Board Members
Elizabeth Doll - P
Arnie Rychlicki-VP
Michael Balonek
Elizabeth Dietrich
Rebecca McNear
Margaret Roll
Cameron Seeley
Gianna Pillittere

CALEDONIA-MUMFORD CENTRAL SCHOOL
BOARD OF EDUCATION
Tuesday, August 11, 2026
District Board Room
6:00 PM

Administration
Rebekah Chenaille, Superintendent
Brennen Colwell, Business Administrator
Morgan Marcello, M/HS Principal
Michele Meyer, ES Principal
Lindsey Peet, Director of Curr., Inst. & Tech
Megan Rogers, Dir. of Pupil Services
Sheri Murdock, District Clerk

I. CALL TO ORDER BY THE PRESIDENT OF THE BOARD OF EDUCATION

II. PLEDGE OF ALLEGIANCE TO OUR COUNTRY'S FLAG

III. ADDITIONS/DELETIONS/CHANGES TO THE AGENDA

IV. CONSENT AGENDA

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve the following consent agenda items:

1. Minutes of 7/14/2026
2. General Fund Warrants #2, (70406-70443), #7 (70445-70479)
3. School Lunch Fund Warrant #1 (106994-107000)
4. Budget Transfers - July
5. Appropriation and Revenue Status Report - July
6. District Treasurer's Report - July
7. ExtraClass Treasurer Report - June, Year End
8. CSE Recommendations

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

V. COMMUNICATIONS

1. Correspondence - Points of Pride
2. Board Committee Report
3. Guest of the Board - Campus Construction
4. Public Forum

VI. SUPERINTENDENT'S REPORT

1. Transportation Update
2. 2024 School Tax Bill Adjustment
3. District and Building Goal Review

VII. OLD BUSINESS

1. **Approval of Revisions to Board Policy**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent approve the revisions to board policy #7670 Due Process Complaints: Selection and Board Appointment of Impartial Hearing Officers, effective August 11, 2026.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

VIII. NEW BUSINESS

1. **Presentation: Mandatory Plans Update**

2. **Presentation: District-Wide and Building Level Safety Plan**

3. **Approval of Mandatory Plans**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent approve the district plans as listed in Exhibit A, which is incorporated by reference, effective August 11, 2026.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

4. **Annual Approval of Proposed District-Wide School Safety Plan**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, accept the proposed 2026-2027 District-Wide School Safety Plan per Commissioner's Regulation 155.17, effective August 11, 2026.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

5. **Annual Approval of Elementary and Middle/High School Building Emergency Response Plans**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve the Elementary and Middle/High School Building Emergency Response Plans for 2026-2027 school year per Commissioner's Regulation 155.17, effective August 11, 2026.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

6. **Adoption of Textbooks**

RESOLVED, that the Board of Education, upon the recommendation of the Textbook Committee and the Superintendent approve the adoption of recommended texts, as listed in Exhibit B, which is incorporated by reference, effective August 11, 2026.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

7. **Certification of Evaluators and Lead Evaluators**

WHEREAS, Education Law Section 3012-d and Subpart 30-2 of the regulations of the commissioner of Education require that administrators receive specific training as a condition of performing teacher and principal evaluations pursuant to that section and subpart, and

WHEREAS, administrators so trained are eligible to be designated by this Board as "Evaluators" and "Lead Evaluators," thereby authorizing the performance of evaluations pursuant to that section and subpart, and

WHEREAS, certain Partnership administrators have received the required training,

NOW THEREFORE BE IT HEREBY RESOLVED, pursuant to Education Law Section 3012-c and Sections 30-2.2 and 30-2.9 of the regulations of the Commissioner, that the following Partnership administrators are certified as "Evaluators" and "Lead Evaluators," effective August 11, 2026.

1. Dr. Rebekah Chenaille
2. Mrs. Morgan Marcello
3. Mrs. Michele Meyer
4. Mrs. Megan Rogers
5. Mrs. Lindsey Peet

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

8. **Cooperative Bid Resolution**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve the authorization to participate in the cooperative bids listed in Exhibit C, which is incorporated by reference, as coordinated by the Genesee-Livingston-Steuben-Wyoming BOCES, for the 2026-2027 school year, effective August 11, 2026.

Motion by: Second:
Discussion:
Vote: Absent:
Motion carried/Defeated

9**.** **Approval of Contracts**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent approve the contracts as listed in Exhibit D, which is incorporated by reference, effective August 11, 2026.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

10. **2026-2027 Tax Warrant**

RESOLVED, that the Board of Education has been authorized to raise for the current budget for the 2026-2027 school year a sum not to exceed $23,560,437.00. The tax levy will be funded as follows:

Tax Levy: $7,923,478.00

THEREFORE BE IT RESOLVED: That the Board fix the equalization rates by town and confirm the extension of taxes as they appear on the final tax roll;

AND BE IT HEREBY DIRECTED THAT the tax warrant of this board, duly signed shall be affixed to the final tax rolls authorizing the collection of said taxes to begin on September 1, 2026, and end October 31, 2026, giving the tax warrant an effective period of sixty-one days at the expiration of which time the tax collector shall make an accounting in writing to the board;

AND IT IS FURTHER DIRECTED THAT the delinquent tax penalties shall be fixed as follows:

September 1- September 30, 2026 - No penalty
October 1 - October 31, 2026 - 2% penalty
Beginning November 1, 2026 - 3% penalty

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

11. **Approval of Handbooks**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent approve the handbooks as listed in Exhibit E, which is incorporated by reference, effective August 11, 2026.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

12. **Approval of Revised Substitute Rates**

RESOLVED, that the Board of Education establish the following substitute rates for the 2026-2027 school year as listed in Exhibit F, which is incorporated by reference, effective August 11, 2026.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

13. **Resolution Authorizing Purchase of HVAC Equipment Through GSA Schedule Pursuant to General Municipal Law § 104(2)**

WHEREAS, the Caledonia-Mumford Central School District (the "District") is undertaking improvements as part of its voter-approved capital project; and

WHEREAS, the District has determined that the purchase of a certain HVAC rooftop unit (the "Equipment") is necessary for completion of the capital project; and

WHEREAS, the Equipment is available for purchase through a General Services Administration ("GSA") supply schedule authorized for use by school districts pursuant to General Municipal Law § 104(2); and

WHEREAS, General Municipal Law § 104(2) authorizes school districts to make purchases from GSA supply schedules, provided that the District considers whether such purchase will result in cost savings after consideration of all relevant factors, including service, material and delivery costs; and

WHEREAS, the Board of Education has reviewed the proposed procurement and has considered the cost of the Equipment, delivery costs, availability, lead times and other relevant procurement factors; and

WHEREAS, the Board of Education has determined that procurement of the Equipment through the applicable GSA supply schedule is in the best interests of the District and is expected to result in cost savings or otherwise provide the most advantageous procurement method available to the District.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby determines that the purchase of the Equipment through the applicable federal GSA supply schedule pursuant to General Municipal Law § 104(2) is authorized and appropriate; and be it further

RESOLVED, that the Board of Education hereby authorizes the purchase of the Equipment from Daikin Applied Americas Inc. through GSA Multiple Award Schedule Contract No. GS-07F-0377V, in an amount not to exceed $20,000, inclusive of all shipping, delivery and related charges; and be it further

RESOLVED, that the Superintendent of Schools, or her designee, is authorized and directed to take all actions necessary to effectuate the purchase, including the execution and issuance of purchase orders and related procurement documents; and be it further

RESOLVED, that the Equipment shall be furnished by the District for installation as part of the District's capital project pursuant to the terms of the applicable construction contract and any approved change orders; and be it further

RESOLVED, that this Resolution shall take effect immediately.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

CALL FOR EXECUTIVE SESSION

RESOLVED, that the Board of Education adjourn to Executive Session at _____ p.m. for the purpose of discussing the following matters, pursuant to Public Officers Law: matters leading to the appointment, employment and employment history, or discipline of particular persons.

Motion by: Second:
Discussion:
Vote:
Motion Carried/Defeated:

RESOLVED, that the Board of Education return to regular session at _____ p.m.

Motion by: Second:
Discussion:
Vote:
Motion Carried/Defeated:

IX. PERSONNEL

1. **Annual Reappointment of Substitutes**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve the appointment of substitute teachers and staff as listed in Exhibit G, which is incorporated by reference, effective August 11, 2026.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

2. **Annual Reappointment of Bus Drivers**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve the annual reappointment of school bus drivers for the 2026-2027 school year, effective August 11, 2026.

Ashley Garland	Kevin Branigan	Richard Greer
Larry Becker	Carol Day	Charlene Gassman
Jonathan Richardson	Stephanie Lein	Andrea Horr
Jonathan Stetter	Ed Micheaux	Tory Decker

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

3. **Appointment of Teacher Aide**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, appoint Claudia Phillips to the 1.0 FTE Civil Service probationary position of Teacher Aide effective September 1, 2026. The probationary period is effective from September 1, 2026, through August 31, 2027.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

4. **Appointment of Food Service Helpers**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, appoint the following to the part-time Civil Service probationary position of Food Service Helper effective September 1, 2026. The probationary period is effective from September 1, 2026, through August 31, 2027.

Brenda Beach
Jennifer Dougherty
Susan Potter

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

5. **Appointment of Tenure - Spanish Teacher**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, appoint Sarah Sheffield to the tenure position of Spanish teacher tenure area. The tenured service shall begin on September 5, 2026 pending successful completion of the probationary term to end September 4, 2026.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

6. **Appointment of Tenure - Library Media Specialist**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, appoint Courtney Wilson-Monahan to the tenure position of Library Media Specialist tenure area. The tenured service shall begin on September 1, 2026 pending successful completion of the probationary term to end August 31, 2026.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

7. **Appointment of Tenure - ENL Teacher**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, appoint Alana Burns to the tenure position of ENL (English as a New Language) teacher tenure area. The tenured service shall begin on September 1, 2026 pending successful completion of the probationary term to end August 31, 2026.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

8. **Appointment of Tenure - Elementary Teacher**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, appoint Jennifer Kelley to the tenure position of Elementary teacher tenure area. The tenured service shall begin on September 1, 2026 pending successful completion of the probationary term to end August 31, 2026.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

9. **Appointment of Interscholastic Coaches Positions**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, appoint the following Interscholastic Coaches positions for the 2026-27 school year, effective August 11, 2026.

Rivals Football Modified Assistant: Anthony Macaluso
Rivals Boys Soccer Modified Head Coach: Donna Howard

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

10. **Approval of Annually Appointed Stipend Positions**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve the following annually appointed stipend positions for the 2026-2027 school year, effective August 11, 2026.

Shannon Laursen - ES Substitute Calling for Faculty and Staff

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

11. **Appointment of Bus Driver**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, appoint James McManus to the probationary civil service position of School Bus Driver, effective August 15, 2026 through August 14, 2027.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

12. **Approval of Extended Leave of Absence**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve the Leave of Absence request of Employee #1090 effective September 1, 2026 through January 1, 2027.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

13. **Approval of Substitute Teacher - Grade 3**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve Nicole Flint as Grade 3 Teacher from September 1, 2026 until December 22, 2026, at a daily rate of $350, as established for this appointment.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

14. **Approval of Substitute Teacher - Grade 1**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve Patricia McMullen as Grade 1 Teacher from September 1, 2026 until December 22, 2026 at a daily rate of $350, as established for this appointment.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

X. ADJOURNMENT

RESOLVED, that the Board of Education adjourn the meeting of August 11, 2026, at _____p.m.

Motion by: Second:
Discussion:
Vote: Absent:
Motion Carried/Defeated

Reorganizational Meeting **July 14, 2026**

I. CALL TO ORDER BY THE DISTRICT CLERK OF THE BOARD OF EDUCATION

The District Clerk called the reorganizational meeting of the Board of Education of the Caledonia-Mumford Central School District to order, at 6:00 p.m. in the District Office Board Room.

Members present: Elizabeth Doll, Elizabeth Dietrich, Rebecca McNear, Margaret Roll, Cameron Seeley, Michael Balonek, Arnie Rychlicki, Gianna Pillittere
Members absent: none

Others present: Rebekah Chenaille, Superintendent; Megan Rogers, Director of Pupil Services; Morgan Marcello, Middle/High School Principal; Lindsey Peet, Director of Curriculum, Instruction & Technology; Brennen Colwell, Business Administrator; Sheri Murdock, District Clerk; Tim McArdle M/HS Assistant Principal/Athletic Director; and community members.

II. PLEDGE OF ALLEGIANCE TO OUR COUNTRY'S FLAG

III. ADMINISTRATION OF OATH TO INCUMBENT & NEW BOARD MEMBERS & EX-OFFICIO STUDENT BOARD MEMBER

District clerk, Sheri Murdock, administered The Public Officer's Oath to newly elected board member Cameron Seeley, incumbent board member Elizabeth Doll and ex-officio student board member Gianna Pillittere.

IV. ELECTION OF BOARD OF EDUCATION OFFICERS & ADMINISTRATION OF OATH TO NEWLY ELECTED OFFICERS

The District Clerk opened nominations for the office of President. Board Member Rychlicki nominated Board Member Doll. There being no further nominations, the nominations were closed. The District Clerk conducted a roll call vote for the election of President. The votes cast were as follows:

Member	Vote
Cameron Seeley	Aye
Margaret Roll	Aye
Arnie Rychlicki	Aye
Michael Balonek	Nay
Elizabeth Doll	Aye
Rebecca McNear	Aye
Elizabeth Dietrich	Aye

The District Clerk declared that Elizabeth Doll, having received the majority of the votes, was elected as President of the Board of Education for the 2026-2027 school year.

The District Clerk opened nominations for the office of Vice President. Board Member Doll nominated Board Member Arnie Rychlicki. Board Member Balonek nominated Board Member Seeley. There being no further nominations, the nominations were closed. The District Clerk conducted a roll call vote for the election of Vice President. The votes cast for Arnie Rychlicki were as follows:

Member	Vote
Cameron Seeley	Aye
Margaret Roll	Aye
Arnie Rychlicki	Aye
Michael Balonek	Nay
Elizabeth Doll	Aye
Rebecca McNear	Aye
Elizabeth Dietrich	Nay

The votes cast for Cameron Seeley were as follows:

Member	Vote
Cameron Seeley	Nay
Margaret Roll	Nay
Arnie Rychlicki	Nay
Michael Balonek	Aye
Elizabeth Doll	Nay

Rebecca McNear Nay
Elizabeth Dietrich Aye

The District Clerk declared that Arnie Rychlicki, having received the majority of the votes, was elected as Vice President of the Board of Education for the 2026-2027 school year.

District Clerk, Sheri Murdock, administered The Public Officer's Oath to the newly elected President Doll and Vice President Rychlicki.

Motion by McNear and seconded by Roll that Elizabeth Doll be elected as the President of the Board of Education for the 2026-2027 school year.

Ayes 7, Nays 0, motion carried

Motion by Doll and seconded by Roll that Arnie Rychlicki be elected as the Vice-President of the Board of Education for the 2026-2027 school year.

Ayes 7, Nays 0, motion carried

V. ADDITIONS/DELETIONS/CHANGES TO THE AGENDA/none

VI. CONSENT AGENDA

Doll removed #2 General Fund Warrants from the consent agenda to be voted on separately as agenda item #34 to facilitate discussion per the request of board members Dietrich and Balonek.

Motion by Roll and seconded by Rychlicki that the Board of Education, upon the recommendation of the Superintendent, approve the consent agenda items as listed:

1. Minutes of June 9, 2026
3. School Lunch Fund Warrant #17 (106982-106990), #18 (106991-106992), #20 (106993)
4. Capital Fund Warrant #19 (2721-2724), #20 (2731-2736)
5. Federal Fund Warrant #2 (2463-2468)
6. Budget Transfers - June
7. Appropriation and Revenue Status Report - June
8. District Treasurer's Report - May, June
9. Extra Classroom Treasurer's Report - May
10. CSE Recommendations

Ayes 7, Nays 0, motion carried

VII. REORGANIZATION APPOINTMENTS

1. OFFICERS/APPOINTMENTS

Motion by Balonek and seconded by Dietrich that the Board of Education, appoint the following officers as listed for one year effective immediately.

Ayes 7, Nays 0, motion carried

A. CLERK OF THE BOARD – Sheri Murdock
B. DISTRICT TREASURER - Desiree Lyman
C. TAX COLLECTOR – Sheri Murdock
D. GENERAL COUNSEL - Bond, Schoeneck & King PLLC.
E. BOND COUNSEL - Bond, Schoeneck & King PLLC.
F. INSURANCE ADVISOR – Tompkins Insurance
G. CENSUS ENUMERATOR – none
H. DISTRICT EXTERNAL AUDITOR – Mengel, Metzger, Barr & Co. LLP (Raymond F. Wager, CPA Division)
I. SINGLE AUDIT (if required)-Mengel, Metzger, Barr & Co. LLP (Raymond F. Wager, CPA Division)
J. EXTRA CLASSROOM ACTIVITY ACCOUNT AUDITOR – Mengel, Metzger, Barr & Co. LLP (Raymond F. Wager, CPA Division)
K. RECORDS MANAGEMENT – Sheri Murdock
L. RECORDS ACCESS OFFICER – Brennen Colwell
M. AHERA L.E.A. DESIGNEE – John Walther
N. CHEMICAL HYGIENE – Spencer Flint
O. TITLE IX COMPLIANCE OFFICER – Rebekah Chenaille
P. GENESEE VALLEY HEALTHCARE PLAN – Rebekah Chenaille
Q. SECTION 504/ADA COMPLIANCE OFFICER – Megan Rogers
R. GLSW WORKERS' COMPENSATION BOARD – Brennen Colwell

DRAFT

S. INTERNAL CLAIMS AUDITOR – Barbara Burns
T. COMMUNITY EDUCATION PROGRAM COORDINATOR – Mollie Mart
U. LIAISON FOR HOMELESS CHILDREN AND YOUTH – Anna Lynah
V. DISTRICT PHYSICIAN
Student Services – Northern Star Medical
Employee Services – Northern Star Mobile Health
W. DIGNITY FOR ALL COORDINATOR ELEMENTARY SCHOOL - Michele Meyer
X. DIGNITY FOR ALL COORDINATOR MIDDLE/HIGH SCHOOL- Morgan Marcello
Y. DESIGNEE FOR RESIDENCY DETERMINATION- Rebekah Chenaille
Z. CHILD NUTRITION PROGRAM – Reviewing Official – TBD
AA. CHILD NUTRITION PROGRAM – Hearing Official – Board President
BB. CHILD NUTRITION PROGRAM – Verification Official –TBD
CC. CHILD NUTRITION PROGRAM – Confirming Official –Rebekah Chenaille
DD. EDUCATIONAL OFFICIAL – Rebekah Chenaille
EE. EXTRA CLASSROOM ACTIVITIES ACCOUNT – Susan Mills
FF. ESSA-FUNDED PROGRAMS COORDINATOR—Brennen Colwell
GG. NEGLECTED/DELINQUENT TRANSITION LIAISON—Megan Rogers
HH. FOSTER CARE STUDENT POINT OF CONTACT---Anna Lynah
II. MIGRANT STUDENT DATA POINT OF CONTACT----Ron Harrington
JJ. DATA PROTECTION OFFICER – Lindsey Peet
KK. ATTENDANCE OFFICER - Katie Hillman
LL. FINANCIAL ADVISOR - Bernard P. Donegan, Inc.
MM. CHIEF EMERGENCY OFFICER - Rebekah Chenaille
NN. WORKERS' COMPENSATION PLAN BOARD OF DIRECTORS - Brennen Colwell

2. ADMINISTRATION OF OATH

District Clerk, Sheri Murdock, administered The Public Officer's Oath to Rebekah Chenaille, Superintendent of Schools; and Desiree Lyman, Treasurer. Board President, Elizabeth Doll, administered The Public Officer's Oath to Sheri Murdock, District Clerk and Tax Collector.

3. DESIGNATIONS

Motion by Dietrich and seconded by Roll that the Board of Education, make the designations as listed for one year effective immediately.

Ayes 7, Nays 0, motion carried

A. OFFICIAL BANK DEPOSITORIES
Tompkins Bank (Tompkins Bank & Trust)
Five Star Bank
M & T Bank
B. OFFICIAL BANK SIGNATORIES - Desiree Lyman and Brennen Colwell
C. REGULAR MONTHLY MEETINGS - 2nd Tuesday of each month to start at 6:00 p.m. unless otherwise posted
D. OFFICIAL NEWSPAPER – Livingston County News
E. HEALTH INSTRUCTION COORDINATOR – Jennifer Nusbickel
F. INTEGRATED PEST MANAGEMENT COORDINATOR – John Walther
G. REFERRALS TO COMMITTEE ON SPECIAL EDUCATION - Megan Rogers, Abigail Monroe

4. BONDING OF SCHOOL DISTRICT EMPLOYEES

Motion by Balonek and seconded by Roll, pursuant to law and Commissioners regulations, the Board of Education will bond the following personnel handling District funds:
Business Administrator - Brennen Colwell
Payroll Clerk - Desiree Lyman

Ayes 7, Nays 0, motion carried

5. AUTHORIZATIONS

Motion by Balonek and seconded by McNear that the Board of Education, endorse the authorizations listed for one year effective immediately.

Ayes 7, Nays 0, motion carried

A. ESTABLISH PETTY CASH FUNDS

1.	Elementary Office	$ 75	TBD
2.	Middle/High School Office	$ 100	Susan Mills
3.	Elem. Cafeteria	$ 50	TBD, Cook Manager

4. M/HS Cafeteria $ 50 Lindsay McKay, Cook Manager
5. Admissions Fund $ 700 Susan Mills

B. APPROVE BUDGET TRANSFER NOT TO EXCEED $100,000 – Rebekah Chenaille
C. APPROVE CONFERENCES AND WORKSHOPS – Rebekah Chenaille
D. APPROVE FIELD TRIPS PER POLICY #8460
INCLUDING ALL BOCES FIELD TRIPS - Rebekah Chenaille
E. FUND TRANSFER – Brennen Colwell and Rebekah Chenaille
F. REVENUE ANTICIPATION NOTES – Brennen Colwell
G. SIGN FEDERAL & STATE DOCUMENTS – Rebekah Chenaille and Brennen Colwell
H. PAYMENT OF APPROVED CONTRACTUAL EXPENSES – Brennen Colwell
I. HIRING OTHER LEGAL COUNSEL AS NECESSARY – Rebekah Chenaille
J. ESTABLISH MILEAGE REIMBURSEMENT AT THE IRS RATE
K. ESTABLISH MEAL, LODGING, AND INCIDENTALS AT THE (GSA) RATE
L. ANNUAL ADOPTION OF POLICY #5410 - PURCHASING
M. ANNUAL ADOPTION OF POLICY #5220 - DISTRICT INVESTMENTS
N. GRANTS AND AID APPLICATIONS – Rebekah Chenaille
O. SIGN CHECKS IN ABSENCE OF TREASURER - Brennen Colwell
P. PURCHASING AGENT – Brennen Colwell
Q. PAYROLL CERTIFICATION – Rebekah Chenaille

6. AFFILIATIONS

Motion by Roll and seconded by McNear that the Board of Education, authorizes joining each organization listed for one year, effective immediately, and directs the Business Administrator to pay dues to each organization.

A. DISTRICT AFFILIATIONS
1. New York State School Board Association (NYSSBA)
2. Genesee Valley School Board Association (GVSBA)

Ayes 7, Nays 0, motion carried

7. APPROVAL OF COOPERATIVE BIDDING

Motion by Rychlicki and seconded by McNear that the Board of Education appoint Brennen Colwell as Business Administrator to participate in cooperative bidding for the 2026-2027 year effective July 1, 2026.

Ayes 7, Nays 0, motion carried

8. BOARD COMMITTEES

Motion by Balonek and seconded by McNear that the Board of Education appoint representatives to committees for the 2026-2027 school year as follows:

A. ELEMENTARY COMPACT COMMITTEE/Roll, Rychlicki
B. MIDDLE/HIGH SCHOOL COMPACT COMMITTEE/Dietrich, McNear, Roll - alternate
C. TECHNOLOGY COMMITTEE/Seeley, Dietrich
D. GENESEE VALLEY SCHOOL BOARDS REP. & ALTERNATE/Doll, Rychlicki - alternate
E. LEGISLATIVE LIAISON/Rychlicki, McNear
F. NEGOTIATIONS/Balonek, McNear
G. BOARD AUDIT/FINANCIAL PLANNING/Balonek, McNear, Seeley
H. FACILITIES COMMITTEE/Seeley, Doll
I. BOARD POLICY COMMITTEE/Rychlicki, Balonek, Dietrich - alternate
J. SHARED SERVICES COMMITTEE/McNear, Seeley
K. ATHLETIC CODE COMMITTEE/Balonek, McNear
L. GENESEE VALLEY BOARD PRESIDENT REPRESENTATIVE/Doll
M. TEXTBOOK COMMITTEE/Roll, Dietrich

Ayes 7, Nays 0, motion carried

9. BUILDING USE FEES

Motion by Balonek and seconded by McNear that the Board of Education, per Board Policy #3280, establish building use fees at $40.00 per hour for the 2026-2027 school year.

Ayes 7, Nays 0, motion carried

10. SUBSTITUTE RATES & STIPEND RATES FOR POSITIONS APPOINTED ANNUALLY

Motion by McNear and seconded by Dietrich that the Board of Education establish the following substitute rates and stipend rates for annually appointed positions for the 2026-2027 school year as attached.

Ayes 7, Nays 0, motion carried

11. COMMITTEE ON SPECIAL EDUCATION

Motion by Balonek and seconded by Roll that the Board of Education, upon the recommendation of the Superintendent, approve the recommended Membership to the Committee on Special Education for the 2026-2027 school year as follows:

Chairperson/LEA - Megan Rogers
Alternate Chairperson/LEA - Abigail Monroe
School Psychologist - Abigail Monroe
The Child's General Education Teacher - Varies
The Child's Special Education Teacher - Varies
School Physician (if requested) - District Medical Director as appointed by Board of Education
Parent Representative(s) - Shannon Drazkowski, Jamie Littleton, Ben Griffin
The Parent of the Child
The Student with a Disability (whenever appropriate and/or when considering postsecondary goals or transition services)
At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate (i.e. speech/language therapist, occupational therapist, and physical therapist).

Ayes 7, Nays 0, motion carried

12. SUB-COMMITTEE ON SPECIAL EDUCATION

Motion by Balonek and seconded by Seeley that the Board of Education, upon the recommendation of the Superintendent, approve the recommended Membership to the Sub-Committee on Special Education for the 2026-2027 school year as follows:

Chairperson/LEA - Megan Rogers
Alternate Chairperson/LEA - Abigail Monroe
School Psychologist - Abigail Monroe
The Child's General Education Teacher - Varies
The Child's Special Education Teacher - Varies
The Parent of the Child
The Student with a Disability (whenever appropriate and/or when considering postsecondary goals or transition services)
At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate (i.e. speech/language therapist, occupational therapist, and physical therapist).

Ayes 7, Nays 0, motion carried

13. COMMITTEE ON PRESCHOOL SPECIAL EDUCATION

Motion by Balonek and seconded by McNear that the Board of Education, upon the recommendation of the Superintendent, approve the recommended Membership to the Committee on Preschool Special Education for the 2026-2027 school year as follows:

Chairperson/LEA - Megan Rogers
Alternate Chairperson/LEA - Abigail Monroe
County Representative - Appointed by County
A General Education Teacher - Varies
The Child's Special Education Teacher/Provider - Varies
(i.e. related service provider)
Parent Representative - TBD
The Parent of the Child
Early Intervention Coordinator (for those transitioning from early intervention programs and services) - Appointed by County

Ayes 7, Nays 0, motion carried

14. ESTABLISH STANDARD WORKDAY FOR ERS

Motion by McNear and seconded by Roll that the Board of Education, upon the recommendation of the Superintendent, hereby establishes as standard work days (see attached sheet) for its employees and will report days worked to the New York State and Local Employees' Retirement System based on the timekeeping system or the record of activities maintained and submitted by these members to the clerk of this body.

Ayes 7, Nays 0, motion carried

15. AUTHORIZATION TO HIRE EMPLOYEES PENDING BOARD APPROVAL

Motion by Roll and seconded by Dietrich WHEREAS, the appointment of employees and the approval of volunteers is within the authority of this Board, and WHEREAS, employee appointments and volunteer approvals generally begin after the date of Board action, and WHEREAS, there are circumstances in which it is advantageous and proper that employees and volunteers begin prior to the date of Board action, NOW THEREFORE BE IT RESOLVED THAT this Board delegates to the Superintendent or Designee the authority to appoint employees and to approve volunteers effective on a date prior to Board action, provided however that such employees and volunteers are placed on the Board agenda for the next following Board meeting.

Ayes 7, Nays 0, motion carried

16. AUTHORIZATION FOR BUSINESS MATTERS IN BETWEEN BOARD MEETINGS

Motion by Rychlicki and seconded by Roll authorize the Superintendent or Designee to approve and sign routine and/or time sensitive contracts that require action between Board Meetings.

Ayes 7, Nays 0, motion carried

17. AUTHORIZATION FOR OTHER BUSINESS OFFICE FUNCTIONS IN BETWEEN BOARD MEETINGS

Motion by McNear and seconded by Seeley authorize the Superintendent or Designee to certify payrolls, make transfers of money between and within functional unit appropriations (service codes), to approve conferences for all employees, and to approve applications for grants.

Ayes 7, Nays 0, motion carried

VIII. COMMUNICATIONS

1. Correspondence-Points of Pride
2. Board Committee Reports/The policy committee met right before the board meeting regarding change in due process legal language for appointing impartial hearing officers.
3. Guests of the Board/Campus Construction and Hunt Engineers - Mike Ferreri gave update on the capital project.
4. Public Forum/none

IX. SUPERINTENDENT'S REPORT

1. Elem and M/HS discipline data reports
2. M/HS regents and final exam results
3. Athletic Program Presentation
4. Open Meeting Law Review

X. OLD BUSINESS

1. Approval of Revisions to Board Policies

Motion by Rychlicki and seconded by Roll that the Board of Education, upon the recommendation of the Superintendent, approve the revisions to board policy #7513 Administration of Medication and #7521 Students with Life-Threatening Health Conditions.

Ayes 7, Nays 0, motion carried

XI. NEW BUSINESS

1. School Bus Intermunicipal Cooperative Agreement

Motion by McNear and seconded by Roll, that the Board of Education, upon the recommendation of the Superintendent, approve the Intermunicipal Cooperative Agreement with the York Central School District, regarding the transportation of students in the event of a driver or bus shortage for the 2026-2027 school year per attached agreement.

Ayes 7, Nays 0, motion carried

2. School Bus Intermunicipal Cooperative Agreement

Motion by McNear and seconded by Rychlicki, that the Board of Education, upon the recommendation of the Superintendent, approve the Intermunicipal Cooperative Agreement with the LeRoy Central School District, regarding the transportation of students in the event of a driver or bus shortage for the 2026-2027 school year per attached agreement.

Ayes 7, Nays 0, motion carried

3. Approval of Contract with West Fire Systems, Inc.

Motion by Balonek and seconded by Rychlicki, that the Board of Education, upon the recommendation of

the Superintendent, approve the West Fire contract for fire alarm inspection and testing.

Ayes 7, Nays 0, motion carried

4. Approval of Contract with West Fire Systems, Inc.

Motion by McNear and seconded by Roll, that the Board of Education, upon the recommendation of the Superintendent, approve the West Fire contract for fire alarm monitoring.

Ayes 7, Nays 0, motion carried

5. Approval of Water Wise Contract

Motion by Seeley and seconded by McNear, that the Board of Education, upon the recommendation of the Superintendent, approve the Water Wise Service Contract for the 2026-27 school year.

Ayes 7, Nays 0, motion carried

6. Approval of Stark Tech Services, LLC.

Motion by McNear and seconded by Rychlicki, that the Board of Education, upon the recommendation of the Superintendent, approve the contract with Stark Tech for generator services.

Ayes 7, Nays 0, motion carried

7. Approval of Elevator Maintenance of Buffalo Contract

Motion by Rychlicki and seconded by Seeley, that the Board of Education, upon the recommendation of the Superintendent, approve the contract with Elevator Maintenance of Buffalo, Inc. for Examination & Lubrication Services for the 2026-27 school year.

Ayes 7, Nays 0, motion carried

8. Approval of Breakfast and Lunch Prices

Motion by Balonek and seconded by Roll, that the Board of Education, upon the recommendation of the Superintendent, approve the school breakfast and lunch prices for the 2026-2027 school year as follows:

Students				
Breakfast	$2.00	K-5	$2.00	6-12
Lunch	$3.00	K-5	$3.10	6-12
Adults				
Breakfast	$3.75			
Lunch	$5.50			

Ayes 7, Nays 0, motion carried

9. Setting the 2026-2027 Tax Levy

Motion by Rychlicki and seconded by Balonek, that the Board of Education, upon the recommendation of the Superintendent, set the tax levy for the 2026-2027 Annual School Budget at $7,923,478.

Ayes 7, Nays 0, motion carried

10. Review of Annual Average Daily Attendance

Per Board Policy #7110, the District's annual daily attendance for the 2025-2026 School year was 93.92%.

11. Approval of Intermunicipal Cooperation Agreement - School Resource Officers

Motion by McNear and seconded by Seeley, that the Board of Education, upon the recommendation of the Superintendent, approve the Intermunicipal Cooperation Agreement between the Caledonia-Mumford Central School District and the Village of Caledonia, regarding School Resource Officers, for the 2026-2027 school year.

Ayes 7, Nays 0, motion carried

12. Approval of Best Value Cooperative Purchasing

Motion by Balonek and seconded by Rychlicki, that the Board of Education, upon the recommendation of the Superintendent, approve: Best Value:WHEREAS, the District's purchases of materials and services are made in accordance with General Municipal Law Article 5-A; WHEREAS, General Municipal Law 103(16) allows the District, as a municipal entity, to purchase certain materials and services at a price determined to be "best value," rather than lowest responsible bidder, by the Board of Education; WHEREAS, "best value" is defined by New York State Finance Law 163 as "the basis for awarding contracts for services to the offerer which optimizes quality, cost and efficiency, among responsive and responsible offers. Such basis shall reflect, wherever possible, objective and quantifiable factor for offerers that are small businesses, certified minority - or women-owned business enterprises as defined in subdivisions one, seven, fifteen and twenty of section three hundred ten of the executive law or service-disabled veteran-owned business enterprises as defined in subdivision one of section three hundred sixty-ninth of the executive law to be used in evaluation of offers for awarding of contracts for services. WHEREAS, the District, as a municipal entity, may purchase, in accordance with General Municipal law 103(16), through bids solicited by the United States government, the New York State government, and New York's political subdivisions, including school

districts; through bids let in a manner consistent with or materially equivalent to New York State requirements for bidding; or may piggyback on any contract or bid approved for piggybacking through the New York State Office of General Services. NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Caledonia-Mumford Central School District hereby authorizes the purchase of materials and services using a "best value" determination, as an option to "lowest responsible bidder," in accordance with General Municipal law 103(16), and in compliance with all District purchasing policies and procedures, with Board approval; BE IT FURTHER RESOLVED, that this resolution shall take effect immediately on adoption.

Ayes 7, Nays 0, motion carried

13. Approval of Equalis Group Cooperative Purchasing Agreement

Motion by Rychlicki and seconded by Dietrich, that the Board of Education, upon the recommendation of the Superintendent, approve: Specific Cooperative: WHEREAS, the Caledonia-Mumford Central School District (School District) pursuant to the authority granted in General Municipal Law, Article 5A (Public Contracts), Section 103 desires to participate in the Equalis Group purchasing cooperative; and WHEREAS, Section 103 of the General Municipal Law permits the School District to make purchases of apparatus, materials, equipment or supplies, or to contract for services related to the installation, maintenance or repair of apparatus, materials, equipment, and supplies, may make such purchases, or may contract for such services related to the installation, maintenance or repair of apparatus, materials, equipment, and supplies, as may be required by the School District therein through the use of a contract let by the United States of America or any agency thereof, any state or any other county or political subdivision or district therein if such contract was let to the lowest responsible bidder or on the basis of best value in a manner consistent with this section and made available for use by other governmental entities; and WHEREAS, the School District desires to participate for the purpose of fulfilling and executing its public governmental purposes, goals, objectives, programs and functions; and WHEREAS, the School District has reviewed the benefits of participating in this program and based on this review has concluded the program will provide the best value to taxpayers of this School District through the anticipated savings to be realized. NOW, THEREFORE BE IT RESOLVED, that the Board of Education of the Caledonia-Mumford Central School District authorizes the School District's participation in the Equalis Group Purchasing Cooperative and authorizes the Business Administrator or the Purchasing Agent to register for the Equalis Group purchasing program on behalf of the School District. BE IT FURTHER RESOLVED, that this resolution shall take effect immediately on adoption.

Ayes 7, Nays 0, motion carried

14. Approval of OMNIA Partners Cooperative Purchasing Agreement

Motion by McNear and seconded by Roll, Specific Cooperative: WHEREAS, the Caledonia-Mumford Central School District (School District) pursuant to the authority granted in General Municipal Law, Article 5A (Public Contracts), Section 103 desires to participate in the OMNIA Partners purchasing cooperative; and WHEREAS, Section 103 of the General Municipal Law permits the School District to make purchases of apparatus, materials, equipment or supplies, or to contract for services related to the installation, maintenance or repair of apparatus, materials, equipment, and supplies, may make such purchases, or may contract for such services related to the installation, maintenance or repair of apparatus, materials, equipment, and supplies, as may be required by the School District therein through the use of a contract let by the United States of America or any agency thereof, any state or any other county or political subdivision or district therein if such contract was let to the lowest responsible bidder or on the basis of best value in a manner consistent with this section and made available for use by other governmental entities; and WHEREAS, the School District desires to participate for the purpose of fulfilling and executing its public governmental purposes, goals, objectives, programs and functions; and WHEREAS, the School District has reviewed the benefits of participating in this program and based on this review has concluded the program will provide the best value to taxpayers of this School District through the anticipated savings to be realized. NOW, THEREFORE BE IT RESOLVED, that the Board of Education of the Caledonia-Mumford Central School District authorizes the School District's participation in the OMNIA Partners Purchasing Cooperative and authorizes the Business Administrator or the Purchasing Agent to register for the OMNIA Partners purchasing program on behalf of the School District.

Ayes 7, Nays 0, motion carried

15. Approval of TIPS Cooperative Purchasing Agreement

Motion by Seeley and seconded by Balonek Specific Cooperative: WHEREAS, Section 103 of the General Municipal Law permits the Caledonia-Mumford School District ("School District") to make purchases of apparatus, materials, equipment or supplies, or to contract for services related to the installation,

maintenance or repair of apparatus, materials, equipment, and supplies, as may be required by the School District through the use of a contract let by the United States of America or any agency thereof, any state or any other county or political subdivision or district therein if such contract was let to the lowest responsible bidder or on the basis of best value in a manner consistent with Section 103 and made available for use by other governmental entities; and WHEREAS, The Interlocal Purchasing System ("TIPS") is a national purchasing cooperative through which a member entity may make lawful purchases through TIPS contracts under the same terms, conditions and proposed pricing as awarded by TIPS; and WHEREAS, under TIPS, the Region 8 Education Service Center, is the Lead Public Agency formed under the leases of the State of Texas; and WHEREAS, TIPS has the legislative authority to establish contracts for government and education agencies nationwide; and WHEREAS, the School District pursuant to the authority granted in General Municipal Law Section 103 desires to participate in the TIPS purchasing cooperative; and WHEREAS, the School District desires to participate for the purpose of fulfilling and executing its public governmental purposes, goals, objectives, programs and functions; and WHEREAS, the School District has reviewed the benefits of participating in this program and based on this review has concluded the program will provide the best value to taxpayers of this School District through the anticipated savings and efficiencies to be realized; and WHEREAS, School District personnel prior to entering into a cooperative contract through TIPS will make an independent review of the TIPS cooperative procurement specifications and contract to determine that the contract was awarded using competitive bidding procedures consistent with New York law. NOW, THEREFORE BE IT RESOLVED, that the Board of Education of the Caledonia-Mumford Central School District authorizes the School District's participation in the TIPS Purchasing Cooperative and authorizes the Business Administrator or the Purchasing Agent to register for the TIPS purchasing program on behalf of the School District.

Discussion: Mike asked if we are bound by this agreement. Asked about Elmer Davis. Agreed on state pricing and then can disagree with the numbers and negotiate. Guarantees us the best pricing

Ayes 7, Nays 0, motion carried

16. Authorization of ROC Team to Negotiate Data Privacy Agreements

Motion by Balonek and seconded by McNear, 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 Caledonia-Mumford 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 Caledonia-Mumford 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 Caledonia-Mumford School District 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.

Ayes 7, Nays 0, motion carried

17. Approval of Transportation Contract Agreement - Courier Van

Motion by Rychlicki and seconded by Balonek, that the Board of Education, upon the recommendation of the Superintendent, approve the Transportation Contract Agreement with the LeRoy Central School District, regarding the use of a courier van from July 6, 2026 - August 15, 2026 per attached agreement.

Ayes 7, Nays 0, motion carried

18. Approval of Memorandum of Understanding - Genesee County YMCA

Motion by Rychlicki and seconded by McNear, that the Board of Education, upon the recommendation of the Superintendent, approve the Memorandum of Understanding between Genesee County YMCA and Cal-Mum Central School District effective September 2026 through June 2027 school year.

Ayes 7, Nays 0, motion carried

19. Approval of New Civil Service Roster Position of School Bus Attendant

Motion by Rychlicki and seconded by Balonek, that the Board of Education, upon the recommendation of the Superintendent, approve the creation of three (3) roster positions for the civil service title of School Bus Attendant effective June 15, 2026.

Discussion: Balonek asked if the position was aidable. Mr. Colwell replied that the position is aidable through transportation and special education via STAC.

Ayes 7, Nays 0, motion carried

20. Approval of Service Agreement - Hillside Children's Center

Motion by Balonek and seconded by McNear, that the Board of Education, upon the recommendation of the Superintendent, approve the service agreement between Caledonia-Mumford Central School District and Hillside Children's Center for the 2026-2027 school year.

Ayes 7, Nays 0, motion carried

21. Authorization of Board President to appoint Impartial Hearing Officers

Motion by Balonek and seconded by McNear, that the President and Vice President of the Board of Education are designated and authorized to appoint Impartial Hearing Officers from the New York State Education Department's Rotational List of Impartial Hearing Officers when a Request for Impartial Hearing has been filed with the District pursuant to Part 200 of the Regulations of the Commissioner of Education and Board Policy 7670.

Ayes 7, Nays 0, motion carried

22. Approval of Impartial Hearing Officer Compensation Rates

Motion by Balonek and seconded by Seeley that the Board of Education of the Caledonia-Mumford Central School District, upon recommendation of the Superintendent of Schools, shall compensate Impartial Hearing Officers who have been certified by the Commissioner of Education of the State of New York to serve as Impartial Hearing Officers in accordance with Education Law Section 4404(1) and 8 N.Y.C.R.R. Section 200.1(x), at the following rates for services and expenses: [1] Certified Impartial Hearing Officers shall be compensated at the rate of one hundred dollars ($100) per hour for time spent in pre-hearing, hearing, and post-hearing activities of researching and writing a decision. The District does not and will not pay for hearing dates which are adjourned or cancelled, regardless of the reason, when the adjournment or cancellation is on two or more business days' notice. [2] Certified Impartial Hearing Officers will be reimbursed for reasonable and customary office expenses of photocopying, postage and facsimiles incurred and for travel time to and from the hearing at the rate of forty dollars ($40) per hour. [3] Automobile travel shall be reimbursed at the then-current per mile rate which is established from time-to-time for travel by District employees and representatives. [4] Airline or train travel shall be reimbursed at the actual reasonable costs incurred by the Impartial Hearing Officer. [5] The District will reimburse Impartial Hearing Officers for the cost of their lodging up to eighty dollars ($80) per night with receipt submitted or fifty-five dollars ($55) per night without receipt submitted for hearing dates that fall on consecutive days.

Ayes 7, Nays 0, motion carried

23. Approval of Rotational List of Impartial Hearing Officers

Motion by Balonek and seconded by McNear, that the Board of Education, upon the recommendation of the Superintendent, approve the attached Caledonia-Mumford CSD rotational list of impartial hearing officers for the 2026-2027 school year, per the impartial hearing reporting system, at the approved rate.

Ayes 7, Nays 0, motion carried

24. Approval of List of Agencies/Evaluators for Independent Educational Evaluations

Motion by Balonek and seconded by Dietrich, that the Board of Education, upon the recommendation of the Superintendent, approve the attached list of agencies/evaluators for Independent Educational Evaluations for the 2026-2027 school year.

Ayes 7, Nays 0, motion carried

25. Approval of Softball Overnight trip

Motion by McNear and seconded by Dietrich, that the Board of Education, upon the recommendation of the Superintendent, approve the request for the Softball team to participate in an overnight field trip to Myrtle Beach, South Carolina, from March 20, 2027, through March 26, 2027, per the regulations set forth by Board Policy #8460 Field Trips. Cost for the chaperones will be passed on to the student fee price.

Ayes 7, Nays 0, motion carried

26. First Reading of Board Policy

#7670 Due Process Complaints: Selection and Board Appointment of Impartial Hearing Officers

27. Ratification of Collective Bargaining Agreement with the CMAA

Motion by Balonek seconded by McNear, that the Board of Education, upon the recommendation of the Superintendent, ratify the collective bargaining agreement between the Caledonia-Mumford Administrators Association and the Superintendent of Schools, effective July 1, 2026, through June 30, 2029.

Ayes 7, Nays 0, motion carried

28. Ratification of Collective Bargaining Agreement with the CMSSA

Motion by McNear and seconded by Seeley, that the Board of Education, upon the recommendation of the Superintendent, ratify the collective bargaining agreement between the Caledonia-Mumford Support Staff Association and the Superintendent of Schools, effective July 1, 2026, through June 30, 2029.

Ayes 7, Nays 0, motion carried

29. Approval of Athletic Code of Conduct

Motion by Rychlicki and seconded by Seeley, that the Board of Education, upon the recommendation of the Superintendent, approve the Athletic Code of Conduct for the 2026-2027 school year.

Ayes 7, Nays 0, motion carried

30. Asbestos Hazard Emergency Response Act (AHERA) Periodic Surveillance Review

31. Appointment of Genesee Area Healthcare Plan Board Members

Motion by McNear and seconded by Roll that the Board of Education, upon the recommendation of the Superintendent, appoint Rebekah Chenaille as the Genesee Area Healthcare Plan (GAHP) Primary Board Member and Brennen Colwell as the first alternate GAHP Board member for the 2026-27 school year.

Ayes 7, Nays 0, motion carried

32. Adoption of Bond Resolution - GVBOCES Capital Project

Motion by Balonek and seconded by Rychlicki, that the Board of Education, upon the recommendation of the Superintendent, approve the following Bond Resolution for the GVBOCES Capital Project.

BOND RESOLUTION DATED JULY 14, 2026 AUTHORIZING THE ISSUANCE OF $1,721,173 GENERAL OBLIGATION BONDS OF THE CALEDONIA-MUMFORD CENTRAL SCHOOL DISTRICT, NEW YORK, TO PAY

SAID SCHOOL DISTRICT'S SHARE OF THE COST OF CERTAIN CAPITAL IMPROVEMENTS TO THE EXISTING BOCES FACILITIES. WHEREAS, the Genesee, Livingston, Steuben, Wyoming Board of Cooperative Educational Services, New York (the "Genesee Valley BOCES" or the "BOCES") has heretofore been created and the Caledonia-Mumford Central School District (the "School District") is one of the component school districts thereof; WHEREAS, at a special election of the qualified voters of the BOCES, held on June 9, 2026, a proposition was duly approved authorizing the BOCES to undertake additions to, and construction and reconstruction of, school buildings and facilities at BOCES-owned campuses at 8250 State Street, Batavia, New York and at 27 Lackawanna Avenue, Mount Morris, New York to increase their utility for the purposes of the BOCES at a maximum estimated cost of $42,995,649 (the "Project") and in furtherance thereof, the BOCES has entered into an agreement by and among the BOCES and each of the component school districts of the BOCES providing for such construction, reconstruction and equipping, the allocation and apportionment of such maximum cost among such component school districts, the payment by each such component school district of its respective share to the BOCES and other matters incidental thereto; WHEREAS, said unanimous agreement has heretofore been duly executed by the BOCES and by each of the component school districts thereof; WHEREAS, pursuant to Section 1950(14) of the Education Law, neither the approval of the voters of the component school districts, nor the voting of a special tax or a tax to be collected in the installments are conditions precedent to the adoption by the boards of education of each respective component school district of the BOCES of bond resolutions authorizing the financing of their respective proportionate share of the aforesaid maximum costs; WHEREAS, the Genesee Valley BOCES, as lead agency under the New York State Environmental Quality Review Act and the applicable regulations thereunder ("SEQRA"), has heretofore completed its environmental review and, on February 18, 2026, duly issued a negative declaration and determined that the implementation of the type I action as proposed will not result in any significant adverse environmental impacts; and WHEREAS, it is now desired to authorize an appropriation by the School District of its share of the aforesaid maximum costs and to authorize (but not require) the financing by this School District of its share of the aforesaid maximum costs, all as authorized by said Section 1950(14) of the Education Law; NOW THEREFORE BE IT RESOLVED, by the Board of Education of the Caledonia-Mumford Central School District, New York (hereinafter referred to as the "School District"), by a majority vote of the entire voting strength of the Board of Education, as follows: Section 1. The specific object or purpose to be financed pursuant to this resolution is the share of the School District of the maximum costs of the aforesaid construction, reconstruction and equipping of facilities owned by BOCES, as more fully described in the preambles hereto

(the "purpose"). No money has heretofore been authorized to be applied to the payment of the cost of the purpose. Section 2. The share of the School District of the maximum cost of the aforesaid purpose is (one million, seven hundred twenty one thousand, one hundred seventy three dollars) $1,721,173 (which share of said costs constitutes the maximum estimated cost thereof to the School District, for purposes of Section 32.00 of the Local Finance Law). The plan for the financing thereof is by the issuance of up to an aggregate of (one million, seven hundred twenty one thousand, one hundred seventy three dollars) $1,721,173 of general obligation serial bonds (and, if desirable, notes (and renewals) in anticipation thereof) of said School District, hereby authorized to be issued pursuant to the Local Finance Law, and said amount is hereby appropriated therefor. Investment earnings on such obligations shall be applied to either the debt service on such obligations, or to the costs of the aforesaid purpose but only if within the School District's share amount as set forth above or as may be proportionately increased by the Board of Education, but only if within the overall BOCES authorization. Such bonds and notes are to be payable from amounts which shall annually be levied on all the taxable real property in the School District, and the faith and credit of the School District, are hereby pledged for the payment of the bonds and notes and the interest thereon.
Section 3. It is hereby determined that the period of probable usefulness of the aforesaid purpose is thirty (30) years, pursuant to subdivision 14(b) of Section 1950 of the Education Law.
Section 4. Subject to the provisions of the Local Finance Law, the power to authorize the issuance of and to sell the bonds herein authorized and the bond anticipation notes in anticipation of the issuance and sale of such bonds, including renewals of such notes, is hereby delegated to the President of the Board of Education, the chief fiscal officer, or to the Vice President of the Board in the event of the absence or unavailability of the President. Such bonds and notes shall be of such terms, forms and contents, and shall be sold in such manner, as may be prescribed by said President or Vice President of the Board of Education, consistent with the provisions of the Local Finance Law. Section 5. All other matters except as provided herein relating to the bonds and notes herein authorized including the date, denominations, maturities and interest payment dates, within the limitations prescribed herein, and the manner of execution of the same and also including the authority to determine whether to accept bids electronically to the extent allowed by the Local Finance Law, the consolidation with other issues, the determination to issue Bonds with substantially level or declining annual debt service, all contracts for, and determinations with respect to credit or liquidity enhancements, if any, shall be determined by the President of the Board of Education, or by the Vice President of the Board in the event of the absence or unavailability of the President. Such bonds and notes shall contain substantially the recital of validity clause provided for in Section 52.00 of the Local Finance Law, and shall otherwise be in such form and contain such recitals, in addition to those required by Section 51.00 of the Local Finance Law, as the President or Vice President of the Board of Education shall determine
consistent with the provisions of the Local Finance Law. Section 6. It is hereby determined and declared that the School District reasonably expects to reimburse the general fund (or such other fund as may be utilized), not to exceed the maximum amount authorized herein, from the proceeds of the obligations authorized hereby for expenditures, if any, from such fund that may be made for the purpose prior to the date of issuance of such obligations. This is a declaration of official intent under Treasury Regulation §1.150-2.
Section 7. The validity of such bonds and notes may be contested only if: Such obligations are authorized for an object or purpose for which said School District is not authorized to expend money, or The provisions of law which should be complied with as of the date of publication of this resolution 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 Such obligations are authorized in violation of the provisions of the Constitution. Section 8. This bond resolution, or a summary hereof, shall be published in the official newspapers of the School District, together with a notice of the School District Clerk in substantially the form provided in Section 81.00 of the Local Finance Law. Section 9. This bond resolution shall take effect immediately The question of the adoption of the foregoing resolution was duly put to a vote on roll call, which resulted as follows:

Member	Vote
Mr. Michael Balonek	Aye
Mrs. Elizabeth Dietrich	Aye
Dr. Rebecca McNear	Aye
Mrs. Margaret Roll	Aye
Mr. Cameron Seeley	Aye
Mr. Arnie Rychlicki	Aye

Mrs. Elizabeth Doll Aye

Ayes 7, Nays 0, motion carried

33. Approval of Contract for Music Therapy Services

Motion by Balonek and seconded by McNear, that the Board of Education, upon the recommendation of the Superintendent, approve the contract between Caledonia-Mumford Central School District and School of the Holy Childhood for Music Therapy Services commencing on July 6, 2026 and terminating on August 14, 2026.

Ayes 7, Nays 0, motion carried

34. General Fund Warrants

Motion by McNear and seconded by Seeley that the Board of Education, upon the recommendation of the Superintendent approve the Consent Agenda item #2 General Fund Warrants #56 (70143-70185), #59 (70188-70271), #60 (70272-70273), #63 (70274-70275), #61 (70276-70362), #67 (70375-70376, 70377-70405)

Ayes 6, Nays 0, abstain - Dietrich, motion carried

IX. CALL FOR EXECUTIVE SESSION

President Doll called for an executive session.
Motion by Rychlicki and seconded by McNear that the Board of Education adjourn to Executive Session at 9:40 p.m. for the purpose of discussing the following matters, pursuant to Public Officers Law: matters leading to the appointment, employment and employment history, or discipline of particular persons.

Ayes 7, Nays 0, motion carried

Rychlicki left the meeting at 9:40 p.m.

Motion by Balonek and seconded by Seeley, that the Board of Education return to regular session at 10:56 p.m.

Ayes 6, Nays 0, motion carried, Absent: Rychlicki

XIII. PERSONNEL

1. Approval of Annually Appointed Stipend Positions

Motion by McNear and seconded by Balonek, that the Board of Education, upon the recommendation of the Superintendent, approve the following annually appointed stipend positions for the 2026-2027 school year.

Scott Marble	- Accompanist
Mollie Mart	- Community Education Coordinator
Mollie Mart	- Facility Use Door Programming
Sue Mills	- M/HS Substitute Calling for Faculty and Staff
Barb Burns	- Internal Claims Auditor
Tim McArdle	- Social Media Specialist
Ed Micheaux	- Extra Trip Coordinator

Ayes 6, Nays 0, motion carried, Absent: Rychlicki

2. Appointment of Summer Reading Program Teachers

Motion by Balonek and seconded by Roll, that the Board of Education, upon the recommendation of the Superintendent, appoint the following teachers for the 2026 Summer Reading Program:

Tammy Nothnagle
Lisa Carney
Patty Wade

DRAFT

Odette McClurg

Ayes 6, Nays 0, motion carried, Absent: Rychlicki

3. Appointment of Tenure - School Psychologist

Motion by McNear and seconded by Roll, that the Board of Education, upon the recommendation of the Superintendent, appoint Abigail Monroe, to the tenure position of School Psychologist tenure area. The tenured service shall begin on August 1, 2026, pending successful completion of the probationary term to end July 31, 2026. The appointee holds Provisional Certification in School Psychologist.

Ayes 6, Nays 0, motion carried, Absent: Rychlicki

4. Appointment of Mentors & Mentor Coordinators

Motion by Balonek and seconded by Roll, that the Board of Education, upon the recommendation of the Superintendent, approve the following mentors and mentor coordinators for the 2026-27 school year.

Mentor	Mentee
Patty Wade	Katie Stahl
Kayla Kosinski	Alexis Eighmey
Kelda DePrez	Thomas Kressly
Ashley Cornwell	Aidan Trombly

Mentor Coordinator

Chad Schalk

Sarah Sheffield

Ayes 6, Nays 0, motion carried, Absent: Rychlicki

5. Resignation of Food Service Helper for purpose of Retirement

Motion by Balonek and seconded by McNear, that the Board of Education, upon the recommendation of the Superintendent, accept with regret and best wishes, the resignation, for the purpose of retirement, Kathy Estabrooks, effective June 30, 2026.

Ayes 6, Nays 0, motion carried, Absent: Rychlicki

6. Approval of Substitutes

Motion by Balonek and seconded by Roll, that the Board of Education, upon the recommendation of the Superintendent, approve the following substitutes for the 2026-2027 school year:

Tracy McGinnis - Uncertified Substitute Teacher/Aide/Clerical
Delaney Bean - Certified Substitute Teacher
Kathy Estabrooks - Food Service Helper
Isabella Indiano - Uncertified Substitute Teacher
Lindsey Hilchey - Certified School Counselor Substitute

Ayes 6, Nays 0, motion carried, Absent: Rychlicki

7. Appointment of Summer Workers

Motion by Balonek and seconded by Roll, that the Board of Education, upon the recommendation of the Superintendent, approve the following 2026 Summer Workers effective on or about June 26, 2026, through on or about August 21, 2026.

Buildings & Grounds: Kaden Vanelli
IT: Mya Rodger, Austin Walker, Maeve Nothnagle

Ayes 6, Nays 0, motion carried, Absent: Rychlicki

8. Approval of Student Teachers

Motion by Balonek and seconded by Seeley, that the Board of Education, upon the recommendation of the Superintendent, approve the following student teachers for the Fall term 2026-27 school year.

Eva Meisner - Tessie Schoff
Hailey Luczak - Paul Meloon
Abigail Maw - Griffin Mervine

Ayes 6, Nays 0, motion carried, Absent: Rychlicki

9. Approval of MOA with CMTA - Reimbursement for Graduate Credit

Motion by Balonek and seconded by Roll, that the Board of Education, upon the recommendation of the Superintendent, approve the Memorandum of Agreement between the Caledonia-Mumford School District, the Caledonia-Mumford Teacher Association and employee #1004.

Ayes 6, Nays 0, motion carried, Absent: Rychlicki

10. Appointment of Extracurricular Positions

Motion by Balonek and seconded by McNear, that the Board of Education, upon the recommendation of the Superintendent, appoint the attached list of Extracurricular positions for the 2026-2027 school year.

Ayes 6, Nays 0, motion carried, Absent: Rychlicki

11. Appointment of School Bus Attendants

Motion by Balonek and seconded by Seeley, that the Board of Education, upon the recommendation of the Superintendent, appoint the following persons to the probationary civil service position of School Bus Attendant, effective July 15, 2026 through July 14, 2027:

Michael Spezzano Sr.
Charlene Gassman

Ayes 6, Nays 0, motion carried, Absent: Rychlicki

12. Approval of MOA with CMSSA - Special Provisions Bus Drivers

Motion by Balonek and seconded by McNear, that the Board of Education, upon the recommendation of the Superintendent, approve the Memorandum of Agreement between the Caledonia-Mumford Central School District and the Caledonia-Mumford Support Staff Association.

Ayes 6, Nays 0, motion carried, Absent: Rychlicki

13. Approval of Summer Bus Runs

Motion by Balonek and seconded by Dietrich that the Board of Education, upon the recommendation of the Superintendent, approve the following school bus drivers and school bus attendants for summer bus runs:

Drivers	Attendants
Stephanie Lein	Margaret Newbern
Kevin Branigan	Charlene Gassman
Ed Micheaux	Michael Spezzano
Larry Becker	Shannon Geer
Carol Day	

Ayes 6, Nays 0, motion carried, Absent: Rychlicki

14. Appointment of Bus Driver

Motion by Balonek and seconded by McNear, that the Board of Education, upon the recommendation of the Superintendent, appoint the following persons to the probationary civil service position of School Bus Driver, effective July 15, 2026 through July 14, 2027:

Charlene Gassman

Ayes 6, Nays 0, motion carried, Absent: Rychlicki

XIV. ADJOURNMENT

Motion by Balonek and seconded by McNear, that the Board of Education adjourn the meeting of July 14, 2026, at 11:04 p.m.

Ayes 6, Nays 0, motion carried, Absent: Rychlicki

Sheri Murdock, District Clerk

DRAFT

CALEDONIA MUMFORD CSD

Check Warrant Report For A - 2: GENERAL JULY 23 For Dates 7/1/2026 - 7/31/2026

Check # / Account	Check Date / Account Description	Vendor ID Vendor Name / Explanation	Invoice Number	Check Description / PO Number	Check Amount	Liquidated
70406	07/23/2026	3118 A-VERDI LLC				
A 1620.400-00-0000	O/M C/E		2023563	270124	398.00	398.00
A 1620.400-00-0000	O/M C/E		2023564	270124	134.00	134.00
				Check Total:	**532.00**	
70407	07/23/2026	42 AMAZON CAPITAL SERVICES				
A 600	ACCOUNTS PAYABLE	PO 261190	1W961CXGGQR4		70.80	
A 600	ACCOUNTS PAYABLE	PO 261177	17XLF3RVHRV3		1,121.08	
A 600	ACCOUNTS PAYABLE	PO 261159	1F6MVGY746L9		60.04	
A 600	ACCOUNTS PAYABLE	PO 261144	17L96DNTJT7V		3,170.13	
A 600	ACCOUNTS PAYABLE	PO 261176	1XCWGJWNYMFW		208.91	
A 600	ACCOUNTS PAYABLE	PO 261159	1PQRTTX94TVY		0.00	
A 600	ACCOUNTS PAYABLE	PO 261144	1L749DNKFQNW		52.61	
A 600	ACCOUNTS PAYABLE	PO 261176	1MG7LKYKND3R		45.98	
A 600	ACCOUNTS PAYABLE	PO 261144	1FLQJ469CJ1H		195.44	
A 600	ACCOUNTS PAYABLE	PO 261144	1MK7KDYK6HJV		179.99	
				Check Total:	**5,104.98**	
70408	07/23/2026	2733 AMERICAN READING COMPANY, INC				
A 600	ACCOUNTS PAYABLE	PO 260857	233499		1,530.00	
A 600	ACCOUNTS PAYABLE	PO 260718	232445		1,000.00	
				Check Total:	**2,530.00**	
70409	07/23/2026	79 B&H PHOTO VIDEO PRO AUDIO				
A 600	ACCOUNTS PAYABLE	PO 261148	245811343		1,645.00	
A 600	ACCOUNTS PAYABLE	PO 261143	245927153		1,790.01	
				Check Total:	**3,435.01**	
70410	07/23/2026	7520 BOND, SCHOENECK & KING, PLLC				
A 600	ACCOUNTS PAYABLE	PO 260305	20152538		7,003.50	
				Check Total:	**7,003.50**	
70411	07/23/2026	223 CDW GOVERNMENT				
A 600	ACCOUNTS PAYABLE	PO 260874	AJ1AM8E		1,479.58	
				Check Total:	**1,479.58**	
70412	07/23/2026	2618 CEDAR STREET RENTAL				
A 1620.501-00-0000	O/M SUPPLIES		1-713501	261210	539.99	539.99

Check # / Account	Check Date	Vendor ID / Vendor Name / Account Description	Explanation	Invoice Number	Check Description / PO Number	Check Amount	Liquidated
					Check Total:	**539.99**	
70413	07/23/2026	6001 CIGNA LIFE INSURANCE COMPANY OF NEW YORK					
A 9055.800-00-0000		DISABILITY INSURANCE	JULY	11492_070126	270128	742.93	742.93
					Check Total:	**742.93**	
70414	07/23/2026	3115 CINTAS CORPORATION					
A 600		ACCOUNTS PAYABLE	PO 260072	4264681804		216.29	
A 600		ACCOUNTS PAYABLE	PO 260072	4266937233		448.89	
A 600		ACCOUNTS PAYABLE	PO 260072	4269947092		558.80	
					Check Total:	**1,223.98**	
70415	07/23/2026	261 CMCS SCHOOL LUNCH FUND					
A 600		ACCOUNTS PAYABLE	PO 261243	FS 22-2526		75.00	
					Check Total:	**75.00**	
70416	07/23/2026	304 CROCKERS ACE HARDWARE					
A 1620.501-00-0000		O/M SUPPLIES		232835	270074	29.65	29.65
					Check Total:	**29.65**	
70417	07/23/2026	7461 CROSS SOFT INC					
A 600		ACCOUNTS PAYABLE	PO 261174	1274		2,578.00	
					Check Total:	**2,578.00**	
70418	07/23/2026	2132 DAY AUTOMATION SYSTEMS INC					
A 600		ACCOUNTS PAYABLE	PO 260475	PIN-0003353		3,686.25	
					Check Total:	**3,686.25**	
70419	07/23/2026	6102 EASTER SEALS NEW YORK					
A 600		ACCOUNTS PAYABLE	PO 260256	JUN26-KS-CALEDONIA		10,178.70	
					Check Total:	**10,178.70**	
70420	07/23/2026	444 FRONTIER COMMUNICATIONS					
A 1620.400-00-0000		O/M C/E	7/13 - 8/12/26	585538102106061 76	270136	259.77	259.77
					Check Total:	**259.77**	
70421	07/23/2026	462 GENESEE AREA HEALTHCARE PLAN					
A 9060.800-00-0000		HEALTH INSURANCE		JULY 2026 - PPO	270125	40,107.41	40,107.41
A 9060.800-00-0000		HEALTH INSURANCE		AUGUST 2026 - PPO	270125	43,147.34	43,147.34
					Check Total:	**83,254.75**	

Check #	Check Date	Vendor ID	Vendor Name			Check Description		
Account	Account Description		Explanation	Invoice Number	PO Number	Check Amount	Liquidated	
70422	07/23/2026	469	GENESEE VALLEY BOCES					
A 9040.800-00-0000	WORKERS COMP			952-26OT	270126	21,827.00	21,827.00	
					Check Total:	**21,827.00**		
70423	07/23/2026	7306	HAYLOR FREYER & COON INC					
A 1910.400-00-0000	INSURANCE			902212	270127	5,106.92	5,106.92	
					Check Total:	**5,106.92**		
70424	07/23/2026	7730	HEGGERTY PHONEMIC AWARENESS					
A 600	ACCOUNTS PAYABLE		PO 261112	INV-260609-0224232		952.00		
					Check Total:	**952.00**		
70425	07/23/2026	569	HILLYARD / NEW YORK					
A 600	ACCOUNTS PAYABLE		PO 261150	90214230		191.12		
					Check Total:	**191.12**		
70426	07/23/2026	1775	HOME DEPOT CREDIT SERVICES					
A 600	ACCOUNTS PAYABLE		PO 261131	6133528		179.00		
					Check Total:	**179.00**		
70427	07/23/2026	7782	JUST SPEECHY, P.C.					
A 600	ACCOUNTS PAYABLE		PO 261238	APRIL - JUNE		1,615.48		
					Check Total:	**1,615.48**		
70428	07/23/2026	7687	BARBARA KAPPERMAN					
A 600	ACCOUNTS PAYABLE		PO 261241	JUNE SERVICES		390.00		
					Check Total:	**390.00**		
70429	07/23/2026	767	MARY CARIOLA CHILDRENS CENTER					
A 600	ACCOUNTS PAYABLE		PO 260526	JUNE		14,248.20		
					Check Total:	**14,248.20**		
70430	07/23/2026	3141	NORTHERN STAR MEDICAL HEALTH, PLLC					
A 2815.400-00-0000	HEALTH C/E		JULY	12626	270130	1,150.00	1,150.00	
					Check Total:	**1,150.00**		
70431	07/23/2026	928	NYS SCHOOL BOARDS ASSOC.					
A 1010.400-00-0000	BOARD C/E			9574	270129	7,013.00	7,013.00	
					Check Total:	**7,013.00**		
70432	07/23/2026	1199	NYSSFA					

Check #	Check Date	Vendor ID	Vendor Name			Check Description		
Account		Account Description		Explanation	Invoice Number	PO Number	Check Amount	Liquidated
A 1620.400-00-0000		O/M C/E			INV_40562	261224	1,695.00	1,695.00
						Check Total:	**1,695.00**	
70433	07/23/2026	5854	PARAGON COMPLIANCE LLC					
A 9060.800-00-0000		HEALTH INSURANCE		JULY	6381P	270131	375.00	375.00
						Check Total:	**375.00**	
70434	07/23/2026	1037	PLEASANT VIEW GLASS					
A 600		ACCOUNTS PAYABLE		PO 261244	26775		415.00	
						Check Total:	**415.00**	
70435	07/23/2026	1048	POSTMASTER					
A 1670.400-00-0000		CENTRAL PRTG/MLG C/E			CAL-MUM BULK MAILING FEE	270087	8,000.00	8,000.00
						Check Total:	**8,000.00**	
70436	07/23/2026	7713	ASHLEE L. PUGLIO					
A 600		ACCOUNTS PAYABLE		PO 260587	6/17 - 6/30		630.00	
						Check Total:	**630.00**	
70437	07/23/2026	7770	JON RICHARDSON					
A 5510.400-05-0000		TRANS CONTRACTUAL EXP			7/5 - 7/9 MEALS		84.83	
A 5510.400-05-0000		TRANS CONTRACTUAL EXP			MILEAGE		261.00	
						Check Total:	**345.83**	
70438	07/23/2026	1151	ROCHESTER GAS & ELECTRIC CORP					
A 600		ACCOUNTS PAYABLE		5/30 - 7/1/26	20014186801		378.67	
						Check Total:	**378.67**	
70439	07/23/2026	3531	SCOFIELD WASTE SERVICES INC					
A 600		ACCOUNTS PAYABLE		PO 261077	73137		590.00	
A 600		ACCOUNTS PAYABLE		PO 261077	61194		500.00	
						Check Total:	**1,090.00**	
70440	07/23/2026	2299	SECURITY VOICE INC.					
A 1240.400-00-0000		CSA C/E			30049349	270132	832.00	832.00
						Check Total:	**832.00**	
70441	07/23/2026	7797	SMARTY SYMBOLS					
A 2250.501-00-0000		SP ED SUPPLIES			20260624-04	261186	1,740.00	1,740.00
						Check Total:	**1,740.00**	
70442	07/23/2026	2179	STRONG MEMORIAL HOSPITAL					

Check #	Check Date	Vendor ID	Vendor Name			Check Description		
Account		Account Description		Explanation	Invoice Number	PO Number	Check Amount	Liquidated
A 600		ACCOUNTS PAYABLE		PO 261231	4003		2,436.40	
						Check Total:	**2,436.40**	
70443	07/23/2026	1705	US OMNI & TSACG COMPLIANCE SERVICES INC.					
A 1910.400-00-0000		INSURANCE			27688	270133	1,500.00	1,500.00
						Check Total:	**1,500.00**	
Number of Transactions:	**38**					**Warrant Total:**	**194,764.71**	
						Vendor Portion:	**194,764.71**	
						Payroll Portion:	**0.00**	

Certification of Warrant

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

Date	Signature	Title

CALEDONIA MUMFORD CSD

Check Warrant Report For A - 7: AUGUST 6 - GENERAL FUND For Dates 8/1/2026 - 8/31/2026

Check #	Check Date	Vendor ID	Vendor Name			Check Description		
Account		Account Description		Explanation	Invoice Number	PO Number	Check Amount	Liquidated
70445	08/06/2026	3118	A-VERDI LLC					
A 1620.400-00-0000		O/M C/E			2034760	270124	199.00	199.00
A 1620.400-00-0000		O/M C/E			2036241	270124	199.00	199.00
A 1620.400-00-0000		O/M C/E			2034761	270124	134.00	134.00
						Check Total:	**532.00**	
70446	08/06/2026	42	AMAZON CAPITAL SERVICES					
A 1310.501-00-0000		BA SUPPLIES			1LPDHPK3YMLL	270068	29.39	29.39
A 1620.501-00-0000		O/M SUPPLIES			16PWNFYPYLTD	270083	600.00	625.00
A 1325.501-00-0000		TREAS SUPPLIES			1LPDHPK3YMLL	270068	53.76	95.66
						Check Total:	**683.15**	
70447	08/06/2026	3415	ANGRY ROOSTER DELI					
A 600		ACCOUNTS PAYABLE			7/6/26		46.27	
						Check Total:	**46.27**	
70448	08/06/2026	3023	BENTLEY BROS. INC.					
A 1620.400-00-0000		O/M C/E			15116A	270085	843.73	843.73
						Check Total:	**843.73**	
70449	08/06/2026	7769	BUBBA'S LANDSCAPE INC					
A 1620.501-00-0000		O/M SUPPLIES			52960	270105	389.00	389.00
						Check Total:	**389.00**	
70450	08/06/2026	7245	BURNSIDE, AUSTIN					
A 1620.504-00-0000		O/M UNIFORM AND ATTIRE SUPPLIES			SHOE ALLOWANCE		198.00	
						Check Total:	**198.00**	
70451	08/06/2026	5727	CHEERSOUNDS MUSIC					
A 2855.400-00-0000		ATHLETICS C/E			198616	270154	79.00	79.00
						Check Total:	**79.00**	
70452	08/06/2026	304	CROCKERS ACE HARDWARE					
A 1620.501-00-0000		O/M SUPPLIES			233311	270135	41.98	41.98
						Check Total:	**41.98**	
70453	08/06/2026	7809	DEMARLE INC,					
A 600		ACCOUNTS PAYABLE			25108		1,800.00	
						Check Total:	**1,800.00**	
70454	08/06/2026	401	FACILITIES EQUIPMENT & SERVICE INC					

Check #	Check Date	Vendor ID	Vendor Name			Check Description		
Account		Account Description		Explanation	Invoice Number	PO Number	Check Amount	Liquidated
A 1621.501-00-0000		SUPPLIES			15158-1	270103	110.00	110.00
						Check Total:	**110.00**	
70455	08/06/2026	472	FEATURED MEDIA					
A 1310.400-00-0000		BA C/E		7/17 - 7/31 6713050/6716710	268	261245	1,021.80	1,021.80
						Check Total:	**1,021.80**	
70456	08/06/2026	456	GATES CHILI CENTRAL SCHOOL DISTRICT					
A 600		ACCOUNTS PAYABLE		261259	2706-26A		8,269.00	
						Check Total:	**8,269.00**	
70457	08/06/2026	7193	HEARING EVALUATION SERVICES OF BUFFALO, INC					
A 600		ACCOUNTS PAYABLE		PO 260612	260899		250.75	
						Check Total:	**250.75**	
70458	08/06/2026	567	HILLSIDE CHILDRENS CENTER					
A 600		ACCOUNTS PAYABLE		JUNE	155324-CL-00001		5,871.80	
						Check Total:	**5,871.80**	
70459	08/06/2026	569	HILLYARD / NEW YORK					
A 1620.502-00-0000		O/M CLEANING SUPPLIES			90220443	270112	504.82	504.82
A 1620.502-00-0000		O/M CLEANING SUPPLIES			90220444	270143	215.72	215.72
						Check Total:	**720.54**	
70460	08/06/2026	700	LEROY CENTRAL SCHOOL					
A 600		ACCOUNTS PAYABLE		PO 261248	5760		44,854.85	
A 600		ACCOUNTS PAYABLE		PO 261248	5692		17,621.38	
						Check Total:	**62,476.23**	
70461	08/06/2026	5755	NATIONAL GRID					
A 1620.425-01-0000		O/M ELEC EL		6/19 - 7/22/26	29151-57105	270171	5,780.53	5,780.53
A 1620.425-02-0000		O/M ELEC MS/HS		6/23 - 7/24/26	29351-57101	270171	9,735.22	9,735.22
A 1620.425-03-0000		O/M ELEC DIST OFF		6/19 - 7/22/26	75551-56107	270171	483.32	483.32
A 5530.400-00-4250		GAR ELECTRIC		6/19 - 7/22/26	84351-57107	270171	722.99	722.99
A 1620.425-04-0000		O/M ELEC LIGHTS		6/19 - 7/23/26	29138-81108	270171	261.87	261.87
A 1620.425-05-0000		O/M ELEC FIELDS		6/19 - 7/22/26	75751-56103	270171	3,536.35	3,536.35
						Check Total:	**20,520.28**	
70462	08/06/2026	894	MARIA NEALE					
A 8060.400-00-0000		CONTRACTUAL EXPENSE			5-HOUR COURSE	270067	250.00	250.00

Check # / Account	Check Date / Account Description	Vendor ID / Vendor Name / Explanation	Invoice Number	Check Description / PO Number	Check Amount	Liquidated
				Check Total:	**250.00**	
70463	08/06/2026	3141 NORTHERN STAR MEDICAL HEALTH, PLLC				
A 2815.400-00-0000	HEALTH C/E	AUGUST	12751	270130	1,150.00	1,150.00
				Check Total:	**1,150.00**	
70464	08/06/2026	7807 NYSAAA-CHAPTER 5				
A 2855.400-00-0000	ATHLETICS C/E		6/8 APPRECIATION AWARD	270079	110.00	110.00
				Check Total:	**110.00**	
70465	08/06/2026	919 NYSDEC, COMMISSIONER				
A 1620.400-00-0000	O/M C/E		PBS# 8-014389	270071	500.00	500.00
				Check Total:	**500.00**	
70466	08/06/2026	5854 PARAGON COMPLIANCE LLC				
A 9060.800-00-0000	HEALTH INSURANCE		6423P	270131	375.00	375.00
				Check Total:	**375.00**	
70467	08/06/2026	3343 PRIMO BRANDS				
A 600	ACCOUNTS PAYABLE	PO 260269	06G8740022327		92.80	
				Check Total:	**92.80**	
70468	08/06/2026	7770 JON RICHARDSON				
A 5510.400-05-0000	TRANS CONTRACTUAL EXP		NYAPT MEMBERSHIP		175.00	
				Check Total:	**175.00**	
70469	08/06/2026	3155 ROCHESTER PAINT CENTER, INC.				
A 1620.501-00-0000	O/M SUPPLIES		171499	270151	489.20	473.60
				Check Total:	**489.20**	
70470	08/06/2026	1170 RUSH-HENRIETTA CSD				
A 600	ACCOUNTS PAYABLE	PO 261258	166-26A		1,010.64	
				Check Total:	**1,010.64**	
70471	08/06/2026	1688 SCHOOL OF THE HOLY CHILDHOOD				
A 2250.470-00-0000	SP ED TUITION	24/25 SED RECONCILED RATE ADJ	OEINV-0006154	270099	2,568.00	2,568.00
A 2250.470-00-0000	SP ED TUITION	ESY TUITION JUL/AUG	OEINV-0005960	270090	9,968.00	9,968.00
A 2250.403-00-0000	SPECIAL ED. MUSIC THERAPY CONTRACTUAL EXPENDITURES	ESY MUSIC JUL/AUG	OEINV-0005923	270091	390.00	390.00

Check #	Check Date	Vendor ID	Vendor Name			Check Description		
Account	Account Description		Explanation	Invoice Number	PO Number	Check Amount	Liquidated	
					Check Total:	12,926.00		
70472	08/06/2026	5813	SDI INNOVATIONS, INC SCHOOL DATEBOOKS					
A 2110.450-03-0000	SUPPLIES OFFICE HS			S26-0334113	270088	482.22	482.00	
					Check Total:	482.22		
70473	08/06/2026	6166	SPORTS LOCKER					
A 600	ACCOUNTS PAYABLE		PO261078	AAT003892-AZ01		633.25		
					Check Total:	633.25		
70474	08/06/2026	1305	STAPLES CONTRACT & COMMERCIAL					
A 1325.501-00-0000	TREAS SUPPLIES			6068366761	270076	84.24	84.24	
					Check Total:	84.24		
70475	08/06/2026	5853	THE LITTLE SIGN COMPANY					
A 600	ACCOUNTS PAYABLE		PO 261184	26253		1,185.00		
					Check Total:	1,185.00		
70476	08/06/2026	2912	UNISHIPPERS					
A 1670.501-00-0000	CENTRAL PRTG + MLG SUPPLIES			260712W065021	270122	211.26	211.26	
					Check Total:	211.26		
70477	08/06/2026	1437	UTICA NATIONAL INSURANCE GROUP					
A 1910.400-00-0000	INSURANCE			100347378	270138	133,942.00	133,942.00	
A 5510.420-05-0000	TRANS INSURANCE			100347378	270138	23,810.00	23,810.00	
					Check Total:	157,752.00		
70478	08/06/2026	2096	WEST FIRE SYSTEMS, INC.					
A 1620.501-00-0000	O/M SUPPLIES			89717	270152	566.00	566.00	
A 1620.400-00-0000	O/M C/E			89023	270077	1,200.00	1,200.00	
					Check Total:	1,766.00		
70479	08/06/2026	7550	WRISTBAND BROS					
A 2110.402-01-0000	EL PRINCIPAL INITIATIVE			WBB-81610	270070	1,820.00	1,800.00	
					Check Total:	1,820.00		

CALEDONIA MUMFORD CSD

Check Warrant Report For A - 7: AUGUST 6 - GENERAL FUND For Dates 8/1/2026 - 8/31/2026

Check #	Check Date	Vendor ID	Vendor Name			Check Description		
Account	Account Description		Explanation	Invoice Number		PO Number	Check Amount	Liquidated

Number of Transactions: 35

Warrant Total:	**284,866.14**
Vendor Portion:	**284,866.14**
Payroll Portion:	**0.00**

Certification of Warrant

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

Date	Signature	Title

CALEDONIA MUMFORD CSD

Check Warrant Report For C - 1: AUGUST 6 - SCHOOL LUNCH For Dates 8/1/2026 - 8/31/2026

Check #	Check Date	Vendor ID	Vendor Name			Check Description		
Account	Account Description			Explanation	Invoice Number	PO Number	Check Amount	Liquidated
106994	08/05/2026	366	DUFFY'S AIS					
C 600	ACCOUNTS PAYABLE			PO 261228	58920		1,047.96	
						Check Total:	**1,047.96**	
106995	08/05/2026	7818	BRITTANY PAVLOV					
C 600	ACCOUNTS PAYABLE				NUTRI KIDS REFUND		3.95	
						Check Total:	**3.95**	
106996	08/05/2026	7817	ANGELICA ROSE					
C 600	ACCOUNTS PAYABLE				ARIA - NUTRI KIDS REFUND		1.64	
C 600	ACCOUNTS PAYABLE				HARPER - NUTRI KIDS REFUND		0.98	
C 600	ACCOUNTS PAYABLE				TAHLIA - NUTRI KIDS REFUND		0.15	
C 600	ACCOUNTS PAYABLE				XIMENA - NUTRI KIDS REFUND		1.97	
						Check Total:	**4.74**	
106997	08/05/2026	7820	KARIE ROWLAND					
C 600	ACCOUNTS PAYABLE				NUTRI KIDS REFUND		55.50	
						Check Total:	**55.50**	
106998	08/05/2026	7819	ASHLEY SLAVIK					
C 600	ACCOUNTS PAYABLE				NUTRI KIDS REFUND		35.65	
						Check Total:	**35.65**	
106999	08/05/2026	1444	BILL VAN AUKEN					
C 600	ACCOUNTS PAYABLE				NUTRI KIDS REFUND		23.25	
						Check Total:	**23.25**	
107000	08/05/2026	7821	VOELLINGER, KIMBERLY					
C 600	ACCOUNTS PAYABLE				NUTRI KIDS REFUND		40.00	
						Check Total:	**40.00**	

Check #	Check Date	Vendor ID	Vendor Name			Check Description		
Account	Account Description		Explanation	Invoice Number		PO Number	Check Amount	Liquidated

Number of Transactions: 7

Warrant Total:	**1,211.05**
Vendor Portion:	**1,211.05**
Payroll Portion:	**0.00**

Certification of Warrant

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

Date	Signature	Title

CALEDONIA MUMFORD CSD

Budget Transfer Query From 7/1/2026 - 7/31/2026 In Between $0.00 And $999,999,999.99

Reference #	Date	Transfer Explanation	Account	Detail Description		Debits	Credits
569	07/21/2026	Transfer funds to support and reconcile BOCES	A 2110.400-00-0001			1,282.00	0.00
			A 2010.490-00-0000			0.00	1,282.00
			A 2855.400-00-0000			1,790.00	0.00
			A 2855.490-00-0000			0.00	1,790.00
			A 2110.450-00-0000			9,222.98	0.00
			A 2110.490-00-0000			0.00	9,222.98
					Transfer Totals:	**12,294.98**	**12,294.98**
571	07/22/2026	Transfer to pay insurance premiums	A 9060.800-00-0000			18,648.92	0.00
			A 1910.400-00-0000			0.00	18,648.92
					Transfer Totals:	**18,648.92**	**18,648.92**
					Grand Totals:	**30,943.90**	**30,943.90**

CALEDONIA MUMFORD CSD

Appropriation Status Detail Report By Function From 7/1/2026 To 7/31/2026

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1010.400-00-0000	BOARD C/E		14,200.00	0.00	14,200.00	7,013.00	0.00	7,187.00
A 1010.490-00-0000	BOCES SERVICES		8,833.00	0.00	8,833.00	0.00	0.00	8,833.00
A 1010.501-00-0000	BOARD SUPPLIES		700.00	0.00	700.00	0.00	0.00	700.00
1010	**BOARD OF EDUCATION**	*	**23,733.00**	**0.00**	**23,733.00**	**7,013.00**	**0.00**	**16,720.00**
A 1060.400-00-0000	DIST MTG C/E		1,250.00	0.00	1,250.00	0.00	0.00	1,250.00
1060	**DISTRICT MEETING**	*	**1,250.00**	**0.00**	**1,250.00**	**0.00**	**0.00**	**1,250.00**
10		**	**24,983.00**	**0.00**	**24,983.00**	**7,013.00**	**0.00**	**17,970.00**
A 1240.150-00-0000	CSA INSTR SAL		170,100.00	0.00	170,100.00	16,076.94	0.00	154,023.06
A 1240.160-00-0000	CSA PERS SERV		57,772.00	0.00	57,772.00	4,412.00	0.00	53,360.00
A 1240.400-00-0000	CSA C/E		16,500.00	0.00	16,500.00	832.00	0.00	15,668.00
A 1240.501-00-0000	CSA SUPPLIES		3,700.00	0.00	3,700.00	0.00	467.13	3,232.87
1240	**CHIEF SCHOOL ADMINISTRATOR**	*	**248,072.00**	**0.00**	**248,072.00**	**21,320.94**	**467.13**	**226,283.93**
12		**	**248,072.00**	**0.00**	**248,072.00**	**21,320.94**	**467.13**	**226,283.93**
A 1310.150-00-0000	BA INST SAL		124,950.00	0.00	124,950.00	9,635.38	0.00	115,314.62
A 1310.160-00-0000	BA PERS SERV		94,571.00	0.00	94,571.00	7,521.84	0.00	87,049.16
A 1310.400-00-0000	BA C/E		15,000.00	2,955.40	17,955.40	0.00	3,453.40	14,502.00
A 1310.490-00-0000	BOCES SERVICES		86,347.00	10,149.00	96,496.00	0.00	10,149.00	86,347.00
A 1310.501-00-0000	BA SUPPLIES		1,200.00	0.00	1,200.00	0.00	29.39	1,170.61
1310	**BUSINESS ADMINISTRATION**	*	**322,068.00**	**13,104.40**	**335,172.40**	**17,157.22**	**13,631.79**	**304,383.39**
A 1320.160-00-0000	AUDITING PERS SERV		2,478.00	0.00	2,478.00	186.09	0.00	2,291.91
A 1320.442-00-0000	AUDIT		24,000.00	16,650.00	40,650.00	0.00	16,650.00	24,000.00
1320	**AUDITING**	*	**26,478.00**	**16,650.00**	**43,128.00**	**186.09**	**16,650.00**	**26,291.91**
A 1325.501-00-0000	TREAS SUPPLIES		450.00	0.00	450.00	25.00	179.90	245.10
1325	**TREASURER**	*	**450.00**	**0.00**	**450.00**	**25.00**	**179.90**	**245.10**
A 1330.400-00-0000	TAX COL C/E		3,500.00	0.00	3,500.00	0.00	0.00	3,500.00
A 1330.501-00-0000	TAX COL SUPPLIES		1,600.00	0.00	1,600.00	0.00	0.00	1,600.00
1330	**TAX COLLECTOR**	*	**5,100.00**	**0.00**	**5,100.00**	**0.00**	**0.00**	**5,100.00**
A 1345.490-00-0000	PURCHASING BOCES SERVICES		3,241.00	0.00	3,241.00	0.00	0.00	3,241.00
1345	**PURCHASING**	*	**3,241.00**	**0.00**	**3,241.00**	**0.00**	**0.00**	**3,241.00**
13		**	**357,337.00**	**29,754.40**	**387,091.40**	**17,368.31**	**30,461.69**	**339,261.40**
A 1420.441-00-0000	LEGAL		36,000.00	0.00	36,000.00	0.00	0.00	36,000.00
A 1420.490-00-0000	LEGAL BOCES		43,234.00	0.00	43,234.00	0.00	0.00	43,234.00
1420	**LEGAL**	*	**79,234.00**	**0.00**	**79,234.00**	**0.00**	**0.00**	**79,234.00**

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1430.400-00-0000	PS C/E		4,000.00	0.00	4,000.00	0.00	0.00	4,000.00
A 1430.490-00-0000	PERS BOCES SERV		9,725.00	0.00	9,725.00	0.00	0.00	9,725.00
1430	**PERSONNEL**	*	**13,725.00**	**0.00**	**13,725.00**	**0.00**	**0.00**	**13,725.00**
A 1480.400-00-0000	PUB INFO C/E		12,000.00	0.00	12,000.00	0.00	0.00	12,000.00
1480	**PUBLIC INFORMATION & SERVICES**	*	**12,000.00**	**0.00**	**12,000.00**	**0.00**	**0.00**	**12,000.00**
14		**	**104,959.00**	**0.00**	**104,959.00**	**0.00**	**0.00**	**104,959.00**
A 1620.160-00-0000	O/M PERS SERV		287,109.00	0.00	287,109.00	21,863.14	0.00	265,245.86
A 1620.161-00-0000	O/M SUBS		12,000.00	0.00	12,000.00	1,525.87	0.00	10,474.13
A 1620.162-00-0000	O/M SUMMER HELP		50,960.00	0.00	50,960.00	17,448.00	0.00	33,512.00
A 1620.163-00-0000	O/M SCHOOL TO WORK		5,518.00	0.00	5,518.00	48.00	0.00	5,470.00
A 1620.164-00-0000	O/M OVERTIME		16,108.00	0.00	16,108.00	84.71	0.00	16,023.29
A 1620.200-01-0000	O/M EQUIP		45,000.00	13,375.83	58,375.83	0.00	13,375.83	45,000.00
A 1620.400-00-0000	O/M C/E		90,000.00	1,695.00	91,695.00	2,554.77	23,755.60	65,384.63
A 1620.401-00-0000	O/M CONTRACTUAL SEALING, TESTING, SHREDDING AND RENTALS		2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 1620.402-00-0000	CONTRACT CLEANING EXPENDITURES		230,000.00	0.00	230,000.00	0.00	0.00	230,000.00
A 1620.422-01-0000	O/M GAS EL		55,968.00	0.00	55,968.00	0.00	0.00	55,968.00
A 1620.422-02-0000	O/M GAS HS		63,393.75	0.00	63,393.75	0.00	0.00	63,393.75
A 1620.423-00-0000	O/M GARBAGE		15,000.00	0.00	15,000.00	0.00	0.00	15,000.00
A 1620.425-01-0000	O/M ELEC EL		80,275.75	0.00	80,275.75	0.00	0.00	80,275.75
A 1620.425-02-0000	O/M ELEC MS/HS		169,050.00	0.00	169,050.00	0.00	0.00	169,050.00
A 1620.425-03-0000	O/M ELEC DIST OFF		11,230.90	0.00	11,230.90	0.00	0.00	11,230.90
A 1620.425-04-0000	O/M ELEC LIGHTS		3,622.50	0.00	3,622.50	0.00	0.00	3,622.50
A 1620.425-05-0000	O/M ELEC FIELDS		50,715.00	0.00	50,715.00	0.00	0.00	50,715.00
A 1620.426-01-0000	O/M WATER EL		5,666.00	270.00	5,936.00	0.00	270.00	5,666.00
A 1620.426-02-0000	O/M WATER HS		12,317.00	0.00	12,317.00	0.00	0.00	12,317.00
A 1620.501-00-0000	O/M SUPPLIES		42,000.00	81,261.93	123,261.93	569.64	86,084.58	36,607.71
A 1620.502-00-0000	O/M CLEANING SUPPLIES		40,000.00	477.60	40,477.60	0.00	1,198.14	39,279.46
A 1620.503-00-0000	O/M ELECTRICAL SUPPLIES		4,000.00	0.00	4,000.00	0.00	568.32	3,431.68
A 1620.504-00-0000	O/M UNIFORM AND ATTIRE SUPPLIES		2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
1620	**OPERATION OF PLANT**	*	**1,293,933.90**	**97,080.36**	**1,391,014.26**	**44,094.13**	**125,252.47**	**1,221,667.66**
A 1621.160-00-0000	SALARIES		160,400.16	0.00	160,400.16	11,178.15	0.00	149,222.01
A 1621.164-00-0000	OVERTIME MAINTENANCE		21,476.00	0.00	21,476.00	545.47	0.00	20,930.53
A 1621.400-00-0000	CONTRACTUAL		10,000.00	0.00	10,000.00	0.00	3,195.00	6,805.00

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1621.501-00-0000	SUPPLIES		25,000.00	0.00	25,000.00	0.00	395.34	24,604.66
1621	**MAINTENANCE OF PLANT**	*	**216,876.16**	**0.00**	**216,876.16**	**11,723.62**	**3,590.34**	**201,562.20**
A 1670.160-00-0000	CENTRAL PRTG PERS SERV		18,345.60	0.00	18,345.60	800.00	0.00	17,545.60
A 1670.400-00-0000	CENTRAL PRTG/MLG C/E		28,000.00	0.00	28,000.00	8,000.00	0.00	20,000.00
A 1670.501-00-0000	CENTRAL PRTG + MLG SUPPLIES		22,500.00	0.00	22,500.00	0.00	211.26	22,288.74
1670	**CENTRAL PRINTING & MAILING**	*	**68,845.60**	**0.00**	**68,845.60**	**8,800.00**	**211.26**	**59,834.34**
A 1680.490-00-0000	BOCES DATA PROC		240,863.85	0.00	240,863.85	0.00	0.00	240,863.85
1680	**CENTRAL DATA PROCESSING**	*	**240,863.85**	**0.00**	**240,863.85**	**0.00**	**0.00**	**240,863.85**
16		**	**1,820,519.51**	**97,080.36**	**1,917,599.87**	**64,617.75**	**129,054.07**	**1,723,928.05**
A 1910.400-00-0000	INSURANCE		121,900.00	18,648.92	140,548.92	6,606.92	133,942.00	0.00
1910	**UNALLOCATED INSURANCE**	*	**121,900.00**	**18,648.92**	**140,548.92**	**6,606.92**	**133,942.00**	**0.00**
A 1920.400-00-0000	SCH ASSN DUES		5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
1920	**SCHOOL ASSOCIATION DUES**	*	**5,000.00**	**0.00**	**5,000.00**	**0.00**	**0.00**	**5,000.00**
A 1981.492-00-0000	BOCES ADM CHG-OTHER		277,562.00	0.00	277,562.00	0.00	0.00	277,562.00
1981	**BOCES ADMINISTRATIVE COSTS**	*	**277,562.00**	**0.00**	**277,562.00**	**0.00**	**0.00**	**277,562.00**
A 1989.400-00-0000	UNCLASSIFIED-SPEC ITEMS		5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
1989	**UNCLASSIFIED**	*	**5,000.00**	**0.00**	**5,000.00**	**0.00**	**0.00**	**5,000.00**
19		**	**409,462.00**	**18,648.92**	**428,110.92**	**6,606.92**	**133,942.00**	**287,562.00**
1		***	**2,965,332.51**	**145,483.68**	**3,110,816.19**	**116,926.92**	**293,924.89**	**2,699,964.38**
A 2010.400-00-0000	PROFESSIONAL DEVELOPMENT C/E		45,000.00	0.00	45,000.00	0.00	0.00	45,000.00
A 2010.490-00-0000	CURRICULUM/DEVELOPMENT BOCES SERVICES		210,359.00	1,282.00	211,641.00	0.00	0.00	211,641.00
2010	**CURRICULUM DEVEL & SUPERVISION**	*	**255,359.00**	**1,282.00**	**256,641.00**	**0.00**	**0.00**	**256,641.00**
A 2020.150-00-0000	SUP INSTR SAL		320,017.36	0.00	320,017.36	29,938.34	0.00	290,079.02
A 2020.160-00-0000	SUP PERS SERV		165,154.32	0.00	165,154.32	12,127.26	0.00	153,027.06
A 2020.163-00-0000	SUP SCHOOL TO WORK		18,816.72	0.00	18,816.72	86.72	0.00	18,730.00
2020	**SUPERVISION-REGULAR SCHOOL**	*	**503,988.40**	**0.00**	**503,988.40**	**42,152.32**	**0.00**	**461,836.08**
20		**	**759,347.40**	**1,282.00**	**760,629.40**	**42,152.32**	**0.00**	**718,477.08**
A 2110.110-00-0000	TEACHERS SAL K-5		2,074,771.32	0.00	2,074,771.32	0.00	0.00	2,074,771.32
A 2110.111-00-0000	TEACHERS SAL K-5 ADDITIONAL PAY		60,500.00	0.00	60,500.00	10,203.70	0.00	50,296.30
A 2110.112-00-0000	SUMMER READING AND MATH PROGRAM		25,000.00	0.00	25,000.00	0.00	0.00	25,000.00
A 2110.113-00-0000	ELEMENTARY SUMMER HOURS		4,523.76	0.00	4,523.76	0.00	0.00	4,523.76
A 2110.130-00-0000	TEACHERS SAL 6-12		2,047,724.42	0.00	2,047,724.42	0.00	0.00	2,047,724.42
A 2110.131-00-0000	TEACHERS SAL 6-12 ADDITIONAL PAY		30,900.00	0.00	30,900.00	4,430.89	0.00	26,469.11

CALEDONIA MUMFORD CSD

Appropriation Status Detail Report By Function From 7/1/2026 To 7/31/2026

Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2110.132-00-0000	DRIVER'S EDUCATION	10,268.07	0.00	10,268.07	4,355.80	0.00	5,912.27
A 2110.133-00-0000	GRADE LEVEL CHAIRS PRE-K THROUGH 12	44,931.00	0.00	44,931.00	0.00	0.00	44,931.00
A 2110.140-00-0000	SAL SUBS	150,000.00	0.00	150,000.00	6,895.00	0.00	143,105.00
A 2110.160-00-0000	PERS SERV	23,556.62	0.00	23,556.62	689.46	0.00	22,867.16
A 2110.400-00-0001	GENERAL - OVERALL	60,000.00	-1,282.00	58,718.00	0.00	0.00	58,718.00
A 2110.400-01-0000	TCHG C/E EL	6,500.00	0.00	6,500.00	0.00	0.00	6,500.00
A 2110.400-03-0000	TCHG C/E HS	38,410.00	3,909.30	42,319.30	0.00	3,909.30	38,410.00
A 2110.401-01-0000	EL PROFESSIONAL DEVELOPMENT	8,500.00	0.00	8,500.00	0.00	0.00	8,500.00
A 2110.401-03-0000	M/HS PROFESSIONAL DEVELOPMENT	8,500.00	0.00	8,500.00	0.00	0.00	8,500.00
A 2110.402-01-0000	EL PRINCIPAL INITIATIVE	7,500.00	8,941.35	16,441.35	0.00	10,741.35	5,700.00
A 2110.402-03-0000	M/HS SCHOOL SPIRIT	4,200.00	0.00	4,200.00	0.00	0.00	4,200.00
A 2110.403-01-0000	EL MUSICAL	7,800.00	0.00	7,800.00	0.00	0.00	7,800.00
A 2110.403-03-0000	M/HS GRADUATION	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
A 2110.404-03-0000	M/HS PRINCIPAL INITIATIVE	4,500.00	0.00	4,500.00	0.00	0.00	4,500.00
A 2110.450-00-0000	MUSICAL EXPENSES	10,000.00	-9,222.98	777.02	0.00	0.00	777.02
A 2110.450-00-1000	CURRICULUM & INSTRUCTION K-12 SUPPLIES	0.00	6,570.00	6,570.00	0.00	6,570.00	0.00
A 2110.450-01-0000	SUPPLIES OFFICE	4,487.00	0.00	4,487.00	0.00	0.00	4,487.00
A 2110.450-01-0001	TEACHING SUPPLIES PRE-K	1,900.00	74,911.79	76,811.79	0.00	75,926.20	885.59
A 2110.450-01-0010	TEACHING SUPPLIES KINDERGARTEN	2,100.00	0.00	2,100.00	0.00	697.07	1,402.93
A 2110.450-01-0100	TEACHING SUPPLIES 1ST GRADE	2,100.00	0.00	2,100.00	0.00	441.91	1,658.09
A 2110.450-01-0200	TEACHING SUPPLIES 2ND GRADE	2,100.00	0.00	2,100.00	0.00	2,100.00	0.00
A 2110.450-01-0300	TEACHING SUPPLIES 3RD GRADE	2,100.00	0.00	2,100.00	0.00	1,690.58	409.42
A 2110.450-01-0400	TEACHING SUPPLIES 4TH GRADE	2,100.00	0.00	2,100.00	0.00	660.40	1,439.60
A 2110.450-01-0500	TEACHING SUPPLIES 5TH GRADE	2,100.00	0.00	2,100.00	0.00	0.00	2,100.00
A 2110.450-01-1100	EL STEM SUPPLIES	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
A 2110.450-01-4000	REMEDIAL MATH/READING	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 2110.450-01-7000	ART	5,400.00	0.00	5,400.00	0.00	2,167.09	3,232.91
A 2110.450-01-8000	MUSIC ELEM	4,000.00	0.00	4,000.00	0.00	513.47	3,486.53
A 2110.450-01-9000	PHYS ED ELEM	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 2110.450-02-6000	OCC ED	8,000.00	0.00	8,000.00	0.00	7,389.13	610.87
A 2110.450-03-0000	SUPPLIES OFFICE HS	17,838.00	0.00	17,838.00	0.00	1,026.17	16,811.83
A 2110.450-03-2000	MUSIC	4,000.00	0.00	4,000.00	0.00	1,198.12	2,801.88
A 2110.450-03-3000	ENGLISH	1,935.00	0.00	1,935.00	0.00	766.22	1,168.78

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2110.450-03-4000	SOCIAL STUDIES		1,800.00	0.00	1,800.00	0.00	0.00	1,800.00
A 2110.450-03-5000	MATH		1,500.00	0.00	1,500.00	0.00	1,167.45	332.55
A 2110.450-03-6000	SCIENCE		6,960.00	0.00	6,960.00	0.00	4,671.74	2,288.26
A 2110.450-03-7000	FOREIGN LANGUAGE		500.00	0.00	500.00	0.00	494.97	5.03
A 2110.450-03-8000	ART		3,100.00	0.00	3,100.00	0.00	0.00	3,100.00
A 2110.450-03-9000	PHYS ED/HEALTH		7,705.00	0.00	7,705.00	0.00	6,800.96	904.04
A 2110.480-01-0000	TEXTBOOKS EL		27,416.00	13,738.89	41,154.89	0.00	28,576.16	12,578.73
A 2110.480-03-0000	TEXTBOOKS HS		17,699.00	1,060.46	18,759.46	0.00	1,542.46	17,217.00
A 2110.490-00-0000	BOCES SERV		102,136.00	9,222.98	111,358.98	0.00	0.00	111,358.98
2110	**TEACHING-REGULAR SCHOOL**	*	**4,868,061.19**	**107,849.79**	**4,975,910.98**	**26,574.85**	**159,050.75**	**4,790,285.38**
21		**	**4,868,061.19**	**107,849.79**	**4,975,910.98**	**26,574.85**	**159,050.75**	**4,790,285.38**
A 2250.150-00-0000	SP ED SAL		1,143,766.21	0.00	1,143,766.21	8,090.23	0.00	1,135,675.98
A 2250.151-00-0000	SP ED SAL ADDITIONAL PAY		18,540.00	0.00	18,540.00	2,940.05	0.00	15,599.95
A 2250.160-00-0000	SP ED PERS SERV		229,128.00	0.00	229,128.00	3,353.44	0.00	225,774.56
A 2250.400-00-0000	SP ED C/E		16,000.00	0.00	16,000.00	0.00	246.64	15,753.36
A 2250.401-00-0000	SPECIAL ED. AUDIOLOGY CONTRACTUAL EXPENDITURES		16,000.00	0.00	16,000.00	0.00	0.00	16,000.00
A 2250.402-00-0000	SPECIAL ED. AUTISM CONSULTATION CONTRACTUAL EXPENDITURES		6,000.00	0.00	6,000.00	0.00	0.00	6,000.00
A 2250.403-00-0000	SPECIAL ED. MUSIC THERAPY CONTRACTUAL EXPENDITURES		4,000.00	0.00	4,000.00	0.00	4,000.00	0.00
A 2250.404-00-0000	SPECIAL ED. INTERPRETING CONTRACTUAL EXPENDITURES		4,000.00	0.00	4,000.00	0.00	0.00	4,000.00
A 2250.470-00-0000	SP ED TUITION		847,957.91	0.00	847,957.91	0.00	67,568.00	780,389.91
A 2250.490-00-0000	BOCES - SP ED		550,386.75	0.00	550,386.75	0.00	0.00	550,386.75
A 2250.501-00-0000	SP ED SUPPLIES		8,000.00	1,740.00	9,740.00	1,740.00	1,989.38	6,010.62
2250	**PROGRAMS-STUDENTS W/ DISABIL**	*	**2,843,778.87**	**1,740.00**	**2,845,518.87**	**16,123.72**	**73,804.02**	**2,755,591.13**
A 2280.150-00-0000	OCC ED SAL		244,208.36	0.00	244,208.36	0.00	0.00	244,208.36
A 2280.490-00-0000	OCC ED BOCES SERVICES		414,732.00	0.00	414,732.00	0.00	0.00	414,732.00
2280	**OCCUPATIONAL EDUCATION**	*	**658,940.36**	**0.00**	**658,940.36**	**0.00**	**0.00**	**658,940.36**
22		**	**3,502,719.23**	**1,740.00**	**3,504,459.23**	**16,123.72**	**73,804.02**	**3,414,531.49**
A 2330.490-00-0000	BOCES SUMMER SCHOOL		16,600.00	0.00	16,600.00	0.00	0.00	16,600.00
2330	**TEACHING-SUMMER SCHOOL**	*	**16,600.00**	**0.00**	**16,600.00**	**0.00**	**0.00**	**16,600.00**
23		**	**16,600.00**	**0.00**	**16,600.00**	**0.00**	**0.00**	**16,600.00**
A 2610.150-00-0000	LIB SAL		147,534.00	0.00	147,534.00	0.00	0.00	147,534.00

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2610.151-00-0000	LIB SAL ADDITIONAL PAY		0.00	0.00	0.00	1,010.55	0.00	-1,010.55
A 2610.400-02-0000	M/HS LIB NON AIDABLE		3,445.00	666.08	4,111.08	0.00	666.08	3,445.00
A 2610.460-01-0000	AIDABLE LIB MATLS EL		2,521.00	0.00	2,521.00	0.00	2,521.00	0.00
A 2610.460-02-0000	AIDABLE LIB MATLS HS		2,522.00	166.18	2,688.18	0.00	166.18	2,522.00
A 2610.490-00-0000	LIB BOCES SERV		52,953.00	0.00	52,953.00	0.00	0.00	52,953.00
A 2610.521-01-0000	ES LIB NON AIDABLE		3,800.00	0.00	3,800.00	0.00	3,695.43	104.57
2610	**SCHOOL LIBRARY & AUDIOVISUAL**	*	**212,775.00**	**832.26**	**213,607.26**	**1,010.55**	**7,048.69**	**205,548.02**
A 2630.150-00-0000	COMPUTER INSTR SAL		136,110.00	0.00	136,110.00	10,150.96	0.00	125,959.04
A 2630.160-00-0000	COMPUTER INSTR PERS SERV		59,663.00	0.00	59,663.00	4,775.46	0.00	54,887.54
A 2630.161-00-0000	SOCIAL MEDIA SPECIALIST SALARY		13,240.00	0.00	13,240.00	993.99	0.00	12,246.01
A 2630.162-00-0000	IT SUMMER HELP		2,500.00	0.00	2,500.00	1,754.72	0.00	745.28
A 2630.220-00-0000	COMPUTER HDWE AIDABLE		13,736.00	0.00	13,736.00	0.00	0.00	13,736.00
A 2630.400-00-0000	COMPUTER INSTR C/E		75,700.00	0.00	75,700.00	0.00	0.00	75,700.00
A 2630.460-00-0000	COMPUTER SOFTWARE AIDABLE		11,475.00	2,535.54	14,010.54	0.00	2,535.54	11,475.00
A 2630.490-00-0000	COMPUTER INSTR BOCES		874,545.00	417,895.27	1,292,440.27	0.00	417,895.27	874,545.00
A 2630.501-00-0000	COMPUTER INSTR SUPPLIES		20,000.00	8,857.94	28,857.94	0.00	12,200.88	16,657.06
2630	**COMPUTER ASSISTED INSTRUCTION**	*	**1,206,969.00**	**429,288.75**	**1,636,257.75**	**17,675.13**	**432,631.69**	**1,185,950.93**
26		**	**1,419,744.00**	**430,121.01**	**1,849,865.01**	**18,685.68**	**439,680.38**	**1,391,498.95**
A 2805.160-00-0000	SALARIES		20,214.00	0.00	20,214.00	614.11	0.00	19,599.89
2805	**ATTENDANCE-REGULAR SCHOOL**	*	**20,214.00**	**0.00**	**20,214.00**	**614.11**	**0.00**	**19,599.89**
A 2810.150-00-0000	GUIDANCE SAL		114,429.00	0.00	114,429.00	0.00	0.00	114,429.00
A 2810.151-00-0000	GUIDANCE ADDITIONAL WORK		12,542.00	0.00	12,542.00	3,349.25	0.00	9,192.75
A 2810.160-00-0000	GUIDANCE PERS SERV		47,099.87	0.00	47,099.87	3,338.88	0.00	43,760.99
A 2810.400-00-0000	GUIDANCE C/E		12,000.00	0.00	12,000.00	0.00	0.00	12,000.00
A 2810.501-00-0000	GUIDANCE SUPPLIES		2,900.00	0.00	2,900.00	0.00	248.93	2,651.07
2810	**GUIDANCE-REGULAR SCHOOL**	*	**188,970.87**	**0.00**	**188,970.87**	**6,688.13**	**248.93**	**182,033.81**
A 2815.160-00-0000	HEALTH PERS SERV		116,140.00	0.00	116,140.00	0.00	0.00	116,140.00
A 2815.161-00-0000	HEALTH PERS SERV ADDITIONAL PAY		2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 2815.400-00-0000	HEALTH C/E		16,000.00	0.00	16,000.00	1,150.00	12,650.00	2,200.00
A 2815.401-00-0000	HEALTH C/E OTHER SCHOOLS		9,000.00	0.00	9,000.00	0.00	0.00	9,000.00
A 2815.501-00-0000	HEALTH SUPPLIES		2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
2815	**HEALTH SERVICES-REGULAR SCHOOL**	*	**145,640.00**	**0.00**	**145,640.00**	**1,150.00**	**12,650.00**	**131,840.00**
A 2820.150-00-0000	PSYCHOL SAL		57,537.00	0.00	57,537.00	0.00	0.00	57,537.00

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2820.151-00-0000	PSYCHOL SAL ADDITIONAL PAY		5,698.00	0.00	5,698.00	0.00	0.00	5,698.00
A 2820.501-00-0000	PSYCHOL SUPPLIES		6,000.00	0.00	6,000.00	0.00	921.00	5,079.00
2820	**PSYCHOLOGICAL SRVC-REG SCHOOL**	*	**69,235.00**	**0.00**	**69,235.00**	**0.00**	**921.00**	**68,314.00**
A 2825.150-00-0000	ERSS-INSTR SAL		117,095.00	0.00	117,095.00	0.00	0.00	117,095.00
A 2825.151-00-0000	ERSS-INSTR SAL ADDITIONAL PAY		8,486.00	0.00	8,486.00	998.84	0.00	7,487.16
A 2825.400-00-0000	ERSS C/E		149,136.00	0.00	149,136.00	0.00	0.00	149,136.00
2825	**SOCIAL WORK SRVC-REG SCHOOL**	*	**274,717.00**	**0.00**	**274,717.00**	**998.84**	**0.00**	**273,718.16**
A 2850.150-00-0000	CO CURR SAL		5,150.00	0.00	5,150.00	0.00	0.00	5,150.00
A 2850.151-00-0000	CO CURR ADVISOR STIPENDS		70,000.00	0.00	70,000.00	0.00	0.00	70,000.00
A 2850.160-00-0000	CO-CURR PERS SERV		8,000.00	0.00	8,000.00	375.55	0.00	7,624.45
2850	**CO-CURRICULAR ACTIV-REG SCHL**	*	**83,150.00**	**0.00**	**83,150.00**	**375.55**	**0.00**	**82,774.45**
A 2855.140-00-0000	ATHLETIC DIRECTOR SALARIES		18,200.00	0.00	18,200.00	1,357.09	0.00	16,842.91
A 2855.150-00-0000	ATHLETICS CERTIFIED COACHES		309,520.00	0.00	309,520.00	1,664.32	0.00	307,855.68
A 2855.151-00-0000	ATHLETICS CERTIFIED CHAPERONES		10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
A 2855.161-00-0000	ATHLETICS NON CERTIFIED CHAPERONES		20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
A 2855.400-00-0000	ATHLETICS C/E		22,400.00	931.49	23,331.49	0.00	6,998.94	16,332.55
A 2855.401-00-0000	ATHLETICS - CONFERENCES		1,600.00	0.00	1,600.00	0.00	0.00	1,600.00
A 2855.402-00-0000	ATHLETICS - ATHLETIC TRAINING		11,000.00	0.00	11,000.00	0.00	0.00	11,000.00
A 2855.449-00-0000	ATHLETICS REFS		53,000.00	0.00	53,000.00	0.00	0.00	53,000.00
A 2855.490-00-0000	ATHLETICS - BOCES		8,821.00	1,790.00	10,611.00	0.00	0.00	10,611.00
A 2855.501-00-0000	ATHLETICS SUPPLIES		22,000.00	24,182.95	46,182.95	0.00	24,244.08	21,938.87
2855	**INTERSCHOL ATHLETICS-REG SCHL**	*	**476,541.00**	**26,904.44**	**503,445.44**	**3,021.41**	**31,243.02**	**469,181.01**
28		**	**1,258,467.87**	**26,904.44**	**1,285,372.31**	**12,848.04**	**45,062.95**	**1,227,461.32**
2		***	**11,824,939.69**	**567,897.24**	**12,392,836.93**	**116,384.61**	**717,598.10**	**11,558,854.22**
A 5510.161-05-0000	MECH PERS SERV		197,232.40	0.00	197,232.40	11,917.60	0.00	185,314.80
A 5510.162-05-0000	DR SAL REG		434,158.00	0.00	434,158.00	11,917.99	0.00	422,240.01
A 5510.162-06-0000	ADD DR SAL REG		0.00	0.00	0.00	3,873.05	0.00	-3,873.05
A 5510.162-07-0000	BUS MONITORS SAL REG		16,297.00	0.00	16,297.00	412.75	0.00	15,884.25
A 5510.163-00-0000	DR SCHOOL TO WORK		5,050.00	0.00	5,050.00	0.00	0.00	5,050.00
A 5510.166-00-0000	DR SAL SPORTS RUNS		37,307.00	0.00	37,307.00	158.84	0.00	37,148.16
A 5510.168-00-0000	DR SAL FIELD TRIPS		10,000.00	0.00	10,000.00	304.70	0.00	9,695.30
A 5510.200-05-0000	TRANSPORTATION EQUIPMENT		2,558.00	0.00	2,558.00	0.00	0.00	2,558.00
A 5510.400-05-0000	TRANS CONTRACTUAL EXP		46,000.00	0.00	46,000.00	345.83	0.00	45,654.17

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 5510.400-05-0001	TRANSPORTATION MEAL REIMBURSEMENT		500.00	0.00	500.00	0.00	0.00	500.00
A 5510.420-05-0000	TRANS INSURANCE		25,000.00	0.00	25,000.00	0.00	23,810.00	1,190.00
A 5510.465-05-0000	CONTRACT REPAIR		5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
A 5510.490-00-0000	TRAN BOCES SERV		13,398.00	0.00	13,398.00	0.00	0.00	13,398.00
A 5510.501-05-0000	GENL SUPPLIES		6,000.00	0.00	6,000.00	0.00	825.42	5,174.58
A 5510.501-05-5700	AUTO PTS		31,200.00	0.00	31,200.00	0.00	0.00	31,200.00
A 5510.501-05-5710	GASOLINE		165,000.00	0.00	165,000.00	0.00	0.00	165,000.00
A 5510.501-05-5720	LUBE OIL		4,100.00	0.00	4,100.00	0.00	0.00	4,100.00
A 5510.501-05-5730	TIRES		10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
5510	**DISTRICT TRANSPORTATION**	*	**1,008,800.40**	**0.00**	**1,008,800.40**	**28,930.76**	**24,635.42**	**955,234.22**
A 5530.400-00-0000	GAR CONTRACTUAL EXP		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 5530.400-00-4220	GAR GAS		7,245.00	0.00	7,245.00	0.00	0.00	7,245.00
A 5530.400-00-4250	GAR ELECTRIC		12,679.00	0.00	12,679.00	0.00	0.00	12,679.00
A 5530.400-00-4260	GAR WATER		10,182.00	0.00	10,182.00	0.00	0.00	10,182.00
A 5530.501-00-0000	GAR GENL SUPPLIES		500.00	0.00	500.00	0.00	0.00	500.00
5530	**GARAGE BUILDING**	*	**31,606.00**	**0.00**	**31,606.00**	**0.00**	**0.00**	**31,606.00**
A 5540.400-05-0000	CONTRACT TRANS		110,000.00	0.00	110,000.00	0.00	0.00	110,000.00
5540	**CONTRACT TRANSPORTATION**	*	**110,000.00**	**0.00**	**110,000.00**	**0.00**	**0.00**	**110,000.00**
55		**	**1,150,406.40**	**0.00**	**1,150,406.40**	**28,930.76**	**24,635.42**	**1,096,840.22**
5		***	**1,150,406.40**	**0.00**	**1,150,406.40**	**28,930.76**	**24,635.42**	**1,096,840.22**
A 8060.160-00-0000	COMM. ED. PERS. SALARY		5,518.00	0.00	5,518.00	414.16	0.00	5,103.84
A 8060.400-00-0000	CONTRACTUAL EXPENSE		5,000.00	0.00	5,000.00	0.00	250.00	4,750.00
8060	**CIVIC ACTIVITIES**	*	**10,518.00**	**0.00**	**10,518.00**	**414.16**	**250.00**	**9,853.84**
80		**	**10,518.00**	**0.00**	**10,518.00**	**414.16**	**250.00**	**9,853.84**
8		***	**10,518.00**	**0.00**	**10,518.00**	**414.16**	**250.00**	**9,853.84**
A 9010.800-00-0000	EMPLOYEES RETIREMENT		316,200.00	0.00	316,200.00	0.00	0.00	316,200.00
9010	**STATE RETIREMENT**	*	**316,200.00**	**0.00**	**316,200.00**	**0.00**	**0.00**	**316,200.00**
A 9020.800-00-0000	TEACHERS RETIREMENT		790,221.00	0.00	790,221.00	0.00	0.00	790,221.00
9020	**TEACHERS' RETIREMENT**	*	**790,221.00**	**0.00**	**790,221.00**	**0.00**	**0.00**	**790,221.00**
A 9030.800-00-0000	FICA		751,748.40	0.00	751,748.40	17,854.20	0.00	733,894.20
9030	**SOCIAL SECURITY**	*	**751,748.40**	**0.00**	**751,748.40**	**17,854.20**	**0.00**	**733,894.20**
A 9040.800-00-0000	WORKERS COMP		45,216.00	0.00	45,216.00	21,827.00	21,827.00	1,562.00
9040	**WORKERS' COMPENSATION**	*	**45,216.00**	**0.00**	**45,216.00**	**21,827.00**	**21,827.00**	**1,562.00**

CALEDONIA MUMFORD CSD

Appropriation Status Detail Report By Function From 7/1/2026 To 7/31/2026

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 9050.800-00-0000	UNEMPLOYMENT INSURANCE		5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
9050	**UNEMPLOYMENT INSURANCE**	*	**5,000.00**	**0.00**	**5,000.00**	**0.00**	**0.00**	**5,000.00**
A 9055.800-00-0000	DISABILITY INSURANCE		13,000.00	0.00	13,000.00	742.93	8,172.23	4,084.84
9055	**DISABILITY INSURANCE**	*	**13,000.00**	**0.00**	**13,000.00**	**742.93**	**8,172.23**	**4,084.84**
A 9060.800-00-0000	HEALTH INSURANCE		3,248,673.00	-18,648.92	3,230,024.08	415,357.62	399,145.40	2,415,521.06
9060	**MEDICAL & DENTAL INSURANCE**	*	**3,248,673.00**	**-18,648.92**	**3,230,024.08**	**415,357.62**	**399,145.40**	**2,415,521.06**
90		**	**5,170,058.40**	**-18,648.92**	**5,151,409.48**	**455,781.75**	**429,144.63**	**4,266,483.10**
A 9901.950-00-0000	TRANSFER TO SPECIAL AID FUND		55,000.00	0.00	55,000.00	0.00	0.00	55,000.00
A 9901.960-00-0000	TRANSFER TO DEBT SERVICE		2,284,182.00	0.00	2,284,182.00	0.00	0.00	2,284,182.00
9901	**TRANSFER TO SPECIAL AID**	*	**2,339,182.00**	**0.00**	**2,339,182.00**	**0.00**	**0.00**	**2,339,182.00**
A 9950.900-00-0000	TRANSFER TO CAPITAL FUND		100,000.00	0.00	100,000.00	0.00	0.00	100,000.00
9950	**TRANSFER TO CAPITAL**	*	**100,000.00**	**0.00**	**100,000.00**	**0.00**	**0.00**	**100,000.00**
99		**	**2,439,182.00**	**0.00**	**2,439,182.00**	**0.00**	**0.00**	**2,439,182.00**
9		***	**7,609,240.40**	**-18,648.92**	**7,590,591.48**	**455,781.75**	**429,144.63**	**6,705,665.10**
	Fund ATotals:		**23,560,437.00**	**694,732.00**	**24,255,169.00**	**718,438.20**	**1,465,553.04**	**22,071,177.76**
	Grand Totals:		**23,560,437.00**	**694,732.00**	**24,255,169.00**	**718,438.20**	**1,465,553.04**	**22,071,177.76**

CALEDONIA MUMFORD CSD

Revenue Status Report By Function From 7/1/2026 To 7/31/2026

Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
A 1315	CONTINUING EDUC TUITION	0.00	0.00	0.00	245.00	-245.00
A 1335	OTHER STUDENT FEES AND CHARGES	0.00	0.00	0.00	12.75	-12.75
A 1411	ADMISSIONS - MUSICAL	0.00	0.00	0.00	87.50	-87.50
A 2401	INT. AND EARNINGS ON DEPOSITS	0.00	0.00	0.00	9,752.07	-9,752.07
A 2401.20	INTEREST - CAPITAL RESERVE	0.00	0.00	0.00	7,046.20	-7,046.20
A 2401.30	INTEREST - FLEET	0.00	0.00	0.00	313.23	-313.23
A 2401.50	INTEREST-PROP LOSS	0.00	0.00	0.00	1,230.40	-1,230.40
A 2401.60	INTEREST-UNEMPLOY	0.00	0.00	0.00	2,893.72	-2,893.72
A 2401.70	INTEREST-VEH EQUIP CAP RES	0.00	0.00	0.00	9.35	-9.35
A 2401.80	INTEREST FOR EMPLOYEE BENEFIT RESERVE	0.00	0.00	0.00	964.60	-964.60
A 2401.90	INTEREST ERS RETIREMENT RESERVE	0.00	0.00	0.00	2,083.90	-2,083.90
A 2401.91	INTEREST TRS RETIREMENT RESERVE	0.00	0.00	0.00	1,012.85	-1,012.85
A 2705	GIFT AND DONATIONS	0.00	0.00	0.00	1,000.00	-1,000.00
A 2770	OTH. UNCLASSIFIED REVENUE,SPECIFY	0.00	0.00	0.00	894.00	-894.00
	A Totals:	**0.00**	**0.00**	**0.00**	**27,545.57**	**-27,545.57**
	Grand Totals:	**0.00**	**0.00**	**0.00**	**27,545.57**	**-27,545.57**

JULY 2026 TREASURER'S REPORT

	Account/Fund Name	Beginning Balance	Receipts	Disbursment	Ending Balance	CD Terms	Bank Balance
General Fund							
	Capital Reserve	2,258,992.24	7,046.20	0.00	2,266,038.44		2,266,038.44
	Emp. Benefit Accrued Liability	329,198.95	964.60	0.00	330,163.55		330,163.55
	ERS (Retirement) Reserve	677,918.29	2,083.90	0.00	680,002.19		680,002.19
	General Fund Checking	2,875,272.67	294,083.54	773,443.51	2,395,912.70		2,356,028.32
	General Fund Savings	100,421.39	313.23	0.00	100,734.62		100,734.62
	Property Loss & Liability Reserve	419,911.68	1,230.40	0.00	421,142.08		421,142.08
	Tax Certorari	0.00	0.00	0.00	0.00		0.00
	TRS Reserve	324,716.23	1,012.85	0.00	325,729.08		325,729.08
	Unemployment Reserve	1,002,096.30	2,893.72	0.00	1,004,990.02		1,004,990.02
	Vehicle & Equipment	550,059.21	9.35	0.00	550,068.56		550,068.56
	Total General Fund Accounts	**5,272,477.48**	**299,543.09**	**773,443.51**	**8,074,781.24**		
Trust and Agency							
	Trust & Agency Checking	0.00	0.00	0.00	0.00		285,096.68
	Payroll	0.00	194,998.83	194,998.83	0.00		1,552.48
	Total	**0.00**	**194,998.83**	**194,998.83**	**0.00**		
Federal Fund							
	Checking	24,466.92	93.12	4,866.02	19,694.02		19,694.02
School Lunch Fund							
	Checking	404,833.70	91,428.85	14,849.38	481,413.17		481,491.62
Capital Fund							
	Capital Fund Checking	5,036,439.70	14,892.84	517,915.43	4,533,417.11		4,533,417.11
	Total	**5,036,439.70**	**14,892.84**	**517,915.43**	**4,533,417.11**		
Debt Service							
	5 Star	476,327.23	520,625.02	0.00	996,952.25		996,952.25
Scholarship Funds							
	Carol Cofta Scholarship	2,001.03	0.00	0.00	2,001.03		2,001.03
	Cook & Coyle Memorial Scholarshi	325.10	0.00	0.00	325.10		325.10
	ES Campbell- Savings	12,774.58	0.00	0.00	12,774.58		12,774.58
	Kevin Kissel	21,947.45	0.00	0.00	21,947.45		21,947.45
	Mary Catherine Hamilton	5,765.24	0.00	0.00	5,765.24		5,765.24
	Nicole Mazza	10,270.25	0.00	0.00	10,270.25		10,270.25
	Peterson Scholarship	57,536.98	0.00	0.00	57,536.98		57,536.98
	Rogers Memorial	129.59	0.00	0.00	129.59		129.59
	Ross Orton Wrestling	401.03	0.00	0.00	401.03		401.03
	Woodruff/Reed Scholarship Fund	2,128.22	0.00	0.00	2,128.22		2,128.22
	Total Scholarship Accounts	**2,529.25**	**0.00**	**0.00**	**2,529.25**		

Prepared By: _____ **C-M District Treasurer** Date: 8/4/26

Approved By: _____ **C-M Business Official** Date: 8/4/26

JUNE 2026

CLASS/CLUB	Beginning	Receipts	Expenses	Ending
Ainodelac Elementary	$3,207.82	$645.00	$0.00	$3,852.82
Ainodelac M/HS	$12,291.97	$324.60	$5,886.37	$6,730.20
Archery Club	$0.00	$0.00	$0.00	$0.00
Class of 2026	$7,514.57	$0.00	$4,145.25	$3,369.32
Class of 2027	$7,691.96	$591.87	$0.00	$8,283.83
Class of 2028	$3,271.88	$0.00	$0.00	$3,271.88
Class of 2029	$2,015.07	$0.00	$0.00	$2,015.07
Class of 2030	$2,191.05	$180.00	$2,284.80	$86.25
Class of 2031	$9,368.10	$0.00	$29.58	$9,338.52
Class of 2032	$4,591.46	$100.00	$0.00	$4,691.46
Elem. Student Council	$1,211.89	$0.00	$0.00	$1,211.89
Elem. Library	$532.82	$0.00	$0.00	$532.82
Fifth Grade Account	$2,248.77	$3,686.00	$5,933.00	$1.77
HS Stu. Council	$1,021.63	$2.54	$0.00	$1,024.17
HS Stu. Council Act.	$9,118.20	$386.99	$6,021.73	$3,483.46
MS Play	$6,379.07	$0.00	$0.00	$6,379.07
MS Stu Council	$6,064.45	$0.00	$2,100.00	$3,964.45
NHS	$2,432.18	$0.00	$311.65	$2,120.53
NJHS	$422.50	$0.00	$0.00	$422.50
One Book	$586.96	$0.00	$0.00	$586.96
Raider Baseball	$2,067.74	$0.00	$323.73	$1,744.01
Sales Tax Account	$221.95	$0.00	$0.00	$221.95
Science Club	$0.00	$0.00	$0.00	$0.00
Danny Mitchell Music	$5,051.82	$436.00	$2,192.02	$3,295.80
Ski Club/Spectrum	$1,052.53	$0.00	$68.00	$984.53
Softball Club	$739.16	$1,000.00	$241.21	$1,497.95
Spanish Club	$858.51	$0.00	$139.14	$719.37
Technology Club	$1,103.28	$0.00	$0.00	$1,103.28
Track	$5,881.56	$1,368.00	$96.51	$7,153.05
Varsity Club	$5,985.26	$0.00	$1,557.00	$4,428.26
Volleyball	$1,674.54	$0.00	$0.00	$1,674.54
TOTAL	**$106,798.70**	**$8,721.00**	**$31,329.99**	**$84,189.71**

Unclearded Checks

13165	$77.00	**13187- voided 68.00**		
13181	$66.00	13181- misprint		
13250	$14.90	13182 - misprint		
13258	$500.00			
13267	$695.00			
13285	$226.62	13294/$485.00		
13287	$24.57	13295/$124.91	**Bank Statement**	**$87,210.56**
13289	$96.51		**Uncleared Deposits**	
13290	$710.34		**Uncleared Checks**	**$3,020.85**
Total	$3,020.85		**Total**	**$84,189.71**

Uncleared Deposits

YEAR END 2025 - 2026

CLASS/CLUB	Beginning	Receipts	Expenses	Ending
Ainodelac Elementary	$4,272.97	$645.00	$1,065.15	$3,852.82
Ainodelac M/HS	$10,644.88	$2,634.00	$6,548.68	$6,730.20
Archery Club	$0.00	$0.00	$0.00	$0.00
Class of 2026	$8,165.04	$64,852.45	$69,648.17	$3,369.32
Class of 2027	$6,344.76	$3,753.49	$1,814.42	$8,283.83
Class of 2028	$1,334.88	$4,470.00	$2,533.00	$3,271.88
Class of 2029	$2,313.65	$4,630.75	$4,929.33	$2,015.07
Class of 2030	$6,239.02	$40,967.60	$47,120.37	$86.25
Class of 2031	$2,961.60	$12,761.95	$6,385.03	$9,338.52
Class of 2032	$0.00	$9,653.90	$4,962.44	$4,691.46
Elem. Student Council	$723.02	$949.50	$460.63	$1,211.89
Elem. Library	$646.11	$1,000.08	$1,113.37	$532.82
Fifth Grade Account	$34.72	$5,945.00	$5,977.95	$1.77
HS Stu. Council	$793.85	$235.52	$5.00	$1,024.37
HS Stu. Council Act.	$2,226.18	$16,939.18	$15,681.90	$3,483.46
MS Play	$7,060.31	$3,074.25	$3,755.49	$6,379.07
MS Stu Council	$6,997.90	$3,476.30	$3,964.45	$6,509.75
NHS	$1,647.45	$8,777.00	$8,303.92	$2,120.53
NJHS	$509.48	$915.00	$1,001.98	$422.50
One Book	$586.96	$0.00	$0.00	$586.96
Raider Baseball	$1,764.94	$163.65	$1,684.58	$244.01
Sales Tax Account	$221.96	$1,594.01	$1,594.02	$221.95
Science Club	$312.36	$0.00	$312.36	$0.00
Danny Mitchell Music	$4,983.75	$3,169.00	$4,856.95	$3,295.80
Ski Club/Spectrum	$1,411.48	$7,421.00	$7,847.95	$984.53
Softball Club	$2,454.88	$23,403.72	$24,360.65	$1,497.95
Spanish Club	$986.20	$206.00	$472.83	$719.37
Technology Club	$1,317.28	$750.00	$964.00	$1,103.28
Track	$4,651.60	$2,681.00	$179.55	$7,153.05
Varsity Club	$2,219.15	$12,521.21	$10,312.10	$4,428.26
Volleyball	$2,045.08	$9,714.65	$10,085.19	$1,674.54
TOTAL	**$85,871.46**	**$247,305.21**	**$247,941.46**	**$85,235.21**

Beginning Balance	**$85,871.46**
Incoming	**$248,805.01**
Outgoing	**$247,941.60**
End of Year Balance	**$85,235.21**

Committee Recommendations for Board of Education Review with Details (August 11, 2026)

Meeting	*Alt ID#*	*Age*	*Committee*	*Grade*	*Reason*	*Decision*	*Disability*	*Recommended School*
03/25/2026	00007550	17:5	Sub CSE	12	Annual Review	Classified	Multiple Disabilities	The Kessler Center - Easter Seals

Program/Service	Start Date	End Date	Ratio	Freq.	Period	Duration
Special Class	09/07/2026	06/18/2027	6:1:3	5	Daily	6 hrs
Counseling Services	09/07/2026	06/18/2027	Individual	1	Weekly	30 mins
Occupational Therapy	09/07/2026	06/18/2027	Individual	6	Monthly	15 mins
Special Class	07/06/2026	08/13/2026	6:1:3	5	Daily	6 hrs
Counseling Services	07/06/2026	08/13/2026	Individual	1	Weekly	30 mins
Occupational Therapy	07/06/2026	08/13/2026	Individual	6	Monthly	15 mins

07/29/2026	00008510	3:5	CPSE		Preschool Initial Eligibility Determination Meeting	Classified Preschool	Preschool Student with a Disability	Preschool Itinerant Services Only

Program/Service	Start Date	End Date	Ratio	Freq.	Period	Duration
Special Education Itinerant Services	09/08/2026	06/25/2027	1:1	2	Monthly	1 hr
Speech/Language Therapy	09/08/2026	06/25/2027	Individual	3	Weekly	30 mins

2026-2027 School Bus Transportation Plan

Presentation to the School Board

Transitioning to Child-Capacity Bus Routing

Operational Efficiency Update

We are shifting our routing strategy to utilize a capacity of 66 children per bus, replacing the previous standard of 45 adults. This optimized approach allows us to eliminate two entire bus runs from our daily schedule.

While this consolidation improves our operational efficiency and reduces overhead, it only extends the average student ride time by a maximum of 15 minutes, balancing cost savings with the student experience.

66

Child Capacity

Optimized limit per bus, replacing 45-adult standard.

-2

Runs Eliminated

Daily bus routes cut, reducing operational overhead.

Establishing Safe Community Stops & Private Road Guidelines

Private & Unmaintained Roads

Buses will no longer enter private or unmaintained municipal roads due to hazardous conditions. Students in these areas will be assigned a safe stop near a maintained road.

Sequential Routing Balances Ride Times for All Students

Morning Pick-Up

First student on the bus secures a safe, direct sequential path to school.

School Day

Standardized operations keep schedules stable, reliable, and predictable.

Afternoon Drop-Off

First student picked up is the first student home, preventing double commutes.

Parallel Sequential Structure

To ensure fairness and balance in transportation times, all routes will now be completed sequentially. This parallel approach means that a student who is picked up first in the morning will also be dropped off first in the afternoon. Implementing this consistent routing structure prevents any single child from experiencing excessively long commutes on both ends of the school day, ensuring equitable travel times across the district.

Zero-Crossing Restrictions Implemented

Zero-Crossing Policy

Student safety remains our highest priority. To minimize hazards, we have implemented a strict zero-crossing restriction on our busiest local thoroughfares. Under no circumstances will children be permitted to cross these designated high-traffic roads during pickup or drop-off.

Designated High-Traffic Corridors

Main St.
Zero-crossing restriction active.

State St.
Zero-crossing restriction active.

Route 5
Zero-crossing restriction active.

Leicester Rd.
Zero-crossing restriction active.

Scottsville-Mumford Rd.
Zero-crossing restriction active.

Door-Side Routing
Routing ensures door-side service along these routes.

Eliminating Driveway Turnarounds to Reduce Reversing Hazards

Residential Hazard Mitigation

We have adjusted all transportation routes to completely eliminate the need for school buses to turn around in residential driveways.

Reversing a large vehicle in confined residential spaces presents a significant safety and financial risk.

Approved Turnaround Locations

Moving forward, permitted turnarounds will be strictly limited to approved side-roads, pre approved farms, and designated commercial business locations that offer adequate space for safe maneuvering.

Mandatory PM Adult Release Policy

Grades K-2 Hand-Off Requirement

All students in grades K-2 must be physically received by an authorized adult during afternoon drop-offs. Under no circumstances will a student be released without an adult present.

Policy Reinforcement

To ensure our youngest learners arrive home safely, we are reinforcing our PM Adult Release Safety Policy. The school community will be formally notified to ensure smooth and compliant operations.

Scope & Applicability

This strict visual and physical hand-off requirement applies universally to all locations. This includes both individual residential stops and the newly designated group community stops.

Our Special Education Transportation Enhances District Control

Successful In-House Transition

This year, we are proud to resume transporting our own special education children, a service previously contracted out to Leroy CSD last year. Bringing this service back in-house was made possible by our recent routing efficiencies and the strategic addition of two new drivers to our staff.

Active Monitor Recruitment

While we have the driving capacity, please note that we are actively seeking to hire a few more bus monitors to fully support these routes.

LITERACY GOALS

End Of Year Update
2025 – 2026



LITERACY



Establish a high-quality literacy program, grounded in the seven literacy pillars, utilizing authentic texts to ensure at least 80% of ALL students achieve grade-level reading proficiency by the end of the 2025-2026 academic year

What Does IXL Measure?



Student A–Grade 3

	GROWTH		DIAGNOSTIC LEVELS	
		Starting level		
Overall	--	150	220	280
Reading level	--	170	260	350
Reading strategies	--	170	260	360
Vocabulary	--	200	270	310
Writing strategies	--	200	200	200
Grammar and mechanics	--	90	160	240

Student B–Grade 3

	GROWTH		DIAGNOSTIC LEVELS	
		Starting level		
Overall	--	300	420	470
Reading level	--	320	460	460
Reading strategies	--	300	460	450
Vocabulary	--	360	480	490
Writing strategies	--	400	410	560
Grammar and mechanics	--	160	340	380

Student C–Grade 3

	GROWTH		DIAGNOSTIC LEVELS	
		Starting level		
Overall	--	500	630	650
Reading level	--	450	530	610
Reading strategies	--	460	550	600
Vocabulary	--	450	540	680
Writing strategies	--	590	750	700
Grammar and mechanics	--	500	660	630



LITERACY



Establish a high-quality literacy program, grounded in the seven literacy pillars, utilizing authentic texts to ensure at least 80% of ALL students achieve grade-level literacy proficiency by the end of the 2026-2027 academic year

CELEBRATIONS

District Wide

Targeted Professional Development

Teachers are asking for specific, targeted learning opportunities in the areas of reading, writing, and foundational skills

Job-embedded professional development

Data Driven Discussions

Administrative and teacher leadership meetings are focused on data analysis to determine next steps in learning and programming

Deploying a Data Driven Protocol

Collaborative Curricular Conversations

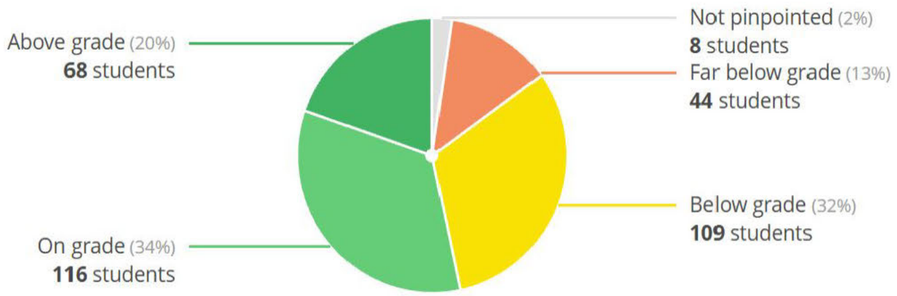
Teachers revising units of study in horizontal and vertical teams to ensure alignment to the latest literacy research

Elementary Building Level Data

Fall 2025 Benchmark (Sep 8, 2025 - Oct 3, 2025)

Math, ELA | Grades PK - 12 | 3 schools

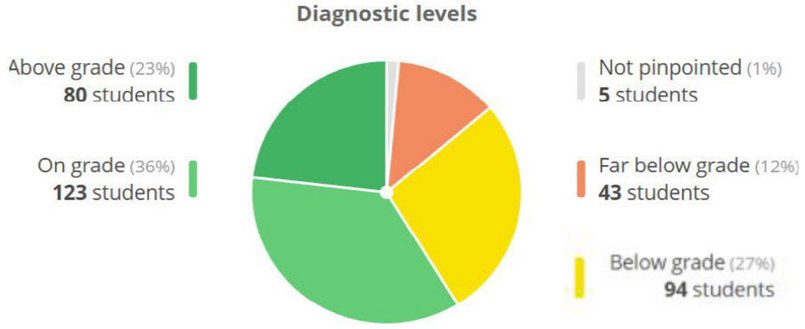
Diagnostic levels



Winter 2026 Benchmark (Jan 20, 2026 - Jan 30, 2026)

Math, ELA | Grades PK - 12 | 3 schools

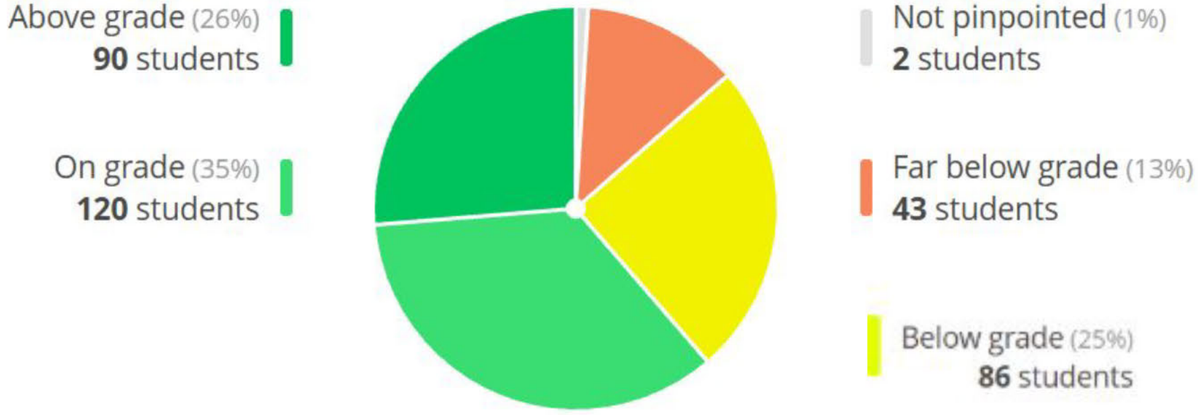
Diagnostic levels



Spring 2026 Benchmark (May 25, 2026 - Jun 16, 2026)

Math, ELA | Grades PK - 12 | 3 schools

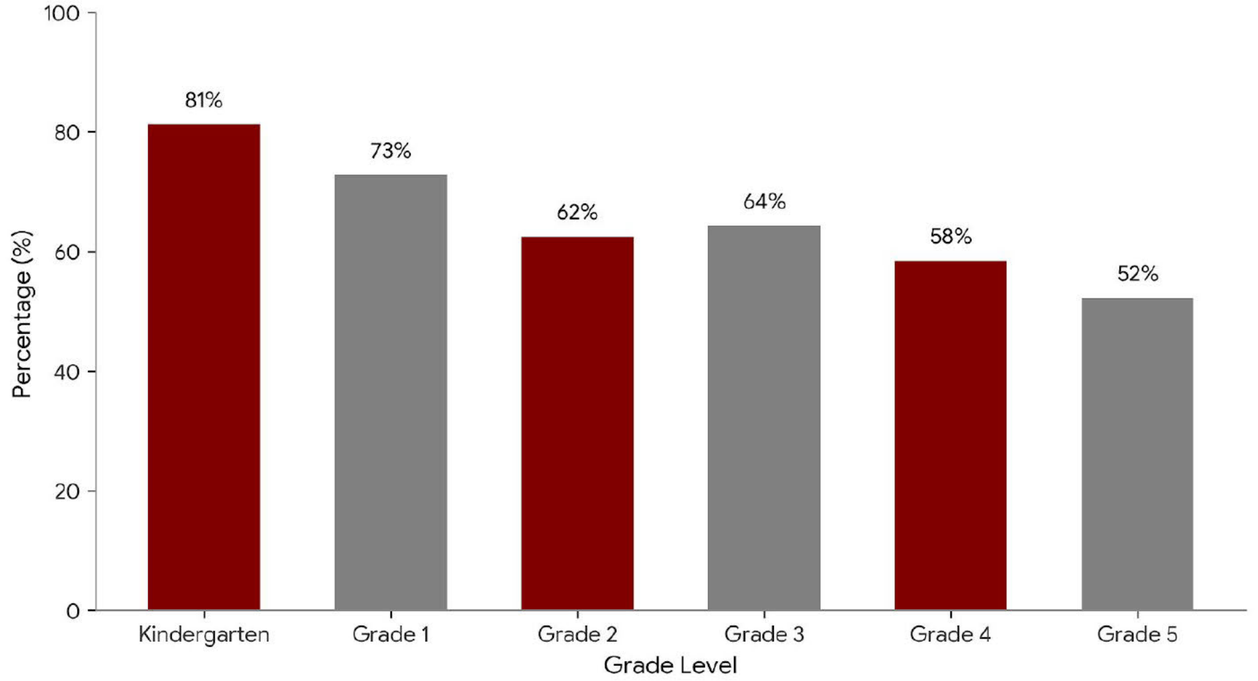
Diagnostic levels



Our year end IXL data shows 65% of students are performing at or above grade level in Reading, leaving a gap of 15% to reach our goal of 80%.

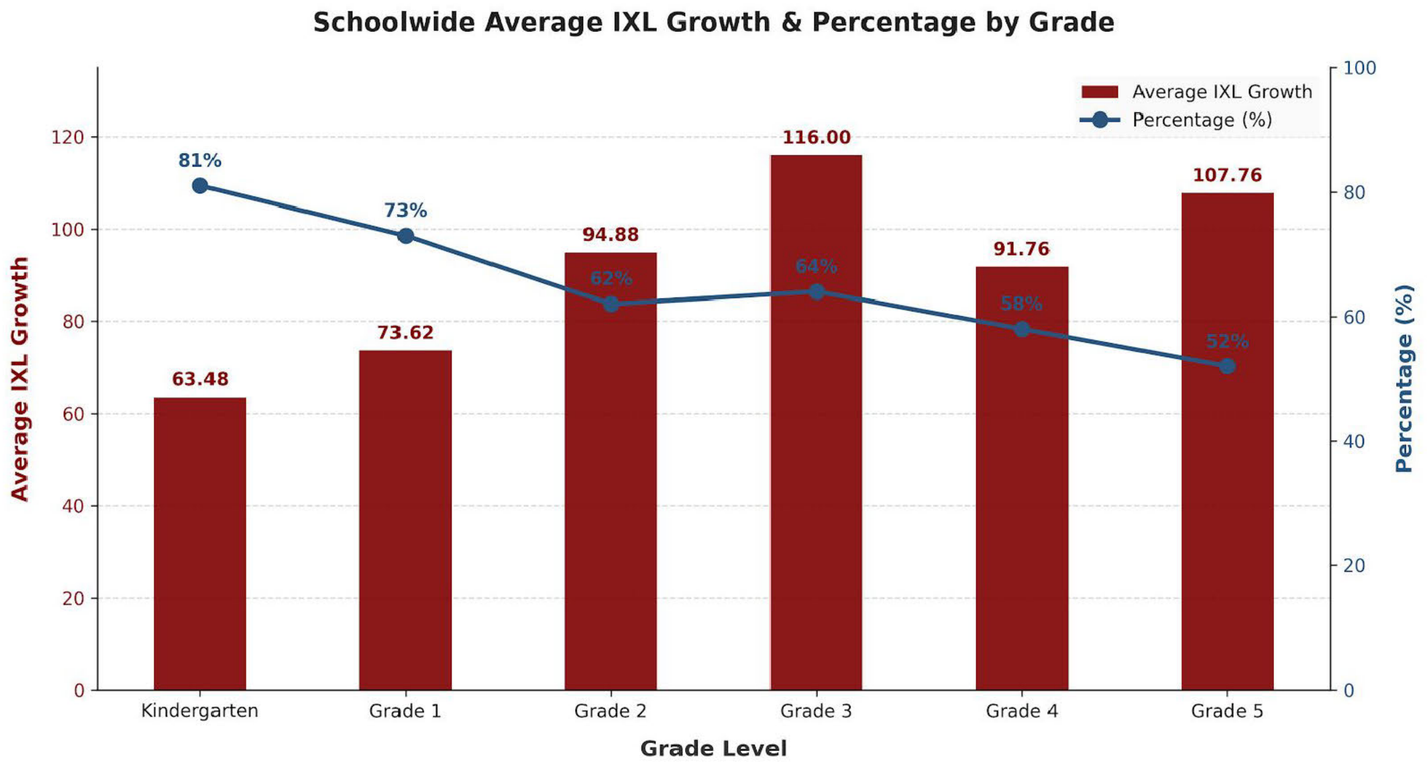
Elem Data

Students Literacy Level At Or Above Grade Level Expectations As Of June



Elem Data




Schoolwide Average IXL Growth & Percentage by Grade
Average IXL Growth
Percentage (%)
Average IXL Growth
Percentage (%)
Grade Level
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
63.48
73.62
94.88
116.00
91.76
107.76
81%
73%
62%
64%
58%
52%
0
20
40
60
80
100
120

CELEBRATIONS
(Elementary)

Schoolwide Growth

92%

Students with Positive Growth

307 out of 334 students with complete data achieved positive growth in reading

Overall Proficiency

219

At or Above Grade Level

219 out of 339 students are performing at or above grade level in reading by the end of the year

Individual Milestones

Grade 3 student +450 pts (170 to 620)
Grade 4 student +410 pts (360 to 770)
Grade 5 student +400 pts (300 to 700)
Grade 5 student +390 pts (480 to 870)
Grade 3 student +380 pts (310 to 690)

Next Steps

(Elementary)

Maintain the Push for 80% Proficiency
Optimize WIN ("What I Need") Delivery
Leverage IRLA & Power Goals for Data-Driven Instruction
Elevate Writing Rigor and Volume
Build Momentum for our Reading Raider Program
Continue Celebrations of Practice

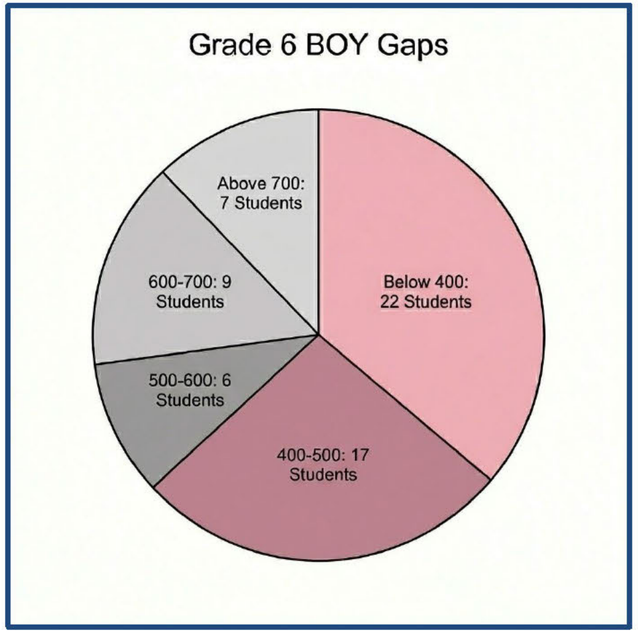


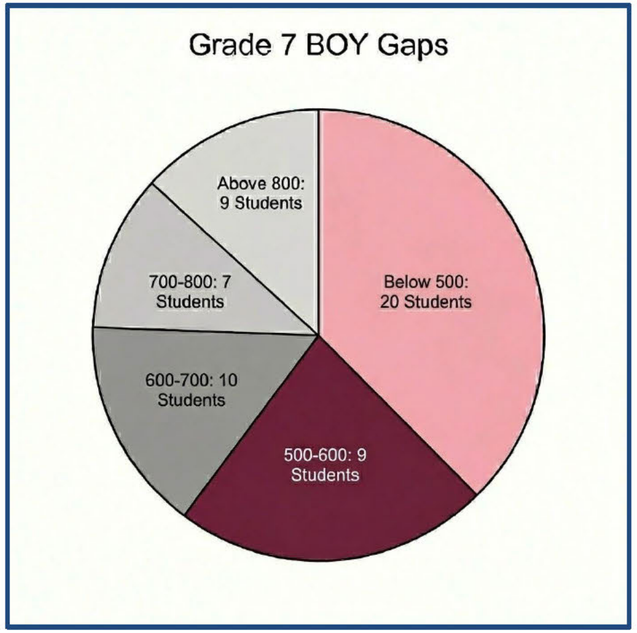


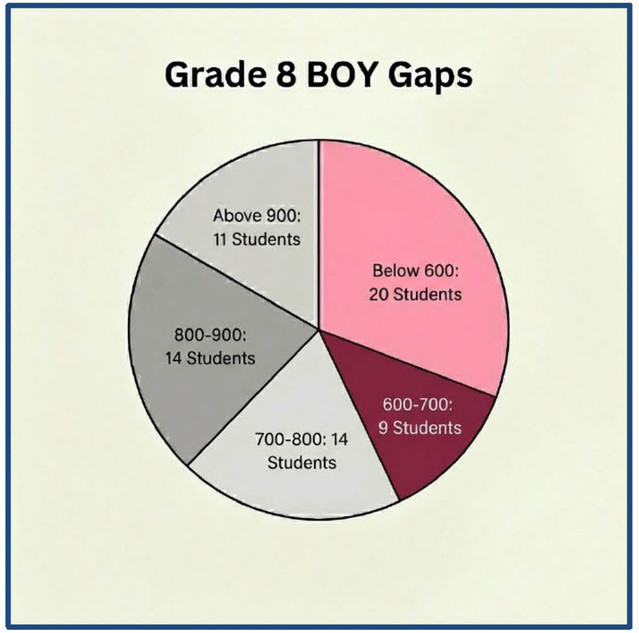


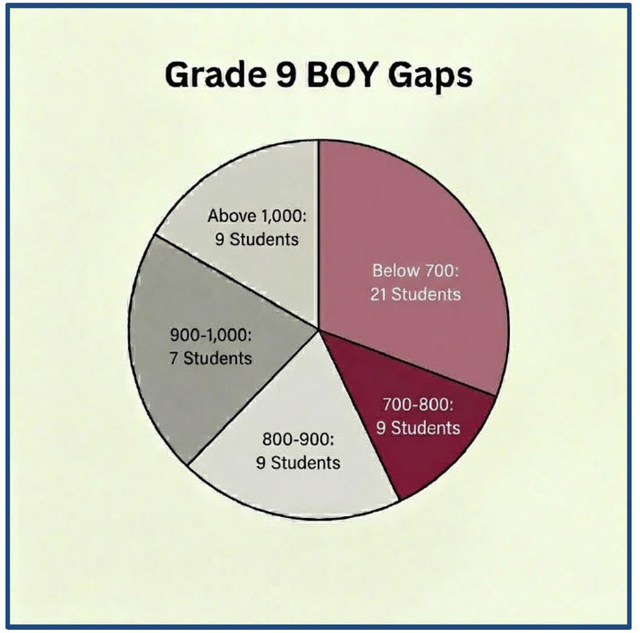
M/HS Data – Gap Summary

As a Reminder …









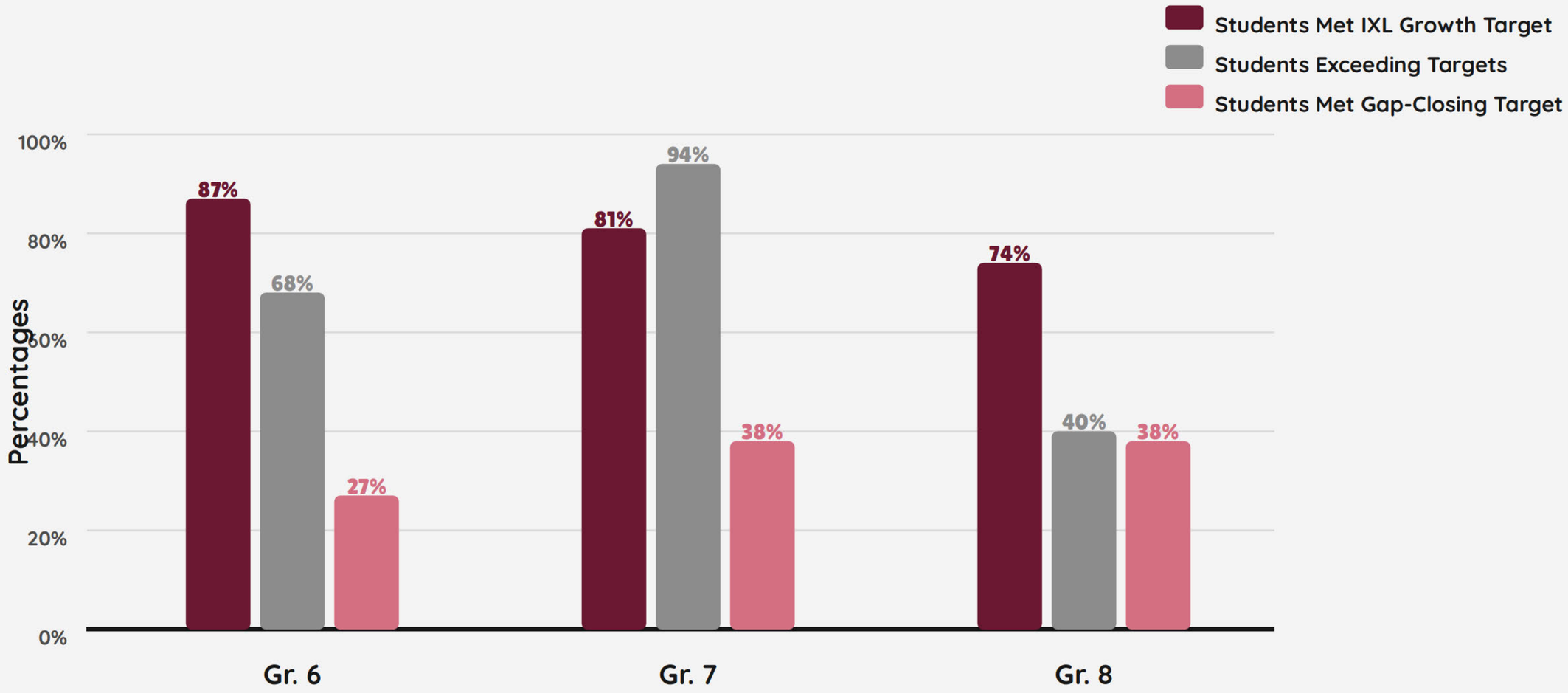
Anything Maroon/Pink represents at least two grade levels below, which would mean students would need to obtain <u>at least</u> a 200 point gap-close in IXL to be on grade level; many need even more than that.

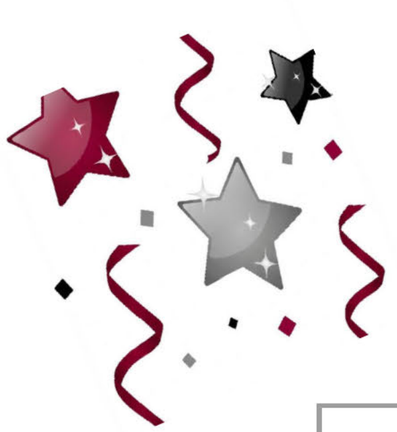
For Example - 6th Grade 310 BOY Benchmark - Needs to grow 390 Points to get to 700 (Divided by 9 months)
=
43 Points/Month

For Example - 7th Grade 130 BOY Benchmark - Needs to grow 670 Points to get to 800(Divided by 9 months) =
74 Points/Month

Student Proficiency by Grade Level

June Academic Progress Update





CELEBRATIONS

(M/HS)

Grade	Growth Highlights
6	Student 1 – 250 Points Student 2 – 240 Points Student 3 – 210 Points
7	Student 1 – 340 Points Student 2 – 300 Points Student 3 – 290 Points
8	Student 1 – 340 Points Student 2 – 240 Points Student 3 – 240 Points
9	2025–2026 LE Regents Exam Pass Rate: 93% 2026–2026 Algebra I Regents Exam Pass Rate: 100%

Next Steps

- Maintain the Push for 80% Proficiency
- Optimize AIS/RTI Schedule & Opportunities
- Continue Celebrations of Practice
- Enhance Opportunities for Continued Growth in the MS ELA Classroom
- Place Emphasis on Mastery Rate of 9th Gr. Regents Exams

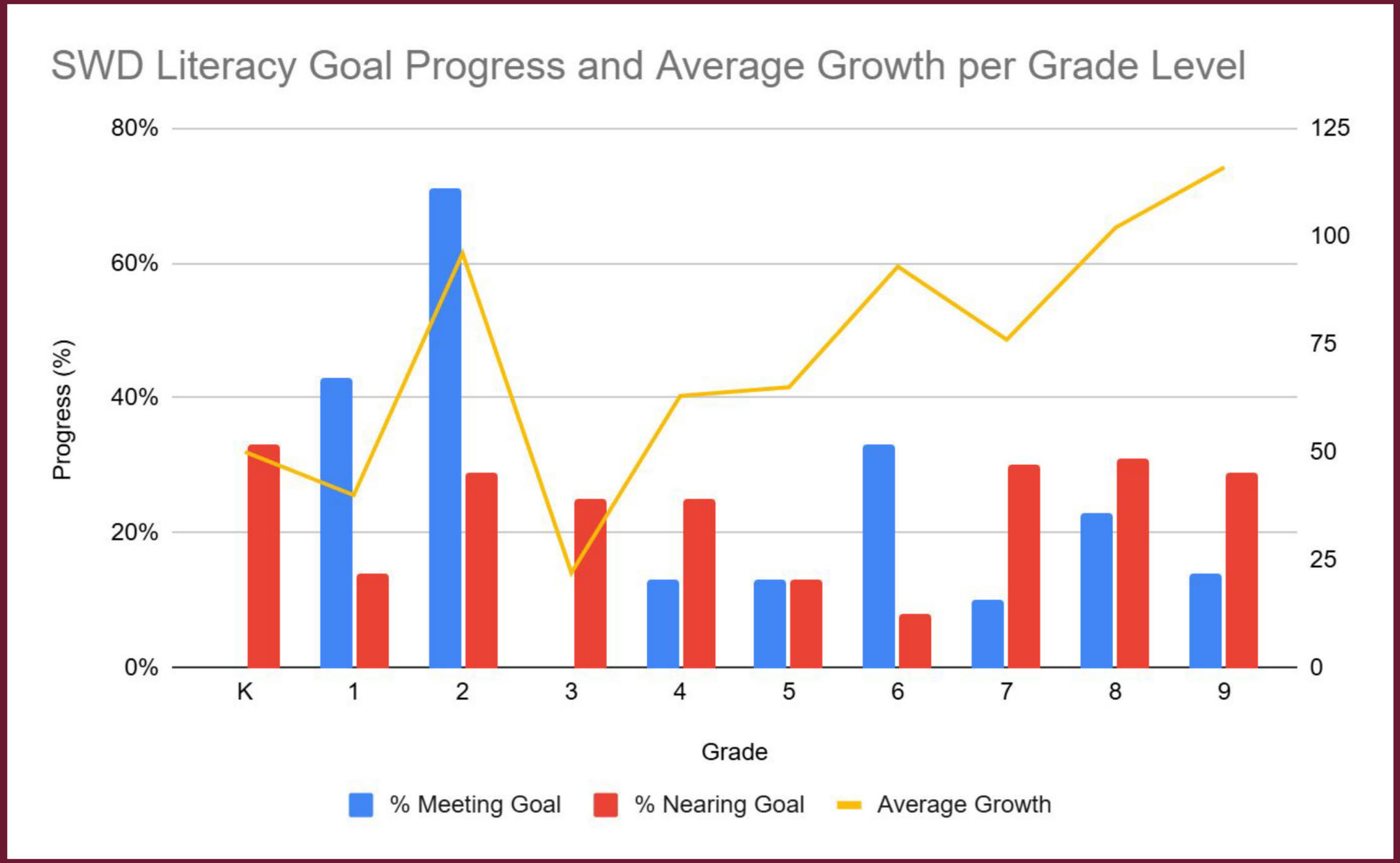




PPS Goal



By the end of the school year, students in grades 4 and 8 will double their overall ELA growth from the previous year, in order to accelerate gap closing.


SWD Literacy Goal Progress and Average Growth per Grade Level
80%
60%
40%
20%
0%
Progress (%)
125
100
75
50
25
0
K
1
2
3
4
5
6
7
8
9
Grade
% Meeting Goal
% Nearing Goal
Average Growth



PPS Data

(Students with Disabilities)



Student Examples

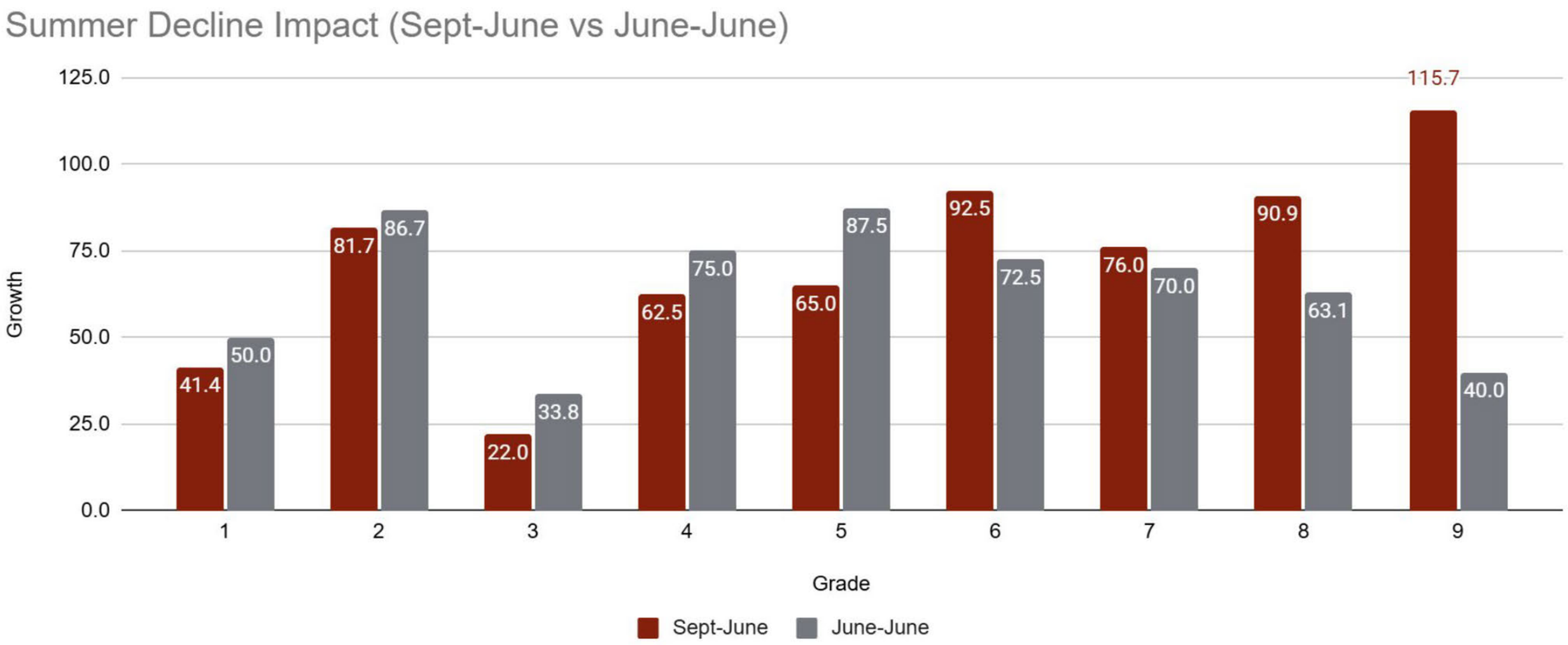
	Sept '24	June '25	Goal Increase	Sept	Oct	Nov	Dec	Jan	GOAL
Student 1	320	440	24	360	380	430	520	550	**680**
Student 2	150	230	16	230	250	270	290	300	**390**

PPS Data

(Students with Disabilities)







PPS Data

(Students with Disabilities)





48%

of SWD began in September off track from their goal

46%

of those off track SWD still made more than 1 year's growth Sept to June

19%

of those SWDs made up their lost ground + at least one year's growth!



PPS Data

(English Language Learners)



Average IXL Score by grade level:

	Sept	Jan	May
K	40	60	115
2	170	230	260
3	190	290	310
4	230	280	360
5	290	340	470
6	270	370	370
7	180	210	250
9	600	570	570

CELEBRATIONS

(PPS)

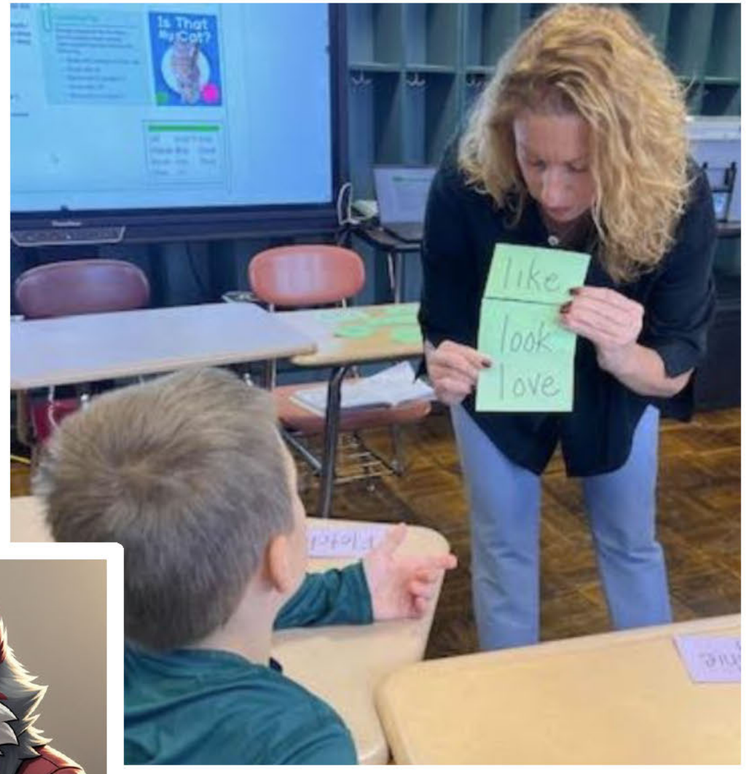
District-wide:

24% of students met their goal of doubling their annual growth

29% of students made more than year's growth across this year

10% of total students did not meet their goal, but still made more than 1 year's growth!

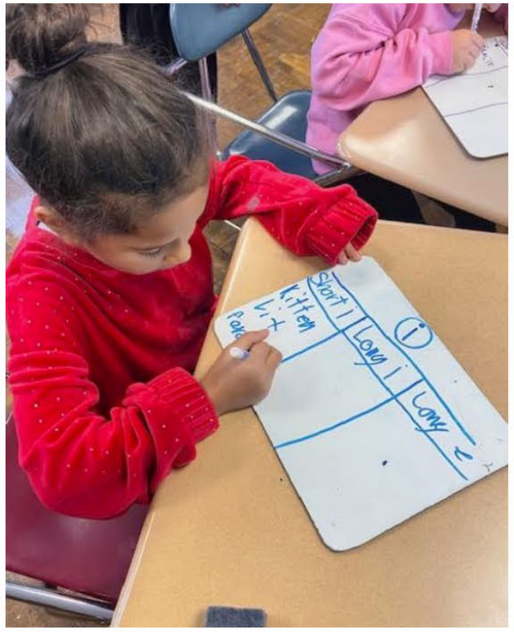








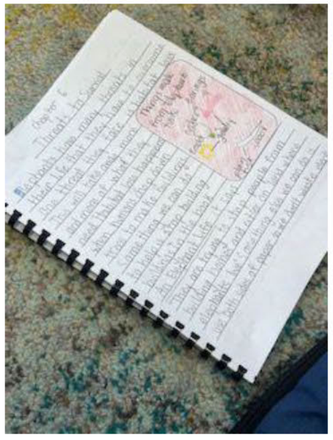
Every Raider Is A Reader *(and a writer)*













CALEDONIA-MUMFORD

RAIDERS

SUBJECT: DUE PROCESS COMPLAINTS: SELECTION AND BOARD APPOINTMENT OF IMPARTIAL HEARING OFFICERS

Due Process Complaints

The District will make every effort to amicably resolve disputes regarding educational programs for students with disabilities. If these disputes cannot be resolved, either a parent, person in parental relation, or the District may file a due process complaint challenging the identification, evaluation, or educational placement of a student with a disability, or a student suspected of having a disability, or the provision of a free appropriate public education to the student. The complainant may not receive an impartial due process hearing until the complainant, or the complainant's attorney, files a due process complaint notice that meets the requirements set forth in law for the notice. All due process hearings will be conducted in a manner consistent with the timelines and procedures set forth in law and regulation.

Except as otherwise provided by law, all requests for impartial due process hearings must be submitted within two years of the date the parent or the District knew or should have known about the alleged action forming the basis of the complaint. Upon receipt or filing of the due process complaint notice, the District will provide the most current version of the procedural safeguards notice to the parents. The District will also inform parents in writing of the availability of mediation and any free or low-cost legal and other relevant services available in the area.

An impartial due process hearing will be conducted at a time and location reasonable and convenient to the parent and student involved. The hearing will be closed to the public unless the parent requests otherwise. The impartial hearing officer (IHO) may conduct the hearing by videoconference or teleconference with parental consent which may be obtained at a pre-hearing conference, or at a minimum of ten days before the scheduled hearing date, provided that all personally identifiable data, information, or records pertaining to the student during the hearing is kept confidential in accordance with law and regulation.

A student whose education is the subject of a due process complaint will remain in their current placement during the pendency of the impartial due process hearing unless both parties agree or as otherwise permitted by law.

Resolution Process

Prior to the opportunity for an impartial due process hearing, the District will convene a meeting with the parents and the relevant member or members of the Committee on Special Education or Committee on Preschool Special Education who have specific knowledge of the facts identified in the complaint. This meeting will provide the parents with an opportunity to discuss their complaint and the facts that form the basis of the complaint, and an opportunity to resolve the complaint with the District. The District will take steps to ensure that one or both of the parents of the student with a disability are present at the resolution meeting, and will notify parents of the meeting early enough to ensure that they have the opportunity to attend. The resolution meeting will be at a mutually agreed upon time and place, (Continued)

SUBJECT: DUE PROCESS COMPLAINTS: SELECTION AND BOARD APPOINTMENT OF IMPARTIAL HEARING OFFICERS (Cont'd.)

and in a location that is physically accessible to the parents. The parents and District may agree to use alternative means of meeting participation, such as videoconferences and conference calls. The District will ensure that all resolution meetings conform to the requirements set forth in the Commissioner's regulations.

The parents and the District may agree, in writing to waive the resolution process or agree to use the mediation process to resolve the dispute.

Selection and Board Appointment of Impartial Hearing Officers

When a due process complaint notice is properly filed, the Board will arrange for an impartial due process hearing to be conducted. In these instances, the Board will immediately, but not later than two business days after receipt of the due process complaint notice or mailing of the due process complaint notice to the parent, initiate the process to select an IHO through a rotational selection process. ~~To expedite this process, the Board may designate one or more of its members to appoint the IHO on its behalf.~~ The Board authorizes the Board President or, in their absence or inability, the Board Vice President, to appoint an IHO on behalf of the Board.

The District will utilize the New York State Education Department's (NYSED) Impartial Hearing Reporting System to access the alphabetical list of the names of each IHO certified in New York State and available to serve in the District. The appointment of an IHO will be made only from this list and in accordance with the alphabetical rotation selection process and the timelines and procedures established by the Commissioner of Education. The District will record and report required information relating to the selection of IHOs and the conduct of impartial due process hearings according to the manner and schedule specified by NYSED.

~~If an IHO is not appointed within 196 days from receipt by the District of a due process complaint, the District will, no later than five business days after the 196th day has elapsed, provide written notification to parents of their right to request accelerated review. When accelerated review is sought, the District will be deemed to have denied the student a free and appropriate public education (FAPE) by virtue of the 196 day (or more) delay in the appointment of an IHO.~~

The District will be responsible for compensating the IHO for pre-hearing, hearing, and post-hearing activities at the rate agreed upon at the time of the IHO's appointment. The District will also reimburse the IHO for certain travel and other hearing-related expenses in accordance with an annually determined schedule.

Individuals with Disabilities Education Act (IDEA), 20 USC Section 1400 et seq.
34 CFR Part 300
Education Law Sections 4404 and 4410(7)
8 NYCRR Sections 200.2 and 200.5

(Continued)

SUBJECT: DUE PROCESS COMPLAINTS: SELECTION AND BOARD APPOINTMENT OF IMPARTIAL HEARING OFFICERS (Cont'd.)

NOTE: Refer also to Policies #7313 -- Suspension of Students
#7660 -- Parent Involvement for Children with Disabilities
#7690 -- Special Education Mediation

Adoption Date:

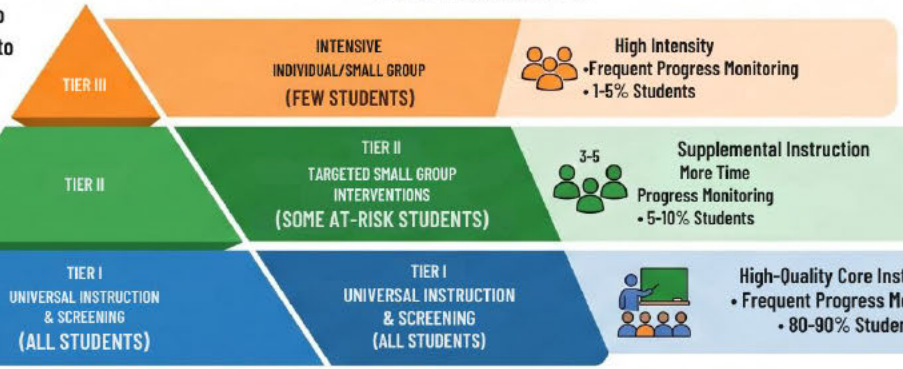
CALEDONIA-MUMFORD
CENTRAL SCHOOL DISTRICT

RESPONSE TO INTERVENTION (RtI) PLAN 2026-2027

DEFINITION & MODEL

RtI is a comprehensive system that relies on data to ensure students receive the instruction necessary to be successful.

DEFINITION & MODEL



BENCHMARK
Assessments that are delivered to all students.

PROGRESS MONITORING
Data is used consistently to monitor learning outcomes.

ENTRANCE CRITERIA

- NYS Assessments (Grades 3-8)
- Regents Exams (Score <65)
- IXL Assessments
- Literacy Assessments (K-5)
- Math Assessments (K-5)
- Teacher Recommendation
- Report Cards

GRADE LEVEL IMPLEMENTATION



ELEMENTARY (K-5)

WIN Time (What I Need)
Push-in/Pull-out small groups
Advanced Learner Enrichment



MIDDLE SCHOOL (6-8)

Teaming Approach
ELA & Math support
Data meetings



HIGH SCHOOL (9-12)

- Home Base dedicated time
- Before/After school teacher assistance

PROCESS & POLICIES

BENCHMARK
Collect data for every student.

PROGRESS MONITORING
Data is used consistently to monitor learning outcomes.

WIN/HOMEBASE
All Students have access to academic support.

UNIVERSAL SCREENING
iXL for Math and ELA

PARENTAL NOTIFICATION



- Written notice for Tier II & Tier III Goals, strategies, and progress data
- Discontinuation letter with criteria

DATA TRIANGULATION



Multiple assessments used to inform instructional decisions

Focus on GROWTH measures

CONNECTION TO SPECIAL EDUCATION



RtI is a framework within General Education

Required process to rule out lack of instruction

RtI does not supplant, but may precede Special Education referral

CALEDONIA–MUMFORD CENTRAL SCHOOL DISTRICT: SPECIAL EDUCATION DISTRICT PLAN (2026-2028)

CORE BELIEFS & MISSION



MISSION: Cultivate opportunities, maximize unique potential for all learners

VISION: High-quality, well-rounded educational experiences

CORE VALUES: Inclusive environment, self-advocacy, collaboration, data-driven decisions

PRESCHOOL (CPSE) & SCHOOL-AGE (CSE) PROGRAMS



PRESCHOOL (AGE 3-5)

Related Services
SEIT
Special Class
Integrated Special Class





SCHOOL-AGE (AGE 5-22)

Consultant Teaching
Integrated Co-Teaching (ICT)
Resource Room
Special Classes (15:1, 8:1:1, etc.)

PLAN FAPE TO 22

Extend FAPE to age 22:
- CDO and SAC Credentials

PROGRAM OBJECTIVES & EVALUATION

DEPARTMENT GOALS (2026-2028)

- Annual goals aligned to building/district goals
- IEP Self-Audit System

EVALUATION:

- Using data, parent surveys, student outcome analysis



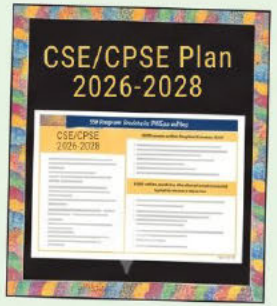
RESOURCE ALLOCATION & SPACE

BUDGET:

Annually developed, data-driven, updates to the BOE

SPACE:

Commitment to LRE, integrated settings
Monitor needs for district and BOCES programs



APPENDIX 1: KEY DATA
(October 2025: number of students in placements

APPENDIX 2: RESOURCES & GLOSSARY

Parent Guide

FAQ

PLANS FILED WITH CSE CHAIRPERSON FOR PUBLIC REVIEW

CALEDONIA-MUMFORD CENTRAL SCHOOL DISTRICT:
PROFESSIONAL LEARNING PLAN 2026-2027

PLAN OVERVIEW & MISSION

- Continuous & Sustained Process
- NYS Commissioner's Regulations (100.2(dd))
- Board Approved: Previous CTLE Professions Process Review Twice a Year
- Board Approved: August 2026
- CTLE Requirements: 100 hours/5 years (Professional/Level III TA)
- Review Twice a Year

The Caledonia-Mumford Central School District, in collaboration with our community, takes pride in providing safe, comprehensive and rigorous educational experiences, in order for all students to graduate as ethical, responsible, lifelong learners, who are college and career ready

DISTRICT GOALS

Academic & Student Achievement (Strategic Plan, PD Support, Reading Intervention)

Fiscal Leadership (Strategic Financial & Facilities Plan, Technology Initiative)

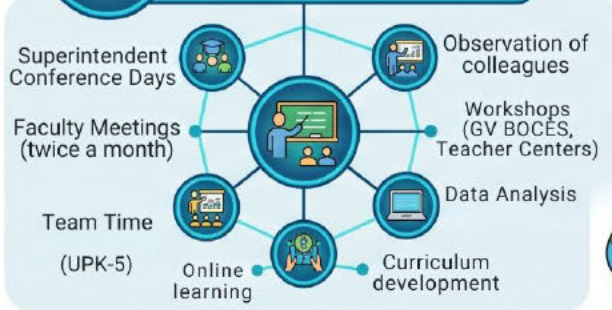
Safe & Secure Environment (Positive Culture, Student Wellness Plan)

Leadership & Communication (Community Outreach, Legislator Engagement)

OBJECTIVES & ACTION PLAN

1. Develop new instructional units aligned to standards	Fall 2026: Develop Units and complete review cycle
2. Promote digital safety & future-ready skills	By June 2027: Provide Professional Development aligned to goal
3. Implement research-based practices	By June 2027: Provide Professional Development aligned to goal
4. Make data-informed Instructional Decisions	By June 2027: Build MTSS System

IMPLEMENTATION & DELIVERY



DATA & RESOURCES

DATA SOURCES:
Needs Assessment, IXL, IRLA, State Assessments, Regents, Surveys

INTERNAL PROVIDERS:
Director of Curriculum, Principals, Interventionists, Mentors, Leaders

EXTERNAL PROVIDERS:
BOCES, University of Rochester STEM, American Reading Company, NYSCATE, ISTE, Consultants

FISCAL RESOURCES:
Grants, BOCES COSer 526, District Budget

MENTOR PROGRAM PLAN



Appendix A: NYS Professional Development Standards

Appendix C: CTLE Individual Record Template

Caledonia-Mumford Central School District
District-Wide School Safety Plan

A Quick Guide for Parents & Guardians

Why Do We Have a Safety Plan?

Under New York State's **Safe Schools against Violence in Education (SAVE) Law** (enacted in 2000 and updated pursuant to NYSED Commissioner's Regulation 155.17), school districts are legally required to maintain a comprehensive District-Wide Safety Plan. The plan provides an all-hazards approach to **Mitigation, Prevention, Preparedness, Response, and Recovery** to prevent or minimize the effects of violent incidents and natural or technological emergencies, ensuring a safe learning environment for all students and staff.

KEY SAFETY PROTOCOLS

Standardized **Plain Language** directives are used across all schools so that students, staff, and first responders immediately understand emergency directions:

Action	What It Means & When Used
LOCKDOWN	**Imminent Threat Inside:** (e.g., armed intruder). Immediate duck/cover, stay out of sight, doors locked, silent inside.
HOLD IN PLACE	**Internal Non-Threat Issue:** (e.g., medical emergency). Keeps hallways clear while class continues inside locked room.
LOCKOUT	**Hazard Outside / Vicinity:** (e.g., police activity nearby). All outdoor activities brought inside; exterior doors locked. Classes proceed normally.
SHELTER-IN-PLACE	**Environmental/Weather Hazard:** Moves occupants to safe interior spaces during severe weather. HVAC may be shut off.
EVACUATION	**Building Danger:** (e.g., fire, gas leak, bomb threat). Occupants move to safe assembly areas on-campus or alternate off-campus sites.

PREVENTION & SECURITY

Physical Security & Facilities

- **Single Point of Entry:** Visitors enter through one monitored main door, show photo ID, and display visitor passes.
- **Access Control:** Electronic keyless fobs for authorized staff; digital video surveillance across campus, buses, and athletic fields.
- **School Resource Officer (SRO):** Dedicated Caledonia Police Department SRO in both buildings to build youth relations and enhance safety.

Student Support & Prevention

- **Safe School Helpline:** 24/7/365 anonymous security reporting service.
- **Climate Programs:** Bullying Prevention, Second Step, Restorative Practices, and Threat Assessment Teams.
- **Mandatory Drills:** 12 annual emergency drills (4 Lockdowns, 8 Evacuations) plus 1 Early Dismissal drill.

INCIDENT COMMAND & PARENT EMERGENCY RESPONSIBILITIES

How Emergencies Are Managed (ICS & NIMS)

CMCSD operates under the **National Incident Management System (NIMS)** and **Incident Command System (ICS)**. During a crisis, the Superintendent of Schools acts as Incident Commander (IC), establishing clear coordination with emergency services (Police, Fire, EMS, County OEP) who assume command for specialized tactical operations.

Safety Teams: Each building maintains an active Building Safety Team, Emergency Response Team, and Post-Incident Response Team.

⚠️ Critical Guidelines for Parents

- **DO NOT Call/Text Student Cell Phones:** During a protective action, cell phone usage must be restricted to keep lines clear for emergency responders and prevent panic.
- **DO NOT Rush to the Campus:** Emergency vehicles need clear, unobstructed access. Arriving at school delays response efforts.
- **Family Reunification:** If an early dismissal or off-campus relocation occurs, official reunification sites will be set up

Photo ID is required for student sign-out.

COMMUNICATION & EMERGENCY NOTIFICATIONS

During an emergency, the Superintendent of Schools serves as the primary Public Information Officer.

Mass Notification System
Automated phone calls, text messages, and emails sent directly to parent contact information on file in *SchoolTool*.

Official District Outlets
Website updates and official social media channels (Facebook and Instagram).

Media Outlets
Broadcasts via local TV & radio channels (WHAM, WHEC, WROC, Spectrum News).

Plan Access & Annual Review: The District-Wide Safety Plan is reviewed annually by the District Safety Team and adopted after a public hearing. A full copy is available on the District Website. Building-Level Emergency Response Plans remain confidential pursuant to Education Law § 2801-a for security purposes.

Caledonia-Mumford Central School District Board of Education

Exhibit A

Meeting date: August 11, 2026
Agenda Item: VIII - 3
Resolution title: Approval of Mandatory Plans

1. Professional Learning Plan 2026-2027
2. Response to Intervention Plan 2026-2027
3. Special Education District Plan 2026-2028

CALEDONIA-MUMFORD CENTRAL SCHOOL DISTRICT

PROFESSIONAL LEARNING PLAN
2026-2027

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Caledonia - Mumford PLP Plan Overview

Board of Education Approved: August 2026

The Caledonia-Mumford Professional Learning Plan (PLP) is designed to provide our staff with professional development opportunities that support professional growth as well as appeal to their professional interest while building instructional practice to increase student achievement. Such opportunities will be designed based on student data, professional development evaluation/reflection data, and research based practices that will support our district goals. The focus of the PLP will be a continuous and sustained process involving all district professionals and will consist of the following components:

- The Professional Learning Plan shall follow the guidelines as set forth by the New York State Commissioner of Education (Commissioner's Regulation Part 100.2(dd)).
- The PLP will be developed based on a "needs assessment and goals" generated through the collaboration of the Strategic Plan, 6-12 Curriculum Leaders/Department Leaders, the Elementary Grade Level Chairs, District Technology Committee and the administrative team.
- Individuals holding a professional teaching/administrative certificate must complete 100 hours of professional development every five years and holders of Level III Teaching Assistant certificate must complete 100 hours every 5 years in order to maintain certification.
- The PLP will be reviewed twice a year to identify adjustments/corrections based on evaluation/reflection data

The following individuals were active participants in providing input for this plan as part of the role of being a member of the Professional Learning Committee.

Committee Members

Ashley Cornwell (Elementary Teacher)
Chad Schalk (Sixth Grade English Language Arts Teacher / Mentor Coordinator)
Tessie Schoff (Eighth Grade English Language Arts Teacher)
Caitlin Kunichika (Middle School Special Education Teacher)
Elizabeth Barbour (Middle/High School Librarian)

Administrators

Dr. Rebekah Chenaille (Superintendent of Schools)
Michele Meyer (Elementary Principal)
Morgan Marcello (Middle/High School Principal)
Tim McArdle (Middle/High School Assistant Principal)
Megan Rogers (Director of Pupil Services)
Lindsey Peet (Director of Curriculum, Instruction, and Technology)

District Mission, Core Beliefs and Goals

MISSION STATEMENT: *The Caledonia-Mumford Central School District, in collaboration with our community, takes pride in providing safe, comprehensive and rigorous educational experiences, in order for all students to graduate as ethical, responsible, lifelong learners, who are college and career ready.*

District Beliefs and Core Values

The School District will:

- Create a learning environment that reflects our society's high expectations.
- Create a school culture that has the emotional, intellectual and financial support of our community.
- Collaborate with the community to provide a safe, supportive and challenging educational environment.
- Foster students who are respectful, caring and eager to learn.
- Value transparent, frequent and candid communication.
- Provide instruction, equipment, facilities and materials so that students will become self-directed learners prepared for the experiences of the world.
- Expect that our faculty and staff will utilize ongoing professional development to ensure our students will receive the best instruction possible.
- Expect high levels of dedication to improvement and excellence from all students and persistence through challenging tasks.
- Expect appropriate, caring and healthy behavior from all members of the school community.
- Continually seek to innovate, implement and solve problems to provide the best educational experiences possible for our students.
- Communicate with the community at large so there is an understanding of the mission, vision, beliefs and values and the steps needed to monitor, adjust and achieve for all.
- Celebrate individual and group accomplishments with the highest level of pride.

Caledonia-Mumford Students will:

- Be independent, critical, and creative self-directed thinkers who are able to effectively communicate.
- Be innovators, implementers and collaborative problem solvers with the ability to produce and compete in an ever-changing world.
- Have multiple opportunities to explore and participate in meaningful co-curricular and extra-curricular activities.
- Understand and appreciate personal differences and diversity.

DISTRICT GOALS: *The Caledonia-Mumford Central School District, in collaboration with our community, takes pride in providing safe, comprehensive and rigorous educational experiences, in order for all students to graduate as ethical, responsible, lifelong learners, who are college and career ready.*

Academic Program and Student Achievement

- ➢ Developing a comprehensive strategic school improvement plan.
- ➢ Providing and supporting the implementation of the district Professional Learning Plan.
- ➢ Analyzing the effectiveness and engagement of the district's reading intervention program.
- ➢ Providing greater awareness of readiness skills connected to college, university and careers.

Demonstrate fiscal leadership

- ➢ Developing a strategic financial plan to ensure financial stability of the District.
- ➢ Supporting the development and implementation of a five-year facilities plan including future capital projects and ongoing maintenance.
- ➢ Providing the necessary resources to implement the District's Multi-Year Technology Plan Initiative.
- ➢ Exploring and enhancing shared services to provide meaningful programs and opportunities for students.

Develop and implement a plan for a safe and secure school environment

- ➢ Creating and sustaining a safe and positive learning environment that protects and respects the rights of all individuals.
- ➢ Investigating a comprehensive student wellness plan that will include the physical, emotional and social well-being of students.

The Board shall demonstrate its leadership role in representing our community.

- ➢ Strengthening communication with parents and community residents to increase understanding of instructional programs and school district activities and initiatives.
- ➢ Continuing harmonious working relationships with the village, town and county governments.
- ➢ Meeting with local legislators and advocates for public rural schools.

Professional Development: Definition

Professional development is an avenue to support staff in ultimately attaining high levels of student learning and achievement. Professional development can be thought of as a complex process that results in long-term, positive change in schools. Such efforts include sharing current research, enhancing instructional strategies, deepening understanding of standards and content, strengthening leadership, and visiting successful programs. Professional development experiences that utilize collegiality, collaboration, discovery, and problem solving enhance the individual strengths within a staff. The focus for professional development is the individual working with others to provide the best learning environment for students. The process includes planning, risk taking, trial and error, monitoring results, and continued commitment to excellence. Professional development is results-driven, based on data analysis.

Professional Development: Mission

The overall mission for Professional Development at the Caledonia-Mumford Central School District shall be to incorporate, implement and foster concepts and practices from proven educational theories, perspectives and research that promote excellence in our schools and success for all learners. Our district's professional development intention also is to maximize our instructional coaching program by placing an emphasis on embedded professional growth opportunities. All opportunities will be aligned to the district's goals and focus areas.

Professional Development: Guidance

The New York State standards and attributes of effective professional development for achieving high quality professional development planning, design, delivery and assessment provide guidance in the development of this Professional Learning Plan. (Appendix A)

Professional Development: Objectives

1. Teachers will collaboratively develop and pilot at least one new instructional unit or performance task per content area that is directly aligned with the updated standards.

2. District professionals will promote and implement a learning environment that requires digital safety and facilitates the effective use of technology and development of future ready students.

3. District professionals will implement research based practices to improve attendance and behavior to meet the needs of the whole child, paying close attention to sub groups.

4. District professionals will use data driven instructional practices as a means to make purposeful decisions in the classroom that improve student academic, social, and emotional learning.

Professional Development: Guiding Assumptions

The following list represents the guiding assumptions of professional development which support and sustain the community of learners. These characteristics consider the learner(s), the challenge, the reward, and the impact of the program or process.

1. Experimentation and risk taking
2. Incorporation of available knowledge base
3. Designs built on principles of adult learning and change process
4. Collegiality and Collaboration
5. Time to work on staff development and assimilate new learning
6. Leadership and administrative commitment

Professional Development: Critical Attributes

- Job-specific
- Job-embedded
- High quality
- On-going
- Research-based
- Evaluated and assessed
- For all employees

Professional Learning Plan: Evaluation

The administrative team will review the PLP once a year with PLP committee members. Evaluation of the plan will include a review of:

- Progress for the indicators of success
- Workshop surveys
- Teacher feedback via department meetings/discussion

This is a living document therefore work will also be determined by strategic planning outcomes throughout the upcoming years. Adjustments or additions will be reflected at evaluation meetings.

Professional Development: Methods of Implementation/Delivery

Professional development opportunities will be provided throughout the school year and in various ways. Superintendent Conference days will be utilized to provide high quality professional development to all teachers. These days will serve to help build common capacity and language providing individuals the opportunity to engage with individuals across the district.

Faculty meetings throughout the year will be twice a month and utilized to continue the work of building and district level goals. The focus of these meetings will be determined by the building principal.

All meeting dates will be set and communicated at the start of each school year.

Additional avenues for these opportunities exist including, but not limited to:

District	Building	Individual
● District Professional Development Days ● Curriculum development ● Mentoring ● New Teacher Induction ● District level committees ● Teacher Center/GV BOCES ● PLC team meetings ● Book Club discussions ● Yearly training in: ○ DASA related workshops ○ Mandated Reporting ○ Right to Know ○ Sexual Harassment ○ Ed Law 2-d ○ Digital Safety & Security ● Other opportunities as appropriate	● Grade level, team, department meetings ● Faculty meetings ● Building committees ● State assessment training, e.g. ELA/Math/Science, new Regents exams ● Release time for training and planning for new course work ● Collaborative planning ● Collaborative learning groups ● Other opportunities as appropriate	In addition to the first two columns: ● Institutes of higher education academic coursework ● Observation of colleagues ● Visitation to other schools per CMTA contract ● Regional, state or national conferences ● Online learning ● Evaluating educational resources ● Peer mentoring/coaching ● Action research ● Self-directed collaborative learning groups ● Other opportunities as appropriate

Embedded Professional Development:

Research shows that job-embedded, sustained professional development for teachers can significantly improve student achievement. On-going collegial discussions will be utilized to provide teachers opportunities to deepen their understanding of new learning in their content area as well as new instructional practices.

Grade Level Collaboration Days UPK-5: Grade Level Collaboration days are used as a means to review assessment data, work on grade level goals, house discussions around implementation of the Revised NYS Learning Standards and make curriculum adjustments as a team.

Data Driven Instruction (DDI): Data Days serve as a mechanism to have discussions around data and develop action plans with teachers to target weak areas of student performance. These discussions serve in two ways, first as a professional development opportunity to utilize new strategies in whole group and small group instruction and second to identify individual students who may need targeted instruction. The use of data, especially as it relates to the consistent and constant improvement of our teaching and learning is essential to both our instructional growth, as well as, higher student achievement.

Mentoring Program: The Caledonia-Mumford School District believes that the education profession of teaching is a continuous developmental process of learning. In addition to the professional development opportunities afforded to all the staff of Caledonia-Mumford, the district aims to provide a program where new staff/mentees can receive professional support from their more experienced peers in order to help prepare and retain quality staff according to the district's Mentor Program Plan (Appendix B).

Continuing Teacher and Leader Education (CTLE):

All staff that hold a professional certificate (see table 1.0) have the responsibility to maintain records of their professional development activities and hours by using the Recommended Individual Record Template (Appendix C). CTLE certificate holders are required to maintain records of their own CTLE hours for eight (8) years - the five (5) year registration cycle plus three (3) additional years.

Table 1.0

NYS Certificate Registration and Continuing Teacher and Leader Education (CTLE) requirements

Who Do These Changes Affect?*

	Registration Requirement	CTLE Requirement	Hours required every 5 years
Permanent classroom teachers/educational leaders	✓	No	None
Professional classroom teachers/ educational leaders	✓	✓	100
Teaching Assistant Level III	✓	✓	100
Teaching Assistant with a continuing certificate	No	No	None

* Requirements take effect July, 1, 2016

Source: NYSUT Research and Educational Services, 6/3/16

Data Sources

- ➢ District Professional Learning Needs Assessment
- ➢ District Achievement Targets and Quarterly Tracking Data
- ➢ IXL Assessment Data
- ➢ IRLA Data
- ➢ Student and Staff Surveys
- ➢ NYS State Grades 3-8 Assessment Data
- ➢ Regents Assessment Data
- ➢ Curriculum Review

Student Achievement Needs

Caledonia-Mumford Central School strives to ensure that all students are the recipients of a viable and guaranteed curriculum that ensures college and career readiness. All students should graduate with the skills necessary to be contributing, active, involved members of society. Students with disabilities and students living in poverty are currently not as successful as the general population in achieving these goals. Through the implementation of RTI, data-driven decision making, and improving the number of students earning aspirational performance measures, the district strives to improve the achievement level of all students.

Assessment of Learning

Multiple measures will be utilized to assess professional development opportunities. One assessment tool will be a survey to determine the extent to which the session objectives were met.

District Resources Devoted to Professional Development

The following staff resources, external professional development providers, and other human/fiscal resources are available:

Internal Providers

- Director of Curriculum and Instruction
- Elementary and MS/HS Building Principals
- PPS Director
- Academic and Behavioral Interventionists
- Library Media Specialist
- K-8 Grade Level Leaders
- 9-12 Department Leaders
- New Teacher Mentors

External Providers

- WFL BOCES
- Monroe 2-Orleans BOCES
- GVEP BOCES
    - School Improvement Team:
        - Provides ongoing professional development sessions for whole staff and small groups that focus on standards, curriculum, instruction and assessment.
        - Grade Level and Department Specific Cohorts
    - TCI: Therapeutic Crisis Intervention Training for select staff members
    - TIG: Trauma, Illness and Grief Service
- University of Rochester Center for PD and Educational Reform
    - Partner with Michael Occhino to develop STEM courses with job embedded instructional coaching

- American Reading Company
    - In person customized learning sessions focused on the Science of Reading
- New York State Association for Computers and Technology in Education (NYSCATE)
- Genesee Region Teacher Center & Tri-County Teacher Resource Center
- Mid-West Regional Bilingual Resource Network (RBERN)
    - Creating an educational environment for English Language Learners (ELLs) which engages everyone in meaningful teaching and learning.
- International Society for Technology in Education (ISTE)
    - Building competencies for learning, teaching and leading in the digital age through ISTE U and ISTE Certification for Educators.
- ADL Meaningful Teaching and Learning (Angela DiMichele Lalor Consulting)
- Love Your Classroom, LLC (Lani Lawson)
- The Summit Center
    - David Meichenbaum, Ph.D.
    - Key considerations and strategies for fostering students' academic and behavioral success

Fiscal Resources

- Local, state, and federal grants
- BOCES CoSer 526
- Professional Development Budget allocation at the district level

Professional Development: Goals

The following goals were created as part of our Professional Learning Committee input, a district wide Needs Assessment and our district's Strategic Plan. Many of the goals are a continuation of work that we feel each teacher continues to grow throughout their careers. We are committed to providing the highest quality growth opportunities to support these goals in the upcoming years.

Goal 1: Caledonia-Mumford Central Schools will provide opportunities to engage teachers in activities that ensure the alignment of curriculum to New York State Standards for English Language Arts, Mathematics, Social Studies, Science, LOTE, Physical Education, STEAM, and the Arts, as well as New York State's Portrait of a Graduate, in an effort to ensure a guaranteed and viable curriculum.

NYS PD Standards addressed:
Standard 1: Designing Professional Development
Standard 2: Content Knowledge and Quality Teaching
Standard 3: Research- based Professional Learning
Standard 4: Collaboration
Standard 10: Evaluation

Objective 1: Teachers will collaboratively develop and pilot at least one new instructional unit that includes a performance task and is directly aligned with the updated standards.

Action Plan

Inputs	Evidence	Responsibility	Timeline
Professional development sessions facilitated by the American Reading Company for all teachers in PreK-5 that focuses on the Science of Reading	Instructional shifts in the literacy block to include the seven literacy pillars (PA, Phonics, Vocabulary, Fluency, Comprehension, Oral Language, Writing) Classroom visits	Director of Curriculum, Instruction and Technology Building Principal PreK-5 Teachers	Fall 2026
Review and revise Curriculum Maps for Elementary ELA to ensure a focus on the Science of Reading	Curriculum maps, instructional resources, and local assessments	Director of Curriculum, Instruction and Technology Building Principal Elementary Teachers	By June 2027
Revise scope and sequence for Elementary STEAM course to	Updated scope and sequence for STEAM course (K-5)	Elementary STEAM Teacher	Winter 2027

align to CSDF and ISTE Standards	STEAM Vision Statement Units aligned to CSDF and ISTE Standards	Director of Curriculum, Instruction, and Technology Elementary Teacher Designees	
Review and revise Curriculum Maps for Middle and High School Courses to include attributes of a Portrait of a Graduate	Curriculum maps, instructional resources, and local assessments	Director of Curriculum, Instruction and Technology Building Principal M/HS Teachers	By June 2027
Review and revise the Middle and High School Course Guides to reflect the NYS Inspires Plan	Revised Middle and High School Course Guide that includes Portrait of a Graduate	MS/HS Principal MS and HS Counselor Director of Curriculum, Instruction and Technology	Winter 2027

Goal 2: Caledonia-Mumford Central Schools will provide opportunities to engage teachers in activities that will maintain an understanding of future ready skills and effective use of technology integration.

NYS PD Standards addressed:
Standard 1: Designing Professional Development
Standard 2: Content Knowledge and Quality Teaching
Standard 4: Collaboration
Standard 7: Parent, Family and Community Engagement
Standard 9: Technology
Standard 10: Evaluation

Objective 2: District professionals will promote and implement a learning environment that requires digital safety and facilitates the effective use of technology and development of future ready students.

Action Plan

Input	Evidence	Responsibility	Timeline

Professional Learning Sessions on use of AI	Faculty Meeting Agendas SCD Agendas Session Attendance	Director of Curriculum, Instruction, and Technology Building Principals PPS Director	Ongoing
Create Capstone Projects that align to the CS and DF Standards	Capstone Projects Curriculum maps, instructional resources, and assessments	Director of Curriculum, Instruction, and Technology District Technology Committee Teachers	Ongoing
Continued education on the importance of digital citizenship and cybersecurity	Communication Artifacts (newsletters, emails,posters, presentations, social media posts) KnowBe4 Data Classroom visits	Director of Curriculum, Instruction, and Technology Building Principals PreK-12 Faculty and Staff	Ongoing

Goal 3: Caledonia-Mumford Central Schools shall provide continuing opportunities to improve educational practice based on data analysis, current research for best pedagogical practices, training and mentoring to help all students achieve at high standards of learning and development.

NYS PD Standards addressed:
Standard 1: Designing Professional Development
Standard 2: Content Knowledge and Quality Teaching
Standard 3: Research-based Professional Learning
Standard 4: Collaboration
Standard 5: Diverse Learning
Standard 8: Data-driven Professional Practice
Standard 10: Evaluation

Objective 3: District professionals will implement research based practices to improve attendance and behavior to meet the needs of the whole child, paying close attention to sub groups.

Action Plan

Input	Evidence	Responsibility	Timeline

Collaboratively refine, clearly define, and effectively communicate the **Raider 5** behavioral expectations for elementary students and the **Champion 5** behavioral expectations for middle and high school students to strengthen school culture, improve student behavior, and create a more consistent and supportive learning environment for ALL.	Raider 5 and Champion 5 posters, social media posts, family communication, and student celebrations Behavioral expectation matrix with "look fors" organized by Raider 5 and Champion 5 Embedded language and visible feedback when in the hallways, classrooms, school buses, and school grounds	Building Principals Assistant Principals PPS Director PPS Team Grade and Department Leaders Teachers	Fall 2026
Develop intervention strategies to reduce chronic absenteeism	Attendance interventions in place for at risk students Increase overall student attendance by 5%, while reducing chronic absenteeism for students in poverty, ELLs, and students with disabilities by 10%. Attendance tracker with progress monitoring	Building Principals Assistant Principals PPS Director PPS Team Grade and Department Leaders Teachers Director of Curriculum, Instruction, and Technology	Ongoing

Goal 4: Caledonia-Mumford Central Schools shall provide opportunities to improve data driven protocols as a basis to meet the needs of all our students.

NYS PD Standards addressed:
Standard 1: Designing Professional Development
Standard 2: Content Knowledge and Quality Teaching
Standard 3: Research-based Professional Learning
Standard 4: Collaboration
Standard 5: Diverse Learning
Standard 8: Data-driven Professional Practice
Standard 10: Evaluation

Objective 4: District professionals will use data driven instructional practices as a means to make purposeful decisions in the classroom that improve student academic, social, and emotional learning.

Action Plan			
Input	**Evidence**	**Responsibility**	**Timeline**
Create a district-wide data dashboard to monitor student attendance, academic, and behavioral progress	District Data Dashboard (DDD) Review of DDD on a monthly basis	Superintendent of Schools Director of Curriculum, Instruction, and Technology PPS Director Building Principals Assistant Principals	Fall 2026
Create a district data discussion protocol	Compilation of Data Discussion Protocols Teacher teams using protocols within grade level, department meetings, and RTI meetings	Director of Curriculum, Instruction, and Technology PPS Director Building Principals Assistant Principals	Ongoing
Train Teacher Leaders in leading data driven instructional practices	PD Session Attendance and Resource Folder	Director of Curriculum, Instruction, and Technology	Fall of 2026
Embed data driven instructional practices into grade level and department meetings	Use of data driven protocol in Grade Level, Department, and RTI meetings Teachers adjustment of daily instruction based on data analysis	Director of Curriculum, Instruction, and Technology PPS Director Building Principals Assistant Principals	Spring 2027

		Teachers	

Goal 5: Caledonia-Mumford Central Schools will provide opportunities to engage teachers in developing and implementing common assessments to monitor student progress and guide instruction.

NYS PD Standards addressed:
Standard 1: Designing Professional Development
Standard 2: Content Knowledge and Quality Teaching
Standard 3: Research- based Professional Learning
Standard 4: Collaboration
Standard 10: Evaluation

Objective 5: Teachers will collaboratively develop common assessments for UPK-6 math and utilize Data Driven Instruction to improve student achievement

Action Plan

Inputs	Evidence	Responsibility	Timeline
Teachers will develop common assessments after attending a targeted professional development session facilitated by Angela DiMichele Lalor on building high quality assessments	Attendance at PD session Common Trimester Assessments Assessment Calendar	Director of Curriculum, Instruction and Technology Building Principal PreK-6 Teachers	Fall 2026
Teachers will administer and score assessments collaboratively and use results to target instruction	Assessment Results Collaborative Scoring Days	Director of Curriculum, Instruction, and Technology UPK-6 Teachers Elementary Principal	Ongoing
Teachers will revise common assessments based on feedback throughout the year	Revised Common Assessments Grade Level Reflective Meetings	Director of Curriculum, Instruction, and Technology UPK-6 Teachers	By June 2027

		Elementary Principal	

Professional Development: Support Staff

We commit to offering the following professional growth opportunities for our support staff :

- Participate in the Paraprofessionals Regional Conference each year (if available)
- Working with students with varying abilities and needs
- Technology integration workshops
- Job specific workshops at the recommendation of supervisors and staff

Appendix A: New York State Professional Development Standards New York State Standards for High Quality Professional Development

Standard 1: Designing Professional Development:

Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

Standard 2: Content Knowledge and Quality Teaching

Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Standard 3: Research-based Professional Learning

Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.

Standard 4: Collaboration

Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

Standard 5: Diverse Learning

Professional development ensures educators have the knowledge and skill to meet the diverse learning needs of all students.

Standard 6: Student Learning Environments

Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Standard 7: Parent, Family and Community Engagement

Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Standard 8: Data-driven Professional Practice

Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

Standard 9: Technology

Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Standard 10: Evaluation

Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Appendix B: Mentor Program Plan

Mentor Program Plan

Vision:

At Caledonia-Mumford CSD, we are committed to supporting the growth and success of our new faculty through a comprehensive New Teacher Induction and Mentor Program. Each new teacher is paired with an experienced mentor for their first year, offering guidance and support with day-to-day logistics and helping them learn "the Cal-Mum Way." In addition to this personalized mentorship, new teachers participate in a monthly after-school induction program facilitated by our Mentor Coordinators. These one-hour sessions focus on essential topics such as behavior management, effective instructional practices, and district-specific processes and expectations. We believe in the power of collaboration and the importance of supporting one another as professionals.

Goals of the Program:

The Caledonia-Mumford School District seeks to establish a mentoring and induction program that will:

- Ensure the personal and professional well-being of beginning teachers
- Establish connections to our school community in a positive and supportive manner
- Increase instructional effectiveness through sound classroom management and instructional strategies
- Provide the process of self-reflection
- Promote continual professional growth
- Assist teachers in fulfilling district expectations and state requirements
- Transmit the culture of the Caledonia-Mumford system:
    - Commitment to the students
    - Commitment to the school and community
    - Commitment to the profession
    - Commitment to continued professional development
    - Knowledge of the responsibilities and expectations of a professional educator
    - Understand their role within the district and the school, and be comfortable and energized to be part of the Caledonia-Mumford educational family

Composition of Mentoring/Induction Steering Committee

The Mentoring Committee membership includes the Superintendent, Building Principals, Director of Curriculum and Instruction, Mentors, and the Mentor Coordinators. The committee will meet up to 4 times a year after school.

Functions of the Steering Committee

- Perform yearly review of Mentor Plan and revise
- Coordinate Mentor/Mentee training
- Determine Program Effectiveness

Mentor Roles and Qualifications:

The role of the mentor is to engage, inspire, assist, encourage and advance the professional learning of the beginning teacher and to model professional conduct and embody a vision of excellence in teaching. To successfully achieve this role the mentor themselves must be a learner who seeks to continuously improve their own craft and demonstrates/has achieved the following:

- Tenure
- Permanent/Professional Certification
- Commitment to or completion of mentor training prior to assignment
- Demonstrates instructional excellence and a solid knowledge of standards based planning and instruction.
- Committed to providing exemplar of instructional shifts committed to by the district (Learning Targets, Formative Assessment, Effective Student Feedback)
- Shows evidence of continued professional development
- Possess a positive reflective attitude
- Demonstrate professionalism, confidentiality and leadership

Mentoring Application/Selection Process:

Mentor candidates will complete and submit an Initial Mentor Application, Appendix A, that includes a narrative by the applicant for their reasons for wanting to be a mentor. The Superintendent with the administrative team and the mentor coordinators will review all completed applications and match mentor candidates to mentees as they are hired into the district. The intent will be for the mentor to continue with each of his/her mentees through a minimum of one year with a possibility for additional years if needed. If at any time the mentor/pairing is not successful, the mentor (or the mentee) should review their concerns with the Mentor Coordinators. The mentor coordinators will review the concerns with the administrative team and if there is agreement a new mentor assignment will be made.

Mentor Training/Responsibilities:

- Mentors commit to completing the mentor training prior to the initial mentoring assignment and additional after school days as communicated by the mentor coordinator, see Table 1.0 at end of section.
- Mentors will participate in one of the New Teacher summer Professional Development days as communicated by the mentor coordinator.
- Mentors selected to support a Level 3 teacher will be trained on an as needed basis. These mentors preferably will have already completed mentor training in previous years.
- Provide guidance and support to new teachers in school routines, procedures and systems. Be available and accessible when needed by the mentee.
- Assist the mentee in establishing yearly goals for APPR process
- Provide support (discipline, curriculum, and motivational techniques) to the non-tenured teacher.
- Observe mentees in classrooms (either in person or via videotaping) in the role of instructional coach at least three times/year, two in the fall and one in the spring and provide appropriate feedback/ideas as follows:

  Fall observations
  - 1 before mentee's first formal observation

  Spring Observation
  - After January 1st and prior to second formal observation (if necessary)
- Arrange visitations to other classrooms during the school year. Visitations should occur prior to second formal observation.
- Provide guidance through the Observation process
  - Provide an exemplar of pre-observation lesson plan

    - Assist in writing of and/or review mentee pre-observation plan
    - Provide assistance/guidance in reflection of lessons for post observation discussion.
- Attend all announced meetings of Mentor Steering Committee – up to four times a year after school
- Provide insight and understanding of school culture and climate
- Serve as a non-judgmental "sounding board" for the non-tenured teacher
- Meet with mentee at least one hour every two weeks in the first year
- Maintain mentor log. Share a copy with mentor coordinators quarterly. If mentoring a first year mentee you must share the mentoring log document with the mentor coordinator at the close of the school year to be kept by the district mentor coordinators, for seven years per New York State regulations.
- Attend post observation conferences in the role of listener/observer. The intent of this is to allow the mentor to hear first-hand the outcome of the observation and any suggestions for instructional improvement.

Table 1.0: Mentor Activities At a Glance

Mentor Training	1 day Mentor Training prior to start of assignment
New Teacher Orientation	1 day with Mentee – paid at Workshop rate
Individual Mentor- Mentee Meetings.*	Minimum one hour every two weeks @ mentor/mentee convenience.
Mentee Observation (non-evaluative)	2 times a year (1 fall/ 1 spring)
Attend three way conferences	2 times/year
Arrange Visitations- Visitations should occur after the first formal observation but before the second formal observation	One day/year
Attend Mentor Steering Committee Meetings	2 times/year

*Mentors for part-time mentees should meet at a pro-rated number of minutes / 2 week cycle

Mentor/Mentee Relationships:

For a mentoring relationship to be successful, a mentee must be able to trust in the confidence that whatever he/she shares with his/her mentor remains confidential. The relationship should be one where a mentee can explore alternatives in teaching techniques, assessment strategies and district procedures without concern that the questions/topics will be used as part of the evaluation process. The role of the mentor is to be an instructional coach for the mentee; the role is <u>not</u> to be used as part of the formal evaluation of the mentee.

It is understood that items that violate federal law, state law or board policy will not be considered confidential: 1) where withholding such information poses a danger to the life, health or safety of an individual, including the staff or students of the school or 2) where such information indicates that the new teacher has committed or been convicted of a crime.

Mentee definitions/criteria:

- Definitions: Mentees will be designated **Level 1**, **Level 2, Level 3** or according to their Board of Education appointment and their tenure track.
  1. First year mentees will be considered **Level 1**
  2. Mentees in their first year in a new tenure certification area will be considered **Level 2**
  3. Mentees with experience and previous tenure, but new to the district, may be considered a **Level 2**
  4. A mentee assigned as long term substitutes will be considered a **Level 3** teacher and will be afforded a mentor to focus on the daily roles, responsibilities and routines of a Caledonia-Mumford teacher.

- It is an option for teachers on an improvement/action plan with the principal to request a mentor.
- A self-referral/mentor request can be made by a teacher if submitted in writing with accompanying rationale. This request shall not be viewed as a need for improvement. The mentor coordinator will hold a conference with the teacher to review the request and then present a recommendation of assignment/non-assignment and at what level.

Mentee Responsibilities:

- ➢ Attend all training and meetings for mentees, see *New Teacher Induction section in the District Professional Development Plan*
- ➢ Mentees must maintain and update a monthly log and share it with mentor coordinators on a quarterly basis. First year mentees need to send the log to the mentor coordinators at the close of the school year to be kept by the district for seven years.
- ➢ Meet with the Mentor Coordinators quarterly to review mentor logs and any needs or concerns.

Mentees Professional Development/Meetings by year:

Table 2.0: New Teacher Institute

Essential Question: What does a new teacher in the Caledonia-Mumford School District need to know to be successful?	
Day One	● History of Caledonia and Mumford ● Walking Tour of Important locations within district ● Bus Tour of the District ● Introduction to Special Education ● Meet with building administrator ○ Building Procedures ○ Emergency Procedures ○ Staff Handbook ● Technology ○ Acceptable Use ○ School Tool ○ eDoctrina ○ iXL ○ Incident IQ ○ Promethean Boards ○ Chromebooks ● Lunch with the Superintendent ● Business Paperwork

Day Two	○ APPR ○ Danielson Rubric ○ Teaching Standards ○ Observation Process ● CMTA Overview ● Overview of Mentor Program ● Curricular and Instructional Expectations ● Professionalism ● Classroom Management-Rituals and Routines ● Visibility outside of classroom
Day Three	● Olweus Program Training ● Mentor Training ● Time in Classroom with Mentors

Release Time:

Level 1: These mentees and their mentors will be afforded up to 6 release days a year with a minimum of 1 day in the first year based on the needs assessment of the mentee.

Level 2: These mentees and their mentors will be provided up to 4 release days over the first year.

Level 3: These mentees will not be required to have release days. If requested and pending administrative approval release day may be granted.

Three-Way Conferences:

Mentors will attend the post-observation conference for Level 1 and Level 2 mentees.

- ➢ First observation occurs on or about Oct 1 –Nov. 15th
- ➢ Second Observation occurs prior to May 1st

The mentor's role during the meeting is to provide instructional support to the mentee and listen.

Program Evaluation/Reflection:

- ➢ The mentoring committee will create a meeting schedule throughout the year, up to three meetings, to review the progress and events occurring within the program as well as the mentor-mentee assignments.
- ➢ The committee will also meet at least one time a year to reflect, review and evaluate the program by means of surveys given to both mentors and mentees. These surveys will reflect feedback (both rating scales and constructed responses) in regards to:
  - o New Teacher Orientation
  - o Mentor/Mentee Handbook
  - o Release days
  - o Meetings between mentor and mentees

- Meeting scheduled with the mentor coordinator
- Trainings/Workshops provided
- Level of support provided
- Strengths of program
- Suggestions and recommendations for improvements

The responses will help revise and adapt for next year's program. The Mentor Plan will be updated with the revisions and will be a living document.

Mentor Stipend: In accordance with CMTA contract

Mentor/Induction Coordinator Roles/Responsibilities:

The role of the Mentor/Induction Coordinator will be to work along with the Director of Curriculum and Instruction for the implementation of the mentor program and new teacher induction training. Some of the responsibilities of the coordinator will be:

- ➢ Develop and maintain a Mentor/Mentee Handbook
- ➢ Coordinate and facilitate all Mentoring Committee meetings
- ➢ Work in conjunction with the administrative team to develop and define the New Teacher Summer Professional Development days
- ➢ Co-Facilitate monthly New Teacher Induction Professional development meetings/activities
- ➢ Serve as the record keeper of mentor logs required by New York State regulations for 7 years
- ➢ Attend Mentor Training with the intent to become the Mentor Trainer for the District
- ➢ Provide all mentor training to new Mentors as needed
- ➢ Maintain/purge mentor logs each year as appropriate
- ➢ Attend Regional Mentor Coordinator Meetings and provide input into Teacher Center Professional Development Planning to meet the needs of the district.
- ➢ Perform all other related responsibilities as needed to implement a successful Mentor/New Teacher Induction Program.

Mentor/Induction Coordinator Stipend: In accordance with CMTA contract

Mentoring Application

The Caledonia-Mumford School district believes the teaching profession is a continuous development process. The district aims to provide a program where new staff/mentees can receive professional support from their more experienced peers to help prepare and retain quality staff.

Please read the roles and responsibilities of a mentor closely before proceeding to the application.

Mentor Roles and Qualifications:

The role of the mentor is to engage, inspire, assist, encourage and advance the professional learning of the beginning teacher and to model professional conduct and embody a vision of excellence in teaching. To successfully achieve this role the mentor themselves must be a learner who seeks to continuously improve their own craft and demonstrates/has achieved the following:

- Tenure
- Permanent/Professional Certification
- Commitment to or completion of mentor training prior to assignment
- Demonstrates instructional excellence and a solid knowledge of standards based planning and instruction.
- Committed to providing exemplar of instructional shifts committed to by the district (Learning Targets, Formative Assessment, Effective Student Feedback)
- Shows evidence of continued professional development
- Possess a positive reflective attitude
- Demonstrate professionalism, confidentiality and leadership

Mentor Training/Responsibilities:

- Mentors commit to completing the mentor training prior to the initial mentoring assignment and additional after school days as communicated by the mentor coordinators, see Table 1.0 at end of section.
- Mentors will participate in one of the New Teacher summer Professional Development days as communicated by the mentor coordinators.
- Provide guidance and support to new teachers in school routines, procedures and systems. Be available and accessible when needed by the mentee.
- Assist the mentee in establishing yearly goals for APPR process
- Provide support (student discipline, curriculum, and motivational techniques) to the non-tenured teacher.
- Observe mentees in classrooms (either in person or via videotaping) in the role of instructional coach at least three times/year, two in the fall and one in the spring and provide appropriate feedback/ideas.
- Arrange visitations to other classrooms during the school year as required.
- Provide guidance through the Observation process
    - Provide an exemplar of pre-observation lesson plan
    - Assist in writing of and/or review mentee pre-observation plan
    - Provide assistance/guidance in reflection of lessons for post observation discussion.
- Attend all announced meetings of Mentor Steering Committee – up to four times a year after school
- Provide insight and understanding of school culture and climate
- Serve as a non-judgmental "sounding board" for the non-tenured teacher
- Meet with mentee at least one hour every two weeks in the first year

- ➢ Maintain mentor log. Share a copy with mentor coordinators quarterly. If mentoring a first year mentee you must share the mentoring log document with the mentor coordinator at the close of the school year to be kept by the district mentor coordinators, for seven years per New York State regulations.
- ➢ Arrange for and attend two (2) three-way conferences (Mentee, Mentor and Administrator)

Table 1.0: Mentor Activities At a Glance

Event	**Level 1**	**Level 2**	**Level 3**
New Teacher Orientation	3 full days prior to the start of the school year		
Individual Mentor-Mentee Meetings	Minimum one hour every two weeks.		
Mentor Observation	3 times a year minimum (2 fall/ 1 spring)		
Three Way Conferences (*Mentee, Mentor & Admin*)	2 times in a year Nov. and March		
Professional Development (*after school meetings and release days as needed*)	<u>Potential Training Opportunities</u> **Topics:** Classroom Management Parent Engagement Learning Targets Formative Assessment Book Talks Data Driven Discussions Assessment Systems Integration of Technology Meeting Needs of Diverse Learners Student Centered Learning		

*Mentors for part-time mentees should meet at a pro-rated number of minutes / 2 week cycle

Mentor Stipend: In accordance with CMTA Contract

Mentor Application

Applicant Name: _____

Building: _____

Grade Level/Subject(s) Taught: _____

*** You may use this form or attach a separate document with your responses. Please submit your application/resume for mentoring to ____ _____ by _____.**

1. Why do you want to be a mentor?

2. Why would you be a good mentor for a beginning teacher?

3. What are your thoughts about the benefits of:

   A. Having a new teacher observe your teaching?

   B. Observing a new teacher while he/she is teaching?

   C. Providing a new teacher with non-evaluative feedback in relation to his/her teaching?

Mentor Application – Page 2

Please provide information regarding the following:

Please provide a list of professional development that you have participated in during the last three years:

Are you a member of any professional organizations, if so please list them?

What extracurricular activities are you involved in and in what capacity?

Other Pertinent Activities/Information

- **I have read and understand the roles and responsibilities of a mentor and agree to perform all of the duties expected of a teacher mentor**

_____

Signature

Appendix C: CTLE Individual Record Template

Continuing Teacher and Leader Education (CTLE) Individual Record

Directions: This form is provided for use by individuals holding either a Professional Certificate or a Teaching Assistant Level III certificate. This document will assist CTLE certificate holders with maintaining records of CTLE activities in accordance with certification regulations.

1. Document activities in the table below.
2. Keep "Certificate of Completion" forms and/or other documentation with this record. Documentation must be retained for 8 years.
3. DO NOT submit this form or other CTLE documentation to the Office of Teaching Initiatives, unless it is requested. At the end of your Registration period, you will be asked to attest to meeting or not having met CTLE requirements. This document will assist you with making the proper determination.

Name:	DOB:	Last 4 of SSN:
Certificate Title(s):		
Five-Year Registration Period (See your TEACH Profile to find the dates of your Registration Period): Begin Date: _____ End Date: _____		

Title of Program	Approved CTLE Sponsor Name	Sponsor Category*	Dates (mm/dd/yyyy)	Location	Content / Pedagogy / Language Acquisition	Clock Hours

*Sponsor Categories: 1 = Public School; 2 = BOCES; 3 = Teacher Center; 4 = College/University; 5 = "Other NYSED-Approved Sponsor"

DO NOT SUBMIT THIS FORM. PLEASE KEEP FOR YOUR OWN RECORDS.

Office of Teaching Initiatives Web site: www.highered.nysed.gov/tcert/ **E-Mail:** CTLE@nysed.gov

Caledonia - Mumford Central School



SPECIAL EDUCATION DISTRICT PLAN

~~2024-2026~~

2026-2028

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DISTRICT INFORMATION

Board of Education

Elizabeth Doll, President
~~John Bickford~~ Arnie Rychlicki, Vice President
Michael Balonek
Elizabeth Dietrich
Rebecca McNear
Peggy Roll
Cameron Seeley

Administrative Team

Rebekah Chenaille, Superintendent
Megan Rogers, Director of Pupil Services
Lindsey Peet, Director of Curriculum, Instruction & Technology
Morgan Marcello, Middle/High School Principal
Tim McArdle, Middle/High School Assistant Principal/Athletic Director
Michele Meyer, Elementary Principal
TBD, Elementary Assistant Principal

Contact Information

Megan Rogers, *Director of Pupil Services*
~~Michelle Carson~~ Mollie Mart, *Administrative Assistant*
585-538-3404

District Mission

The Caledonia-Mumford Central School District, in collaboration with our community, takes pride in providing safe, comprehensive and rigorous educational experiences, in order for all students to graduate as ethical, responsible, lifelong learners, who are college and career ready.

District Vision

The Caledonia-Mumford School District will provide a high-quality and well-rounded educational experience.

District Beliefs & Core Values

The School District will:

- Create a learning environment that reflects the high expectations of our society.
- Create a school culture that has the emotional, intellectual and financial support of our community.
- Collaborate with the community to provide a safe, supportive and challenging educational environment.
- Foster students who are respectful, caring and eager to learn.
- Value transparent, frequent and candid communication.
- Provide instruction, equipment, facilities and materials so that students will become self-directed learners prepared for the experiences of the world.
- Expect that our faculty and staff will utilize ongoing professional development to ensure our students will receive the best instruction possible.
- Expect high levels of dedication to improvement and excellence from all students and persistence through challenging tasks.
- Expect appropriate, caring and healthy behavior from all members of the school community.
- Continually seek to innovate, implement and solve problems to provide the best educational experiences possible for our students.
- Communicate with the community at large so there is an understanding of the mission, vision, beliefs and values and the steps needed to monitor, adjust and achieve for all.
- Celebrate individual and group accomplishments with the highest level of pride.

Caledonia-Mumford Students will:

- Be independent, critical, and creative self-directed thinkers who are able to effectively communicate.
- Be innovators, implementers and collaborative problem solvers with the ability to produce and compete in an ever-changing world.
- Have multiple opportunities to explore and participate in meaningful co-curricular and extracurricular activities.
- Understand and appreciate personal differences and diversity.

SPECIAL EDUCATION DEPARTMENT

Department Mission Statement

The Caledonia-Mumford Special Education Department cultivates opportunities for all learners to achieve high standards by facilitating progress toward individualized goals in order to maximize each student's unique potential.

Department Beliefs & Core Values

The Special Education Department at Caledonia-Mumford CSD believes:

- that all students can achieve
- that by deeply understanding students' unique needs and valuing each student as an individual, we can provide each student with the necessary tools and supports for them to achieve their goals
- in offering flexibility in programming in the least restrictive environment
- in providing professional development opportunities that promote an inclusive learning environment
- in growing self-advocacy skills in all students
- in supporting individualized transitions from high school to post-secondary plans
- in a collaborative approach among general education, special education teachers, related service providers, outside agencies, students and families, in order to help learners reach their goals

Overview of Plan

Purpose of the Plan

a. Pursuant to current regulations, a District plan shall be developed describing the Special Education program in the Caledonia-Mumford Central School District.

Role of the BOE in Relation to Implementation

b. See Board Policy numbers: 7613, 7614

Allocation of Space within District for Programs and Services/BOCES

c. The Caledonia-Mumford Central School District recognizes its responsibility to allocate adequate and appropriate space for special education classes, programs and services that are provided by the District. The district affirms a commitment to serve students with disabilities in settings with non-disabled peers.

d. School administrators will monitor the number of students with disabilities and the services required for those students and will anticipate future needs in order to identify current and future space needs. Planning for special education programs and services will maximize physical integration of regular and special education programs.

e. Special classes, resource rooms, and rooms in which related services are delivered are provided space, light and ventilation in accordance with standards applied to general education programs. Classes are appropriately located within each school building to ensure the integration of students with disabilities into the general education program of the school.

f. Further, it is the policy and practice of the Board of Education to ensure, to the fullest extent possible, that appropriate space will be available to meet the needs of resident students with disabilities who

attend special education programs provided by the Board of Cooperative Educational Services (BOCES).

Estimated Budget

g. Budget to Support Students with Disabilities: A budget to support the proposed delivery of special education programs will be developed annually, based on the number of special education students and their individual needs. The budget will include the funding necessary to support in-district programs, as well as BOCES programs and private placements. The district plans in advance for circumstances that may arise throughout the upcoming school year including new special education students who may be moving into the district as well as for unexpected additional needs that students who are currently enrolled may have. The budget is prepared annually and reviewed by the CSE Chairperson, the Superintendent and the Board of Education. Updates are given regularly to the Board of Education throughout the year to ensure appropriate programs and services are delivered and funded.

Date of BOE Adoption

h. Adopted by the Caledonia-Mumford Central School Board of Education on ~~June 11, 2024~~ August 11, 2026.

Nature and Scope of Special Education

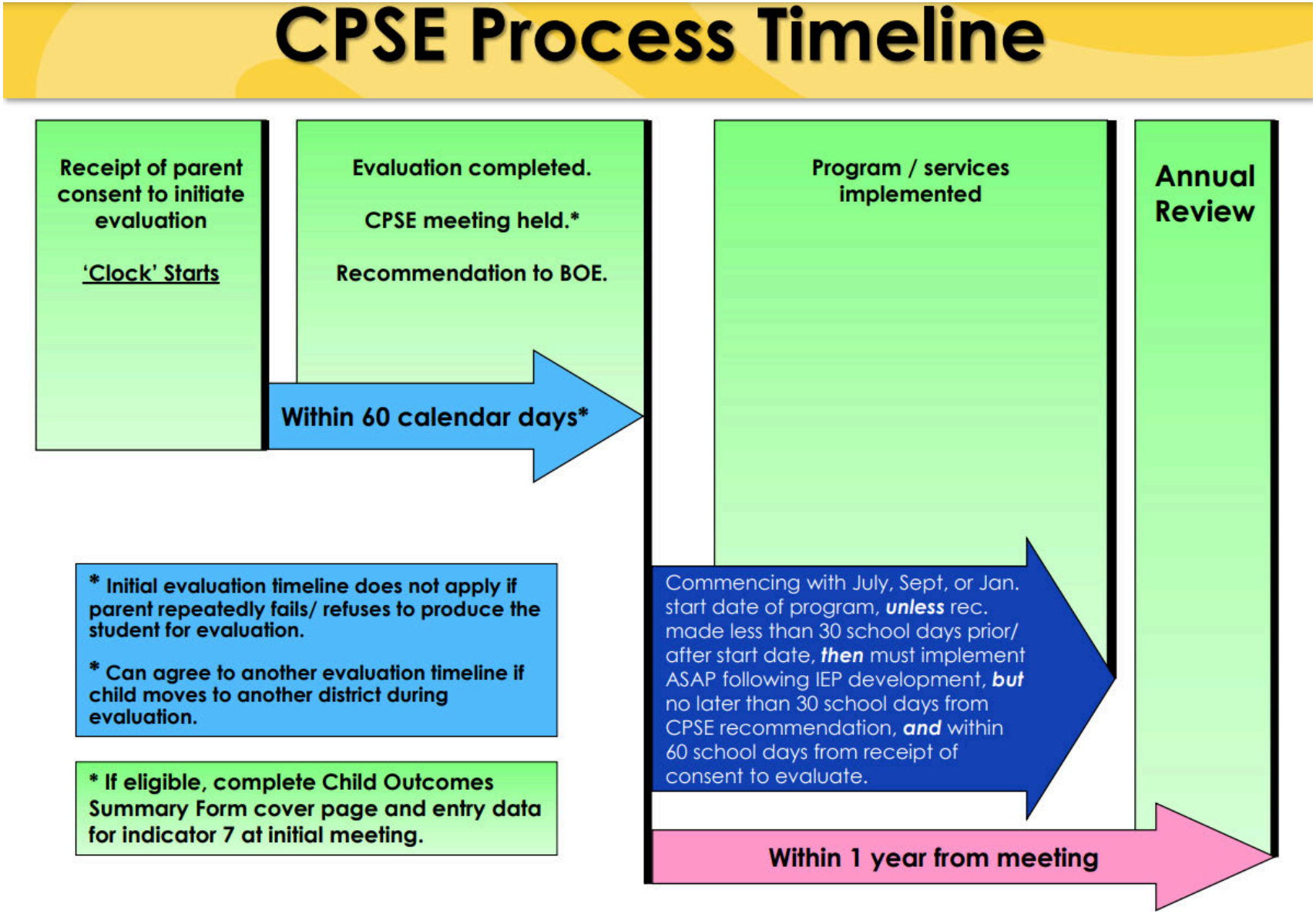
Preschool Age Students (3-5) / CPSE

MAKING A REFERRAL TO THE COMMITTEE ON PRESCHOOL SPECIAL EDUCATION

Upon receipt of a referral or request for referral, the CPSE will establish contact with the child's parent to verify residency and identify the responsible municipality (Livingston, Monroe or Genesee County), validate the child's age eligibility, determine the native language or mode of communication of the child and parent(s), obtain information regarding the child's development and concerns of the parent, explain the CPSE process, and encourage parent participation.

EVALUATION PROCESS WITHIN THE CPSE

Following parent's written consent for the evaluation and their selection of an approved evaluator, the CPSE notifies the approved evaluating agency who initiates the evaluation process. The evaluator is provided with information by the CPSE regarding the specific evaluations requested to assess the needs of the preschool child and a date to discuss the results is scheduled by the CPSE. The evaluation will include a record of the child's most recent physical exam, a psychological evaluation, a social history, an observation of the child in a natural environment (child care site, or during playtime at the evaluation site), as well as any other appropriate assessments related to the presenting concerns (speech/language evaluation, evaluation of fine/gross motor skills, functional behavioral assessment, etc.). The parents will be provided with a full evaluation report prior to their child's scheduled CPSE meeting.


CPSE Process Timeline
Receipt of parent consent to initiate evaluation
'Clock' Starts
Evaluation completed.
CPSE meeting held.*
Recommendation to BOE.
Within 60 calendar days*
Program / services implemented
Annual Review
* Initial evaluation timeline does not apply if parent repeatedly fails/ refuses to produce the student for evaluation.
* Can agree to another evaluation timeline if child moves to another district during evaluation.
* If eligible, complete Child Outcomes Summary Form cover page and entry data for indicator 7 at initial meeting.
Commencing with July, Sept, or Jan. start date of program, unless rec. made less than 30 school days prior/ after start date, then must implement ASAP following IEP development, but no later than 30 school days from CPSE recommendation, and within 60 school days from receipt of consent to evaluate.
Within 1 year from meeting

CPSE Process Timeline

Referral	Evaluation, Eligibility, & Recommendation	IEP Implementation	Annual review	Reevaluation
Date of referral = date written referral is received by CPSE chairperson or other district staff member, whichever is earlier. If received by professional staff member of the district, referral immediately forwarded to CPSE chairperson. CPSE chairperson immediately provides prior written notice to parent and seeks consent to evaluate. Notice includes list of evaluators, process for choosing evaluator, and right of parent to deny consent. Parent chooses evaluator from list provided by CPSE. If parent denies consent, CPSE chairperson ensures they have understood the request for consent to evaluate. If the parent continues to withhold consent, the process ends.	Chosen evaluator conducts evaluation. Evaluation and initial CPSE meeting must be completed within 60 calendar days of receipt of consent. Copies of report and summary provided to CPSE & county representative. Copy of evaluation summary to parent before meeting. Meeting notice given to parent at least 5 calendar days before meeting. Hold CPSE meeting to determine eligibility and recommendations. At meeting, complete Child Outcomes Summary Form cover page and entry data. Forward recommendation to BOE and municipality. Parent sent written notice of recommendation and request for consent for services. If found to be ineligible, the recommendation must indicate the reasons for ineligibility. A copy of the recommendation and evaluation reports is provided to the parent.	BOE must arrange for services per the IEP commencing with July, Sept, or Jan. start date of program, unless recommendation is made less than 30 school days prior/after such start date, in which case implement ASAP following IEP development, but no later than 30 school days from CPSE recommendation, and within 60 school days from receipt of consent to evaluate. Parent, county, and providers notified of BOE approval. Parent asked for consent for initial provision of services. CPSE sends request for approval of reimbursement (STAC-5) to the municipality and evaluator within 30 days of meeting. Parent provided copy of IEP. Teachers and service providers are provided a paper or electronic copy of IEP, and the Chairperson designates an employee with knowledge of the student to inform the service providers of their responsibilities for implementing the IEP.	The CPSE must meet at least annually to review and, if appropriate, revise the student's IEP, or more often if necessary, when requested by a parent or staff member. Meeting notice given to parent at least 5 calendar days before meeting. After annual review, provide prior written notice of recommendation and copy of new IEP to parent. An IEP must be in place at the start of each school year. After the annual review, the IEP may be amended without a meeting by mutual agreement between parent and district. Amendment must be documented and provided to parent and staff responsible for implementing the IEP. Upon request, parent given revised copy of entire IEP. Amending the IEP by written agreement without meeting during the course of the year does not eliminate the requirement for an annual review.	The student must be reevaluated at least once every 3 years, but not more than once per year, unless agreed to by parent and district. Reevaluation requires parental consent, unless the district can document it has attempted to get consent and the parent did not respond. Only approved evaluators may conduct CPSE reevaluations and written authorization of the CPSE is required. Notify municipality at least 5 business days prior to date of reevaluation. Submit STAC-5. Consider need for additional evaluative information at time of transition to CSE. • An evaluation done for transition to CSE is a reevaluation since child was already classified. For child exiting CPSE to CSE or declassification, if it is your district's assigned year to report on State Performance Plan indicator # 7, complete the Child Outcomes Summary Form exit data. The CPSE must complete and consider a reevaluation prior to declassifying a student. 10

PROGRAMS AND SERVICES

Preschool Special Education	
Program/Service	Description
Related Services	- Provided by individuals with appropriate license or certification in each area of related service, at site determined by the BOE (approved or licensed preK program or Head Start, work site of provider, child's home, hospital, state facility, child care location as defined in section 4410) - May be individual or group (may not exceed 5 students; specified on IEP if group size less than 5 is recommended)
Special Education Itinerant Services	- Provided by a certified special education teacher of an approved program on an itinerant basis, at a site determined by the BOE - Direct specialized individual or group instruction - Indirect services: consultation to assist child's teacher in adjusting the learning environment or modifying instructional methods - May be provided in addition to related services
Special Class	- Maximum class size shall not exceed 12 preschool students with at least one teacher and one or more supplementary school personnel to each class.
Integrated Special Class	- Special education teacher and one or more supplementary school personnel in a classroom made up of no more than 12 preschool students with and without disabilities.
12 month special services and/or programs	- Considered for preschool students in accordance with their need to prevent substantial regression if: (a) management needs are highly intensive and require a high degree of individualized attention and intervention; or (b) severe multiple disabilities, whose programs consist primarily of habilitation and treatment; or (c) include (a) and (b) and require treatment in the home; or (d) needs are so severe that they can be met only in a seven-day residential program; or (e) preschool students not described in (a)- (d) whose disabilities are severe enough to exhibit the need for a structured learning environment of 12 months duration to prevent substantial regression.

School Age Students (5-22) / CSE

MAKING A REFERRAL TO THE COMMITTEE ON SPECIAL EDUCATION

Special Education Referral and Response to Intervention

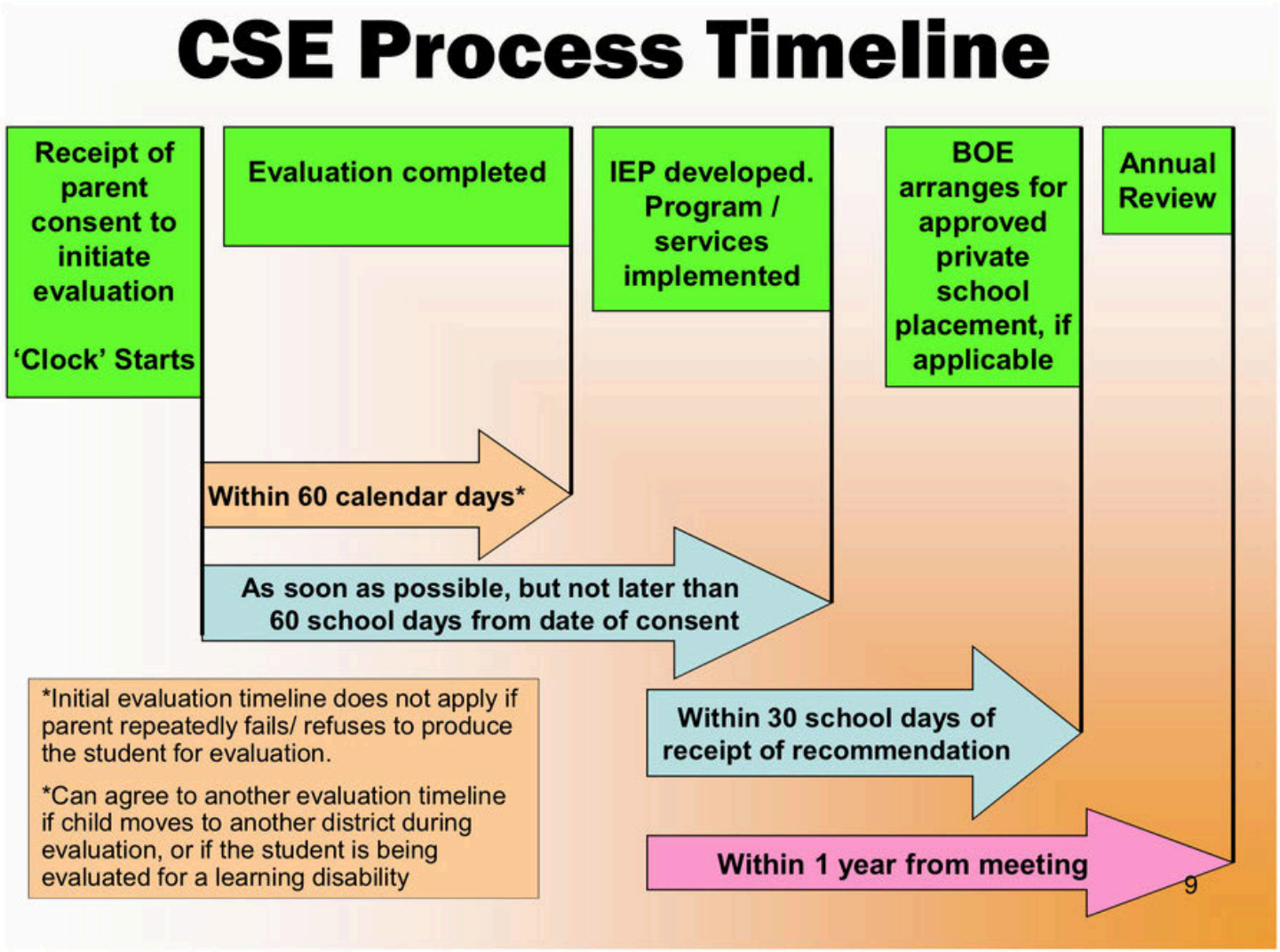
Per state regulations and the district's Response to Intervention Plan, effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade 4 has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of LD, the CSE must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading.

Intervention services are additional general education instructional and/or support services that assist students in meeting state learning standards. A Response to Intervention Framework is provided in addition to, and must not supplant, special education services. Because intervention services are general education services, they are not indicated on the district form used in development of the student's individualized education program.

Special education is specially designed instruction, special services or programs designed to meet the student's unique needs that result from his/her disability and enable the student to participate and progress in the context of the Least Restrictive Environment in the general education curriculum. The CSE, with parental involvement, makes recommendations for special education and related services to be indicated on the child's IEP. Examples of special education services include consultant teacher services, resource room or related services. The CSE cannot recommend that a student with a disability receive AIS. Rather, the district is required to consider the need for AIS to students prior to referral to the CSE.

FAPE to 22

Per the Formal Opinion of Counsel (July 6, 2023), issued by the New York State Education Department, "...that decision requires that public schools in New York provide special education and related services to resident students with disabilities until age 22, or the day before the student's 22nd birthday." As such, the Caledonia-Mumford Central School District provides special education programs and services to eligible students as recommended by the Committee on Special Education through the school day prior to their 22nd birthday, or until they receive a high school diploma, whichever occurs first.


CSE Process Timeline
Receipt of parent consent to initiate evaluation
'Clock' Starts
Evaluation completed
IEP developed. Program / services implemented
BOE arranges for approved private school placement, if applicable
Annual Review
Within 60 calendar days*
As soon as possible, but not later than 60 school days from date of consent
Within 30 school days of receipt of recommendation
Within 1 year from meeting
*Initial evaluation timeline does not apply if parent repeatedly fails/ refuses to produce the student for evaluation.
*Can agree to another evaluation timeline if child moves to another district during evaluation, or if the student is being evaluated for a learning disability
9

CSE Process Timeline

Referral	***Evaluation, Eligibility & Recommendation***	***IEP Implementation***	***Annual Review***	***Reevaluation***
Date of referral = date written referral is received by CSE chairperson or the building administrator, whichever is earliest. If received by administrator, they immediately notify CSE chairperson. If received by CSE, they notify building administrator within 5 school days. CSE chairperson immediately notifies parent, requests consent to evaluate, and gives prior written notice. Building administrator may request a meeting with parent to consider other interventions. Meeting must happen within 10 days. They may agree to withdraw the referral. Document agreement, including follow-up meeting date. If no consent after 30 days, chairperson shall document attempts to obtain consent and shall notify BOE that they may request an impartial hearing to seek permission to evaluate without consent.	Begin evaluation process upon receipt of consent. Prior written notice was given to parent with request for consent to evaluate. Evaluation must be completed within 60 calendar days of receipt of consent. The 60 days does not apply if the child transfers districts during the evaluation, or if the parent repeatedly fails to make the child available for the evaluation. The timeline may be extended by agreement between parent and district for a child suspected of having a learning disability. Meeting notice given to parent at least 5 calendar days before CSE meeting. Hold CSE meeting to determine eligibility and recommendations. Forward the recommendation to BOE. Send prior notice to parent of CSE recommendation and evaluation report. If found to be ineligible, the recommendation shall indicate the reasons for ineligibility. A copy of the recommendation and appropriate evaluation information are provided to the building administrator who determines if support services are appropriate. A copy of the recommendation and the evaluation report is provided to the parent .	Within 60 school days of consent to evaluate, the BOE must arrange for services per the IEP. If recommending an approved private school, BOE must arrange for services within 30 school days of receipt of the recommendation. If BOE disagrees with recommendation, it may ask CSE to reconvene, or may establish a second committee, but must still implement a program within the applicable timeline. Parent notified of BOE approval and asked for consent for initial provision of services. Parent provided copy of IEP. Teachers and service providers are provided a paper or electronic copy of IEP, and the Chairperson designates an employee with knowledge of the student to inform them of their responsibilities for implementing the IEP.	The CSE must meet at least annually, but more often if necessary, based upon the student's performance or request by parent or staff member. Meeting notice given to parent 5 calendar days before the meeting. After annual review, provide prior written notice of recommendation and copy of new IEP to parent. An IEP must be in place at the start of each school year. After the annual review, the IEP may be amended without a meeting by mutual agreement between parent and district. Amendment must be documented and provided to parent and district staff responsible for implementing the IEP. Amending the IEP by written agreement without meeting during the course of the year does not eliminate the requirement for an annual review.	The student must be reevaluated at least once every 3 years, but more often if necessary, based on student's performance. Not more than once per year, unless agreed to by parent and district. Reevaluation requires parental consent, unless the district can document it has attempted to get consent and the parent didn't respond. Parent and CSE may agree in writing that the reevaluation is not needed. Document agreement and establish date for next reevaluation. District must complete and consider a reevaluation prior to declassifying a student. Committee must meet to discuss the reevaluation results. This meeting may be consolidated with other committee meetings. If consolidating meetings, the meeting notice must indicate the dual purpose of the meeting.

Referral vs. Request for Referral

Referral 200.4(a)(1)		Request for Referral 200.4(a)(2)	
By Whom	Process	By Whom	Process
•Parent of the child •District designee •Commissioner or designee of a public education agency with responsibility for educating the student (e.g., Office of Mental Health for a child attending a State operated psychiatric Center Education Program) •A designee of an education program affiliated with a child care institution with CSE responsibilities (e.g., Article 81 residential programs with a school component)	If received by chairperson, they must notify principal within 5 school days If received by a principal, immediately notifies the Chairperson "Date of receipt" = the date received by the committee chairperson or principal, whichever is earliest Chairperson immediately notifies parent of referral, provides Procedural Safeguards Notice, the Parent Guide to Special Education, prior written notice to conduct an initial evaluation, and requests consent to evaluate	•Professional staff member of the school district •Licensed physician •Judicial officer •Professional staff member of a public agency with responsibility for welfare, health or education of children •Student who is 18 years of age or older, or an emancipated minor	Requests for referral submitted by persons other than the student or judicial officer must include: •Reasons for the referral and test results, records, or reports •Intervention services, programs or methodologies used to remediate the student's performance prior to referral, or state reasons why no such attempts were made •Describe the extent of prior parent contact Upon receiving a request for referral, a school district must within 10 school days, either: •Request parent consent to initiate evaluation; **or** •Provide the parent with a copy of the request for referral; **and** •Inform the parent of his/her right to refer the child for an initial evaluation; **and** •Offer the parent the opportunity to meet to discuss the request for referral and, as appropriate, the availability of appropriate gen. ed. support services.

Withdrawal of Referral

Principal may request a meeting with the parent, student if appropriate, and referring staff member to determine whether the student would benefit from additional general education support services as an alternative to special education.

Meeting must occur within 10 school days of receipt of referral.

If they agree to withdraw the referral, this must be documented in writing, including alternative interventions to be tried, data to be collected, the duration of the intervention, and a time to review progress.

A copy of the agreement goes to the parent, referring individual, and cumulative education file

PROGRAMS AND SERVICES

Program/Service	Description
Related Services	Related services are recommended by the CSE to meet the individual needs of a student with a disability as indicated in the Individualized Education Program (IEP). Related services may be provided in conjunction with a general education program or with other special education services. Related services include, but are not limited to: ● Speech therapy ● Occupational therapy ● Physical therapy ● Counseling ● Vision services ● Orientation and mobility services ● Audiology services ● Teacher of the Deaf services ● Transition Services A student with a disability may be provided with more than one related service in accordance with the needs of the student. The frequency, duration, and location of services are outlined on the IEP, based upon the individual's need for the service. Service can be provided individually, or in a group as determined by the CSE. Related services are available to Caledonia-Mumford students with disabilities both in district schools as well as in out-of-district programs.
Consultant Teaching	Consultant teacher services are direct and/or indirect services provided to students with disabilities in the student's general education classes and/or with the student's general education teachers. The IEP must indicate the general education classes in which the student will receive consultant teacher services. ● Direct consultant teacher services means specially designed individual or group instruction by a certified special education teacher to students in general education classes. ● Indirect consultant teacher services means the consultation provided by a certified special education teacher to general education teachers to assist them in adjusting the learning environment and/or differentiating the instructional methods to meet the individual needs of a student with a disability in the general education classes. The total number of students with disabilities assigned to a consultant teacher cannot exceed 20. Each student requiring consultant teacher services shall receive direct and/or indirect services, consistent with the student's IEP, for a minimum of two hours each week. *Caledonia-Mumford students requiring consultant teaching services receive this programming within the general education classes in the district.*
Integrated Co-Teaching	Integrated co-teaching is the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. The total number of students with disabilities in integrated co-teaching cannot exceed twelve. A general education teacher and special education teacher are assigned to each integrated co-teaching class based on the frequency and duration in the IEP.
Resource Room Program	Resource Room is provided for the purpose of supplementing the classroom instruction to students with disabilities who are in need of such supplemental service. This support is aimed

	to improve student's organizational skills, planning abilities and executive functioning skills. Each student requiring resource room services shall receive services consistent with the student's IEP. Instructional groups for resource room are not to exceed five students with one teacher during instructional time. Students cannot spend more than 50 percent of their time during the day in resource room services. The total number of students assigned to a resource room teacher cannot exceed 20 at the elementary level and 25 at the secondary level. *This program option is available within the district for students grades 6 - 12. It is provided in accordance with individual student needs and IEPs.*
Special Class Programs	A student with a disability is provided with special class instruction to the extent indicated on the student's IEP. The size and composition of the class is based upon the similarity of individual needs of the students according to: the levels of academic or educational achievement and learning characteristics, levels of social development, levels of physical development, and the management needs of the students in the classroom. The special class size for students with disabilities is determined based upon the degree of individualized attention and intervention. The maximum class size for students whose special education needs consist primarily of the need for specialized instruction is 15 students. The chronological age range within special classes of students with disabilities is not to exceed 36 months, except for special classes of students with disabilities who are 16 years of age and older. In accordance with the Regulations of the Commissioner there are five class size options. Recommendations for these classes are based upon management needs and degree of intensity of student need for specialized instruction in a special class setting. Options are as follows: ● 15:1 - 15 students with 1 teacher ● 12:1:1 - 12 students with 1 teacher and 1 supplementary school personnel ● 8:1:1 - 8 students with 1 teacher and 1 supplementary school personnel ● 6:1:1 - 6 students with 1 teacher and 1 supplementary school personnel ● 12:1:4 - 12 students with 1 teacher and 1 supplementary school personnel for every 3 students. The additional staff may be teachers, teaching assistants, and/or related service providers. ~~*Special class services are offered through Caledonia-Mumford CSD, Genesee Valley BOCES, Monroe BOCES 1, and Monroe BOCES 2.*~~
Special Schools/Out of District Programs	Out of district programs include those contracted with other public school districts, BOCES, and State Education Department approved private day schools and residential schools. Out of district programs are designed for students with intense or unique special education needs that cannot be met within the district. Examples of these programs include, but are not limited to: ● BOCES operated programs ● BOCES operated classes in other school districts ● Mary Cariola Children's Center ● School of the Holy Childhood ● Hillside Family of Agencies ● Villa of Hope ● Rochester School for the Deaf ● Easter Seals of New York - The Kessler Center

Home and/or Hospital Placement	Students with disabilities who are recommended for home and/or hospital instruction by the CSE shall be provided instruction and appropriate related services as determined by the CSE in consideration of the student's unique needs. Home and hospital instruction shall only be recommended if such placement is the least restrictive environment. Service must be recommended for a minimum of 10 hours per week at the elementary level, preferably two hours daily; or a minimum of fifteen hours per week at the secondary level, preferably three hours daily.
Residential Facility	Refers to education programs in public or privately operated residential schools or medical facilities on an inpatient basis.
Extended School Year (special education summer school)	Students who are classified under CSE may be eligible for extended school year services if they meet the criteria and have demonstrated an inability to maintain developmental levels due to a loss of skill or knowledge during the summer months of such severity as to require an inordinate period of review at the beginning of the school year to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year. The CSE must determine substantial regression for a student to participate or receive related services only during an extended school year program.

PROGRAMS AND SERVICES *by building availability*

School-Age Special Education		
Building	Grade Levels Served	Programs Available
Caledonia-Mumford Elementary	K-1	Self-Contained (8:1:1 ~~for primary age students~~) Integrated Co-Teaching Indirect Consultant Teaching Related Services
	2-5	Self-Contained (8:1:1 ~~for primary age students~~) Integrated Co-Teaching Indirect Consultant Teaching Resource Room Program Related Services
Caledonia-Mumford Middle/High School	6-8; 9-12	Self-Contained (15:1) Direct Consultant Teaching Indirect Consultant Teaching Resource Room Program Related Services

INSTRUCTIONAL MATERIALS IN ALTERNATIVE FORMATS

The District will provide materials in alternative formats to students with disabilities who have been determined by the CSE for such need. "Alternative format" is defined in Section 200.2 of the Commissioner's Regulations, as any medium or format for the presentation of instructional materials other than a traditional print textbook that is needed as an accommodation for a student with a disability who is enrolled in the school district. It includes, but is not limited to, Braille, large print, open and closed captions, audio, or an electronic file that is appropriate to meet the needs of the individual student.

The District has adopted the National Instructional Materials Accessibility Standard (NIMAS) to ensure that curriculum materials are available in a usable alternative format for students with disabilities and the District participates in the National Instructional Materials Access Center (NIMAC). This national effort to centralize the distribution of instructional materials in alternate formats helps to guarantee timely provision of such materials to students. In purchasing instructional materials, the District gives preference to vendors who agree to provide materials in a usable alternative format. In addition, all purchase orders for textbooks or other related materials include a provision that requires the publisher to produce NIMAS files and send them to the NIMAC.

When a student requires instructional materials to be provided in an alternative format, per their IEP, the assigned Special Education Teacher notifies the CSE Chairperson who arranges for the materials to be provided, at no cost to the family or student, in a timely manner, via the appropriate source.

Program Objectives

Departmental Goal(s) for ~~2022-2024~~ 2026-2028

~~(1) The Special Education Department will increase student participation in their individualized education programs by including student input on the creation of strengths and needs statements, annual goals, and postsecondary goals.~~

~~(a) 90% of students in grades 6-12 will actively participate in their program planning, including being present at annual review meetings and being prepared to contribute meaningfully to the CSE discussion.~~

~~(2) The Special Education Department will increase family engagement with the CSE process by focusing on a collaborative, student-centered approach that promotes transparency, parent understanding of the process, and active involvement in the setting of annual and postsecondary goals.~~

~~(a) The Pupil Services Department will distribute a Needs Assessment to all families currently involved in either the Committee on Preschool Special Education or Committee on Special Education to gauge current understanding of the processes of each committee and barriers to their participation in each.~~

~~(3) The Special Education Department will utilize multiple data points when creating students' measurable annual goals with a defined, data-driven method for determining progress toward that goal.~~

~~(a) Special Education Teachers will continue to use the Annotated IEP and IEP Self-Audit System documents to regularly review IEPs to ensure they meet district standards for data-driven annual goals.~~

Departmental goal(s) will be developed, aligned to district and building goals, on an annual basis, in collaboration with the administrative team and teacher leadership teams.

Method for Evaluating Program Objectives

The Caledonia-Mumford Special Education Department utilizes the *NYS Education Department Blueprint for Improved Results for Students with Disabilities* (below), and an IEP Self-Audit System for setting and monitoring program goals and objectives.

NYS Blueprint for Improved Results

1. STUDENTS ENGAGE IN SELF-ADVOCACY AND ARE INVOLVED IN DETERMINING THEIR OWN EDUCATIONAL GOALS AND PLANS.

This is evident when:

• Students participate in individualized education program (IEP) meetings.
• Students create and monitor their progress towards academic and social goals.
• Students engage in career planning and selection of courses of study to prepare them for post-secondary living, working and learning.

2. SCHOOLS PROVIDE MULTI-TIERED SYSTEMS OF BEHAVIORAL AND ACADEMIC SUPPORT.

This is evident when:
• Educators collect and analyze student outcome data to plan, organize, deliver and evaluate the effectiveness of school-wide programs and instruction for all students.
• Educators disaggregate and analyze outcomes for students with disabilities to improve school-wide programs and interventions.
• Educators collect and analyze data to identify individual students in need of additional support.
• Evidence-based interventions are provided in a timely manner to students needing more support.
• Progress monitoring data are collected and inform decisions about the effectiveness and/or need for modification to those interventions.

3. PARENTS, AND OTHER FAMILY MEMBERS, ARE ENGAGED AS MEANINGFUL PARTNERS IN THE SPECIAL EDUCATION PROCESS AND THE EDUCATION OF THEIR CHILD.

This is evident when:
• Parents report that they understand the special education process and their due process rights and actively participate in the development of their child's IEP.
• Parents understand what their child is expected to know and be able to do to progress toward the State learning standards.
• Parents and educators engage in frequent, respectful and open discussion of the educational needs of the student.
• Families are invited into and feel welcome in all school environments.
• Parents have the information they need about effective strategies to support their child's learning and support transition from school to post-school activities.

4. SCHOOLS PROVIDE HIGH-QUALITY INCLUSIVE PROGRAMS AND ACTIVITIES.

This is evident when:
• Educators use the full continuum of services to ensure that students with disabilities are educated in the least restrictive environment.
• The needs of the students are the primary consideration in the configuration of special education programs and services to be provided to students with disabilities.
• District/school leaders allocate human and financial resources to support scheduling and planning time to ensure all students receive rigorous and appropriate instruction throughout the continuum of special education programs and services.
• Students with disabilities in inclusive settings are provided the accommodations and explicit and specially-designed instruction needed to progress in the curriculum.

5. TEACHERS DESIGN, PROVIDE AND ASSESS THE EFFECTIVENESS OF SPECIALLY- DESIGNED INSTRUCTION TO PROVIDE ACCESS FOR STUDENTS WITH DISABILITIES TO PARTICIPATE AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM.

This is evident when:
• All teachers are responsive to the pedagogical needs of students with disabilities.
• All students receive instruction in curriculum aligned with the State's Learning Standards.
• IEPs are developed in consideration of grade level standards.

• IEPs are implemented and reviewed by educators, families and students to ensure that students are meeting their annual goals.
• Special and general education teachers of students with disabilities engage in intentional collaborative lesson planning to meet the needs of each individual student with a disability.
• Individual student data are used to inform and design instruction for students with disabilities to progress toward grade level standards.
• Students with disabilities receive instructional materials in alternative formats at the same time as other students in the class receive their instructional materials.

6. SCHOOLS PROVIDE APPROPRIATE INSTRUCTION FOR STUDENTS WITH DISABILITIES IN CAREER DEVELOPMENT AND OPPORTUNITIES TO PARTICIPATE IN WORK-BASED LEARNING.

This is evident when:
• Students are provided age-appropriate transition assessments, guidance, courses of study and work-based learning opportunities to meaningfully engage in early and ongoing career planning and exploration.
• Students with disabilities and their families are provided early and clear information on graduation requirements.
• Students with disabilities receive instruction toward the Career Development and Occupational Studies Learning Standards beginning in the early grades.
• Students are provided instruction to develop lifelong learning skills such as self-advocacy, social-emotional skills, higher order thinking, employability skills and consumer and life skills.
• Students and their families actively participate in the transition planning process.
• Schools facilitate timely student and family connections to post-secondary supports and services through NYSED's Adult Career and Continuing Educational Services-Vocational Rehabilitation and other State agency programs and services.

7. TEACHERS PROVIDE RESEARCH-BASED INSTRUCTIONAL TEACHING AND LEARNING STRATEGIES AND SUPPORTS FOR STUDENTS WITH DISABILITIES.

This is evident when:
• All teachers develop lessons that allow multiple entry points and multiple modes of engagement for students with diverse needs.
• All teachers are knowledgeable and skilled in providing explicit instruction in academics and social-emotional learning.
• Students with disabilities are taught strategies for self-regulated learning across the content areas.
• All teachers continually assess students' understanding of lessons to improve and target instruction to student needs.
• Students' individualized needs for assistive technology devices and services are considered and accommodated.

Availability of the District Plan

The Special Education District Plan is filed with the CSE Chairperson and is available for public inspection and review by the Commissioner.

APPENDIX 1
Preschool and School-age Data
October ~~2024~~ 2025

Number and Age Span of Students Served (Preschool)
by disability category & recommended placement

	~~Age Range~~		
~~**Disability**~~	~~**3**~~	~~**4**~~	~~**5**~~
~~Preschool Student with a Disability~~	~~5~~	~~9~~	~~0~~
~~**Recommended Setting**~~	~~**3**~~	~~**4**~~	~~**5**~~
~~Preschool Itinerant Services Only~~	~~4~~	~~6~~	~~0~~
~~Approved Preschool Special Education Program~~	~~1~~	~~3~~	~~0~~

	Age Range		
Disability	**3**	**4**	**5**
Preschool Student with a Disability	5	7	0
Recommended Setting	**3**	**4**	**5**
Preschool Itinerant Services Only	4	7	0
Approved Preschool Special Education Program	1	0	0

Number and Age Span of Students Served (School-Age)
by disability category & recommended placement

	~~Age Range~~			
~~**Disability**~~	~~**5-11**~~	~~**12-13**~~	~~**14-17**~~	~~**18-21**~~
~~Autism~~	~~8~~	~~0~~	~~1~~	~~1~~
~~Speech Language Impairment~~	~~18~~	~~2~~	~~1~~	~~0~~
~~Other Health Impairment~~	~~11~~	~~12~~	~~7~~	~~1~~
~~Learning Disability~~	~~20~~	~~9~~	~~13~~	~~0~~
~~Hearing Impairment~~	~~1~~	~~0~~	~~1~~	~~0~~
~~Multiple Disabilities~~	~~1~~	~~1~~	~~1~~	~~0~~
~~Intellectual Disability~~	~~0~~	~~0~~	~~0~~	~~2~~
~~Emotional Disability~~	~~0~~	~~1~~	~~1~~	~~0~~
~~Traumatic Brain Injury~~	~~0~~	~~0~~	~~0~~	~~0~~
~~Orthopedic Impairment~~	~~0~~	~~0~~	~~0~~	~~0~~
~~Deaf~~	~~0~~	~~0~~	~~1~~	~~0~~
~~Blind or Visual Impairment~~	~~0~~	~~0~~	~~0~~	~~0~~

~~Deaf-Blindness~~	~~0~~	~~0~~	~~0~~	~~0~~
~~**Recommended Setting**~~	~~**5-11**~~	~~**12-13**~~	~~**14-17**~~	~~**18-21**~~
~~Home Public School~~	~~54~~	~~24~~	~~23~~	~~0~~
~~Other Public School District~~	~~0~~	~~0~~	~~0~~	~~0~~
~~BOCES Class in a Public School~~	~~1~~	~~0~~	~~1~~	~~4~~
~~State Supported School~~	~~1~~	~~0~~	~~0~~	~~0~~
~~Approved Private School-Day~~	~~1~~	~~1~~	~~0~~	~~0~~
~~Approved Private School-Residential~~	~~0~~	~~0~~	~~2~~	~~0~~
~~Home/Hospital Instruction~~	~~1~~	~~0~~	~~0~~	~~0~~

	Age Range			
Disability	**5-11**	**12-13**	**14-17**	**18-21**
Autism	10	3	1	1
Speech Language Impairment	13	3	1	0
Other Health Impairment	15	7	14	0
Learning Disability	18	10	10	0
Hearing Impairment	0	2	1	0
Multiple Disabilities	3	0	2	0
Intellectual Disability	0	1	0	2
Emotional Disability	0	0	1	0
Traumatic Brain Injury	0	0	0	0
Orthopedic Impairment	0	0	0	0
Deaf	0	0	1	0
Blind or Visual Impairment	0	0	0	0
Deaf-Blindness	0	0	0	0
Recommended Setting	**5-11**	**12-13**	**14-17**	**18-21**
Home Public School	54	22	27	0
Other Public School District	0	2	0	0
BOCES Class in a Public School	1	0	1	3
State Supported School	0	1	0	0
Approved Private School-Day	3	0	2	0
Approved Private School-Residential	0	0	2	0
Home/Hospital Instruction	0	0	0	0

APPENDIX 2
Resources for Parents, Students, Staff

Helpful Links for Parents

Parents' Guide to Special Education	http://p12.nysed.gov/specialed/publications/policy/parentguide.htm
Special Education in Plain Language	https://p8cdn4static.sharpschool.com/UserFiles/Servers/Server_228510/File/DISTRICT/Student%20Services/specialedinplainlanguage.pdf
Procedural Safeguards	Updated May 2024: https://www.nysed.gov/sites/default/files/programs/special-education/part-b-procedural-safeguards-notice-english_0.pdf
Parent Network of Western New York	https://parentnetworkwny.org/
Parent Guide to the New York State Alternate Assessment (NYSAA)	http://www.p12.nysed.gov/assessment/nysaa/2019-20/5-parentguidew-19.pdf

Guide and Tips for Parents Upon Initial Referral for Special Education

Before the Meeting

- You will receive written verification of the meeting time, date and location, as well as a copy of the Procedural Safeguards Notice at least five (5) days before the meeting.
- You may wish to meet with or speak to the people related to your child's referral: the building principal, school counselor, teacher, nurse, psychologist, social worker or other support personnel. At least one week prior to your child's meeting, you will receive all materials related to your child's referral, including test results and other evaluations which have been done.
- Provide support for your child and yourself. Consider supports such as your pediatrician or another outside person working with your child. They may provide written documentation or attend the CSE meeting. *Please contact the CSE prior to the meeting to inform them if you are inviting guests.*
- Consider whether your child should attend the meeting. Many students in the middle and high school are encouraged to attend the meeting after being thoroughly prepared by teachers, counselors and *you.* It is a means of involving them in the decision-making and seeking their valuable input and feelings.
- Ask questions of your child's team, such as:
    - Why is a change being recommended?
    - What approaches have been tried within the general education program?
        - What were the results of these approaches?
        - What other supports are available?
        - How will this program provide for my child?
        - Are there other options that may be considered?
- Ask to observe any placements being considered.

- Coming prepared allows the Committee to ensure their efforts are directed towards arriving at recommendations to culminate the meeting. Gaining as much clarification as possible prior to the actual CSE meeting can be very beneficial, allowing you to be an active participant in the CSE process.

During the Meeting

- The CSE Chairperson introduces parents/guardians to the committee and explains the committee's function.
- The listing of material and data that is being used by the committee for identification/placement of the child is reviewed.
- The parents/guardians/students are then asked for their input for committee consideration. This portion of the meeting is the central focus for parental input. You should be prepared to present your information. We highly value your input!!
- The committee will review the evaluation results. Based on that information, and information that you provide, the Committee decides if your child is eligible or ineligible to receive special education programs and/or services.
- If you, with the Committee, decide that your child does not require special education services or programs, the Committee must provide you with written notice indicating why your child is ineligible. They will also refer you back to the child's building to determine what supports are available through general education to help your child.
- If you and the other members of the Committee decide your child is eligible for special education services, the Committee will create an Individualized Education Program.
    1. Committee discusses the classification of your child and picks one of thirteen classifications.
    2. Committee discusses your child's strengths and weaknesses in four areas and considers other special factors related to learning.
    3. Committee agrees on measurable annual goals to address your child's weaknesses.
    4. Committee discusses special education supports, services and modifications your child needs to meet his or her annual goals.
    5. Committee discusses the location and placement of the special education services in the *least restrictive environment*.

After the Meeting

- You will receive a copy of the IEP in the mail and will be asked to sign and return an acceptance.
- Program, supports and accommodations as discussed at the meeting will be put in place in accordance with the timeline discussed at the meeting.
- You will be asked to attend an Annual Review yearly to review progress and prepare IEP for the upcoming year.
- You should communicate regularly throughout the year with your child's special education teacher and/or related service provider(s) to discuss your child's progress. (Notebooks, phone calls, e-mails, meetings and conferences)
- Remember you may meet with your child's teacher and support team whenever you have concerns. The IEP is a working document and you and the team can choose to go back to CSE and make necessary changes to support your child at any time.

APPENDIX 3
Glossary of Terms

A

Academic Intervention Services (AIS)	Remedial instruction within the areas of reading, written expression, and/or math delivered to disabled and non-disabled students
Accommodations	Tools and procedures that give students with disabilities equal access to instruction and assessment. They are designed to level the playing field for students with disabilities, and are generally grouped into the following categories: ● Presentation ● Response ● Timing/Scheduling ● Setting
Accessible Educational Materials (AEM)	These are textbooks and instructional materials that have been converted into a format that is accessible to a student who is unable to use standard printed materials. These formats include: ● Braille ● Large print ● Audio ● Digital text
Adapted Physical Education (APE)	A specialized physical education program of: ● Developmental activities ● Games ● Sports ● Rhythms The IEP team will recommend APE if your child cannot safely or successfully participate in the regular physical education program. APE teachers will adapt and modify a physical activity so that it is appropriate for the individual student.
Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES/VR)	Part of the New York State Education Department and assists individuals with disabilities to achieve and maintain employment and support independent living through training, education rehabilitation and career development. A referral through the Front Door enables services to be implemented upon reaching age 22 or graduating from high school, enabling students a seamless transition to the workplace and to live independent, self-directed lives.
Aging Out	The closure and transitioning out of preschool special education students who will be turning 5 years of age by December 1st. Students who will be turning 22 years of age and leaving secondary level education programs after completion of the school day prior to their 22nd birthday.
Alternate Assessment	Used to evaluate the performance and progress of students with severe cognitive disabilities who are unable to take part in standard assessments, even with testing accommodations. NY State Alternate Assessment (NYSAA) is part of the annual NY State testing process for all eligible students in grades 3-8 and in high school. If your child's IEP specifies that s/he is eligible for alternate assessment, NYSAA will be used for State assessments in grades 3 through 12.
Annual Goals	Specific, measurable goals written on the IEP that describe what the student is expected to achieve in the disability-related area(s) over a one-year period.
Annual Review	After your child has received special education services, an IEP meeting is held at least once each year to review your child's progress. This is called an "Annual Review". During the annual review the team will: ● Discuss your child's progress toward his or her goals

	• Review the special education services provided • Determine services and goals for the following year
Assistive Technology (AT) Devices and Services	An Assistive Technology Device is any piece of equipment, product or system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain or improve the functional capabilities of a child with a disability. Such term does not include a medical device that is surgically implanted, or the replacement of such a device. Examples include: • A communication device • FM unit • Computer access An AT Service is any service that helps a child with a disability select, acquire, or use an AT device. Any AT devices or services your child requires will be specified on the IEP. The term includes: (1) the evaluation of the needs of a student with a disability, including a functional evaluation of the student in the student's customary environment; (2) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities; (3) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; (4) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; (5) training or technical assistance for a student with a disability or, if appropriate, that student's family; and (6) training or other technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that student.
B	
Behavioral Intervention Plan (BIP)	A plan that is based on the results of a Functional Behavioral Assessment (FBA) to address problem behavior. It includes: • The target behavior(s) and goal(s) • Positive behavioral interventions and strategies • Accommodations or modifications • How the plan will be monitored and updated if needed
C	
Career Development and Occupational Studies (CDOS) Commencement Credential	• Recognizes a student's mastery of the CDOS learning standards and the completion of a career preparation program. It is designed to provide students with IEPs an opportunity to develop the skills to succeed in work after high school. • Available to students with IEPs who participate in standard assessment. • May be awarded as an endorsement to a Regents diploma or local diploma, or as the student's sole exiting credential from high school. Schools must provide students who earn only a CDOS written confirmation that they are eligible to return and earn a diploma until they reach age 22.
Case Management	Facilitating communication and service provision among multiple service providers for students with special needs.

Child Find	New York State public schools have an obligation to identify, locate, and evaluate each child attending a New York State public school who has a disability or is suspected of being a child with a disability, regardless of the severity of the disability. This is called the "Child Find" obligation. Child Find extends to all children with disabilities – including children who are homeless, wards of the state, not attending a New York State public school, etc. – whether or not the NYSED is providing services to the child.
Class size	The maximum number of students who can receive instruction together in a special class or resource room program and the number of teachers and supplementary school personnel assigned to the class.
Classroom Observation	An observation of a student in his/her primary educational setting to see how the student learns and what behaviors they exhibit.
Commissioner's Regulations	State Education Department regulations based on Federal and State education laws that specify the steps school districts must follow in the special education referral, evaluation, and placement process.
Committee on Preschool Special Education (CPSE)	A multidisciplinary team established in accordance with the provisions of section 4410 of the Education Law. The CPSE is responsible for coordinating the special education process for children ages 3 to 5. CPSEs serve families in the district where a family resides, regardless of where children receive preschool services.
Committee on Special Education (CSE)	A multidisciplinary team established in accordance with the provisions of section 4402 of the Education Law. The CSE refers to the committee that manages the special education process for school-age students. The CSE is a group of members who share information and work together to determine whether your child has a disability and requires special education services, and if so, what services are appropriate. You are an important member of the CSE. If the CSE, based upon the evaluation(s), determines that your child has a disability and that special education services are necessary, an IEP will be developed at the meeting. CSE members may include, but are not limited to: ● a general education teacher; ● special education teacher; ● school psychologist; ● social worker; ● district representative; ● you, the parent; and ● your child
Compliance	Acting in accordance with state/federal regulations and law.
Confidentiality	The obligation of the DOE to maintain the student's special education records in a manner that ensures that only appropriate staff has access.
Consent	There are instances when you will be asked to provide your consent during the special education referral, evaluation, and placement process. Providing consent means that you: ● Have been fully informed about the action for which you are giving consent ● Understand and agree in writing to that action. Consent is voluntary on your part and you may withdraw your consent at any time. Your withdrawal of consent does not undo an action that has occurred after you gave your consent and before you withdrew it.

Consultant Teacher Services	Direct and/or indirect services, as defined in this subdivision, provided to a student with a disability in the student's regular education classes and/or to such student's regular education teachers. (1) Direct consultant teacher services means specially designed individualized or group instruction provided by a certified special education teacher pursuant to subdivision (yy) of this section, to a student with a disability to aid such student to benefit from the student's regular education classes. (2) Indirect consultant teacher services means consultation provided by a certified special education teacher pursuant to subdivision (yy) of this section to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who attends their classes.
Continuum	The range of education programs and services that may be used individually or in combination to support educating children with disabilities from least restrictive to most restrictive. Refer to Part 200 Regulations of the Commissioner of Education (200.6).
Co-Teaching in an Integrated Setting (ICT)	This service offers a learning environment that includes a general education teacher working collaboratively with a special education teacher to deliver the curriculum in the general education setting in a team-teaching situation.
D	
Declassification	Students who no longer need special education services are declassified by the CSE/CPSE after a reevaluation.
Declassification Support Services	Students who no longer need special education services are declassified after a reevaluation. Students who have been declassified will not have an IEP, but may receive the following services to support the transition to general education: ● Instructional support ● Instructional modifications ● Related services These services may continue for up to one year after the student has been declassified. In addition, the declassification IEP may list testing accommodations that must be provided to the student after s/he has been declassified. Students who are declassified in grades 8-12 may be eligible for Safety Net graduation options if his or her last IEP notes this.
Disability Classification	Disability Classification refers to the type of disability that most affects a student's educational performance. The CSE will determine the appropriate classification, and it will be memorialized on the student's IEP.
Due Process	Procedures that, by law, are used to ensure your child's rights to a Free Appropriate Public Education (FAPE) and your rights to be involved and have a full understanding of that process.
Due Process Complaint	Also called a Request for an Impartial Hearing, this is a written complaint filed by a parent or a school district involving any matter relating to the identification, evaluation, educational placement or provision of a Free Appropriate Public Education to a student with a disability. This may result in an Impartial Hearing.
Due Process Hearing (Impartial Hearing)	A legal proceeding before an Impartial Hearing Officer who is not an employee of the DOE. Both the parents and the school district present arguments, witnesses, if any, and evidence.
E	

Early Intervention (EI)	The EI Program, under the New York State Department of Health, supports families with children ages birth to 3 who have a disability or developmental delays
Evaluation	The process of collecting information about a student's strengths and weaknesses to improve his or her educational program. The information collected through assessments, observations, and interviews will assist the team in determining the child's present levels of functioning and educational needs.
Exit Summary	When a student with an IEP will no longer be eligible for special education — either because s/he will (a) graduate with a local or Regents endorsed diploma or (b) no longer be age-eligible — an "Exit Summary" will be provided. The Exit Summary will summarize the student's academic achievement and functional performance and will include recommendations on how to assist the student in meeting his or her postsecondary goals.
Extended School Year Services (ESY)	Extended school year services are special education programs and services provided during July and August. They may be recommended for students with disabilities who require special education over the summer to prevent substantial regression. Children with an IEP recommendation for ESY may either: ● Receive the same program and services in July - August as in September – June; or ● Receive less intense services in July – August. If ESY services are recommended, the IEP will specify the program and services that will be provided in July and August.
F	
Free Appropriate Public Education (FAPE)	Special education programs and related services that are provided at public expense, under public supervision and direction, and without charge to the parent.
Front Door	A person-centered approach to planning supports for people with developmental disabilities. The Front Door will guide people through the steps involved in finding out if they are eligible for services with the OPWDD.
Functional Behavioral Assessment (FBA)	When a student engages in problem behaviors that may interfere with his or her learning or the learning of others, or that place the student or others at risk of harm or injury, a Functional Behavioral Assessment may be conducted. A Functional Behavioral Assessment is a process that is used to identify: ● The reasons for a behavior ● The possible interventions to address it
G	
General Education Curriculum	The body of knowledge and range of skills that all students, including students with disabilities, are expected to master.
General Education Teacher	(1) for a school-age student, a teacher qualified to serve nondisabled students who is providing general education instruction to the student. If the student is not receiving instruction from one or more general education teachers, a teacher qualified to provide general education in the type of program in which the student may be placed may serve as the student's general education teacher; (2) for a preschool child, a general education teacher qualified to provide general education services to nondisabled preschool or elementary-level students who is providing general education instruction to the student. If the student is not receiving instruction from one or more general

	education teachers, a teacher qualified to provide general education in the type of program in which the student may be placed may serve as the preschool student's general education teacher.
H	
Home Instruction	Home instruction is an educational service that is provided to students with disabilities who are unable to attend school due to a medical or psychological condition
Hospital Instruction	Hospital instruction is an educational service provided on a temporary basis to students who are hospitalized for medical conditions that prevent them from attending school.
I	
Independent Evaluation	A parent may request an independent assessment at the district's expense if s/he disagrees with an assessment conducted by the district. The request must be made in writing to the student's school or CSE. The district will either agree to pay for the independent evaluation or will file a due process complaint to demonstrate that the assessment conducted by the district was appropriate. A parent may also procure an evaluation through a third party at their own expense. If provided in advance of the CSE meeting, this evaluation can be considered by the CSE.
Individual psychological evaluation	A process by which a New York State certified school psychologist or licensed psychologist uses, to the extent deemed necessary for purposes of educational planning, a variety of psychological and educational techniques and examinations in the student's native language, to study and describe a student's developmental, learning, behavioral and other personality characteristics.
Individualized Education Program (IEP)	The Individualized Education Program (IEP) documents a child's eligibility for special education services and formalizes the plan to provide special education programs and services that are appropriate for the child's unique needs. It contains specific information about a child and the education program designed to meet these needs, including: ● A child's current development and/or performance in school, and goals that can be reasonably accomplished in a school year; ● Special education and related services (including counseling and speech, occupational, or physical therapy), paraprofessional support, assistive technology, behavior intervention, and modifications; ● Participation with nondisabled children; ● Date services will begin, how often they will be provided, where they will be provided, and for how long; and ● Means of measuring a child's progress
Individualized Education Services Program (IESP)	If your child is or will attend a private or religious school, or your child is or will participate in a homeschool program, and the CSE finds your child eligible for special education, the CSE will develop an Individualized Education Services Program (IESP) instead of an IEP. The IESP will describe the special education services and/or related services to be provided while your child attends the private or religious school, or homeschool program.
Individuals with Disabilities Education Act (IDEA)	The IDEA is a Federal law that gives students with disabilities the right to receive a Free Appropriate Public Education (FAPE) in the least restrictive environment from age 3 through the school day prior to their 22nd birthday or graduates with a high school diploma.
Initial Referral	The initial referral is a request that begins the special education evaluation process to determine whether the student has a disability and requires special education services. The initial referral can be made by the student's parent, the principal of the student's school, or the chairperson of the

	student's CSE. To make an initial referral, the parent should submit a written request for evaluation to the student's school or CSE.
Interpreter/Translator	A person who speaks the parent's preferred language/mode of communication or the child's language and interprets meetings for the parent and/or assessments for the student.
J	
K	
L	
Least Restrictive Environment (LRE)	The CSE will recommend special education services that provide a student with a disability with a Free Appropriate Public Education in his or her least restrictive environment. This means that your child will be educated alongside his or her non-disabled peers to the maximum extent appropriate. Placement of students with disabilities in special classes, separate schools, or other removal from the general educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved. The least restrictive environment is therefore different for each child.
Limited Mobility	A student with limited mobility is one who utilizes a mobility device— such as a wheelchair, walker, crutches, or cane—to negotiate the environment, or any student who negotiates the school environment with difficulty and/or at a slower pace than his or her peers, whether it is due to muscle weakness, lack of endurance, or any other reason. Students with specific mobility impairments, whether physical or sensory, for whom the design of building may pose barriers, must be offered access to programs to the extent required by law.
M	
Management Needs	The IEP will indicate a student's management needs, which include the type and amount of environmental modifications, human resources, or material resources that are required to enable a student to benefit from instruction.
Manifestation Determination Review (MDR)	A Manifestation Determination Review (MDR) is a meeting between the parent and members of the school community. It is held when a student with a disability is subject to a disciplinary change of placement. A disciplinary change of placement occurs if a student is removed from his/her current educational program due to a superintendent's suspension, principal's suspension, and/or teacher removal: ● For more than 10 consecutive school days; or ● For more than 10 cumulative school days in a school year as a result of a pattern of removals. The MDR will include a discussion of the student's disability, the behavior that led to the removal, and whether the behavior was related to his/her disability or related to a failure to implement your student's IEP.
Mediation	Mediation is a confidential, voluntary process that allows parties to resolve disputes without a formal due process hearing. An impartial mediator helps the parties to express their views and positions and to understand the other's views and positions. The mediator's role is to facilitate discussion and help parties reach an agreement, not to recommend solutions or take positions or sides. If parties reach agreement, that agreement is binding and may not be appealed
Modifications	Modifications change the content and/or the instructional level of the curriculum. While accommodations are changes in formats or procedures, modifications change the difficulty level

	and/or quantity of the content being taught. Modifications are made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. For example, assignments might be reduced in number and modified significantly for an elementary school student with cognitive impairments that limit his or her ability to understand the content in the general education class in which they are included.
N	
Native Language	(1) if used with reference to an individual of limited English proficiency, the language normally used by that individual, or, in the case of a student, the language normally used by the parents of the student, except that, in all direct contact with a student (including evaluation of the student), native language means the language normally used by the student in the home or learning environment; and (2) for an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).
New York State Approved Non-Public School	These are privately operated schools that provide special education placements, which are New York State approved.
O	
Occupational Therapy	Occupational Therapy is a related service designed to help a child maintain, improve, or restore adaptive and functional skills, including fine motor skills and sensory integration in all educational activities.
Office for People with Developmental Disabilities (OPWDD)	A New York State agency responsible for coordinating supports and services for people with developmental disabilities, including Intellectual Disabilities, Cerebral Palsy, Down Syndrome, Autism Spectrum Disorders, and other Neurological Impairments. The agency will determine if the person has a developmental disability that is eligible for OPWDD funded services.
N	
O	
P	
Paraprofessional	A paraprofessional is an aide who provides assistance to students, either to an entire class or to an individual student. Your child's IEP may recommend the support of a paraprofessional in: ● Behavior support ● Health ● Transportation ● Orientation and Mobility ● Toileting
Parent Member	A parent member is a parent of a child with a disability in the school district who participates in IEP meetings and assists a parent of a child with a known or suspected disability in making educational decisions for his or her child. Parents have the right to request participation of the Parent Member at an IEP meeting, with 72 hours notice.
Pendency	When a parent or the district requests an Impartial Hearing, the child is entitled to remain in his or her "last agreed upon placement" until the Impartial Hearing Process (including all appeals) is complete. This placement is called pendency.

Preferred Language	This is the language that a parent feels most comfortable speaking. This may or may not be the language regularly spoken at home
Prior Written Notice	This is a notification sent by the CSE to the parent(s). This notification will inform the parent(s) that the CSE is proposing to initiate or change the identification, evaluation, and/or educational placement of their child.
Preschool Student with a Disability	A preschool child as defined in section 4410(1)(i) of Education Law who is eligible to receive preschool programs and services, is not entitled to attend the public schools of the school district of residence pursuant to section 3202 of the Education Law and who, because of mental, physical, or emotional reasons, has been identified as having a disability and can receive appropriate educational opportunities from special programs and services approved by the department. Eligibility as a preschool student with a disability shall be based on the results of an individual evaluation which is provided in the student's native language, not dependent on a single procedure, and administered by a multidisciplinary team in accordance with all other requirements as described in section 200.4 (b) (1) through (5) of this Part. (1) Commencing July 1, 1993, to be identified as having a disability a preschool student shall either: (i) exhibit a significant delay or disorder in one or more functional areas related to cognitive, language and communicative, adaptive, socioemotional or motor development which adversely affects the student's ability to learn. Such delay or disorder shall be documented by the results of the individual evaluation which includes but is not limited to information in all functional areas obtained from a structured observation of a student's performance and behavior, a parental interview and other individually administered assessment procedures, and, when reviewed in combination and compared to accepted milestones for child development, indicate: (a) a 12-month delay in one or more functional area(s); or (b) a 33 percent delay in one functional area, or a 25 percent delay in each of two functional areas; or (c) if appropriate standardized instruments are individually administered in the evaluation process, a score of 2.0 standard deviations below the mean in one functional area, or a score of 1.5 standard deviations below the mean in each of two functional areas; or (ii) meet the criteria set forth in paragraphs (1), (2), (3), (5), (9), (10), (12) or (13) of subdivision (zz) of this section. (2) Commencing July 1, 1991, in the calendar year in which such preschool student becomes three years of age, a student shall be first eligible for preschool programs and services on January 2nd of such calendar year, if the student's birthday falls before July 1st, otherwise a student shall be first eligible on July 1st of the calendar year; except that a student who, as of his or her third birthday, is already receiving services pursuant to section 236 of the Family Court Act or its successor, or section 4204-a of the Education Law, may, if the parent so chooses, continue to receive such services through August 31st of the calendar year in which the student first becomes eligible to receive services pursuant to section 4410 of the Education Law. A student shall be deemed to be a preschool student with a disability through the month of August of the school year in which the student first becomes eligible to attend school pursuant to section 3202 of the Education Law.
Pull Out (non-integrated)	Educational service provided to the student outside of the classroom on an individual or small group basis.

Push In (integrated)	Educational service provided to the student within the classroom.
Q	
R	
Reevaluation	An evaluation conducted for a student with a disability who already receives special education services. A reevaluation will be conducted at least once every three years and upon request. A request for a reevaluation can be made by the student's parents, teacher, or school district. A reevaluation will not be conducted more than once a year unless the school and the parent agree otherwise
Related services	Developmental, corrective, and other supportive services as are required to assist a student with a disability to receive meaningful educational benefit and includes speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services as defined in this section, parent counseling and training, school health services, school nurse services, school social work, assistive technology services, appropriate access to recreation, including therapeutic recreation, other appropriate developmental or corrective support services, and other appropriate support services and includes the early identification and assessment of disabling conditions in students. (1) Services that apply to children with surgically implanted devices, including cochlear implants. Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (such as mapping), maintenance of that device, or the replacement of that device, provided that nothing in this paragraph: (i) limits the right of a student with a surgically implanted device to receive related services that are determined by the CSE or CPSE to be necessary for the student to receive a free appropriate public education; or (ii) limits the responsibility of a school district to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the student, including breathing, nutrition, or operation of other bodily functions, while the student is transported to and from school or is at school; or (iii) prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly.
Requested Review	Upon request of the parent, the CSE may review the child's IEP to determine if it continues to meet his or her needs.
Response to Intervention (RTI)	A systematic approach to instruction and intervention guided by research-based methods and continuous progress monitoring of students' needs, to ensure that all students have equal access to high-quality instruction that is matched to their needs.
Resource Room Program	A special education program for a student with a disability registered in either a special class or regular class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day.
S	
Section 504 (Rehabilitation Act of 1973)	No individual with a disability shall, on the basis of disability, be excluded from participation in, be denied of, or otherwise be subjected to discrimination under any program or activity which receives benefits from federal financial assistance.

Section 504 Plan	An identified need of a general education student who is not eligible to receive special education services through an IEP, but may be afforded modifications and accommodations.
Short-Term Objectives or Benchmarks	Short-term objectives are the intermediate steps that must be learned in order to reach an annual goal. Benchmarks are major milestones that the student will demonstrate that lead to an annual goal. Short-term objectives or benchmarks will be written and memorialized on the IEP for any school-age student who participates in alternate assessment, or on the IEP for any preschool student with a disability.
Skills and Achievement Commencement (SAC) Credential	This non-diploma commencement credential is available to students with IEPs who participate in alternate assessment and have attended school for at least 12 years, excluding kindergarten. It must be accompanied by documentation of the student's skills, strengths, and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working. A student who earns a SAC Credential as the sole exiting credential is eligible to remain in school until they receive a Regents or local diploma or through completion of the school day prior to their 22nd birthday.
Social History	An interview with parents concerning a student's health, family, and school background, including social relationships that is used as part of a student's evaluation.
Social Work Services	A process that a NYS certified school social worker uses, for purposes of educational planning, interventions to remove barriers to a student's learning from familial, environmental or interpersonal problems; mobilization of school and community resources to enable the student to benefit from his/her educational program. Services may also include consultation and direct interventions such as counseling, support groups and the development of behavior management programs.
Special Class (non-integrated)	This service is provided on a daily basis to students with disabilities who are grouped based on similar educational needs for the purpose of being provided a special educational program, due to unique needs that cannot be met in a general education classroom. These classes vary according to the number of students being serviced in each and by the number of service providers supporting their program. Class sizes could vary from as many as 15 students with one teacher, to as few as six students with a teacher and an aide, to support educational needs. Special classes are taught by special education teachers, providing specialized instruction.
Special Education	Specially designed individualized or group instruction or special services or programs, as defined in subdivision 2 of section 4401 of the Education Law, and special transportation, provided at no cost to the parent, to meet the unique needs of students with disabilities. (1) Such instruction includes but is not limited to that conducted in classrooms, homes, hospitals, institutions and in other settings. (2) Such instruction includes specially designed instruction in physical education, including adapted physical education. (3) For the purposes of this definition: (i) The individual needs of a student shall be determined by a committee on special education in accordance with the provisions of section 200.4 of this Part upon consideration of the present levels of performance and expected learning outcomes of the student. Such individual-need determinations shall provide the basis for written annual goals, direction for the provision of appropriate educational programs and services and development of an individualized education program for the student. The areas to be considered shall include:

	(a) academic achievement, functional performance and learning characteristics which shall mean the levels of knowledge and development in subject and skill areas, including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information, and learning style; (b) social development which shall mean the degree and quality of the student's relationships with peers and adults, feelings about self, and social adjustment to school and community environments; (c) physical development which shall mean the degree or quality of the student's motor and sensory development, health, vitality, and physical skills or limitations which pertain to the learning process; and (d) management needs which shall mean the nature of and degree to which environmental modifications and human or material resources are required to enable the student to benefit from instruction. Management needs shall be determined in accordance with the factors identified in each of the three areas described in clauses (a)-(c) of this subparagraph. (ii) Group instruction means instruction of students grouped together according to similarity of individual needs for the purpose of special education. The curriculum and instruction provided to such groups shall be consistent with the individual needs of each student in the group, and the instruction required to meet the individual needs of any one student in the group shall not consistently detract from the instruction provided other students in the group.
Specially Designed Instruction	Specially designed instruction consists of adaptations to the content, methodology (pedagogical approaches to instruction), or the delivery of instruction to address the unique needs that result from the child's disability. The purpose of specially designed instruction is to ensure the student has access to the general curriculum and is able to meet the educational standards of the school district that apply to all students.
Speech-Language Therapy	Speech-language therapy is a related service that helps to improve a child's listening, speaking, reading, and writing skills in academic and social situations throughout the school environment, with a focus on improving the child's communication skills.
Student with a Disability	A student with a disability as defined in section 4401(1) of the Education Law, who has not attained the age of 22 and who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the department. The terms used in this definition are defined as follows: (1) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance as defined in paragraph (4) of this subdivision. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the criteria in this paragraph are otherwise satisfied. (2) Deafness means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a student's educational performance.

	(3) Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness. (4) Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance: (i) an inability to learn that cannot be explained by intellectual, sensory, or health factors. (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (iii) inappropriate types of behavior or feelings under normal circumstances; (iv) a generally pervasive mood of unhappiness or depression; or (v) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance. (5) Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects the child's educational performance but that is not included under the definition of deafness in this section. (6) Learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, as determined in accordance with section 200.4(j) of this Part. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of an intellectual disability, of emotional disturbance, or of environmental, cultural or economic disadvantage. (7) Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance. (8) Multiple disabilities means concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which cause such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness. (9) Orthopedic impairment means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns which cause contractures). (10) Other health-impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, including but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, attention deficit disorder or attention deficit hyperactivity disorder or tourette syndrome, which adversely affects a student's educational performance.

	(11) Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment, that adversely affects a student's educational performance. (12) Traumatic brain injury means an acquired injury to the brain caused by an external physical force or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors with resulting impairments that adversely affect educational performance. The term includes open or closed head injuries or brain injuries from certain medical conditions resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not include injuries that are congenital or caused by birth trauma. (13) Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness.
Substantial regression	A student's inability to maintain developmental levels due to a loss of skill or knowledge during the months of July and August of such severity as to require an inordinate period of review at the beginning of the school year to reestablish and maintain IEP goals and objectives mastered at the end of the previous school year.
Supplemental Aids and Services	Aides, services, and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate in accordance with the least restrictive environment.
Surrogate Parents	To ensure the rights of the student are protected, in the following circumstances, a person may be appointed by the Department as a “surrogate parent” to act in the place of parents or guardians when no parent can be identified and nobody else (for example, foster parent, guardian) can serve in that role. Surrogate parents are not officers, employees or agents of the Department of Education or the State Education Department or any other agency involved in the education or care of the student.
T	
Transition Services	For students with IEPs, “Transition” means planning for life after high school. Beginning when the student is age 14, the IEP team will discuss the student's goals, transition needs, and transition activities at each IEP meeting until the student graduates or through the school day prior to their 22nd birthday. Transition focuses on improving students’ academic and functional achievement in many different settings, including education, employment, and independent living. It is a student-centered process. That means that it addresses the unique strengths, needs, and preferences of each student.
U	
V	
Vocational Assessment	Students age 15 and those referred to special education for the first time that are age 15 and over receive a Level 1 Vocational Assessment that includes a review of school records, teacher assessments, and parent and student interviews to determine vocational skills, aptitudes and interests. The Vocational Assessment is used when considering a student's Transition needs, starting during the first IEP in effect during the school year in which the student turns 15. It should be updated in advance of, or at, each annual IEP meeting.

CALEDONIA-MUMFORD CENTRAL SCHOOL DISTRICT

Response to Intervention Plan

2026-2027

CALEDONIA-MUMFORD CENTRAL SCHOOL DISTRICT

Response to Intervention Plan
2026 - 2027 SCHOOL YEAR

Committee Members
Shannon Beardsley: District / Speech
Rita Merlo: Elementary / Interventionist / Math Coordinator
Jessica McKay: High School /Math
Tammy Nothnagle: Elementary / Interventionist / ELA Coordinator
Melanie Tresco: Elementary / Speech
Patty Wade: Elementary /Second Grade

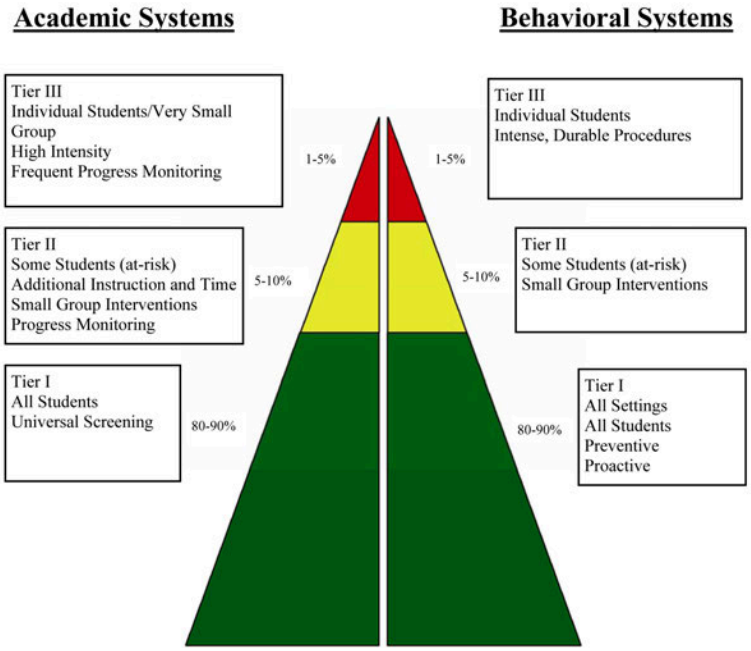
Administrators
Rebekah Chenaille (Superintendent of Schools)
Lindsey Peet (Director of Curriculum, Instruction and Technology)
Morgan Marcello (Middle/High School Principal)
Tim McArdle (Middle/High School Assistant Principal)
Michele Meyer (Elementary Principal)
Megan Rogers (Director of Pupil Services)

The Caledonia-Mumford Central School District provides academic support services to its students in a variety of ways. Services are provided based upon individual student need. Academic Intervention Services (AIS) are provided within the Response to Intervention (RtI) framework typically commencing at Tier II. A more thorough description of Caledonia-Mumford's intervention services can be found later in this document.

Definition

RtI is the practice of (1) providing high quality instruction and interventions matched to student's needs and (2) using learning rate over time and level of performance to (3) make important educational decisions. RtI begins with high quality instruction in the general education setting provided by the general education teacher. Instruction is matched to student needs through provision of differentiated instruction in the core curriculum and supplemental intervention is delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. Progress is continually monitored and adjustments are made based on the results.

In Caledonia-Mumford, intervention services are provided using a three tier system, each one defined by the level of support and the intensity of that support. The following graphic below provides a visual illustration of the district's RtI model. Further information for each tier follows the graphic.



Three Tier Process:

Tier I, Full Class Intervention: Interventions provided in the classroom by the classroom teacher. Frequent and systematic progress monitoring is performed to determine impact of intervention(s).

Tier II, Small Group Intervention: Supplemental interventions provided in small groups, in addition to regular classroom instruction for students who are not making progress in Tier I.

Tier III, Small Groups/1:1 Interventions: Supplemental interventions provided to students that are not making progress in Tier II. If a student is not making adequate progress as they move through the RtI tiers, he/she may be referred for special education services. It is recommended that this does not happen prior to experiencing Tier III level of intervention support.

Student Eligibility for Response to Intervention

Students eligible for RtI, including those with disabilities and/or limited English proficiency, are those who:

- Score below the designated performance levels on elementary, intermediate and commencement-level state assessments in English Language Arts, mathematics, social studies, and science.
- Are at risk of not meeting state standards as indicated through the district-adopted or district-approved procedures, including K – 2 students who lack reading readiness.
- Are LEP/ENL students who do not achieve the designated CR Part 154 performance standards.

District Procedures

This plan contains a written procedure for our elementary (K-5), middle (6-8) and high school (9-12) to identify students for academic interventions. The district uses multiple assessments, data points and sources with established criteria that determine the following:

- Student performance that would place a student at risk of not meeting state learning standards.
- Student performance that indicates that a student is meeting, or is likely to meet state learning standards.

The multiple assessments/sources of evidence for measuring for RtI needs may include but are not limited to:

- Developmentally appropriate measures such as diagnostic assessments, reading/math assessments and *(but not limited to*) writing samples.
- Review of classroom performance, report card grades, and other student records.
- Recommendations from teachers, administrators, counselors, other school staff and parents.
- NYS standardized assessments for grades 3-8.
- Any high school student who scores below 65 on any Regents examination required for graduation in English, mathematics, social studies, and science. At the high school level, RtI cannot be postponed until students are scheduled for a course in which RtI is needed.

Entrance Criteria

The decision of the Response to Intervention Team, after careful review of the following evidence/data, will determine Response to Intervention qualification and level of service. The following will be considered in this review:

- NYS Assessments
- Regents Assessments
- IXL Assessments data
- Independent Reading Level Assessment (IRLA)
- ~~Really Great Reading Phonics Assessments~~
- ~~McGraw Hill Education Number Worlds Placement Assessments~~
- ~~Fountas and Pinnell running reading records~~
- Teacher provided data
- Report card grades
- Any other pertinent data

Level of services will be determined by consensus of the Response to Intervention team after review of evidence/data listed above.

Exit Criteria

Consensus of the RtI Team after periodic review of student performance will determine if students have progressed to a level that warrants the student be exited from the RtI program. When deciding to exit a student, that student's performance should indicate that they can be successful in the regular classroom without the support of the RtI program.

Parental Notification and Involvement

Parents of all students who will be provided with supplemental intervention at Tier II and Tier III must receive written notification consistent with the Regulations of the Commissioner prior to those interventions beginning. This includes:

- the amount and nature of data that will be used to monitor progress
- the strategies being used to increase the student's rate of learning
- the parent's right to refer their child for special education services

* Please refer to the parent notification letter on pages 14-15

The parent(s), or person(s) in parental relation to the student, will be notified in writing by the respective building principal or principal designee (i.e., RtI Coordinator). The written notification must be provided in English and translated, when appropriate, into a parent's native language.

The parent(s) or person(s) in parental relation to the student will also be notified in writing by the respective building principal or principal designee (i.e., RtI Coordinator) when Tier II or Tier III interventions will be discontinued for his/her child. This written notification must:

- include the criteria for ending the service;
- include the performance levels obtained on assessments;
- be translated when appropriate, into the native language of the parents.

Relationship of RtI to District Special Education Programs

Effective on and after July 1, 2012, a school district must have an RtI process in place as it may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade 4 has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of LD, the CSE must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading.

Intervention services are additional general education instructional and/or support services that assist students in meeting state learning standards. A Response to Intervention Framework is provided in addition to, and must not supplant, special education services. Because intervention services are general education services, they are not indicated on the district form used in development of the student's individualized education program.

Special education is specially designed instruction, special services or programs designed to meet the student's unique needs that result from his/her disability and enable the student to participate and progress in the context of the Least Restrictive Environment in the general education curriculum. The CSE, with parental involvement, makes recommendations for special education and related services to be indicated on the child's IEP. Examples of special education services include consultant teacher services, resource room or related services. The CSE cannot recommend that a student with a disability receive AIS. Rather, the district is required to consider the need for AIS to students prior to referral to the CSE.

Relationship of RtI to Federal Title 1 of ESSA

Eligibility for students to receive services under RtI and Title I compensatory education services is determined in the same manner. Both RtI and Title I services allow additional instructional services for students who fall below the designated performance indicator levels or who are determined to be at-risk of not meeting state learning standards.

BOCES Role in RtI

The district participates in the Genesee Valley BOCES. Eligible district students attending BOCES programs will be provided Academic Intervention Services through the respective BOCES program. The district also participates in the Genesee Valley BOCES Regional Summer School Program.

District Description of Response to Intervention Services

Elementary School Grades K-5

A proactive approach for identifying potential students in need of academic intervention services is employed at the elementary level. A team of certified reading and elementary teachers works to provide support for all students in the Elementary School through a Response-to-Intervention (RtI) model. The team works closely together to assess academic performance of students and implements appropriate additional support. Students in grades K-5 receive their support in a variety of ways (i.e., *What I Need* (WIN) Time, push in/pull out in small groups) depending on the level of support indicative of the student's need to meet NYS standards.

The school also recognizes the importance of challenging and engaging advanced learners. Students who consistently demonstrate mastery of grade-level standards may be identified for enrichment opportunities during WIN time. These opportunities are typically provided by the classroom teacher during WIN time and may include accelerated learning experiences and independent research projects. The school is committed to providing a supportive and stimulating learning environment for all students, regardless of their academic needs.

At a minimum of 3 times a year, classroom teachers and the RtI team meet to discuss benchmark student data and assess growth. The team includes classroom teachers, intervention teacher, a school administrator, ~~the RtI Coordinator~~, and any pertinent support staff needed. These teams provide teachers with research-based strategies to support students who need more focused work to succeed in literacy and mathematics. They also provide support for teachers as they monitor the progress of struggling students to help determine the need for RtI. This team can recommend a variety of instructional and support intervention services or further testing for eligibility of these services. Such services may include, but are not limited to, counseling, occupational therapy, speech and language services, physical therapy, peer tutoring, and family intervention strategies. Referrals can be made to a variety of agencies. In addition to our Response-to-Intervention team the interventionist(s) and classroom teacher(s) meet on a regular basis to share strategy success and coordinate instruction.

Please refer to the qualification criteria on pages 10-14.

Middle School Grade 6-8

Students who are in need of academic intervention services are identified and monitored through the teaming approach employed at the middle school level. A team of certified teachers provide support for identified RtI students. Students in need of academic support at the middle school level may receive RtI in English Language Arts and/or Math. All Response to Intervention Services are delivered by a certified teacher or provider. The RtI teacher(s) work closely with the grade level team to assess academic performance of students in all academic areas and provide appropriate additional support.

Informal and formal measures are utilized to identify and monitor "at risk" students. Formal assessments include the NYS assessments, computer based measure such as IXL, formal reading inventories, and writing assessments. Daily ongoing progress monitoring provides another tool to the middle school staff to make decisions regarding student RtI eligibility and progress. Students scoring below the state cutoff score on the New York State Math and ELA assessments will be considered for intervention services in addition to utilizing other data points which will determine the level of support indicative of the student's need to meet NYS standards. Students who score below the reference point on the 8th grade Science New York State assessments will also be considered to receive interventions.

The middle school has three grade level teams that provide support and make recommendations to teachers and parents to help meet the needs of "at risk" students. Each team consists of the classroom teachers who are part of the grade level, a school counselor, a special education teacher, a reading specialist, and the school administrator. When a student is recommended as possibly needing academic support, as part of the process to determine the level of need necessary for the child's academic success, the team brainstorms and recommends research-based strategies to be implemented by all of the student's core teachers. Student progress is also discussed and monitored during semestered data day meetings. The team will monitor the child's success with these strategies and recommend next steps as warranted. The student's intervention plan is reviewed throughout the school year in order to determine student progress toward achievement of goals. The team can also recommend a variety of support intervention services to help the child succeed. Such services may include, but are not limited to, counseling, occupational therapy, speech and language services, physical therapy, peer tutoring, and family intervention strategies. Referrals can be made to a variety of agencies.

Please refer to the qualification criteria on page 10.

High School 9-12

High School students are identified for academic intervention services through 8th grade NYS assessments, Regents test scores, classroom assessments and teacher recommendation based on course work. Block scheduling/semestering provides opportunities to use a designated block of time (ie: Home Base) as a means to deliver academic intervention services for all students. Teacher assistance is also offered before and after school hours.

Please refer to the qualification criteria on page 15

Intervention Qualification

~~The following areas will be used as entrance and exit criteria for intervention services:~~
To determine eligibility for intervention services, we triangulate various data points to help inform decisions.

Kindergarten - Grade 8

- IXL Grade Level Indicators (see chart below)
- NYS 3 - 8 Assessments (Reading and Math)

Kindergarten - Grade 5

- ~~Really Great Reading Phonics Program (see charts pgs. 11-13)~~
- ~~McGraw Hill Education Number Worlds Placement Benchmark (see chart pg. 14)~~
- ~~Fountas & Pinnell Instructional Level Expectations for Reading (see chart pg. 15)~~
- **Independent Reading Level Assessment (**IRLA)
    - *The IRLA framework measures functional, independent reading ability—meaning the student can read and comprehend text at this level with **95%+ accuracy** without adult assistance. Color levels do not restrict what books students can read for pleasure, but rather guide classroom instruction and targeted skill development.*
- Interim Common Assessments (English Language Arts and Math)
- teacher observation data
- classroom assessment data

K–5
IRLA Color Code Key

- **Y** = Yellow (Pre-K/K) | **G** = Green (K/1st) | **B** = Blue (1st) | **R** = Red (2nd) | **WT** = White (3rd) | **BK** = Black (4th) | **OR** = Orange (5th)

K–5 IRLA Reading Benchmark & Tier Matrix

Grade	Assessment Window	Tier 1: On / Above Target	Tier 2: Strategic Intervention	Tier 3: Intensive Intervention
Kindergarten	Fall (BOY)	1Y / 2Y or higher	1Y (Emergent)	Pre-Y (Initial Skills)

	Winter (MOY)	2Y / 3Y or higher	1Y	Pre-Y
	Spring (EOY)	1-Green (1G) or higher	3-Yellow (3Y)	1Y – 2Y
1st Grade	Fall (BOY)	2-Green (2G) or higher	1-Green (1G)	Yellow (1Y–3Y)
	Winter (MOY)	1-Blue (1B) or higher	2-Green (2G)	1-Green (1G) or below
	Spring (EOY)	2-Blue (2B) or higher	1-Blue (1B)	2-Green (2G) or below
2nd Grade	Fall (BOY)	1-Red (1R) or higher	2-Blue (2B)	1-Blue (1B) or below
	Winter (MOY)	2-Red (2R) or higher	1-Red (1R)	2-Blue (2B) or below
	Spring (EOY)	2-Red (2R) or White	1-Red (1R)	2-Blue (2B) or below
3rd Grade	All Year (BOY–EOY)	White (WT) or higher	2-Red (2R)	1-Red (1R) or below
4th Grade	All Year (BOY–EOY)	Black (BK) or higher	White (WT)	2-Red (2R) or below
5th Grade	All Year (BOY–EOY)	Orange (OR) or higher	Black (BK)	White (WT) or below

IXL Indicators			
	Beginning of Year	Mid Year	End of Year
Green	at grade level	at grade level	at grade level
Yellow	below grade level	below grade level	below grade level
Red	far below grade level	far below grade level	far below grade level

Grades 9 - 12

The following areas will be used as entrance and exit criteria for intervention services:

- Regents Exam (English, Math, Science, Social Studies)
- 8th grade NYS assessment data
- IXL indicators
- Teacher observation data
- Classroom assessment data
- Parent referral

Sample Parent Letter for Elementary School:

Response to Intervention (RtI) Notification

To the Parent / Guardian of : _____
Grade: _____
Starting Date: _____

This letter is to inform you that your child qualifies for more intensive Response to Intervention (RtI) services in the area of _____. The Caledonia-Mumford School District believes in providing interventions to students in order to help students to perform on grade level and close any gaps.

As our children grow, doctors weigh and measure them. This information is put on a chart that shows where the child stands compared to other children and how fast they are growing. These charts help doctors to intervene and help the child as soon as possible. We all know how important it is for our children to "grow" academically as well. Since math and reading growth are so important, our school has given you "Well Check" information indicating how good your child's academic performance in the area of reading and mathematics is in comparison to other students at the same grade. This information has been provided to you in the form of report cards, universal screening reports, and any other teacher communication avenues via your child's classroom teacher.

Based on the district assessment criteria, your child has qualified for additional research-based interventions by an Instructional Specialist, classroom teacher or teaching assistant. This service may be provided within the classroom or in a separate location. Our interventionist will monitor your child's progress and communicate with you in the form of frequent progress reports. At any point, you have the right to request an evaluation for special education programs and/or services. We take a team approach to intervention services. Your child will have access to many providers based on their needs and frequency of intervention. Our RTI Coordinator, Tammy Nothnagle, is always available if you have any questions.

Your child's RtI services is as follows:

_____Tier 2: REGULAR CURRICULUM + additional instruction (small group)

_____Tier 3: REGULAR CURRICULUM + additional, more intensive support (individual/ small group)

Intervention	Frequency	How Success of Intervention Will Be Measured	Provider

We recognize the importance of home support as well. Listed are some strategies you can try at home to assist in supporting your child's academic growth.

ELA: Read daily (aloud or independently) Ask questions/have a conversation about what has been read. Visit this website for extra reading practice: www.abcya.com	MATH: Practice math facts Visit these websites for extra math practice: www.xtramath.org www.ixl.com
For general information on helping your child succeed in school, visit www.understood.org	

If you have any questions please contact your intervention specialist listed above.

Sincerely,

Elementary Principal

Sample Parent Letter for Middle/High School:

To the Parents/Guardians of: _____

The New York State Education Department has mandated schools to provide Academic Intervention Services to students believed to be in jeopardy of not achieving State Learning Standards or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated levels on State assessments. Based upon teacher recommendation and test results, your child has been identified as a student in need of Academic Intervention Services. If you have questions about these results, please call your child's counselor at 538-3445.

Please be advised that your child must satisfactorily meet the established New York State standards in English/Language Arts, Mathematics, Social Studies, and Science. These standards will be assessed at various grade levels during your child's secondary education. Failure to satisfactorily achieve these standards during your child's secondary education will prevent him from receiving a New York State high school diploma. Academic Intervention Services are being recommended at this time to better prepare your child to meet these standards.

The service which will be offered to your child is:

Intervention Services:
Block:
Staff Responsible:

Ongoing evaluation will help determine the specific level of interventions and the need to continue or terminate these services. The overall objective for providing these services is to increase the likelihood your child will be successful in meeting the New York State graduation requirements.

Each school district in New York State *must* provide these academic services to students. If you are opposed to your child receiving these services, you may request in writing that your child be removed from this class along with your plan to provide alternate Academic Intervention Services. If you have any questions or concerns, please feel free to contact your child's guidance counselor or me.

Should you have further questions, please join me during Open House on _____ where I will hold an informational meeting at 5:30pm on Academic Intervention Services.

Sincerely,
M/H School Principal
cc: Counseling Center

Glossary

AIS: Academic Intervention Support

Benchmark: A standard or point of reference by which student progress may be compared or assessed

CSE: Committee on Special Education

Curriculum Based Measurement: an assessment based approach used for the purposes of screening and monitoring their progress across core subject areas: reading, mathematics, writing, spelling. CBM makes use of short, standardized probes that help school personnel determine a student's risk status and their response to intervention.

Fountas and Pinnell Benchmark Assessments: commercially developed reading inventories for students in grades K-8.

Home Base: is the dedicated block of time in the high school schedule where academic intervention services are provided for all students (9-12) in the areas of English, math, science and social studies.

IRLA: Independent Reading Level Assessment by the American Reading Company

IXL: IXL is a computer adaptive test (CAT). Computer adaptive tests continually adjust the difficulty of each test by determining each question based on the previous response.

~~**McGraw Hill Education Number Worlds Placement Assessments:** commercially developed mathematics assessment for students in grades Pre-K to 8.~~

NYS Regents Exam: regents examinations provide schools with a basis for evaluating the quality of instruction and learning. Passing scores on the Regents examinations in English, mathematics, science, and social studies satisfy the State testing requirements for a high school diploma.

Progress Monitoring: performed at intervals to ensure that interventions are meeting students' needs. Progress monitoring can be accomplished both through informal and formal measures. An assessment process that entails the collection and analysis of student data to evaluate academic performance on specific skills or general outcomes. Typically curriculum-based measures are used to quantify level of performance relative to peers and rate of progress.

Pull-Out: service provider takes student(s) to an outside location for support services

Push-In: service provider goes in and supports student(s) in the classroom.

~~**Really Great Reading:** commercially developed phonics assessments for students in grades K-12.~~

RTI Team: group of educational professionals convened to assist teachers with identifying intervention strategies and/or support for dealing with the learning needs of all students.

Tier I, Full Class Intervention: Interventions provided in the classroom by the classroom. teacher. Frequent and systematic progress monitoring is performed to determine impact of intervention(s).

Tier II, Small Group Intervention: Supplemental interventions provided in small groups, in addition to regular classroom instruction for students who are not making progress in Tier I.

Tier III, Small Groups/One-on-one Interventions: Supplemental interventions provided to students that are not making progress in Tier II. If a student is not making adequate progress as they move through the RtI tiers, he/she may be referred for special education services. It is recommended that this does not happen prior to experiencing Tier III level of intervention support.

WIN Time: WIN Time or *What I Need Time* is the dedicated block of time in the elementary schedule where academic intervention services are provided for all students (K-5) in the areas of reading and math.

Universal Screening: an assessment process used with all children within a given grade, school building, or district for the purposes of identifying or predicting students who may be at risk academically. Measures used within this process are brief and typically administered at a minimum of 2 times per year (pre-summer, spring). For our purposes, we will use the Brigance Screening Tool (PreK - K).

Caledonia-Mumford Central School District

District Wide School Safety Plan



2026-2027

Caledonia-Mumford Central School District District-wide School Safety Plan

Commissioner's Regulation 155.17

Introduction

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

The District-Wide School Safety Plan is responsive to the needs of all schools within the district and is consistent with the more detailed Building-Level Emergency Response Plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York enacted the Safe Schools against Violence in Education (SAVE) law in 2000. This component of Project SAVE is a comprehensive planning effort that addresses Mitigation, Prevention, Preparedness, Response and Recovery with respect to a variety of emergencies in the school district and its schools.

The Caledonia-Mumford Central School District continues to support this integral component of the SAVE Legislation through the regular review and updating of its contents. The Superintendent of Schools encourages and advocates this on-going district-wide cooperation and support of Project SAVE.

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Section 1.0
General Considerations and Planning Guidelines

1.1 Purpose

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

1.2 Identification of School Teams

The Caledonia-Mumford Central School District has maintained this District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations; school safety personnel; Law Enforcement, Fire and EMS personnel; other school personnel and community representatives.

The **District-Wide School Safety Team** including the following persons:

Superintendent	Rebekah Chenaille
Middle/High School Principal	Morgan Marcello
Assistant Middle/High School Principal	Tim McArdle
Elementary Principal	Michele Meyer
Assistant Elementary Principal	TBD
Director of Pupil Services	Megan Rogers
Director of Curriculum, Instruction &Technology	Lindsey Peet
Business Administrator	Brennen Colwell
Transportation/Safety Personnel:	Jon Richardson
Operations and Maintenance:	John Walther
Law Enforcement: Caledonia Chief of Police:	Jared Passamonte
Fire Department Representative:	Seth Meyer
	Mike Churchill
Instructional Representative:	Rita Merlo
Non-Instructional Representative:	Dan Freeman
Board of Education	Elizabeth Doll
SRO	Stephanie Hann
Parent	Katie Hillman
Community Member	Sue Mills
Bus Monitor	TBD

In addition, each School's **Building-Level Emergency Response Plan** identifies three safety-related teams.

1. Building Safety Team
2. Emergency Response Team
3. Post-Incident Response Team

1.3 Concept of Operations / Relationship between the District-wide School Safety Plans and the Building-Level Emergency Response Plans

General protocols reflected in the District-wide School Safety Plan guide the development and implementation of individual Building-level Emergency Response Plans. This Plan sets forth the general procedures and protocols to be adhered to at each individual school essentially serving as the "safety" standard operating procedures. This includes the consistent use of plain language terminology for events and procedures to ensure understanding and to prevent confusion.

The Principal at each school appoints a Building-level School Safety Team that develops and maintains the Building-level Emergency Response Plans at the building level. It is expected and understood that no two Building-Level Emergency Response Plans will be identical as each has a unique student and staff population, physical layout and geographical considerations. This does not however relieve any school from abiding by the expectations set forth in the District-wide School Safety Plans.

In the event of an emergency or violent incident, the initial response at an individual school will be by that building's Emergency Response Team. The following forms of communication are in place to notify the District:

- Public address system
- Phone systems
- Handheld radios
- Electronic mail
- Mass notification service
- Social media—Facebook, Twitter and Instagram

Upon activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.

Efforts may be supplemented by County and State resources through existing protocols.

1.4 The National Incident Management System (NIMS)

The National Incident Management System integrates existing best practices into a consistent, nationwide, systematic approach to incident management that is applicable at all levels of government, nongovernmental organizations (NGOs), and the private sector, and across functional disciplines in an all-hazards context.

Five major components make up this systems approach: Preparedness, Communications and Information Management, Resource Management, Command and Management, and Ongoing Management and Maintenance.

These critical components are addressed within the Caledonia-Mumford Central School District's District-wide and Building-level Safety Plans.

1.5 Plan Review and Public Comment

Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan was made available for public comment a minimum of thirty (30) days prior to being adopted. The District-Wide plan may be adopted by the school Board only after at least one (1) public hearing that provides for participation of school personnel, parents students and any other interested parties. The plan must be formally adopted by the Board of Education.

Full copies of the District-wide School Safety Plan and any amendments have been, and will continue to be submitted to the New York State Education Department as required.

As required, the District-wide School Safety Team will formally review this Plan annually. This required annual review will be completed on or before July 1 of each year after its initial adoption by the Board of Education.

A copy of the Caledonia-Mumford Central School District's District-wide School Safety Plan may be viewed by appointment at the Caledonia-Mumford Central School District Office.

Building-Level Emergency Response Plans are confidential and are not subject to disclosure under Article 6 of the Public Officers Law or any other provisions of law, in accordance with Education law Section 2801-a.

Copies of the District-wide School Safety Plan as well as each school's Building-Level Emergency Response Plans are provided to the Caledonia Police Department. Livingston County Sheriff's Department and the New York State Police.

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Section 2.0
Glossary of Key Terms

Aide - an individual assigned to provide general and/or specific support to scene managers.

Alternate Site Evacuation – An evacuation of the building wherein the population is move to one of the pre-determined alternate evacuation sites for shelter while an incident is being addressed.

Chief Emergency Officer – Is responsible for coordinating communication between school staff and law enforcement and first responders.

Command - The act of directing, ordering and/or controlling resources by virtue of explicit legal, agency or delegating authority.

Command Post – A command post (CP) is a location for those specific personnel to assemble who are responsible for determining the exact status of the emergency, the resources that will be necessary and the incident strategy. Generally the CP will be located in the vicinity of the incident but not within the potential danger zone and will provide for basic needs such as shelter from the elements and a means of communication.

Congregate Care Centers - A location, such as a school, at which temporary lodging, feeding, clothing, registration, welfare, inquiry, first aid and essential social services can be provided to disaster victims during the immediate/sustained emergency period.

Crisis - means an unpredictable, tragic event or situation that has potential to cause a state of upset and disorganization. Some examples are: death of a student, death of a staff member, death of a significant other to a student or staff member, traumatic event, suicide, serious accident, fire, violent school intrusion, community/national/world crisis event or a natural disaster.

Designated Alternate – Persons who have been designated by the Building Principal to act as the Incident Commander (IC) in the Principal's absence. In this capacity they have the same responsibility and authority as the Principal.

Disaster – means the occurrence or imminent threat of widespread or severe damage, injury or loss of life or property resulting from any natural or man-made causes, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mud slide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, war or civil disturbances.

Duck and Cover – a position students and staff may be directed to assume when there is an imminent threat of a violent attack, building failure or severe weather. Generally persons are directed to sit on the floor along the inside walls of the room or a hallway away from any windows / glass. Knees should be pulled up to the chest with the face turned down while covering their heads with their arms.

Early Dismissal - means returning students to their homes or other appropriate locations prior to the time of normal dismissal.
Emergency – means a situation including but not limited to a disaster that requires immediate action, occurs unpredictably and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.

Emergency Broadcast System (EBS) - A method for local government officials to provide urgent broadcasts to the residents of their area utilizing commercial and educational radio and television stations.

Emergency Operations Team (EOT) – during an emergency, refers to those pre-determined district personnel under the direction of the Incident Commander.

Evacuation - Means moving students for their protection from a school building to a predetermined location away from the building in response to an emergency.

Family Reunification Plans – A plan to reunite students with their parents/guardians following an unplanned event or crisis. Location may be an Alternate Evacuation Site.

Finance Sector - A part of the general staff of the Incident Command System, activated on long duration incidents, responsible for cost and financial analysis for the incident.

Hold In Place - A protective action that may be implemented when a situation warrants keeping all students, staff and visitors behind locked doors while an incident is being investigated and addressed – NO IMMINENT THREAT (i.e. non-threatening intruder, medical emergency). Hallways, bathrooms and common areas should be cleared and occupants secured in the nearest lockable room or office. Exterior doors may also be locked depending on the specific circumstances. Students involved in activities outside of the building may be instructed to move to a secure area away from the building. Classroom activities may continue as normal pending further instructions.

Incident – means any event that poses a threat or potential threat to students, school personnel, or school property. Action by school personnel will be required to prevent or minimize the danger to life and/or property.

Incident Commander (IC) – The Incident Commander has overall responsibility for managing the incident by establishing objectives, planning strategies, and implementing tactics.

Incident Command System (ICS) – The Incident Command System, (ICS), is defined as a standardized on-scene, all-hazard incident management approach.

Lockdown – A protective action that may be implemented when there is an immediate and IMMINENT THREAT to the building population (i.e. **armed** intruder). All steps for a Hold In Place are completed, classroom activities will cease and students will be instructed to utilize duck and cover techniques usually along interior walls while remaining out of the line of sight. Lights and window coverings remain as they are unless instructed otherwise. Students involved in activities outside of the building will be instructed to move to a secure area away from the building.

Lockout – A protective action that may be implemented when a situation is occurring outside of the school building or in the vicinity of school property (i.e. police investigation). Sometimes referred to as a *reverse evacuation*. All students and staff involved in outside activities will be brought inside and all exterior doors and ground floor windows will be closed and locked. All internal school day activities (including passing between classes) may continue as normal pending further instructions. Based upon the specific circumstances, the Incident Commander may direct that the locked Main Entrance(s) be monitored to allow access to authorized persons only.

Logistics Sector - A part of the general staff of the incident Command System responsible for advance planning for accumulation of equipment and supplies for immediate response to an incident.

Mutual Aid – each school district operates under an informal agreement with other districts to provide assistance during emergencies. The mutual aid is provided through contact with the Superintendent of Schools.

National Incident Management System (NIMS) - The National Incident Management System integrates existing best practices into a consistent, nationwide, systematic approach to incident management that is applicable at all levels of government, nongovernmental organizations (NGOs), and the private sector, and across functional disciplines in an all-hazards context.

Office of Emergency Preparedness (OEP) – the Livingston County office responsible for countywide emergency planning and coordination. Provides staff support to the County Executive during an emergency as well as a wide range of support and coordination functions.

Operations Sector - A part of the general staff of the Incident Command System that is responsible for strategy and tactics to control an incident, under direction of the Incident Commander.

Plain Language – Plain language refers to the use of simple, common, direct words in all communications during an emergency. No color codes, no coded words or phrases, no unique bells or tones.

Planning Sector - A part of the general staff of the Incident Command System responsible for collecting, evaluating, and displaying incident intelligence information and for documenting the event, analyzing what has transpired thus far, and planning for possible further action.

Public Information Officer (PIO) - This person is responsible for releasing information to families, community members, and the media during a crisis.

Rescue Area *(Area of Rescue Assistance)* is an area, which has direct access to an exit, where people who are unable to use stairs remain temporarily in safety to await further instructions or assistance during emergency evacuation.

Runner – A person who is assigned the task of going from classroom to classroom or location to location to deliver information and directions relative to an incident. Information may be verbally given or through a delivered document.

Sanitized and Cleared Area – An assembly location, such as a gymnasium, or auditorium, that may be used to shelter students and staff after it has been thoroughly searched by school staff for any suspicious packages, objects or individuals. Students and staff are then locked down in that location while the incident (typically a non-specific bomb threat) is being addressed.

School Cancellation - Means a determination by school officials that a school or schools should not be in session for one or more school days due to an emergency.

Shelter-In-Place – A protective action that involves moving the entire school population to a designated location or locations within the building after that area has been deemed appropriate and safe. This action may be implemented due to an actual or threatened severe weather event (i.e.: High winds, Tornado – windowless rooms, interior hallways…), or during any emergency (i.e.: non-specific Bomb threat) when inclement weather conditions are such that a full building evacuation may endanger students, faculty and staff. Usually implemented for a relatively short period of time.

Such a directive may also be given if there is a threat that the outside air may be unsafe due to chemical, biological or radiological contaminates. In this circumstance all windows and doors will be secured and all HVAC (Heating, Ventilation, and Air Conditioning) systems will be shut off to minimize the influx of outside air.

Sheltering - possible extended duration -This involves keeping students, staff and visitors in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated. This could be the result of a severe, extended weather event and may involve providing meals and overnight accomodations.

Threat Assessment Team – A team of school and community officials who are called upon to assist in reviewing information relative to a particular student or students whose behavior may be cause for concern relative to the safety of any member of the school community. Membership will routinely include, but is not limited to: school administrative, instructional, and counseling and security personnel as well as community law enforcement and mental health agencies.

Section 3.0
Mitigation and Prevention

3.1 Mitigation and Prevention Strategies

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to truly prevent any negative event from occurring. Prevention would always be preferred over mitigation.

However, not all such crises will be prevented despite our best efforts. Therefore, we must formulate plans to intervene and mitigate – or minimize the impact and damage - of any negative event.

This section will identify specific prevention and mitigation strategies that have been implemented within the CMCSD. Many of these components serve as both prevention and mitigation tools.

3.2 Program Initiatives

The Caledonia-Mumford Central School District recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourages the reporting of potentially dangerous, suspicious or violent behavior. Such efforts serve to improve the security, safety and quality of life for all those in the Caledonia-Mumford CSD school community. The following is a partial list of such current initiatives.

- Safe School Helpline – 24/7/365 anonymous security and safety reporting service.
- Olweus Bullying Prevention Program
- Second Step Program
- High School Prom Anti-Substance Abuse Assemblies
- Character Education curriculum embedded into K-12 educational program
- Orientation assemblies on student behavior, expectations and reporting measures
- Response to Intervention Teams
- Conflict Resolution
- Peer Mediation
- Restorative Practices
- School Counselors: provide topic specific short-term counseling for individuals and groups.
- Extended Day YMCA Program (K-5 students)
- Safe School Online training
    - EOP: Implementing the Plan
    - Asbestos Awareness: Refresher
    - Bloodborne Pathogens Refresher
    - Bullying: Recognition & Response

- Child Abuse: Mandatory reporting
- Cyberbullying
- Fire Extinguisher Safety
- Hazard Communications: Right to understand
- Hazing
- School Violence: Identifying & Addressing
- Sexual Harassment: Refresher
- Sexual Harassment: Student Issues & Response
- New York Education Law 2-d
- Student Mental Health

- **Additional training for new staff**
- Asbestos Awareness: Complete r
- Sexual Harassment: Staff to Staff complete
- Bloodborne Pathogens complete

- **Additional training for Maintenance**
- Fall Protection
- Hearing Loss Prevention
- Lockout/Tagout
- Personal Protective Equipment

3.3 School Safety Assessments

School Safety Assessments were initiated in the Caledonia-Mumford Central School District in 2011. In addition to the actual physical inspection of each building in the district, consultations were also conducted with District and School level administrators including the departments of Transportation and Buildings and Grounds.

Included in this process was a review of all Police, Fire and EMS calls for service at all Caledonia-Mumford CSD Schools.

A formal report with findings and recommendations was completed and provided to the Superintendent of Schools upon the completion of these assessments.

3.4 Multi-Hazard Training, Drills, and Exercises

The District will submit certification to NYSED that all district and school staff have undergone annual training on the emergency response plan, and that the school safety training included components on violence prevention and mental health.

New employees hired after the start of the school year must receive training within thirty (30) days of hire. The Department will require schools to certify that all school staff received this training by September 15th of each school year or within thirty (30) days of hire, whichever is sooner.

Transportation providers will be trained in the areas of the plan that would directly affect them.

The District will ensure that each building conducts drills and exercises to test the components of their respective building-level plan. The use of tabletop exercises to accomplish this task in coordination with local and county emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals. Specific drills and training such as those involving our Lockdown and Lockout procedures; fire, natural gas, bomb threat and alternate site evacuations will be conducted annually (see below) and may involve a staff drill or training session only or the entire school population.

Twelve (12) drills will be conducted each school year, four (4) of which are lockdown drills; the remaining eight (8) will be evacuation drills. Eight (8) of the required twelve (12) drills will be completed in the first half of the school year. The date of completion is December 31 of each school year. In addition, the district will conduct one (1) Early Dismissal Drill. Early Dismissal drills will follow district procedures. Transportation and communication procedures will be included in the test. Parents and guardians will be notified in writing at least one week prior to such drill.

The Building Level Principal will be responsible for ensuring compliance with this drill requirement and will maintain records of same.

3.5 Implementation of School Security

- **School Resource Officer (SRO)**
  The Caledonia Police Department provides the services of a trained School Resource Officer to the CMCSD. The SRO program is designed to: improve relations with the youth in the community; provide an available and approachable "resource" for everyone within the school community and to provide a level of deterrence, security and safety. With respect to roles and responsibilities, please see SRO Intermunicipal Agreement for more information.

- **Limited Access policy**
  All staff are required to actively participate in measurers outlined by the administration for providing school safety and security. These include:
  - Limiting access for all persons to one main entrance.
  - Secretaries will identify visitors using video surveillance and secure windows before they allowed to enter the building.
  - Visitors will be required to show photo identification when entering District facilities.
  - Substitutes will wear identification badges.
  - Be cognizant of strangers in the building and stopping visitors who have not properly registered or display identification badge.
  - All of the district's buildings utilize an electronic keyless entry / access control system allowing specific access (designated times and locations) to authorized personnel by presenting a programmed "fob" to a reading device at those entrances.

- **Staff Photo Identification badges**
  All CMCSD employees are issued Photo Identification Badges that are to be displayed at all times while on school district property to assist visitors, students and staff in identifying employees as well as possible intruders.

- **Visitor policy**
  Each school requires visitors to sign in, receive and display a district issued VISITOR pass. Visitors are generally screened and their visit verified with the party they were coming to see prior to the visitor being escorted or directed to their destination.

- **Student Sign-Out Procedures**
  Schools are diligent in ensuring that only those persons authorized to sign-out students are allowed to do so utilizing the applicable data maintained within the "Schooltool" student management system. Staff may also require a photo ID may check signatures and call known, authorized persons for confirmation when deemed appropriate.

- **Video Surveillance**
  A digital video surveillance system is in service at all CMCSD schools, the Transportation Department and Hamilton Field facilities to assist in monitoring, deterring and recording activity in areas of chronic concern or perceived vulnerability.
- **Fire Alarm** A fire detection alarm that is linked to a central monitoring station is in service at every CMCSD School and facility. These alarms and fire response procedures are tested regularly consistent with NYSED regulations.

3.6 Vital Educational Agency Information

The District maintains general information about each educational facility located within the geographical boundaries of the school district, including non-public schools and childcare facilities.

Such information includes: school population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such educational agency.

3.7 Early Detection of Potentially Violent Behaviors

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

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

Students, their parents, and all staff are encouraged to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so that an assessment or investigation can commence in a timely fashion if deemed necessary.

This communication may extend beyond Caledonia-Mumford CSD personnel to include members of the District's Threat Assessment Team…Law Enforcement, Mental Health Professionals, etc…,when deemed appropriate and within existing legal parameters.

3.8 Hazard Identification

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

Internal (on-campus) sites involving potentially hazards include:

- Science and technology classrooms, chemical storage and preparation areas,
- Buildings and Grounds / custodial cleaning products
- Boiler rooms
- School cafeterias / kitchens
- Home and career skills classroom
- Computer closets
- Mechanical rooms
- Gymnasiums
- Athletic Fields
- Transportation Department
- Storage buildings

External (off-campus) sites involving potential hazards include:

- Jones Chemical
- RG&E Gas pumping station
- Commodities Resources Corporation
- Railways

In addition, each Building-Level Safety Team is tasked with reviewing their respective Safety Plans to ensure that they have incorporated into their plans any and all potential hazards that may be unique to their building, site, or relative location within the community. Each Building-Level Emergency Response Plan will provide for inclusion of these sites.

3.9 Construction Safety and Security

Each school under the direction of the Superintendent of Buildings and Grounds as well as the involved construction manager will take steps to ensure the safety and security of the students and staff during periods of construction. This requirement includes maintaining sufficient and appropriate emergency egress routes and notifying building occupants of any changes.

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Section 4.0
Preparedness

4.1 Preparedness / Components

The Caledonia-Mumford Central School District recognizes that quality and thorough planning will facilitate a rapid, coordinated, effective response when a crisis occurs. Much of the information relative to Preparedness is detailed in other areas of this report and is referenced below.

- **School Safety Plans**
  In this District-Wide School Safety Plan there is description of an overall response protocol for emergencies as well as several more detailed situational response procedures.

  The concept of operations and the relationship between this District-wide School Safety Plan and each school building's Building-level Emergency Response Plan is described in Section 1.3.

- **Faculty and Staff Emergency Response Procedures Manual**
  Each classroom teacher is provided with a **Faculty and Staff Emergency Response Procedures Manual** that must be maintained where it can be accessed easily and without delay. This manual has the definitions of several key protective action directives that may be implemented during an incident along with a brief list of instructions and expectations associated with each term.

- **Building Floor Plans**
  Current floor plans for each school building are maintained and readily available in the event of a crisis. These floor plans should include the location of alarm panels, utility shut-offs, chemical storage areas, science rooms, custodial closets and any other areas where hazardous chemicals may be stored or used regularly. They may also identify the locations of video cameras, electronic access controlled entrances, AEDs, Areas of Rescue Assistance, and fire extinguishers.

  The Buildings and Grounds office maintains an updated version of all of these floor plans. The floor plans of each building are included as an appendix to the District-wide School Safety Plans. Each building also maintains an updated copy of their respective floor plans as well.

- **Emergency Equipment**
  Each building should maintain at minimum the following emergency equipment in addition to a working inventory of food and water supplies, building master keys, and first aid/medical supplies.
  - Two-way radios.
  - Flashlights – battery operated and/or rechargeable flashlights to compliment emergency lighting
  - Battery-operated AM/FM radios w/ extra batteries to monitor emergency announcements during a power outage

- NOAA (National Oceanic Atmospheric Administration) Weather radio to receive weather related watches and warnings directly from the National Weather Service. If not available at each building then a district level office will monitor the Weather Radio and will utilize internal communication means to notify each building in a timely manner.
- Orange / reflective traffic vests
- Barrier tape
- Megaphone / Bullhorn

- **Emergency Operations Team (EOT)**
  The Caledonia-Mumford Central School District has established an Emergency Operations Team (EOT) comprised of the following titles that will assist the Incident Commander in the response to and resolution of incidents occurring within the District.
  - Superintendent of Schools
  - Business Administrator
  - Superintendent of Buildings and Grounds
  - Director of Transportation
  - Director of Pupil Services
  - Director of Technology
  - Building Administration

- **District Stakeholders**
  The District has assembled teams of district, school and community stakeholders who are actively involved in crisis planning for the School District. The members of the District-wide School Safety Team are referenced in Section 1.2.

  The members of each building's Building-level School Safety Team(s) are identified in the Emergency Planning Summaries of the Elementary School and the Middle School / High School building.

4.2 The Role of the Incident Command System (ICS)

Incident Command System – definition and general discussion

The Command and Management component of the **National Incident Management System** (**NIMS** – see page 4, section 1.4) is designed to enable effective and efficient incident management and coordination by providing a flexible, standardized incident management structure. The structure is based on three key organizational constructs: the **Incident Command System**, Multiagency Coordination Systems, and Public Information.

*The Incident Command System, (ICS), is defined as a standardized on-scene, all-hazard incident management approach. ICS:

- Is based on proven incident management practices
- Defines incident response organizational concepts and structures
- Consists of procedures for managing personnel, facilities, equipment, and communications.

- Is used throughout the lifecycle of an incident (e.g., from threat to parent reunification).

ICS is designed to help school personnel ensure:

- The safety of students, staff, responders and others.
- The achievement of incident objectives.
- The efficient use of resources.

ICS:

- Meets the needs of incident of any kind or size
- Allows school personnel and responders to meld rapidly into a common management structure
- Provides logistical and administrative support to operational staff.
- Is cost effective by avoiding duplication of efforts.

(* FEMA, Emergency Management Institute's *"Introduction to Incident Command System / ICS-100 for School"* training course.)

Response to all crises requires a clear chain of command between all responders. The ICS is based on the premise that every crisis has certain major elements requiring clear lines of command and control.

This premise and concept can apply to incidents that are responded to and resolved at the building level without outside assistance, those requiring assistance at the district level only as well as those that require the coordination of building and district resources and the appropriate community emergency response agencies.

As a practical matter, once emergency responders (Police, Fire, EMS) become involved, it is acknowledged that, based upon the specific nature of the event, the appropriate lead emergency response agency will assume command and will manage their particular aspect of the incident.

It is the responsibility of the initial Incident Commander (IC) to manage the incident until such time that they are relieved of that designation by the Superintendent, other district-level EOT member or the appropriate Emergency Response Command Officer. At that point the initial IC would likely assume another role within the ICS structure.

4.3 ICS Organizational Structure

Below is an example of an Incident Command Structure. It is important to understand that the **Incident Command System is driven by functions being performed, not people manning positions**. As such, each function does not have to be assigned to a different person. One member of the Building-level Emergency Response Team or the EOT may be able to handle several functions at once in an efficient and timely manner. Should any team member become overwhelmed the team can simply be expanded to assist.

Generally, the School and / or the District should be able to manage an event limited in scope and severity with just a few key functions, frequently with one person handling multiple sets of responsibilities, i.e. minor school bus accident.

Only in the most severe or protracted incident would all of these functions need to be activated and assigned to individual persons. In such a case, District level and Emergency Response Agency personnel would likely fill many of these roles.



4.4 ICS titles and responsibilities

Incident commander (IC)/Chief Emergency Officer (CEO)

- **Generally** – The Incident Commander has overall responsibility for managing the incident by establishing objectives, planning strategies, and implementing tactics. This person manages the entire incident and will very often begin as the **Building Principal or in their absence the pre-determined Designee**.
- **CMCSD –** The Building Principal would initially assume this role. If the event is of a serious or protracted nature, the **Superintendent of Schools**, **or in the absences of the Superintendent, the Business Manager/Administrator** may respond and assume this role. The building Principal may then assume the role of the Deputy Incident Commander or another role within the ICS. Ultimately, a Command Officer from the lead Emergency Response Agency would likely become the IC.

Public Information Officer (PIO) / Public Information Specialist

- **Generally** - This person is responsible for releasing information to families, community members, and the media during a crisis. The media can be a tremendous help in getting accurate and timely information to families and community members.

- **CMCSD** - The **Superintendent or the appropriate school building Principal or their Designee** are typically the only personnel authorized to make statements to the press or release information to the community. This function may also be delegated totally to another district staff member at the discretion of the Incident Commander.

Safety officer

- **Generally** - This person is responsible for the safety of the scene and the individuals at the scene including the safety of all response personnel. His or her role might include determining whether students have been evacuated far enough from the school.

- **CMCSD** - Initially an appropriate **member of the Building-level Emergency Response Team** should be assigned this role who is familiar with CMCSD Situational Response Guidelines and that school's specific protective action options. The **Superintendent of Buildings and Grounds in conjunction with the School Physician and School Nurses** may also assist. Once again, depending on the severity of the incident, an emergency responder may ultimately fill this role in consultation with school officials.

Liaison officer

- **Generally** - This person is responsible for coordinating with all of the agencies that have responded to the crisis. It is critical that this person be a good communicator and able to convey important information to responders about the situation or the school facility and to school staff about necessary actions.

- **CMCSD –** Initially this may be the **IC**. If the event is of a serious or protracted nature, the IC will assign that function to an appropriate member of the **Building-level Emergency Response Team or District EOT**.

Operations officer

- **Generally** - This person develops and implements strategies and tactics to carry out incident objectives. This person may also organize, assign, and supervise all the tactical or response resources assigned to the incident.

- **CMCSD -** An appropriate member of the **Building-level Emergency Response Team or District-level Emergency Operations Team** with the greatest technical and tactical expertise should be assigned this role.

Planning and intelligence officer

- **Generally** - This person is responsible for collecting, evaluating, and displaying incident intelligence information and for documenting the event, analyzing what has transpired thus far, and planning for possible further action.

- **CMCSD -** An appropriate member of the **Building-level Emergency Response Team should be assigned this role, i.e. another building administrator (Designee) or non-instructional staff.**
  This person should act in the capacity of a scribe or assign someone else to maintain a chronological record of the event. An accurate accounting of the

events and our response will be critical to our after action reporting and debriefing. See Appendix O

NOTE: Maintain all documentation, notes and records.

Logistics officer

- **Generally** - This person manages the supply and staffing needs of the situation. The logistics officer focuses on acquiring the supplies needed to assist the emergency responders. The logistics officer's responsibilities will include long-term needs (beyond the first four hours) for things like food, water, and bathroom facilities, as well as transportation (if students need to be bused off campus). The logistics officer is also responsible for locating and assigning staff to fill various tasks for emergency situations. This could include finding staff to carry messages from the operations officer to those staff members directly managing students.

- **CMCSD -** Initially this will likely be the **IC**. If the event is of a serious or protracted nature, the IC will assign that function to an appropriate member of the **Building-level Emergency Response Team, i.e. another building administrator (Designee), or District EOT member, Cafeteria Manager, Transportation Supervisor, or the Superintendent of Buildings and Grounds.**

Finance and Administration

- **Generally** – Monitors costs related to the incident. Provides accounting, procurement, time recording, and cost analysis.

- **CMCSD** – The Incident Commander or the Superintendent will determine if there is a need for someone to fill this role and if so will designate an appropriate individual with the proper business acumen and resources – the **Business Manager/Administrator.**

4.5 Additional ICS Terms and definitions

Unified Command – The Unified Command organization consists of the Incident Commanders from the various jurisdictions or agencies operating together to a form a single command structure.

In a Unified Command, schools and responding agencies blend into an integrated, unified team. A unified approach results in:

- A shared understanding of priorities and restrictions
- A single set of incident objectives
- Collaborative strategies
- Improved internal and external information flow
- Less duplication of efforts
- Better resource utilization.

Change of Command – Incident direction will remain with the involved Caledonia-Mumford CSD Incident Commander unless the Incident Commander requests another

individual to assume control, the District Superintendent, another member of the District EOT or a public safety official assumes command.

4.6 Command Post (CP)

Command Post / generally- A command post is a location for those specific personnel to assemble who are responsible for determining the exact status of the emergency, the resources that will be necessary and the incident strategy. Generally the CP will be located in the vicinity of the incident but not within the potential danger zone and will provide for basic needs such as shelter from the elements and a means of communication.

Building-level CP- Depending on the nature of the event, a building-level CP could be established at the following locations: the Main Office, another administrative office within the building, at a designated location outside of the building, in a school bus on the property but outside of the danger zone or in an adjacent building. Each Building-level Response Plan will identify building-specific CP locations.

District-level CP- A district-level CP will be established at the direction of the Superintendent of Schools / Incident Commander.

Primary District-level CP location:
District Office [redacted]

Alternate District-level CP locations

Elementary School	Main Office	[redacted]
Middle/High School	Main Office	
Transportation Dept.	Director's Office	
Buildings and Grounds	Office	

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Section 5.0
Response

5.1 Response Actions for Emergencies / Multi-Hazard Response - Introduction and general discussion

There are many variables that could impact the manner in which the School Emergency Response Team responds to a particular occurrence. These variables could include: time of day, weather, age of students, location of students, anticipated response time of emergency responders, availability of support personnel, availability of transportation, to name just a few. In the Situational Response Procedures section of this Plan, many specific emergency situations are identified and standard response procedures detailed. However, given the afore-mentioned variables, it is impractical to try and map out the specific steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing injury and loss of life.

If an emergency situation occurs at the building level, it is the responsibility of each and every District employee to take those actions that are geared toward preserving the health and safety of all students, staff and visitors.

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

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5.2 Protective Action Options

Based upon the assessment of the situation, the Building Principal or designee will determine what, if any, appropriate protective action should be initiated. As all situations are unique and fluid in nature, a combination of our standard protective actions may need to be implemented or we may need to alter our response as the situation becomes more clear, changes, or at the direction of the Emergency Operations Team (EOT) or emergency responders (Police, Fire, EMS).

A general description of each protective action follows this listing.

- Cancel School Prior to Start
- Early Dismissal
- Hold in Place
- Lockdown

- Lockout
- Shelter-in-Place – generally for a short duration
- Sheltering – possible extended duration
- Fire Evacuation
- Building Evacuation – outside of building but remaining on campus (Fair and foul weather options)
- Building Evacuation – moving to an Alternate Site off-campus

5.3 Notifications / Communications..... *"Who do I call?"*

Internal – w/in school, w/in district
External – emergency responders, community, other institutions…

Internal Notifications– Building Principal or designee must ensure that the proper persons are notified within the building and within district level offices and departments in a timely manner to keep them informed as to the nature of the incident as well as potential danger zones to be avoided, to obtain necessary assistance and to direct that the appropriate protective actions be implemented.

*****Always notify the Superintendent's Office at the earliest opportunity*****

Building level – Public Address system, building e-mail, conventional landline or cellular telephones, or a runner.
District level – Conventional landline or cellular telephones, district e-mail.

In order to notify the Emergency Operations Team (EOT) and activate the emergency response protocol at the district level –contact the Office of the Superintendent.

Plain Language – The Caledonia-Mumford Central School District uses plain language which refers to the use of simple, common, direct words, terms and phrases in all communications during an emergency. No color codes, no coded words or phrases, no unique bells or tones.
See Section 9.0: Appendices, for a complete listing of all CMCSD facilities with contact names and numbers.
External Notifications- Should the initial assessment suggest that the assistance of outside emergency responders would be necessary, direct someone to **call 9-1-1** and to stay on the line. Provide the operator with as much information as possible. **If safe to do so**, remain on the line and have someone meet the first responders at a designated, safe location to direct them to the scene of the incident.

In Livingston County, all requests for Police, Fire or Emergency Medical Services are received and dispatched by calling **9-1-1**. Based on the nature of the event, the 9-1-1 Communications Center will dispatch the appropriate emergency personnel.

Police / Fire / Emergency Medical Services	9-1-1

Notifications to Other Educational Agencies - This includes all Educational Agencies, Public and Non-Public.

- The Incident Commander will evaluate the potential impact of an emergency on other educational agencies located within the boundaries of the CMCSD.
- If the impact is evident, the Incident Commander will direct that the contact person at each affected educational agency be notified by telephone as to the status of the emergency and potential impact to the contact person's facility.
- If such contact cannot be made for whatever reason, the Incident Commander will contact 9-1-1 and request assistance in making the necessary notifications.

See Section 9.0: Appendices, for a complete listing of all educational facilities with contact names and numbers.

Public Information: Parents / Community / Media – Timely and accurate notification to parents and the community at large can ensure the responsible dissemination of accurate information relative to any unplanned or unusual activity taking place in our schools. With the widespread use of cell phones and other electronic communication devices it is likely that information about such an event will reach the community very quickly and will often be incomplete or inaccurate.

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

The Superintendent of Schools will serve as the primary emergency public information officer during most emergencies and the appropriate building level principal will be the alternate when the Superintendent is not available. The overall functions of a public information officer will be:

- To present a positive, competent image of the school district while providing accurate information to the public regarding any unplanned event that may result in a change in the regular school day schedule (i.e. cancellation, early dismissal, etc…) or any event that may cause undue panic and concern and result in a problematic rush to the school by parents and media.
- A mass communication / call management system will be employed if available to notify specified groups of any event that could affect that particular group.
- In the absence of the afore-mentioned call management system, if a building has established a parental phone tree, they may use that means to inform parents and guardians. Ideally a written script should be used to ensure consistency of message. Phone trees may also be used to compliment the media information being released concurrently.

Additional Parent(s)/Spouse(s) Communication Issues

If parents, spouses or other family members are arriving at a district building in response to an unplanned event and will need to be addressed:

- Designate a reception center at the location away from the incident that will accommodate a media conference. (District Office, East side of driveway)
- Ensure that the site does not permit media access to the Command Post or student population.

- Choose a location that permits direct access to rest rooms, telephones, electrical outlets, and enough space for equipment.
- Several rooms should be made available for grieving family members and counseling sessions.
- If the situation warrants, station counselors, clergy, medical personnel, law enforcement, emergency personnel and Critical Incident Stress Debriefing Team at the reception center.
- The Superintendent should assign a staff member as liaison/information specialist to work with parents/spouses during a crisis. (Principals/Counselors)
- Respect the confidentiality and privacy issues regarding the identity of juveniles, staff members, and others to prevent unauthorized disclosure of information.
- Prepare an official statement and refer to it often.
- Distribute prepared statements to teachers, staff, and students to ensure that they are given accurate and consistent information.

Media / Press Conference Plan

- As media personnel arrive to cover a story, Building Principals should direct the media to the designated staging/reception area that will accommodate a media conference. Large scale event location will be the Village Office area.
- The media should not be allowed to interview students without expressed permission.
- Ensure that the site does not permit media access to the Command Post or student population.
- Choose a location that permits direct access to rest rooms, telephones, electrical outlets, and enough space for equipment.
- Coordinate with information officers from police and/or other emergency service agencies.
- Respect the confidentiality and privacy issues regarding the identity of juveniles, staff members, and others to prevent unauthorized disclosure of information.
- Prepare an official statement and refer to it often.
- Distribute prepared statements to teachers, staff, and students to ensure that they are given accurate and consistent information.
- Provide updates to the media as events unfold.

5.4 Protective Action Options……. *"How to best protect my school?"*

Based upon the assessment of the situation, the Building Principal or designee will determine what, if any, appropriate protective action should be initiated. As all situations are unique and fluid in nature, a combination of our standard protective actions may need to be implemented or we may need to alter our response as the situation becomes more clear, changes, or at the direction of the Emergency Operations Team (EOT) or emergency responders (Police, Fire, EMS).

Remember it is always much easier to downgrade or cancel a protective action than it is to try and elevate your response in the middle of an event.

Each Building-level Emergency Response Plan includes an Emergency Planning Summary along with additional documentation that details that building's specific

plans relative to how these protective actions will be implemented. There are many variables that must be considered and incorporated into each plan if these protective actions are to be successfully implemented.

Note regarding Cell Phones: Once any protective action is directed you can anticipate that many students and staff will begin using their personal **cell phones** to notify family members. It is critical at the onset that a directive is given and enforced that **NO cell phones shall be used until further notice.** The failure to do so will likely result in a rush of telephone calls to the school and district as well as vehicles trying to access the school property – all of which will make the task of managing the event much more difficult.

A general description of each protective action follows this listing.

- Cancel School Prior to Start
- Early Dismissal
- Hold In Place
- Lockdown
- Lockout
- Shelter-in-Place – generally for a short duration
- Sheltering – possible extended duration
- Fire Evacuation
- Building Evacuation – outside of building but remaining on campus (Fair and foul weather options)
- Building Evacuation – moving to an Alternate Site off-campus

Cancel School Prior to Start

Standard Sequential Procedures

When there is any doubt about conducting school due to inclement weather conditions or hazardous roads, the procedure outlined below shall be followed:

The Superintendent or his designee will be responsible for the determination and announcement for all emergency and weather related school closings. He will make this decision based upon discussions with the Director of Transportation who will also be in communication with the head mechanic, local law enforcement agencies and local highway departments serving the school district.

Once the decision has been made to close school, the Superintendent will initiate the established phone call procedures to cancel school and all activities for the day. This will include internal district notifies as well as notifies to local news media.

Superintendent of Schools calls:	Director of Transportation calls:	Supervisor of Bldgs & Grounds calls:
Sheri Murdock	Caledonia Highway Dept.	Austin Burnside
Admin Team	Caledonia Village DPW	
BOCES Official	Wheatland Highway Dept.	
WHAM 1180 AM	Caledonia Village Police	
WHEC TV Chan 10	Sheriff's Department	
WROC TV Chan 8	Andrea Horr	
WHAM TV Chan 13	Crossing Guards	
Spectrum News		
WBEE 92.5FM		
Area Superintendents		
All call to Cal-Mum learning community		

See Section 9: Appendices, for administrative phone tree.

Early Dismissal
(Execute Go Home Early Procedure)

Standard Sequential Procedures

As soon as it has been determined that an emergency exists which requires transporting pupils home prior to scheduled dismissal times, the following procedures will be initiated by the Superintendent of Schools:

1. Building administrators, Superintendent of Buildings and Grounds, and the Director of Transportation, and the Cafeteria Manager will be notified.
2. Director of Transportation will call: Caledonia Highway Department, Caledonia Village DPW, Wheatland Highway Department and Crossing Guards.
3. Director of Transportation will call in all drivers and prepare the buses.
4. Superintendent of Schools or his designee shall notify all area radio and TV stations.
5. Building Principals will inform office staff, faculty and students of closing procedures to be followed by PA announcement and cancel all remaining interscholastic and other activities. The Middle/ High School Principal will notify the BOCES Career and Technical Schools at Mt. Morris and Batavia.
6. A 100% accounting of students will be completed and verified immediately preceding the dismissal.
7. The Athletic Director shall notify other schools and coaches regarding the cancellation of interscholastic activities.
8. The Athletic Director will notify any groups authorized to use school facilities of the cancellation.

9. The Director of Pupil Services will notify the BOCES and other Special Education centers.
10. The Elementary Principal or his designee will contact the parents of students in the Universal Pre-Kindergarten program.

Order of Dismissal

1. Buses will be sent to pick up students attending BOCES programs and out-of-district non-public schools.
2. Regular buses should report to the Elementary School for students in grades K-5. Immediately thereafter, buses will pick up MS/HS students in the HS loop; then deliver students to designated emergency location(s).
3. Students in the Universal Pre-Kindergarten Program will be dismissed at a time that is not dependent on the K-12 bus run. The afternoon class will be cancelled in the event of an early dismissal.

Hold in Place and Lockdown

Hold In Place - A protective action that may be implemented when a situation warrants keeping all students, staff and visitors behind locked doors while an incident is being investigated and addressed – **NO IMMINENT THREAT** (i.e. non-threatening intruder, medical emergency). Hallways, bathrooms and common areas should be cleared and occupants secured in the nearest lockable room or office. Exterior doors may also be locked depending on the specific circumstances. Students involved in activities outside of the building may be instructed to move to a secure area away from the building. Classroom activities may continue as normal pending further instructions.

NOTE: There may be times when a limited Hold In Place would be reasonable and appropriate (i.e. one wing, a hallway). However, if in doubt, direct an entire building Lockdown –you can always scale it back as the event unfolds if deemed appropriate.

Lockdown and/or the activation of the Panic Button - A protective action that may be implemented when there is an immediate and **IMMINENT THREAT** to the building population (i.e. **armed** intruder). All steps for a Hold In Place are completed, classroom activities will cease and students will be instructed to utilize duck and cover techniques usually along interior walls while remaining out of the line of sight. Lights and window coverings remain as they are unless instructed otherwise. Students involved in activities outside of the building will be instructed to move to a secure area away from the building.

Standard Sequential Procedures

- Lockdown directive is given (plain language – NO CODES)
  - PA system
  - Runner
  - Telephone system
  - Internal e-mail

- Teachers/Staff follow instructions consistent with level of Lockdown indicated
  - All persons behind a **locked door**
  - Students/ staff / visitors to nearest classroom or office
  - Clear restrooms / commons areas / areas not able to be secured
  - Take attendance / note missing and “extra” students and staff (Wait to be asked for attendance.)

- **Hold In Place**
  - Continue with normal classroom activities
  - Students involved in activities outside of the building may be instructed to move to a secure area away from the building.

- **Lockdown**
  - Duck and Cover outside of the line of sight / maintain calm and silence
  - **If unable to lock door, barricade the doorway using classroom furniture**
  - **Do not respond to fire alarm unless imminent sign of fire**
  - Students involved in activities outside of the building will be instructed to move to a secure area away from the building–may utilize Alternate Evacuation Site

- Releasing or canceling a Lockdown
  - Hold In Place – by most efficient means available
  - Lockdown – in person by Administrator or Police Officer ONLY

Lockout

Lockout – A protective action that may be implemented when a situation is occurring outside of the school building or in the vicinity of school property (i.e. police investigation). Sometimes referred to as a *reverse evacuation*. All students and staff involved in outside activities will be brought inside and all exterior doors and ground floor windows closed and locked. All internal school day activities (including passing between classes) may continue as normal pending further instructions.

Standard Sequential Procedures

- Lockout directive is given (plain language – NO CODES)
  - PA system
  - Runner
  - Telephone system
  - Internal e-mail

- Outside Activities curtailed
  - Students and Staff who are outside immediately return to building
  - Pre-determined staff locks all exterior doors
  - Teachers / office staff close and lock all ground floor windows

NOTE: Parents, visitors, vendors, etc…who are in the building when the Lockout is implemented and wish to leave should be informed as to the circumstances and be encouraged to remain in the building but not detained.

An objective assessment of the specific circumstances – possibly in consultation with Law Enforcement will assist in determining how to deal with the many other potential variables: early dismissal, student drivers, field trip buses, etc…

Limited Access Option

- The Main Entrance remains locked, however, based upon the specific circumstances, the IC may direct that the main entrance be monitored by trained staff to allow limited access by authorized persons only*.

*If the IC has determined that it is reasonable to provide such limited access, it would be important that the person(s) assigned to monitor the main entrance be provided with as much information as possible (names, photos, descriptions) regarding the person or persons of concern who are not to be granted access as well as who to contact if such an attempt is made.

No Access Option

- If the IC has directed that no discretionary access (other than emergency responders) be allowed based upon the IC's assessment - or at the direction of the Superintendent or Emergency Responders then all exterior doors will remain closed and locked. The outdoor strobe lights will be activated.

  If safe to do so - Pre-printed "LOCKOUT" signs should be posted conspicuously at the Main Entrance bearing a brief explanation of a lockout along with a phone number to call for more information.

Shelter –In- Place
(Short-term)

Shelter-In-Place – A protective action that involves moving the entire school population to a designated location or locations within the building after that area has been deemed appropriate and safe. This action may be implemented due to an actual or threatened severe weather event (i.e.: High winds, Tornado – windowless rooms, interior hallways…), or during any emergency (i.e.: non-specific Bomb threat) when inclement weather conditions are such that a full building evacuation may endanger students, faculty and staff. Usually implemented for a relatively short period of time.

Such a directive may also be given if there is a threat that the outside air may be unsafe due to chemical, biological or radiological contaminates. In this circumstance all windows and doors will be secured and all HVAC (Heating, Ventilation, Air Conditioning) systems will be shut off to minimize the influx of outside air.

Standard Sequential Procedures

- Pre-assigned staff responds to and inspects pre-determined shelter locations within the building based upon the nature of the threat to ensure that area is safe.

- Shelter-in-Place directive is given (plain language – NO CODES)
  - PA system
  - Runner
  - Telephone system
  - Internal e-mail

- Students and Staff proceed to their designated locations in an orderly fashion
  - Students with special needs accounted and cared for
  - Necessary Medications assembled and transported to location
  - Student attendance taken noting/reporting missing and extra students

- Shelter locations are locked (if appropriate)

- If directive is given relative to the potential of chemical, biological or radiological contaminates in the air:
    - All exterior doors and windows will be secured
    - Assigned / designated personnel will turn off all HVAC systems to cease the influx of outside air.

Sheltering
(Possible extended duration)

Sheltering – possible extended duration – This involves keeping students, staff and visitors in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated. This could be the result of a severe, extended weather event and may involve providing meals and overnight accomodations.

In the event that it becomes necessary to provide such shelter the Principal or designee will initiate arrangements to provide adequate supervision of the students under his/her direction

NOTE: The decision to provide sheltering for a possible extended duration will always be made by a District level authority.

Standard Sequential Procedures

- Notify the Superintendent of Schools who will activate the EOT

- The Principal or Designee along with the EOT will make provisions for:
    - Health related needs through the Nurse
    - Food Services through the Director of Food Service
    - Building Maintenance through the Superintendent of Buildings and Grounds
    - Parental and Community notification through the Public Information Specialist

- The Incident Commander will also notify:
    - Livingston County Office of Emergency Planning
    - Red Cross
    - Law Enforcement

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Fire Evacuation

Fire Evacuation – An evacuation of the building by pre-determined routes to a pre-determined assembly location as the result of a fire alarm activation or actual fire event.

Standard Sequential Procedures

- Upon sensing of smoke or evidence of fire, activate the building fire alarm immediately. **Call 9-1-1** as soon as possible to provide details as to the specific nature and location of fire and to ensure receipt of fire alarm activation.
- **Do not** delay activating the alarm to attempt to extinguish fire.
- **If safe to do so,** the building Principal or designee along with the custodian may investigate the alarm and based upon their findings may contact 9-1-1 to either slow down the response if it is a minor event or false alarm or to notify of a major event, generating a greater response.
- Evacuate the building following established fire evacuation procedures
    - Students walk out designated exit in a quiet, orderly manner.
    - NO unnecessary talking by students and staff.
    - All must exit – NO exceptions
    - Visitor / Volunteer sign-in books should be taken out to assembly location
    - If a door is hot to the touch, do not open, use alternate route or escape windows
    - In the event of smoke, stay low and close to the floor
    - Classroom windows and doors should be closed but not locked once last person leaves
    - Take attendance at pre-determined assembly locations, report any missing or extra students and staff. Account for all students, staff and visitors. Elementary and Middle/High plans are different based on Red and Green cards. Please refer to building plans for more specific information.
    - Assembly areas should be a sufficient distance (minimum 100') from the building providing unobstructed access for emergency responders / vehicles.
    - Provide traffic control to limit access to campus to emergency vehicles only.
    - Assist those occupants with special needs to evacuation location or to the pre-determined *"Rescue Areas"*
    - **If safe to do so**, pre-determined staff will perform a post-evacuation sweep of the building to ensure all were notified and did in fact exit.
- Have someone meet the Fire Department to direct them to specific location and assist as requested.
- Fire Department supervisor is in charge of the scene and will make the determination if the building can be re-entered.

Building evacuation
- Outside of building but remaining on campus -

Building evacuation - outside of building but remaining on campus – An evacuation of the building wherein the population is moved to a pre-determined location away from the building but remaining on campus / school property. Fair weather and foul weather locations must be established. An evacuation may be directed as the result of a fire alarm, bomb threat, gas leak, haz-mat spill or other internal emergency.

NOTE: based upon the reason for the evacuation some of the following procedures would need to be amended or expanded, i.e.: no two-way radios during a bomb threat, the desired distance from the building during a gas leak or bomb threat, etc.

Standard Sequential Procedures

- Building evacuation directive is given specifying the designated re-assembly location(s) along with reason for evacuation and if applicable, routes of egress to be avoided (plain language – NO CODES)
    - PA system
    - Runner
    - Telephone system
    - Internal e-mail

- Actual evacuation preceded by a visual inspection by pre-assigned personnel of routes of egress and planned re-assembly location(s)

- Students and Staff evacuate to assigned location(s)
    - Students with special needs accounted and cared for
    - Necessary Medications assembled and transported to location
    - Student *attendance taken noting/reporting missing and extra students

Building Evacuation Plans are detailed within each Building-Level Emergency Response Plan.

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Building evacuation
- Moving to an Alternate Site off-campus -

Building evacuation - moving to an Alternate Site off-campus – An evacuation of the building wherein the population is moved to one of the pre-determined alternate evacuation sites for shelter while an incident is being addressed. Students may walk or be transported by busses.

Each Building-level Emergency Response Plan Summary should identify multiple Alternate Evacuation Sites for that particular school – including at least one non-Caledonia-Mumford Central School District site.

When necessary, school officials will seek the advice of the Genesee Valley BOCES District Superintendent and the Livingston County Emergency Services Director before making any decisions on evacuation.

NOTE: This action may be as simple as moving for a fairly short period of time to a nearby school or church while a minor natural gas leak is addressed or it may involve a protracted relocation of the entire school population to an alternate site due to a facility failure or an incident of violence and from where the students may be dismissed or ultimately be reunited with their parents/guardians.

The CMCSD has a standing agreement with three local facilities that could be used by any district school. The following represent the standard assignments which are detailed within their respective Building-level Emergency Response Plan:

Standard Sequential Procedures

- Identify most appropriate Alternate Site(s) based upon totality of circumstances
- Coordinate with other CMCSD schools if more than one school affected
- Notify appropriate CMCSD administrators to include the Superintendent of Schools.
- Contact those identified as contact persons for site(s) – or – if close by and we have access (keys and alarm codes…) direct personnel to go to the site(s) to:
    - Ensure availability and access
    - Assess and address any immediate concerns
    - Prepare location for students arrival
- Notify 9-1-1 of plans, routes and destinations and request assistance with traffic control
- Notify Transportation Department of plans if buses will be necessary:
    - The number of buses necessary for school population and the location where the buses will be staged to board the students will have been pre-determined.

- If buses cannot be waited for and / or site is within walking distance
    - Relay and address any pedestrian / traffic control concerns to Police in preparation for walking the population to the alternate site,

      -OR-
    - Plan to walk the school population to a designated staging area(s) away from building to await buses for transportation

- Building evacuation directive is given specifying the designated Alternate Site(s) along with the plan for evacuating, (walking, taking buses, walking to staging area) and the reason for evacuation (plain language – NO CODES)
    - PA system
    - Runner
    - Telephone system
    - Internal e-mail

- Students and Staff evacuate to assigned Alternate Site(s)
    - Students with special needs accounted and cared for
    - Necessary Medications assembled and transported to location
    - Student attendance taken noting/reporting missing and extra students
    - **Teachers remain responsible for all persons under their control**.
    - Attendance logs and other essential, important records should be transported to evacuation site.

- Prepare for the possibility of:
    - Returning to your home school
    - Dismissal from Alternate Site
    - Reunification with family at Alternate Site

- Family Reunification Plans
    - An event may be of such a serious or protracted nature that it will not be possible to return to the home school for normal dismissal. In such case it is likely that many parents and guardians of the students will want immediate access to their children. It may be necessary therefore to facilitate a family reunification at an Alternate Evacuation Site. Standard "sign-out" procedures must not be compromised in this setting. We must still confirm identification and legal access to the student before releasing.

    - In order for that to happen in a structured and safe manner it will be necessary to have at your immediate disposal:
        - Student rosters / hard copy / electronic records
        - Emergency Notification / Contact Cards (records)
        - Current lists involving Court issued Custody Orders or Orders of Protection that specify whether or not a particular person is authorized to have custody or contact with a particular child.
        - Sufficient Personnel to coordinate this process and maintain order.

5.5 Emergency Evacuation Non-Ambulatory Disabled Individuals and other persons with disabilities

It is the responsibility of the Director of Pupil Services, the Building Principals, Special Education Teachers, teacher aides, School Nurses, and the Superintendent of Buildings and Grounds to develop plans to provide emergency evacuation of non-ambulatory disabled individuals and other persons with disabilities including those who may be on floors above or below the level of exit discharge. These plans will typically include indentifying "Rescue Areas" (safe areas) where non-ambulatory individuals can go in the event of an evacuation emergency as well as assigning staff to assist these individuals.

The Health Office at each school will maintain a running list of individuals within their building who would require such assistance.

ADA definition: *Area of Rescue Assistance* is an area, which has direct access to an exit, where people who are unable to use stairs remain temporarily in safety to await further instructions or assistance during emergency evacuation.

Affected schools will work with the appropriate fire department to develop this plan and incorporate these details in their respective Building-Level Emergency Response Plans.

This aspect of these plans would include all three of the Caledonia-Mumford Schools as each are multi-story buildings.

In addition to the identification of appropriate Rescue Areas, these plans should also include:

- Pre-planning for the use of ramps and exits with appropriate curb cuts.
- Training of designated staff:
    - Lifting and carrying wheelchair students and staff when fire or other rescue personnel are not readily available
- Notification plan for deaf students
- Assignments to check restrooms and special education areas
- Identifying and making plans for the specific medical needs of this population
- Including persons with disabilities in all emergency drills.

5.6 CMCSD Multi-Hazard General Response Outline <u>during</u> the regular school day

Initial Responder

The first Caledonia-Mumford CSD employee on the scene of an incident, or the first employee who becomes aware of an incident will:

- Notify **9-1-1** if police, fire or ambulance assistance is clearly and obviously needed immediately
- Initiate immediate actions to protect students, staff and property within their immediate area
- **Notify the Building Principal or designee** who will assume the role as Incident Commander

Building Principal or designee – as Incident Commander

The building Principal or designee upon being notified of the event will:

- **Assess** the level of threat
- Ensure proper **notifies** have been made both internal and external – including the **Superintendent of Schools**
- Implement the **protective actions** appropriate for level of threat
- Make assignments consistent with established response plans and ICS
- If appropriate - activate the Emergency Operations Team (EOT) by notifying the Superintendent of Schools and be prepared to provide the following information:
    - Specific location and nature of Incident
    - Protective Actions Implemented

- Telephone number as a call back
- Injuries or property damage
- Immediate needs

Superintendent of Schools or other Emergency Operations Team (EOT) member – as Incident Commander

Upon being notified of an incident, the following actions will be taken initially:

- Gather all available information
- Insure all appropriate initial response actions have been taken
- Go to scene or emergency area if appropriate
- Establish Command Post if not already done
- Identify yourself as Incident Commander/take command/make assignments
- Notify / update the Superintendent if applicable
- Give directions to resolve situation
- Make Notifications and Request Assistance
  - Local and county officials
  - Affected educational institutions
  - Other CMCSD Administrators and EOT
  - Other School districts
  - Outside agencies
- Stage resources at one or more locations to support the operation
- Coordinate efforts with community response agencies and District departments to resolve the incident
- Provide for proper recovery and review of event

5.7 CMCSD Multi-Hazard General Response Outline <u>outside</u> of normal school hours

This section is intended to provide direction to those involved in responding to any emergency or crisis-type event that occurs in the school building or on campus outside of the normal school day. This includes the time prior to, and following the regular school day, weekends, summer, and other school holidays and recess periods.

Due to the many uncertainties about building occupancy and the presence of critical staff (Building-level Emergency Response Team Members) during these times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all incidents occurring within this time frame.

Therefore, establishing a clear line of authority at all times within the building is critical. A designated staff member must know that they have charge of the building and should have a reasonable understanding of what activities are taking place, where and when they are taking place as well as the numbers of persons involved and who is supervising each respective activity.

Such authority will often remain with the Principal or Designee as identified in each Building Emergency Planning Summary <u>as long as they are actually in the building</u>. Evenings, weekends and holidays become more problematic as neither the Principal nor a Designee may be present for extended periods of time while various activities continue within the building and on campus. It is therefore important that the handing off of this responsibility be as clear during off-school hours as it is during the normal school day.

Adults involved in the supervision of these approved, off-hours activities (coaches, music/drama teachers, club advisors, Community Education teachers, etc…) need to understand that they are responsible to a great extent for the safety to those students and others involved with their activity.

Typically the responsibility for the building during these hours falls to a member of the Buildings and Grounds staff. As such, these persons must again know that they have the responsibility to respond to an unplanned event and the authority and the means to initiate actions to protect persons and property from harm. Appropriate training will be provided to Buildings and Grounds.

For any unplanned event or emergency that occurs outside of the normal school day the CMCSD will follow the same protocols described and detailed previously in this section. These protocols are based upon the responsible completion of the three critical tasks involving **Assessment** of the situation, Making the proper **Notifications** and initiating the appropriate **Protective Action** Options.

How these tasks will be accomplished will vary depending on the totality of circumstances, i.e. nature of event, amount of activity within the building, means of communication available.

5.8 Emergency Communications

The primary system of communication during an emergency will include the use of the Public Address (PA) System, landline (conventional) and cellular telephones, internal e-mail, runner(s), fax service, district website, and the news media.

The **Public Information** function is described in detail in:
Section 5.3: Notifications / Communications
Public Information: Parents / Community / Media
Page 27

5.9 Procedures for Obtaining Advice and Assistance from Local Government Officials

In the event of an emergency where additional advice, assistance, or assets not readily available to the District are needed; the Superintendent, his/her designee will contact the 9-1-1 center of Livingston County who will assist in coordinating the delivery of necessary assistance and services from local and County agencies.

See Section 9.0: Appendices, for Government Agencies / Emergency Response Agencies / Community Resources

5.10 District Resources Available for Use in an Emergency

The CMCSD has identified District-based resources, which may be available during an emergency. These resources include facilities, buses, trucks and other equipment.

See Section 9.0: Appendices, for a vehicle inventory.

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Section 6.0
Situational Response Procedures

This section will outline general response procedures to be adhered to relative to specific emergency situations.

This section is organized into the following general categories of occurrences. Specific situations are organized alphabetically within each category.

- Civil Disturbances / Criminal Actions
- Environmental / Weather Emergencies
- Facility Related Emergencies
- Medical Emergencies
- Transportation Emergencies

Example:

Quick Reference Box

Assess:	**Abduction (kidnapping / custodial interference)**
Initial Notifications:	**9-1-1** **Building Emergency Response Team** **Building Occupants (Lockdown directive)**
Protective Actions:	**Hold In Place and Lockout** **Take direction from responding Police**

These are only designed to be a quick reference and are not intended to be absolutes. The text that will follow will provide more details on the variables to be considered relative to the proper response actions.

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6.1 Civil Disturbances / Criminal Actions

Guidelines are included in this section for the following events:

- Abduction
- Anthrax Threat
- Bomb Threat
- Explosive Device Suspected
- Fight
- Firearm
    - Suspected Only
    - Displayed and Threatened
    - Discharged
- Hostage
- Intruder
- Missing Student
- Riot
- Sexual Assault
- Student demonstration
- Suicide threat
- Threats of Violence– Direct or Implied
- Weapon (other than firearm)
    - Suspected
    - Displayed and Threatened

Abduction

Definition / background
Abduction involves a person being taken away by unlawful force or by fraud against their will. This may involve both students and staff and for the purposes of this section includes kidnapping and the unlawful removing of a child by a non-custodial parent or guardian – custodial interference.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER
Any reference to a possible abduction occurring on district property requires Law Enforcement involvement immediately.

Quick Reference Box

Assess:	**Abduction (kidnapping / custodial interference)**
Initial Notifications:	**9-1-1** **Building Emergency Response Team** **Building Occupants (Lockdown directive)** **Superintendent**
Protective Actions:	**Hold In Place and Lockout** **Take direction from responding Police**

Standard Response Steps

- Call 9-1-1 and provide as much information as possible as to descriptions of the event and those involved, as well as descriptions of vehicles involved and last know direction of travel.
- Implement a **Hold In Place and Lockout**.
  While an abduction may imply that the suspect has taken the victim away from our building or campus it is still prudent to direct that a Hold In Place and a Lockout be implemented for the following reasons:
  - to be certain that the situation is contained
  - to ensure that all other students and staff are accounted for
  - and to not cause any delay or distraction to responding Police
- **Notify the Superintendent**
- Assemble the appropriate Response Team Members
- Assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, and district administrators…
- Secure and protect any area that may be a crime scene or contain evidence
- Gather pedigree information regarding the missing child.
- Identify the last person(s) who were with the child.
- Try to identify any potential witnesses – this is crucial to the success of locating the child quickly and unharmed.
- Assist Police with investigation

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Anthrax Threat

Definition / Background
The CDC defines anthrax as an acute infectious disease caused by spore-forming bacterium *bacillus anthracis*. Anthrax most commonly occurs in warm-blooded animals, but can also infect humans and, if left untreated may cause death. Anthrax organisms can cause skin infection, gastrointestinal infection, or pulmonary infection. To do so, the organism must be rubbed into abraded skin, swallowed or inhaled. All forms of the disease are generally treatable with antibiotics.

Reports of anthrax threats have often involved envelopes or packages containing a powdery substance.

Quick Reference Box

Assess:	**Potential Anthrax threat**
Initial Notifications:	**9-1-1** **Superintendent of Buildings and Grounds** **Superintendent**
Protective Actions:	**Hold In Place and Lockout** **Take direction from Emergency Responders**

What types of letters or packages <u>may</u> be suspect.

The following list represents some of the individual factors that should be considered when handling mail. However, the totality of circumstances must be considered when determining if a letter or package should be treated as “suspicious”.

- Any letter or package that has a suspicious or threatening message written on it
- Letter or packages with oily stains
- Envelopes that are lopsided, rigid, bulky, discolored or have a strange odor
- Envelopes with no return address
- Unexpected envelopes or packages from foreign countries
- No postage or non-canceled postage
- Improper spelling of common names places or titles

Standard Response Steps

How to respond to a suspicious envelope or package.

- Do not open the envelope or package
- Leave it and evacuate the room
- Do not allow others to enter the room
- Notify your building administrator or supervisor

How to respond if an envelope or package is opened that contains suspicious material

- DO NOT PANIC
- Close or cover the envelope or package to limit additional exposure
- Do not attempt to clean up powder
- Immediately evacuate the room involved, closing and locking doors and windows
- Notify 9-1-1
- **Notify the Superintendent**
- Assemble the appropriate Response Team Members
- Assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators…
- Do not evacuate the building unless directed to do so by emergency responders
- Do not allow anyone to enter or leave the building until emergency responders arrive and approve
- **Initiate a Hold In Place and Lockout to assist in containing the exposure**
- If possible, shut down the building's HVAC system
- Instruct room occupants not to touch their eyes, nose or any other part of their body
- If possible, all room occupants should wash their hands and other exposed skin thoroughly with soap and water
- If clothing is heavily contaminated, don't brush vigorously
- Compile a list of all persons who had actual or suspected contact with the powder or suspicious substance
- Follow the directions given by the emergency response personnel until the termination of the emergency

Bomb Threat

Definition / background
A bomb threat is defined as any correspondence – verbal, written, electronic…, which leads a receiver of that information to believe that there is an explosive device in the facility.

Comment
No bomb threats should be ignored. However, the specificity of the threat and the totality of circumstances may reasonably impact the specific response plans. The decision whether or not to **evacuate**, **compartmentalize, or shelter-in-place** is dependent upon information received in the threat, and how detailed and credible that information is perceived to be. **Law Enforcement should be consulted to assist with this decision.**

Compartmentalization relies on students remaining in their present locations while school administration and authorities assess and investigate the threat – this would most likely involve a **General Lockdown**.

Quick Reference Box

Assess:	**Bomb Threat**
Initial Notifications:	**9-1-1** **Building Emergency Response Team** **Building Occupants** **Superintendent**
Protective Actions:	**Hold In Place, then…** **Pre-evacuation "sweep" of egress route and destination** **Building Evacuation – min. 500' from buildings/vehicles, or** **Building Evacuation – Alternate Site, or** **Sheltering-In-Place within building, or** **Compartmentalize (maintain General Lockdown)**

Note: If a device is found, **NO Two-way radios and cellular phones** are to be used during the emergency response. Some detonators are activated by radio waves, which these devices emit. Building Administrators will need to rely on landline telephones, the public address system, e-mail, bullhorns and person-to-person conversation to communicate.
Do not activate the fire alarm to facilitate an evacuation

Bomb Threat received by phone:

- Elicit and record specific information about the call utilizing the New York State Police Bomb Threat Instruction Card. One of these cards should be readily accessible at every phone in the district capable of receiving an outside call.
  See Section 9.0: Appendices for a copy of said card.
- Record the call if the phone set allows for that feature
- Contact CMCSD I.T. Department at EXT #3498 to inquire as to call tracing
- Do not use that phone again until Police tell you it is okay to do so

- Provide information to responding Police Officers.

Bomb Threat received in written form:
Handle the item as little as possible to preserve any evidentiary value. If given permission to do so by the Police, make a photocopy of the correspondence for school records and possible disciplinary procedures. If written on a wall or other fixed object, secure the location, (lock the bathroom door for example) and await Police arrival. **Do not** erase, wash, or paint over any written threat until given the clearance to do so by the Police. It would however be prudent to photograph the written threat.

Bomb Threat received electronically (e-mail, text,…):
Do not respond to the sender and cease use of that computer, cell phone or other electronic device until Police arrive and then take direction from them regarding the device in question.

Note: If at any time during this process, a suspected explosive device is discovered the entire building population **must** be evacuated ASAP and the procedures described in the **"Explosive Device –Suspected"** portion of this section followed.

Standard Response Steps

- Call 9-1-1 and provide detailed information relative to the threat and your response including any specific needs relative to your evacuation plans if applicable, i.e.: traffic control.
- **Notify the Superintendent**.
- Notify the Director of Transportation to prepare for the possibility that buses may be needed for shelter or transport.
- The building Principal or designee will immediately use the Public Address System to direct that a **Hold In Place** be initiated and to activate the appropriate members of the Emergency Response Team to initiate a visual search of all potential routes of egress from the building and the location where the school population may be moved should a full building evacuation ultimately be directed.
- Assign pre-determined Response Team member(s) to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators, etc…
- The Principal will then instruct all teachers and staff to visually inspect their respective classrooms and workspaces for any unusual or suspicious objects and to report any such findings to the Main Office by PA, landline telephone or runner. **No one should touch, handle or attempt to move any suspicious object**
- If no suspicious items, packages or persons are initially observed a decision has to be made regarding how to best protect the building occupants while the investigation continues.

- **Evacuation of building option**:
  - The Principal will use the PA system to call for an evacuation of the building to the pre-determined location that will be appropriate for the current circumstances and weather (on-site, off-site, alternate site).
  - If any suspicious items, packages or persons had been observed then the evacuation order will be preceded by a PA announcement detailing the areas and routes to avoid (staff assigned to block access to these areas).
  - Students should not be allowed to have access to their lockers to retrieve coats
  - Close but do not lock classroom doors.
  - Assist students and staff with special needs
  - Check attendance / report any missing or extra students and staff

- **Compartmentalization option:**
  - Students and Staff remain in their present locations pursuant to the lockdown level directed.

- **Shelter-In- Place option:**
  - Students and Staff move to a pre-determined Shelter-In-Place location within the building that has been “cleared and sanitized” (thoroughly searched by school staff for any suspicious packages, objects or individuals).

Once the appropriate option has been taken to safeguard students and staff:

- With Police on scene, coordinate a search of the building with pre-determined teams of volunteers.
- Once completed without any device being located and upon consultation with Police, direct an orderly return to the building and / or normal operations.
- Assist Police with investigation.

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Explosive Device – Suspected

Definition / background
A suspected explosive device is any device that by appearance and /or an accompanying threat appears to be capable of detonating and causing injury and property damage.

The discovery of a suspected explosive device may occur during the normal, routine inspection of classrooms and workspaces by staff or as the result of a search conducted during a Bomb Threat investigation.

Regardless of how such an item is discovered, the entire building MUST be evacuated as soon as possible. **No school staff should remain in the building** –that includes the volunteer Bomb search teams comprised of District and school personnel.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER
Once a suspected explosive device is discovered, specially trained Law Enforcement personnel will assume command.

Quick Reference Box

Assess:	**Explosive Device – Suspected**
Initial Notifications:	**9-1-1** **Building Emergency Response Team** **Building Occupants** **Superintendent**
Protective Actions:	**Building Evacuation – min. 1000' from buildings/vehicles, or** **Building Evacuation – Alternate Site, or** **Staging Area to await bus transportation**

Note: If a device is found, **NO Two-way radios and cellular phones** and are to be used when dealing with a suspected explosive device. Some detonators are activated by radio waves, which these devices emit. Building Administrators will need to rely on conventional landline telephones, the public address system, bullhorns and person-to-person conversation to communicate.

DO NOT activate the **fire alarm** to facilitate the evacuation

Standard Response Steps

- **Do not touch or disturb the possible explosive device**

- Immediately initiate a full building evacuation to a location a minimum of 1000' from buildings or vehicles. The evacuation directive must include an announcement detailing the area(s) to avoid along with a request for the appropriate members of the Emergency Response Team to quickly initiate a visual search of all routes of egress from the building and the location where the school population will be moved. The use of Response Team members to deny access to the immediate danger zone and to redirect foot traffic is also advisable.

Note: Given this 1000' distance and the likelihood that the resolution of this event will be protracted (hours), anticipating the need to utilize one of the pre-determined Alternate Evacuate Sites may well be appropriate.

- Call 9-1-1 from a landline telephone at the earliest, safe opportunity and provide detailed information relative to the location and description of the suspected explosive device and any specific needs relative to traffic control pursuant to your evacuation.

- **Notify the Superintendent.**

- Assist students and staff with special needs

- Check attendance / report any missing or extra students and staff

- Walking the school population to a pre-determined Staging Area a sufficient distance off campus to await buses for transportation or shelter is also an alternative.

- Assign pre-determined Response Team member(s) to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, and district administrators.

- Assist Police with investigation.

Fight

Definition / Background
A physical altercation involving two or more persons (not necessarily students) occurring either inside the school, outside of the school but still on school property or off school property at a school sanctioned or organized function.

An active fight may well result in injuries to the combatants and others. If not contained quickly the fight could escalate in intensity and in the number of persons involved.

Quick Reference Box

Assess:	**Fight**
Initial Notifications:	**9-1-1 - if necessary** **Building Emergency Response Team- conflict mgmt. trained Nurse** **Building Occupants**
Protective Actions:	**Fight inside building – Hold In Place** **Fight outside building – Lockout**

Standard Response Steps

- Administrator should respond to scene along with the appropriate Response Team members (Conflict Management trained)
- Verbally direct the combatants to “STOP” and for all others to “CLEAR THE AREA”.
- ASAP direct that a Hold In Place (or Lockout) take place to disperse the “audience” and contain the situation. (The refusal to disperse could result in disciplinary charges for those refusing to comply with a reasonable directive).
- Notify 9-1-1 to request Police if fight does not cease, increases in intensity or numbers, involves a weapon or injuries have occurred or are imminent – or at the discretion of the Principal or designee. **Err on the side of safety**.
- Avoid physically intervening if at all possible – unless they are causing harm to themselves or others.
- Attempt to get combatants to separate and away from any onlookers to allow them to calm down.
- Understand that violence is time-lined; if you can delay long enough, it will often subside.
- Do not leave them alone.
- Provide necessary medical treatment / first aid

Firearm –Suspected Only
(Not threatened or displayed)

Definition / background
A firearm is any pistol, revolver, shotgun, or rifle that is capable of discharging any configuration of a ball shot or single projectile that can cause physical injury to a person.

In this instance it has been reported that there may be a firearm on campus. This could involve it being in the actual possession of someone or perhaps in a locker, a vehicle or in a backpack. This report may be based upon information received or on the personal observations of the person reporting.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER
Any reference to the possible presence of a firearm in the building or on campus **MUST** require Law Enforcement involvement immediately. **Absent extreme, exigent circumstances, no school administrator or personnel should be involved in the searching, questioning, or escorting of any person suspected of possessing a firearm without the actual presence of Police.**

The management of this situation initially involves containing the situation without alerting, alarming or agitating the person suspected of possessing the firearm while arranging for a low-profile Police response.

Quick Reference Box

Assess:	**Suspected Firearm in the building/on campus**
Initial Notifications:	**9-1-1** **Building Emergency Response Team** **Superintendent**
Protective Actions:	**Hold In Place or Lockdown and / or Lockout**

Standard Response Steps
- Call 9-1-1 and provide as much information as possible about the suspect's description and location. Determine a discrete and safe location for Police to respond and enter the building. Have a copy of floor plans available.
- **Notify the Superintendent**.
- Assemble the appropriate Response Team members
- If safe to do so and depending on specific circumstances consider:
  - Implementing a discrete total or partial building Hold In Place, Lockdown or a Lockout implemented by a runner or other discrete means.
  - Evacuating adjacent areas
  - Maintaining discrete surveillance of the individual involved (video and / or PA system)
- Keep the police informed as to any change in status of the situation or location of individual
- Take direction from responding Police
- Be prepared to direct another protective action if the situation escalates

Firearm –Threatened and Displayed

Definition / background
A firearm is any pistol, revolver, shotgun, or rifle that is capable of discharging any configuration of a ball shot or single projectile that can cause physical injury to a person.

In this instance it has been reported that a person has actually threatened the use of a firearm and has displayed the firearm in such a manner that other persons would be aware of its presence.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER
Any reference to the possible presence of a firearm in the building or on campus **MUST** require Law Enforcement involvement immediately. **Absent extreme, exigent circumstances, no school administrator or personnel should be involved in the searching, questioning, or escorting of any person suspected of possessing a firearm without the actual presence of Police.**

Remember you are no longer in charge, the person with the weapon is. An incident involving a firearm is potentially capable of causing injury or death to students and staff. No one should attempt to be a "hero" in these situations because; if the effort fails tragic results could occur.

Quick Reference Box

Assess:	**Firearm – Threatened and displayed**
Initial Notifications:	**9-1-1** **Building Emergency Response Team** **Building Occupants** **Superintendent**
Protective Actions:	**Hold In Place, Lockdown or Lockout directed by safest means possible given the specific circumstances.**

Standard Response Steps

- Call 9-1-1 – provide as much information as possible about the suspect's description and location. Determine a discrete and safe location for Police to respond and enter the building. Have a copy of floor plans available.
- **Notify the Superintendent**.
- Assemble the appropriate Response Team members
- **Contain the situation by implementing a Hold In Place, Lockdown or Lockout. The decision on how this is to be accomplished will have to be made based upon the specific circumstances. Our immediate goal here is to protect the school population while trying to not unduly alert, alarm or agitate the suspect.**
- If safe to do so, maintain discrete surveillance of the individual involved (video and / or PA system)
- Keep the police informed as to any change in status of the situation or location of individual
- Take direction from responding Police
- Be prepared to direct another protective action if the situation escalates

Firearm –Discharged

Definition / background

A firearm is any pistol, revolver, shotgun, or rifle that is capable of discharging any configuration of a ball shot or single projectile that can cause physical injury to a person.

In this instance, it has been reported that a firearm has actually been discharged on campus. There is an imminent danger to students and staff.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to the possible discharge of a firearm in the building or on the property **MUST** require Law Enforcement involvement immediately. **Absent extreme, exigent circumstances, no school administrator or personnel should be involved in the searching, questioning, or escorting of any person suspected of possessing or discharging a firearm without the actual presence of Police.**

Remember you are no longer in charge, the person with the weapon is. An incident involving a firearm is potentially capable of causing injury or death to students and staff. No one should attempt to be a "hero" in these situations because; if the effort fails tragic results could occur

Quick Reference Box

Assess:	**Firearm – discharged**
Initial Notifications:	**9-1-1** **Building Emergency Response Team** **Building Occupants** **Superintendent**
Protective Actions:	**Lockdown and/or Lockout** **Take direction from responding Police**

Standard Response Steps

- Call 9-1-1 – provide as much information as possible about the suspect's description and location and any known information as to location and condition of any injured persons. Determine a safe location for Police to respond and enter the building. Have a copy of floor plans available.
- **Contain the situation by immediately implementing an Lockdown.**
- **Notify the Superintendent**
- **If safe to do so** assemble the appropriate Response Team members – However, it is likely in this scenario that you would not want anyone moving about the building – including administrators and Response Team members. Any directive given should be clear and specific on this subject.
- If safe to do so, maintain discrete surveillance of the individual involved (video and / or PA system)
- Keep the police informed as to any change in status of the situation or location of individual
- Take direction from responding Police
- Be prepared to direct another protective action if the situation escalates

Hostage Situation

Definition / background

A hostage situation involves a person is being held against their will by force or the threat of force. It is likely that a weapon is being used, threatened or implied to maintain control of the hostage(s) and to deter any attempts to free them.

A hostage situation must be carefully surveyed and evaluated. The safety of the hostage(s), students, staff, and police is the most important consideration in any hostage situation. Trained negotiators know that the more time that is gained, the more likely it is the situation will be concluded without violence

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to the possible hostage situation in the building or on the property requires Law Enforcement involvement immediately.

Comment

The variables involved in such an event will dictate specifics relative to what the most practical and safe protective action will be to take on behalf of the non-involved building occupants. The immediate goal is to summon the Police and to contain the situation by implementing the appropriate protective action.

Quick Reference Box

Assess:	**Hostage situation**
Initial Notifications:	**9-1-1** **Building Emergency Response Team** **Building Occupants** **Superintendent**
Protective Actions:	**Hold In Place or Lockdown or building evacuation** **Take direction from responding Police**

Standard Response Steps

- Call 9-1-1 and provide as much detail as possible as to the persons involved, location of event and presence of any weapons, location and condition of any injured parties.
- **Notify the Superintendent**
- If safe to do so, assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators…
- Implement the appropriate **protective action** to minimize the risk to the unaffected portion of the school population.
- One's actions during an apparent hostage situation will have an impact on how the situation is resolved.
    - Obey the hostage taker's orders and do not become antagonistic
    - Talk in a normal voice. Avoid whispering when talking with other hostages, and avoid raising your voice when talking with hostage takers
    - Avoid abrupt movements.
    - Stay calm

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Intruder

Definition / background
For the purposes of this section an intruder is simply defined as any person who has apparently entered or remained in a district school or facility without permission or authorization. Therefore, an intruder may be an individual with legitimate business who has entered through an unlocked or unmonitored entrance and simply failed to report to the appropriate office and follow the standard visitor procedures. Or, an intruder may also be an individual who has entered or remained in our school or facility and has no legitimate business and may in fact have criminal or dangerous intentions.

Comment
By this broad definition, a disoriented senior citizen observed in the hallway and an unknown adult observed running out of a private office area would both be considered intruders. As such the initial assessment of the totality of circumstances would dictate the appropriate response actions.

Quick Reference Box

Assess:	**Intruder (as defined above)**
Initial Notifications:	**Depending on totality of circumstances** **Building Emergency Response Team** **9-1-1** **Building Occupants**
Protective Actions:	**Intruder generally – approach and assess** **Intruder suspicious or uncooperative –Hold In Place** **Take direction from responding Police**

Standard Response Steps

Intruder –generally

- Absent any immediate or obvious observations that would suggest that the intruder is dangerous or has any criminal intent, the only way to determine the person's intentions is to approach and inquire as to their business.

- All staff members are therefore authorized and encouraged to approach anyone who may fit the definition above if it appears safe to do so. This person may be asked the following questions.
    - May I help you with anything?
    - Who are you here to see?
    - What is the purpose of your visit?

- Should the person respond in a reasonable manner and have an apparent legitimate purpose for being in the building, see that the person is escorted to the appropriate office to complete the proper visitor sign-in procedure.

- If the person refuses to respond or does not answer the questions to your satisfaction, an administrator along with security (if available) should be contacted. Your impressions and assessment based upon your professional experience are extremely valuable and should help guide you in how to proceed. Ask the person to leave the building and observe to ensure that they actually exit the property. Avoid detaining or getting into any physical contact with the individual. If the circumstances warrant, call 9-1-1 to report the (suspicious) person. If not able to resolve proceed to the directions below.

Intruder – suspicious / uncooperative

- If the person appears suspicious or dangerous by their appearance, words or actions staff should NOT approach them. Safety is the priority.

- Call 9-1-1, note the individual's description, and last know location and direction of travel.

- Initiate a **Hold In Place**.

- If safe to do so, maintain discrete surveillance of the individual involved (video and / or PA system)

- **Notify the Superintendent** and the appropriate Response Team Members

- Assist the Police upon their arrival

Missing Student

Definition / background

A student who is not able to be located and whose last known location was at school during the regular school day, at a field trip, or during an after school activity, on or off school grounds.

Comment / Notes

The age of the missing student as well as any known information regarding the surrounding circumstances will likely impact the nature of our response, i.e. an 18 year-old High School Senior who frequently walks away from school versus a 10 year-old 5th grader involved in a parental custody dispute with no such history.

Should the circumstances suggest that the incident may be a possible abduction or custodial interference adhere to the protocols under: **Abduction – page 49**.

If **at any point** during this investigation information surfaces indicating that the student may be in danger (mental health, substance abuse, self-harm issues, etc…) a parent or guardian and 9-1-1 should be called without delay and the Superintendent notified.

Should the student be missing **but not from school** – assist the family and Law Enforcement in any way possible.

Quick Reference Box

Assess:	**Missing Student**
Initial Notifications:	**Building Emergency Response Team** **Building Staff** **Superintendent**
Protective Actions:	**Possibly a Hold In Place to control movement during search.**

Standard Response Steps

- Notify other administrators and any other available support staff as to the identity and description of the missing student and direct that a search of the building and the immediate school grounds commence – record efforts and results.
- **Notify the Superintendent**.
- Initiate a building e-mail to all staff with information on the missing student including a photo if available – preceded by a PA announcement to "check your e-mail".
- It may be prudent to direct a **Hold In Place** to allow for a controlled, uninterrupted search of the building should a passing time be near.
- Interview the student's friends, classmates, teachers and others with potential information.
- If above efforts are unsuccessful – or if a substantial amount of time has passed since the student was last accounted for -contact a parent or guardian. Check the student's lockers, desks, materials for possible indications of intent including computer/internet records and communications.
- If appropriate, call 9-1-1 and provide as much detail as possible as to the description and last know whereabouts of the missing student.

Riot

Definition / background
A Riot involves a violent public disorder. For purposes of this section there are three general kinds of riots we may encounter: student riots on campus, riots by strangers on campus, and riots in the surrounding community.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER
Any reference to a riot occurring on district property requires Law Enforcement involvement immediately.

Quick Reference Box

Assess:	**Riot**
Initial Notifications:	**9-1-1** **Building Emergency Response Team** **Building Occupants** **Superintendent**
Protective Actions:	**Riot inside building – Hold In Place or Lockdown or building evacuation to an alternate site.** **Riot outside building - Lockout** **Take direction from responding Police**

Standard Response Steps

- Call 9-1-1 and provide as much detail as possible as to location and extent of activities.
- **Notify the Superintendent**.
- Depending on location and overall circumstances, initiate the appropriate **protective actions** as referenced above to safeguard the school population.
- If safe to do so, assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators…
- Take direction from responding Police.

Sexual Assault

Definition / background

A Sexual Assault may involve a rape or other sexual contact committed without the consent of the victim. Lack of consent may result from factors such as forcible compulsion, or incapacity to consent due to age, or other mental and physical conditions.

Comment

A rape or sexual assault only becomes a crisis to be managed by school staff when one or more of the following conditions exist:

- *The rape or sexual assault occurs on school grounds
- The victim and / or parents of the victim requests school intervention
- Rumors are widespread and damaging
- Students observe police action or emergency services response

* **Any reference to a possible sexual assault occurring on district property requires Law Enforcement involvement. If said assault is in progress or has just occurred the appropriate protective actions should be directed.**

When a school is informed that a rape or sexual assault has occurred to a student or staff member, the School Safety Team and the school must act to protect the identity and right to privacy of the victim as well as the alleged perpetrator. Information relative to the incident should be contained as much as possible. Appropriate response by school and district staff will be directed at minimizing the fears of fellow students and quelling the spread of rumors while not interfering with the criminal investigation.

Quick Reference Box

Assess:	**Sexual Assault**
Initial Notifications:	**9-1-1** **Building Emergency Response Team** **Building Post-Incident Response Team – counselors** **Superintendent**
Protective Actions:	**If the sexual assault is in progress or just occurred, a Hold In Place would be appropriate to contain the situation, protect building occupants and to protect the victim and the crime scene.** **If we were just now learning of an assault that occurred sometime in the past (several hours or days) no protective action would probably be necessary or appropriate. However the protection of the crime scene and any evidence would be necessary and appropriate.** **Take direction from responding Police**

Standard Response Steps - Sexual Assault / Just occurred

- Alert Principal and School Nurse immediately.
- Call 911 for Police and EMS response. Provide as much information as possible regarding the event and the description, location and condition of those persons involved.
- Provide privacy for victim – but do not leave victim alone
- If appropriate direct a Hold In Place to contain the situation and protect the school population and the crime scene.
- Isolate suspect if possible.
- **Notify the Superintendent**
- Assign responsible staff to protect crime scene.
- Call School Nurse to treat and remain with victim. Provide first aid for serious injuries until EMS arrives.
- May also notify Counselor to remain with victim.
- Do not allow victim to wash him or herself or clothing as such actions could destroy potential evidence.
- Isolate any witnesses and do not allow them to talk to anyone or among themselves.
- Principal and Counselor to notify a parent in person, if possible after consultation with Police.
- Assist administration and law enforcement as directed.

Student Demonstrations

Definition / background
A Student Demonstration involves a public display by all or a portion of the student population to express their collective opinion on a particular subject. Such an event may be well organized and pre-planned or a spontaneous response to an event.

If a student demonstration is pre-planned or strongly suspected, it would be important to consult with the local Police in advance to discuss response strategies to minimize disruption and reduce the risk of potential escalation of the situation.

Quick Reference Box

Assess:	**Student Demonstration**
Initial Notifications:	**Building Emergency Response Team** **Superintendent** **Building Occupants** **9-1-1 if directed to do so or situation warrants immediate response due to imminent safety concerns**
Protective Actions:	**Hold In Place – demonstration inside building** **Lockout – demonstration outside of building** **Take direction from Superintendent and responding Police**

Standard Response Steps

- **Notify the Superintendent**
- Assemble appropriate Building Response Team members
- Assign pre-determined Response Team member to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators…
- Determine appropriate **protective action** – if any
- Determine need for and role of local Police

Suicide Threat

Definition
A threat, implied or expressed to take one's own life.

Comment:
Your objective in such a situation is to keep the person from committing the act, OR if he or she has already hurt himself / herself, to get medical assistance as soon as possible. Handling suicide threats requires the utmost sincerity, empathy and tact. The longer you delay the act, the more likely is it is that the person will be rescued and receive the professional help they need.

Quick Reference Box

Assess:	**Suicide Threat**
Initial Notifications:	**9-1-1 for Police and / or EMS** **Building Emergency Response Team – counselors** **Superintendent**
Protective Actions:	**If a weapon is involved – appropriate Lockdown level** **If no weapon or threat to others – no protective action necessary** **Take direction from responding Police**

Standard Response Steps

- **Do not leave suicidal student alone.**
- **Do not jeopardize your personal safety.**
- **If a firearm or other weapon is involved – follow that protocol which may include a Lockdown or other protective action to safeguard the school population.**
- Call 911.
- Notify School Nurse
- Notify Counselor to respond if scene is safe.
- **Notify the Superintendent**
- Actively engage the student in conversation -try to calm the student and others.
- If possible, remove any dangerous instruments from the student and immediate surroundings
- Evacuate other students quietly, if possible.
- Notify student's parents/ guardians.
- Appoint a staff member to handle arriving parents.
- Escort Police to the scene and stay out of the view of the student.
- Isolate the situation.
- Work with established BOE protocols.

Threats of Violence – Direct or Implied
Threat Assessment protocol

Definition
A threat of violence is an expression of intention to do harm. This intention may be expressed through direct communication (verbal, written, electronic) or may be implied by other behaviors or communications.

Comment
Acknowledging that the recognition and early intervention into potentially violent situations is critical, it shall be the policy of the CMCSD to deal with all threatening situations and circumstances in a serious and deliberate manner. In addition to reporting and investigating direct threats, all staff is also responsible for relaying to their respective school administration information about any student behaviors or communications that imply or suggest that a dangerous or threatening situation is possible.

It has been found that most school attackers did not threaten their targets directly. Therefore while it is important to respond to all students who actually *make* threats it is also important that we identify and address those persons who may *pose* a threat as evidenced by their behaviors that indicate an intent, planning, or preparation for an attack.

NOTE: The Caledonia Police Department shall be contacted immediately if upon initial assessment the direct or implied threat of violence appears to be of a serious and/or imminent nature. The Police may be contacted at any time for their advice and assistance regarding any level of threat. Direct threats to personal safety may well constitute a violation of law and the student making the threat may be eligible for prosecution. Prosecution in Criminal or Family Court provides yet another opportunity for intervention.

Depending on the imminent nature of any direct or implied threat, the following procedures may be implemented by the District:

- Immediate deployment of staff trained in de-escalation or conflict resolution techniques to attempt to diffuse the situation – as identified in each Building's Emergency Response Team.
- Inform the Building Principal or designee of implied or direct threat or troubling behaviors or communications.
- The Building Principal or designee may then initiate a threat assessment inquiry to attempt to determine the level and viability of the threat. This determination may be accomplished with the input and assistance of other building or District level administrators, the respective instructional and counseling team, and security personnel. If appropriate, Law Enforcement and Community Mental Health officials may also become involved as part of the Threat Assessment Team.

- Each building's Emergency Planning Summary lists several ad hoc members of their respective School Safety Team. Among these members are individuals who comprise the District's Threat Assessment Team. These members may be consulted at any time during a threat assessment inquiry. The following is a partial list of personnel and organizations typically represented.

    - Law Enforcement
    - Counseling / Mental Health
    - District Disciplinary Authority

- Depending on the nature of the direct or implied threat, and if time permits this inquiry would also involve interviewing potential witnesses, persons with knowledge as well as the actual parties involved. Some factors to consider when evaluating the level and viability of threat include, but are not limited to:

    - Specificity of threat to a person or persons
    - Reference to a specific means or weapon
    - Realistic aspect to threat
    - Specific reason or justification
    - History of student(s) involved
    - Known access to weapons or means
    - Propensity for violence

See Section 9.0: Appendices, Threat Assessment Model
Threat Assessment Data Collection Guide

Weapon (other than a firearm) – Suspected only

Definition / background
For purposes of this section the term weapon shall refer to any instrument –**other than a firearm** - designed to cause physical injury or death

Comment
Any type of weapon (knives, brass knuckles, bludgeon, etc.) being brought onto School District property poses a threat to the safety of our students, staff and visitors and is a serious violation of District policy and the Code of Conduct and may well be a violation of NYS Penal Law.

The nature of the weapon suspected would have a substantial impact on the response as well as whether the weapon is merely suspected or has been displayed and/or threatened. Also the age and background of the student involved should also be considered when determining a reasonable course of action.

A tenth grader with a history of assaultive and aggressive behavior suspected of having a knife on his person should generate a more involved response than a first grader with no history of violent or disruptive behavior suspected of having a jackknife in his backpack – although "on paper" both students are in violation of the same rules.

However, if any weapon type situation arises, it is always in the discretion of the Principal or their designee to involve the Police immediately upon receiving such a report if they believe it is appropriate given the circumstances to ensure the safety of all involved. Also, as stated above, the possession of a weapon will likely be a violation of NYS Penal Law and will require Police involvement regardless of the perceived actual danger.

Quick Reference Box

Assess:	**Weapon (other than a firearm) suspected only**
Initial Notifications:	**Building Emergency Response Team and / or 9-1-1** **Superintendent**
Protective Actions:	***Possibly* a Hold In Place** **Take direction from responding Police**

Standard Response Steps

- Call 9-1-1 if deemed appropriate and notify Police of pending situation
- If deemed safe to do so, have the person involved escorted to a private office by at least two adults, one of which may be a Police Officer
- Advise the person what is suspected and ask if they are in fact in possession of a weapon
- **Do not allow the person to retrieve the weapon themselves**
- Instead, carefully locate, remove and secure the weapon with the aid of Police or Security
- If weapon not located on subject, consider checking locker and other personal effects – consistent with established search policies and procedures.

Weapon (other than a firearm) – Displayed and Threatened

Definition / background
For purposes of this section the term weapon shall refer to any instrument –other than a firearm - designed to cause physical injury or death

In this instance it has been reported that a person has actually **threatened the use of a weapon and has displayed the weapon** in such a manner that other persons would be aware of its presence.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER
Any reference to the displaying and threatening of a weapon in the building or on campus **MUST** require Law Enforcement involvement immediately. **Absent extreme, exigent circumstances, no school administrator or personnel should be involved in the search, questioning, or escorting of any person who has displayed and threatened the use of any weapon without the actual presence of Police.**

Comment
Any type of weapon (knives, brass knuckles, bludgeon, etc.) being brought onto School District property and being displayed and threatened poses a threat to the safety of our students, staff and visitors and is a serious violation of District policy and the Code of Conduct and a violation of NYS Penal Law.

Quick Reference Box

Assess:	**Weapon (other than a firearm) displayed and threatened**
Initial Notifications:	**9-1-1** **Building Emergency Response Team** **Building Occupants (protective action)** **Superintendent**
Protective Actions:	**Possible Hold In Place or Lockdown** **Take direction from responding Police**

Standard Response Steps

- Call 9-1-1 – provide as much information as possible about the suspect's description and location and weapon involved. Determine a discrete location for Police to respond and enter the building. Have a copy of building floor plans available.
- **Notify the Superintendent**
- Assemble the appropriate Response Team members
- **Contain the situation by implementing a Hold In Place or Lockdown. The decision on how this is to be accomplished will have to be made based upon the specific circumstances. Our immediate goal here is to protect the school population while trying to not unduly alert, alarm or agitate the suspect.**
- If safe to do so, maintain discrete surveillance of the individual involved (video / PA)
- Keep the police informed as to any change in status of the situation or location of individual
- Take direction from responding Police
- Be prepared to direct another protective action if the situation escalates

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6.2 Environmental / Weather Emergencies

Guidelines are included in this section for the following environmental problems.

- Earthquake
- Flood
- Hazardous Material Spill
- High Winds
- Radiological Incident
- Snow / Ice Storm
- Thunderstorm (severe)
- Tornado

Earthquake

Definition
An earthquake is the shaking or trembling of a portion of the earth, which results from the sudden shifting of rock beneath the earth's crust.

Comment:
Earthquakes usually occur without warning. While Upstate New York has not been plagued with earthquakes there are several fault lines throughout upstate.

Research has shown that most injuries in U.S. earthquakes occur when people inside buildings attempt to move to a different location inside the building or try to leave. Quickly seeking a place of safety, such as under a sturdy table or desk, and moving as short a distance as possible to that place of safety, is recommended based on research.

Quick Reference Box

Assess:	**Earthquake**
Initial Notifications:	**9-1-1 for any necessary emergency services (Fire, Injuries…)** **Building Emergency Response Team**
Protective Actions:	**FEMA – "Drop, Cover and Hold On"** **Monitor and take direction from Office of Emergency Preparedness**

Standard Response Steps

- The Federal Emergency Management Agency (FEMA) reiterates its long-standing advice for staying as safe as possible during an earthquake. It's easy to remember and even easier to do: **Drop** to the ground; take **Cover** by getting under a sturdy table or other piece of furniture; **Hold On** until the shaking stops.
    - Indoors: seek shelter under a desk or heavy table.
    - Outdoors: move away from the building, utility poles, and trees.
    - In school vehicle: stop the vehicle and remain inside it.
- Monitor and take direction from Office of Emergency Preparedness or Emergency responders.
- Anticipate the need to shelter or evacuate school population.

Flood

Definition
A flood occurs when a river or stream overflows its bed. Floods can be slow to develop, or in the case of flash floods, they can occur suddenly with little warning and devastating power.

Comment:
Each Building-level Safety Team should identify their respective building's vulnerability to a flooding situation – proximity to rivers, stream, drainage systems, etc.

Quick Reference Box

Assess:	**Flood**
Initial Notifications:	**9-1-1 as needed** **Building Emergency Response Team** **Superintendent of Buildings and Grounds** **Superintendent**
Protective Actions:	**Evacuate to safe location / higher ground** **Alternate Site** **Early Dismissal** **Take direction from Emergency Responders**

Standard Response Steps

- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds are aware of your situation.
- Listen to a radio for the latest storm information.
- If local authorities instruct you to do so, turn off all utilities at the main power switch and close the main gas valve.
- If threat of building flooding is obvious or imminent, evacuate by the most efficient and appropriate means available seeking higher ground.
- If told to evacuate by local authorities / emergency responders, do so immediately.
- Depending on the scope of the flooding (very localized versus widespread), evacuation to an Alternate Site or an Early Dismissal may be directed.

Hazardous Material Spill

Definition

Hazardous materials are chemical substances, which if released or misused can pose a threat to the environment or health. These chemicals are used in industry, agriculture, medicine, research, and consumer goods. Hazardous materials come in the form of explosives, flammable and combustible substances, poisons, and radioactive materials. These substances are most often released as a result of transportation accidents or because of chemical accidents in plants. Many products containing hazardous chemicals are routinely used and stored in homes and schools.

Comment:

A hazardous materials accident can occur anywhere. Communities located near chemical manufacturing plants are particularly at risk. However, hazardous materials are transported on our roadways, railways and waterways daily, so any area is considered vulnerable to an accident. Each Building-level Safety Team should identify their respective building's vulnerability to a hazardous material spill.

Quick Reference Box

Assess:	**Hazardous Materials Spill**
Initial Notifications:	**9-1-1 for Police / Fire / EMS** **Building Emergency Response Team** **Superintendent of Buildings and Grounds** **Superintendent**
Protective Actions:	**Evacuate immediate area / contain release** **Take direction from Emergency Responders**

Standard Response Steps

- For hazardous release inside building:
  - **Evacuate people from immediate area of a hazardous material release. Do not enter a hazardous area to rescue those who cannot rescue themselves. (Await professional rescue).**
  - **Establish perimeter and begin evacuating away from release site.**
  - Do not walk into or touch any of the spilled substance. Try not to inhale gases, fumes and smoke. If possible, cover mouth with a cloth while leaving the area.
- For hazardous release outside:
  - Seek immediate shelter and follow shelter- in - place guidelines – including shutting down the HVAC if appropriate; or
  - Evacuate area by a safe route uphill and upwind of release.
- Call 911 for fire department or police, as appropriate.
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds are aware of your situation.
- Keep contaminated students, staff, etc. separate from main population and allow EMS Response Team to conduct decontamination procedures.
- **Take direction from Fire Department's Hazardous Material Team on whether to shelter in place or to evacuate during a hazardous material release.**

High Winds

Definitions

HIGH WIND ADVISORY: Announcement issued by the National Weather Service for sustained winds exceeding 25 mph (19 knots).

HIGH WIND WATCH/WARNING: A high inland wind watch/warning issued by the National Weather Service when either of the following occurs or are expected to occur in the near term: 1) Sustained surface winds (1-minute average) of 40 mph (35 knots) or greater lasting for 1 hour or longer; or 2) Sustained winds or gusts of 58 mph (50 knots) or greater for any duration.

Comment
The concern about high winds includes possible loss of electrical power, potential structural damage that could result in injuries and impact the use of the building or cause mechanical failure, flying debris that could cause injuries to persons out of doors (i.e. PE classes, co-op students, walkers)

Quick Reference Box

Assess:	**High Winds**
Initial Notifications:	**9-1-1 as needed** **Building Emergency Response Team** **Superintendent of Buildings and Grounds** **Superintendent**
Protective Actions:	**Cancel School prior to start / Early Dismissal** **Lockout** **Sheltering procedures** **Take direction from County OEP / Monitor NOAA radio**

Standard Response Steps

- Consult with the Superintendent and the Superintendent of Buildings and Grounds as to proper steps to take that may include:
  - Curtail all outside activities by implementing a Lockout
  - Moving part of the school's population to a less vulnerable part of the building based upon the direction of the winds and potential injury threat due to flying glass from broken windows or wind thrown debris
  - Early Dismissal w/all students bused –**No Walkers**
  - Normal dismissal w/all students bused – **No Walkers**
  - Cancellation of all after-school activities
  - Accommodations for possible protracted (overnight) Sheltering
- The Superintendent will consult with the Livingston County Office of Emergency Preparedness and monitor the NOAA radio for information and direction.

Snow / Ice Storm

Definitions – Winter Storm Watches and Warnings

A **winter storm watch** indicates that severe winter weather may affect your area.
A **winter storm warning** indicates that severe winter weather conditions are definitely on the way.
A **blizzard warning** means that large amounts of falling or blowing snow and sustained winds of at least 35 miles per hour are expected for several hours.

Quick Reference Box

Assess:	**Snow / Ice Storm**
Initial Notifications:	**Building Emergency Response Team** **Superintendent**
Protective Actions:	**Cancel school prior to start** **Early Dismissal** **Monitor NOAA radio** **Sheltering procedures**

Standard Response Steps

- Prior to the school day: (**Cancel school prior to start)**
  - Snow Emergencies will generally be declared prior to the beginning of the school day. Radio and television stations will be notified in a timely manner of the decision to cancel school or delay the start of the school day due to a winter storm.

- During the school day: (**Early Dismissal)**
  - A snow emergency will be declared at the discretion of the Superintendent, generally after consulting with the Supervisor of Transportation, local and State Police.
  - Communication Tree will be followed to ensure that all buildings and departments are notified.
  - The Superintendent as the Public Information Officer will make the appropriate notifications
  - The status of after-school activities will also be determined and made public.
  - Severe/protracted event could result in need to implement Sheltering procedures

Thunderstorm (severe)

Definition
A thunderstorm is formed from a combination of moisture, rapidly rising warm air and a force capable of lifting air such as a warm and cold front, a sea breeze or a mountain. All thunderstorms contain lightning. Thunderstorms may occur singly, in clusters or in lines. Thus, it is possible for several thunderstorms to affect one location in the course of a few hours. Some of the most severe weather occurs when a single thunderstorm affects one location for an extended time.

A **severe thunderstorm watch** is issued by the National Weather Service when the weather conditions are such that a severe thunderstorm (damaging winds 58 miles per hour or more, or hail three-fourths of an inch in diameter or greater) is likely to develop. This is the time to locate a safe place in the home and tell family members to watch the sky and listen to the radio or television for more information.
A **severe thunderstorm warning** is issued when a severe thunderstorm has been sighted or indicated by weather radar. At this point, the danger is very serious and everyone should go to a safe place, turn on a battery-operated radio or television, and wait for the "all clear" by the authorities.

Quick Reference Box

Assess:	**Thunderstorm (severe)**
Initial Notifications:	**Building Emergency Response Team** **Superintendent**
Protective Actions:	**Curtail all outside activities** **Monitor NOAA radio**

Standard Response Steps

- If indoors
  - Close and secure all windows and outside doors.
  - Listen to a (battery operated) radio for the latest storm information.
  - Do not handle any electrical equipment or telephones because lightning could follow the wire. Television sets are particularly dangerous at this time.
  - Avoid bathtubs, water faucets, and sinks because metal pipes can transmit electricity.
- If outdoors:
  - Attempt to get into a building or car.
  - If no structure is available, get to an open space and squat low to the ground as quickly as possible – **Do not lie flay on the ground**
  - Bend forward and crouch with hands on knees.
  - Avoid tall structures such as towers, tall trees, fences, telephone lines, or power lines. Remove all metal objects
  - Stay from rivers, lakes, or other bodies of water.

Tornado

Definition

A tornado is a violent windstorm characterized by a twisting, funnel-shaped cloud. It is spawned by a thunderstorm (or sometimes as a result of a hurricane) and produced when cool air overrides a layer of warm air, forcing the warm air to rise rapidly. The damage from a tornado is a result of the high wind velocity and wind-blown debris. Tornado season is generally March through August, although tornadoes can occur at any time of year. They tend to occur in the afternoons and evenings: over 80 percent of all tornadoes strike between noon and midnight.

When a tornado threatens, individuals need to have a safe place to go and time to get there. Even with advances in meteorology, warning times may be short or sometimes not possible. Lives are saved when individuals receive and understand the warning, know what to do, and know the safest place to go.

Quick Reference Box

Assess:	**Tornado**
Initial Notifications:	**9-1-1 for Police and / or EMS** **Building Emergency Response Team - counselors** **Superintendent of Buildings and Grounds** **Superintendent**
Protective Actions:	**Move all occupants to safe interior location (see below)** **Monitor NOAA radio** **Take direction from Livingston County OEP**

Standard Response Steps

- If indoors:
  - Go at once to a windowless, interior room; storm cellar; basement; or lowest level of the building utilizing hallways that are at rights angles to path of storm
  - If there is no basement, go to an inner hallway or a smaller inner room without windows, such as a bathroom or closet.
  - Get away from the windows.
  - Get under a piece of sturdy furniture such as a workbench or heavy table or desk and hold on to it.
  - Use arms to protect head and neck.
  - Avoid places with wide-span roofs such as auditoriums, cafeterias, or large hallways.

- If outdoors:
  - If possible, get inside a building.
  - If shelter is not available or there is no time to get indoors, lie in a ditch or low-lying area or crouch near a strong building. Be aware of the potential for flooding.
  - Use arms to protect head and neck.

6.3 Facility Related Emergencies

Guidelines are included in this section for the following events:

- Asbestos Fiber Release
- Electrical System Failure
- Explosion
- Fire
- Heating System Failure
- Natural Gas Leak
- Roof Failure / Leak
- Structural Failure
- Water System Failure

Asbestos Fiber Release

Definition
Asbestos containing materials become a health risk when they break up or crumble and release asbestos fibers into the air. (Flaking or loose and fragmented asbestos containing materials are called "friable.") The more tightly the material holds together, the less chance there is for the release of asbestos fibers. Materials like roofing shingles or floor tiles will release fewer fibers during abatement than pipe insulation or sprayed on asbestos that has to be scraped off structures.

Over a prolonged period of time, once asbestos fibers enter the lung, two major types of health problems occur. The lung may react to the fibers by forming fibrous or "scar" tissue around each microscopic fiber, and, over time, this scar tissue may lead to breathing problems. Fibers also may cause changes in the body that may eventually lead to cancerous growth.

Quick Reference Box

Assess:	**Asbestos Fiber Release**
Initial Notifications:	**Superintendent of Buildings and Grounds** **Asbestos Designee** **School Nurse** **Superintendent**
Protective Actions:	**Hold In Place (contain area of exposure)** **Evacuate (if directed to do so)**

Standard Response Steps

- Remove all persons from area of suspected fiber release and close off access to area by closing doors or windows.
- Direct a Hold In Place
- Shut down HVAC systems
- Make appropriate contacts as above and follow their directions
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Document all those possibly exposed
- Prepare for an evacuation that may be prolonged or for an early dismissal.

Electrical System Failure

Definition / Comment:
Loss of electric power to all or part of the building. May be short term and impact only one building or could involve the immediate, surrounding neighborhood due to an accident or lightning strike or could be more widespread and protracted in nature. The loss of electric power could impact our ability to open or continue the school day.

Quick Reference Box

Assess:	**Electrical System Failure**
Initial Notifications:	**Building Emergency Response Team-custodian** **Superintendent of Buildings and Grounds** **Superintendent** **Rochester Gas and Electric / Niagara Mohawk**
Protective Actions:	**Short-term: Hold In Place** **Protracted: Hold In Place, then…** **Alternate Site Evacuation or Early Dismissal**

Standard Response Steps

- Initiate a **Hold In Place** to account for and protect building occupants
- Gather and distribute flashlights
- Open classroom doors to hallway to help illuminate the halls
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds are aware of your situation.
- Depending on information from the electrical service provider a decision will be made as to whether we remain in Hold In Place until resolution (anticipated short-term) or if we should initiate plans for an evacuation to an Alternate Site or an Early Dismissal (protracted or widespread problem)
- If necessary, activate the Media Notification Plan.

Explosion

Comment:
An explosion within a school building poses an immediate and serious threat to the safety of all occupants whether or not the explosion was accidental or intentional in nature. Heating fuels, chemical storage areas, chemistry and technology classrooms, and custodial closets all may present an explosive type risk.

As in our response to a Fire, determining the cause of an explosion is secondary to the welfare of the students, staff and visitors.

Quick Reference Box

Assess:	**Explosion**
Initial Notifications:	**Activate / Pull Fire Alarm** **9-1-1 for Fire, Police and EMS** **Building Emergency Response Team** **Superintendent** **Superintendent of Buildings and Grounds**
Protective Actions:	**Fire / Building Evacuation** **Take direction from Emergency Responders**

Standard Response Steps

- Upon learning of an explosion, activate the building fire alarm immediately.
- Do not delay activating the alarm to attempt to determine cause of explosion.
- Evacuate the building following established fire evacuation procedures where possible.
- **It is critical that we identify and communicate areas to avoid if time allows**
- Assist those occupants with special needs to evacuation location or to the pre-determined “rescue areas”.
- Call 9-1-1 if possible to provide details regarding the apparent explosion
- Have someone meet the Fire Department to direct them to specific location
- Account of all students, staff and visitors
- Provide first aid and summon assistance for those injured
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Take direction from Emergency Responders
- Prepare to take additional protective action, i.e. alternate site evacuation.

Fire

Comment:
A fire within a school building poses an immediate and serious threat to the safety of all occupants.

Quick Reference Box

Assess:	**Fire**
Initial Notifications:	**Activate / Pull Fire Alarm** **9-1-1 for Fire, Police and EMS** **Building Emergency Response Team** **Superintendent** **Superintendent of Buildings and Grounds**
Protective Actions:	**Activate Fire Alarm and call 9-1-1 if possible** **Follow established Fire evacuation procedures** **Take direction from Emergency Responders**

Standard Response Steps

- Upon sensing of smoke or evidence of fire, activate the building fire alarm immediately.
- **Call 9-1-1** as soon as possible to provide details as to the specific nature and location of fire and to ensure receipt of fire alarm activation.
- **Do not** delay activating the alarm to attempt to extinguish fire.
- **If safe to do so,** the building Principal or designee along with the custodian may investigate the alarm and based upon their findings may contact 9-1-1 to either slow down the response if it is a minor event or false alarm or to notify of a major event, generating a greater response.
- Evacuate the building following established fire evacuation procedures
    - Students walk out designated exit in a quiet, orderly manner.
    - NO unnecessary talking by students and staff.
    - All must exit – NO exceptions
    - Visitor / Volunteer sign-in books should be taken out to assembly location
    - If a door is hot to the touch, do not open, use alternate route or escape windows
    - In the event of smoke, stay low and close to the floor
    - Classroom windows and doors should be closed but not locked once last person leaves
    - Take *attendance at pre-determined assembly locations, report any missing or extra students and staff. Account for all students, staff and visitors.
    - Assembly areas should be a sufficient distance (minimum 100') from the building providing unobstructed access for emergency responders / vehicles.
    - Provide traffic control to limit access to campus to emergency vehicles only.
    - Assist those occupants with special needs to evacuation location or to the pre-determined "Rescue Areas"
    - **If safe to do so**, pre-determined staff will perform a post-evacuation sweep of the building to ensure all were notified and did in fact exit.
- Have someone meet the Fire Department to direct them to specific location and assist as requested.
- Fire Department supervisor is in charge of the scene and will make the determination if the building can be re-entered.

Heating System Failure

Comment:
Depending on the weather, the failure of a building's heating system could impact our ability to open or continue the school day.

Quick Reference Box

Assess:	**Heating System Failure**
Initial Notifications:	**Building Emergency Response Team- custodian** **Superintendent of Buildings and Grounds** **Superintendent** **Rochester Gas and Electric and Niagara Mohawk if necessary**
Protective Actions:	**Cancellation of School Prior to Start** **Early Dismissal** **Alternate Site Evacuation**

Standard Response Steps

- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Depending on information from Buildings and Grounds a decision will be made as to whether school will be opened, whether we can remain in the building until resolution (anticipated short-term) or if we should initiate plans for an evacuation to an Alternate Site or an Early Dismissal (protracted problem).
- If necessary, activate the Media Notification Plan.

Natural Gas Leak

Definition
Natural gas possesses a very narrow range of flammability allowing for combustion in a concentration of 4-5 percent per volume of air. Natural gas leaks, however, pose a potential danger that may require an immediate evacuation of the building.

Comment:
There are several warning signs that you can see, hear and smell. Warning signs include:

- Unusual behavior or yellowish-color flame on gas fired device
- A hissing sound or unusual noise from a gas fired device
- A distinctive odor which is the result of an additive to natural gas for detection purposes

Quick Reference Box

Assess:	**Natural Gas Leak**
Initial Notifications:	**9-1-1** **Rochester Gas and Electric / Niagara Mohawk** **Building Emergency Response Team – custodian** **Superintendent** **Superintendent of Buildings and Grounds**
Protective Actions:	**Follow established evacuation procedures** **Take direction from the Natural Gas Provider and Emergency Responders**

Standard Response Steps

- Upon discovery or detection of a natural gas leak:
- Evacuate the building to a designated location at least 500' from the building taking advantage of any available cover. This order should be **verbally communicated**.
    - **DO NOT activate the Fire alarm system**
    - **DO NOT use landline or cellular phones within the building**
    - **DO NOT turn on or off or unplug any electrical connections**
- Assist those occupants with special needs to evacuation location or to the pre-determined staging areas
- Account of all students, staff and visitors
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- The Building Custodian, insofar as possible, will assess the situation and, if possible and safe to do so, will shut off the gas supply and open windows and doors to ventilate the affected area to prevent a concentration of natural gas.
- Anticipate and begin to pre-plan for the possibility of an evacuation to an Alternate Site or an Early Dismissal.
- Take direction from the Fire Department and Rochester Gas and Electric.

Roof Failure / Leak

Comment:
A roof failure that results in a leak can pose a danger from falling debris, slips on wet floors or potentially a collapse of a portion of the roof structure.

The immediate objective is to move students and staff away from the problem area and summon the proper facilities assistance. The problem may be more serious than what it appears, i.e. potential structural failure, so err on the side of safety.

Quick Reference Box

Assess:	**Roof Failure / Leak**
Initial Notifications:	**9-1-1 - as necessary** **Building Emergency Response Team - custodian** **Superintendent** **Superintendent of Buildings and Grounds**
Protective Actions:	**Possibly: Hold In Place and / or Evacuation (partial)** **Remove students and staff from immediate area** **Take direction from Operations and Maintenance and Emergency Responders**

Standard Response Steps

- Remove all students and staff from immediate area
- Consider a Hold In Place or partial evacuation if deemed necessary to contain the situation and keep students and staff away from danger.
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Depending on the extent of the leak, the building custodian will attempt to mitigate the problem to the extent he can safely do so. He may also deem it appropriate to shut off electric power to the area(s) involved.
- Depending on information from Buildings and Grounds a decision will be made as to whether school will be opened, whether we can remain in the building until resolution (not a major leak or threat to safety) or if we should initiate plans to cancel school, evacuate to an Alternate Site or an Early Dismissal (protracted or major problem).

Structural Failure

Comment:
A structural failure could involve the discovery of an imminent structural failure – or the actual collapse of a wall, floor, ceiling, roof or any other structural part of a school building.
Such an event poses a substantial threat to the health and safety of the building's occupants not only due to falling debris and building materials but also due to other hazards that could result from a structural failure. Such resultant hazards may not be readily obvious but could include damage to electrical systems exposing live wires or igniting a fire, or damage to gas supply lines that could cause a leak of natural gas into the facility.

Quick Reference Box

Assess:	**Structural Failure**
Initial Notifications:	**9-1-1 for Fire, Police and EMS** **Building Emergency Response Team-custodian** **Superintendent** **Business Manager** **Superintendent of Buildings and Grounds**
Protective Actions:	**Evacuate affected area(s) or entire building** **Hold In Place** **Take direction from Operations and Maintenance** **Take direction from Emergency Responders** **Possibly -Early Dismissal, Alternate Site Evacuation**

Standard Response Steps
Depending on nature and scope of problem:

- Evacuate the affected area(s) of the building
- Consider initiating a **Hold In Place** to contain the situation and control movement throughout the building until the scope of the problem can be determined
- **If in doubt as to the extent of the problem or related risks, evacuate the entire building unless or until advised otherwise by the Incident Commander or Emergency Responders.**
- Call 9-1-1 if possible to provide details as to the specific nature and location of the problem
- Assist those occupants with special needs to evacuation location or to the pre-determined "rescue areas".
- Account of all students, staff and visitors
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Anticipate and begin to pre-plan for the need to implement additional protective actions such as an Early Dismissal or an evacuation to an Alternate Site.
- If necessary, activate the Media Notification Plan.

Water System Failure

Comment:
Although the failure of the water system would not likely pose an immediate threat to health and safety it could impact our ability to open or continue the school day. Our ability to provide food service and functioning sanitary systems would likely be adversely impacted by such a failure

Quick Reference Box

Assess:	**Water System Failure**
Initial Notifications:	**9-1-1 if needed** **Building Emergency Response Team** **Superintendent of Buildings and Grounds** **Superintendent**
Potential Protective Actions:	**Cancellation of School Prior to Start** **Early Dismissal** **Alternate Site Evacuation**

Standard Response Steps

- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.

- Depending on information from Buildings and Grounds and the Livingston County Water Authority a decision will be made as to whether school will be opened, whether we can remain in the building until resolution (short term) or if we should initiate plans to cancel school, evacuate to an Alternate Site or an Early Dismissal (protracted or major problem).

- If necessary, activate the Media Notification Plan.

6.4 Medical Emergencies

Guidelines are included in this section for the following medical problems.

- Cardiac arrest - Public Access Defibrillation (PAD) Program
- Food Poisoning
- Medical Emergencies
- Pandemic Flu

Cardiac arrest
Public Access Defibrillation (PAD) Program

NOTE: See Section 9.0: Appendices, for the District's complete "Procedure for Emergency Use of Automatic External Defibrillators".

Cardiac arrest defined:
Cardiac arrest is an abrupt disruption of the heart function causing lack of blood flow to vital organs. Abnormal heart rhythms are the cause of most cardiac arrests. Ventricular fibrillation, a specific type of chaotic heart rhythm, is the most common abnormal rhythm associated with cardiac arrest. The treatment for ventricular fibrillation is defibrillation, shocking the heart into a regular rhythm. Untreated cardiac arrest due to ventricular fibrillation ultimately lease to cardiac death.

Quick Reference Box

Assess:	**Possible Cardiac Arrest**
Initial Notifications:	**9-1-1** **Nurse / CPR and AED trained staff** **Building Emergency Response Team** **Superintendent**
Potential Protective Actions:	**Hold In Place**

When a victim is found to be unconscious:

- 9-1-1 will be called immediately to request an ambulance
- An AED unit will be brought to the victim
- Trained CPR/AED responders will go to the victim and will provide the appropriate care consistent with their training.
- A Hold In Place may be implemented to provide privacy for the victim and unobstructed access for emergency medical services.

PAD Program information:

The CMCSD will comply with following required components included in the 2002 legislation - Section 917 of the Education Law.

The NYS legislation requires public school officials and administrators responsible for public school facilities to ensure the presence of **at least one staff person** who is trained in the operation and use of an AED:

- whenever public school facilities are used for school-sponsored or school-approved curricular or extracurricular events or activities, or
- whenever a school-sponsored athletic contest is held at any location.

School sponsored and school approved curricular and/or extracurricular events/activities are all activities of the LEA associated with its instructional curriculum or otherwise offered to its students: for example, classroom instruction, school clubs, and athletics.

Activities related to the LEA that are **not curricular in nature are excluded from this mandate**: for example, Board meetings, PTA meetings, school-based management team meetings, etc.

Other activities sponsored by outside groups such as 4-H, Girl/Boy Scouts, Community Youth Groups including physical activity, etc. **are not included in this mandate**, even if the school process includes board or administrative approval.

- Where a school-sponsored competitive athletic event is held at a site other than a public school facility, the public school officials must assure that AED equipment is provided on-site.
- Each instructional school facility should have as its goal a specific response plan that targets a victim's collapse to defibrillation time less than or equal to **4 to 5 minutes**.

Each CMCSD school facility has been equipped with sufficient AED units to meet this standard. All district AED users will be trained and certified in CPR/AED and the list of trained staff maintained at both the building and district level.

Food Poisoning

Definition / Comment:
Food Poisoning is an acute illness following the eating of foods contaminated by bacteria, bacterial toxins, natural poisons, or harmful chemical substances. The symptoms, in varying degree and combination, include abdominal pain, vomiting, diarrhea, headache, and prostration; more serious cases can result in permanent disability or death.

Quick Reference Box

Assess:	**Food Poisoning**
Initial Notifications:	**School Nurse** **9-1-1 for ambulance if needed** **Director of Food Services** **Superintendent** **Livingston County Health Department**
Protective Actions:	**Cease serving food in Cafeteria** **Lockdown Cafeteria and Kitchen**

Standard response steps:

- Send ill students to the School Nurse
- If a pattern of multiple -similar illnesses is noted, report suspicions to School Nurse and Principal or Designee.
- Retain any suspected food for testing; do not allow anyone to continue eating until suspected source is found and an investigation conducted.
- Close cafeteria, cease serving food and interrupt those currently eating
- Notify the Director of Food Services
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Determine severity of illness and how widespread.
- Notify the Livingston County Health Department
- If a severe problem:
    - Call 911 for ambulances.
    - Administer first aid until medics arrive.
    - File appropriate reports with district and Livingston County Public Health Dept.
- If not a severe problem:
    - Administer first aid until parents arrive.

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Medical Emergencies

Comment:
A medical emergency may involve a relatively minor illness or injury causing the victim discomfort or pain or it can be of such severity as to be life threatening. In each case, the guiding principle is to provide appropriate care until competent medical or parental care is secured.

The School Nurse will generally take charge of addressing any injuries or illnesses that occur within the school and will summon additional assistance as deemed appropriate – Ambulance, parental response.

A list of all building staff members who are trained in First Aid (or beyond) and CPR/AED should be maintained and be readily available to the Building Principal or Designee should the School Nurse not be available, additional assistance is required or when more than one person needs to be attended to.

Community-based Emergency Medical Services (ambulance) will be summoned when necessary to attend to persons who are in need of treatment beyond First Aid.

Medical Code Blue
In the event of a **life-threatening medical emergency**, the appropriate emergency action will be implemented by the **Medical Code Blue Team**. The Purpose of the Medical Code Blue Team is to provide a comprehensive response plan to a life-threatening medical emergency on school grounds during school hours.

Each School's Building-Level Emergency Response Plan will identify their respective Medical Code Blue Team members and their specific assignments.

If a Medical Code Blue is implemented, teachers should not send students to Health Office for routine medications or minor illness or injury.

Quick Reference Box

Assess:	**Medical Emergencies / Code Blue**
Initial Notifications:	**School Nurse, Medical Code Blue Team** **9-1-1 for ambulance if needed** **Superintendent**
Protective Actions:	**If appropriate: Hold In Place**

Standard response steps:

- Assess injury / illness and the need for emergency assistance
- Summon School Nurse
- Implement a **Medical Code Blue** it appropriate
- Retrieve an AED if appropriate and identify trained AED/CPR staff to respond and assist
- Call 9-1-1 for ambulance if needed
- If student has an emergency plan on file due to chronic health condition, follow plan.
- Comfort the stricken person and administer appropriate first aid consistent with level of training until resolved or additional medical assistance arrives
- If circumstances seem appropriate, i.e. crowd gathering, congested hallways, lack of privacy, implement a **Hold In Place** to provide unobstructed and quick access to victim by School Nurse or Ambulance personnel and to provide a measure of privacy for the victim.
- Ensure that the **Superintendent** has been notified of your situation.
- Make appropriate parental notifications and complete proper documentation of event.

Pandemic Flu

NOTE: See Appendix M for the District's complete "Pandemic Planning Model and Action Guide".

Definition / Comment:
Pandemic Flu is a global epidemic that could occur if a new influenza virus emerged that was able to spread rapidly from person to person. Three influenza pandemics occurred in the 20th century, and scientists warn that another is inevitable.

When a pandemic occurs the number of people who get sick will be much larger than during a normal flu season and their illness will be much more severe. That is because few of us would have any natural immunity to a new virus. Every segment of society would be profoundly affected, including schools. In a pandemic, schools may have to close to limit the spread of the illness, or because of excess absenteeism. Such a closure could last for an extended period of time – perhaps as long as 12 weeks.

Influenza-like illness case definition:
The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

- Fever of more than 100 degrees Fahrenheit.
- **and** cough and /or sore throat (in the absence of a known cause)

Other symptoms may include nasal congestion, muscle aches and fatigue.
A student with flu-like symptoms must be sent to the nurse for screening. If the student meets the case definition as described above, he/she must be excluded from school until symptom free.

Response:
Our response to a Pandemic flu will be under the direction of the Livingston County Department of Public Health Emergency Manager and the CMCSD School District Physician.

Caledonia-Mumford Central School District will utilize the New York State Department of Health –Pandemic Flu Action Kit For Schools in New York State should a pandemic flu be threatened.
This action kit provides directions / suggestions for school districts to take in the following circumstances:

- Prior to outbreak of pandemic flu
- Pandemic flu is identified in other parts of the world/US – but not in NYS
- Pandemic flu outbreak worsens - threat becomes regional (school closure advised)
- Pandemic flu ends (schools reopen)

6.5 Transportation related Emergencies

Guidelines are included in this section for the following transportation related problems.

- School Bus Accident
- Weapon on a School Bus

School Bus Accident

Definition / Background
Every bus driver must report promptly any school bus accident involving death, injury, **or property damage**. All accidents, **regardless of damage involved**, must be reported at once to the Director of Transportation.

Comment
Determining the amount of damage is not the job of the driver - the requirement of a Police Report would fall under normal NYS Vehicle and Traffic standards. If the bus is not damaged but there is damage to other public or private property, that entity would always retain the right to make a Police report regardless of damage to district or bus company property.

Quick Reference Box

Assess:	**School Bus Accident**
Initial Notifications:	**Transportation Department / Director of Transportation** **9-1-1 as necessary** **Superintendent**
Protective Actions:	**Evacuate if possibility of fire or other imminent danger**

Standard Response Steps

- The driver will contact by radio the Director of Transportation immediately with any type of bus accident. The district uses these codes:

Code # Bus # And Your Location

Code [redacted] Minor Accident with No Injuries
Code [redacted] Minor Accident – Injuries to Other Vehicle - No Bus Injuries
Code [redacted] Minor Accident – Injuries on the Bus
Code [redacted] Major Accident – Disaster Type
Code [redacted] Fire In bus – Fire Department Required

(Code Red – weapon – will be discussed in next section)

- The driver will then ensure children are out of the danger area and request through the Director of Transportation office assistance for ambulance, fire or another vehicle to transport students. The driver will take and report student attendance.

- The Director of Transportation will call 911. He will notify the district office of the incident and then he or his designee will drive out to accident scene. The Director of Transportation shall make sure that someone is operating the base radio at the Bus Garage during this emergency.

- The District Office will contact the Business Manager, Building Principal, and School Nurse.

- The Director of Transportation will update the Superintendent every 20-30 minutes.

- If the situation requires, the following steps will be implemented:
  - A spare bus and driver will be sent to off load and to transport home students who are uninjured.
  - The Business Manager and the appropriate School Nurse will accompany the Director of Transportation to the scene.
  - The School Nurse will help with injured students, the driver; and take attendance.
  - The Director of Transportation will help with mechanical problems.
  - The Business Manager will coordinate with emergency support personnel.
  - The School Nurse will list the names of all students with injuries and note the disposition of each case, which hospital, etc.
  - If the students need to be transported to the hospital the Superintendent will assign a designee to go to the hospital to be on-site.

- While at the scene of the emergency, district staff should follow direction of EMS providers in rendering appropriate care and/or transportation for injured students.

- Any student presenting with no complaint or injury will be released to the school nurse or district official at the scene for further evaluation and transportation. Once the student has been released by EMS providers to school personnel, the district personnel assume responsibility for the student and any further assessment, treatment, or transportation to the a hospital as needed.

- The building administrator will be responsible for notifying the parents of children who are injured or will be late arriving home.

- Secretaries should remain in the District Office and the respective school main office to answer questions that come in by phone and to help contact the parents of uninjured students.

- If necessary, the Superintendent or his/her designee will implement the Media Notification Plan and/or the Parent(s)/Spouses Notification Plan.

Weapon on a School Bus
(Weapon suspected or actually observed)

Comment

Any type of weapon (firearm, knives, brass knuckles, bludgeon, etc.) being brought onto School District property – including a school bus poses a threat to the safety of our students and staff and is a serious violation of District policy and the Code of Conduct and may well be a violation of the NYS Penal Law.

School Bus Drivers will respond in a manner that best ensures the safety of all the bus occupants. Maintaining a calm demeanor and notifying Dispatch in an accurate and timely manner will greatly enhance the likelihood of a safe resolution.

Quick Reference Box

Assess:	**Weapon on a School Bus (Weapon suspected or actually observed)**
Initial Notifications:	**Transportation Department Dispatcher** **Director of Transportation** **9-1-1** **Superintendent**
Protective Actions:	**Stop bus in a safe location – await assistance**

The following standard response steps may best be utilized when a possible weapon has not yet been threatened or used / discharged.

Standard Response Steps

Driver:

If occurs on the way to school:

- DO NOT pick up any more students.

If occurs on the way home from school:

- You MAY continue to drop off students.

- REMAIN CALM
- Notify Dispatch: *"CODE [redacted] – WEAPON"*
- If possible and safe to do so, provide additional details as to type of weapon, whether suspected only, displayed or threatened, student(s) involved, descriptions and any other important information
- Determine a safe place to stop the bus away from traffic – notify dispatch
- Advise students that you have a mechanical problem and you will be on the way shortly
- If you are about to enter the school site, stop the bus immediately upon entering school property and await the arrival of Law Enforcement.
- **DO NOT APPROACH THE MAIN ENTRANCE OF THE SCHOOL**
- Absent exigent circumstances, drivers should NOT attempt to confiscate the weapon

- Comply with directions being relayed from 9-1-1 to dispatch and that of responding Law Enforcement.

Transportation Dispatcher:

- Notify Director of Transportation
- Notify 9-1-1 of event, available details and the location of bus – request a discrete response (no lights, siren) so as to not alert or agitate the involved student(s)
- Relay instructions from 9-1-1 dispatcher to driver

Director of Transportation:

- Respond to scene if appropriate – do not intercede until Law Enforcement is on scene
- Notify Home School Administrator
- Assist in protecting scene, student accountability and welfare
- Assist Law Enforcement
- Make appropriate internal notifications
- Arrange for another bus to complete student run if necessary
- Coordinate with home school to make necessary notifies to parents of incident if appropriate, possible delays, etc.
- Identify witnesses, complete appropriate reports and referrals for involved school

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Section 7.0
Recovery

7.1 District Support for Buildings

In addition to response and support during and emergency, the District will use all resources at its disposal to support the Emergency Response and Post-Incident Response Teams at the affected school(s) after the incident has been resolved to the point where recovery of normal operations can commence.

7.2 Disaster Mental Health Services

In addition to District Psychologists and Counselors, CMCSD may request the assistance of outside agencies in support of the Post-Incident Response Teams at the affected school(s). This may involve seeking out additional local (nearby school districts, City, County) support or could, if warranted, involve accessing federal and state mental health resources as well.

7.3 District Support for Buildings

In addition to response and support during and emergency, the District will use all resources at its disposal to support the Emergency Response and Post-Incident Response Teams at the affected school(s) after the incident has been resolved to the point where recovery of normal operations can commence.

7.4 Disaster Mental Health Services

In addition to District Psychologists and Counselors, CMCSD may request the assistance of outside agencies in support of the Post-Incident Response Teams at the affected school(s). This may involve seeking out additional local (nearby school districts, City, County) support or could, if warranted, involve accessing federal and state mental health resources as well.

7.5 Post-Incident Response Guide

Introduction

The following guide provides suggestions on how the CMCSD may want to proceed after a crisis has occurred and there is no longer an imminent threat to the school or its occupants. Not all of the following suggestions would be necessary or appropriate in every crisis. **These are suggestions only**.

See Section 9.0: Appendices: Crisis Checklist (abbreviated)

Building-level Post-incident Response Team - generally

The Building-level Post-incident Response Team will have the responsibility of assisting the school community in coping with the aftermath of a serious violent incident or emergency. Post-incident Response Team members will be among the first to be notified.

- Convene at the earliest possible time following the crisis for a meeting in Room No. ____ to help the Principal prepare a written statement for the staff to be presented at the *(insert time)* Emergency Staff Meeting. It may be most prudent to convene on the weekend in some crisis situations to effectively manage communications to staff and parents and to initiate the proper support services as needed.

- Review roles in providing support during the day of the critical incident. Room No. _____, when needed, will serve as the coordination site for student support.

- Attend end-of-school debriefing meeting for staff. Prepare to offer any support in ways needed.

- Meet with Principal, following staff debriefing, if possible, to process the day's events and prepare for the next school day.

- Meet daily, for as many days as necessary, to process events and decide measures needed to meet the needs of students, staff, family, and community.

- Solicit and encourage feedback from students, staff, family, and community.

- Meet after the passage of 2 to 3 weeks to evaluate and possibly revise plan based on students, staff, family, and community feedback.

Superintendent of Schools

- The Superintendent of Schools will notify the President of the School Board and Board of Education Members when a critical incident occurs.

- The Superintendent of Schools or designee (Principals) will be the individual who will represent the Caledonia-Mumford Central School District in response to media inquiries. All faculty and support staff (especially secretaries and office personnel) will be alerted that no one except the Superintendent of Schools or designee will make statements to the media. A prepared statement relating necessary facts should include:
    a. A statement of personal sorrow and sense of loss
    b. Statement of basic facts
    c. In the case of student suicide, the words tragic and tragedy should be included so that other students "at risk" view the incident as a tragedy rather than an opportunity for glory
    d. The way in which the administrators, faculty, staff and students have responded to the tragedy
    e. The types of interventions that have occurred and those planned for the foreseeable future

- The Superintendent of Schools will, whenever appropriate and possible, accompany the members of the Post-incident Response Team to the funeral services.

Administrative Team

The responsibilities of the Administrative Team as part of the Post-incident Response Team include:

- The Principal oversees the Post-incident Response Team and initiates the procedures
- Principal notifies the assistant Principals, secretary, the Superintendent of Schools, when a critical incident occurs.
- Alert the Post-incident Response Team using the established telephone tree as specified in the Building-level Emergency Response Plan.
- Notify the staff that a critical incident has occurred and a before-school emergency meeting will be conducted.
- Notify Principals of partner schools, if applicable (and others in surrounding areas where siblings and/or friends of the injured or deceased may attend). If a letter is sent home to students, it will be faxed to these schools.
- Request counselors from schools within the District and from outside agencies to provide services to students following the crisis. (Counselors will be told to report to the Main Office to sign in and then to report to the Counseling Office.)
- Gather factual information regarding the critical incident and convene a meeting of the Post-incident Response Team at *(insert time)* in the Auditorium.
  - The team will develop a written statement to be made available to all staff members at *the (insert time)* emergency staff meeting.
  - A statement will be prepared by the Principal to be shared with the public.
- If the critical incident is a death, the Principal will also have called the family to offer condolences and to inquire about the desirability of attendance at the wake and/or funeral services by the staff and/or students. If possible, family responses to these issues should be included in the written statements.
- Principal introduces members of the Post-incident Response Team and informs staff of the availability of intervention services throughout the day.
- Principal informs staff of the locations of the Crisis Counseling Rooms. Room # _____ will serve as the Coordination Site for student support when needed.
- Principal will alert the entire staff that there will be a debriefing meeting at the end of the school day.

- Designate the first segment of the school day (30-50 minutes) for information and discussion regarding the critical incident.

- The classroom teacher, a designated Post-incident Response Team member or an outside resource person will provide discussions and support to each classroom.

- Post-incident Response Team members with a homeroom will request that that their rooms be covered while members provide support to the most involved.

- Along with psychologist and/or counselors will offer to meet with the family of the injured/deceased and provide assistance as needed.

- Will compose a handwritten letter to the parent(s) or family of the victim. The letter should serve as an expression of sorrow from the administration, faculty, and staff and an offer of continued support and assistance.

- Principal will compose a letter to all parents describing the incident and providing basic facts. Accompanying this letter will be a one-page overview of helping children cope with crisis and directions to parents who are removing children to attend funeral services.

- Principal will work with building staff and Superintendent, if necessary, to try to arrange for coverage for staff members who wish to attend the funeral services.

- Make arrangements to have the personal belongings of the deceased returned to the family.

- Ensure that the name of the deceased is removed from attendance, computer rolls, computer program, classrooms, mailing lists, Rolodex files and other listings.

- Principal arranges for a parent community meeting for the purpose of debriefing the critical incident and the events that followed, if necessary. Appropriate staff and resources will assist with this meeting.

- When appropriate, contact the family and interested parties to explore and select an appropriate memorial choice.

- Principal is responsible for expressing thanks to all who helped.

Psychologists / Counselors
The psychologist and/or counselors, as members of the Post-incident Response Team:

- Will attend a *(insert time)* Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the *(insert time)* Emergency Staff Meeting.

- Coordinates service delivery. Provides direction and assistance to the members of the Post-incident Response Team, who will be providing support services to students and staff throughout the day.

- Offers to meet the family of the injured/deceased and provide assistance, as needed. They will also provide information regarding appropriate community resources.

- Offers support to individuals and groups of students, staff, and parents. Attends the parent-community-debriefing meeting. They will be prepared to discuss issues regarding the incident and provide information on appropriate follow-up/resources.

- Meets with the Principal, members of the Post-incident Response Team and entire staff for feedback and possible revision of the Building-level Emergency Response Plan.

- Notifies and elicits necessary support from District counselors as needed to assist members of the Post-incident Response Team, which will provide services during the first hours of school and beyond.

- After consultation with the Post-incident Response Team, alerts the appropriate outside resources to provide additional support during the first day and beyond.

- When the additional psychologists and/or counselors arrive, building staff will provide them with a schedule of where their services are needed and a name tag so that they can be identified by students, staff, and other visitors.

- Contacts classroom teachers to determine the need for additional classroom support immediately following the incident and in the weeks following.

- Solicits information from teachers regarding any students who may be exhibiting continued signs of distress or whose history may indicate counseling services.

- Arrange a presentation for students who are planning on attending the funeral home and/or church service to prepare them for these events.

Nurse
The school nurse, as a member of the Post-incident Response Team:

- Attends the *(insert time)* Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the

(insert time) Emergency Staff Meeting.

- Prepares to receive an influx of students who may appear with a wide range of symptoms.

- Provides information regarding students who may be exhibiting signs of distress or who are in need of support services.

- Receives support as needed from a member of the Post-incident Response Team.

School Secretary
The school secretary, as a member of the Post-incident Response Team:

- Attends the *(insert time)* Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the *(insert time)* Emergency Staff Meeting.

- Determines if any substitute teachers are in the building and provides them with basic information shared at the staff meeting and the name and room number of a staff member who may provide assistance throughout the day.

- Staffs the "Information Center", providing information regarding:
    - Where Post-incident Response Team can be contacted
    - Location of counseling rooms
    - Whereabouts of the Principal
    - Funeral arrangements and wishes of the family, when available
    - Any other information deemed necessary by the Principal

- Fields and documents all calls from the media and directs them to the Superintendent of Schools, Principal, Public Information Specialist or other designated media response person, as directed by the Principal.

- Along with office personnel, will be provided a written statement in order to provide consistent information to the community

- Is responsible for greeting Post-incident Response Team Members and directing them to the Post-incident Response Team Room.

- May arrange with the school food services staff to have coffee and coffee supplies provided to the Post-incident Response Team Room.

Teachers and Staff
The teachers and staff listed as members of the Post-incident Response Team:

- Attends the *(insert time)* Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the *(insert time)* Emergency Staff Meeting.

All other teachers and staff:

- Will be invited to attend a *(insert time)* Emergency Staff Meeting in the event of a critical incident.

- Will be responsible for familiarizing him/herself with the Building-level Emergency Response Plan and for developing an awareness of appropriate responses to grieving students and other strategies to help students cope.

- Will facilitate a first period (30-50 minutes) classroom discussion (with the assistance of a member of the Post-incident Response Team or outside resource). This will provide the students the opportunity to ask questions and share fears, feelings, and concerns.

- Will adhere to classroom schedules and rituals as much as possible to provide structure, consistency, and reassurance. Non-standardized tests can be postponed and homework assignments can be eliminated or shortened to accommodate children's shortened attention spans and need for family closeness and support.

- Will respond to students who are obviously in a state of distress and will send that student, with a classmate, to a designated counseling room or request assistance in the classroom.

- Teachers/Staff will, when needed, notify the office of a class, which contains a large number of distressed students requesting support from the Post-incident Response Team.

- Will provide an opportunity for students to offer condolences to the family by writing or creating poems and cards.

- Will gather the personal belongings of the deceased and give to the Principal for return to the family and will delete the name of the deceased from all listings.

- Will, if indicated, provide additional opportunity for students to share feelings and discuss the loss and stages of grief. This can be accomplished with the help of the counseling staff, if desired.

School Librarian

- The librarian will be responsible for obtaining age appropriate books and materials for children, which deal with the subjects of death, loss, and bereavement, to be housed in a special section of the library.

Safety and Security

- Upon request, security personnel will be deployed for the purpose of ensuring traffic control, preservation of District assets and to assist in the monitoring of students in large assembly areas for possible unsafe or destructive behaviors.

Custodian

- Upon an assessment of the situation, the Superintendent of Buildings and Grounds will provide additional custodial resources for the purpose of restoring the building to a condition deemed to be safe for occupancy by staff and students.

PTSA Representative

The PTSA Representative, as a member of the Post-incident Response Team:

- Will attend the *(insert time)* Post-incident Response Team Meeting prior to the Emergency Staff Meeting for the purpose of learning the basic facts and to help prepare a written statement to be given at the *(insert time)* Emergency Staff Meeting.

- Acts as a liaison to the PTSA Executive Board, to disseminate basic facts and the Post-incident Response procedures.

- PTSA Executive Board and the PTSA Representative can act as liaison to parents in the community, as needed, to provide basic facts and mutual support.

Section 8.0
Building-level Emergency Response Plans

Caledonia-Mumford Central School District Building-Level Emergency Response Plans

Commissioner's Regulation 155.17

Introduction

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

Each school building within the Caledonia-Mumford Central School District must conform to the standard procedures and protocols detailed in the District wide School Safety Plan. As each building is unique in population, layout, and location, each building-specific plan has been customized to meet the individual needs of that building while keeping with the intent of Project SAVE.

The Caledonia-Mumford Central School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going District wide cooperation and support of Project SAVE.

General Considerations and Planning Guidelines

Purpose

Each school's Building-level Emergency Response Plan has been developed pursuant to Commissioner's Regulation 155.17. At the direction of the Caledonia-Mumford Central School District's Board of Education, the Principal of each school has appointed a Building-level School Safety Team and charged it with the development and maintenance of the School Emergency Response Plan.

Identification of School Teams

Each school has developed three emergency teams:

- Building-level School Safety Team

- Building-level School Emergency Response Team
- Building-level Post-incident Response Team

These teams are comprised of personnel from within the school itself and the CMCSD as well as representatives of other stakeholder groups within the school and the Caledonia-Mumford CSD community. The role of each team is briefly summarized in the Plan Summary section of this document.

Concept of Operations
The initial response to all emergencies at all District schools will be by the appropriate members of the School Emergency Response Team. Upon the activation of the School Emergency Response Team, the Superintendent will be notified and, where appropriate, local emergency officials will also be notified.

Plan Review and Public Comment

- These plans will be reviewed periodically during the year and will be maintained by each Building-level School Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), a summary of these plans will be made available for public comment at least 30 days prior to its adoption. The District wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plans must be formally adopted by the Board of Education.
- Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 280 l-a.
- Copies of all of the Building-level Emergency Response Plans, including each building's Emergency Planning Summary have been supplied to the Caledonia Police Department and the New York State Police. All of these plans will also be maintained in the office of the Superintendent.

Plan Summary

Risk Reduction/Prevention and Intervention
Designation of School Teams

- Building-level School Safety Teams, including the members required by regulation, have been established at each school building. Members of these teams include: school safety personnel; local law enforcement officials; representatives of teacher, administrator, and parent organizations; local ambulance and other emergency response agencies; community members; other school personnel; and other representatives appointed by the Board of Education. These teams are tasked with the development and maintenance of

their respective school's Emergency Response Plan.

- Building-level Emergency Response Teams, including the members required by regulation, have been established at each school building. Members of these teams include school personnel; local law enforcement officials; representatives from local, regional, and/or state emergency response agencies; and other appropriate incident response teams. The actual persons who would respond to an emergency will vary on the nature of the emergency (bomb threat search teams as opposed to staff trained in conflict intervention).

- Building-level Post-incident Response Teams, including the members required by regulation, have been established at each school building. Members of these teams include school personnel; medical personnel; mental health counselors; and others who can assist the school community in coping with the aftermath of a serious violent incident or crisis

Note: In most instances, there is a core membership on all three building-level teams with additional members added for the skills and expertise they can provide in specific situations.

Prevention/Intervention Strategies

Training for emergency teams and security personnel including de-escalation training will be provided.

Staff training will be routinely conducted at the school level followed by drills with the entire school population. These drills focus on our standard response actions to a potentially threatening incident to include: our Lockdown and Lockout procedures, fire evacuations, bomb threat evacuations, and alternate site evacuations. The use of tabletop drills to accomplish or complement this training will be utilized when live drills are impractical or not sufficient to meet the training goals.

Identification of Sites of Potential Emergencies

Each School Safety Team will continue to work to identify both internal and external hazards unique to their building and campus that may warrant protective actions, such as the evacuation and sheltering of the school population. The Safety Team shall assess all potential on-campus hazards, as every building is unique in student and staff population, physical layout and geographical location. Potential hazards generated by locations off of the campus that could endanger the school's occupants also have been identified and potential protective actions pre-planned.

General Response Procedures

Assignment of Responsibilities / Continuity of Operations

The building Principal is designated as the person in charge during a crisis situation – the Incident Commander (IC). The Principal will provide leadership, organize activities

and disseminate information with the assistance of the School's Emergency Response Team. In the event that the Principal is unavailable at the time of the crisis, the designated alternate(s) will provide the necessary leadership and coordination.

As described in the District wide School Safety Plan, the building Principal or the designated alternate is directed to contact the Superintendent at the earliest opportunity. The Superintendent, depending on the nature and severity of the event may notify and assemble the appropriate members of the Emergency Operations Team (EOT) to provide additional support for the affected school. The Superintendent may also assume the role of the Incident Commander.

In most instances where this level of school response is warranted, the school will be seeking assistance from other emergency responders in resolving the situation. As such, the immediate objective is generally to contain the incident and successfully manage it until the emergency personnel arrive. The Principal or designated alternate acts as the Incident Commander throughout the event or until such time he/she is relieved by the Superintendent, another member of the EOT or the appropriate emergency response agency on-scene supervisor (Police, Fire, and Emergency Medical Services). If relieved as the Incident Commander, the Principal may remain at the Command Post as the School and District representative providing resources and support to the emergency response agencies.

Access of Floor Plans

The District wide School Safety Plan includes floor plans for every school building in the District. The District wide Plan is distributed to all local emergency response agencies. Each Building-Level Emergency Response Plan includes floor plans for their respective building. Copies of which are readily available in the Main Office and in the offices of the Superintendent of Buildings and Grounds.

Notification and Activation

- All staff are familiar with how and when to call 9-1-1 for emergency services (Police, Fire, EMS)
- Internal and external communication systems have been developed that will be used in emergencies.
- The Superintendent of Schools or his designee will serve as the primary resource when disseminating information relative to a crisis or emergency outside of the District.
- Procedures are in place for notification and activation of the Building-level Emergency Response Plan. Staff and students have been instructed on how to quickly and correctly respond to specific directions given by the Principal or designated alternate.

Hazard Guidelines

The District wide School Safety Plan includes multi-hazard response plans for taking actions in response to an emergency. The school building's plan may include building-specific response guidelines and procedures that may expand upon the District wide

guidelines in order to meet the needs of that building and its population.

Sheltering and Evacuation Procedures
Procedures have been developed for the safe sheltering or evacuation of students, teachers, other school personnel and visitors to the school in the event of any type of emergency. The following areas have been considered when developing these procedures:

- Evacuation before, during and after school hours
- Evacuation routes (internal & external)
- Sheltering sites (internal - Lockdown/external - Alternate Site)
- Procedures for addressing medical needs
- Transportation
- Emergency notification of persons in parental relation to the students

Security of Crime Scene
Once it appears that there is no longer an imminent threat to anyone's safety and 9-1-1 has been called; it is critical that the scene of a crime not be disturbed. The Principal or the designated alternate will assign an Emergency Response Team member to be responsible for securing the crime scene. The following is a brief list of responsibilities for the assigned team member:

- Don't touch anything.
- Clear away uninvolved people.
- Establish a perimeter using barrier tape, cones, desks…whatever is at your disposal. The scene may be an entire classroom, the gym, or a hallway. (It is always better to cordon off too large a scene than too small. The Police can always shrink the scene after they make their assessment. It may be more difficult for them to expand it into contaminated areas. For example, instead of taping off the bathroom stall where an assault has taken place, secure the entire restroom.)
- Limit access to emergency responders only (Police, Fire, EMS).
- Don't eat, drink, smoke, or use the phone or bathroom facilities within the area of the scene.
- Document observations and keep a running chronology of events.

Emergency Planning Summary
An Emergency Planning Summary has been developed for use by each School Safety Team to assist them in assembling some of the basic information necessary for their plans and to act as a quick school-specific reference in the event of an emergency.

Each building provides a copy of their Emergency Planning Summary and any updates to the Superintendent of Schools.

Recovery

Each school will coordinate with District and other local community resources to assist in recovering from a violent incident.

Actions for recovery may include, but are not limited to: (examples)

Mental health counseling (students and staff)

- Provided and coordinated by District counseling staff
- Coordinated by District counseling staff supported by resources within the Caledonia-Mumford CSD community

Building security

- Coordinated through the Superintendent's Office at the District level
- Coordinated at the building level by the Principal or designee

Facility restoration

- Coordinated through the Superintendent of Buildings and Grounds

Post-incident response critique

- Coordinated at the building level by the Principal. This critique may involve other involved District departments including Operations and Maintenance, Transportation and Security depending on the degree and nature of the incident.

Post-Incident Response Guide

- Post-incident Response Teams may utilize all, or part of, the Post-Incident Response Guide located in the Recovery section of the District wide plan depending on the nature and degree of the incident.

- Should the event be of such a nature and degree that District, local and contracted services for any of the above recovery actions are not sufficient, the District will assist in coordinating with the statewide plan for disaster mental health services to assure that the school has access to federal, state and local mental health resources.

Caledonia-Mumford Central School District Board of Education

Exhibit B

Meeting date: August 11, 2026
Agenda Item: VIII - 6
Resolution title: Adoption of Textbooks

Caledonia-Mumford Textbook Committee Meeting

Tuesday July 28, 2026

The textbook selection committee met on Tuesday July 28, 2026. In attendance were: Lindsey Peet (Director of Curriculum, Instruction & Technology), Elizabeth Barbour (M/HS Librarian), and BOE Textbook Review Committee Members Elizabeth Dietrich and Margaret Roll.

The committee reviewed and approved five texts.

Text Title	Author	Requesting Teacher	Grade Level	Notes
The Hobbit	J.R. Tolkien	Tessie Schoff	7th	These four texts will be used for small group literature circles during the 7th grade ELA block. These books are centered around a theme and will include a performance assessment and reflection piece.
The Ickabog	J.K. Rowling	Tessie Schoff	7th	
The False Prince	Jennifer Nielsen	Tessie Schoff	7th	
All's Faire in Middle School	Victoria Jamieson	Tessie Schoff	7th	
The Amazing Generation	Jonathan Haidt and Catherine Price	Liz Barbour	6, 7, 8	This book will be used as a central text for all of our Middle School students to build community and identity while learning about the pros and cons of our digital world. A donation has been secured for the purchasing of these texts.

Caledonia-Mumford Central School District Board of Education

Exhibit C

Meeting date: August 11, 2026
Agenda Item: VIII - 8
Resolution title: Cooperative Bid Resolution

1. Copy and Printer Paper – Winter
2. Custodial Supplies
3. Athletic/P.E. Supplies
4. Bread
5. Milk Products
6. Ice Cream Products
7. Paper and Chemical Supplies (Food Service)
8. Grocery
9. Grocery Diversions
10. Kitchen Smallwares
11. Refuse Collection
12. Medical Supplies
13. Fuel
14. School and Office Supplies
15. Copy and Printer Paper – Summer
16. Printer Supplies

Caledonia-Mumford Central School District Board of Education

Exhibit D

Meeting date: August 11, 2026
Agenda Item: VIII - 9
Resolution title: Approval of Contracts

1. Norman Howard School
2. Holy Childhood
3. Just Speechy
4. Field Turf

THE NORMAN HOWARD SCHOOL
275 Pinnacle Road
Rochester, NY 14623
(585) 563-3033
E-mail: melliston@e-success.org

District Agreement

This agreement is made between the **Caledonia-Mumford Central School District** (herein referred to as School District) with its offices and principal place of business at **99 North Street, Caledonia, NY 14423,** and The Norman Howard School with its offices at 4 Lakeview Park, Rochester, NY 14613 and principle place of business at 275 Pinnacle Road, Rochester, New York 14623.

WHEREAS The School District desires to provide special education for certain classified children who are residents of the School District, and

WHEREAS The Norman Howard School shall provide the special educational services required by all children accepted into its program as specified on their IEP's, and

WHEREAS The Norman Howard School shall make all possible efforts to accommodate and accept into its program all children referred to it by the School District's Committee on Special Education. It is understood that said children must meet the established criteria for admission to The Norman Howard School and The Norman Howard School reserves the right to deem said children appropriate for its particular specialized program, and

WHEREAS each party hereby agrees to defend, indemnify, and save harmless the other party against any and all liability, loss, damage, detriment, suit, claim, demand, costs, attorney's fees, and expenses of whatever kind of nature which may directly or indirectly incur, suffered or be required to pay by reason or inconsequence of an intentional wrongful act or negligent act or omission of the other party, its agents, employees or contractors.

BE IT RESOLVED that the School District and The Norman Howard School do mutually agree as follows:

1. The Norman Howard School shall provide the special education required by all children accepted into its program, pursuant to their IEP's.

2. Children no longer needing specialized services will be referred back to the School District.

3. The School District shall pay The Norman Howard School, for the full and satisfactory performance of the aforementioned services, tuition charges at the 10-month rate of **$53,797.00 per student**. However, the tuition rate is to be adjusted retroactive to **September 2, 2026,** upon the approval of the State Education Department of reconciliation and audited tuition rates for the **2026-2027** school year. The School District agrees to pay any additional amount so approved. The Norman Howard School agrees to refund any lesser amount so approved. Further, this rate will be prorated for enrollment of less than full school year.

4. The Norman Howard School will bill the School District monthly, and payments are due within **30** days of receipt of the bill.

5. The Norman Howard School will be responsible for the completion of attendance reports in accordance with the requirements of the State of New York and the School District.

6. The School District shall be responsible for transportation of all children accepted into the program within the confines of the district's academic calendar.

7. This agreement shall be in effect for the **2026-2027** school year, commencing **September 2, 2026,** and ending **June 25, 2027**.

8. In the performance of the aforementioned services and in carrying out the duties and obligations under this Agreement, it is mutually understood and agreed that The Norman Howard School, its employees and agents shall at all times act and perform as independent contractors. The District shall not exercise any control or discretion over the means or methods by which The Norman Howard School performs it duties, except that, consistent with its obligation to provide an appropriate special education program to its students, the District may determine whether the services provided by the Norman Howard School continue to meet the individual needs of a student.

9. This agreement sets forth the entire agreement between the parties with respect to the subject matter hereof, and no amendment, change or modification shall be effective unless written and signed by both parties hereto.

10. If any provision of this Agreement is declared by any count to be invalid, such determination of invalidity shall not affect the validity or enforceability of any other provisions hereof.

11. Each party to this Agreement agrees to indemnify and hold harmless the other party from any and all claims or actions arising out of the performance of this Agreement, including all costs, damages and reasonable attorney's fees, based upon the negligence or unlawful act of either party.

IN WITNESS WHEREOF, the parties here hereunto set their hands and seals.

Caledonia-Mumford Central School District

_____
(Signature)

_____
(Title)

_____
(Date)

THE NORMAN HOWARD SCHOOL

_____
(Signature)

Chief Financial Officer

_____
(Title)

5/9/26
(Date)

Holy Childhood
Inspiring Lifelong Success

SCHOOL OF THE HOLY CHILDHOOD
CONTRACT FOR MUSIC THERAPY SERVICES

Clinic Treatment Program
September 9, 2026 – June 22, 2027

Caledonia-Mumford Central School District:

This is an agreement between The Rochester School of the Holy Childhood, Inc. Clinic Treatment Program for the purchase of Music therapy sessions. The therapy sessions will be given to the students, from the above School District and enrolled in Holy Childhood based upon an individualized education plan for the period described on the attached summary sheet. The sessions will be for a minimum of (30) minutes per students and will be delivered as described within the students Individualized Education Plan (IEP)

The above School District agrees to pay the rate of session as defined on the attached rate summary sheet. The total costs will be determined by the frequency of services outlined in the individualized education plan (IEP).

Any adjustment in the IEP must be agreed upon, in writing, between the two parties to this contract before the invoicing for the adjustment is made. The agreement to the adjustment must be received, by the agency, at least fifteen (15) days prior to the end of the month in which the adjustment takes effect.

Any adjustment to the rate per session will be included in the new school year contract.

Payment for the treatment services must be made payable to **The Rochester School of the Holy Childhood, Inc**. and be received by the 15th of the month subsequent to the invoice date.

This contract is effective when signed and during the period indicated above.

Signature

Donna Dedee, President/CEO
The Rochester School of the Holy Childhood, Inc.

Date
7/22/24
Date

BUDGET CONTRACT
The Rochester School of the Holy Childhood, Inc.
Music Therapy
School Program Year 9/9/26-6/22/27
Resident District – **Caledonia-Mumford Central School District**

[redacted]

	# of sessions	# weeks	Rate/.5 hr	Total
	2	37	$65.00	$4,810.00

Total for SY **$4,810.00**

- 37 weeks (9/9/2026-6/22/2027)
- This is not a bill
- An invoice will be forwarded upon receipt of signed contract

Holy Childhood
Inspiring Lifelong Success

SCHOOL OF THE HOLY CHILDHOOD
CLINIC TREATMENT PROGRAM

CONTRACT RATES FOR RELATED SERVICES

9/9/2026 – 6/22/2027

Speech Therapy	30-minute session	$76.31
	45-minute session	$114.47
Speech Therapy Consult	15-minute session	$21.42
Occupational Therapy	30-minute session	$76.31
	45-minute session	$114.47
Occupational Therapy Consult	15 minutes session	$21.42
Physical Therapy	30-minute session	$76.31
	45-minute session	$114.47
Counseling	30-minute session	$88.23
	45-minute session	$132.35
Music Therapy	30-minute session	$65.00
Music Therapy Consult	20-minute session	$38.50
Music Therapy Evaluation		$420.00
Music Therapy Reevaluation		$210.00
Skilled Nursing	15-minute session	$16.69
Psychological Reevaluation and Social History		$1,300.00 - $1,500.00

ADDENDUM NO. 1

TO CONTRACT FOR THERAPY SERVICES

This Addendum No. 1 ("Addendum") is entered into effective **July 29, 2026**, by and between:

Caledonia-Mumford Central School District ("School")

and

Just Speechy, PC
Kelly Cinicola, M.S., CCC-SLP
516-819-2626
("Provider")

This Addendum modifies the Contract for Therapy Services previously executed between the parties. Except as expressly modified herein, all terms and conditions of the original Agreement remain in full force and effect.

1. Use of Qualified Subcontractors

The School acknowledges and agrees that Provider may fulfill its obligations under the Agreement through qualified employees and/or independent subcontractors engaged by Provider.

- Hold all required licenses and certifications.
- Meet all School and state requirements.
- Comply with all provisions of the original Agreement.
- Perform services under the direction and responsibility of Just Speechy, PC.

Provider retains sole responsibility for the selection, supervision, scheduling, and compensation of any subcontractor.

2. Rates and Payment

The use of subcontractors shall not alter the compensation terms of the Agreement. The School shall continue to pay Just Speechy, PC directly at the rates set forth in the original Agreement. Provider shall remain solely responsible for compensating any subcontractor.

3. No Other Changes

Except as specifically provided in this Addendum, all other terms and conditions of the original Agreement remain unchanged.

ACCEPTANCE

School Representative: _____

Signature: _____

Date: _____

Provider: Just Speechy, PC
Kelly Cinicola, M.S., CCC-SLP

Signature: 

Date: July 29, 2026

FieldTurf®
A Tarkett Sports Company

CHENANGO CONTRACTING, INC

To: **John Walther**
Director of Facilities

Date: 6/3/2026

Re: **MAINTENANCE PROPOSAL FOR Caledonia Mumford CSD**

1-FieldTurf offers to provide maintenance services for the following FieldTurf field(s):

Field Name:	Multi-Sport Stadium
Size:	105,500 sqft
Product:	FTVT57
Install Date:	2019

The scope of services under this proposal shall consist of the following on each visit offered herein:

ADVANCED CARE MAINTENANCE- SMG SportChamp maintenance sessions including: (a) a general sweeping to remove foreign objects such as dirt, leaves, bird droppings, gum and other debris that may collect on the field surface; and (b) a deep groom, sweep and rejuvenation to de-compact infill in an effort to maintain appropriate G-Max levels. This is a three-step process: decompaction, brushing and infill cleaning with a vacuum rotary brush and fine groom with a power surface brush.

Overall analysis and inspection of the field and its applicable systems, including infill depth and consistency, infill migration, field edging attachments, sewn and glued seams, line verification and field inserts (inlays).

Up to eight (8) minor repairs (including sewing/adhesive failures, inlay separation, and general workmanship) to the FieldTurf surface, in the discretion of the Chenango Contracting, Inc. crew at time of visit. If necessary, additional repairs can be performed on a separate visit and at an additional cost, if applicable. Additionally, any additional warranty repairs discovered during the maintenance visit may need to be performed on a separate visit, to be scheduled on a mutually agreeable date, as the time set aside for the proposed services may not provide enough time to complete all required repairs discovered during the performance of the services.

This offer does not include the repair of *any damage to the field as a result of acts of vandalism and/or neglect.* The price includes normal wear and tear; any major repairs or necessary maintenance as a result of damage due to abnormal wear and tear, abuse, vandalism, or neglect are subject to additional cost.

Program 1 - One (1) Year Agreement: One (1) site visit to Multi-Sport Stadium
Includes:
-One (1) **Advanced Care Visit Per Year**
-Pre and Post Field Inspection with written Field Maintenance Summary
-Minor Seam and Inlay Repairs, not to exceed eight (8) repairs up to fifteen (15) linear sqft
-Field Magnet Sweep
-Light Infill added to High Traffic Areas

Program 2 - One (1) Year Agreement: Two (2) site visits to Multi-Sport Stadium per year
Includes:
-Two (2) **Advanced Care Visits Per Year**
-Pre and Post Field Inspection with written Field Maintenance Summary
-Minor Seam and Inlay Repairs, not to exceed eight (8) repairs up to fifteen (15) linear sqft
-Field Magnet Sweep
-Light Infill added to High Traffic Areas

Program 3 - Three (3) Year Agreement: One (1) site visit to Multi-Sport Stadium per year
Includes:
-Three (3) **Advanced Care Visit, One Visit (1) Per Year**
-Pre and Post Field Inspection with written Field Maintenance Summary
-Minor Seam and Inlay Repairs, not to exceed eight (8) repairs up to fifteen (15) linear sqft
-Field Magnet Sweep
-Light Infill added to High Traffic Areas

FieldTurf®
A Tarkett Sports Company

CHENANGO CONTRACTING, INC

Program 4 - Three (3) Year Agreement: Two (2) site visits to Multi-Sport Stadium per year
Includes: -Six (6) **Advanced Care Visit, Two Visits (2) Per year**
-Pre and Post Field Inspection with written Field Maintenance Summary
-Minor Seam and Inlay Repairs, not to exceed eight (8) repairs up to fifteen (15) linear sqft
-Field Magnet Sweep
-Light Infill added to High Traffic Areas

Program 5 - Five (5) Year Agreement: One (1) site visit to Multi-Sport Stadium per year
Includes: -Five (5) **Advanced Care Visit, One Visit (1) Per Year**
-Pre and Post Field Inspection with written Field Maintenance Summary
-Minor Seam and Inlay Repairs, not to exceed eight (8) repairs up to fifteen (15) linear sqft
-Field Magnet Sweep
-Light Infill added to High Traffic Areas

Program 6 - Five (5) Year Agreement: Two (2) site visits to Multi-Sport Stadium per year
Includes: -Ten (10) **Advanced Care Visit, Two Visits (2) Per Year**
-Pre and Post Field Inspection with written Field Maintenance Summary
-Minor Seam and Inlay Repairs, not to exceed eight (8) repairs up to fifteen (15) linear sqft
-Field Magnet Sweep
-Light Infill added to High Traffic Areas

Program 7 - One (1) Annual GMAX Test with Written Report for Multi-Sport Stadium

2-The price offered is the following:

PROGRAM 1:	**TOTAL COST PROGRAM 1:**	**$3,175.00/ Per Year**
PROGRAM 2:	**TOTAL COST PROGRAM 2:**	**$6,350.00/ Per Year**
PROGRAM 3:	**TOTAL COST PROGRAM 3:**	**$2,975.00/ Per Year**
PROGRAM 4:	**TOTAL COST PROGRAM 4:**	**$5,950.00/ Per Year**
PROGRAM 5:	**TOTAL COST PROGRAM 5:**	**$2,775.00/ Per Year**
PROGRAM 6:	**TOTAL COST PROGRAM 6:**	**$5,550.00/ Per Year**
PROGRAM 7:	**TOTAL COST PROGRAM 7:**	**$850.00/Per test (conjunction with another program)**

P.O July 1 2026

3- Notwithstanding any other document or agreement entered into by Chenango Contracting, Inc. in connection with the supply and installation only of its product pursuant to the present proposal, the following shall apply:

a) This bid proposal and its acceptance is subject to strikes, accidents, delays beyond our control and force majeure;
b) Payment shall be due within thirty (30) days of completion of each scheduled maintenance visit;
c) Unless otherwise agreed upon and noted herein, the maintenance visit shall be performed as scheduled by the parties on an agreed-upon date;
d) Chenango Contracting, Inc. requires suitable access to all fields proposed herein. The suitable access area must be at least five (5) feet wide and comprised of a hard, stable or paved surface. To the extent suitable access is not provided, additional costs may apply and service delays may occur. Additionally, Chenango Contracting, Inc. will not be responsible for damage to any access or surrounding area due to unsuitable conditions.
e) Accounts overdue beyond 30 days of billing will be charged at an interest rate of 1.5% per month (19.56% per annum);
f) This proposal is based on a single mobilization. If the site is not ready and additional mobilizations are necessary additional charges will apply;
g) The proposed price does not include any applicable sales or use taxes; and
h) In the event that Chenango Contracting, Inc. is ultimately obliged to take collection procedures for payment, acceptor of this bid shall be liable for Chenango Contracting, Inc. collection costs including attorney fees and costs.

FieldTurf®
A Tarkett Sports Company

CHENANGO CONTRACTING, INC

Chenango Contracting, Inc.

Per: Lou Monico
Lou Monico, Client Services Administrator
Office: 607-729-8500

E: lou@ChenangoContracting.com

READ, AGREED, AND ACCEPTED BY ADDRESSEE

Proposal Accepted

Program Selection: #5

Company: Caledonia Mumford CSD

Printed Name: John Walther

Signature: [signature]

Date: 6/11/2026

PRC: [redacted]

PRC# Required for all Public Entity's per DOLs new requirements if you need assistance obtaining one, please contact: 518-457-5589 or ask.pwask@labor.ny.gov

Offer Ends Dec. 2026

For Chenango Contracting Inc. to schedule and execute above services, a signed agreement and/or PO from the customer must be sent to Chenango Contracting Inc. directly.

RETURN SIGNED AGREEMENT AND/OR PO TO:

Chenango Contracting, Inc.
Phone: 607-729-8500
Email: MCole@chenangocontracting.com and/or JasonM@chenangocontracting.com

PO/Agreement can be mailed, emailed and/or faxed

All payments should be mailed to:

Chenango Contracting, Inc.
29 Arbutus Rd.
Johnson City, NY 13790



FieldTurf®
A Tarkett Sports Company

CHENANGO CONTRACTING, INC

Client Billing & Worksite Information Form

Please fill out & return with signed proposal.

Billing Information

Account Name:

Billing Address:

Billing Email:

Worksite / Onsite Information

Worksite Address:

Onsite / Scheduling Phone:

Onsite / Scheduling Email:

Chenango Contracting, Inc. 29 Arbutus Rd, Johnson City, NY 13790

Tel.: (607) 729-8500 Fax: (607) 729-2415
Website: http://www.chenangocontracting.com

Caledonia-Mumford Central School District Board of Education

Exhibit E

Meeting date: August 11, 2026
Agenda Item: VIII - 11
Resolution title: Approval of Handbooks

1. Mentor-Mentee Handbook
2. Co-Curricular Handbook

Caledonia - Mumford Central School District

Mentor – Mentee Handbook 2026-2027

Proud of our past…Excited about our future

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Section 6: Checklists & Support Materials	**Page 11**



The Caledonia-Mumford Central School District, in collaboration with our community, takes pride in providing safe, comprehensive and rigorous educational experiences, in order for all students to graduate as ethical, responsible, lifelong learners, who are college and career ready.

Responsibilities Relating to New Teacher Induction Program

Director of Curriculum, Instruction and Technology, Mentor Coordinators, Building Administrator

Mentor	
Role	● Provide guidance and support to new teachers in school routines, procedures and systems. Be available and accessible when needed by the mentee. ● Assist the mentee in establishing yearly goals for the APPR process ● Provide support (student discipline, curriculum, and motivational techniques) to the mentee. ● Provide guidance through the observation process ○ Provide an exemplar of pre-observation lesson plan ○ Assist in writing of and/or review mentee pre observation plan ○ Provide assistance/guidance in reflection of lesson for post observation discussion ● Provide insight and understanding of school culture and climate ● Serve as a non-judgmental "sounding board" for mentee ● Demonstrates instructional excellence and a solid knowledge of standards based planning and instruction. ● Assist the mentee in establishing yearly goals for the APPR process ● Provide support (student discipline, curriculum, and motivational techniques) to the mentee. ● Provide insight and understanding of school culture and climate ● Serve as a non-judgmental "sounding board" for mentee ● Demonstrates instructional excellence and a solid knowledge of standards based planning and instruction.
Meeting Time	Full Year Mentors: Mentors will meet with mentees for a minimum of two hours a month (60 min first half of the month, 60 min, second half of the month) Half Year Mentors: The coordinator of instruction will determine meeting times.
Mentoring Logs	It is expected that mentors take notes during the meetings that outline the educational practices discussed. (Frontline)
Release Time	Arrange visitations to other classrooms during the school year. Contractually, all teachers participating in the mentoring program are allowed to use **6** release days in year 1 and **4** release days in year 2. These are to be used for observing other teachers (in or out of district) or other mentoring related activities.

New Teacher Orientation	All mentors are expected to attend the last day of the new teacher orientation. Mentors will be paid workshop fees.
Three way Conferences (Administrator, Mentor, Mentee)	Each mentor will attend the mentee's formal observations post-conference (optional). They are just there to listen and use the feedback given to guide future meetings and informal observations.
Mentor Training	Mentors will attend a mentor-training workshop prior to starting the assignment.
Mentor Steering Committees	Mentors will attend up to 2 meetings per year. The steering committee meets to review the progress and events occurring within the program and the mentor-mentee assignments.
Observations (non-evaluative)	Observe mentees in classrooms (either in person or via videotaping) once in the fall (before their first formal observation.) Additional observations as needed.
Mentee	
Meeting Time	Full Year Mentors: Mentors will meet with a mentee for a minimum of two hours a month (60 min first half of the month, 60 min, second half of the month). Half Year Mentors: Meeting times will be determined by the Coordinator of Curriculum and Instruction.
Release Time/ Arrange Visitations	Arrange visitations to other classrooms during the school year as required. Contractually, all participating in the mentoring program are allowed to use **6** release days in Year 1 and **4** release days in Year 2. These are to be used for observing other teachers (in or out of district) or other mentoring related activities.
New Teacher Orientation	All mentees are expected to attend all three days of the new teacher orientation.
Three way Conferences (Administrator, Mentor, Mentee)	Each mentor will attend the mentee's formal observations post-conference (optional). They are there to listen and use the feedback given to guide future meetings and informal observations.

Mentor Coordinators	
Role:	● Serve as a confidential, critical, and supportive colleague ● Serve as a general resource for mentor and mentee ● Hold meetings with mentees: See Mentoring Topics ○ Mentors are encouraged to attend ○ Compile data and trends to bring back to mentor committee ● Conduct surveys to evaluate the effectiveness of the mentoring program ● Facilitate mentor committee meetings up to 2x per year
Director of Curriculum, Instruction, and Technology	
Role:	● Oversees Mentor Program as part of Caledonia- Mumford School District's Professional Development Plan ● Provides Professional Development for Year 2 and Year 3 Mentees ● Provides guidance to Mentor Coordinators ● Coordinates New Teacher Orientation Days with Mentor Coordinators
Building Administrators	
Role:	● Will participate on new teacher orientation day with ongoing support in the following areas: ○ **Faculty Handbook Compliance:** emergency/ safety procedures, calling in sick, requesting a sub, signing out of building, keys, etc.… ○ The APPR plan ■ The Danielson rubric ■ Expectations during the APPR observation cycle ● Introduce new teacher to staff, including: ○ Main office staff, CSE office, support staff, counseling staff, maintenance ● Guidance on obtaining professional certification (who to contact at BOCES) ● Regular scheduled meetings with new teachers ● Tenure expectations

Mentor Activities At a Glance	
Mentor Training	**Mentor Training** Date August 13, 2026
New Teacher Orientation	1 day with Mentee – paid at Workshop rate August 13, 2026
Individual Mentor/ Mentee Meetings.	Minimum one hour every two weeks @ mentor/mentee convenience.
Mentee Observation (non-evaluative)	2 times a year (1 fall/ 1 spring)
Attend Post Observation	2 times/year (optional)
Arrange Visitations- Visitations should occur after the first formal observation but before the second formal observation	One day/year
Attend Mentor Steering Committee Meetings	up to 2 times/year

Mentor Three-Year Induction Plan

	Year 1	Year 2	Year 3
New Teacher Orientation	3 full days prior to the start of the school year		
Individual Mentor- Mentee Meetings	Minimum one hour every two weeks.		
Mentor Observation	1 prior to first formal observation/additional as needed		
Three Way Conferences (Mentee, Mentor & Admin)	2 times in a year Post Obs- optional		
Professional Development (after school meetings and release days as needed) Potential Training Opportunities Topics: • Classroom Management • Parent Engagement • LearningTargets • Formative Assessment • Book Talks • Student Engagement • Data Driven Discussions • Assessment Systems • Meeting needs of Diverse Learners • Student Centered Learning	Every Other Month Facilitated by Mentor Coordinators	Every Other Month 2nd years have the option of attending new teacher meetings	
One day spent observing in other classrooms – in/ out of district	Required		

New Teacher Orientation

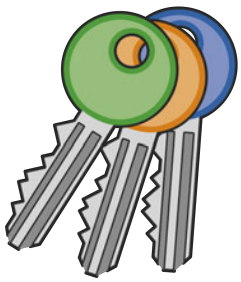
Essential Question: What does a new teacher in the Caledonia-Mumford School District need to know to be successful?	

Day One	• History of Caledonia and Mumford
	• Walking tour of important locations within district
	• Bus tour of the district
	• Introduction to Special Education
	• Building procedures
	  ○ Emergency procedures
	  ○ Staff handbook
	  ○ Technology
	  ○ SchoolTool
	  ○ eDoctrina
	  ○ IXL
	  ○ Incident IQ
	  ○ Promethean boards
	  ○ Chromebooks
	• Lunch with the Superintendent
	• Business paperwork

Day Two	• APPR
	  ○ Danielson Rubric
	  ○ Teaching Standards
	  ○ Observation Process
	• CMTA Overview
	• Meetings with Mentor Coordinator
	• Time in classroom / office

Day Three	• Dignity for all Students Act
	• Overview of Mentor Program
	  • Expectations
	  • Professionalism
	• Time in Classroom with Mentors

The Keys to Success in the Mentor/Mentee Relationship



OPEN DOOR POLICY– We will make ourselves available to each other. We realize that at times, we may have quick questions, need some advice, or simply want to vent. We agree to make time (planned and spontaneous) for each other to do this.

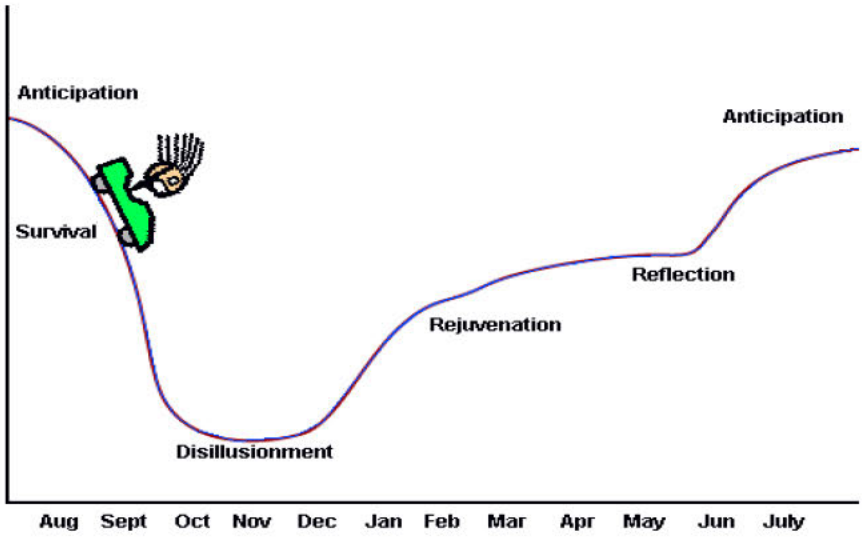
HUMOR– we will use humor to make our jobs and time spent together more enjoyable. We are aware that teaching can be stressful and are prepared to do what we can for each other to alleviate some of this stress.

CONFIDENTIALITY– We agreethat our relationship is based on TRUST and HONESTY and do not want to violate this. We believe that this will create an environment in which we can self- reflect regularly.

PROMPTNESS– We believe that our time, as well as each other's is valuable. We agree to be on time to scheduled meetings and observations. If something comes up unexpectedly, we agree to let each other know as soon as possible.

COMFORTABLE ENVIRONMENT- We will provide a physically and emotionally comfortable environment for each other to meet in. We realize that it is important to feel safe and be respectful of and to each other.

Phases of New Teacher Growth



Phase	Feelings of New Teacher
Anticipation	Teachers have just completed a teacher-training program. They are eager and excited about their initial teaching assignment.
Survival	Reality hits. New teachers can become overwhelmed with all the aspects of the job they did not anticipate. They are working 60 hour weeks. They are just trying to make it to the next day.
Disillusionment	New teachers are working hard, but feel they are not getting anywhere. They are shocked at reality and wondering if this is the right profession for them. Illness often characterizes this phase. This phase also corresponds with parent conferences, first report cards, back-to-school night, and the first evaluation conference!!
Rejuvenation	New teachers have just had a few weeks off for winter break. They have completed half the year and can see the end in sight. They have gained some coping strategies to manage the problems they may encounter. They start feeling confident. They begin to focus on curriculum development. They are more optimistic about their capabilities.
Reflection	Towards the end of the year, new teachers begin to reflect on changes they will make next year.
Anticipation	New teachers begin to look forward to the next year but their eagerness to try again is more reality-based. The level of anticipation never quite reaches the height it was before their first teaching position.

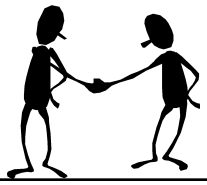
Caledonia-Mumford Central School
NEW TEACHERS Mentor Checklist 2026 - 2027

Observations	
Fall: I have completed an observation prior to the mentee's first formal observation. ○ I provided an exemplar of the pre-observation lesson plan ○ I reviewed mentee pre-observation paperwork ○ I provided assistance/guidance in the reflection of the lesson for post-observation discussion.	☐
Spring: I have completed an observation after January 1st and prior to the mentee's second formal observation. (Only if necessary)	☐
Post-Observation Conferences	
Fall: I attended the mentee's first post-observation conference in the role of listener/observer (optional).	☐
Spring I attended the mentee's first post-observation conference in the role of listener/observer (optional).	☐
Meetings	
Fall: I attended the mentee's first post-observation conference in the role of listener/observer.	☐
Spring: I attended the mentee's second post-observation conference in the role of listener/observer.	☐
I attended all steering committee meetings. (Up to 2 times per year)	☐
I met with my mentee for at least one hour every two weeks in the first year, including the 3 book discussions. (If the mentee has already been through a mentor program, this time may be adjusted by discussing the mentee's needs with the mentor coordinator or director of the curriculum. ○ I maintained a mentor log using the template provided by the mentor coordinator	☐
Visitations	
I arranged visitations to other classrooms during the school year. The visit was before the second formal observation.	☐

Please sign below if you have completed all the items on the checklist. Return to _____by June _____.

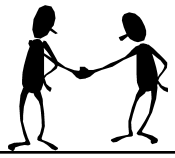
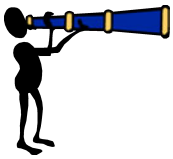
Mentee Signature _____

A Month-by-Month Log
AUGUST MENTOR EXPECTATIONS

DEVELOPING COLLEGIAL RELATIONSHIPS 	❑ Meet and welcome your intern. ❑ Plan a tour of the school building. ❑ Visit intern's classroom to view and discuss classroom environment. ❑ Attend mentor/intern orientation and training. ❑ Complete the Beginning Teacher Needs Assessment (Mentor/Intern Tools) ❑ Syllabus, classroom rules, classroom environment
BUILDING OPERATIONS (ROUTINES AND PROCEDURES)	❑ Office Introduction: o Running the copier/printer o Mailbox o Locating important forms o Leave of absence request forms o Conference/Workshop request forms o Copy request form o Building Request Form o Sign in sheet o Secretary Introductions (Building/Guidance) o
	❑ Phone System (mailbox, voice mail retrieval) ❑ Cafeteria ordering and protocol (cut in allowed) ❑ People "around the building" to meet
INSTRUCTIONAL TOPICS	❑ Routine classroom responsibilities: plan book, grade book, seating charts, attendance, school master ❑ Organization of physical space ❑ Routine classroom responsibilities: plan book, grade book, seating charts, attendance, SchoolTool ❑ School and community culture ❑ Parent communication – email, phone numbers, contact log ❑ Plans for the first two weeks of school ❑ A schedule for mentor/intern meetings

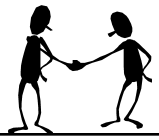
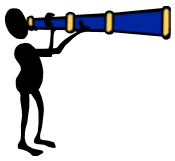
Things to Keep in Mind	
Early contact is essential and meaningful.	
Orientation and social gatherings are important to success.	
Finding time to meet can be difficult. Brainstorm ideas about a schedule for ongoing communication during the year…even if it is outside of the school day.	
Be sure to complete Frontline Mentor Log	
Some ways to exemplify professionalism are to attend activities such as ATA meetings, social and building events, workshops and conferences; keeping abreast of the work of building committees; and speaking professionally in all matters.	
Attend student activities as a way to make connections with students and parents.	

A Month-by-Month Log
SEPTEMBER MENTOR EXPECTATIONS

DEVELOPING COLLEGIAL RELATIONSHIPS 	❑ Introduce intern to other teachers and staff. ❑ Drop by to "touch base" with each other. ❑ Share funny or interesting happenings. ❑ Write occasional notes to your intern supporting the intern's activities/successes.
OBSERVATION 	❑ Conduct initial informal observation of intern. Remember to schedule both a pre-planning and follow up reflection conference. Note: Plan two observations that are required for the fall. Make sure one informal observation is completed prior to the 1st formal administrative observation in October. ❑ Use observation forms (provided if needed) ❑ Go over observation/evaluation process and procedures for 1st formal/administrative observation.EDoctrina Forms ❑ Schedule opportunities for interns to observe other teachers. ❑ If you haven't already, do needs assessment and outline/plan areas for further development. ❑ Discuss schedule of mentor/mentee release days. ❑
INSTRUCTIONAL TOPICS	❑ Classroom routines/ Record keeping ❑ Grading and other student evaluations ❑ Prepare for pre-/baseline assessments and possibly analyze pre/baseline assessment data ❑ Open House ❑ Ongoing communication with staff/families ❑ Substitute Folder ❑ Technology resources o Website o Video Boards o I-Ready/IXL/EDoctrina (If applicable) o Google Forms (If applicable)

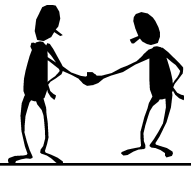
Things to Keep in Mind	
❑ Mentors need to be very accessible during the first day and week of school.	
❑ Remember to meet for one hour every two weeks and document in Frontline.	
❑ Keeping a journal of your thoughts, questions, and concerns is an excellent way to make the most of meeting times.	
❑ Mentors offer interns informational and emotional support through planning and reflective conversations.	

A Month-by-Month Log
OCTOBER MENTOR EXPECTATIONS

DEVELOPING COLLEGIAL RELATIONSHIPS 	❑ Consider attending a workshop together or plan a mentor-intern release day. ❑ Continue to discuss classroom happenings, events, concerns, successes. ❑ Review resources for professional development. ❑ Send your mentor/intern an "I'm So Glad You Work at Caledonia- Mumford because…" note.
OBSERVATION 	❑ The 1st formal observation should be scheduled with the administrator with pre- and post observation times. ❑ Schedule a reflective and planning conversation after the intern's observation. ❑ Schedule a second mentor observation of your intern with a specific area of focus. ❑ Continue to support the scheduling of opportunities for interns to observe other professionals.
INSTRUCTIONAL TOPICS	❑ Analyze pre/baseline assessment data ❑ Develop Student Learning Objectives (SLOs) ❑ Classroom management/ discipline strategies ❑ Staff relationships ❑ Time management of instructional task/ follow up ❑ Review and evaluation of student work, assessments, report cards ❑ Extra curricular eligibility ❑ Discuss first report card. Assist in putting information in SchoolTool.

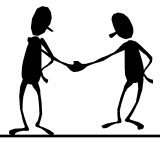
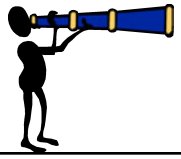
Things to Keep in Mind	
❑ Remember to meet for one hour every two weeks and document on Frontline.	
❑ Mentees have a tremendous amount of information to learn and remember. Mentors can help by sending little reminders about upcoming meetings and events. Assist intern by reviewing strategies for organization as necessary.	
❑ Consistently encourage interns whenever possible. Teaching is multi-faced and rigorous…yet very rewarding.	
❑ Be sure to check on local district and state mandated test schedules, and to build in test preparation time.	
❑ Mentor's should address intern's survival needs. Do not overburden them with "TMI" (too much information).	

A Month-by-Month Log
NOVEMBER MENTOR EXPECTATIONS

DEVELOPING COLLEGIAL RELATIONSHIPS 	❑ Continue to schedule opportunities for interns to observe other teachers. Include the venues of regular education, special education and remedial education. Help your intern make arrangements, if appropriate.
	❑ An appropriate use of a release day would be to model a specific teaching/ behavior technique.
	❑ Discuss issues facing the field of education today.
	❑ If time allows, think about reading a professional book together and have your own mini book talk.
OBSERVATION 	❑ Identify the focus for the next mentor observation. Remember two needed to be completed in the Fall.
	❑ Continue to reflect on the informal and administrator's observation as a means to discuss the building of the intern's skill set.
	❑ Discuss the setting of the 1st goal with the building administrator (Danielson)
	❑ Review the Phases of New Teacher Growth Chart. (Mentor/Intern Tools)
INSTRUCTIONAL TOPICS	❑ Formative Assessments that are driving instruction, Learning Targets/Success Criteria
	❑ Student Feedback
	❑ Short and long term goal and objective work in regards to lesson planning

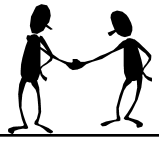
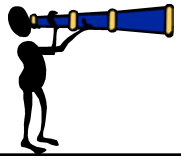
Things to Keep in Mind	
❑ As the holidays approach, individual stress levels for teachers and students are apt to rise. Help your intern to remain "balanced" during this time period.	
❑ Developing a professional collegial relationship takes time. The investment of this time will culminate in growth to both parties involved.	
❑ Remember to meet for one hour every two weeks and document in Frontline	

A Month-by-Month Log
DECEMBER MENTOR EXPECTATIONS

DEVELOPING COLLEGIAL RELATIONSHIPS 	❑ Make sure you have completed the two observations that are required to be completed in the Fall.
	❑ Even though it is a busy time, continue to meet regularly to support your intern through the holidays.
OBSERVATION 	❑ Review Annual Professional Performance Review Plan before intern's 2nd observation with their administrator.
	❑ Review first observation administrative feedback in preparation for second observation.
INSTRUCTIONAL TOPICS	❑ Classroom management/ discipline strategies
	❑ Student Engagement Strategies
	❑ Time management of instructional task/ follow up
	❑ Review and evaluation of student work, assessments, report cards

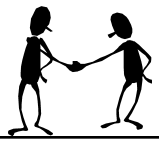
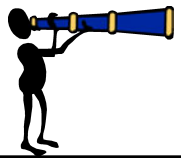
Things to Keep in Mind	
Remember to meet for one hour every two weeks and document in Frontline.	
Sharing your intern's successes thus far in the school year would be a great way to be a "Not So Secret Santa" to your intern.	
Support interns in developing clear and appropriate goals for the students and for themselves.	
Assist interns to maintain a focus on student learning through formal and informal means of assessment.	
After the holiday break, suggest to re-do the Needs Assessment so that both the intern and mentor remain focused on the continued needs of the intern as the school year progresses.	

A Month-by-Month Log
JANUARY MENTOR EXPECTATIONS

DEVELOPING COLLEGIAL RELATIONSHIPS 	❑ Review first semester experiences.
	❑ Discuss highlights.
	❑ Evaluate growth experiences.
	❑ Celebrate successes.
	❑ Continue informal observations of interns and scheduling of release days.
	❑ Go over the Needs Assessment and plan accordingly.
OBSERVATION 	❑ The 3rd formal/announced observation should be scheduled with the administrator with pre- and post observation times.
	❑ Schedule a reflective and planning conversation on the intern's second observation.
	❑ Review questions interns may have around the observation process.
INSTRUCTIONAL TOPICS	❑ Review of report cards and grading, if appropriate
	❑ Instructional strategies and techniques
	❑ Infusing literacy into the content areas
	❑ Preparation for CSE annual reviews
	❑ Mid-year teacher evaluation meetings (if applicable)

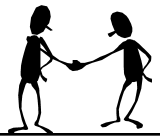
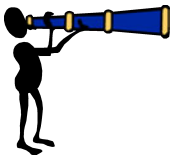
Things to Keep in Mind	
❑ Remember to meet for one hour every two weeks and document in Frontline	
❑ Celebrate the completion of the first semester. Be creative in how you celebrate. One idea might be to involve the intern's students in the celebration. Another idea could be to plan a visible recognition.	
❑ Informal communications are still important. Look and plan for opportunities for reflection and encouragement.	
❑ Learning-Focused mentors attend to the language of intern's goals for lessons and units, the details and level of sophistication of strategies, and the depth of content knowledge.	

A Month-by-Month Log
FEBRUARY MENTOR EXPECTATIONS

DEVELOPING COLLEGIAL RELATIONSHIPS 	❑ Plan activities for the second semester.
	❑ Share literature, research reading and professional journals.
	❑ Review the phases of New Teacher Growth…it is the beginning of Reflection and Rejuvenation. (Mentor/ Intern Tool Box)
	❑ Schedule mentor/intern release day to reflect on completed professional development or to work on goals.
OBSERVATION 	❑ The 2nd formal/announced observation should be scheduled with the administrator (between Feb 1 and April 30th) with pre- and post observation times.
	❑ Continue informal observations of your intern.
	❑ Continue to reflect and review questions interns may have around the observation process.
INSTRUCTIONAL TOPICS	❑ Action plans for goals
	❑ The review of 504, CSE forms and procedures (HS - New semester)
	❑ The use of community resources, guest speakers, field trips to enhance instruction
	❑ The resources available on the New York State Education website – www.nysed.gov and www.engageny.org
	❑ Questioning strategies

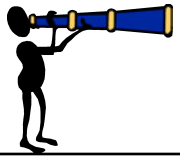
Things to Keep in Mind	
❑ Remember to meet for one hour every two weeks and document inFrontline.	
❑ Goals are helpful, but should be reviewed and modified regularly as needs change.	
❑ Foster a curiosity to research teacher strategies to increase the intern's "toolbox."	
❑ Interns should continue to journal their thoughts, concerns and ideas. If an intern is struggling, mentors can provide them with reflective stems, such as: ✔ Something I am still curious about is… ✔ At this time, a source of pride for me is… ✔ Some things I value about my mentoring relationship are…	

A Month-by-Month Log
MARCH MENTOR EXPECTATIONS

DEVELOPING COLLEGIAL RELATIONSHIPS 	❑ Hold informal meeting to discuss any concerns or ongoing issues.
	❑ Share some innovative uses of technology.
	❑ Schedule your remainder mentor/intern days.
	❑ Mentors should continue to offer the modeling of instructional or behavioral strategies in classroom settings.
OBSERVATION 	❑ Encourage interns to observe fellow teachers to experience differing perspectives and strategies.
	❑ The 3rd formal observation should be scheduled with the administrator with pre- and post observation times. Mentors can assist interns by helping them to focus on providing evidence of goal completion within the lesson plan or through additional evidence.
	❑ Schedule a reflective and planning conversation after the intern's observation.
INSTRUCTIONAL TOPICS	❑ Test preparation and training required
	❑ Affiliations with professional organizations
	❑ End of the year preparation

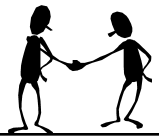
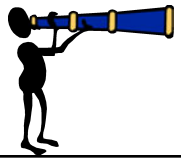
Things to Keep in Mind	
Remember to meet for one hour every two weeks and document inFrontline.	
Mentors should use reflections as an opportunity to provide non-judgmental feedback to promote professional growth.	
Remind interns to plan enough time for review at the end of the school year.	
Mentors should work to continually expand the vision of novice teachers from self, to class as whole, to individual students.	
Mentors should continually help interns to analyze and interpret feedback from personal and classroom observations.	

A Month-by-Month Log
APRIL MENTOR EXPECTATIONS

DEVELOPING COLLEGIAL RELATIONSHIPS 	❑ Mentors and interns should discuss the building of the intern's portfolio. ❑ Encourage the use of a reflection journal to log: ✔ Creative ideas ✔ Instructional and behavioral strategies ✔ Motivational thoughts and quotations ✔ Teachable moments ✔ Insights regarding education ✔ "Snapshots" of student achievement ✔ Photographs of students, bulletin boards, student work, celebrations ❑
OBSERVATION 	❑ Review last formal observation through the use of a reflective and planning conversation. ❑ ❑ Review Danielson and the goal setting process. (Mentor/Intern Tools) ❑ Reflect on goals for next school year
INSTRUCTIONAL TOPICS …	❑ 3-8 ELA and Math state assessments (administration and/or scoring) ❑ Summer professional development opportunities.

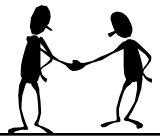
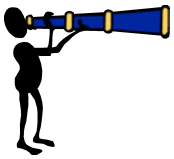
Things to Keep in Mind	
Mentors should continually refocus interns on the standards or content of learning, the assessments of evidence of learning, and the methods or activities of learning.	
Remember to meet for one hour every two weeks and document on mentor log Frontline.	
Mentors should focus on building the intern's efficacy.	
Mentors should focus on mirroring the positive.	
Mentors and interns should openly discuss their relationship and how to continue to grow from the roots they have established.	

A Month-by-Month Log
MAY MENTOR EXPECTATIONS

DEVELOPING COLLEGIAL RELATIONSHIPS 	❑ Create June checklist.
OBSERVATION 	❑ Reflect on progress and discuss end of the year goal reflection worksheet (Annual Performance Plan – page 8) (if applicable)
	❑ Interns should schedule their final conference – "End of Year Evaluation/Summary Meeting" with the administrator.
	❑ Schedule a reflective and planning conversation after the intern's final conference.
INSTRUCTIONAL TOPICS	❑ Finalization of summer professional development opportunities.
	❑ Pass/Fail and end of course issues (make sure to call parents)
	❑ Summary evaluation meeting with supervising administrator

Things to Keep in Mind	
❑ Remember to meet for one hour every two weeks and document in Frontline	
❑ Make time to REVIEW, REFLECT, CELEBRATE!!!	
❑ This is a good time for the mentor and the intern to reflect on the mentoring program and process. Take the time to share your thoughts with the mentoring committee. For example, what suggestions do the mentors or interns have to offer in terms of improving the mentor program? What were the benefits to both parties during the mentoring process.	

A Month-by-Month Log
JUNE MENTOR EXPECTATIONS

DEVELOPING COLLEGIAL RELATIONSHIPS 	❑ Review June checklist. ❑ Assist the intern in "packing up" the room.
OBSERVATION 	❑ Sit back and observe the work both the mentor and the intern have done to create a lasting collegial relationship.
INSTRUCTIONAL TOPICS	❑ Reviewing the year's events ❑ Completion of the end of the year's responsibilities: grading exams, report cards, cumulative folder completion (K – 6) ❑ Review school and regents exam schedules, and proctoring assignments

Things to Keep in Mind	
❑ Remember to meet for one hour every two weeks and document in Frontline	
❑ Always CELEBRATE SUCCESS!	
❑ Enjoy the summer. You've worked hard and deserve a break. REMEMBER…Teaching, like life, is a journey. These excursions are never seamless, but they are nevertheless wonderful and life altering. Keep in mind, learning NEVER ends!!!	

Caledonia-Mumford Middle/High School

Parent/Student Co-Curricular Participant Handbook for Policies and Procedures

2026-2027

Caledonia-Mumford Central School District

2026-2027
Parent/Student Co-Curricular Participant Handbook for Policies and Procedures

Board of Education
Elizabeth Doll, President
Arnie Rychlicki, Vice President
Michael Balonek
Elizabeth Dietrich
Rebecca McNear
Margaret Roll
Cameron Seeley

Superintendent of Schools……	Rebekah Chenaille	538-3400
Middle/High School Principal…….	Morgan Marcello	538-3483
Middle/High School Assistant Principal …..	Tim McArdle	538-3483

Our Philosophy

Every extra class club and activity we sponsor as a school is designed to connect our student body to the school environment. We know that students who participate in clubs, activities, and sports, are more likely to feel a sense of belonging. Our clubs and activities are fun and exciting and meant to teach skills like collaboration, team building, and civic responsibility. As important as these experiences will be, they take second place to being a student. Students are required to be in good standing to participate in after-school activities. Advisors and teachers will keep an open line of communication to make certain students are keeping course work a top priority.

The Extra-Class Activity 'Season'

An extra-class club/activity season will commence on the day paper work for participation is received by the advisor. The last day of a season will be after the final meeting or activity as planned by the advisor.

Club/Activity Name	**Date Range 'Season'**	**Frequency**
High School Student Council	August 20 - June 17	Every other week all year and extra meetings when we are planning an event. We meet before school at 7:00 am.
Middle School Student Council	September 1 - June 30	Monthly Meetings Extra meeting when working on an event. We meet during homebase and/or lunch.
Yearbook MS/HS	September 1 - June 30	2 meetings a month, school events and daily candid photos.
Senior Play	September 11-November 18	Tryouts, evening rehearsals, two performances.
Middle School Play	November 13-January 18	Auditions, rehearsals after school (3PM-4:30PM), two performances. Some rehearsals will be held in the Band Room, until the auditorium is available.
Spanish Club	September 11- June 13	Once a month, the months that we have a week off we will not meet. Officers meeting before main events. When we have an event Field trip during school Field trips after school After school events: Cooking day, bounce volleyball tournament, cultural days.
Brainstormers	November thru Feb or March (final competition may run through April)	Weekly practices during lunch. Biweekly in Jan and Feb/March. We have 2 competitions after school at Mt. Morris BOCES and 1 final competition (if we qualify) after school.
Academic Challenge Bowl	September 15-November 31	Weekly meetings, three after-school regional competitions and one Finals competition all held after school at Mt. Morris May Center
Senior High Math Competition	September to March *Monroe County and State meets in April for qualifying students	There are 4 regional competitions, 1 is after school and 3 during the school day. Practice questions and answers provided in Google Classroom. There may also be practices during lunch
Jr. High Math Competition	September 15 to March.	1 afterschool competition. 2 school day competitions. Practices Tues and Thurs. during lunch or homebase throughout the season.

English Skills Competition	September 9 - January 17	Meets twice a month during home base to practice. Competition is held during the school day at SUNY Geneseo.
Middle School Page Turners	September 15-March 31	Weekly meetings, one Winter and one Spring competition held during the school day in December and March
Ski Club	October 15 - March 12	Two pre-season meetings, 8 trips to Swain
National Honor Society	September 15-May 31	Monthly meetings, with a concentration of activities from November-March. Special meetings called when necessary to complete activities or give specifics for activities.
National Junior Honor Society	September 1-June 30	Monthly meetings. Special meetings called when necessary to complete activities or give specifics for activities.
Science Club	September 16- June 5	Monthly meetings with officers, monthly meetings will full club Both Middle School and High School Clubs 1 additional trip
Musical	December 2-March 22	Auditions, rehearsals (afterschool & evenings), performances (3)
MS Technology Club	January 1- March 31	Meetings 1-2 times/week.
HS Technology Club	January 1- March 31	Meetings 1-2 times/week.
Clay Target Club	March 1 – June 15	Safety meeting prior to Drill. Drills are Sundays at Mumford Sportsmen's club
Art Club	December - June	Project based: 2-3 times a week
Spectrum Club	September-June	Bi-Monthly Meetings
Chess Club	October - February	We meet 2 times a month after school in the library
Fifth Grade	Students' calendar year	*not currently organized by students
Archery Club	November-May	Sunday practices

Eligibility

- Any student who has reported to the main office after 7:42 a.m. may not participate in practice or an athletic event/contest.

- Students serving in school or out of school suspension are not eligible to participate in practices or events/contests.

- A limited number of times based on the season, a student can become eligible to participate in practice or an event/contest with a Participation Pass. If a student who is not in school by 7:42 a.m. but arrives by 9:15 a.m. with a parent note for an unexcused absence (a parent note for sickness, car issues, running late) can request a participation pass for that day. If the student does not have the note, but one can be sent to the appropriate office by 2:30 p.m. the pass can be granted.

- The limits on the Participation Pass are as follows, Fall Season 3 passes, Winter Season 4 passes, Spring Season 3 passes. The participation passes do not carry over from season to season or from year to year.

- Students that arrive at school after 7:42 a.m. may participate in practice or an event/contest provided they have a verified legal excuse.

- A student who has an approved early dismissal must make every attempt to return to school immediately after their appointment. Upon return to school the student must present verification of attendance at the appointment to their building principal to become eligible. If their return is after the school day has ended and they wish to participate, they must present the verification to the advisor. Any student who participates while ineligible will have consequences assigned which could include but is not limited to being ineligible the following day practice or event/contest. The determination of consequences will be made by the Building Administrator and/or Director of Athletics.

- Any student in legal attendance before 7:42 a.m., but leaves school due to an illness must have a doctor's note of fitness to be eligible for practice or to participate in an event/contest the same day.

- A participation pass may be granted by the building principal or his/her designee for an extraordinary situation that arises beyond the control of the student. The student must make a request in writing to the building principal that explains what other options have been considered and attempted prior to the request to leave school. In order to utilize this feature the student must be in good academic and behavioral standing. The request could only allow the student to miss time during a study hall or time where the student would not miss instruction. This option may be utilized once during the school year and counts against the total number of passes used in a season.

Rules and Expectations

To be a member of a Caledonia-Mumford club/activity is a privilege and each student should strive to participate to the best of his/her potential. Therefore, all students must adhere to the athletic rules and regulations stated in both the Caledonia-Mumford Central School Code of Conduct and Parent/Student Extra-Class Participant Guide. Any violation of the Caledonia-Mumford School District Code of Conduct, Extra-Class Guide or rules from drug and alcohol use may have consequences assigned by the advisor or building principal.

I. Rules and Expectations:

1. Each student will conform to the specific rules of his or her club/activity.
2. Each student will conform to the specific rules and regulations of the school.
3. The student will attend classes and will be on time for school.
4. The student will follow the field trip guidelines regarding the administration of medicine for school activities.
5. The student will be courteous and respect the rights of others and will exhibit a high degree of self-discipline.
6. The student will be respectful of advisors, volunteers, and all club/activity members.
7. The student will not engage in disruptive behavior, including angry outbursts and fighting.
8. The use of obscenities is inappropriate.
9. Disagreements with the advisor will not be conducted in public.
10. All students are expected to ride to and from all activities on the school bus and appropriate behavior is expected at all times.
11. Attend all practices, contests, activities unless excused by the advisor
18. Never engage in any activity or behavior which may cause criticism of his/her peers or school.
19. Follow specific rules set by the advisor.
20. Students are representing Caledonia-Mumford Central School District and therefore, must set a good example by using appropriate behavior all of the time.

II. Rules in regards to alcohol, drugs, tobacco, and electronic cigarettes in and out of school:

The Caledonia-Mumford Central School District believes that all students should conduct themselves in a manner that reflects positively upon their school and promotes good health.

- No student will possess, sell, or use tobacco products (including electronic cigarettes/vapor) at any time during the sports season.
- No student will possess or consume alcoholic beverages (alcohol in any form) at any time or place during the sports season.
- No student will possess, sell, or use illegal drugs (including synthetic drugs) at any time during the sports season.
- No student will use prescription drugs without the consent of a physician and/or parent at any time during the sports season.
- No student will be allowed to remain in the unauthorized presence of any form of alcohol and/or other illegal drugs (controlled substances). Therefore, students that attend and/or remain at underage parties whether they consume and/or use any form of alcohol, drugs, and tobacco, the student will be subject to the same penalty offenses listed below.

Administrative Procedures:
Any student suspected of being in violation of the code will be afforded the following due process procedures:

Investigation Phase –

1. During the investigation, the student will be allowed to continue to participate in full practice and scheduled activities while school personnel determine if a violation has occurred.
2. The building administrator will set a meeting with the student, parents, and advisor to review the situation and explain the course of action.
3. If it is determined that no violation has occurred, the student will continue full participation in club activities.
4. If a violation of the code of conduct has occurred, the following penalties will be instituted. (Please note, students who are asked in the initial investigation phase if they violated any of the aforementioned rules and the student says "no, they did not violate the rules," and the investigation process proves otherwise, additional consequences will be added to the first and second offenses.
5. A formal hearing, to involve the Superintendent of Schools, may be requested as part of the appeals process. At this point, the student will be suspended from participation throughout the appeals process until a decision is rendered.
6. A final appeal can be made to the Board of Education. The student will remain suspended from participation throughout the appeals process until a decision is rendered.

Penalties for student who violate the Rules:
Violations will accumulate separately for grades 6th – 8th and 9th – 12th. (Any violation that occurs in grades 6th, 7th and 8th will be cumulative. Violation(s) of the Code for grades 9 – 12 will be cumulative with no carryover from middle school.)

First Offense:

- A student will be suspended for the number of activities corresponding with their club/activity (see following chart).
- During the suspension, the student should participate in practice and be at any formal competition, but they may not compete/participate. If the club they belong to is event based, the student will not be able to participate in the event nor travel with the club. The student must continue to participate in any practices that are required or they will not have their suspension from competition or performance reinstated.
- In order to return to competition/event participation the student must meet with the school counselor and complete a chemical use assessment. They must follow through completely with all recommendations in order to return to full participation. If the recommendations extend beyond the suspension they must meet weekly with the counselor or principal to verify they are actively completing the recommendations. If the student does not follow through with all recommendations then they will be removed from clubs/activities.
- If the suspension falls at the end of any season with carryover of suspended contest/game (fall, winter, and spring), the student can continue the suspension next season or eliminate the carryover suspension by completing ten (10) hours of approved school supervised community service. The ten (10) hours of approved school supervised community service must be completed by the first day of the next season. The community service

and the reduction of the suspension are only for the end of a season when carryover of suspension could occur.

- If a student quits or is asked to leave his/her respective club during a suspension, the suspension will carry to the next club season in which the student would participate.
- Lastly, if the student lied during the initial investigation about violating the before mentioned rules, an additional suspension will be instituted with no carryover opportunity offered between seasons**.**

Second Offense

- Suspension for a second violation of the code is suspension from ALL club participation for one (1) calendar year from the date when the violation occurred.
- However, the student can reduce the suspension for the next season they participate in, by entering into a written contract.
- The contract would include, but is not limited to, proof of a school approved counseling/evaluation program, continued clean record of no violations, a community service project, and a meeting with the building principal, school counselor, advisor, and parent.
- While the student is completing the terms of the contract, they may attend club/activity meetings, but they will not be allowed to participate in events.
- The student must complete the season in good standing in order for the suspension reduction. If they quit or are asked to resign from the club/activity for any reason (other than a third violation of the code) then the suspension reverts to one (1) calendar year.
- If the second offense occurs near the end of a season, the suspension will carry over to the next season the student would participate in.
- If a third violation of the code occurs then the penalty for a third offense is used.
- A student may use this reduction one (1) time in their athletic career.
- Lastly, if the student lied during the initial investigation about violating the before mentioned rules, an additional suspension will be instituted with no carryover opportunity offered between seasons**.**

Third Offense: If it is determined that a student violates the code a third time, the student will be suspended from all clubs for the remainder of his/her academic career.

Hazing

Hazing in any form, including initiation, which is degrading, is strictly forbidden by NYS law. No student shall conspire to engage in hazing, participate in hazing, or commit any act that causes or is likely to cause bodily danger, physical harm, personal degradation or disgrace, resulting in physical or mental harm to any fellow student or other person. It is understood that hazing of any kind is not allowed on this campus or in athletics. It is further understood that we have a duty to report any acts of hazing that we see or know of to the advisor or administrator and participation in or failure to report any hazing acts will result in a disciplinary review and possible suspension and dismissal from the club.

Profanity, Abusive Language and/or Actions

The conduct of a student is closely observed in many areas of life. Your conduct is a reflection of the total education institution you represent. It is important that your behavior be above reproach in all the following areas. The use of profane or abusive language/action is not acceptable and will not be tolerated. Furthermore, if profanity, abusive language or action is directed toward a person (advisor, club members, students from other schools, and staff of the places we travel to) the student will be removed from the situation for a cooling-off period. This may result in a period of suspension determined by the advisor.

Practices/Club Commitment

Every club member is expected to participate for a complete season, make all practices, attend events, and meet all commitments made to the group. As a member of a club, each student plays a vital role. Don't let others down by not participating fully.

Issuing of School Equipment

Students may be issued school equipment specific to each club. Equipment issued to the student is that individual's responsibility and must be returned immediately to the advisor upon completion of the season. A student will not be eligible to participate in other clubs until all equipment is returned. Any item that is altered or not returned by the student must be paid for at its replacement cost.

Activity Related Injuries and Reporting Procedure

1. Report any injury, no matter how small it may seem at the time, to your advisor immediately.
2. An accident report will be filled out by the advisor as soon as possible and turned into the nurse's office.

Returning to a Club after an Injury or Illness

Any student who is seen by a doctor must be released (signed statement) by the doctor who treated the child in order to resume participation with their club. If you have to go to the emergency room for care, please obtain the written release before leaving the hospital because many times the attending physician will not be there the next time you visit. This release may be filed with our school nurse. It is the student's responsibility to get the release to the school nurse. Do not leave this responsibility to some other person (advisor, teacher, friend, etc.).

Transportation

If the District provides transportation for students participating in a club/activity and students attending District sponsored educational field trips, students will not be authorized to use any other means of transportation when participating in these events, unless the principal or his/her designee authorized such alternate transportation. The principal shall require a written application prior to approval. As an exception to this policy an advisor may release a student to

the parent/guardian for transportation from an event upon the receipt of a written request from the parent/guardian. When children are transported to a function sponsored by the school, an adult acting as supervisor and chaperone must accompany the children on the bus and at the function. The adult should be an employee of the District and in most cases that adult should be the children's teacher. Any deviation from this procedure must be approved by the administration. (Policy #5730)

Procedure to Follow To Discuss a Concern with an Advisor

1. Students should contact the advisor in an attempt to resolve the situation. Call and set up an appointment with the advisor.
2. If resolution is not reached, the parent is to contact the Office to set up an appointment to meet with the advisor and student.
3. If the advisor can not be reached, call the Office @ 538-6811 to arrange a meeting.

Please do not attempt to meet with an advisor at the conclusion of an event or competition.

The Next Step

What to Do When the Advisor Did Not Provide a Satisfactory Resolution?

1. Call the Office to set an appointment with the Principal. The parent/guardian, advisor, and Principal will meet to discuss the problem.
2. At this meeting, the appropriate next step will be determined.

We hope that the information provided will help make you and your child's experience with the Caledonia-Mumford's Co-Curricular Programs less stressful, more enjoyable, as well as rewarding.

2026-2027 Parent/Student Rules Agreement

Student – Last Name First Name

Club Level Grade Date of Birth

Parent/Guardian Name (Print first and last name)

Phone: Home _____ Work _____

I have read and understand the guidelines, procedures, rules and consequences. I give my

daughter/son_____permission to participate. I
First Name Last
have read and reviewed the rules and regulations with my child.

_____
Parent/Guardian Signature Date

I acknowledge that I have read the guidelines, procedures, rules and consequences. I agree to comply with the terms and conditions set forth in order to participate in extracurriculars at Caledonia-Mumford Central School.

_____
Student Signature Date

_____
Received by (advisor) Date

Complete and return to your advisor prior to the first meeting.

This form is good for the entire 2026 - 2027 School Year

Caledonia-Mumford Central School District Board of Education

Exhibit F

Meeting date: August 11, 2026
Agenda Item: VIII - 12
Resolution title: Approval of Revised Substitute Rates

2026-2027 Substitute Pay Rates & Stipend Rates **Effective July 1, 2026 - June 30, 2027**

Title	Daily Rate: Tracked on Building Attendance Sheet	Per Hour: Submitted on Claim Forms or Time Cards	NYS Retirement System
Part-Time Clerk		$18.00 - $25.81	NYSLRS
Summer Work/School-to-work (Minimum Wage)		Minimum Wage	NYSLRS
Sub Cleaner (Minimum Wage)		Minimum Wage	NYSLRS
Sub Courier (Minimum Wage)		Minimum Wage	NYSLRS
Sub Custodian/Custodial Worker		$17.51	NYSLRS
Sub Maintenance Mechanic		20.00 - $27.04	NYSLRS
Sub Automotive Mechanic		$32.20	NYSLRS
Sub Dispatcher/Trainee		$19.00	NYSLRS
Sub Duplicating Services Asst. (Minimum Wage)		Minimum Wage	NYSLRS
Catering Rate (Food Service)		24.00	NYSLRS
Sub Food Service Worker (Minimum Wage)		Minimum Wage	NYSLRS
Sub Cook Manager		$18.54	NYSLRS
Sub Monitor (Cafeteria/Bus) (Minimum Wage)		Minimum Wage	NYSLRS
Tutor		$37.55	NYSTRS
Audio Video Tech		$31.00	NYSLRS/NYSTRS
Student Audio/Video Support Tech		Minimum Wage	
Certified Teacher Sub (7.5 hrs)	$155		NYSTRS
Certified Teacher Sub AFTER 40 days (7.5 hrs)	$170		NYSTRS
Retired Cal-Mum Teacher Sub (Except when subbing for a teacher aide/assistant, then they will be paid at the rates established for those positions)	$170		NYSTRS
Uncertified Sub (7.5 hrs)	$120		NYSTRS
Uncertified Sub AFTER 40 Days (7.5 hrs)	$125		NYSTRS
Sub Teacher Aide/Teacher Assistant	$120		NYSLRS
Substitute Nurse RN		$30.00	NYSLRS
Substitute Secretary (8 hrs)	$128		NYSLRS
Substitute Secretary AFTER 40 Days (8 hrs)	$138		NYSLRS
Retired Cal-Mum Substitute Secretary	$138		NYSLRS
Substitute Bus Driver		$28.00	NYSLRS
Summer Workers		Minimum wage	
Stars of Tomorrow Rehearsal		$23.10	NYSLRS/NYSTRS
Stars of Tomorrow Performance		$23.10	NYSLRS/NYSTRS
Newsletter Creation	$492.26 per newsletter		

Daily Rate Substitutes will work a full day 7:30 AM - 3:00 PM
Half-day substitutes will work as follows: (AM) 7:30 AM - 11:15 AM or (PM) 11:15 AM - 3:00 PM
These rates are subject to change

Caledonia-Mumford Central School District Board of Education

Exhibit G

Meeting date: August 11, 2026
Agenda Item: IX - 1
Resolution title: Annual Reappointment of Substitutes

Returning Substitutes for the 2026-2027 School Year

Substitute Teacher		**Aide**		**Tutor**
Antonio, Michelle		Cosimeno, Jessica		Antonio, Michelle
Armitage, John		Haas, Dawn		Callanan, Kathleen
Aron, Gerald		Kessler, Montgomery		Jackura, Roseann
Backus, Sheri		Lopez, Danielle		Sims-Wood, Susan
Callanan, Kathy		McCombs, Marion		
Cosimeno, Jessica		Murdock, Ryann		**Building & Grounds**
Flint, Nicole		Murdock, Thomas		Armitage, John - maintenance
Haas, Dawn		Quinn, Emily		Coleman, Edward
Harvey, Bridget		Reed, Lee		Donaghue, Ethan - maintenance
Jackura, Roseann		VanAllen, Laurie		Maldonado, Carmen - cleaner
Kessler, Montgomery		Wilcox, Adam		Murdock, Ryann - cleaner
Lopez, Danielle				Murdock, Thomas - custodian
Macy-Flint, Ellen		**Cafeteria**		Sims, Skip - maintenance
McCombs, Marion		Tetreault, Allan		
Murdock, Ryann				**Nurse**
Murdock, Thomas		**Clerk**		Benedict, Amy
Nicoll, Katherine		Antonio, Michelle		
Pukos, Terri		Cosimeno, Jessica		**Bus Driver**
Quinn, Emily		Lopez, Danielle		Day, Paul
Reed, Lee		McCombs, Marion		Freeman, Daniel
Sims-Wood, Susan		Nicoll, Katherine		Grattan, Ronald
Wilcox, Adam		Sims-Wood, Susan		Wood, Christopher
Years, Kelly				

Caledonia-Mumford Central School District

EMPLOYEE APPOINTMENT

TO: Dr. Chenaille

FROM: Michele Meyer

DATE: 7/28/26

RE: Personnel Appointment

NAME: Claudia Phillips

ADDRESS: [redacted]

ASSIGNMENT: Support Staff - Aide

Building to sub in: [redacted] (check all that apply)

Departments to sub in: (check all that apply)

Teacher ☐ Aide X Cafeteria ☐ Cleaner ☐ Secretary ☐

Transportation ☐ _____ Tutor ☐ Nurse ☐

[redacted]

BOARD APPT. DATE: Tuesday, August 11, 2026

[redacted]

Cc: Sheri Murdock
Desiree Lyman

Caledonia-Mumford Central School District

EMPLOYEE APPOINTMENT

TO: Dr. Chenaille
FROM: Jill Gemme
DATE:
RE: Personnel Appointment

NAME: Brenda Beach

ADDRESS: [redacted]

ASSIGNMENT: Food Service Helper

[redacted]

(district office)

HOURLY WAGE: $16.25

BOARD APPT. DATE: 8/11/2026

OFFICIAL START DATE: 9/1/2026

BACKGROUND:

[redacted]

Cc: Sheri Murdock
Desiree Lyman

Caledonia-Mumford Central School District

EMPLOYEE APPOINTMENT

TO: Dr. Chenaille
FROM: Brennen Colwell
DATE: 8/7/2026
RE: Personnel Appointment

NAME: Jennifer Dougherty

ADDRESS: [redacted]

ASSIGNMENT: Food Service Helper

[redacted]

[redacted]

(district office)

HOURLY WAGE: $16.25

BOARD APPT. DATE: 8/11/2026

OFFICIAL START DATE: 9/1/2026

[redacted]

[redacted]

Lyman

Caledonia-Mumford Central School District

EMPLOYEE APPOINTMENT

TO: Dr. Chenaille
FROM: Brennen Colwell
DATE: 8/7/2026
RE: Personnel Appointment

NAME: Susan Potter

ADDRESS: [redacted]

ASSIGNMENT: Food Service Helper

[redacted]

[redacted]
(district office)

HOURLY WAGE: $16.25

BOARD APPT. DATE: 8/11/2026

OFFICIAL START DATE: 9/1/2026

[redacted]

Cc: Sheri Murdock
Desiree Lyman

Caledonia-Mumford Central School District

EMPLOYEE APPOINTMENT

TO: Dr. Chenaille
FROM: Jen Richardson
DATE: 8/6/26
RE: Personnel Appointment

NAME: James McManus

ADDRESS: [redacted]

ASSIGNMENT: Bus Driver (Return)

[redacted]

(district office)

HOURLY WAGE: $32.00/HR

BOARD APPT. DATE: 8/11/26

OFFICIAL START DATE: 8/10/26

BACKGROUND:

Cc: Sheri Murdock
Desiree Lyman

Caledonia-Mumford Central School District

SUBSTITUTE EMPLOYEE APPOINTMENT

TO: Dr. Chenaille
FROM:
DATE:
RE: Personnel Appointment

NAME: ____Nicole Flint _____

ADDRESS: _[redacted]

ASSIGNMENT: _Substitute [redacted]

[redacted]
(check all that apply)

Departments to sub in: (check all that apply)

Teacher X Aide ☐ Cafeteria ☐ Cleaner ☐ Secretary ☐
Transportation ☐ _____ Tutor ☐ Nurse ☐

[redacted]

[redacted]
(district office)

BOARD APPT. DATE: August 11, 2026

[redacted] $350 dollars a day [redacted] No other benefits apply.

Cc: Sheri Murdock
Desiree Lyman

Caledonia-Mumford Central School District

SUBSTITUTE EMPLOYEE APPOINTMENT

TO: Dr. Chenaille
FROM: Board of Education
DATE: 8/11/2026
RE: Personnel Appointment

NAME: Patricia McMullen

ADDRESS: [redacted]

ASSIGNMENT: Grade 1 Substitute

[redacted]
(check all that apply)

Departments to sub in: (check all that apply)

Teacher X Aide ☐ Cafeteria ☐ Cleaner ☐ Secretary ☐
Transportation ☐ _____ Tutor ☐ Nurse ☐

[redacted]
(district office)

BOARD APPT. DATE: August 11, 2026
BACKGROUND: [redacted]

$350.00 per day [redacted]
No other benefits apply.

Cc: Sheri Murdock
Desiree Lyman