	\$56,243.20
	Kimberly Doell	Public Relations Specialist	\$85,564.80
	Jennifer George	Employee Relations Assistant	\$56,243.20
	Lisa Hagen	Payroll Clerk, Part Time	\$65,964.62
	Julie Leva	District Treasurer	\$82,742.40
	Katie Lew	Employee Relations Assistant	\$66,338.97
	Kathryn Selleck	District Clerk/Secretary to the Superintendent	\$77,334.40
	Jill Smith	Deputy District Treasurer	\$59,826.47
	Elizabeth Temple	School District Data Specialist	\$70,596.28

Per Diem and Substitute Positions:	<u>Candidate</u>	<u>Position</u>
	Sydney Hart	Teacher Aide
	Madison Frost-Oster	Teacher Aide
	Haley Indorato	Teacher Aide
	Reginald Brown	School Bus Monitor

VICTOR CENTRAL SCHOOL DISTRICT



CONFIDENTIAL EMPLOYEE HANDBOOK 2026-2027

District Data Specialist
District Treasurer
Deputy District Treasurer
Employee Relations Assistants (3)
Payroll Clerk

Approved by Board of Education –

This handbook has been created to promote a better understanding of both staff members' benefits and responsibilities in the District. The Victor Central School District values the service of its Confidential Staff as an integral part of its operation. Pride and the faithful performance of position responsibilities, no matter what that position, are important and necessary for both the District and its staff members.

Included in this handbook you will find payroll procedures, work rules, the holiday schedule, and other employment matters.

We have tried to include information that will be of help to all Confidential Staff members. If there are subjects of general interest to all Confidential Staff members that should be addressed, we ask that you let us know so that we can include them next time. We welcome suggestions -- just drop a note to the Assistant Superintendent for Personnel at the District Office. It will be sincerely appreciated.

Cordially,

Timothy Terranova Ed.D.
Superintendent of Schools

NAME AND ADDRESS CHANGES

When a Confidential Staff member has a change in name, address or phone number, please notify the Office of Human Resources immediately. Once the change has been made, the information will appear on your paycheck.

MARITAL STATUS

In the event of a change in marital status, please notify the Office of Human Resources. The staff member should also be made aware that any changes in beneficiary information with the NYS Employees' Retirement System, and/or District life insurance policies, can be submitted through the Payroll Office. Changes for federal and state withholding tax can be accomplished by filing updated W-4's.

BENEFICIARY FOR RETIREMENT BENEFITS

The majority of Confidential Staff members have a death benefit in conjunction with their New York State Employees' Retirement. Beneficiaries of the death benefit are designated at the time of initial employment. Seldom is there a need for a change of designation of beneficiary but death, change in marital or financial status, or other factors can bring about circumstances that make such a change necessary. It is vital that you maintain up-to-date information on your life insurance policies to ensure that your estate will be distributed according to your wishes.

Change in beneficiary forms can be provided to you by the Payroll Office or by contacting the retirement system directly.

Be sure that your beneficiary designee is up-to-date!

QUESTIONS - REVIEW OF BENEFITS

Confidential Staff members having questions about benefits, obligations of employment or Civil Service rules are encouraged to contact the Human Resources Office. Staff members having questions about accumulated sick leave, pay rate and method of computing pay, deductions, retirement or Social Security are encouraged to contact the Payroll Office.

HOURS

The hours for full-time Confidential Staff members are from 8:00 A.M. until 4:30 P.M. On days when no students are on campus, the work day will be from 8:00 A.M. until 4:00 P.M.

Holidays

Fifteen paid holidays shall be designated as follows: New Year's Day, Martin Luther King Day, President's Day, Good Friday, Memorial Day, Juneteenth Day, July 4, Labor Day, Columbus Day, Veteran's Day, Thanksgiving Day, the day after Thanksgiving, Christmas Eve Day, Christmas Day, and New Year's Eve Day. When any of these designated holidays fall outside the standard work week, the district will designate an alternate holiday, subject to the constraints of the school year calendar. Alternate holidays may be scheduled in any given year, subject to the approval of the superintendent

Confidential Staff members will receive by September 30, or as soon thereafter as possible, a statement listing the accumulated sick days and personal days available for that year.

VACATIONS

Staff members shall earn paid vacation in accordance with the schedule hereinafter set forth. All twelve-month personnel hired after July 1st will receive pro-rated paid vacation time.

<u>Continuous Years of Service</u>	<u>Vacation Entitlement</u>
0 - 5	3 weeks
6	3 weeks + 1 day
7	3 weeks + 2 days
8	3 weeks + 3 days
9	3 weeks + 4 days
10-15	4 weeks
16	4 weeks + 1 day
17	4 weeks + 2 days
18	4 weeks + 3 days
19	4 weeks + 4 days
20+	5 weeks + 1 day

For a Confidential Staff member changing from a ten-month or school year (185 days) schedule to a twelve-month schedule, the actual number of months worked shall be converted to years (total number of months worked divided by twelve [12]) for computing vacation and benefits.

Prior service as provided above shall be credited to the member at the completion of the first year as a twelve-month employee and effective the following July 1.

Vacation time is calculated on a twelve month basis; however, the Confidential Staff member may take the vacation time allotted within a fourteen month period.

In the event a Confidential Staff member has a balance of unused vacation days after the fourteen month period, referenced in the Confidential Employee Handbook, the Superintendent may grant a rollover or cash-in of up to five vacation days. The cashed in days must be submitted to the Assistant Superintendent for Personnel by July of the respective year. Payment will be made by July 30. The rolled over vacation days (maximum of five) may be rolled over into the current school year vacation balance for the particular staff member, but cannot be part of any compensation upon termination of service as referenced in the next paragraph. In the event of consecutive year's worth of unused vacation days, the rollover day's arrangement will be capped at a maximum balance of five days and therefore not cumulative.

Upon termination of service due to resignation or retirement, staff members will be compensated on a prorated basis, based upon the time worked in the final school year, for any unused vacation days.

PERSONAL LEAVES

From time to time, events may occur which require your absence from work for personal reasons. The District strives to meet your need to attend to personal matters, yet meet organizational demands.

Each full-time Confidential Staff member receives three (3) days of personal leave with full pay per year. Personal leave may be taken with the permission of your immediate supervisor. This leave is in addition to sick leave days, family emergency days, and days allowed for a death in the immediate family, and will be allowed at the discretion of the immediate supervisor. Except in cases of emergency, personnel shall notify the immediate supervisor at least three (3) days in advance of their desire to use a personal day. Personal leave days will not be cumulative from year to year, but any of the unused personal leave days shall be added to the accumulated sick leave days of the member.

The number of personal days available to members working less than a full year shall be prorated as follows:

<u>12-Month Personnel</u>	<u>Month of Hire</u>	<u>Number of Personal Days Available</u>
	July - Oct.	3
	Nov. - Feb.	2

For the purposes of this section, any day of the month constitutes the hire month.

In the case of death in the immediate family, each Confidential Staff member may take up to five (5) days leave with full pay. Immediate family shall here be defined as parent (or surrogate) brother or sister, son or daughter, grandparent (including in-laws in each case), spouse, grandchild, or person living under the same roof.

In the event of the death of a close friend or associate, one day's leave with pay will be granted for funeral attendance.

LEAVE OF ABSENCE

Confidential Staff members may request a leave of absence without pay or benefits for personal reasons for a period not to exceed one (1) year. Such requests will be in writing and subject to the approval of the Director of Human Resources.

Members on leave shall notify the Human Resources Office in writing at least three (3) months prior to the expiration date of the leave stating the intention to return to work. Failure to notify the Human Resources Office shall be deemed to constitute a resignation.

Upon return to work at the termination of the leave, staff members will be assigned to the same position which was held at the time said leave commenced, if available, or if not, to a substantially equivalent position. All benefits to which a Confidential Staff member was entitled at the time the leave of absence commenced will be restored upon return unless changed through Board action. Upon return to work, the staff member's former hourly rate shall be recalculated to reflect the most recent increase in effect at the time the member returns from leave. Time spent on leave shall not be credited to the member's employment record.

Confidential Staff members will be granted parenthood leave upon written application which shall, as far as possible, be made at least six (6) months before the birth or adoption of a child. Such leave may continue for a period not exceeding one (1) year after the birth or adoption of a child, or other termination of pregnancy.

Return from parenthood leave shall be governed by the second paragraph of this section.

Confidential Staff members will be granted, upon request, sick leave for disability occasioned by pregnancy and/or delivery. Such member shall provide a certificate from her physician setting forth the onset and termination of such disability. Sick leave payments for said disabilities shall be available only through accumulated sick days.

The District fully complies with the Family Medical Leave Act for all circumstances covered by that law.

SICK LEAVE

Your presence at work is important and critical for the delivery of services to our children, staff and community. Nevertheless, from time to time illness will occur that necessitates staff members' absence. The District provides a comprehensive sick leave program that adequately meets short- and long-term absences necessitated by illness.

Twelve-month staff members receive twelve (12) sick days per year with full pay. Sick leave is accumulative to 265 days.

All twelve-month personnel hired after July 1st will receive pro-rated paid sick days.

FAMILY EMERGENCY DAYS

Any employee covered by this Agreement who has been continuously employed at least ninety (90) days shall be granted up to three (3) working days annually with pay for serious illness involving family members (spouse, son, daughter, parent, significant other living in household). These days may accumulate as sick days. The employee's annual allotment shall be credited to his or her record on the first day in each new school year. In the first year of employment, an employee's entitlement to such leave shall be prorated on the basis of the portion of the school year actually worked.

Under extenuating circumstances, sick days for the purpose of family illness may be granted upon the recommendation of the immediate supervisor, with the approval of the Director of Human Resources. The number of additional days granted shall be deducted from accumulated sick leave days.

JURY DUTY

Jury duty is viewed by the District as a civic obligation. Confidential Staff members shall not suffer loss of pay, vacation or personal leave benefits for those days needed to fulfill jury duty obligations.

MILITARY DUTY

If you are absent to attend a required summer encampment of a military reserve unit, you may receive your full District salary up to a limit of thirty calendar days. The District must be notified of any prospective military duty as soon as the date has been determined.

WORKING CONDITIONS

EMERGENCY CLOSING

From time to time, schools will be closed due to inclement weather or for other conditions beyond our control. Confidential Staff members will be paid for snow days or emergency closings in the following manner.

1. In the event that Ontario County roads are closed due to inclement weather or for another emergency, district employees shall not be required to report to work. The staff member will not be required to use vacation days.
2. When county roads are open and school is closed due to inclement weather or emergency closing, staff members will utilize discretion on whether or not they will report to work.
 - a. Confidential Staff members are allowed a maximum of two days per school year where they may work remotely while school is closed for inclement weather or an emergency. They will not be required to use a vacation day for these two instances. It is understood that the Confidential Staff member will ensure that work responsibilities are completed to the degree possible while working remotely.
 - b. In the event that a Confidential Staff member wishes to remain at home when school is closed and not work remotely, the Confidential Staff member will be required to use vacation days to cover such absences.
 - c. In the event that a Confidential Staff member wishes to remain at home when school is closed (beyond the two days mentioned in item a. above) the staff member will be required to use vacation days to cover such absences.
 - d. A Confidential Staff member may request to work when school is closed due to inclement weather or an emergency closing. With supervisor's permission, compensatory time may be taken at a mutually agreed-upon later date.

Confidential Staff members electing to stay home during an emergency closing must notify their supervisor of their intention to do so. The Confidential Staff member should indicate which option (a, b, c or d) he/she is using.

VACANCIES

Whenever there is an opportunity for a new position, transfer or advancement, a notice of vacancy for such position is normally posted in each building in the District for five (5) consecutive working days before the position is filled. All such notices usually specify the Civil Service classification and contractual pay schedule. Any ten-month or school year staff members having an interest in a position which becomes available when school is not in session, shall indicate their interest to the Director of Human Resources prior to each July 1.

Vacancies are not filled until current staff members interested in such position have first been interviewed providing they have the minimum Civil Service qualifications for the position.

REASSIGNMENT

From time to time, reassignment of staff members becomes necessary.

In cases of involuntary transfers, Confidential Staff members are notified as soon as practical.

Reassignments are made only after a meeting with the staff member involved and the immediate supervisor and/or Director of Human Resources in order to explain the reason for the reassignment.

RESIGNATION PROCEDURES

The District expects that Confidential Staff members will give as much notice as possible in the event that resignation is being considered. Such notice should be given to the immediate supervisor and to the Director of Human Resources. Confidential Staff members fill an important role in the operation of the Victor Schools. Unexpected, abrupt resignations, for whatever reason, cause a substantial amount of disruption and services to the District and ultimately to its students. Normally, a thirty (30) day notice of resignation is expected.

The District's business office requires a minimum amount of time to balance out payroll obligations and to make adjustments in benefits. Staff members are obligated to make arrangements with their immediate supervisor for return of District keys and a checkout of equipment and supplies in order to be cleared for a final payroll.

Former Confidential Staff members should make certain that the District continues to have their current address for as long as it will be necessary to forward W-2 forms and NYS Employees' Retirement System statements.

RETIREMENT

The decision to retire is an important one which must be made carefully and thoughtfully. When you become eligible to retire under the New York State Employees' Retirement System, you will be eligible for an increment in your final salary, providing that you file with the Superintendent by January 1st in the final calendar year of service an irrevocable notice of your decision to retire effective June 30th.

To be eligible for the service increment, you must have a minimum of fifteen (15) years of service in the District. Currently, the retirement increment is based on accumulated sick days up to a maximum one hundred (100) days not to exceed \$30,000. The Victor Central School District shall pay the retirement benefit as employer non-elective contributions into individual 403(b) accounts selected by the employee from among the investment products provided by the endorsed 403(b) provider. Payment shall be made by the end of the month after the date of retirement. Confidential Staff members wishing to take advantage of this increment must notify the Human Resources Office by January 1st in the final calendar year of service. The retirement increment is based on the number of accumulated sick days, as set forth above, times your daily rate of pay of the year of notification.

Should death of the staff member occur during the year in which the retirement increment is being paid, the retirement increment will be paid to the Confidential Staff member's beneficiary or estate.

SUPPLEMENTAL RETIREMENT PLAN

Projected Benefits

The District will contribute \$3,000 per year into a qualified 403-b account for those participants whose job performance exceeds the District's expectations and standards as determined by the Superintendent of Schools.

Vested and accrued benefits (District contributions plus/minus investment earnings credited to each participant) will be paid in a lump sum when the participant separates from service with the District for any reason.

District contributions will be invested and participants will be credited (or debited) with all gains (or losses) achieved through such investments.

Vesting Schedule

Participants will be 50% vested in the employer contributions after five years of service with the District and 100% vested in the employer contributions after ten years of service with the District. If the participant reaches the normal retirement age under the plan prior to meeting the vesting years of service requirement, he or she will become 100% vested in the employer contributions.

Investment Options

Plan assets will be invested by a committee of Plan trustees to be determined by the District. These trustees may invest the plan assets themselves or hire an investment advisor to make investment decisions.

PROFESSIONAL DEVELOPMENT/CONFERENCES

Confidential Staff members are encouraged to continue their professional growth. While the District's operating budget may limit conference attendance, staff members may request to attend conferences without a loss of pay and shall be reimbursed for required expenses to the extent approved by the District. Please discuss conference attendance with your immediate supervisor. Together you may construct a professional development plan.

COURSEWORK AND INSERVICE CREDIT

The District places a premium on your continued professional growth. An extensive staff development program exists under the direction of the Assistant Superintendent for Curriculum and Instruction. Your input for future course offerings would be appreciated.

Confidential Staff members may submit a request for reimbursement for courses which may assist in the improvement of their professional performance.

Confidential Staff members may be eligible for in-service credit in lieu of tuition reimbursement. All in-service courses must be approved in advance by the Director of

Human Resources. An increment of \$300 will be paid for every 45 classroom hours of approved in-service coursework, or three credit hours of successfully completed college coursework. This increment will be added to base salary on July 1st following completion of coursework. As of July 1, 2000, the number of eligible in-service salary increments is limited to six (6) for each staff member.

A Confidential Staff member seeking to enroll in courses not offered by the District's Staff Development Office should submit a written request on forms provided by the District to the Director of Human Resources for approval prior to registration.

Confidential Staff members taking in-service courses for salary credit will not be reimbursed for expenses incurred in taking the course and such election must take place at the time of application. Courses taken under the reimbursement election shall be paid for upon proof of successful completion of the course and proof of tuition payment to a maximum of \$1,500 per year per staff member.

HEALTH INSURANCE COVERAGE

The District provides its Confidential Staff with an outstanding fringe benefit program. Health insurance has become an expensive necessity and a key element of the District's comprehensive benefit program. Staff members are asked to weigh the decision of whether or not to participate carefully due to the cost of health insurance coverage.

The District provides to all full-time confidential employees the Blue Point Value Health Insurance Program, or a substantially equivalent plan. As of July 1, 2026, the District will pay 88% of the total premium cost for staff members enrolled in the health insurance coverage stated above.

The District will contribute toward the Confidential Staff member's cost of coverage in a Health Maintenance Organization (HMO) an amount equal to that which the District would have paid for the staff member in the Blue Point Value Plan, or a substantially equivalent plan. Any staff member electing to participate in an HMO may do so only on the anniversary date of the Blue Cross/Blue Shield policy, or equivalent policy, or at such time as rate changes become effective.

Confidential staff members may choose to enroll in the Healthy Blue PPO 25/40 with a 5/25/50 Rx plan, or its equivalent, offered through FLASHP. If the employee selects this optional plan, the employee will be responsible for additional premium, which is in excess of the District's cost of 88%

Confidential staff members will have the option to enroll in a HDHP 1800/3600 medical plan through FLASHP.

The District's contribution toward the base Healthy Blue HDHP 1800/3600 plan premium will be 96%.

The District's HSA and HRA contribution will be made in **two equal installments, half in January and half in June (HRA) or July (HSA)** of each plan year of this Agreement, as follows:

- For members enrolling in the Healthy Blue HDHP through FLASHP who are eligible to make or receive HSA contributions, the District will contribute **85% of the 1800/3600 deductible.**
- For Members enrolled in a co-pay plan will receive \$550 into a HRA 105 plan.

For both the copay and HDHP options, the plan/policy year is defined as a July 1st – June 30th. However, the HDHP benefits are based upon a calendar year unless and until the plan/policy year or deductible year is changed by FLASHP or the carrier in the future.

Full-time confidential staff not electing to participate in the District's insurance program, on a yearly basis (July 1 – June 30), due to coverage elsewhere, will be eligible for a \$2,000 bonus for each year they decline such coverage. Fifty percent of the bonus payment shall be made in January and fifty percent in June of each year.

DENTAL INSURANCE

The District also provides all Confidential Staff members with the Blue Cross/Blue Shield Smile Saver Dental Plan - Option I, or a substantially equivalent plan.

The District currently pays ninety-five percent (95%) of the total premium cost for employees enrolled in the dental insurance coverage, who work a minimum of thirty (30) hours per week.

Each married staff member whose spouse is also employed by the District is entitled to benefits under only one dental and health insurance contract.

HEALTH INSURANCE FOR RETIREES

Any Confidential Staff member who thereafter retires into the New York State Employees' Retirement System, shall be entitled to continue single or family health and dental insurance coverage based on the following schedule:

<u>Years of Service</u>	<u>District's Share</u>	<u>Employee's Share</u>
15 or more	95% of the premium cost of the base health premium, HSA as applicable, and dental plans	5% of the premium cost of the base health premium, HSA as applicable, and dental plans

Coverage shall be the Blue Point Value Health Insurance Plan, or its substantial equivalent, should the District change plans or carriers.

A retiree's coverage will be changed to the 65+ (or other equivalent plan) when he/she is eligible for such plan in conjunction with the availability of Medicare benefits. The

retiree's cost shall be based on the dollar amount of his/her contribution on the date of retirement and will remain fixed up until retiree's coverage is changed to the 65+ plan. If the total premium cost for the Medicare plan is lower than the District portion of the premium for the retiree's "under 65 plan", there will be no cost to the retiree for the Medicare plan for the remainder of their period of retirement.

The cost of the retiree's share of the health and dental insurance premium must be paid in advance.

The above provisions apply to spouses of deceased retirees who have met these criteria. Excluded from coverage are "new spouses," and his/her children, and non-dependent children of the spouses of deceased retired staff members.

LIFE INSURANCE

The District will provide a basic term life insurance policy equal to 1.5 times the amount of the staff member's annual salary to a maximum of \$200,000 while the individual is actively employed by the school district.

After retirement an individual may choose to continue his/her life insurance policy through the District program at that individual's expense.

DISCRETIONARY BENEFIT FUND

The District shall set aside for each staff member \$550 annually, into a Health Reimbursement Account which may be spent on medical and dental expenses and premiums not covered by the District or co-pay insurance policies, half of which will be paid in January and half paid in June each school year.

DISABILITY INSURANCE

The District will provide a disability insurance policy which will reimburse the Confidential Staff member up to 60% of his/her annual salary, based on a deductible period of 90 days or the individual's total accumulated sick leave, whichever is greater.

SALARIES

Salaries are individually established at the date of hire. Salaries and benefits are established annually by the Victor Central School District Board of Education upon the recommendation of the Superintendent of Schools. The District strives to maintain a competitive salary scale. Periodic salary increases for personnel not covered by a collective bargaining agreement are provided and compare quite favorably when equated to other staff members covered by a collective bargaining agreement. Individual performance over the preceding year is carefully reviewed by the immediate supervisor and is a key determining factor in recommendations to the Superintendent of Schools for individual salary increases within District operational guidelines.

Effective July 1, 2003, Confidential Staff members covered hereunder who document the possession of an Associate's degree or its equivalent from an accredited college or university

shall be compensated an additional \$400 in salary. Effective July 1, 2003, staff members covered hereunder who document the possession of a Bachelor's degree or its equivalent from an accredited college or university shall be compensated an additional \$1,500 in salary.

LONGEVITY

Confidential Staff members covered hereunder shall be eligible for the following longevity plan:

After five (5) years of continuous service	\$150.00
After ten (10) years of continuous service	\$300.00
After fifteen (15) years of continuous service	\$400.00
After twenty (20) years of continuous service	\$500.00
After twenty-five (25) years of continuous service	\$600.00

Eligibility for longevity will be determined upon October 1 of each year and the appropriate amount will be paid to the employee the first payday in December immediately following.

MANAGEMENT RIGHTS

The District retains the right to manage its business and services and to direct the working force including, but not limited to, the right to discipline, suspend and discharge staff members for cause as stated in Section 75 of the Civil Service Law; to hire, assign, transfer, promote and determine the qualifications of staff members, to eliminate positions, to determine the starting and ending times of the work day, subject only to such regulations governing the exercise of these rights as are expressly provided by law.

CHAIN OF COMMAND

From time to time, concerns may occur for which there appears to be "no solution." Experience has shown that open paths of communication can effectively address many concerns or problems that impact our personal and/or professional lives. As a large organization, we try not to lose the human element as we work together to provide a quality educational experience for the youth of Victor. However, as a large organization with increasing demands, a chain of command is necessary to effectively address the demands we face. Staff members should discuss concerns/problems they may have with their immediate supervisor. Solutions to concerns/problems are most effectively resolved at this level.

If it becomes necessary or the concern/problem is of an extremely sensitive nature, staff members should contact the Director of Human Resources. The District is committed to providing a high quality work life for our staff. By working together, we are confident that concerns/problems that impact you can be successfully resolved.

PROFESSIONAL COURTESY/ATTENDANCE POLICY

A Confidential Staff member residing outside the Victor Central School District will be allowed to enroll his/her children in the District under the following circumstances:

- A. Transportation to and from school is provided by the staff member;
- B. Space is available (no additional cost) to the District.

- C. The request is approved by the Superintendent of Schools.

EMPLOYEE ASSISTANCE PROGRAM

In our daily lives we confront problems of a wide variety. At times professional counseling is necessary -- a friendly, confidential ear to listen and help. The District provides a free professional service to assist you and members of your immediate family through Employee Assistance Group.

Trained counselors in the fields of psychology, social work, and alcohol-related problems are available to assist you in matters involving alcohol/drug abuse, emotional problems, grieving, compulsive gambling, marital issues, family issues, stress management, financial concerns, and job-related issues. Convenient locations are available by calling the E.A.P. at. 585-383-4478.

VICTOR CENTRAL SCHOOL DISTRICT



CONFIDENTIAL EMPLOYEE HANDBOOK 2026-2027

Coordinatator of District Safety

Approved by Board of Education –

This handbook has been created to promote a better understanding of both staff members' benefits and responsibilities in the District. The Victor Central School District values the service of its Confidential Staff as an integral part of its operation. Pride and the faithful performance of position responsibilities, no matter what that position, are important and necessary for both the District and its staff members.

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Cordially,

Timothy Terranova Ed.D.
Superintendent of Schools

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BENEFICIARY FOR RETIREMENT BENEFITS

The majority of Confidential Staff members have a death benefit in conjunction with their New York State Employees' Retirement. Beneficiaries of the death benefit are designated at the time of initial employment. Seldom is there a need for a change of designation of beneficiary but death, change in marital or financial status, or other factors can bring about circumstances that make such a change necessary. It is vital that you maintain up-to-date information on your life insurance policies to ensure that your estate will be distributed according to your wishes.

Change in beneficiary forms can be provided to you by the Payroll Office or by contacting the retirement system directly.

Be sure that your beneficiary designee is up-to-date!

QUESTIONS - REVIEW OF BENEFITS

Confidential Staff members having questions about benefits, obligations of employment or Civil Service rules are encouraged to contact the Human Resources Office. Staff members having questions about accumulated sick leave, pay rate and method of computing pay, deductions, retirement or Social Security are encouraged to contact the Payroll Office.

HOURS

The hours for full-time Confidential Staff members are from 8:00 A.M. until 4:30 P.M. On days when no students are on campus, the work day will be from 8:00 A.M. until 4:00 P.M.

The Coordinator of District Safety is often required to attend certain evening, night, and weekend District functions, they may, upon the discretion and prior written approval of their direct supervisor flex their daily work hours. In the event daily hours are flexed, the employee must work the same total number of hours they would have worked as regularly scheduled.

Holidays

Fifteen paid holidays shall be designated as follows: New Year's Day, Martin Luther King Day, President's Day, Good Friday, Memorial Day, Juneteenth Day, July 4, Labor Day, Columbus Day, Veteran's Day, Thanksgiving Day, the day after Thanksgiving, Christmas Eve Day, Christmas Day, and New Year's Eve Day. When any of these designated holidays fall outside the standard work week, the district will designate an alternate holiday, subject to the constraints of the school year calendar. Alternate holidays may be scheduled in any given year, subject to the approval of the superintendent

Confidential Staff members will receive by September 30, or as soon thereafter as possible, a statement listing the accumulated sick days and personal days available for that year.

VACATIONS

Staff members shall earn paid vacation in accordance with the schedule hereinafter set forth. All twelve-month personnel hired after July 1st will receive pro-rated paid vacation time.

<u>Continuous Years of Service</u>	<u>Vacation Entitlement</u>
0 - 5	3 weeks
6	3 weeks + 1 day
7	3 weeks + 2 days
8	3 weeks + 3 days
9	3 weeks + 4 days
10-15	4 weeks
16	4 weeks + 1 day
17	4 weeks + 2 days
18	4 weeks + 3 days
19	4 weeks + 4 days
20+	5 weeks + 1 day

For a Confidential Staff member changing from a ten-month or school year (185 days) schedule to a twelve-month schedule, the actual number of months worked shall be converted to years (total number of months worked divided by twelve [12]) for computing vacation and benefits.

Prior service as provided above shall be credited to the member at the completion of the first year as a twelve-month employee and effective the following July 1.

Vacation time is calculated on a twelve month basis; however, the Confidential Staff member may take the vacation time allotted within a fourteen month period.

In the event a Confidential Staff member has a balance of unused vacation days after the fourteen month period, referenced in the Confidential Employee Handbook, the Superintendent may grant a rollover or cash-in of up to five vacation days. The cashed in days must be submitted to the Assistant Superintendent for Personnel by July of the respective year. Payment will be made by July 30. The rolled over vacation days (maximum of five) may be rolled over into the current school year vacation balance for the particular staff member, but cannot be part of any compensation upon termination of service as referenced in the next paragraph. In the event of consecutive year's worth of unused vacation days, the rollover day's arrangement will be capped at a maximum balance of five days and therefore not cumulative.

Upon termination of service due to resignation or retirement, staff members will be compensated on a prorated basis, based upon the time worked in the final school year, for any unused vacation days.

PERSONAL LEAVES

From time to time, events may occur which require your absence from work for personal reasons. The District strives to meet your need to attend to personal matters, yet meet organizational demands.

Each full-time Confidential Staff member receives three (3) days of personal leave with full pay per year. Personal leave may be taken with the permission of your immediate supervisor. This leave is in addition to sick leave days, family emergency days, and days allowed for a death in the immediate family, and will be allowed at the discretion of the immediate supervisor. Except in cases of emergency, personnel shall notify the immediate supervisor at least three (3) days in advance of their desire to use a personal day. Personal leave days will not be cumulative from year to year, but any of the unused personal leave days shall be added to the accumulated sick leave days of the member.

The number of personal days available to members working less than a full year shall be prorated as follows:

<u>12-Month Personnel</u>	<u>Month of Hire</u>	<u>Number of Personal Days Available</u>
	July - Oct.	3
	Nov. - Feb.	2
	March - June	1

For the purposes of this section, any day of the month constitutes the hire month.

In the case of death in the immediate family, each Confidential Staff member may take up to five (5) days leave with full pay. Immediate family shall here be defined as parent (or surrogate) brother or sister, son or daughter, grandparent (including in-laws in each case), spouse, grandchild, or person living under the same roof.

In the event of the death of a close friend or associate, one day's leave with pay will be granted for funeral attendance.

LEAVE OF ABSENCE

Confidential Staff members may request a leave of absence without pay or benefits for personal reasons for a period not to exceed one (1) year. Such requests will be in writing and subject to the approval of the Director of Human Resources.

Members on leave shall notify the Human Resources Office in writing at least three (3) months prior to the expiration date of the leave stating the intention to return to work. Failure to notify the Human Resources Office shall be deemed to constitute a resignation.

Upon return to work at the termination of the leave, staff members will be assigned to the same position which was held at the time said leave commenced, if available, or if not, to a substantially equivalent position. All benefits to which a Confidential Staff member was entitled at the time the leave of absence commenced will be restored upon return unless changed through Board action. Upon return to work, the staff member's former hourly rate shall be recalculated to reflect the most recent increase in effect at the time the member returns from leave. Time spent on leave shall not be credited to the member's employment record.

Confidential Staff members will be granted parenthood leave upon written application which shall, as far as possible, be made at least six (6) months before the birth or adoption of a child. Such leave may continue for a period not exceeding one (1) year after the birth or adoption of a child, or other termination of pregnancy.

Return from parenthood leave shall be governed by the second paragraph of this section.

Confidential Staff members will be granted, upon request, sick leave for disability occasioned by pregnancy and/or delivery. Such member shall provide a certificate from her

physician setting forth the onset and termination of such disability. Sick leave payments for said disabilities shall be available only through accumulated sick days.

The District fully complies with the Family Medical Leave Act for all circumstances covered by that law.

SICK LEAVE

Your presence at work is important and critical for the delivery of services to our children, staff and community. Nevertheless, from time to time illness will occur that necessitates staff members' absence. The District provides a comprehensive sick leave program that adequately meets short- and long-term absences necessitated by illness.

Twelve-month staff members receive twelve (12) sick days per year with full pay. Sick leave is accumulative to 265 days. The Coordinator of District Safety will have sick and personal days accumulated during their time as a member of CSEA to rollover into his new position.

All twelve-month personnel hired after July 1st will receive pro-rated paid sick days.

FAMILY EMERGENCY DAYS

Any employee covered by this Agreement who has been continuously employed at least ninety (90) days shall be granted up to three (3) working days annually with pay for serious illness involving family members (spouse, son, daughter, parent, significant other living in household). These days may accumulate as sick days. The employee's annual allotment shall be credited to his or her record on the first day in each new school year. In the first year of employment, an employee's entitlement to such leave shall be prorated on the basis of the portion of the school year actually worked.

Under extenuating circumstances, sick days for the purpose of family illness may be granted upon the recommendation of the immediate supervisor, with the approval of the Director of Human Resources. The number of additional days granted shall be deducted from accumulated sick leave days.

JURY DUTY

Jury duty is viewed by the District as a civic obligation. Confidential Staff members shall not suffer loss of pay, vacation or personal leave benefits for those days needed to fulfill jury duty obligations.

MILITARY DUTY

If you are absent to attend a required summer encampment of a military reserve unit, you may receive your full District salary up to a limit of thirty calendar days. The District must be notified of any prospective military duty as soon as the date has been determined.

WORKING CONDITIONS

EMERGENCY CLOSING

From time to time, schools will be closed due to inclement weather or for other conditions beyond our control. Confidential Staff members will be paid for snow days or emergency closings in the following manner.

1. In the event that Ontario County roads are closed due to inclement weather or for another emergency, district employees shall not be required to report to work. The staff member will not be required to use vacation days.
2. When county roads are open and school is closed due to inclement weather or emergency closing, staff members will utilize discretion on whether or not they will report to work.
 - a. Confidential Staff members are allowed a maximum of two days per school year where they may work remotely while school is closed for inclement weather or an emergency. They will not be required to use a vacation day for these two instances. It is understood that the Confidential Staff member will ensure that work responsibilities are completed to the degree possible while working remotely.
 - b. In the event that a Confidential Staff member wishes to remain at home when school is closed and not work remotely, the Confidential Staff member will be required to use vacation days to cover such absences.
 - c. In the event that a Confidential Staff member wishes to remain at home when school is closed (beyond the two days mentioned in item a. above) the staff member will be required to use vacation days to cover such absences.
 - d. A Confidential Staff member may request to work when school is closed due to inclement weather or an emergency closing. With supervisor's permission, compensatory time may be taken at a mutually agreed-upon later date.

Confidential Staff members electing to stay home during an emergency closing must notify their supervisor of their intention to do so. The Confidential Staff member should indicate which option (a, b, c or d) he/she is using.

VACANCIES

Whenever there is an opportunity for a new position, transfer or advancement, a notice of vacancy for such position is normally posted in each building in the District for five (5) consecutive working days before the position is filled. All such notices usually specify the Civil Service classification

and contractual pay schedule. Any ten-month or school year staff members having an interest in a position which becomes available when school is not in session, shall indicate their interest to the Director of Human Resources prior to each July 1.

Vacancies are not filled until current staff members interested in such position have first been interviewed providing they have the minimum Civil Service qualifications for the position.

REASSIGNMENT

From time to time, reassignment of staff members becomes necessary.

In cases of involuntary transfers, Confidential Staff members are notified as soon as practical.

Reassignments are made only after a meeting with the staff member involved and the immediate supervisor and/or Director of Human Resources in order to explain the reason for the reassignment.

RESIGNATION PROCEDURES

The District expects that Confidential Staff members will give as much notice as possible in the event that resignation is being considered. Such notice should be given to the immediate supervisor and to the Director of Human Resources. Confidential Staff members fill an important role in the operation of the Victor Schools. Unexpected, abrupt resignations, for whatever reason, cause a substantial amount of disruption and services to the District and ultimately to its students. Normally, a thirty (30) day notice of resignation is expected.

The District's business office requires a minimum amount of time to balance out payroll obligations and to make adjustments in benefits. Staff members are obligated to make arrangements with their immediate supervisor for return of District keys and a checkout of equipment and supplies in order to be cleared for a final payroll.

Former Confidential Staff members should make certain that the District continues to have their current address for as long as it will be necessary to forward W-2 forms and NYS Employees' Retirement System statements.

RETIREMENT

The decision to retire is an important one which must be made carefully and thoughtfully. When you become eligible to retire under the New York State Employees' Retirement System, you will be eligible for an increment in your final salary, providing that you file with the Superintendent by January 1st in the final calendar year of service an irrevocable notice of your decision to retire effective June 30th.

To be eligible for the service increment, you must have a minimum of **ten (10) years** of service in the District. Currently, the retirement increment is based on accumulated sick days up to a maximum one hundred (100) days not to exceed \$30,000. The Victor Central School District shall pay the retirement benefit as employer non-elective contributions into individual 403(b) accounts selected by the employee from among the investment products

provided by the endorsed 403(b) provider. Payment shall be made by the end of the month after the date of retirement. Confidential Staff members wishing to take advantage of this increment must notify the Human Resources Office by January 1st in the final calendar year of service. The retirement increment is based on the number of accumulated sick days, as set forth above, times your daily rate of pay of the year of notification.

Should death of the staff member occur during the year in which the retirement increment is being paid, the retirement increment will be paid to the Confidential Staff member's beneficiary or estate.

SUPPLEMENTAL RETIREMENT PLAN

Projected Benefits

The District will contribute \$3,000 per year into a qualified 403-b account for those participants whose job performance exceeds the District's expectations and standards as determined by the Superintendent of Schools.

Vested and accrued benefits (District contributions plus/minus investment earnings credited to each participant) will be paid in a lump sum when the participant separates from service with the District for any reason.

District contributions will be invested and participants will be credited (or debited) with all gains (or losses) achieved through such investments.

Vesting Schedule

Participants will be 50% vested in the employer contributions after five years of service with the District and 100% vested in the employer contributions after ten years of service with the District. If the participant reaches the normal retirement age under the plan prior to meeting the vesting years of service requirement, he or she will become 100% vested in the employer contributions.

Investment Options

Plan assets will be invested by a committee of Plan trustees to be determined by the District. These trustees may invest the plan assets themselves or hire an investment advisor to make investment decisions.

PROFESSIONAL DEVELOPMENT/CONFERENCES

Confidential Staff members are encouraged to continue their professional growth. While the District's operating budget may limit conference attendance, staff members may request to attend conferences without a loss of pay and shall be reimbursed for required expenses to the extent approved by the District. Please discuss conference attendance with your immediate supervisor. Together you may construct a professional development plan.

COURSEWORK AND INSERVICE CREDIT

The District places a premium on your continued professional growth. An extensive staff development program exists under the direction of the Assistant Superintendent for Curriculum and Instruction. Your input for future course offerings would be appreciated.

Confidential Staff members may submit a request for reimbursement for courses which may assist in the improvement of their professional performance.

Confidential Staff members may be eligible for in-service credit in lieu of tuition reimbursement. All in-service courses must be approved in advance by the Director of Human Resources. An increment of \$300 will be paid for every 45 classroom hours of approved in-service coursework, or three credit hours of successfully completed college coursework. This increment will be added to base salary on July 1st following completion of coursework. As of July 1, 2000, the number of eligible in-service salary increments is limited to six (6) for each staff member.

A Confidential Staff member seeking to enroll in courses not offered by the District's Staff Development Office should submit a written request on forms provided by the District to the Director of Human Resources for approval prior to registration.

Confidential Staff members taking in-service courses for salary credit will not be reimbursed for expenses incurred in taking the course and such election must take place at the time of application. Courses taken under the reimbursement election shall be paid for upon proof of successful completion of the course and proof of tuition payment to a maximum of \$1,500 per year per staff member.

HEALTH INSURANCE COVERAGE

The District provides its Confidential Staff with an outstanding fringe benefit program. Health insurance has become an expensive necessity and a key element of the District's comprehensive benefit program. Staff members are asked to weigh the decision of whether or not to participate carefully due to the cost of health insurance coverage.

The District provides to all full-time confidential employees the Blue Point Value Health Insurance Program, or a substantially equivalent plan. As of July 1, 2026, the District will pay 88% of the total premium cost for staff members enrolled in the health insurance coverage stated above.

The District will contribute toward the Confidential Staff member's cost of coverage in a Health Maintenance Organization (HMO) an amount equal to that which the District would have paid for the staff member in the Blue Point Value Plan, or a substantially equivalent plan. Any staff member electing to participate in an HMO may do so only on the anniversary date of the Blue Cross/Blue Shield policy, or equivalent policy, or at such time as rate changes become effective.

Confidential staff members may choose to enroll in the Healthy Blue PPO 25/40 with a 5/25/50 Rx plan, or its equivalent, offered through FLASHP. If the employee selects this optional plan, the employee will be responsible for additional premium, which is in excess of the District's cost of 88%

Confidential staff members will have the option to enroll in a HDHP 1800/3600 medical plan through FLASHP.

The District's contribution toward the base Healthy Blue HDHP 1800/3600 plan premium will be 96%.

The District's HSA and HRA contribution will be made in **two equal installments, half in January and half in June (HRA) or July (HSA)** of each plan year of this Agreement, as follows:

- For members enrolling in the Healthy Blue HDHP through FLASHP who are eligible to make or receive HSA contributions, the District will contribute 85% of the 1800/3600 deductible.
- For Members enrolled in a co-pay plan will receive \$550 into a HRA 105 plan.

For both the copay and HDHP options, the plan/policy year is defined as a July 1st – June 30th. However, the HDHP benefits are based upon a calendar year unless and until the plan/policy year or deductible year is changed by FLASHP or the carrier in the future.

Full-time confidential staff not electing to participate in the District's insurance program, on a yearly basis (July 1 – June 30), due to coverage elsewhere, will be eligible for a \$2,000 bonus for each year they decline such coverage. Fifty percent of the bonus payment shall be made in January and fifty percent in June of each year.

DENTAL INSURANCE

The District also provides all Confidential Staff members with the Blue Cross/Blue Shield Smile Saver Dental Plan - Option I, or a substantially equivalent plan.

The District currently pays ninety-five percent (95%) of the total premium cost for employees enrolled in the dental insurance coverage, who work a minimum of thirty (30) hours per week.

Each married staff member whose spouse is also employed by the District is entitled to benefits under only one dental and health insurance contract.

HEALTH INSURANCE FOR RETIREES

Any Confidential Staff member who thereafter retires into the New York State Employees' Retirement System, shall be entitled to continue single or family health and dental insurance coverage based on the following schedule:

<u>Years of Service</u>	<u>District's Share</u>	<u>Employee's Share</u>
10 or more	95% of the premium cost of the base health premium, HSA as applicable, and dental plans	5% of the premium cost of the base health premium, HSA as applicable, and dental plans

Coverage shall be the Blue Point Value Health Insurance Plan, or its substantial equivalent, should the District change plans or carriers.

A retiree's coverage will be changed to the 65+ (or other equivalent plan) when he/she is eligible for such plan in conjunction with the availability of Medicare benefits. The retiree's cost shall be based on the dollar amount of his/her contribution on the date of retirement and will remain fixed up until retiree's coverage is changed to the 65+ plan. If the total premium cost for the Medicare plan is lower than the District portion of the premium for the retiree's "under 65 plan", there will be no cost to the retiree for the Medicare plan for the remainder of their period of retirement.

The cost of the retiree's share of the health and dental insurance premium must be paid in advance.

The above provisions apply to spouses of deceased retirees who have met these criteria. Excluded from coverage are "new spouses," and his/her children, and non-dependent children of the spouses of deceased retired staff members.

LIFE INSURANCE

The District will provide a basic term life insurance policy equal to 1.5 times the amount of the staff member's annual salary to a maximum of \$200,000 while the individual is actively employed by the school district.

After retirement an individual may choose to continue his/her life insurance policy through the District program at that individual's expense.

DISCRETIONARY BENEFIT FUND

The District shall set aside for each staff member \$550 annually, into a Health Reimbursement Account which may be spent on medical and dental expenses and premiums not covered by the District or co-pay insurance policies, half of which will be paid in January and half paid in June each school year.

DISABILITY INSURANCE

The District will provide a disability insurance policy which will reimburse the Confidential Staff member up to 60% of his/her annual salary, based on a deductible period of 90 days or the individual's total accumulated sick leave, whichever is greater.

SALARIES

Salaries are individually established at the date of hire. Salaries and benefits are established annually by the Victor Central School District Board of Education upon the recommendation of the Superintendent of Schools. The District strives to maintain a competitive salary scale. Periodic salary increases for personnel not covered by a collective bargaining agreement are provided and compare quite favorably when equated to other staff members covered by a collective bargaining agreement. Individual performance over the preceding year is carefully

reviewed by the immediate supervisor and is a key determining factor in recommendations to the Superintendent of Schools for individual salary increases within District operational guidelines.

Effective July 1, 2003, Confidential Staff members covered hereunder who document the possession of an Associate's degree or its equivalent from an accredited college or university shall be compensated an additional \$400 in salary. Effective July 1, 2003, staff members covered hereunder who document the possession of a Bachelor's degree or its equivalent from an accredited college or university shall be compensated an additional \$1,500 in salary.

LONGEVITY

Confidential Staff members covered hereunder shall be eligible for the following longevity plan:

After five (5) years of continuous service	\$150.00
After ten (10) years of continuous service	\$300.00
After fifteen (15) years of continuous service	\$400.00
After twenty (20) years of continuous service	\$500.00
After twenty-five (25) years of continuous service	\$600.00

Eligibility for longevity will be determined upon October 1 of each year and the appropriate amount will be paid to the employee the first payday in December immediately following.

MILEAGE REIMBURSEMENT

The district agrees to reimburse the Employee for authorized use of their personal administrative or personal vehicle when traveling on official School District business, including but not limited to, travel required for school-sanctioned athletic events, field trips, and extracurricular activities, provided such travel has received prior written approval from the Superintendent or their designee.

Reimbursement shall be calculated based on the district's policy manual. Reimbursement rates shall be strictly aligned with the current Internal Revenue Service (IRS) standard mileage rate in effect at the time of travel.

MANAGEMENT RIGHTS

The District retains the right to manage its business and services and to direct the working force including, but not limited to, the right to discipline, suspend and discharge staff members for cause as stated in Section 75 of the Civil Service Law; to hire, assign, transfer, promote and determine the qualifications of staff members, to eliminate positions, to determine the starting and ending times of the work day, subject only to such regulations governing the exercise of these rights as are expressly provided by law.

CHAIN OF COMMAND

From time to time, concerns may occur for which there appears to be "no solution." Experience has shown that open paths of communication can effectively address many concerns or problems that impact our personal and/or professional lives. As a large organization, we try not to lose the human element as we work together to provide a quality educational experience for the youth of Victor. However, as a large organization with increasing demands, a chain of command is necessary to effectively address the demands we

face. Staff members should discuss concerns/problems they may have with their immediate supervisor. Solutions to concerns/problems are most effectively resolved at this level.

If it becomes necessary or the concern/problem is of an extremely sensitive nature, staff members should contact the Director of Human Resources. The District is committed to providing a high quality work life for our staff. By working together, we are confident that concerns/problems that impact you can be successfully resolved.

PROFESSIONAL COURTESY/ATTENDANCE POLICY

A Confidential Staff member residing outside the Victor Central School District will be allowed to enroll his/her children in the District under the following circumstances:

- A. Transportation to and from school is provided by the staff member;
- B. Space is available (no additional cost) to the District.
- C. The request is approved by the Superintendent of Schools.

EMPLOYEE ASSISTANCE PROGRAM

In our daily lives we confront problems of a wide variety. At times professional counseling is necessary -- a friendly, confidential ear to listen and help. The District provides a free professional service to assist you and members of your immediate family through Employee Assistance Group.

Trained counselors in the fields of psychology, social work, and alcohol-related problems are available to assist you in matters involving alcohol/drug abuse, emotional problems, grieving, compulsive gambling, marital issues, family issues, stress management, financial concerns, and job-related issues. Convenient locations are available by calling the E.A.P. at 585-383-4478.

VICTOR CENTRAL SCHOOL DISTRICT



CONFIDENTIAL EMPLOYEE HANDBOOK 2026-2027

Public Relations Specialist

Approved by Board of Education –

This handbook has been created to promote a better understanding of both staff members' benefits and responsibilities in the District. The Victor Central School District values the service of its Confidential Staff as an integral part of its operation. Pride and the faithful performance of position responsibilities, no matter what that position, are important and necessary for both the District and its staff members.

Included in this handbook you will find payroll procedures, work rules, the holiday schedule, and other employment matters.

We have tried to include information that will be of help to all Confidential Staff members. If there are subjects of general interest to all Confidential Staff members that should be addressed, we ask that you let us know so that we can include them next time. We welcome suggestions -- just drop a note to the Assistant Superintendent for Personnel at the District Office. It will be sincerely appreciated.

Cordially,

Timothy Terranova Ed.D.
Superintendent of Schools

NAME AND ADDRESS CHANGES

When a Confidential Staff member has a change in name, address or phone number, please notify the Office of Human Resources immediately. Once the change has been made, the information will appear on your paycheck.

MARITAL STATUS

In the event of a change in marital status, please notify the Office of Human Resources. The staff member should also be made aware that any changes in beneficiary information with the NYS Employees' Retirement System, and/or District life insurance policies, can be submitted through the Payroll Office. Changes for federal and state withholding tax can be accomplished by filing updated W-4's.

BENEFICIARY FOR RETIREMENT BENEFITS

The majority of Confidential Staff members have a death benefit in conjunction with their New York State Employees' Retirement. Beneficiaries of the death benefit are designated at the time of initial employment. Seldom is there a need for a change of designation of beneficiary but death, change in marital or financial status, or other factors can bring about circumstances that make such a change necessary. It is vital that you maintain up-to-date information on your life insurance policies to ensure that your estate will be distributed according to your wishes.

Change in beneficiary forms can be provided to you by the Payroll Office or by contacting the retirement system directly.

Be sure that your beneficiary designee is up-to-date!

QUESTIONS - REVIEW OF BENEFITS

Confidential Staff members having questions about benefits, obligations of employment or Civil Service rules are encouraged to contact the Human Resources Office. Staff members having questions about accumulated sick leave, pay rate and method of computing pay, deductions, retirement or Social Security are encouraged to contact the Payroll Office.

HOURS

The hours for full-time Confidential Staff members are from 8:00 A.M. until 4:30 P.M. On days when no students are on campus, the work day will be from 8:00 A.M. until 4:00 P.M.

The Public Relations Specialist is often required to attend certain evening, night, and weekend District functions, they may, upon the discretion and prior written approval of their direct supervisor flex their daily work hours. In the event daily hours are flexed, the employee must work the same total number of hours they would have worked as regularly scheduled.

Holidays

Fifteen paid holidays shall be designated as follows: New Year's Day, Martin Luther King Day, President's Day, Good Friday, Memorial Day, Juneteenth Day, July 4, Labor Day, Columbus Day, Veteran's Day, Thanksgiving Day, the day after Thanksgiving, Christmas Eve Day, Christmas Day, and New Year's Eve Day. When any of these designated holidays fall outside the standard work week, the district will designate an alternate holiday, subject to the constraints of the school year calendar. Alternate holidays may be scheduled in any given year, subject to the approval of the superintendent

Confidential Staff members will receive by September 30, or as soon thereafter as possible, a statement listing the accumulated sick days and personal days available for that year.

VACATIONS

Staff members shall earn paid vacation in accordance with the schedule hereinafter set forth. All twelve-month personnel hired after July 1st will receive pro-rated paid vacation time.

<u>Continuous Years of Service</u>	<u>Vacation Entitlement</u>
0 - 5	3 weeks
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16	4 weeks + 1 day
17	4 weeks + 2 days
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19	4 weeks + 4 days
20+	5 weeks + 1 day

For a Confidential Staff member changing from a ten-month or school year (185 days) schedule to a twelve-month schedule, the actual number of months worked shall be converted to years (total number of months worked divided by twelve [12]) for computing vacation and benefits.

Prior service as provided above shall be credited to the member at the completion of the first year as a twelve-month employee and effective the following July 1.

Vacation time is calculated on a twelve month basis; however, the Confidential Staff member may take the vacation time allotted within a fourteen month period.

In the event a Confidential Staff member has a balance of unused vacation days after the fourteen month period, referenced in the Confidential Employee Handbook, the Superintendent may grant a rollover or cash-in of up to five vacation days. The cashed in days must be submitted to the Assistant Superintendent for Personnel by July of the respective year. Payment will be made by July 30. The rolled over vacation days (maximum of five) may be rolled over into the current school year vacation balance for the particular staff member, but cannot be part of any compensation upon termination of service as referenced in the next paragraph. In the event of consecutive year's worth of unused vacation days, the rollover day's arrangement will be capped at a maximum balance of five days and therefore not cumulative.

Upon termination of service due to resignation or retirement, staff members will be compensated on a prorated basis, based upon the time worked in the final school year, for any unused vacation days.

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From time to time, events may occur which require your absence from work for personal reasons. The District strives to meet your need to attend to personal matters, yet meet organizational demands.

Each full-time Confidential Staff member receives three (3) days of personal leave with full pay per year. Personal leave may be taken with the permission of your immediate supervisor. This leave is in addition to sick leave days, family emergency days, and days allowed for a death in the immediate family, and will be allowed at the discretion of the immediate supervisor. Except in cases of emergency, personnel shall notify the immediate supervisor at least three (3) days in advance of their desire to use a personal day. Personal leave days will not be cumulative from year to year, but any of the unused personal leave days shall be added to the accumulated sick leave days of the member.

The number of personal days available to members working less than a full year shall be prorated as follows:

<u>12-Month Personnel</u>	<u>Month of Hire</u>	<u>Number of Personal Days Available</u>
	July - Oct.	3
	Nov. - Feb.	2
	March - June	1

For the purposes of this section, any day of the month constitutes the hire month.

In the case of death in the immediate family, each Confidential Staff member may take up to five (5) days leave with full pay. Immediate family shall here be defined as parent (or surrogate) brother or sister, son or daughter, grandparent (including in-laws in each case), spouse, grandchild, or person living under the same roof.

In the event of the death of a close friend or associate, one day's leave with pay will be granted for funeral attendance.

LEAVE OF ABSENCE

Confidential Staff members may request a leave of absence without pay or benefits for personal reasons for a period not to exceed one (1) year. Such requests will be in writing and subject to the approval of the Director of Human Resources.

Members on leave shall notify the Human Resources Office in writing at least three (3) months prior to the expiration date of the leave stating the intention to return to work. Failure to notify the Human Resources Office shall be deemed to constitute a resignation.

Upon return to work at the termination of the leave, staff members will be assigned to the same position which was held at the time said leave commenced, if available, or if not, to a substantially equivalent position. All benefits to which a Confidential Staff member was entitled at the time the leave of absence commenced will be restored upon return unless changed through Board action. Upon return to work, the staff member's former hourly rate shall be recalculated to reflect the most recent increase in effect at the time the member returns from leave. Time spent on leave shall not be credited to the member's employment record.

Confidential Staff members will be granted parenthood leave upon written application which shall, as far as possible, be made at least six (6) months before the birth or adoption of a child. Such leave may continue for a period not exceeding one (1) year after the birth or adoption of a child, or other termination of pregnancy.

Return from parenthood leave shall be governed by the second paragraph of this section.

Confidential Staff members will be granted, upon request, sick leave for disability occasioned by pregnancy and/or delivery. Such member shall provide a certificate from her

physician setting forth the onset and termination of such disability. Sick leave payments for said disabilities shall be available only through accumulated sick days.

The District fully complies with the Family Medical Leave Act for all circumstances covered by that law.

SICK LEAVE

Your presence at work is important and critical for the delivery of services to our children, staff and community. Nevertheless, from time to time illness will occur that necessitates staff members' absence. The District provides a comprehensive sick leave program that adequately meets short- and long-term absences necessitated by illness.

Twelve-month staff members receive twelve (12) sick days per year with full pay. Sick leave is accumulative to 265 days.

All twelve-month personnel hired after July 1st will receive pro-rated paid sick days.

FAMILY EMERGENCY DAYS

Any employee covered by this Agreement who has been continuously employed at least ninety (90) days shall be granted up to three (3) working days annually with pay for serious illness involving family members (spouse, son, daughter, parent, significant other living in household). These days may accumulate as sick days. The employee's annual allotment shall be credited to his or her record on the first day in each new school year. In the first year of employment, an employee's entitlement to such leave shall be prorated on the basis of the portion of the school year actually worked.

Under extenuating circumstances, sick days for the purpose of family illness may be granted upon the recommendation of the immediate supervisor, with the approval of the Director of Human Resources. The number of additional days granted shall be deducted from accumulated sick leave days.

JURY DUTY

Jury duty is viewed by the District as a civic obligation. Confidential Staff members shall not suffer loss of pay, vacation or personal leave benefits for those days needed to fulfill jury duty obligations.

MILITARY DUTY

If you are absent to attend a required summer encampment of a military reserve unit, you may receive your full District salary up to a limit of thirty calendar days. The District must be notified of any prospective military duty as soon as the date has been determined.

WORKING CONDITIONS

EMERGENCY CLOSING

From time to time, schools will be closed due to inclement weather or for other conditions beyond our control. Confidential Staff members will be paid for snow days or emergency closings in the following manner.

1. In the event that Ontario County roads are closed due to inclement weather or for another emergency, district employees shall not be required to report to work. The staff member will not be required to use vacation days.
2. When county roads are open and school is closed due to inclement weather or emergency closing, staff members will utilize discretion on whether or not they will report to work.
 - a. Confidential Staff members are allowed a maximum of two days per school year where they may work remotely while school is closed for inclement weather or an emergency. They will not be required to use a vacation day for these two instances. It is understood that the Confidential Staff member will ensure that work responsibilities are completed to the degree possible while working remotely.
 - b. In the event that a Confidential Staff member wishes to remain at home when school is closed and not work remotely, the Confidential Staff member will be required to use vacation days to cover such absences.
 - c. In the event that a Confidential Staff member wishes to remain at home when school is closed (beyond the two days mentioned in item a. above) the staff member will be required to use vacation days to cover such absences.
 - d. A Confidential Staff member may request to work when school is closed due to inclement weather or an emergency closing. With supervisor's permission, compensatory time may be taken at a mutually agreed-upon later date.

Confidential Staff members electing to stay home during an emergency closing must notify their supervisor of their intention to do so. The Confidential Staff member should indicate which option (a, b, c or d) he/she is using.

VACANCIES

Whenever there is an opportunity for a new position, transfer or advancement, a notice of vacancy for such position is normally posted in each building in the District for five (5) consecutive working days before the position is filled. All such notices usually specify the Civil Service classification

and contractual pay schedule. Any ten-month or school year staff members having an interest in a position which becomes available when school is not in session, shall indicate their interest to the Director of Human Resources prior to each July 1.

Vacancies are not filled until current staff members interested in such position have first been interviewed providing they have the minimum Civil Service qualifications for the position.

REASSIGNMENT

From time to time, reassignment of staff members becomes necessary.

In cases of involuntary transfers, Confidential Staff members are notified as soon as practical.

Reassignments are made only after a meeting with the staff member involved and the immediate supervisor and/or Director of Human Resources in order to explain the reason for the reassignment.

RESIGNATION PROCEDURES

The District expects that Confidential Staff members will give as much notice as possible in the event that resignation is being considered. Such notice should be given to the immediate supervisor and to the Director of Human Resources. Confidential Staff members fill an important role in the operation of the Victor Schools. Unexpected, abrupt resignations, for whatever reason, cause a substantial amount of disruption and services to the District and ultimately to its students. Normally, a thirty (30) day notice of resignation is expected.

The District's business office requires a minimum amount of time to balance out payroll obligations and to make adjustments in benefits. Staff members are obligated to make arrangements with their immediate supervisor for return of District keys and a checkout of equipment and supplies in order to be cleared for a final payroll.

Former Confidential Staff members should make certain that the District continues to have their current address for as long as it will be necessary to forward W-2 forms and NYS Employees' Retirement System statements.

RETIREMENT

The decision to retire is an important one which must be made carefully and thoughtfully. When you become eligible to retire under the New York State Employees' Retirement System, you will be eligible for an increment in your final salary, providing that you file with the Superintendent by January 1st in the final calendar year of service an irrevocable notice of your decision to retire effective June 30th.

To be eligible for the service increment, you must have a minimum of fifteen (15) years of service in the District. Currently, the retirement increment is based on accumulated sick days up to a maximum one hundred (100) days not to exceed \$30,000. The Victor Central School District shall pay the retirement benefit as employer non-elective contributions into individual 403(b) accounts selected by the employee from among the investment products

provided by the endorsed 403(b) provider. Payment shall be made by the end of the month after the date of retirement. Confidential Staff members wishing to take advantage of this increment must notify the Human Resources Office by January 1st in the final calendar year of service. The retirement increment is based on the number of accumulated sick days, as set forth above, times your daily rate of pay of the year of notification.

Should death of the staff member occur during the year in which the retirement increment is being paid, the retirement increment will be paid to the Confidential Staff member's beneficiary or estate.

SUPPLEMENTAL RETIREMENT PLAN

Projected Benefits

The District will contribute \$3,000 per year into a qualified 403-b account for those participants whose job performance exceeds the District's expectations and standards as determined by the Superintendent of Schools.

Vested and accrued benefits (District contributions plus/minus investment earnings credited to each participant) will be paid in a lump sum when the participant separates from service with the District for any reason.

District contributions will be invested and participants will be credited (or debited) with all gains (or losses) achieved through such investments.

Vesting Schedule

Participants will be 50% vested in the employer contributions after five years of service with the District and 100% vested in the employer contributions after ten years of service with the District. If the participant reaches the normal retirement age under the plan prior to meeting the vesting years of service requirement, he or she will become 100% vested in the employer contributions.

Investment Options

Plan assets will be invested by a committee of Plan trustees to be determined by the District. These trustees may invest the plan assets themselves or hire an investment advisor to make investment decisions.

PROFESSIONAL DEVELOPMENT/CONFERENCES

Confidential Staff members are encouraged to continue their professional growth. While the District's operating budget may limit conference attendance, staff members may request to attend conferences without a loss of pay and shall be reimbursed for required expenses to the extent approved by the District. Please discuss conference attendance with your immediate supervisor. Together you may construct a professional development plan.

COURSEWORK AND INSERVICE CREDIT

The District places a premium on your continued professional growth. An extensive staff development program exists under the direction of the Assistant Superintendent for Curriculum and Instruction. Your input for future course offerings would be appreciated.

Confidential Staff members may submit a request for reimbursement for courses which may assist in the improvement of their professional performance.

Confidential Staff members may be eligible for in-service credit in lieu of tuition reimbursement. All in-service courses must be approved in advance by the Director of Human Resources. An increment of \$300 will be paid for every 45 classroom hours of approved in-service coursework, or three credit hours of successfully completed college coursework. This increment will be added to base salary on July 1st following completion of coursework. As of July 1, 2000, the number of eligible in-service salary increments is limited to six (6) for each staff member.

A Confidential Staff member seeking to enroll in courses not offered by the District's Staff Development Office should submit a written request on forms provided by the District to the Director of Human Resources for approval prior to registration.

Confidential Staff members taking in-service courses for salary credit will not be reimbursed for expenses incurred in taking the course and such election must take place at the time of application. Courses taken under the reimbursement election shall be paid for upon proof of successful completion of the course and proof of tuition payment to a maximum of \$1,500 per year per staff member.

HEALTH INSURANCE COVERAGE

The District provides its Confidential Staff with an outstanding fringe benefit program. Health insurance has become an expensive necessity and a key element of the District's comprehensive benefit program. Staff members are asked to weigh the decision of whether or not to participate carefully due to the cost of health insurance coverage.

The District provides to all full-time confidential employees the Blue Point Value Health Insurance Program, or a substantially equivalent plan. As of July 1, 2026, the District will pay 88% of the total premium cost for staff members enrolled in the health insurance coverage stated above.

The District will contribute toward the Confidential Staff member's cost of coverage in a Health Maintenance Organization (HMO) an amount equal to that which the District would have paid for the staff member in the Blue Point Value Plan, or a substantially equivalent plan. Any staff member electing to participate in an HMO may do so only on the anniversary date of the Blue Cross/Blue Shield policy, or equivalent policy, or at such time as rate changes become effective.

Confidential staff members may choose to enroll in the Healthy Blue PPO 25/40 with a 5/25/50 Rx plan, or its equivalent, offered through FLASHP. If the employee selects this optional plan, the employee will be responsible for additional premium, which is in excess of the District's cost of 88%

Confidential staff members will have the option to enroll in a HDHP 1800/3600 medical plan through FLASHP.

The District's contribution toward the base Healthy Blue HDHP 1800/3600 plan premium will be 96%.

The District's HSA and HRA contribution will be made in **two equal installments, half in January and half in June (HRA) or July (HSA)** of each plan year of this Agreement, as follows:

- For members enrolling in the Healthy Blue HDHP through FLASHP who are eligible to make or receive HSA contributions, the District will contribute 85% of the 1800/3600 deductible.
- For Members enrolled in a co-pay plan will receive \$550 into a HRA 105 plan.

For both the copay and HDHP options, the plan/policy year is defined as a July 1st – June 30th. However, the HDHP benefits are based upon a calendar year unless and until the plan/policy year or deductible year is changed by FLASHP or the carrier in the future.

Full-time confidential staff not electing to participate in the District's insurance program, on a yearly basis (July 1 – June 30), due to coverage elsewhere, will be eligible for a \$2,000 bonus for each year they decline such coverage. Fifty percent of the bonus payment shall be made in January and fifty percent in June of each year.

DENTAL INSURANCE

The District also provides all Confidential Staff members with the Blue Cross/Blue Shield Smile Saver Dental Plan - Option I, or a substantially equivalent plan.

The District currently pays ninety-five percent (95%) of the total premium cost for employees enrolled in the dental insurance coverage, who work a minimum of thirty (30) hours per week.

Each married staff member whose spouse is also employed by the District is entitled to benefits under only one dental and health insurance contract.

HEALTH INSURANCE FOR RETIREES

Any Confidential Staff member who thereafter retires into the New York State Employees' Retirement System, shall be entitled to continue single or family health and dental insurance coverage based on the following schedule:

<u>Years of Service</u>	<u>District's Share</u>	<u>Employee's Share</u>
15 or more	95% of the premium cost of the base health premium, HSA as applicable, and dental plans	5% of the premium cost of the base health premium, HSA as applicable, and dental plans

Coverage shall be the Blue Point Value Health Insurance Plan, or its substantial equivalent, should the District change plans or carriers.

A retiree's coverage will be changed to the 65+ (or other equivalent plan) when he/she is eligible for such plan in conjunction with the availability of Medicare benefits. The retiree's cost shall be based on the dollar amount of his/her contribution on the date of retirement and will remain fixed up until retiree's coverage is changed to the 65+ plan. If the total premium cost for the Medicare plan is lower than the District portion of the premium for the retiree's "under 65 plan", there will be no cost to the retiree for the Medicare plan for the remainder of their period of retirement.

The cost of the retiree's share of the health and dental insurance premium must be paid in advance.

The above provisions apply to spouses of deceased retirees who have met these criteria. Excluded from coverage are "new spouses," and his/her children, and non-dependent children of the spouses of deceased retired staff members.

LIFE INSURANCE

The District will provide a basic term life insurance policy equal to 1.5 times the amount of the staff member's annual salary to a maximum of \$200,000 while the individual is actively employed by the school district.

After retirement an individual may choose to continue his/her life insurance policy through the District program at that individual's expense.

DISCRETIONARY BENEFIT FUND

The District shall set aside for each staff member \$550 annually, into a Health Reimbursement Account which may be spent on medical and dental expenses and premiums not covered by the District or co-pay insurance policies, half of which will be paid in January and half paid in June each school year.

DISABILITY INSURANCE

The District will provide a disability insurance policy which will reimburse the Confidential Staff member up to 60% of his/her annual salary, based on a deductible period of 90 days or the individual's total accumulated sick leave, whichever is greater.

SALARIES

Salaries are individually established at the date of hire. Salaries and benefits are established annually by the Victor Central School District Board of Education upon the recommendation of the Superintendent of Schools. The District strives to maintain a competitive salary scale. Periodic salary increases for personnel not covered by a collective bargaining agreement are provided and compare quite favorably when equated to other staff members covered by a collective bargaining agreement. Individual performance over the preceding year is carefully

reviewed by the immediate supervisor and is a key determining factor in recommendations to the Superintendent of Schools for individual salary increases within District operational guidelines.

Effective July 1, 2003, Confidential Staff members covered hereunder who document the possession of an Associate's degree or its equivalent from an accredited college or university shall be compensated an additional \$400 in salary. Effective July 1, 2003, staff members covered hereunder who document the possession of a Bachelor's degree or its equivalent from an accredited college or university shall be compensated an additional \$1,500 in salary.

LONGEVITY

Confidential Staff members covered hereunder shall be eligible for the following longevity plan:

After five (5) years of continuous service	\$150.00
After ten (10) years of continuous service	\$300.00
After fifteen (15) years of continuous service	\$400.00
After twenty (20) years of continuous service	\$500.00
After twenty-five (25) years of continuous service	\$600.00

Eligibility for longevity will be determined upon October 1 of each year and the appropriate amount will be paid to the employee the first payday in December immediately following.

MILEAGE REIMBURSEMENT

The district agrees to reimburse the Employee for authorized use of their personal administrative or personal vehicle when traveling on official School District business, including but not limited to, travel required for school-sanctioned athletic events, field trips, professional development, and extracurricular activities, provided such travel has received prior written approval from the Superintendent or their designee.

Reimbursement shall be calculated based on the district's policy manual. Reimbursement rates shall be strictly aligned with the current Internal Revenue Service (IRS) standard mileage rate in effect at the time of travel.

CELL PHONE COMPENSATION

The District agrees to pay to the Public Relations employee the amount of \$1,000.00 annually, minus applicable deductions, in two equal installments to defray the employee's use of their personal cell phone and data package for frequent and regular use of their cellular telephone for District-related business, including availability outside of standard operational hours. This amount will be prorated on a monthly basis based on a partial year.

MANAGEMENT RIGHTS

The District retains the right to manage its business and services and to direct the working force including, but not limited to, the right to discipline, suspend and discharge staff members for cause as stated in Section 75 of the Civil Service Law; to hire, assign, transfer, promote and determine the qualifications of staff members, to eliminate positions, to determine the starting and ending times of the work day, subject only to such regulations governing the exercise of these rights as are expressly provided by law.

CHAIN OF COMMAND

From time to time, concerns may occur for which there appears to be "no solution." Experience has shown that open paths of communication can effectively address many concerns or problems that impact our personal and/or professional lives. As a large organization, we try not to lose the human element as we work together to provide a quality educational experience for the youth of Victor. However, as a large organization with increasing demands, a chain of command is necessary to effectively address the demands we face. Staff members should discuss concerns/problems they may have with their immediate supervisor. Solutions to concerns/problems are most effectively resolved at this level.

If it becomes necessary or the concern/problem is of an extremely sensitive nature, staff members should contact the Director of Human Resources. The District is committed to providing a high quality work life for our staff. By working together, we are confident that concerns/problems that impact you can be successfully resolved.

PROFESSIONAL COURTESY/ATTENDANCE POLICY

A Confidential Staff member residing outside the Victor Central School District will be allowed to enroll his/her children in the District under the following circumstances:

- A. Transportation to and from school is provided by the staff member;
- B. Space is available (no additional cost) to the District.
- C. The request is approved by the Superintendent of Schools.

EMPLOYEE ASSISTANCE PROGRAM

In our daily lives we confront problems of a wide variety. At times professional counseling is necessary -- a friendly, confidential ear to listen and help. The District provides a free professional service to assist you and members of your immediate family through Employee Assistance Group.

Trained counselors in the fields of psychology, social work, and alcohol-related problems are available to assist you in matters involving alcohol/drug abuse, emotional problems, grieving, compulsive gambling, marital issues, family issues, stress management, financial concerns, and job-related issues. Convenient locations are available by calling the E.A.P. at 585-383-4478.

VICTOR CENTRAL SCHOOL DISTRICT



CONFIDENTIAL EMPLOYEE HANDBOOK 2026-2027

Secretary to the Superintendent/District Clerk

Approved by Board of Education –

This handbook has been created to promote a better understanding of both staff members' benefits and responsibilities in the District. The Victor Central School District values the service of its Confidential Staff as an integral part of its operation. Pride and the faithful performance of position responsibilities, no matter what that position, are important and necessary for both the District and its staff members.

Included in this handbook you will find payroll procedures, work rules, the holiday schedule, and other employment matters.

We have tried to include information that will be of help to all Confidential Staff members. If there are subjects of general interest to all Confidential Staff members that should be addressed, we ask that you let us know so that we can include them next time. We welcome suggestions -- just drop a note to the Assistant Superintendent for Personnel at the District Office. It will be sincerely appreciated.

Cordially,

Timothy Terranova Ed.D.
Superintendent of Schools

NAME AND ADDRESS CHANGES

When a Confidential Staff member has a change in name, address or phone number, please notify the Office of Human Resources immediately. Once the change has been made, the information will appear on your paycheck.

MARITAL STATUS

In the event of a change in marital status, please notify the Office of Human Resources. The staff member should also be made aware that any changes in beneficiary information with the NYS Employees' Retirement System, and/or District life insurance policies, can be submitted through the Payroll Office. Changes for federal and state withholding tax can be accomplished by filing updated W-4's.

BENEFICIARY FOR RETIREMENT BENEFITS

The majority of Confidential Staff members have a death benefit in conjunction with their New York State Employees' Retirement. Beneficiaries of the death benefit are designated at the time of initial employment. Seldom is there a need for a change of designation of beneficiary but death, change in marital or financial status, or other factors can bring about circumstances that make such a change necessary. It is vital that you maintain up-to-date information on your life insurance policies to ensure that your estate will be distributed according to your wishes.

Change in beneficiary forms can be provided to you by the Payroll Office or by contacting the retirement system directly.

Be sure that your beneficiary designee is up-to-date!

QUESTIONS - REVIEW OF BENEFITS

Confidential Staff members having questions about benefits, obligations of employment or Civil Service rules are encouraged to contact the Human Resources Office. Staff members having questions about accumulated sick leave, pay rate and method of computing pay, deductions, retirement or Social Security are encouraged to contact the Payroll Office.

HOURS

The hours for full-time Confidential Staff members are from 8:00 A.M. until 4:30 P.M. On days when no students are on campus, the work day will be from 8:00 A.M. until 4:00 P.M.

The Secretary to the Superintendent is often required to attend certain evening, night, and weekend District functions, they may, upon the discretion and prior written approval of their direct supervisor flex their daily work hours. In the event daily hours are flexed, the employee must work the same total number of hours they would have worked as regularly scheduled.

Holidays

Fifteen paid holidays shall be designated as follows: New Year's Day, Martin Luther King Day, President's Day, Good Friday, Memorial Day, Juneteenth Day, July 4, Labor Day, Columbus Day, Veteran's Day, Thanksgiving Day, the day after Thanksgiving, Christmas Eve Day, Christmas Day, and New Year's Eve Day. When any of these designated holidays fall outside the standard work week, the district will designate an alternate holiday, subject to the constraints of the school year calendar. Alternate holidays may be scheduled in any given year, subject to the approval of the superintendent

Confidential Staff members will receive by September 30, or as soon thereafter as possible, a statement listing the accumulated sick days and personal days available for that year.

VACATIONS

Staff members shall earn paid vacation in accordance with the schedule hereinafter set forth. All twelve-month personnel hired after July 1st will receive pro-rated paid vacation time.

<u>Continuous Years of Service</u>	<u>Vacation Entitlement</u>
0 - 5	3 weeks
6	3 weeks + 1 day
7	3 weeks + 2 days
8	3 weeks + 3 days
9	3 weeks + 4 days
10-15	4 weeks
16	4 weeks + 1 day
17	4 weeks + 2 days
18	4 weeks + 3 days
19	4 weeks + 4 days
20+	5 weeks + 1 day

For a Confidential Staff member changing from a ten-month or school year (185 days) schedule to a twelve-month schedule, the actual number of months worked shall be converted to years (total number of months worked divided by twelve [12]) for computing vacation and benefits.

Prior service as provided above shall be credited to the member at the completion of the first year as a twelve-month employee and effective the following July 1.

Vacation time is calculated on a twelve month basis; however, the Confidential Staff member may take the vacation time allotted within a fourteen month period.

In the event a Confidential Staff member has a balance of unused vacation days after the fourteen month period, referenced in the Confidential Employee Handbook, the Superintendent may grant a rollover or cash-in of up to five vacation days. The cashed in days must be submitted to the Assistant Superintendent for Personnel by July of the respective year. Payment will be made by July 30. The rolled over vacation days (maximum of five) may be rolled over into the current school year vacation balance for the particular staff member, but cannot be part of any compensation upon termination of service as referenced in the next paragraph. In the event of consecutive year's worth of unused vacation days, the rollover day's arrangement will be capped at a maximum balance of five days and therefore not cumulative.

Upon termination of service due to resignation or retirement, staff members will be compensated on a prorated basis, based upon the time worked in the final school year, for any unused vacation days.

PERSONAL LEAVES

From time to time, events may occur which require your absence from work for personal reasons. The District strives to meet your need to attend to personal matters, yet meet organizational demands.

Each full-time Confidential Staff member receives three (3) days of personal leave with full pay per year. Personal leave may be taken with the permission of your immediate supervisor. This leave is in addition to sick leave days, family emergency days, and days allowed for a death in the immediate family, and will be allowed at the discretion of the immediate supervisor. Except in cases of emergency, personnel shall notify the immediate supervisor at least three (3) days in advance of their desire to use a personal day. Personal leave days will not be cumulative from year to year, but any of the unused personal leave days shall be added to the accumulated sick leave days of the member.

The number of personal days available to members working less than a full year shall be prorated as follows:

<u>12-Month Personnel</u>	<u>Month of Hire</u>	<u>Number of Personal Days Available</u>
	July - Oct.	3
	Nov. - Feb.	2
	March - June	1

For the purposes of this section, any day of the month constitutes the hire month.

In the case of death in the immediate family, each Confidential Staff member may take up to five (5) days leave with full pay. Immediate family shall here be defined as parent (or surrogate) brother or sister, son or daughter, grandparent (including in-laws in each case), spouse, grandchild, or person living under the same roof.

In the event of the death of a close friend or associate, one day's leave with pay will be granted for funeral attendance.

LEAVE OF ABSENCE

Confidential Staff members may request a leave of absence without pay or benefits for personal reasons for a period not to exceed one (1) year. Such requests will be in writing and subject to the approval of the Director of Human Resources.

Members on leave shall notify the Human Resources Office in writing at least three (3) months prior to the expiration date of the leave stating the intention to return to work. Failure to notify the Human Resources Office shall be deemed to constitute a resignation.

Upon return to work at the termination of the leave, staff members will be assigned to the same position which was held at the time said leave commenced, if available, or if not, to a substantially equivalent position. All benefits to which a Confidential Staff member was entitled at the time the leave of absence commenced will be restored upon return unless changed through Board action. Upon return to work, the staff member's former hourly rate shall be recalculated to reflect the most recent increase in effect at the time the member returns from leave. Time spent on leave shall not be credited to the member's employment record.

Confidential Staff members will be granted parenthood leave upon written application which shall, as far as possible, be made at least six (6) months before the birth or adoption of a child. Such leave may continue for a period not exceeding one (1) year after the birth or adoption of a child, or other termination of pregnancy.

Return from parenthood leave shall be governed by the second paragraph of this section.

Confidential Staff members will be granted, upon request, sick leave for disability occasioned by pregnancy and/or delivery. Such member shall provide a certificate from her physician setting forth the onset and termination of such disability. Sick leave payments for said disabilities shall be available only through accumulated sick days.

The District fully complies with the Family Medical Leave Act for all circumstances covered by that law.

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Your presence at work is important and critical for the delivery of services to our children, staff and community. Nevertheless, from time to time illness will occur that necessitates staff members' absence. The District provides a comprehensive sick leave program that adequately meets short- and long-term absences necessitated by illness.

Twelve-month staff members receive twelve (12) sick days per year with full pay. Sick leave is accumulative to 265 days.

All twelve-month personnel hired after July 1st will receive pro-rated paid sick days.

FAMILY EMERGENCY DAYS

Any employee covered by this Agreement who has been continuously employed at least ninety (90) days shall be granted up to three (3) working days annually with pay for serious illness involving family members (spouse, son, daughter, parent, significant other living in household). These days may accumulate as sick days. The employee's annual allotment shall be credited to his or her record on the first day in each new school year. In the first year of employment, an employee's entitlement to such leave shall be prorated on the basis of the portion of the school year actually worked.

Under extenuating circumstances, sick days for the purpose of family illness may be granted upon the recommendation of the immediate supervisor, with the approval of the Director of Human Resources. The number of additional days granted shall be deducted from accumulated sick leave days.

JURY DUTY

Jury duty is viewed by the District as a civic obligation. Confidential Staff members shall not suffer loss of pay, vacation or personal leave benefits for those days needed to fulfill jury duty obligations.

MILITARY DUTY

If you are absent to attend a required summer encampment of a military reserve unit, you may receive your full District salary up to a limit of thirty calendar days. The District must be notified of any prospective military duty as soon as the date has been determined.

WORKING CONDITIONS

EMERGENCY CLOSING

From time to time, schools will be closed due to inclement weather or for other conditions beyond our control. Confidential Staff members will be paid for snow days or emergency closings in the following manner.

1. In the event that Ontario County roads are closed due to inclement weather or for another emergency, district employees shall not be required to report to work. The staff member will not be required to use vacation days.
2. When county roads are open and school is closed due to inclement weather or emergency closing, staff members will utilize discretion on whether or not they will report to work.
 - a. Confidential Staff members are allowed a maximum of two days per school year where they may work remotely while school is closed for inclement weather or an emergency. They will not be required to use a vacation day for these two instances. It is understood that the Confidential Staff member will ensure that work responsibilities are completed to the degree possible while working remotely.
 - b. In the event that a Confidential Staff member wishes to remain at home when school is closed and not work remotely, the Confidential Staff member will be required to use vacation days to cover such absences.
 - c. In the event that a Confidential Staff member wishes to remain at home when school is closed (beyond the two days mentioned in item a. above) the staff member will be required to use vacation days to cover such absences.
 - d. A Confidential Staff member may request to work when school is closed due to inclement weather or an emergency closing. With supervisor's permission, compensatory time may be taken at a mutually agreed-upon later date.

Confidential Staff members electing to stay home during an emergency closing must notify their supervisor of their intention to do so. The Confidential Staff member should indicate which option (a, b, c or d) he/she is using.

VACANCIES

Whenever there is an opportunity for a new position, transfer or advancement, a notice of vacancy for such position is normally posted in each building in the District for five (5) consecutive working days before the position is filled. All such notices usually specify the Civil Service classification

and contractual pay schedule. Any ten-month or school year staff members having an interest in a position which becomes available when school is not in session, shall indicate their interest to the Director of Human Resources prior to each July 1.

Vacancies are not filled until current staff members interested in such position have first been interviewed providing they have the minimum Civil Service qualifications for the position.

REASSIGNMENT

From time to time, reassignment of staff members becomes necessary.

In cases of involuntary transfers, Confidential Staff members are notified as soon as practical.

Reassignments are made only after a meeting with the staff member involved and the immediate supervisor and/or Director of Human Resources in order to explain the reason for the reassignment.

RESIGNATION PROCEDURES

The District expects that Confidential Staff members will give as much notice as possible in the event that resignation is being considered. Such notice should be given to the immediate supervisor and to the Director of Human Resources. Confidential Staff members fill an important role in the operation of the Victor Schools. Unexpected, abrupt resignations, for whatever reason, cause a substantial amount of disruption and services to the District and ultimately to its students. Normally, a thirty (30) day notice of resignation is expected.

The District's business office requires a minimum amount of time to balance out payroll obligations and to make adjustments in benefits. Staff members are obligated to make arrangements with their immediate supervisor for return of District keys and a checkout of equipment and supplies in order to be cleared for a final payroll.

Former Confidential Staff members should make certain that the District continues to have their current address for as long as it will be necessary to forward W-2 forms and NYS Employees' Retirement System statements.

RETIREMENT

The decision to retire is an important one which must be made carefully and thoughtfully. When you become eligible to retire under the New York State Employees' Retirement System, you will be eligible for an increment in your final salary, providing that you file with the Superintendent by January 1st in the final calendar year of service an irrevocable notice of your decision to retire effective June 30th.

To be eligible for the service increment, you must have a minimum of fifteen (15) years of service in the District. Currently, the retirement increment is based on accumulated sick days up to a maximum one hundred (100) days not to exceed \$30,000. The Victor Central School District shall pay the retirement benefit as employer non-elective contributions into individual 403(b) accounts selected by the employee from among the investment products

provided by the endorsed 403(b) provider. Payment shall be made by the end of the month after the date of retirement. Confidential Staff members wishing to take advantage of this increment must notify the Human Resources Office by January 1st in the final calendar year of service. The retirement increment is based on the number of accumulated sick days, as set forth above, times your daily rate of pay of the year of notification.

Should death of the staff member occur during the year in which the retirement increment is being paid, the retirement increment will be paid to the Confidential Staff member's beneficiary or estate.

SUPPLEMENTAL RETIREMENT PLAN

Projected Benefits

The District will contribute \$3,000 per year into a qualified 403-b account for those participants whose job performance exceeds the District's expectations and standards as determined by the Superintendent of Schools.

Vested and accrued benefits (District contributions plus/minus investment earnings credited to each participant) will be paid in a lump sum when the participant separates from service with the District for any reason.

District contributions will be invested and participants will be credited (or debited) with all gains (or losses) achieved through such investments.

Vesting Schedule

Participants will be 50% vested in the employer contributions after five years of service with the District and 100% vested in the employer contributions after ten years of service with the District. If the participant reaches the normal retirement age under the plan prior to meeting the vesting years of service requirement, he or she will become 100% vested in the employer contributions.

Investment Options

Plan assets will be invested by a committee of Plan trustees to be determined by the District. These trustees may invest the plan assets themselves or hire an investment advisor to make investment decisions.

PROFESSIONAL DEVELOPMENT/CONFERENCES

Confidential Staff members are encouraged to continue their professional growth. While the District's operating budget may limit conference attendance, staff members may request to attend conferences without a loss of pay and shall be reimbursed for required expenses to the extent approved by the District. Please discuss conference attendance with your immediate supervisor. Together you may construct a professional development plan.

COURSEWORK AND INSERVICE CREDIT

The District places a premium on your continued professional growth. An extensive staff development program exists under the direction of the Assistant Superintendent for Curriculum and Instruction. Your input for future course offerings would be appreciated.

Confidential Staff members may submit a request for reimbursement for courses which may assist in the improvement of their professional performance.

Confidential Staff members may be eligible for in-service credit in lieu of tuition reimbursement. All in-service courses must be approved in advance by the Director of Human Resources. An increment of \$300 will be paid for every 45 classroom hours of approved in-service coursework, or three credit hours of successfully completed college coursework. This increment will be added to base salary on July 1st following completion of coursework. As of July 1, 2000, the number of eligible in-service salary increments is limited to six (6) for each staff member.

A Confidential Staff member seeking to enroll in courses not offered by the District's Staff Development Office should submit a written request on forms provided by the District to the Director of Human Resources for approval prior to registration.

Confidential Staff members taking in-service courses for salary credit will not be reimbursed for expenses incurred in taking the course and such election must take place at the time of application. Courses taken under the reimbursement election shall be paid for upon proof of successful completion of the course and proof of tuition payment to a maximum of \$1,500 per year per staff member.

HEALTH INSURANCE COVERAGE

The District provides its Confidential Staff with an outstanding fringe benefit program. Health insurance has become an expensive necessity and a key element of the District's comprehensive benefit program. Staff members are asked to weigh the decision of whether or not to participate carefully due to the cost of health insurance coverage.

The District provides to all full-time confidential employees the Blue Point Value Health Insurance Program, or a substantially equivalent plan. As of July 1, 2026, the District will pay 88% of the total premium cost for staff members enrolled in the health insurance coverage stated above.

The District will contribute toward the Confidential Staff member's cost of coverage in a Health Maintenance Organization (HMO) an amount equal to that which the District would have paid for the staff member in the Blue Point Value Plan, or a substantially equivalent plan. Any staff member electing to participate in an HMO may do so only on the anniversary date of the Blue Cross/Blue Shield policy, or equivalent policy, or at such time as rate changes become effective.

Confidential staff members may choose to enroll in the Healthy Blue PPO 25/40 with a 5/25/50 Rx plan, or its equivalent, offered through FLASHP. If the employee selects this optional plan, the employee will be responsible for additional premium, which is in excess of the District's cost of 88%

Confidential staff members will have the option to enroll in a HDHP 1800/3600 medical plan through FLASHP.

The District's contribution toward the base Healthy Blue HDHP 1800/3600 plan premium will be 96%.

The District's HSA and HRA contribution will be made in **two equal installments, half in January and half in June (HRA) or July (HSA)** of each plan year of this Agreement, as follows:

- For members enrolling in the Healthy Blue HDHP through FLASHP who are eligible to make or receive HSA contributions, the District will contribute 85% of the 1800/3600 deductible.
- For Members enrolled in a co-pay plan will receive \$550 into a HRA 105 plan.

For both the copay and HDHP options, the plan/policy year is defined as a July 1st – June 30th. However, the HDHP benefits are based upon a calendar year unless and until the plan/policy year or deductible year is changed by FLASHP or the carrier in the future.

Full-time confidential staff not electing to participate in the District's insurance program, on a yearly basis (July 1 – June 30), due to coverage elsewhere, will be eligible for a \$2,000 bonus for each year they decline such coverage. Fifty percent of the bonus payment shall be made in January and fifty percent in June of each year.

DENTAL INSURANCE

The District also provides all Confidential Staff members with the Blue Cross/Blue Shield Smile Saver Dental Plan - Option I, or a substantially equivalent plan.

The District currently pays ninety-five percent (95%) of the total premium cost for employees enrolled in the dental insurance coverage, who work a minimum of thirty (30) hours per week.

Each married staff member whose spouse is also employed by the District is entitled to benefits under only one dental and health insurance contract.

HEALTH INSURANCE FOR RETIREES

Any Confidential Staff member who thereafter retires into the New York State Employees' Retirement System, shall be entitled to continue single or family health and dental insurance coverage based on the following schedule:

<u>Years of Service</u>	<u>District's Share</u>	<u>Employee's Share</u>
15 or more	95% of the premium cost of the base health premium, HSA as applicable, and dental plans	5% of the premium cost of the base health premium, HSA as applicable, and dental plans

Coverage shall be the Blue Point Value Health Insurance Plan, or its substantial equivalent, should the District change plans or carriers.

A retiree's coverage will be changed to the 65+ (or other equivalent plan) when he/she is eligible for such plan in conjunction with the availability of Medicare benefits. The retiree's cost shall be based on the dollar amount of his/her contribution on the date of retirement and will remain fixed up until retiree's coverage is changed to the 65+ plan. If the total premium cost for the Medicare plan is lower than the District portion of the premium for the retiree's "under 65 plan", there will be no cost to the retiree for the Medicare plan for the remainder of their period of retirement.

The cost of the retiree's share of the health and dental insurance premium must be paid in advance.

The above provisions apply to spouses of deceased retirees who have met these criteria. Excluded from coverage are "new spouses," and his/her children, and non-dependent children of the spouses of deceased retired staff members.

LIFE INSURANCE

The District will provide a basic term life insurance policy equal to 1.5 times the amount of the staff member's annual salary to a maximum of \$200,000 while the individual is actively employed by the school district.

After retirement an individual may choose to continue his/her life insurance policy through the District program at that individual's expense.

DISCRETIONARY BENEFIT FUND

The District shall set aside for each staff member \$550 annually, into a Health Reimbursement Account which may be spent on medical and dental expenses and premiums not covered by the District or co-pay insurance policies, half of which will be paid in January and half paid in June each school year.

DISABILITY INSURANCE

The District will provide a disability insurance policy which will reimburse the Confidential Staff member up to 60% of his/her annual salary, based on a deductible period of 90 days or the individual's total accumulated sick leave, whichever is greater.

SALARIES

Salaries are individually established at the date of hire. Salaries and benefits are established annually by the Victor Central School District Board of Education upon the recommendation of the Superintendent of Schools. The District strives to maintain a competitive salary scale. Periodic salary increases for personnel not covered by a collective bargaining agreement are provided and compare quite favorably when equated to other staff members covered by a collective bargaining agreement. Individual performance over the preceding year is carefully

reviewed by the immediate supervisor and is a key determining factor in recommendations to the Superintendent of Schools for individual salary increases within District operational guidelines.

Effective July 1, 2003, Confidential Staff members covered hereunder who document the possession of an Associate's degree or its equivalent from an accredited college or university shall be compensated an additional \$400 in salary. Effective July 1, 2003, staff members covered hereunder who document the possession of a Bachelor's degree or its equivalent from an accredited college or university shall be compensated an additional \$1,500 in salary.

LONGEVITY

Confidential Staff members covered hereunder shall be eligible for the following longevity plan:

After five (5) years of continuous service	\$150.00
After ten (10) years of continuous service	\$300.00
After fifteen (15) years of continuous service	\$400.00
After twenty (20) years of continuous service	\$500.00
After twenty-five (25) years of continuous service	\$600.00

Eligibility for longevity will be determined upon October 1 of each year and the appropriate amount will be paid to the employee the first payday in December immediately following.

MILEAGE REIMBURSEMENT

The district agrees to reimburse the Employee for authorized use of their personal administrative or personal vehicle when traveling on official School District business, including but not limited to, travel required for school-sanctioned athletic events, field trips, professional development, and extracurricular activities, provided such travel has received prior written approval from the Superintendent or their designee.

Reimbursement shall be calculated based on the district's policy manual. Reimbursement rates shall be strictly aligned with the current Internal Revenue Service (IRS) standard mileage rate in effect at the time of travel.

MANAGEMENT RIGHTS

The District retains the right to manage its business and services and to direct the working force including, but not limited to, the right to discipline, suspend and discharge staff members for cause as stated in Section 75 of the Civil Service Law; to hire, assign, transfer, promote and determine the qualifications of staff members, to eliminate positions, to determine the starting and ending times of the work day, subject only to such regulations governing the exercise of these rights as are expressly provided by law.

CHAIN OF COMMAND

From time to time, concerns may occur for which there appears to be "no solution." Experience has shown that open paths of communication can effectively address many concerns or problems that impact our personal and/or professional lives. As a large organization, we try not to lose the human element as we work together to provide a

quality educational experience for the youth of Victor. However, as a large organization with increasing demands, a chain of command is necessary to effectively address the demands we face. Staff members should discuss concerns/problems they may have with their immediate supervisor. Solutions to concerns/problems are most effectively resolved at this level.

If it becomes necessary or the concern/problem is of an extremely sensitive nature, staff members should contact the Director of Human Resources. The District is committed to providing a high quality work life for our staff. By working together, we are confident that concerns/problems that impact you can be successfully resolved.

PROFESSIONAL COURTESY/ATTENDANCE POLICY

A Confidential Staff member residing outside the Victor Central School District will be allowed to enroll his/her children in the District under the following circumstances:

- A. Transportation to and from school is provided by the staff member;
- B. Space is available (no additional cost) to the District.
- C. The request is approved by the Superintendent of Schools.

EMPLOYEE ASSISTANCE PROGRAM

In our daily lives we confront problems of a wide variety. At times professional counseling is necessary -- a friendly, confidential ear to listen and help. The District provides a free professional service to assist you and members of your immediate family through Employee Assistance Group.

Trained counselors in the fields of psychology, social work, and alcohol-related problems are available to assist you in matters involving alcohol/drug abuse, emotional problems, grieving, compulsive gambling, marital issues, family issues, stress management, financial concerns, and job-related issues. Convenient locations are available by calling the E.A.P. at 585-383-4478.



Victor Central School District
Professional Learning Plan
2026-2027

Professional Learning Plan Committee Membership

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

2026 Membership

Name	Title	Name	Title
Karen Finter	Ast. Super. Instruction	Luciana Cursino-Parent	Higher Education/Parent
Kira Carinci	Dir. of Humanities	Stacie Brooks	Parent
Carrie Goodell	Dir. of Math and Science	Kacey Holmes	Parent
Kristen Belculfine	Teacher, VPS	Christie Smith	Parent
Mary Calianese	Teacher, ECS	Dave Denner	Teacher, VHS
Jessica Fronczak	Teacher, ECS	JoEllen Hill	Teacher, VIS
Paula Indorato	Teacher, VJHS	Dawn Knapp	Teacher, VHS
Marissa Lawrence	Teacher, VPS	Michelle Prociuous	Teacher, VIS
Tejas Moore	Student, VHS	Nicole Sedlock	Teacher, VJHS
Elisa Palmerini	Student, VHS	Carly Pasion	Student, VHS

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

Together, we will build a thriving educational community that inspires every individual to shape their own future with confidence and pride. This vision aligns with our mission: 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.

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

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

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

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

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

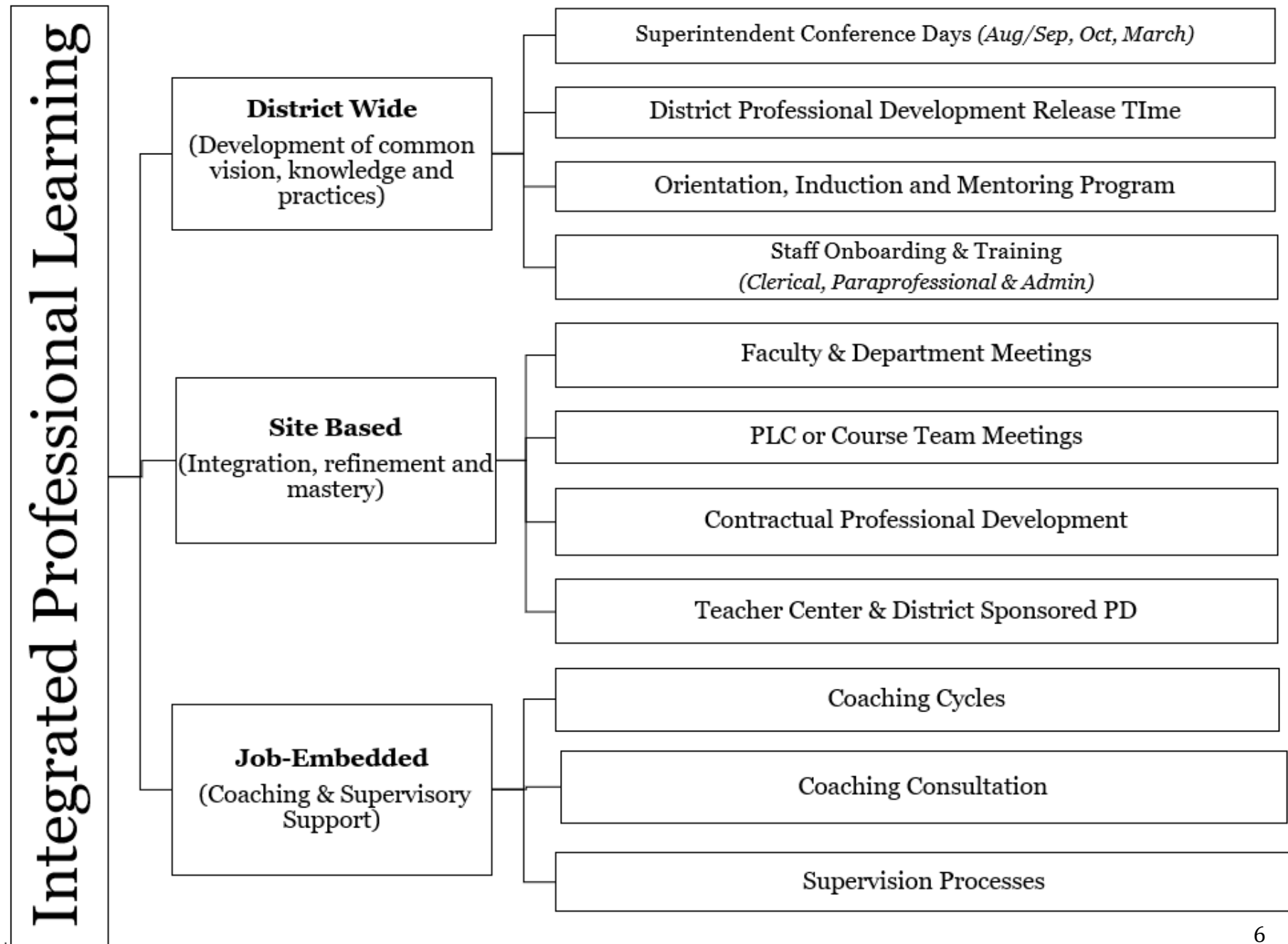
This professional learning plan is in compliance with Commissioner Regulations 100.2 (dd), which requires each district and BOCES to collaboratively create professional learning plans that are reviewed annually. Additionally, professional learning activities outlined in this plan provide teachers and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

Victor Central School District, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional learning providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, training, and professional learning opportunities qualifying for CTLE credits. Such certificates will include: the participant's name, the title of the program attended, the date and location of the program, the number of hours completed, and the sponsor's name. VCS will maintain professional learning records for at least eight years, and professional learning transcripts are available through the Frontline Professional Learning system. Please see Appendix A for a sample certificate from the VCS. The content of the Victor Central School District's professional learning plan is being supported in part by BOCES, RBERN, RSE-TASC, NYS Teacher Centers, Regional Information Centers, and other approved school districts and vendors.

3. Philosophy

The Victor Central School District plans and implements an integrated professional development model. This model includes different types of active professional learning in which teachers engage in the analysis of teaching practice and student achievement.

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



PD Standards

The Victor Central School District provides professional learning in alignment with the New York State Professional Learning Standards as well as the NYS Teaching Standards:

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

4. Needs Analysis

As part of the ongoing professional development planning cycle, district and building teams within the Victor Central School District review multiple data sources. The following items are analyzed routinely to determine the focus and content of the professional development plan. Items in bold are included in the annual data book, shared with the community each Fall through the Board of Education meetings.

ANNUAL STUDENT ACHIEVEMENT DATA:

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

SURVEYS:

- Professional Development Evaluations/Feedback Surveys after offerings
- Annual Professional Development Needs Assessment(s) through the Victor Teacher Center
- **Benchmarking (2x/year) SEL Student Surveys from Panorama**
- Faculty Surveys associated with contractual professional development and/or Victor Teachers Association Listening tours

ADDITIONAL DATA:

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

5. Professional Learning Action Plans

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

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

Action Step(s)	Evidence	Responsibility	Timeline
Provide learning opportunities that support the implementation of differentiated instructional practices to meet a wide range of learners' abilities and interests.	Book Studies from the Office of Instruction and the Victor Teacher Center focusing on inclusion, differentiation, and scaffolding for diverse learners.	Teacher/Leader Facilitators Teacher Center Director,	2026-2027 School Year (Site-Based)
Incorporate into curriculum writing processes, professional learning in support of the implementation of culturally responsive, student-centered practices during development and subsequent instruction.	Curriculum documents incorporate best practices, including diverse texts, multiple perspectives, accurate portrayals, and inclusive entry points.	Assistant Superintendent for Instruction, Directors of Instruction, Coaches, Teacher Leaders Outside Presenters may include, but are not limited to Dr. Cody Miller, SUNY Brockport; WFL BOCES Staff; CKLA / Amplify Staff;	2026-2027 School Year (District)
Provide professional development that supports inclusive practices within diverse classroom settings, including Students with Disabilities (SWD) and English Language Learners (ELL).	Completed training and implementation of best practices within consultant and integrated co-taught classrooms. Completed training for faculty regarding instructional strategies	Assistant Superintendent for Instruction; Assistant Superintendent for Pupil Services, Directors of Instruction, and Directors of Special Education Outside Presenters: R-BRN (Monroe 2 BOCES); Monroe 1 BOCES ICT Trainers and Coaches, University of Rochester	2026-2027 School Year (District & Site-Based)

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	that promote inclusion within diverse classroom settings. Completed training for ENL teachers regarding the new WIDA Assessment inventory	Cadre Facilitators, WFL BOCES Trainer(s) WIDA Trainers	
Provide professional development regarding Responsive Classroom (pK-3) and Restorative Practices (4-12) to support the development of strong classroom communities.	Building faculty meetings, conference day workshops, and completed training through the VTC and/or the Office of Instruction	WFL BOCES Trainers, other consultants as needed	2026-2027 School Year (District & Site-Based)
Provide professional development on the “Speak Up” protocol and other strategies to promote a positive, inclusive learning environment for all students.	Training provided through faculty meetings and/or department meetings.	WFL BOCES Trainers, other consultants as needed	2026-2027 School Year (District & Site-Based)

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

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

Action Step(s)	Evidence	Responsibility	Timeline
pK-12 Teachers and administrators will receive training in and will facilitate the development of a guaranteed and viable curriculum aligned to content standards. Areas of focus: Grades 3-6 Humanities, NYS Science Learning Standards, NYS SS Framework, NYS CTE Standards (Technology, Business, FACS), K-6 Mathematics, NYS Pathways for Graduation	Completed training for all curriculum writing teams and administration. Updated curriculum documents and common assessments, located in the accessible curriculum shared drive. Updated Curriculum Audit documentation, including the 7-12 Assessment Inventory.	Office of Instruction/Instructional Cabinet Teaching teams will develop a curriculum using common processes and templates, relying heavily on the unpacking and prioritization of State standards as they unpack common resources (CKLA/Amplify, Superkids, Mystery Science, etc...) Outside Presenters/Supports: CTE TAC, WFL BOCES, Monroe 1/2 BOCES	2026-2027 School Year (District & Site Based)
Teachers will receive training on best practices related to assessment development and data analysis.	Unit-based curriculum writing will include opportunities to explore assessment best practices, including formative and summative assessment development. PLCs will be trained on tools (e.g., eDoctrina) to capture assessment data, in addition to protocols that support the analysis of data and the refinement of instructional practices as a result. Training will be provided on	Administration, Instructional Cabinet, Office of Instruction Team, Victor Teaching Center Director Outside Presenters / Supports: Julie Barker, consultant	2026-2027 School Year (District and Site-Based) Contractual PD PLC/CT contractual time;

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	formative and summative assessment development and implementation best practices.		
PLCs will engage in annual data analysis, goal setting, and action-step development to increase student achievement. ● Fall: goal setting ● Mid Year: progress monitoring ● EOY: final report	Documented goals, action steps, and analysis. PLCs will collaborate to strengthen professional practice through job-embedded professional development, data analysis, and progress sharing.	Assistant Superintendent for Instruction, Building Administration, Directors, Teacher Leaders, PLCs	2026-2027 Year (District and Site Based)

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

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

Action Step(s)	Evidence	Responsibility	Timeline
pK-12 Teachers and Teacher Assistants will participate in professional learning directly related to the VCS Model of Instruction (Student-Centered, Culturally Responsive Classrooms that are built through Backward Design).	Teacher Goals, PLC Goals and Building Goals will identify specific areas of focus, using the Model of Instruction. Action Steps and artifacts will be collected to measure progress towards goals, and implementation of best practices.	Classroom teachers, Teacher Assistants, Teacher Leaders, Coaches/TOSAs, Directors, Building Admin	2026-2027 School Years (District & Site Based)
pK-12 teachers will receive professional learning on instructional practices aligned with the NYS Literacy Briefs.	Literacy workshops will be offered throughout the year during Building Faculty Meetings, PLCs, Contractual professional development, and voluntary sessions.	Building Administration, Directors of Instruction, ELA Coaches, Victor Teacher Center, and teacher leaders	2026-2027 School Years (District & Site Based)
pK-12 teachers will receive training on instructional practices aligned with the NYS Numeracy Briefs.	Numeracy workshops will be offered throughout the year during Building Faculty Meetings, PLCs, Contractual professional development and voluntary sessions.	Building Administration, Directors of Instruction, STEM coaches, and teacher leaders	2026-2027 School Years (District & Site Based)
K-2 Teachers will receive training related to the ongoing implementation of Superkids, the K-2 English Language Arts resource.	Training will be offered throughout the year during PLCs, Contractual professional development and voluntary sessions.	Directors of Instruction, coaches, and teacher leaders to offer workshops	2026-2027 School Years (District & Site Based)
3-6 Teachers will receive training related to the refinement of the implementation of CKLA/Amplify.	Training will be offered throughout the year during PLCs, Contractual professional development, and voluntary sessions.	Directors of Instruction, coaches, and teacher leaders to offer workshops	2026-2027 School Years (District & Site Based)

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Professional development will be provided to teachers to broaden their understanding of the <i>Building Thinking Classrooms</i> pedagogy.	Classroom instruction, WIN time, and AIS providers will leverage routines and strategies from BTC (<i>Building Thinking Classrooms</i>) as observed through PLCs and the supervision process.	STEM Coaches, Teacher Leaders, Directors of Instruction	2026-2027 School Year (Site-Based)
K-12 science teachers will participate in training to support the implementation of the NYS Science Learning Standards, NYS Science Investigations, and the VCS science curriculum.	Grade-level and Course PLCs will participate in the training.	Director of Mathematics and Science, Science Teacher Leaders, Science TOSA	2026-2027 School Year (Site-Based)
In support of the 1:1 initiative, faculty and staff will have opportunities to engage in professional learning that promotes student-centered learning environments and student achievement through the integration of Instructional Technology, specifically utilizing AI.	Technology workshops will be offered throughout the year, focusing on tools and best practices. The Summer Technology Conference (in-district) will feature outside presenters and in-district technology staff.	Director of Technology, Technology TOSAs/Coach, Teacher Leaders	2026-2027 School Year (District and Site-Based)
Through contractual professional development time, teachers will be provided the opportunity to analyze student assessment data to identify strengths and areas of need to address within the Tier 1 as well as within the Tier 2/3 settings. Professional skill focus areas align to the VCS Model of Instruction: Backwards planning (Enduring Understandings, Evidence of Learning)	PLCs and Course Teams will review current instructional practices and will reflect on the impact through a review of student work. Individual teachers will participate in workshops and training aligned to build practices in these identified areas.	Directors, Building Administration, Coaches, Teacher Leaders, Victor Teacher Center	2026-2027 School Year (Site-Based)

VCS Professional Learning Plan 2026-2027

• Student-centered instruction, resulting in student work that demonstrates evidence of learning • Culturally responsive practices • Utilization of eDoctrina as an Assessment delivery and analysis tool • Differentiation of instruction during Tier 1 instruction and WIN time			
Probationary teachers (P2-P4) will participate in a 4-day release program providing a strong foundation in Backward Design Planning, including assessment for learning and student-centered instructional practices.	Cohort training for up to 30 P2-P4 teachers will be completed (4 sessions/cohort)	Assistant Superintendent for Instruction, Directors, Coaches	2026-2027 SY (District Based)

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

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

Inputs	Evidence	Responsibility	Timeline
Provide educators working in high-needs special education classrooms with training directly related to their role, including IEP writing and Case Management.	Faculty and Staff will have a common understanding of the IEP development and refinement process and Case Management.	Assistant Superintendent for Pupil Services, Directors of Special Education, Teacher Leaders, BOCES Trainer	2026-2027 School Year
Provide a consistent training foundation for faculty regarding the function of behavior, including Therapeutic Crisis Intervention in Schools (TCIS)	Self -Contained and ICT Teaching Teams will be trained in the foundations of TCIS in cohorts throughout the year.	Assistant Superintendent for Pupil Services, Directors of Special Education, WFL BOCES Trainers, District Trainers	2026-2027 School Years (Site-Based)
Provide all staff with a deeper understanding of Response to Intervention(RtI) and Multiple Tiered Systems of Support (MTSS) in relation to Tier 1 and 2 interventions in the classroom (ie, use of WIN time).	Training will be embedded into the RtI/MTSS process to support consistent problem-solving and practices. Tier 1/Tier 2 training will be provided to interventionists and RtI Teams throughout the year, with revised processes/criteria implemented during the year.	Building Administration, Support Teachers, and Directors	2026-2027 School Years (District and Site-Based)
Provide ongoing training and support for the faculty in support of the integrated co-teaching (ICT) model.	Overviews of inclusive educational practices are provided to all staff throughout the school year Co-teaching partners will have access	Assistant Superintendent for Instruction; Assistant Superintendent for Pupil Services, Directors of Instruction, and Directors of Special	2026-2027 School Years (District and Site Based)

VCS Professional Learning Plan 2026-2027

	to coaching support and resources (planning time, coaching, additional professional learning, etc) throughout the school year.	Education	
Provide training to build an understanding of Social-Emotional Learning competencies and the intersection with academic tasks.	Unpack and incorporate NYSED SEL Benchmarks within Tier 1 Instruction through training regarding the implementation of strategies and techniques to support: • Self-management (Checklists, timelines, check-ins) • Relationships: Community building circles, Responsive Classroom practices) • Self-awareness (Conversation protocols, goal setting, and progress tracking)	Assistant Superintendent for Instruction; Assistant Superintendent for Pupil Services, Directors of Instruction, Directors of Special Education, Coaches	2026-2027 School Years (District and Site-Based)

Paraprofessional Training:

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

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

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

The Teaching Assistant (TA) and Teacher Aide roles are specialized. These roles require introductory training and ongoing support. TAs participate in New Educator Orientation and contractual professional development. Teacher Aides will receive professional development as part of their onboarding, as well as during contractual time during parent-teacher conference work days.

Inputs	Evidence	Responsibility	Timeline
Provide training to teacher assistants aligned with student behavioral support strategies.	TAs that support Special Education Programs/Students will be included in required TCIS training throughout the year, including annual refreshers. TAs at the early elementary building level (pK-3) will have training in Responsive Classroom practices, including inclusive language,	Directors of SPED, TOSAs, and Building Administration	2026-2027 School Year Conference Days After-School PD Sessions
Provide an overview of content-specific, grade-level learning goals aligned within the TA's area of focus.	ICT Teams will meet to review grade-level goals and individual student needs. Planning time is provided to ICT teams.	ICT Teams, SPED TOSAs	2026-2027 School Year Conference Days (Aug.-Sept.)
Provide supported online training materials for Teaching Assistants through the partnership between the Victor Teacher Center, Cypherworx,	Teacher Assistants will have access to select trainings from a curated catalog to support their professional learning goals, aligned to their	Victor Teacher Center, VCS Office of Instruction	2026-2027 School Year: Conference Days, After-

VCS Professional Learning Plan 2026-2027

and the VCS Office of Instruction.	specific and unique roles.		School Cont. Pd
Provide training to teacher aides aligned with student behavioral support strategies.	Aides that support Special Education Students will be included in required TCIS training throughout the year, including annual refreshers. Aides at the early elementary level (pK-3) will have training in Responsive Classroom practices, lunch monitor training, and trauma-informed practices.	Directors of SPED, TOSAs, and Building Administration	2026-2027 School Year Conference Day training sessions

6. Provisions for Mentoring

Goal: To provide support and guidance to educators who are new to the Victor Central School District.

Objective: The intent of VCSD's Mentor program is to develop and enhance professional performance, increase the retention of promising educators, promote the personal and professional well-being of educators, and transmit the culture of VCSD to educators new to the district.

Provisions for the Mentoring Program

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

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

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

VCS employs two full-time mentor teachers who provide mentoring support to all new faculty members in their first year; some staff continue to be supported through the mentor program further into their probationary period.

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

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

	Support It is crucial that the intern sees the mentor in a supportive role. This relationship is developed through activities during New Educator Orientation, conferences, informal discussions, and ongoing professional learning. In addition, the mentor attends post-observation conferences with the intern and other conferences with administrators, as requested. Facilitation The mentor(s) facilitate ongoing professional development for untenured teachers. At these professional learning sessions, the group can focus on topics of broad concern or importance. An added benefit to such group discourse is the development of personal friendships and professional networks. The mentor(s) may also make specific referrals to support groups, individuals, and faculty/administration that may provide additional or more specific information on a topic of interest. Professional Growth The mentor(s) are expected to observe the interns and meet with them to discuss instruction and other pertinent issues. The purpose of these activities is to develop or enhance effective teaching skills and to encourage the habit of self-reflection, an integral component of effective teaching. Collaboration The mentor(s) are expected to work closely with each other (if applicable), their interns, Mentor Pool members, Mentor Panel members, and district administrators. A high degree of collaboration is required.
Preparation of Mentors	Mentoring is based on a learning-focused relationship, with clear roles to increase teacher efficacy as instructional problem-solvers and decision-makers (Lipton & Wellman, 2018). Mentor preparation is self-directed and responsive to the district's and interns' needs.
Types of Mentoring Activities	1. Meet with interns as needed. 2. Observe the interns both formally and informally as needed. 3. Provide data as requested and feedback to the interns regarding their lessons in written form or in a post-conference setting. 4. Assist in the development of daily and long-range planning as necessary. 5. Communicate with the appropriate school principals at least monthly. 6. Clarify and reinforce administrative expectations for interns as needed.

VCS Professional Learning Plan 2026-2027

	7. Attend post-observation conferences with interns, as requested. 8. Conduct and/or plan ongoing seminars and chats. 9. Assist the intern in developing appropriate interpersonal skills within the professional community, including teachers, ancillary staff, and administrators. 10. Meet with the Mentor Panel and/or the Teaching Center Director to discuss the needs of interns and facilitate appropriate professional learning. Mentors will plan and facilitate professional development for interns. Professional development opportunities are communicated in the summer. 11. Formally report to the Mentor Panel on a monthly basis. 12. Assist the Mentor Panel in the preparation of reports as needed. 13. Organize, run, and participate in New Educator Orientation and the corresponding professional development series, as well as consult, as needed, on the district's Induction program. 14. Utilize the skills and talents of the Mentor Pool members to assist whenever necessary to meet the needs of the interns.
Time Allotted for Mentoring	The Victor Mentoring Program currently has 2 FTE Mentors who are TOSAs.
CTLE Credits for Mentoring New VCS Educators and Teacher Candidates	Educators who act as mentors to new classroom teachers earn CTLE credit, up to 30 hours of such time, towards their CTLE requirement in each five-year registration period. Educators acting as mentors to a teacher candidate earn up to 25 hours of CTLE credit towards the CTLE requirement in each five-year registration period.

7. Provisions for School Violence Prevention and Intervention

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

Upon request or upon determination of necessity, Victor Central Schools provides annual refresher training on school violence prevention and intervention. While these trainings are mandatory, they are not eligible for CTLE credit through the VCS system.

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

Strategies:

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

8. Provisions for Teachers Certified in Bilingual and ELL Education

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

Although the Victor Central School District has received a waiver because English Language Learners comprise less than five percent of the student population, we will provide other CTLE certificate holders, Professional and Level III Teaching Assistants, Professional Learning clock hours dedicated to the needs of English Language Learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners as needed.

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

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

Strategies:

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

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

Inputs	Evidence	Responsibility	Timeline
pK-12 teachers new to Victor will receive professional development focused on the stages of language acquisition and classroom learning strategies.	Session with new teachers, TESOLs, and Mentors Survey regarding PD effectiveness completed by new teachers	Director of Humanities and Professional Learning TESOLs Mentors	2026-2027 Academic School Year

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

9. Additional Professional Development Supported by VCS:

Professional Development within the Victor Central School District is thoughtfully planned and implemented based on need. All professional groups within the organization are encouraged to engage in professional learning so as to best meet the needs of our students.

Throughout the school year, teachers participate in Superintendent Conference Days, Professional Learning Communities, and other job-embedded professional development. These activities ensure they meet and exceed the CTLE hour expectations. Each professional learning activity eligible for CTLE credit is maintained in the VCS Frontline Professional Growth system (formerly MyLearningPlan).

After each professional learning activity, faculty and staff submit evaluation forms that are used to assess the activity's effectiveness and plan future offerings.

PROFESSIONAL LEARNING PLAN STATEMENT OF CERTIFICATION

School District: Victor Central School District

BEDS Code: 431701060000

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

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

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

- describe and implement a mentoring program for new teachers;
- provide teachers holding a professional certificate with opportunities for completing 100 hours of professional learning (CTLE) every five years;
- ensure that level III teaching assistants and long-term substitute teachers participate in professional learning activities,
- state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
- describe how all teachers will be provided professional learning opportunities directly related to student learning needs as identified in the school report card and other sources;

VCS Professional Learning Plan 2026-2027

- provide staff with training in school violence prevention and intervention; and
- provide professional learning to all professional and supplementary school staff who work with students with disabilities. (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). The latest version of CR 100.2 (dd) can be found at: <http://www.emsc.nysed.gov/part100/pages/1002h.html>. (9)

The plan or the annual update to the plan was adopted at a public meeting by the Board of Education. **JUNE 9, 2026**

Print Name of Superintendent of Schools **Dr. Timothy Terranova**

Original Signature of Superintendent of Schools _____

Date

Appendix A: CTLE Certificate Sample

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

(Authorized Provider #: 857)

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

successfully completed the following course/activity:

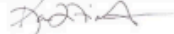
Technology Summit: Keynote Marcia Kish

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

1 Hours - 100 Hours CTLE requirement

Category - Content, ELL, Pedagogy

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



Karen Finter
Assistant Superintendent for Instruction

Printed on 8/21/2022

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 Victor Central School District, through its affiliation with a locally based Regional Information Center, participates with the ROC and desires, for the 2026-2027 fiscal year, to authorize the ROC and its attorneys to negotiate 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;

BE IT RESOLVED, the Victor Board of Education authorizes the use of DPAs negotiated by the RIC ROC and its attorneys, consistent with its needs and the needs of its students; and

BE IT FURTHER RESOLVED, that the Board of Education reserves to itself the right to make determinations regarding the use of such DPAs and the software and/or technology resources to which they relate and to consult with its own legal counsel to review any specific issues or concerns before executing any DPA.

CERTIFICATION

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

Dated _____, 2026

Board Clerk



Ontario County, NY

SCHOOL RESOURCE OFFICER - VICTOR CENTRAL SCHOOL DISTRICT

RELEASE DATE: undefined

RESPONSE DEADLINE: undefined, TBD

Please refer to the project timeline in this document for all important deadlines.

undefined #TBD

Title: SCHOOL RESOURCE OFFICER - VICTOR CENTRAL SCHOOL DISTRICT

Table Of Contents

1. Agreement

Attachments:

A - Full Time SRO 2026-2027 - Schedule A

B - ADDENDUMS - Victor

undefined #TBD

Title: SCHOOL RESOURCE OFFICER - VICTOR CENTRAL SCHOOL DISTRICT

Agreement

THIS AGREEMENT (this “Agreement”) made on Tuesday, September 1, 2026, by and between the COUNTY OF ONTARIO, a municipal corporation organized and existing under the laws of the State of New York, having its county seat and principal offices at 20 Ontario Street, Canandaigua, New York 14424, hereinafter referred to as the “County”, and, Victor Central Schools an educational corporation organized and existing under the laws of the State of New York having its principal offices at 953 High Street Victor, NY 14564, hereinafter referred to as the “School.” The County and the School are sometimes referenced to in this Agreement individually as a “party” or collectively as the parties.”

WITNESSETH:

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

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

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

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

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

FIRST: **TERM.** The term of this Agreement shall be Tuesday, September 1, 2026 to Wednesday, June 30, 2027.

SECOND: **SUSPENSION OR TERMINATION OF AGREEMENT.**

This Agreement may be terminated at any time by either party upon the giving of thirty (30) days’ written notice to the other party that it has failed to substantially perform in accordance with the terms and conditions of this Agreement; or without cause upon ninety (90) days’ written notice. In the event this Agreement is terminated, compensation will be made to the County for all costs actually incurred in performing the services to the date of termination. The School shall be entitled to a pro-rated refund for that period of time when SRO services are not provided because of such termination.

THIRD: **SCOPE OF SCHOOL RESOURCE OFFICER PROGRAM.**

The SRO Program is designed to provide education, law enforcement and counseling to school students. It is an attempt to deter criminal behavior through positive interactions with students during school hours. The SRO will work with the School community to promote a safe learning environment for all students. It is the intention

undefined #TBD

Title: SCHOOL RESOURCE OFFICER - VICTOR CENTRAL SCHOOL DISTRICT

of the parties over the life of this Agreement to collaborate on the issues of recruitment, onboarding and training of an SRO; evaluation of data and effectiveness; and receipt of feedback from constituents, in a manner consistent with the Local Implementation Rubric adopted by the U.S. Department of Justice and the U.S. Department of Education under their Joint Safe School-based Enforcement through Collaboration, Understanding and Respect (SECUR-e) program.

FOURTH: **RIGHTS AND DUTIES OF COUNTY SHERIFF.** The County Sheriff shall assign one (1) SRO to the School as follows:

- a. The SRO shall be assigned to the School for the number of hours defined in Exhibit A attached hereto and made a part hereof for the period of this Agreement. The SRO shall report to the School, and the School shall be billed, for all days on which school staff are required to report to the School. During the SRO's daily tour of duty, the SRO may be off campus performing such tasks as may be required by his/her assignments.
- b. The SRO may be temporarily reassigned by the County Sheriff when deemed necessary at the sole discretion of the County Sheriff. Should such reassignment occur, any hours spent by the SRO on County business outside the duties as SRO shall not be billed to the School.
- c. Regular working hours may be adjusted on a situational basis with the consent of the SRO's supervisor and the School administrator in order to cover scheduled school-related activity requiring the presence of an SRO. The School shall provide notice of the proposed adjusted schedule to the SRO's supervisor no more than five business days before the adjusted workday. Failure to provide notice within this timeframe to the SRO's supervisor of a proposed arrangement to flex time or trade time off during a regularly scheduled workday in order to avoid overtime for a school-related activity will result in the School being billed for the SRO's overtime hours in accordance with Exhibit A.
- d. The SRO will be off-campus for in-service and other training required. The SRO will not be available to the School from July 1 through August 31.
- e. The SRO, if requested to work any hours in addition to that defined in Exhibit A by School administration for security, sporting events and other special projects, shall be paid by the School as provided in Exhibit A of this Agreement.
- f. Body worn cameras ("BWC") are a common law enforcement tool and are utilized by the County. A BWC will be utilized by the SRO; in the school setting the SRO shall have the discretion to record contacts when the SRO considers it to be in the best interest of the student, staff, school administrators or the SRO. The SRO's consideration shall take into account privacy interests of those subject to recording. The recordings of a BWC are the property of the County. The County will, if not otherwise prohibited by

undefined #TBD

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law, provide to the School copies of footage, upon request. If providing a copy of the footage is prohibited, the County will facilitate the availability of its officer that made the video to testify, upon request of the School, in any school disciplinary hearing concerning the facts and circumstances of the videoed incident. If the BWC footage is provided to a third party, not including a district attorney's office or a county attorney's office, the County will also provide a copy to the School upon its request. Any records produced by the BWC are not considered education records subject to FERPA, unless the School takes possession of a copy of such records, upon which the copy may be treated as an education record. The SRO, while on School property, shall use body-worn camera only in accordance with Section 423.6.8 of the Ontario County Sheriff's Office Law Enforcement Policy Manual, a copy of which is attached to this Agreement as Exhibit E. During the time period of this contract, any change in policy specifically related to the SRO position will be provided to the School in writing prior to implementation for review.

g. The SRO shall comply with all applicable laws, regulations, and School policies regarding corporal punishment of students and the use of physical restraints on students. Corporal punishment, meaning any act of physical force upon a student for the purpose of punishing that student, shall be prohibited. Physical restraint shall only be used in a situation in which immediate intervention involving the use of reasonable physical force is necessary to prevent imminent danger of serious physical harm to the student or others. The use of a prone restraint, meaning a physical or mechanical restraint while the student is in the face down position, is strictly prohibited. Physical restraint must be discontinued as soon as imminent danger of serious physical harm has resolved and may not be used in a manner that restricts a student's ability to breathe or communicate or harms the student. This section shall not apply when a student is under arrest, in which case the SRO is acting in the capacity of law enforcement and may use handcuffs as necessary for the safety of the student and others. Further, this paragraph is subject to the provisions in Section 5(j) herein and shall not be interpreted to restrict the SROs's rights and responsibilities as a law enforcement officer for the County.

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

- a. The SRO shall act as an educator, counselor and police officer.
- b. The SRO shall act as an instructor for specialized, short-term programs at the School, when invited to do so by the principal or member of the faculty.
- c. The SRO shall make available to the School faculty and students a variety of law related presentations.
- d. The SRO shall coordinate all of his/her activities with the School principal and staff members concerned and will seek permission, advice and guidance prior to enacting any program within the School.

undefined #TBD

Title: SCHOOL RESOURCE OFFICER - VICTOR CENTRAL SCHOOL DISTRICT

- e. The SRO shall develop expertise in presenting various subjects to the School students. Such subjects shall include basic understanding of the laws, the role of the police officer and the police mission.
- f. The SRO shall encourage individual and small group discussions with School students, based upon material presented in class to further establish rapport with the students.
- g. The SRO shall make himself/herself available for conference with School students, parents and faculty members in order to assist them with problems of law enforcement or crime prevention.
- h. The SRO shall become familiar with all School community agencies which offer assistance to youths and their families such as mental health clinics, drug treatment centers, etc. The SRO shall make referrals to such agencies when necessary, thereby acting as a resource person to the students, faculty and staff at the School.
- i. The SRO shall assist the School principal in developing plans and strategies to prevent and/or minimize dangerous situations which may occur on the School campus or during School sponsored events.
- j. The SRO shall take law enforcement action as required by law. As soon as practicable, the SRO shall make the principal of the School aware of such action. At the principal's request and upon final approval by the County Sheriff, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the School and related School functions, to the extent that the SRO may do so under the authority of the law. Whenever practicable, the SRO shall advise the School principal before requesting additional police assistance on the School campus.
- k. The SRO shall give assistance to other police officers and deputy sheriffs in matters regarding his/her School assignment, whenever necessary and authorized by the County Sheriff.
- l. The SRO may be assigned non-campus investigations relating to runaways that attend the School to which the SRO is assigned.
- m. The SRO shall maintain detailed and accurate records of the operation of the SRO Program, and shall make them available to the School principal or superintendent if required by law.
- n. The SRO shall not act as a School disciplinarian, and matters of school discipline shall be referred to the appropriate building principal. However, if the School principal believes an incident is a violation of the law, the principal may contact the SRO and the SRO shall then determine whether law enforcement action is appropriate. The SRO is not to be used for regularly assigned lunchroom duties, hall monitoring,

undefined #TBD

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bus duties or other monitoring duties. If there is a problem in one of these areas, then the SRO may assist the School until the problem is solved. This paragraph however, shall not be interpreted to restrict the SRO's rights and responsibilities as a law enforcement officer for the County.

o. The SRO shall be prohibited from detaining or questioning students about their immigration status.

p. The County and the SRO shall comply with all applicable federal, State and local laws, rule and regulations. All of the obligations of the SRO as required under this Agreement shall be met without discriminating on the basis of race, color, sex, national origin, language status, disability, religion, sexual orientation, or membership in any other protected class.

q. The County and the SRO shall comply with all federal, state and local laws, rules and regulations while performing duties under the Agreement. The County and SRO shall comply with health and safety practices and protocols consistent with DOH's applicable New York Department of Health guidance and the School's policies, plans and procedures applicable to the provision of SRO services.

SIXTH: **RIGHTS AND DUTIES OF THE SCHOOL.**

a. The School shall comply with all applicable federal, State and local laws, rule and regulations.

b. The School shall provide to the SRO the following materials and facilities, which are deemed necessary for the performance of the SRO's duties:

- i. Access to an air-conditioned and properly lighted private office which office shall contain a telephone which may be used for general business purposes.
- ii. A location for files and records which can be properly locked and secured.
- iii. A desk with drawers, a chair, work table, filing cabinet and office supplies.
- iv. Access to a computer and/or secretarial assistance.

SEVENTH: **PAYMENT.**

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

EIGHT: **EMPLOYMENT STATUS OF SCHOOL RESOURCE OFFICER.** The SRO shall remain an employee of the County Sheriff's Office, and shall provide services to the School as an independent contractor. The SRO shall therefore not hold himself out as, nor claim to be, an employee of the School, nor make any claim, demand, or application to or for any right or privilege applicable to an officer or employee of the School, including, but not limited to, workers' compensation coverage, unemployment insurance benefits, social security coverage, disability benefits, or retirement membership or credit. The SRO shall not have, or hold himself out as having the authority or power to bind or create liability for the School by the SRO's acts or

undefined #TBD

Title: SCHOOL RESOURCE OFFICER - VICTOR CENTRAL SCHOOL DISTRICT

omissions. The School and the County acknowledge that the SRO shall remain responsive to the chain of command of the County Sheriff who shall have sole control and authority over such SRO.

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

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

TENTH: **DISMISSAL AND REPLACEMENT OF SCHOOL RESOURCE OFFICER.**

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

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

TO THE COUNTY:
Ontario County Sheriff
74 Ontario Street
Canandaigua, NY 14424

with a copy to:
Ontario County Attorney

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Title: SCHOOL RESOURCE OFFICER - VICTOR CENTRAL SCHOOL DISTRICT

20 Ontario Street
Canandaigua, NY 14424

TO THE SCHOOL:
Victor Central Schools
953 High Street Victor, NY 14564
with a copy to:

Ferrara Fiorenza PC
5010 Campuswood Drive
East Syracuse, New York 13057

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

THIRTEENTH: **DATA PRIVACY AND SECURITY**.

a. Protection of Confidential Data. The County shall provide the contracted services in a manner which protects Student Data (as defined by 8 NYCRR 121.1(q)) and Teacher or Principal Data (as defined by 8 NYCRR 121.1(r)) (hereinafter “Confidential Data”) in accordance with the requirements articulated under Federal, New York State and local laws and regulations, including but not limited to Education Law Section 2-d and the associated regulations (8 NYCRR Part 121).

b. Data Breach. In the event that Confidential Data is accessed or obtained by an unauthorized individual due to the County’s or the SRO’s acts or omissions, and/or a subcontractor or affiliate of the County’s acts or omissions, the County shall provide notification to the School without unreasonable delay and not more than seven calendar days after the discovery of such breach. The County shall follow the following process:

- i. The security breach notification shall be titled “Notice of Data Breach,” shall be clear, concise, use language that is plain and easy to understand, and to the extent available, shall include: a brief description of the breach or unauthorized release; the dates of the incident in the date of discovery; a description of

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Title: SCHOOL RESOURCE OFFICER - VICTOR CENTRAL SCHOOL DISTRICT

the types
of Confidential Data affected; an estimate of the number of records affected; a brief description of the
County's investigation or plan to investigate; and contact information for representatives who can assist the
School District with additional questions.

ii. The County shall also prepare a statement for parents and eligible students which provides information
under the following categories: "What Happened," "What Information Was Involved," "What We Are Doing,"

"What You Can Do," and "For More Information."

iii. Where a breach or unauthorized release of Confidential Data is a result of the County's or the SRO's acts or omissions, and/or a subcontractor or affiliate of the County's acts or omissions, the County shall pay for or promptly reimburse the School for the cost of notification to parents and eligible students of the breach.

iv. The County shall cooperate with the School and law enforcement to protect the integrity of investigations into the breach or unauthorized release of Confidential Data.

c. 2-d Addendums. The following Addendums attached hereto shall be incorporated into the Agreement and are attached in Exhibit B, and shall supersede any inconsistent provisions in the Agreement:

- i. Addendum A: School District's Parents' Bill of Rights for Data Privacy and Security
- ii. Addendum B: Parents' Bill of Rights – Supplemental Information Addendum
- iii. Addendum C: Third-Party Data Security and Privacy Plan

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

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

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

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Title: SCHOOL RESOURCE OFFICER - VICTOR CENTRAL SCHOOL DISTRICT

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

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

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

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

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

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

e. Notwithstanding the provisions in subparagraphs (c) and (d), the County shall not be required to indemnify, hold harmless, or defend the School with respect to claims arising out of any law enforcement actions taken by the SRO, including but not limited to actions taken with respect to violent intruders, violent guests, active shooters, or other similar situations, unless the SRO is adjudged liable for negligence or willful misconduct in connection with the same. f. The defense and indemnification obligations provided herein shall survive the expiration or termination of this Agreement, whether occasioned by this Agreement's expiration or earlier termination.

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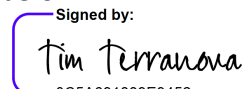
Title: SCHOOL RESOURCE OFFICER - VICTOR CENTRAL SCHOOL DISTRICT

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

TWENTIETH: **SPECIAL RELATIONSHIP.** This Agreement does not create a “special relationship.” Specifically, this Agreement is not:

1. an assumption by the County of an affirmative duty to act on behalf of a party who was injured;
2. knowledge on the part of the County’s agents that inaction could lead to harm;
3. some form of direct contact between the County’s agents and the injured party; and
4. evidence of a party’s justifiable reliance on the County’s affirmative undertaking.

IN WITNESS WHEREOF, the undersigned parties hereto have executed this Agreement on the date(s) set forth below.

Signed by:

0C5A691889E9452...
SIGNATURE

Tim Terranova
FULL NAME
5/27/2026
DATE SIGNED
Superintendent
TITLE

THE CLERK OF THE BOARD

DATE SIGNED

SIGNATURE

DATE SIGNED

FULL NAME

ON BEHALF OF THE COUNTY OF ONTARIO

Exhibits List

A - Full Time SRO 2026-2027 - Schedule A

B - ADDENDUMS - Victor

Exhibit A

Full Time SRO 2026-2027 - Schedule A

SCHEDULE A - FULL-TIME

			9/1/2026 - 6/30/2027	
			Cost	
			Annual	1 FT SRO
[1]	Gross Salary		\$101,005	
[2]	Fringe Benefits		\$78,003	
	Subtotal Salary & Fringe at 77.32%		\$179,008	
	Annual Average Cost for SRO		\$179,008	
	Standard Monthly Rate			\$14,917
	Standard Hourly Rate			\$86.06
[3]	Overtime Hourly Rate			\$129.09
[4]	Anticipated School Cost for SRO	1,632 Hours	\$140,449	
[1]	Salary based on current contract - at top step for Full Time County Police Officer, assumes Tier 4 ERS.			
[2]	Fringe Benefits paid on Gross Wages for FT Deputy		2027	
	FICA/Medicare		7.65%	
	WC		1.91%	
	Retirement		34%	
	Health & Dental Insurance, H.R.A./H.S.A.		33.76%	
			77.32%	
[3]	Overtime incurred by SRO for School related activities to be billed separately at this overtime rate.			
[4]	The deputy assigned to your detail may have selected a lesser benefit package or may be at a lower ERS rate. This represents the highest potential charge.			

Exhibit B

ADDENDUMS - Victor

ADDENDUM A

PARENTS BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY

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

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

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

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

addressed.

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

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

ADDENDUM B

SUPPLEMENTAL INFORMATION ADDENDUM

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

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

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

Addendum C

THIRD-PARTY DATA SECURITY AND PRIVACY PLAN

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7. Termination of Agreement.

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

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

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

**Victor Central School District Code of Conduct
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Victor Central School District Code of Conduct

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 the 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.

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).
- Understand their rights and responsibilities, including:
 - The VCS Code of Conduct
 - School and District rules, **requirements**, 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

All 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 **requirements**, expectations and guidelines that help everyone succeed, **including guidelines for participation in extracurricular or co-curricular activities like Athletics, Marching Band, Theater, 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.

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, **security**, 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.

Essential Partner 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 **requirements** 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:

Parent and Caregiver **Rights and Responsibilities**

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, **in their home language or through qualified translation and interpretation services.**
- 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.

Visitor Rights and Responsibilities

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 **or a designated location** 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 Rights and Responsibilities

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, a 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.

DASA 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 Sonnevile	(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
	Matt Halloran	(585)924-3252 ext. 6402
• District Wide Pre-K - 12	Karen Finter	(585)924-3252 ext. 1453
	Duane Weimer	(585)924-3252 ext. 6307

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 **requirements** 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 Dress Guidelines

Victor Central Schools encourages students to dress in a way that reflects the importance of a productive learning environment. Student attire should maintain a standard of decorum suitable for a community of learners. Students must wear:

- **A top** (e.g., shirt, blouse, sweatshirt, sweater). **Tops must provide coverage of the front, back and sides, and are not to be substituted by undergarments alone.**
- **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 activity in **Physical Education or Science Lab Settings**, or items that could be used as weapons).
- **Block identity (large hoods, full face mask, etc...)**

Note: Protective or specialized clothing may be required for certain classes or activities (e.g., science labs, technology classes, physical education). These **requirements** 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.

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 consequences are** most effective when **it they** deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. **Reasonable effort will be made to respond to Code of Conduct violations in a timely manner.** 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~~ Unexcused absences, including skipping class
- 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-causing minor distraction or personal misuse possession of personal electronic devices (cellphones, 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 to interrupt unexpected behaviors or misconduct and to teach skills so students can learn** and demonstrate safe and respectful behavior. Level 1 **Responses/Consequences are 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, who will determine appropriate responses.

Level 1 Interventions	Level 1 Responses/ Consequences
● Short breaks, including movement breaks ● Redirection that clearly state expectations ● Positive and specific corrective feedback ● Re-teaching and/or rehearsal of skill or procedure	● Seat change ● Written reflection by student(s) ● Contact families via email or telephone ● Parent-Teacher Conference ● Loss of a privilege ● Confiscation of a personal artifact, cell phone, smart watch, etc...

● 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	● Detention given with the teacher ● Conference with an Administrator <i>*Preventions and interventions serve as guidelines relative to supporting student behavior and is not exhaustive of all possible actions.</i>
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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 **aggression or** altercation: spitting, biting, hitting, punching, kicking, fighting
- Misuse of technology or school property **that disrupts the learning environment**
- **Misuse of 911**
- Persistent defiance, insubordination or noncompliance
- Elopement
- Trespassing
- Harassment
- ~~Use or possession of tobacco-related products~~
- **Possession or distribution of over the counter medication**
- School truancy
- Skipping assigned detentions, interventions or tutoring sessions
- Theft
- **Vandalism**
- 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/ Consequences
• 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 • Temporary removal from the classroom or setting • Incident investigation • Parent or caregiver notification • Loss of privilege(s) • Lunch or After-school detention • Conference with an administrator • In-school suspension • Out of school suspension • Temporary suspension from participation in athletics, social events, extra-curricular activities and/or transportation <i>*Preventions and interventions serve as guidelines relative to supporting student behavior and is not exhaustive of all possible actions.</i>

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 in place. 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, or sale of tobacco-related products
- Use, possession, distribution, sale or under the influence of drugs and/or possession of delivery devices
- Use, possession, distribution, sale or under the influence of alcohol
- Use, possession, distribution, or sale or under the influence of weapons, firearms, explosives
- Possession, distribution or sale of prescription drugs
- 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/ Consequences
● 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 <i>*Preventions and interventions serve as guidelines relative to supporting student behavior and is not exhaustive of all possible actions.</i>

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.

Comprehensive investigations are conducted when violations are reported.

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.

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~~ ~~their~~ 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 ~~support. 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 2 and 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.

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.

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).

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 force 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.

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
- **Lockers or similarly assigned individual storage spaces**
- 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.

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.

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.
16. Students under the age of 16 are prohibited from riding E-Bikes on school property. Students 16 and older are allowed to safely operate E-Bikes on school property under the following conditions:
 - Helmets are required for ages 16-17 and recommended for all
 - Allowed only on roads
 - Must obey all traffic laws
 - Yield to pedestrians and buses
 - Park and store E-Bike in designated areas only

Prohibited Behaviors Includes:

- Riding against traffic or in restricted areas such as athletic fields, playgrounds, sidewalks
- Weaving through vehicles
- Performing tricks or stunts and reckless or unsafe riding
- Carrying passengers under the age of 16 and/or unsafely
- Charging an E-Bike on campus

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 outlined 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.

Dissemination and Review

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.

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.

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

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.

“An Electronic Delivery Device” *(often categorized under ENDS - Electronic Nicotine Delivery Systems)* is any product containing or delivering substances like nicotine, THC, or cannabis via vapor or aerosol. This device simulates or replaces traditional smoking while relying on battery power, heating elements, and chemical solutions.

“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:

- o race
- o color
- o weight
- o national origin
- o ethnic group
- o religion
- o religious practice
- o disability

- o sex
- o sexual orientation
- o 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: 5/27/26

Approved by the Board of Education

Policy Cross References:

5460 – Child Abuse, Maltreatment or Neglect in a Domestic Setting

EXTRACT OF MINUTES

Meeting of the Board of Education of the

Victor Central School District, in the

Counties of Ontario, Monroe and Wayne, New York

June 11, 2026

* * *

A regular meeting of the Board of Education of the Victor Central School District, in the Counties of Ontario, Monroe and Wayne, New York, was held in said District on June 11, 2026, at _____ o'clock P.M. (Prevailing Time).

There were present: Lisa Kostecki, President of the Board of Education; and
Board Members:

There were absent:

Also Present: Kate Selleck, District Clerk

* * *

Board Member _____ offered the following resolution
and moved its adoption:

BOND RESOLUTION OF THE VICTOR CENTRAL SCHOOL DISTRICT, NEW YORK, ADOPTED JUNE 11, 2026, AUTHORIZING THE PURCHASE OF VARIOUS SCHOOL BUSES FOR USE BY THE DISTRICT, STATING THE ESTIMATED TOTAL COST THEREOF IS \$1,559,690, APPROPRIATING SAID AMOUNT THEREFOR, AND AUTHORIZING THE ISSUANCE OF \$1,559,690 SERIAL BONDS OF SAID DISTRICT TO FINANCE SAID APPROPRIATION.

Recital

WHEREAS, at the Annual District Meeting and Election duly called and held on May 19, 2026, in the Victor Central School District, in the Counties of Ontario, Monroe and Wayne, New York, a majority of the qualified voters present and voting approved the Bond Proposition authorizing the Board of Education to purchase various school buses for use by the District at the estimated total cost of \$1,559,690, and to levy and collect a tax to be collected in annual installments to pay the principal of and interest on the serial bonds authorized to be issued;

Now, therefore,

THE BOARD OF EDUCATION OF THE VICTOR CENTRAL SCHOOL DISTRICT, IN THE COUNTIES OF ONTARIO, MONROE AND WAYNE, NEW YORK, HEREBY RESOLVES (by the favorable vote of not less than two-thirds of all the members of said Board of Education) AS FOLLOWS:

Section 1. The Victor Central School District, in the Counties of Ontario, Monroe and Wayne, New York (herein called "District"), is hereby authorized to purchase various school buses for use by the District. The estimated total cost thereof, including preliminary costs and costs incidental thereto and to the financing thereof, is \$1,559,690 and said amount is hereby appropriated therefor. The plan of financing includes the issuance of \$1,559,690 serial bonds of the District to finance said appropriation, and the levy and collection of taxes on all the taxable

real property in the District to pay the principal of said bonds and the interest thereon as the same shall become due and payable.

Section 2. Serial bonds of the District in the principal amount of \$1,559,690 are hereby authorized to be issued pursuant to the provisions of the Local Finance Law, constituting Chapter 33-a of the Consolidated Laws of the State of New York (herein called “Law”), to finance said appropriation.

Section 3. The following additional matters are hereby determined and declared:

(a) The periods of probable usefulness applicable to the objects or purposes or class of objects or purposes for which said bonds are authorized to be issued, within the limitations of Section 11.00 a. 29 of the Law with respect to motor vehicles/school buses as referenced in such section, is not to exceed five (5) years and within the limitations of Section 11.00 a. 29-a of the Law with respect to zero-emission school buses as referenced in such section, is not to exceed eight (8) years.

(b) The proceeds of the bonds herein authorized, and any bond anticipation notes issued in anticipation of said bonds, may be applied to reimburse the District for expenditures made after the effective date of this resolution for the purpose or purposes for which said bonds are authorized. The foregoing statement of intent with respect to reimbursement is made in conformity with Treasury Regulation Section 1.150-2 of the United States Treasury Department.

Section 4. Each of the bonds authorized by this resolution, and any bond anticipation notes issued in anticipation of the sale of said bonds, shall contain the recital of validity as prescribed by Section 52.00 of the Law and said bonds, and any notes issued in anticipation of said bonds, shall be general obligations of the District, payable as to both

principal and interest by general tax upon all the taxable real property within the District without limitation of rate or amount. The faith and credit of the District are hereby irrevocably pledged to the punctual payment of the principal of and interest on said bonds, and any notes issued in anticipation of the sale of said bonds, and provision shall be made annually in the budget of the District by appropriation for (a) the amortization and redemption of the bonds and any notes in anticipation thereof to mature in such year and (b) the payment of interest to be due and payable in such year.

Section 5. Subject to the provisions of this resolution and of the Law and pursuant to the provisions of Section 21.00 relative to the authorization of the issuance of bonds with substantially level or declining annual debt service, Section 30.00 relative to the authorization of the issuance of bond anticipation notes and Section 50.00 and Sections 56.00 to 60.00 of the Law, the powers and duties of the Board of Education relative to authorizing bond anticipation notes and prescribing the terms, form and contents and as to the sale and issuance of the bonds herein authorized, and of any bond anticipation notes issued in anticipation of said bonds, and the renewals of said bond anticipation notes, are hereby delegated to the President of the Board of Education, the chief fiscal officer of the District.

Section 6. The validity of the bonds authorized by this resolution, and of any notes issued in anticipation of the sale of said bonds, may be contested only if:

(a) such obligations are authorized for an object or purpose for which the District is not authorized to expend money, or

(b) the provisions of law which should be complied with at the date of the publication of such resolution, or a summary thereof, are not substantially complied with, and an action, suit or proceeding contesting such validity is commenced within twenty days after the date of such publication, or

(c) such obligations are authorized in violation of the provisions of the constitution.

Section 7. This bond resolution shall take effect immediately, and the District Clerk is hereby authorized and directed to publish the foregoing resolution, in summary, together with a Notice attached in substantially the form prescribed by §81.00 of the Law in the official newspapers of the District each having a general circulation in the District and hereby designated the official newspaper of said District for such publication.

* * *

The adoption of the foregoing resolution was seconded by Board Member _____ and duly put to a vote on roll call, which resulted as follows:

AYES:

NOES:

The resolution was declared adopted.

CERTIFICATE

I, Kate Selleck, District Clerk of the Victor Central School District, in the Counties of Ontario, Monroe and Wayne, State of New York, HEREBY CERTIFY that the foregoing annexed extract from the minutes of a meeting of the Board of Education of said Victor Central School District duly called and held on June 11, 2026, has been compared by me with the original minutes as officially recorded in my office in the Minute Book of said Board of Education and is a true, complete and correct copy thereof and of the whole of said original minutes so far as the same relate to the subject matters referred to in said extract.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the corporate seal of said Victor Central School District this ____ day of June, 2026.

(SEAL)

District Clerk