LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

4061 Creek Road
Youngstown, NY 14174

June 15, 2026 Regular Board Meeting

OUR MISSION **One Purpose. Your Pathway. Our Promise.** **OUR VISION** Our ***PURPOSE*** is to ensure that when students leave Lewiston-Porter they will be ready to face the world with confidence in themselves and what they can contribute. While students are here they will be challenged to grow along their ***PATHWAY*** and discover their personal best because we ***PROMISE*** to give them our best.	**Regular Board of Education Meeting** **DRAFT MINUTES** Monday, June 15, 2026, 6:00 PM Boardroom, Community Resource Center
Board of Education: Joseph J. Palermo, Board President (2023-2026) Tessa Connelly, Vice Board President (2024-2027) Chris Bragdon (2025-2028) Annie Huntington (2025-2028) Sara Ohanessian (2024-2027) Susan Rhodenizer (2025-2028) **Ex Officio Student(s) Board of Education members:** Kaitlyn Szarejko (2025-2026) Zoe Droegmyer (2025-2026)	**Administration:** Paul J. Casseri, Superintendent of Schools Scott M. Hoot, Assistant Superintendent for Administrative Services Marisa I. Barile, District Clerk

EXECUTIVE SESSION		
Call to Order	The Board President called the meeting to order at 5:00 PM to enter into Executive Session.	**Mr. Palermo**
Executive Session	**Motion made by Palermo, seconded by Connelly to enter into Executive session at 5: 00 PM** for negotiations conducted pursuant to the Taylor Law involving the contract with the Lewiston-Porter United Educational Employees (LUPEE) union; the proposed lease(s) of real property and to seek legal advice from the Board's attorney. **Motion made by Palermo, seconded by Connelly to adjourn from Executive session at 5:47 PM.**	**Approved, CARRIED 6-0** **Approved, CARRIED, 6-0**

CALL TO ORDER		
Call to Order	The Board President called the Public meeting to order at 6:00 PM with the Pledge of Allegiance.	**Mr. Palermo**
Acceptance of Agenda	RESOLVED, that the Lewiston-Porter Board of Education accept the Agenda for June 15, 2026. **Motion made by Palermo, seconded by Connelly to accept the agenda.**	**Approved, CARRIED, 6-0**

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COMMITTEE & BOARD REPORTS			
Committee Meeting Schedules	**Committee/Council:**	**Meeting Dates:**	**Board Members:**
	Facilities Planning Review Committee	6/24/2026	**Ms. Ohanessian, Mr. Palermo**
	NOSBA	08/20/2026	**Mrs. Rhodenizer**
	Organizational Meeting	7/1/2026, 4:00 PM	
	Board Retreat Meeting(s)	7/15-16/2026, 4:30 - 8:00 PM	
Committee Reports	**Board Committee:**		**Chair**
	Facility Review Planning Committee		**Mr. Palermo**
	Policy Review Committee		**Mrs. Tamarazio/Mr. Palermo**
	Fine Arts Council		**Mrs. Connelly**
	District Safety Committee		**Mr. Palermo**

PRESENTATIONS/RECOGNITIONS		
Presentation	VOLT AI Presentation	**Mr. William Reynolds, VOLT AI**
Retiree Recognition(s)	**Lewiston-Porter Civil Service Employees' Association:** Ron Miner **Lewiston-Porter Professional Professionals:** Mary Krieger **Lewiston-Porter United Educational Employees:** Teresa Donaldson Janell Farbo Dawn Hogan Sheryl Leffler Lorraine Mies Laurie Munno Bonnie Rampado **Lewiston-Porter United Teachers' Association**: Elizabeth Buck Michelle Ellis Norman Forney III Jeffrey Thompson Michelle Zachary **School Resource Officer:** Officer Anthony Nicoletti **Board of Education: (End of Term)** Kaitlyn Szarejko, Joseph Palermo	**Mr. Casseri**

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REPORTS/PRESENTATIONS		
Board Student Ex Officio Report	Board Report/Presentation	**Ms. Szarejko**
Administrative Reports (PEC and HS reports submitted)	Intermediate Education Principal – Monthly Calendar Middle School Principal – Monthly Calendar Assistant Superintendent for Administrative Services Superintendent	**Mrs. Rodriguez** **Mr. Auer** **Mr. Hoot** **Mr. Casseri**

COMMUNITY COMMENTS
Pamela Hylinger, Accessibility and Inclusion

BOARD OF EDUCATION COMMENTS
Board Members: Ms. Ohanessian Mrs. Rhodenizer Mr. Bragdon Mrs. Huntington **Board Student Ex Officio** Ms. Szarejko **Board Vice President:** Mrs. Connelly **Board President:** Mr. Palermo

RECESS
A recess was taken from 7:45 -7:56 PM

DISTRICT OPERATIONS		
Minutes	**RESOLVED**, that the Lewiston-Porter Board of Education approve the Minutes from the May 26, 2026, as submitted by the District Clerk. **Motion made by Palermo, seconded by Rhodenizer to approve M-1.**	**M-1** **Approved,** **CARRIED, 6-0**
Consent Agenda for Financial Operations	**RESOLVED,** that the Lewiston-Porter Board of Education approve the following, Items NF-1 through NF-6, in the financial consent agenda as submitted by the Administration: **Budget Status Reports** **Extraclassroom Treasurer's Report** **Treasurer's Report** **Claims** **Budget Transfer History** **Bank Reconciliation** **Motion made by Palermo, seconded by Huntington to approve NF-1 to NF-6.**	**NF-1** **NF-2** **NF-3** **NF-4** **NF-5** **NF-6** **Approved,** **CARRIED, 6-0**

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OLD BUSINESS
No Old Business

NEW BUSINESS - ADMINISTRATION		
Policy Revision Acceptance of the First Reading	**RESOLVED**, at the first reading, that the Lewiston-Porter Board of Education Accept the following policies; Policy 6410, Acceptable Use Policy (Personnel) Policy 6412, Social Media Use (new) Policy 7241, Student Directory Information Policy 7315, Acceptable Use Policy (Student) **Motion made by Palermo, seconded by Connelly to approve NA-1.**	**NA-1 Approved, CARRIED, 6-0**
Policy Revision Acceptance of the Second Reading	**RESOLVED**, at the second reading, that the Lewiston-Porter Board of Education accept the following policies; Policy 1410, Policy and Administrative Regulations Policy 1510, Regular Board Meetings and Rules (Quorum, Attendance and Parliamentary Procedure) Policy 1520, Special Meetings of the Board of Education Policy 1530, Minutes Policy 1540, Executive Sessions Policy 1610, Annual District Meeting and Election/Budget Vote Policy 1611, Business of the Annual District Election Policy 1630, Legal Qualifications of Voters at School District Meetings Policy 1650, Submission of Questions and Propositions at Annual Election and Special District Meetings Policy 7430, Contests for Students, Student Awards and Scholarships **Motion made by Palermo, seconded by Connelly to approve NA-2.**	**NA-2 Approved, CARRIED, 6-0**
Approval of Customer Agreement	**WHEREAS**, the Board of Education of the Lewiston-Porter Central School District (the “District" or "the District Board”) is considering the implementation of security and surveillance monitoring of certain District properties, and have researched available contractors and services; and **WHEREAS**, the District has identified Volt, Inc as a respected and established industry provider of security monitoring and is considering entering into a contract with Volt, Inc to provide security monitoring and risk identification services; **NOW THEREFORE BE IT RESOLVED**: 1. That the contract and “Customer Agreement” between Volt, Inc. and the District for security monitoring and risk identification services is hereby approved, and 2. The Superintendent, or his designee, are authorized to execute the Customer Agreement and work with Volt, Inc for the implementation of the contracted services. **Motion made by Palermo, seconded by Huntington to approve NA-3.**	**NA-3 Approved, CARRIED, 6-0**

Approval of the 2025-26 Risk Assessment, 2025-26 Internal Audit STAC Review and the Corrective Action Plans	**RESOLVED**, upon the recommendation of the Assistant Superintendent for Administrative Services, and as reviewed by the Audit Committee, that the Lewiston-Porter Board of Education approve the 2025-26 Risk Assessment, 2025-26 Internal Audit STAC Review and the respective Corrective Action Plans as presented by WithumSmith & Brown, PC. **Motion made by Palermo, seconded by Rhodenizer to approve NA-4.**	**NA-4 Approved, CARRIED, 6-0**
Approval of the Lewiston-Porter United Educational Employees (LPUEE) Tentative Agreement	**RESOLVED**, that the Lewiston-Porter Board of Education approve the Lewiston-Porter United Educational Employees (LPUEE) Tentative Agreement, for July 1, 2026 through June 30, 2031, as submitted by the administration. **Motion made by Palermo, seconded by Ohanessian to approve NA-5.**	**NA-5 Approved, CARRIED, 6-0**
Approval of the New APPR Evaluation Plan	**RESOLVED,** that the Lewiston-Porter Board of Education approve the new APPR Evaluation plan for Faculty and Administrators pursuant to Education Law Section 3012-e, effective the 2026-2027 school year. **Motion made by Palermo, seconded by Connelly to approve NA-6.**	**NA-6 Approved, CARRIED, 6-0**
Approval of the Disposal of Textbooks	**RESOLVED,** upon the recommendation of the Assistant Superintendent for Administrative Services, that the Lewiston-Porter Board of Education approve the disposal of textbooks from the Middle School Library. **Motion made by Palermo, seconded by Bragdon to approve NA-7.**	**NA-7 Approved, CARRIED, 6-0**
Approval to Close and Consolidate of Middle School Student Activities Club(s)	**RESOLVED,** upon the recommendation of the Middle School Principal, that the Lewiston-Porter Board of Education approves the closure and/or consolidation of the Middle School Rocketry Club, Middle School Run Club, and Middle School Science & Nature Club accounts and all remaining balances from these accounts will be moved to the Middle School General Student Activities Account. **Motion made by Palermo, seconded by Huntington to approve NA-8.**	**NA-8 Approved, CARRIED, 6-0**
Approval to Create High School Extraclassroom Activity Fund Accounts	**RESOLVED,** upon the recommendation of the High School Principal, that the Lewiston-Porter Board of Education approve the creation of the Business Club, Historical Society Club and the Student to Startup Club as required per Policy/Regulation 5520/5520R Extraclassroom Activity Fund. **Motion made by Palermo, seconded by Ohanessian to approve NA-9.**	**NA-9 Approved, CARRIED, 6-0**
Approval of the Submission of the New York Plays Grant	**RESOLVED,** upon the recommendation of the Director of Special Education and Grants, that the Lewiston-Porter Board of Education approves the submission of the New York Plays Grant and approves local share funding as required if the grant is awarded. **Motion made by Palermo, seconded by Rhodenizer to approve NA-10.**	**NA-10 Approved, CARRIED, 6-0**

Acceptance of the Phase III 2024 Capital Improvement Project Alternates and Prime Contracts	**RESOLVED,** upon the recommendation of the Assistant Superintendent for Administrative Services, that the Lewiston-Porter Board of Education accept General Trades Contract and the Electrical Contract alternates as follows: ● Alternate No.1 (ADD): 36'x36'x16' high Storage Building General Trades Contract C303: A-1 Landcare, Inc. . $102,888 Electrical Contract C326: Industrial Power and Lighting Corp. $81,700 Total ADD Alternate No.1 $184,588 ● Alternate No.2 (ADD): Concrete Sidewalk Replacements General Trades Contract C303: A-1 Landcare, Inc. . $97,625 Electrical Contract C326: Industrial Power and Lighting Corp. $49,900 Total ADD Alternate No.2 $147,525 ● Alternate No.3 (ADD): Asphalt Sidewalk Replacements General Trades Contract C303: A-1 Landcare, Inc. . $46,211 Electrical Contract C326: Industrial Power and Lighting Corp. $32,700 Total ADD Alternate No.3 $78,911 ● Alternate No.6 (ADD): Elia Press Box General Trades Contract C303: A-1 Landcare, Inc. . $26,158 Electrical Contract C326: Industrial Power and Lighting Corp. $5,900 Total ADD Alternate No.3 $32,058 ● Alternate No.7 (ADD): Electronic Display Electrical Contract C326: Industrial Power and Lighting Corp. $19,800 Total ADD Alternate No.7 $19,800 Based on acceptance of the above alternates, Approve the prime contract amounts and state/cooperative bid contracts as follows; ● Prime Contracts General Trades Contract C303: A-1 Land Care, Inc. $770,327 Electrical Contract C326: Industrial Power and Lighting Corp. $313,700 ● Total Amount to be Awarded $1,084,027 **Motion made by Palermo, seconded by Ohanessian to approve NA-11.**	**NA-11 Approved, CARRIED, 6-0**

PUPIL PERSONNEL		
Recommendations for CSE Placement and Amendments	**RESOLVED,** upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the recommendations and amendments of the Committee on Special Education and approve the authorization of funds to implement the special education programs and services consistent with such recommendations for the following: ***School Year 2025-2026*** 03/17/26, 03/18/26, 03/25/26, 03/27/26, 03/31/26, 04/20/26, 04/24/26, 04/27/26, 04/28/26, 04/27/26, 05/04/26, 06/01/26, 06/05/26 ***School Year 2026-2027*** 05/19/26 **Motion made by Palermo, seconded by Connelly to approve NP-1.**	**NP-1 Approved, CARRIED, 6-0**
Recommendations for CPSE Placement and Amendments	**RESOLVED,** upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the recommendations and amendments of the Committee on Preschool Special Education and approve the authorization of funds to implement the special education programs and services consistent with such recommendations for the following: ***School Year 2025-2026*** 04/28/26, 05/12/26, 05/19/26 ***School Year 2026-2027*** 04/27/26, 04/28/26, 05/11/26 **Motion made by Palermo, seconded by Huntington to approve NP-2.**	**NP-2 Approved, CARRIED, 6-0**

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PERSONNEL - CONSENT AGENDA

Motion made by Palermo, seconded by Bragdon to approve the Personnel Consent agenda combining PRNI, PRLTS, PADC, PAI, PATOSA, PAILT, PABBS, PAPNI, PAANI, PANIST, PASI, PASNI, PAA, PAPC, PABLT, PACC, PAC, PAVC.

Approved, CARRIED, 6-0

Resignation/ Rescission -

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for resignations/rescissions.

Non-Instructional — **PRNI**

Name	Date	Position	Reason
Teresa Donaldson	6/30/2026	Teacher Aide	Retirement
Jennifer Winstanley	6/30/2026	Teacher Aide	Resignation

Long-term Substitutes — **PRLTS**

Name	Date	Position	Reason
Phil Laurenzi	6/01/2026	Teacher Aide	End of Appt.
Benjamin Morley	6/26/2026	LTS: Science	End of Appt.
Sara Mang	6/26/2026	LTS: Special Ed.	End of Appt.
Rachael Gilroy	6/26/2026	LTS: Special Ed.	End of Appt.
Andrea Johnson	6/26/2026	Building-based Sub.	End of Appt.

Appointment - — **PADC**

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for salary adjustment for Instructional appointments due to conferral of degree.

Degree conferral/ Salary change

Name:	Jenna Bull
Placement:	Primary Education Center
Tenure Area:	Special Education
Effective:	5/22/2026
Degree:	Master's
Step:	1
Salary Pro Rata	$50,000.00

Appointment -

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Instructional appointments. The probationary expiration date is tentative and conditional only (unless extended in accordance with the law). Except to the extent required by the applicable provisions of Section 3012 of the Education Law. In order to be granted tenure the principal/teacher must receive composite or overall annual professional performance review ratings pursuant to Section 3012-c and/or 3012-d of the Education Law of either effective or highly effective in at least three (3) of the four (4) preceding years, and if the principal/teacher receives an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time.

PAI

Instructional

Name:	Julia Russo
Placement:	Primary Education Center
Position:	Special Education teacher
Effective:	9/01/2026
Probationary Period:	9/01/2026 - 8/31/2030
Tenure Area:	Special Education
Certification:	Students w/Disabilities, All Grades*
Degree:	Master's
Step:	7
Salary:	$63,285.00

*NYS certification pending

Name:	Ryan Kaminski
Placement:	Intermediate Education Center
Position:	Music teacher
Effective:	9/01/2026
Probationary Period:	9/01/2026 - 8/31/2030
Tenure Area:	Music
Certification:	Music

	Degree: Master's **Step:** 5 **Salary:** $59,652.00	
Appointments - **Teacher on Special Assignment (TOSA), 2026-2027**	**RESOLVED,** upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for the following Teacher on Special Assignment appointments for 2026-2027.	**PATOSA**

Name	**TOSA**	**Location**	**Tenure Area**
Amanda Emmons	CSE/CPSE Chairperson	Districtwide	Special Education
Rebecca Orsi	Math Specialist	PEC	Elementary
Julie Stevener	Math Specialist	IEC	Special Education
Tina Hedges	.5 Math/.5 Reading Specialist	IEC	Elementary
Nina Calarco	Math Specialist	Middle School	Math
Jessica Cruz	Director of Academic Achievement Center	High School	Special Education
Brian Hall	.4 Director of Academy of Business & Finance	High School	Computer Technology
Nicole Krawczyk	.4 Coordinator of Cooperative Work Study Programs	High School	Business
Linda D'Anna	.4 Alternative Learning Environment	High School/ Middle School	Social Studies

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

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<table>
<tr>
<td>Appointment -

<u>Long-Term Instructional</u></td>
<td>RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Instructional Long-Term appointments.
<table>
<tr><td>Name:</td><td>Amanda Murray</td></tr>
<tr><td>Placement:</td><td>High School</td></tr>
<tr><td>Position:</td><td>.4 Theater</td></tr>
<tr><td>Effective:</td><td>9/01/2026 - 6/30/2027</td></tr>
<tr><td>Certification:</td><td>Theater</td></tr>
<tr><td>Degree:</td><td>Master’s</td></tr>
<tr><td>Step:</td><td>5</td></tr>
<tr><td>Salary:</td><td>$23,868.80</td></tr>
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<td>PAILT</td>
</tr>
<tr>
<td>Appointment -

<u>Building-based Substitute Teacher</u></td>
<td>RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for building-based substitute appointments, without benefits, except as required by law, to be utilized on an annual basis at the discretion of the Superintendent. Services shall be at-will and at the pleasure of the Board of Education.
<table>
<tr><td>Name:</td><td>Rachael Gilroy</td></tr>
<tr><td>Placement:</td><td>Primary Education Center</td></tr>
<tr><td>Position:</td><td>Building-based Substitute Teacher</td></tr>
<tr><td>Effective:</td><td>9/01/2026 - 6/30/2027</td></tr>
<tr><td>Certification:</td><td>Childhood Education, 1-6
Early Childhood Education, B-2*
Students w/Disabilities, All Grades*</td></tr>
<tr><td>Degree:</td><td>Master’s</td></tr>
<tr><td>Salary per diem:</td><td>$180.00 daily rate</td></tr>
</table></td>
<td>PABBS</td>
</tr>
</table>

Name:	Kelsey Jeffs
Placement:	Intermediate Education Center
Position:	Building-based Substitute Teacher
Effective:	9/01/2026 - 6/30/2027
Certification:	Childhood Education, 1-6 Early Childhood Education, B-2
Degree:	Master's
Salary per diem:	$180.00 daily rate

Name:	Amanda Murray
Placement:	High School
Position:	.6 Building-based Substitute Teacher
Effective:	9/01/2026 - 6/30/2027
Certification:	Theater
Degree:	Master's
Salary per diem:	$108.00 daily rate

Appointments -

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for permanent classified Non-Instructional Appointments, upon the successful completion of the probationary period in accordance with Civil Service Law Section 97 and Local Rule XIII, subdivision 5.

PAPNI

Name:	Jennifer Walker
Position:	Sr. Typist
Effective:	6/30/2026
Appointment Type:	Permanent
Probationary Period:	1/01/2026-6/30/2026

Non-Instructional Permanent Appointment

Name:	James Walker
Position:	Teacher Aide
Effective:	6/30/2026
Appointment Type:	Permanent
Probationary Period:	1/01/2026-6/30/2026

Name:	Nicole Short
Position:	Teacher Aide
Effective:	5/31/2026
Appointment Type:	Permanent
Probationary Period:	12/01/2025-5/31/2026

Name:	Danielle Waz
Position:	Teacher Aide
Effective:	5/04/2026
Appointment Type:	Permanent
Probationary Period:	11/03/2025-5/04/2026

Name:	Julie Brucato
Position:	Teacher Aide
Effective:	3/13/2026
Appointment Type:	Permanent
Probationary Period:	9/01/2025-3/13/2026

	Name: Stacey Nearhoof **Position:** Teacher Aide **Effective:** 3/13/2026 **Appointment Type:** Permanent **Probationary Period:** 9/01/2025-3/13/2026	
Annual Appointments - **<u>Non-Instructional</u>**	**RESOLVED,** upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Annual non-instructional appointments.	**PAANI**

Name	Appointment	Effective	Hourly Salary/ Stipend*
Paula Lively	1:1 Aide: MUD Dance	6/11/2026	$16.47
Laurie Munno	1:1 Aide: MUD Dance	6/11/2026	$22.22

*Aides on Special Assignment paid base hourly rate

Appointments -

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for seasonal appointments, without benefits, except as required by law, to be utilized on an as needed basis at the discretion of the Superintendent. Services shall be at-will and at the pleasure of the Board of Education.

PANIST

<u>Non-Instructional: Seasonal, Temporary</u>

Name:	James Walker
Placement:	Buildings & Grounds
Position:	Seasonal Grounds
Effective:	6/01/2026
Appointment Type:	Temporary
Hourly Salary:	$16.30/hour

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Appointment -

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for substitute appointments, without benefits, except as required by law, to be utilized on an as needed basis at the discretion of the Superintendent. Services shall be at-will and at the pleasure of the Board of Education.

Instructional: Certified — **PASI**

Name	Date	Position: Certified Teacher Certification	Per Diem Rate
Madeline Norton	6/15/2026	Childhood Ed, 1-6; Students w/Disabilities, All Grades	$150.00
Kyah Orsi	6/1/2026	Visual Arts	$150.00
Nicole Peunic	6/15/2026	Childhood Ed, 1-6	$150.00
Julia Thomas	6/15/2026	Early Childhood Ed, B-2 Childhood Ed, 1-6	$150.00

Instructional: Non-Certified — **PASNI**

Name	Date	Position	Per Diem Rate
Amber Allen	6/15/2026	Sub. Teacher: Non-Cert.	$135.00
Sophia Auer	6/15/2026	Sub. Teacher: Non-Cert.	$135.00
Carrie Leardini	6/08/2026	Sub. Teacher: Non-Cert.	$135.00
Larissa Reid	6/15/2026	Sub. Teacher: Non-Cert.	$135.00

Non-Instructional

Name	Date	Position	Hourly Rate
Daphne McAuliffe	6/15/2026	Sub. Teacher Aide	$16.00

Annual Appointment - Instructional

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education accept the consent agenda for the following 2026-2027 annual appointment(s).

PAA

TIG Coordinator

Districtwide

Name	Appointment	Salary/ Stipend
Ryan Suitor	TIG Coordinator**	$32.50/hr*

**Paid through Title IV Grant; *Not to exceed seventy (70) hours maximum

Technology Liaisons

Name	Appointment	Salary/ Stipend
Heather Lindahl	PEC Technology Liaison	$1,050.00
Karen Pax	IEC Technology Liaison	$1,050.00
Heather Gancarz	Middle School Tech. Co-Liaison	$525.00*
Rachel Smith	Middle School Tech. Co-Liaison	$525.00*
Heather Gancarz	High School Tech. Co-Liaison	$525.00*
Aneeta Shepardson	High School Tech. Co-Liaison	$525.00*

*shared position; split stipend

One District, One Book

Elementary

Name	Appointment	Step	Salary/Stipend
Heather Lindahl	PEC ODOB Coordinator	VII-3	$1,267.00
Brianna Zeitz	IEC ODOB Coordinator	VII-3	$1,267.00

Name	Appointment	Salary/Stipend
Heather Lindahl	PEC ODOB Coordinator*	$32.50/hr
Brianna Zeitz	IEC ODOB Coordinator*	$32.50/hr
Catherine Sullivan	PEC ODOB Committee**	$32.50/hr
Nina Sweet	PEC ODOB Committee**	$32.50/hr
Tina Hedges	IEC ODOB Committee**	$32.50/hr

Leader in Me

*Coordinator: Not to exceed thirty-two and one-half (32.5) hours maximum
**Committee: Not to exceed twelve (12) hours maximum per person

Name	Appointment	Salary/Stipend
Nina Sweet	PEC Leader in Me Coordinator	$2,500.00
Julie Stevener	IEC Leader in Me Coordinator	$2,500.00

Intermediate Education Center DEAL

Intermediate Education Center

Name	Appointment	Salary/Stipend
Lindsay Dougherty	IEC DEAL Team member	$32.50/hr*
Dena Peterson	IEC DEAL Team member	$32.50/hr*
Julie Stevener	IEC DEAL Team member	$32.50/hr*

**Not to exceed ten (10) hours maximum per person*

Middle School SET Team

Middle School

Name	Appointment	Salary/Stipend
Mark Marinaccio	SET team member	$32.50/hr*
Richard Sweeney	SET team member	$32.50/hr*

**Not to exceed seventy-five (75) hours maximum per person*

Middle School WEB Summer Planning

Name	Appointment	Salary/Stipend*
Michael Bollinger	WEB Club Coordinator	$32.50/hr*
Kelly Zimmerman	WEB Club Coordinator	$32.50/hr*
Rachel Smith	WEB Club Support Team	$32.50/hr*
Kaitlin Rudney	WEB Club Support Team	$32.50/hr*

**Not to exceed thirty-seven (37) hours maximum per person*

Middle School Innovation Experience

Name	Appointment	Cat./Step	Stipend
Nina Calarco	Innovation Experience Coordinator	IV-3	$2,589.00

Advanced Placement

High School

Name	Appointment	Salary/Stipend
Dan Behm	AP Coordinator	$3,000.00
Sandra Girasole	AP Clerical Support*	$750.00
Kelly Martin	AP Clerical Support*	$750.00

*Sharing assignment: Split stipend

After School Assistance Program

Name	Appointment	Salary/Stipend
Christine Hoover	Head Teacher, Middle School After School Assistance Program (ASAP)	$35.00/hr
Kristen Bajor	Middle School ASAP	$32.50/hr
Micheal Kankolenski	Middle School ASAP	$32.50/hr
Catherine Loncar	Middle School ASAP	$32.50/hr
Rachel Smith	Middle School ASAP	$32.50/hr
Richard Sweeney	Middle School ASAP	$32.50/hr
Kyle Hurtgam	Head Teacher, High School After School Assistance Program (ASAP)	$35.00/hr
Joseph Gallagher	High School ASAP	$32.50/hr
Tadeus Krupa	High School ASAP	$32.50/hr
Amy Townsend	High School ASAP	$32.50/hr
John Stodolka	High School ASAP	$32.50/hr

International Student Science Fair

Name	Appointment	Cat./Step	Salary/Stipend
Sarah Evans	Student Research Facilitator	V-3	$1,924.00
Lori Hurtgam	Logistics Coordinator	V-3	$1,924.00

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

4061 Creek Road
Youngstown, NY 14174

June 15, 2026 Regular Board Meeting

Appointment -

PAPC

RESOLVED, upon the recommendation of the Superintendent of Schools that the Lewiston-Porter Board of Education accept the consent agenda for Peer Coordinator appointments.

District-Wide

Name	Appointment	Cat.	Step	Stipend
Brett Coppins	Art	1-7	3	$4,721.00
Nicole Alonzo	Co-Bus./Tech./FACS	8-10	1	$1,698.50
Dena Peterson	Co-Bus./Tech./FACS		1	$1,698.50
Rebecca Orsi	Interventions	8-10	3	$5,051.00
Kevin Duncan	Co-Music	8-10	3	$2,525.50
Falynn Spinnegan	Co-Music		3	$2.525.50
Heather Lindahl	Library	1-7	3	$4,721.00
Justin Hays	Phys. Ed/Health	8-10	3	$5,051.00
Amy Ferrari	Related Services	1-7	3	$4,721.00
Trina DiVincenzo	Student Services	11+	3	$5,713.00
Aneeta Shepardson	World Languages	1-7	1	$3,067.00

*shared PC; split stipend

Primary Education Center

Name	Appointment	Cat.	Step	Stipend
Amanda Emmons	Special Education	8-10	3	$5,051.00
Candy Allen-Thomas	Kindergarten	1-7	3	$4,721.00
Kelly Milleville	First Grade	1-7	3	$4,721.00
Angela VanEgmond	Second Grade	1-7	3	$4,721.00

Intermediate Education Center

Name	Appointment	Cat.	Step	Stipend
Kelly Block	Co-Special Education	8-10	3	$2,360.50
Amy Williams	Co-Special Education		3	$2,360.50
Heidi Topolski	Third Grade	1-7	3	$4,721.00

Peer Coordinators

Peer Coordinators, cont.

Shannon Niccola	Fourth Grade	1-7	3	$4,721.00
Shannon Lester	Fifth Grade	1-7	3	$4,721.00

Middle School

Name	Appointment	Cat.	Step	Stipend
Tina Oddy	Special Education	8-10	3	$5,051.00
Amy Golden	Math, Gr. 6-8	1-7	3	$4,721.00
Lisa Scelsa	ELA, Gr. 6-8	1-7	3	$4,721.00
Kim Alexander Carlo	Science, Gr. 6-8	1-7	3	$4,721.00
Michael Bollinger	Soc. Studies, Gr. 6-8	1-7	3	$4,721.00

High School

Name	Appointment	Cat.	Step	Stipend
Lori Hurtgam	Special Education	1-7	3	$4,721.00
Joseph Gallagher	Math, Gr. 9-12	1-7	3	$4,721.00
Kimberly Hereth	ELA, Gr. 9-12	1-7	3	$4,721.00
Colleen Glor	Science, Gr. 9-12	1-7	3	$4,721.00
Scott Townsend	Soc. Studies, Gr. 9-12	1-7	3	$4,721.00

Annual Appointment -

RESOLVED, upon the recommendation of the Superintendent of Schools that the Lewiston-Porter Board of Education accept the consent agenda for the following annual appointments for 2024-2025 Building Leadership Team(s).

PABLT

Primary Education Center

Name	Unit	Appointment	Stipend/Salary
Tamara Larson	LPOEA	BLT member	$350.00
Carrie Casuccio	LPAP	BLT member	$350.00
Jennifer Walker	LPAP	BLT Alternate	$35.00/meeting
Katie Peters	LPUT	BLT Member: K	$350.00

Building Leadership Team(s)

Claudine Carlo	LPUT	BLT Member: Gr. 1	$350.00
Tressa Majerski	LPUT	BLT Member: Gr. 2	$350.00
Linnea DuFour	LPUT	BLT Member: Special Education	$350.00
Catherine Sullivan	LPUT	BLT Member: Non-Classroom	$350.00
Nicole Sandretto	LPUT	BLT Member: Non-Classroom	$350.00

Intermediate Education Center

Name	Unit	Appointment	Stipend/Salary
Tina Rodriguez	LPOEA	BLT Member	$350.00
Tamara Larson	LPOEA	BLT Alternate	$35.00/meeting
Miranda Mona	LPUT	BLT Member: Gr. 3	$350.00
Audrey Stafford	LPUT	BLT Member: Gr. 4	$350.00
Leah Dowling	LPUT	BLT Member: Gr. 5	$350.00
Sonja Marchetti	LPUT	BLT Member: Special Education	$350.00
Emily Brook	LPUT	BLT Member: Non-Classroom	$350.00

Middle School

Name	Unit	Appointment	Stipend/Salary
Andrew Auer	LPOEA	BLT Member	$350.00
Bradley Halgash	LPOEA	BLT Member	$350.00
Ellyn Chapman	LPAP	BLT Member	$350.00
Richard Sweeney	LPUT	BLT Member: Social Studies	$350.00
Tina Oddy	LPUT	BLT Member: Special Education	$350.00

Michael Bollinger	LPUT	BLT Member: All Other Depts.	$350.00
Rachel Smith	LPUT	BLT Member: All Other Depts.	$350.00

High School

Name	Unit	Appointment	Stipend/Salary
Christopher D'Anna	LPOEA	BLT Member	$350.00
John Evert	LPOEA	BLT Member	$350.00
Kelly Martin	LPAP	BLT Member	$350.00
Anika Fetzner	LPAP	BLT Alternate	$35.00/meeting
Kyle Hurtgam	LPUT	BLT Member: Math	$350.00
Amy Townsend	LPUT	BLT Member: Social Studies	$350.00
Jamie Moskal	LPUT	BLT Member: Special Education	$350.00
Brett Coppins	LPUT	BLT Member: All Other Depts.	$350.00
Heather Gancarz	LPUT	BLT Member: All Other Depts.	$350.00

Appointment -

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Co-Curricular & Extra-Curricular appointments for 2024-2025.

PACC

Elementary

Name	Appointment	Cat/Step	Stipend
Karen Yager	IEC Musical Advisor/Prod. Tech	III-3	$3,784.00
Falynn Spinnegan	IEC Musical Stage Director	VI-3	$1,672.00
Jill Jarusewski	IEC Musical Choreographer	VI-3	$1,672.00
Maria Frederick	IEC Musical Set Construction	VII-3	$1,267.00

Co-Curricular & Extra-Curricular

Maria Frederick	IEC Art Club Advisor	VII-3	$1267.00
Paul Frederick	IEC Chess Club	VII-3	$1,267.00
Rebecca Orsi	PEC Math Club	VII-3	$1,267.00
Lindsay Dougherty	IEC K-Kids	VII-1	$1,116.00
Nicole Neri	IEC K-Kids	VII-1	$1,116.00
Heidi Topolski	IEC Math Club	VII-3	$1,267.00
Jill Jarusewski	IEC Safety Patrol Coordinator	VII-3	$1,267.00
Karen Yager	IEC Safety Patrol Coordinator	VII-3	$633.50*
Mackenna Daly	Co-IEC Science Club*	VII-3	$633.50*
Heidi Topolski	Co-IEC Science Club*	VII-3	$1,267.00
Dena Peterson	IEC Technology Coding Club	VII-3	$1,267.00
Falynn Spinnegan	Co-IEC Yearbook*	VII-3	$633.50*
Maria Frederick	Co-IEC Yearbook*	VII-3	$633.50*

*Sharing advisorship: Split stipend

Co-Curricular & Extra-Curricular, cont.

Middle School

Name	Appointment	Cat/ Step	Stipend
Mark Marinaccio	Musical Vocal/Orchestral Director	IV-3	$2,589.00
Jon Hoover	Musical Set Construction	VI-3	$1,672.00
Rachel Smith	8th Grade Class Advisor	VII-3	$1,267.00
Kelly Zimmerman	Art Club	VII-3	$1,267.00
Kristen Bajor	Activity Club/Student Council	VI-3	$1,672.00
Christine Hoover	Activity Club/Student Council	VI-3	$1,672.00
Jon Hoover	Baking Club	VII-3	$1,267.00
Tina Oddy	Builders Club	VII-3	$1,267.00

Co-Curricular & Extra-Curricular, cont.

Yokasta Munoz	Builders Club	VII-3	$1,267.00
Michael Bollinger	Chess Club	VII-3	$1,267.00
Amy Golden	MS Running Club	VII-3	$1,267.00
Jill Carere-Fetterman	Co-MS Running Club*	VII-3	$633.50*
Annette Ramone	Co-MS Running Club*	VII-3	$633.50*
Stefanie Bond	In Real Life Club	VII-2	$1,192.00
Annette Rayome	International Connections	VII-2	$1,192.00
Jill Carere-Fetterman	Jazz Band	VII-3	$1,267.00
Emily LaGamba	Nat'l Junior Honor Society	VII-3	$1,267.00
Jennifer Kennsinger	Newspaper	VII-3	$1,267.00
Richard Sweeney	Science & Nature Club	VII-3	$1,267.00
Richard Sweeney	Ski Club	VII-3	$1,267.00
Michael Bollinger	WEB Club Coordinator	VI-3	$1,672.00
Kelly Zimmerman	WEB Club Coordinator	VI-3	$1,672.00
Rachel Smith	WEB Club Support Team	VII-3	$1,267.00
Kaitlin Rudney	WEB Club Support Team	VII-2	$1,192.00

*Sharing advisorship: Split stipend

High School

Name	Appointment	Cat/ Step	Stipend
Kevin Duncan	Musical Orchestral Director	II-3	$4,816.00
James Burritt	Musical Vocal Director	II-3	$4,816.00
Carolyn Quigley	Musical Stage Director	II-3	$4,816.00
Jon Hoover	Musical Set Construction	VI-3	$1,513.00
Linda D'Anna	Senior Class Advisor	VI-3	$1,672.00

Co-Curricular & Extra-Curricular, cont.

Lori Hurtgam	Senior Class Advisor	VI-3	$1,672.00
Carrie Popielski	Junior Class Advisor	VII-3	$1,267.00
Cindy Sanchez	Junior Class Advisor	VII-3	$1,267.00
Jessica Cruz	Sophomore Class Advisor	VII-3	$1,267.00
Phil Mikolajczak	Sophomore Class Advisor	VII-3	$1,267.00
Tadeus Krupa	Freshman Class Advisor	VII-1	$1,116.00
Morgan Fitzpatrick	Freshman Class Advisor	VII-1	$1,116.00
Carrie Popielski	Gay Straight Alliance	VII-3	$1,267.00
Carrie Popielski	Art Club	VII-3	$1,267.00
Aneeta Shepardson	Book Club Advisor	VII-3	$1,267.00
Kevin Duncan	Chamber Orchestra	VII-3	$1,267.00
Andrew Sharpe	Dungeons & Dragons Club	VII-3	$1,267.00
Aneeta Shepardson	French Club	VII-2	$1,192.00
Jamie Moskal	Future Teachers Club	VII-3	$1,267.00
Phil Mikolajczak	Co-Health Sciences (HOSA)*	VII-2	$596.00*
Aneeta Shepardson	Co-Health Sciences (HOSA)*	VII-1	$558.00*
James Burritt	Jazz Chorus	VII-3	$1,267.00
Kyle Hurtgam	Key Club	VII-3	$1,267.00
Lori Hurtgam	Key Club	VII-3	$1,267.00
Kyle Hurtgam	Lancer Council	VII-3	$1,267.00
Lori Hurtgam	Lancer Council	VII-3	$1,267.00
Michelle Conti	Lancer Leader Crew	VII-3	$1,267.00
Trina DiVincenzo	Lancer Leader Crew	VII-3	$1,267.00
Andrew Sharpe	Masterminds/Scholarship Bowl	VII-3	$1,267.00

Scott Townsend	Model UN	VII-3	$1,267.00	
Jessica Cruz	National Honor Society	VII-3	$1,267.00	
Linda D'Anna	National Honor Society	VII-3	$1,267.00	
Colleen Glor	Science Nat'l Honor Society	VII-3	$1,267.00	
Carrie Popielski	Traditions	VI-3	$1,672.00	
Cindy Sanchez	Traditions	VI-3	$1,672.00	
Carrie Popielski	Yearbook, Editorial	III-3	$3,784.00	

*Sharing advisorship: Split stipend

Appointment -

<u>Coaching</u>

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Coaching appointments.

Fall 2026-2027

Name	Appointment	Cat/Step	Stipend
Josh Spriggs	Football V Asst. Coach	II-1	$4,186.00
Jon Marotta	Football V Asst. Coach	II-1	$4,186.00
William Reiser	Football JV Coach	II-3	$5,320.00
Kyle Kurtgam	Football JV Asst. Coach	III-3	$4,226.00
Marc Niccola	Boys Soccer V Coach	I-3*	$7,724.00*
Dixon Reynolds	Boys Mod. Soccer Coach	V-1	$2,313.00

*correction to step/stipend, as approved on 3/23/2026

PAC

Appointment -

<u>Volunteer Coaching</u>

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Volunteer Coaching appointments.

Name	Season	Sport
Rosalina Nicoletti	Fall 2026-2027	Girls Soccer
Sarah Woods	Fall 2026-2027	Girls Soccer
Brian Scully	Fall 2026-2027	Boys Soccer
Andrew Leardini	Fall 2026-2027	Boys Soccer

PAVC

Jennifer Duff	Fall 2026-2027	Volleyball	
Meghan Baio	Fall 2026-2027	Volleyball	

EXECUTIVE SESSION - ADJOURNMENT		
Executive Session	**Motion made by Palermo, seconded by Bragdon to enter into Executive Session at 8:01 PM** for the purpose to discuss the Superintendent's evaluation. **Motion made by Palermo, seconded by Rhodenizer to adjourn from Executive session at 9:30 PM**	**Approved, CARRIED, 6-0** **Approved, CARRIED, 6-0**
Adjournment	**Motion made by Palermo, seconded by Rhondenizer to adjourn from the Public meeting at 9:30 PM**	**Approved, CARRIED, 6-0**

Marisa Iagallo-Barile, District Clerk

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

4061 Creek Road, Youngstown, NY 14174

July 27, 2026 Regular Board of Education Meeting

OUR MISSION: One Purpose. Your Pathway. Our Promise.

OUR VISION: Our *PURPOSE* is to ensure that when students leave Lewiston-Porter they will be ready to face the world with confidence in themselves and what they can contribute. While students are here they will be challenged to grow along their *PATHWAY* and discover their personal best because we *PROMISE* to give them our best.

Regular Board of Education
Draft Minutes
July 27, 2026, 6:00PM
Boardroom, Community Resource Center

Board of Education:	**Administration:**
Tessa Connelly (2024-2027), Board President Chris Bragdon (2025-2028), Board Vice President Annie Huntington (2025-2028) Sara Ohanessian (2024-2027) John Williams (2026-2029) **Absent:** Joshua Eckstein (2026-2029) Susan Rhodenizer (2025-2028)	Paul J. Casseri, Superintendent of Schools Scott M. Hoot, Assistant Superintendent for Administrative Services Marisa Iagallo-Barile, District Clerk

CALL TO ORDER		
Call to Order	The Board President called the meeting to order at 6:00PM with the Pledge of Allegiance.	**Mrs. Connelly**
Acceptance of Agenda	RESOLVED, that the Lewiston-Porter Board of Education accept the Agenda for July 27, 2026. **Motion made by Connelly, seconded by Bragdon to accept the agenda.**	**Approved, CARRIED, 5-0**

COMMITTEE & BOARD REPORTS			
Committee Meeting Schedule	**Committee/Council:**	**Meeting Dates:**	**Board Members:**
	Athletics Council	11/10/2026, 5/11/2027	**Mr. Bragdon** **Mr. Eckstein** **Mr. Williams**
	District Health & Safety Committee		**Mr. Bragdon** **Ms. Connelly** **Ms. Ohanessian**
	District Key Communicators	10/19/2026, 1/11/2027, 5/3/2027	**Mr. Bragdon** **Mrs. Connelly** **Mr. Eckstein**
	Environmental Council		**Mrs. Connelly** **Ms. Ohanessian**

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	Facilities Planning Review Committee	7/22/2026, 8/26/2026, 9/23/2026, 10/28/2026, 11/18/2026, 12/16/2026, 1/27/2027, 2/24/2027, 3/17/2027, 4/28/2027, 5/26/2027, 6/23/2027	**Mrs. Connelly** **Ms. Huntington** **Ms. Ohanessian**
	Finance Review Committee		**Mrs. Connelly** **Ms. Ohanessian** **Mr. Williams**
	Fine Arts Council	9/30/2026, 2/24/2027, 5/19/2027	**Mr. Eckstein** **Mrs. Connelly** **Mrs. Rhodenizer** **Ms. Droegmyer**
	Health & Wellness Committee	11/17/2026, 4/13/2027	**Mr. Eckstein** **Mrs. Huntington** **Ms. Ohanessian**
	NOSBA	8/26/2026	**Mrs. Rhodenizer**
	ON BOCES Board Meetings		**Mrs. Mullen**
	Policy Review Committee	9/25/2026, 10/23/2026, 11/20/2026, 12/18/2026, 1/22/2027, 2/26/2027, 3/19/2027, 4/23/2027, 5/21/2027, 6/11/2027	**Mrs. Connelly** **Mrs. Huntington** **Mrs. Rhodenizer**
	PTSA Meetings		**Mr. Bragdon**
	Special Education Committee		**Mr. Eckstein** **Mrs. Connelly** **Mr. Williams**
	Regular Board Meeting	8/24/2026, 9/28/2026, 10/26/2026, 11/23/2026, 12/21/2026, 1/25/2027, 2/22/2027, 3/15/2027, 4/26/2027, 5/24/2027, 6/14/2027	**ALL**
	Work Session	9/14/2026, 10/5/2026, 11/9/2026, 12/7/2026, 1/11/2027, 2/8/2027, 3/1/2027, 4/12/2027, 5/10/2027	**ALL**
Committee Reports	**Board Committee:**		**Chair**
	Facility Review Planning Committee		**Ms. Ohanessian**

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

4061 Creek Road, Youngstown, NY 14174

July 27, 2026 Regular Board of Education Meeting

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PUBLIC HEARING(S)	
Code of Conduct	**Mr. Casseri**
District Wide Emergency Plan	**Mr. Casseri**
For the authorization to expend funds from the District Repair Reserve Account to repair the High School parking lot, Blakeslee Stadium and the Primary Education Center (PEC).	**Mr. Hoot**
PRESENTATION	
External Audit Committee Communication Presentation	**Mr. Hoot**

REPORT(S)		
Administrative Reports	Assistant Superintendent for Administrative Services ● Claims Audit Review Superintendent	**Mr. Hoot** **Mr. Casseri**

COMMUNITY COMMENTS
Jill Jaruszewski, Technology in School

BOARD OF EDUCATION COMMENTS
Board Members: Annie Huntington Sara Ohanessian John Williams **Board Vice President:** Mr. Bragdon **Board President:** Mrs. Connelly

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

4061 Creek Road, Youngstown, NY 14174

July 27, 2026 Regular Board of Education Meeting

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DISTRICT OPERATIONS		
Minutes	**RESOLVED**, that the Lewiston-Porter Board of Education approve the Minutes from the July 1, 2026 Annual Organizational and Regular Board meeting, as submitted by the District Clerk. **Motion made by Connelly, seconded by Huntington to approve M-1.**	**M-1** **Approved,** **CARRIED, 5-0**
Minutes	**RESOLVED**, that the Lewiston-Porter Board of Education approve the Minutes from the July 16, 2026 Regular Board meeting, as submitted by the District Clerk. **Motion made by Connelly, seconded by Ohanessian to approve M-2.**	**M-2** **Approved,** **CARRIED, 5-0**
Consent Agenda for Financial Operations	**RESOLVED,** that the Lewiston-Porter Board of Education approve the following, Items NF-1 through NF-7, in the financial consent agenda as submitted by the Administration: **Budget Status Reports** **Extraclassroom Treasurer's Report** **Treasurer's Report** **Claims** **Budget Transfer History** **Bank Reconciliation** **Transfers Pending Board Approval** **Motion made by Connelly, seconded by Bragdon to approve NF-1to NF-7.**	**NF-1** **NF-2** **NF-3** **NF-4** **NF-5** **NF-6** **NF-7** **Approved,** **CARRIED, 5-0**

OLD BUSINESS
No Old Business

NEW BUSINESS - ADMINISTRATION		
Approval of the Revised August Regular Board Meeting Date	**RESOLVED,** upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education approves August 31, 2026, as the revised date for the August Regular Board of Education Meeting. **Motion made by Connelly, seconded by Huntington to approve NA-1.**	**NA-1** **Approved,** **CARRIED, 5-0**
Approval of Disposal of Textbooks	**RESOLVED,** upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education approve the disposal of Textbooks at the Primary Educaion Center. **Motion made by Connelly, seconded by Ohanessian to approve NA-2.**	**NA-2** **Approved,** **CARRIED, 5-0**
Approval of the Disposal of Textbooks and Equipment	**RESOLVED,** upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education approve the disposal of Textbooks and Equipment from the Special Education Department. **Motion made by Connelly, seconded by Bragdon to approve NA-3.**	**NA-3** **Approved,** **CARRIED, 5-0**

Approval of the 2026-2027 Tax Warrant	**RESOLVED**, upon the recommendation of the Assistant Superintendent for Administrative Services, that the Lewiston-Porter Board of Education approve the Tax Warrant for 2026-2027. **Motion made by Connelly, seconded by Huntington to approve NA-4.**	**NA-4 Approved, CARRIED, 5-0**
Approval of Service Agreements	**RESOLVED**, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education approve the following service agreements for the 2026-2027 school year; ● Access Elevator for handicapped elevator maintenance. ● ALPS Elevator Service for the inspection of all elevators in the District. ● Cummins for the preventive maintenance and inspections of generators in the District. ● Daikin for the chiller maintenance at the High School. ● Ehrlich for the District-wide pest control service. ● Greater Niagara for the preventative maintenance and startup of heating boilers in all buildings in the District. Also, for Refrigerator, Chiller, and Rooftop Air Handler maintenance and repair. ● Hobart for service and preventive maintenance on the new HS dishwasher. ● Johnson Controls for the fire alarm comprehensive, monitoring, sprinkler service agreement. ● Pitney Bowes for the service agreement for the Mail Machine. ● Schindler for the High School elevator maintenance agreement. ● Shredit/Stericycle for shredding medical waste services. ● Stark for the technical professional support for cameras and fob systems. ● Swanson Plumbing for backflow maintenance. ● TK Elevator for the High School and Intermediate Education Center large and freight elevator maintenance. ● Waterwise for the water treatment and cooling tower services to the district. **BE IT FURTHER RESOLVED**, that the Board of Education of the Lewiston-Porter Central School District hereby authorize the Superintendent to execute the above agreements on behalf of the District. **Motion made by Connelly, seconded by Ohanessian to approve NA-5.**	**NA-5 Approved, CARRIED, 5-0**

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Approval of Transportation Contracts Extensions	**RESOLVED,** upon the recommendation of the Assistant Superintendent for Administrative Services,that the Lewiston-Porter Board of Education approve the following transportation contract extensions for the 2026-2027 school year. **Summer Contracts - July 1, 2026 through August 31, 2026** STA of New York Contract E515138 (Spec. Ed.) Anticipated Cost: $82,554 STA of New York Contract E515137 (Reg. Students.) Anticipated Cost: $25,154 Individual Contract(s); Parent 1: Anticipated Cost: $2,483 Parent 2: Anticipated Cost: $1,653 **2026-2027 School Year Contracts - September 8, 2026 through June 30, 2027** STA of New York Contract E515139 (Main Contract) Anticipated Cost: $3,702,530 STA of New York Contract E515140 (Athletics/Field Trip) Anticipated Cost: $240,575 Individual Contract(s) Parent 1: Anticipated Cost: $11,605 Parent 2: Anticipated Cost: $10,304 **Motion made by Connelly, seconded by Huntington to approve NA-6.**	**NA-6 Approved, CARRIED, 5-0**
Approval to Expend funds frome the District Repair Reserve Account	**RESOLVED,** upon the recommendation of the Assistant Superintendent for Administrative Services,that the Lewiston-Porter Board of Education approve the authorization to expand the scope of the March 9, 2026 Board action regarding the HS parking lot and provide funding for additional repairs at Blakeslee Stadium and the PEC per the Public Hearing presentation. **Motion amde by Connelly, seconded by Huntington to approve NA-7.**	**NA-7 Approved, CARRIED, 5-0**

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PUPIL PERSONNEL		
Recommendations for CSE Placement and Amendments	**RESOLVED,** upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the recommendations and amendments of the Committee on Special Education and approve the authorization of funds to implement the special education programs and services consistent with such recommendations for the following: **School Year 2025-2026:** 04/24/26, 04/29/26, 05/01/26, 05/04/26, 05/08/26, 05/12/26, 05/18/26, 05/18/26, 05/19/26, 05/21/26, 05/26/26, 05/28/26, 06/01/26, 06/09/26, 06/10/26, 06/11/26, 06/12/26, 06/15/26, 06/17/26, 06/18/26, 06/22/26, 06/23/26 **School Year 2026-2027:** 04/24/26, 04/29/26, 05/04/26, 05/05/26, 05/08/26, 05/12/26, 05/13/26, 05/18/26, 05/19/26, 05/21/26, 05/28/26, 06/01/26, 06/03/26, 06/08/26, 06/09/26, 06/10/26, 06/11/26, 06/12/26, 06/15/26, 06/17/26, 06/22/26, 06/23/26, 06/24/26, 07/07/26, 07/10/26, 07/14/26, 07/15/26, 07/16/26, 07/17/26, 07/20/26 **Motion made by Connelly, seconded by Ohanessian to approve NP-1.**	**NP-1 Approved, CARRIED, 5-0**
Recommendations for CPSE Placement and Amendments	**RESOLVED,** upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the recommendations and amendments of the Committee on Preschool Special Education and approve the authorization of funds to implement the special education programs and services consistent with such recommendations for the following: **School Year 2025-2026:** 06/09/26, 06/11/26, 07/02/26 **School Year 2026-2027:** 05/11/26, 06/09/26, 06/11/26, 06/16/26, 06/18/26, 06/23/26, 06/25/26, 06/30/26, 07/01/26, 07/02/26 **Motion made by Connelly, seconded by Huntington to approve NP-2.**	**NP-2 Approved, CARRIED, 5-0**

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

4061 Creek Road, Youngstown, NY 14174

July 27, 2026 Regular Board of Education Meeting

OUR MISSION: One Purpose. Your Pathway. Our Promise.

OUR VISION: Our *PURPOSE* is to ensure that when students leave Lewiston-Porter they will be ready to face the world with confidence in themselves and what they can contribute. While students are here they will be challenged to grow along their *PATHWAY* and discover their personal best because we *PROMISE* to give them our best.

PERSONNEL - CONSENT AGENDA

Motion made by Connelly, seconded by Bragdon to approve the Personnel Consent Agenda combining PRI, PRBBS, PRNI, PRCC, PRM, PRC, PRS, PLI, PAA, PAI, PANI, PANILTS, PAA, PAPC, PAM, PACC, PAC. — **Approved, CARRIED, 5-0**

Resignation/ Rescission -

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for resignations/rescissions.

Instructional — **PRI**

Name	Date	Tenure area	Reason
Sarah Evans	6/30/2026	Science	Resignation
Kaitlyn Rudney	7/09/2026	English	Resignation
Amanda Emmons	7/31/2026	Special Education	Resignation
Amanda Emmons	7/31/2026	TOSA CSE/CPSE Chairperson	Resignation
Amanda Emmons	7/31/2026	Peer Coordinator: PEC Special Education	Resignation

PRBBS

Building-based Substitute Teacher — **PRNI**

Name	Date	Position	Reason
Rachael Gilroy	7/14/2026	BBS (PEC)	Resignation

Non-Instructional — **PRCC**

Name	Date	Position	Reason
Karen Brown	6/30/2026	Custodian	Retirement
Selena Stickney	6/30/2026	Teacher Aide	Resignation
Carrie Casuccio	7/10/2026	Sr. Typist	Resignation
Sarah Wright	7/10/2026	LTS: Clerical	End of Appt.
Kathryn Janese, RN	6/26/2026	School Nurse	Rescission of Resignation
Christopher Wright	7/31/2026	Laborer (DL)	Resignation

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Co-curricular & Extracurricular

Name	Date	Position	Reason
Carrie Popielski	7/01/2026	HS Art Club	Rescission
Mark Marinaccio	6/24/2026	SET Team	Resignation
Kaitlyn Rudney	6/24/2026	WEB Support Team	Resignation
Karen Pax	6/25/2026	IEC Tech Liaison	Rescission
Sarah Evans	6/30/2026	ISSF Research Coordinator	Resignation

Mentor

Mentor	Mentee	Tenure Area	Effective	Reason
Sarah Evans	Sarah Nocero	Science	6/30/2026	Resignation
Amanda Emmons	Stephanie DeVantier	Special Education	7/31/2026	Resignation

PRM

Coaching

Name	Date	Position	Reason
Kaitlyn Rudney	6/24/2026	Girls' Soccer V Asst. Coach	Resignation

PRC

Substitutes

Name	Date	Position	Reason
Margaret Adams	6/30/2026	Sub. Teacher	Resignation
Sara Mang	6/30/2026	Sub. Teacher	Resignation
Julia Thomas	6/30/2026	Sub. Teacher	Resignation
Kalie Biddle	6/30/2026	Sub. Teacher Aide	Resignation
Ava Cosgrove	6/30/2026	Sub. Teacher Aide	Resignation

PRS

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Leave(s) -

Instructional

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for unpaid leaves of Absence.

Name	Date	Tenure	Reason
Garry Daigler	6/22/2026	Business	Personal
John Stodolka	6/22/2026-6/23/2026	English	Personal

PLI

Appointments -

Administrative

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Administrative appointments. The probationary expiration date is tentative and conditional only (unless extended in accordance with the law).

Name:	Amanda Emmons
Placement:	Primary and Intermediate Education Centers
Position:	Elementary Program Coordinator
Effective:	8/01/2026
Probationary Period:	8/01/2026 - 7/31/2030
Tenure Area:	Elementary Assistant Principal
Certification:	School Building Leader (SBL)
Degree:	Master's
Salary pro rata:	$95,000.00

PAA

Appointment -

PAI

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Instructional appointments. The probationary expiration date is tentative and conditional only (unless extended in accordance with the law). Except to the extent required by the applicable provisions of Section 3012 of the Education Law. In order to be granted tenure the principal/teacher must receive composite or overall annual professional performance review ratings pursuant to Section 3012-c and/or 3012-d of the Education Law of either effective or highly effective in at least three (3) of the four (4) preceding years, and if the principal/teacher receives an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time.

Instructional

Name:	Jenna Augugliaro
Placement:	High School
Position:	Science
Effective:	9/01/2026
Probationary Period:	9/01/2026 - 8/31/2030
Tenure Area:	Science teacher
Certification:	Chemistry, 7-12* Physics, 7-12*
Degree:	Master's*
Step:	2
Salary:	$54.590.00

*pending; Degree conferral anticipated August 2026

Name:	Kyle McGlynn
Placement:	Middle School
Position:	Science teacher
Effective:	9/01/2026
Probationary Period:	9/01/2026 - 8/31/2030
Tenure Area:	Science

Certification:	Biology, 7-12
Degree:	Master's
Step:	2
Salary:	$54,590.00

Name:	Shawndra Galley-Lowe
Placement:	High School
Position:	Spanish teacher
Effective:	9/01/2026
Probationary Period:	9/01/2026 - 8/31/2030
Tenure Area:	World Languages
Certification:	Spanish, 7-12*
Degree:	Master's
Step:	2
Salary:	$54,590.00

*pending

Name:	Julia Russo
Placement:**	Intermediate Education Center**
Position:	Special Education teacher
Effective:	9/01/2026
Probationary Period:	9/01/2026 - 8/31/2030
Tenure Area:	Special Education
Certification:	Students w/Disabilities, All Grades (pending)
Degree:	Bachelor's*
Step:	7

	Salary: $56,983.00* **Change from June 15, 2026, agenda. *Correction: Bachelor's Salary Schedule	
Appointment - **<u>Non-Instructional</u>**	**RESOLVED,** upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Non-Instructional appointments. **Name:** Patricia Broughton **Placement:** Middle School **Position:** Custodian **Effective:** 7/27/2026 **Appointment Type:** Probationary **Probationary Period:** 7/27/2026 - 1/25/2027 **Hourly Salary:** $25.53 **Per Section 9.2.2 of the CSEA CBA: hourly base rate + $.40 **Name:** Kathryn Felicetti **Placement:** Primary Education Center **Position:** Sr. Typist **Effective:** 7/13/2026 **Appointment Type:** Probationary **Probationary Period:** 7/13/2026 - 1/11/2027 **Step:** 4 **Hourly Salary:** $20.94 **Name:** Ariana Meigs **Placement:** Primary Education Center **Position:** Typist **Effective:** 7/13/2026	**PANI**

Appointment Type:	Probationary
Probationary Period:	7/13/2026 - 1/11/2027
Step:	4
Hourly Salary:	$20.13

Name:	Christopher Wright
Placement:	Buildings & Grounds
Position:	Groundsperson
Effective:	7/27/2026
Appointment Type:	Probationary
Probationary Period:	7/27/2026 - 1/25/2027
Hourly Salary:	$17.91

Name:	Cade Mangan
Placement:	District Offices
Position:	Laborer (DL)
Effective:	7/27/2026
Appointment Type:	Probationary
Probationary Period:	7/27/2026 - 1/25/2027
Hourly Salary:	$16.87

Name:	Anna Pizzi
Placement:	Primary Education Center
Position:	Cleaner
Effective:	7/27/2026

	Appointment Type: Probationary **Probationary Period:** 7/27/2026 **Hourly Salary:** $16.60	
Appointment - **<u>Long-term Substitute: Non-Instructional</u>**	**RESOLVED,** upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Non-Instructional long-term substitute appointments.	**PANILTS**

Name:	Patricia Broughton
Placement:	Middle School
LTS Position:	Custodian
LT Substitute for:	K. Brown
Effective:	6/22/2026 - 7/24/2026
Appointment Type:	Temporary: Long-term substitute
Hourly Salary:	$25.53*

*Per Section 9.2.4 of the CSEA CBA: hourly base rate + $.40

Name:	Stacey Walker
Placement:	High School
LTS Position:	Custodian
LT Substitute for:	C. Chesnut
Effective:	6/23/2026 - TBD
Appointment Type:	Temporary: Long-term substitute
Hourly Salary:	$18.67*

*Per Section 9.2.4 of the CSEA CBA: hourly base rate + $.40 and, per section 9.2.7, additional $.40 out of title as custodian at High School.

Annual Appointment - Instructional

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education accept the consent agenda for the following 2026-2027 annual appointment(s).

PAA

Technology Liaisons

Intermediate Education center

Name	Appointment	Salary/Stipend
Karen Pax	Co-Technology Liaison	$525.00
Dena Peterson	Co-Technology Liaison	$525.00

Middle School WEB Summer Planning

Middle School

Name	Appointment	Salary/Stipend
Michael Kankolenski	WEB Club Support Team Summer Planning	$32.50/hr*

*Not to exceed thirty-seven (37) hours maximum per person.

International Student Science Fair

Name	Appointment	Cat./ Step	Salary/Stipend
Sarah Nocero	Student Research Facilitator	V-1	$1,761.00

Appointment

PAPC

Peer Coordinators

RESOLVED, upon the recommendation of the Superintendent of Schools that the Lewiston-Porter Board of Education accept the consent agenda for Peer Coordinator appointments.

District-Wide

Name	Appointment	Cat.	Step	Stipend
Rebecca Orsi	Interventions	11+*	3	$5,713.00*

Correction to Cat. and corresponding stipend on June 15, 2026.

Intermediate Education Center

Name	Appointment	Cat.	Step	Stipend
Kelly Block	Special Education	8-10	3	$2,525.50*
Amy Williams			3	$2,525.00*

Correction to stipend on June 15, 2026.

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Appointment -

<u>Mentorship</u>

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education accept the consent agenda for the following mentorship appointment(s).**

Mentor	Mentee	Tenure Area	Effective	Stipend
Amanda Emmons	Stephanie DeVantier	Special Education (.6)*	1/01/2026-6/30/2026*	$630.00*
Sarah Evans	Sarah Nocero	Science	5/01/2026-6/30/2026**	$210.00**
Julie Stevener	Julia Russo	Special Education	9/01/2026-6/30/2027	$1,050.00
Falynn Spinnegan	Ryan Kaminski	Music	9/01/2026-6/30/2027	$525.00
Mark Marinaccio				$525.00
Kerry Schmidt	N. Amelia Hill	English	9/01/2026-6/30/2027	$525.00
Phil Mikolajczyk				$525.00
Michael Kankolenski	Kyle McGlynn	Science	9/01/2026-6/30/2027	$1,050.00
Colleen Glor	Jenna Augugliaro	Science	9/01/2026-6/30/2027	$1,050.00
Colleen Glor	Sarah Nocero	Science (.8)	9/01/2026-4/30/2027	$840.00
Kelly Zimmerman	Justin Thompson	Technology	9/01/2026-6/30/2027	$1,050.00

***All appointments contingent upon completion of required 2026-2027 district-provided Mentorship Training.
*Correction to appointment on 1/26/2026, due to resignation.
**Correction to appointment on 5/11/2026, due to resignation.

PAM

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<table>
<tr><td>Appointment -

<u>Co-Curricular & Extra-Curricular</u></td><td>RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Co-Curricular & Extra-Curricular appointments for 2026-2027.
<table>
<tr><th>Name</th><th>Appointment</th><th>Cat/Step</th><th>Stipend</th></tr>
<tr><td>Michael Kankolenski</td><td>MS WEB Club Support Team</td><td>VII-1</td><td>$1,116.00</td></tr>
<tr><td>Cindy Sanchez</td><td>HS Art Club</td><td>VII-3</td><td>$1,267.00</td></tr>
</table></td><td>PACC</td></tr>
<tr><td>Appointment -

<u>Coaching</u></td><td>RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Coaching appointments.
Fall, 2026-2027
<table>
<tr><th>Name</th><th>Appointment</th><th>Cat/Step</th><th>Stipend</th></tr>
<tr><td>Sarah Woods</td><td>Girls’ Soccer V Asst.</td><td>IV-1</td><td>$2,684.00</td></tr>
</table></td><td>PAC</td></tr>
</table>

<table>
<tr><th colspan="3">EXECUTIVE SESSION - ADJOURNMENT</th></tr>
<tr><td>Executive Session</td><td>Motion made by Connelly, seconded by Bragdon to enter into Executive Session at 7:11PM for a disciplinary matter involving a particular student.

Motion made by Connelly, seconded by Huntington to adjourn from Executive Session at 8:10PM.</td><td>Approved, CARRIED, 5-0

Approved, CARRIED, 5-0</td></tr>
<tr><td>Appeal of Superintendent Hearing</td><td>WHEREAS, the Board of Education has considered an appeal from the Superintendent’s decision in a student discipline matter, and has reviewed the record of the Superintendent’s Hearing in connection therewith in executive session, and after due deliberations thereon, it is hereby

RESOLVED, that the Superintendent’s decision is hereby affirmed. Out of respect for the privacy of the individual(s) involved and the requirements of the Family Educational Rights and Privacy Act, no further statement will be made regarding this matter.
Motion made by Connelly, seconded by Williams to approve A-1.</td><td>A-1

Approved, CARRIED, 5-0</td></tr>
<tr><td>Adjournment</td><td>Motion made by Connelly, seconded by Bragdon to adjourn the public meeting at 8:13PM.</td><td>Approved, CARRIED, 5-0</td></tr>
</table>

Marisa Iagallo-Barile, District Clerk

LEW-PORT

Appropriation Status Detail Report By Function From 7/1/2025 To 6/30/2026

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1010.400-00-0000	NIAGARA POWER COALITION		15,000.00	0.00	15,000.00	7,822.20	0.00	7,177.80
A 1010.400-00-1000	BOE CONTRACTUAL		32,500.00	0.00	32,500.00	15,882.79	0.00	16,617.21
A 1010.450-00-0000	SUPPLIES & MATERIALS		500.00	0.00	500.00	202.70	0.00	297.30
A 1010.490-00-0000	BOCES SERVICES		32,688.00	46,232.00	78,920.00	81,947.83	0.00	-3,027.83
1010	**BOARD OF EDUCATION**	*	**80,688.00**	**46,232.00**	**126,920.00**	**105,855.52**	**0.00**	**21,064.48**
A 1040.160-00-0000	DISTRICT CLERK SALARY		0.00	0.00	0.00	0.00	0.00	0.00
A 1040.400-00-0000	CONTRACTUAL		200.00	0.00	200.00	50.00	0.00	150.00
A 1040.400-00-3000	TRAVEL & CONFERENCE		1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 1040.450-00-0000	SUPPLIES AND MATERIALS		800.00	0.00	800.00	445.89	0.00	354.11
1040	**DISTRICT CLERK**	*	**2,500.00**	**0.00**	**2,500.00**	**495.89**	**0.00**	**2,004.11**
A 1060.400-00-0000	CONTRACTUAL		30,500.00	-1,000.00	29,500.00	5,242.32	0.00	24,257.68
A 1060.450-00-0000	SUPPLIES & MATERIALS		500.00	1,000.00	1,500.00	777.56	0.00	722.44
1060	**DISTRICT MEETING**	*	**31,000.00**	**0.00**	**31,000.00**	**6,019.88**	**0.00**	**24,980.12**
10		**	**114,188.00**	**46,232.00**	**160,420.00**	**112,371.29**	**0.00**	**48,048.71**
A 1240.150-00-0000	SUPERINTENDENT SALARY		209,116.00	0.00	209,116.00	209,116.00	0.00	0.00
A 1240.150-00-1000	SUPPLEMENTAL		8,713.70	0.00	8,713.70	8,711.60	0.00	2.10
A 1240.160-00-1000	SECRETARY TO SUPERINTENDENT SALARY		82,557.13	0.00	82,557.13	82,557.12	0.00	0.01
A 1240.400-00-1000	CONTRACTUAL		25,000.00	0.00	25,000.00	8,319.70	800.00	15,880.30
A 1240.450-00-2000	SUPPLIES & MATERIALS		490.00	0.00	490.00	0.00	0.00	490.00
1240	**CHIEF SCHOOL ADMINISTRATOR**	*	**325,876.83**	**0.00**	**325,876.83**	**308,704.42**	**800.00**	**16,372.41**
12		**	**325,876.83**	**0.00**	**325,876.83**	**308,704.42**	**800.00**	**16,372.41**
A 1310.150-00-0000	ASSISTANT SUPERINTENDENT SALARY		158,605.00	0.00	158,605.00	154,369.16	0.00	4,235.84
A 1310.150-00-1000	SUPPLEMENTAL		6,608.50	0.00	6,608.50	0.00	0.00	6,608.50
A 1310.160-00-0000	BUSINESS OFFICE SUPPORT STAFF		242,547.50	0.00	242,547.50	241,730.63	0.00	816.87
A 1310.160-00-1000	SUPPLEMENTAL		4,000.00	0.00	4,000.00	0.00	0.00	4,000.00
A 1310.160-00-2000	DISTRICT OFFICE SUBSTITUTES		16,000.00	0.00	16,000.00	0.00	0.00	16,000.00
A 1310.160-00-3000	DISTRICT OFFICE OVERTIME		6,000.00	0.00	6,000.00	40.24	0.00	5,959.76
A 1310.160-00-5000	DO Support Staff Perfect Attendance		4,250.00	0.00	4,250.00	2,250.00	0.00	2,000.00
A 1310.400-00-0000	CONTRACTUAL		10,000.00	0.00	10,000.00	4,634.97	0.00	5,365.03
A 1310.400-00-3000	TRAVEL & CONFERENCE		6,500.00	-3,000.00	3,500.00	1,419.01	0.00	2,080.99
A 1310.450-00-0000	SUPPLIES & MATERIALS		2,500.00	0.00	2,500.00	2,350.17	0.00	149.83
A 1310.490-00-0000	BOCES SERVICES		110,000.00	5,584.00	115,584.00	128,558.31	0.00	-12,974.31
1310	**BUSINESS ADMINISTRATION**	*	**567,011.00**	**2,584.00**	**569,595.00**	**535,352.49**	**0.00**	**34,242.51**

LEW-PORT

Appropriation Status Detail Report By Function From 7/1/2025 To 6/30/2026

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1320.400-00-0000	AUDITING		38,375.00	43,500.00	81,875.00	80,756.00	0.00	1,119.00
1320	**AUDITING**	*	**38,375.00**	**43,500.00**	**81,875.00**	**80,756.00**	**0.00**	**1,119.00**
A 1325.160-00-0000	DISTRICT TREASURER SALARY		71,925.00	0.00	71,925.00	71,925.00	0.00	0.00
A 1325.400-00-3000	TRAVEL & CONFERENCE		850.00	0.00	850.00	0.00	0.00	850.00
A 1325.400-80-0000	CONTRACTUAL & OTHER EXP		2,113.00	0.00	2,113.00	0.00	0.00	2,113.00
A 1325.450-00-0000	SUPPLIES & MATERIALS		250.00	0.00	250.00	0.00	144.56	105.44
1325	**TREASURER**	*	**75,138.00**	**0.00**	**75,138.00**	**71,925.00**	**144.56**	**3,068.44**
A 1330.160-00-0000	DISTRICT TAX COLLECTOR		13,500.00	0.00	13,500.00	13,500.00	0.00	0.00
A 1330.400-00-000	CONTRACTUAL		11,000.00	0.00	11,000.00	9,687.76	0.00	1,312.24
A 1330.450-00-0000	SUPPLIES & MATERIALS		150.00	0.00	150.00	0.00	0.00	150.00
1330	**TAX COLLECTOR**	*	**24,650.00**	**0.00**	**24,650.00**	**23,187.76**	**0.00**	**1,462.24**
A 1345.490-00-0000	BOCES SERVICES-CO OP BIDDING		3,130.00	0.00	3,130.00	3,130.00	0.00	0.00
1345	**PURCHASING**	*	**3,130.00**	**0.00**	**3,130.00**	**3,130.00**	**0.00**	**0.00**
A 1380.400-00-0000	FISCAL ADVISORS		23,000.00	-7,988.00	15,012.00	5,170.00	0.00	9,842.00
1380	**FISCAL AGENT FEE**	*	**23,000.00**	**-7,988.00**	**15,012.00**	**5,170.00**	**0.00**	**9,842.00**
13		**	**731,304.00**	**38,096.00**	**769,400.00**	**719,521.25**	**144.56**	**49,734.19**
A 1420.400-00-1000	LEGAL-LEGAL ADVERTISE		5,000.00	0.00	5,000.00	38.43	0.00	4,961.57
A 1420.400-00-2000	LEGAL-CONTRACT EXP		225,000.00	61,757.98	286,757.98	338,118.80	0.00	-51,360.82
A 1420.490-00-0000	BOCES SERVICES		29,210.00	0.00	29,210.00	29,210.00	0.00	0.00
1420	**LEGAL**	*	**259,210.00**	**61,757.98**	**320,967.98**	**367,367.23**	**0.00**	**-46,399.25**
A 1430.160-00-0000	PERSONNEL SALARY		0.00	0.00	0.00	0.00	0.00	0.00
A 1430.400-00-2000	PERSL - RECRUITING, ADVERTISING		7,500.00	0.00	7,500.00	780.10	0.00	6,719.90
A 1430.490-00-0000	BOCES SERVICES		0.00	14,422.00	14,422.00	14,422.00	0.00	0.00
1430	**PERSONNEL**	*	**7,500.00**	**14,422.00**	**21,922.00**	**15,202.10**	**0.00**	**6,719.90**
A 1480.400-80-0000	NEWSLETTER, CALENDER PRINTING		11,690.00	0.00	11,690.00	0.00	0.00	11,690.00
A 1480.490-00-0000	BOCES SERVICES		39,060.00	22,176.00	61,236.00	61,236.00	0.00	0.00
1480	**PUBLIC INFORMATION & SERVICES**	*	**50,750.00**	**22,176.00**	**72,926.00**	**61,236.00**	**0.00**	**11,690.00**
14		**	**317,460.00**	**98,355.98**	**415,815.98**	**443,805.33**	**0.00**	**-27,989.35**
A 1620.160-00-0000	NON INSTRUCTIONAL SALARIES		33,742.08	0.00	33,742.08	35,675.76	0.00	-1,933.68
A 1620.160-00-2000	SUBSTITUTES		45,000.00	0.00	45,000.00	0.00	0.00	45,000.00
A 1620.160-00-3000	OVERTIME		15,450.00	0.00	15,450.00	21,451.90	0.00	-6,001.90
A 1620.160-00-5000	OP PLANT - PERFECT ATTENDANCE		11,200.00	0.00	11,200.00	3,000.00	0.00	8,200.00
A 1620.160-03-0000	NON INSTRUCTIONSAL SALARIES - PEC		186,485.68	0.00	186,485.68	150,617.19	0.00	35,868.49

LEW-PORT

Appropriation Status Detail Report By Function From 7/1/2025 To 6/30/2026

Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1620.160-05-0000	NON INSTRUCTIONAL SALARIES - IEC	155,451.20	0.00	155,451.20	156,459.49	0.00	-1,008.29
A 1620.160-07-0000	NON INSTRUCTIONAL SALARIES - MS	186,112.20	0.00	186,112.20	223,224.81	0.00	-37,112.61
A 1620.160-09-0000	NON INSTRUCTIONAL SALARIES - HS	271,960.65	0.00	271,960.65	270,115.05	0.00	1,845.60
A 1620.200-00-0000	EQUIPMENT	25,000.00	-10,025.00	14,975.00	2,536.98	0.00	12,438.02
A 1620.400-00-0000	CONTRACTUAL	118,632.00	-966.00	117,666.00	111,059.17	9,449.65	-2,842.82
A 1620.400-00-1000	CONTRACTUAL - BLDG REPAIRS	60,000.00	9,225.00	69,225.00	49,482.98	8,372.52	11,369.50
A 1620.400-00-3000	TRAVEL & CONFERENCE	1,500.00	0.00	1,500.00	351.42	0.00	1,148.58
A 1620.400-00-4000	CONTRACTUAL - FIRE INSPECTION	31,000.00	3,421.00	34,421.00	34,420.82	0.00	0.18
A 1620.400-00-5000	CONTRACTUAL - GARBAGE DISPOSAL	25,000.00	1,785.42	26,785.42	17,243.75	2,000.00	7,541.67
A 1620.400-00-6000	CONTRACTUAL - SECURITY	280,630.00	0.00	280,630.00	248,439.30	0.00	32,190.70
A 1620.400-00-8000	BUILDING CONDITION/LEAD TESTING	15,000.00	0.00	15,000.00	7,769.00	0.00	7,231.00
A 1620.421-00-0000	NATURAL GAS	250,000.00	10,000.00	260,000.00	203,824.49	9,999.92	46,175.59
A 1620.422-00-0000	SEWER/WATER	89,640.06	10,000.00	99,640.06	48,089.68	0.00	51,550.38
A 1620.423-00-0000	ELECTRIC	241,047.00	12,500.00	253,547.00	109,102.02	13,591.82	130,853.16
A 1620.424-00-0000	PHONE SERVICE	75,000.00	0.00	75,000.00	73,078.22	1,405.88	515.90
A 1620.450-00-0000	SUPPLIES & MATERIALS - CUSTODIAL	23,475.00	0.00	23,475.00	21,903.16	0.00	1,571.84
A 1620.450-00-0100	CUSTODIAL UNIFORMS	7,425.00	0.00	7,425.00	5,248.15	0.00	2,176.85
A 1620.450-00-0300	OP SUPPLIES - PEC	15,000.00	0.00	15,000.00	15,000.00	0.00	0.00
A 1620.450-00-0500	OP SUPPLIES - IEC	15,000.00	0.00	15,000.00	14,700.00	300.00	0.00
A 1620.450-00-0700	OP SUPPLIES MS	15,000.00	728.74	15,728.74	15,728.74	0.00	0.00
A 1620.450-00-0900	OP SUPPLIES - HS	25,000.00	102.25	25,102.25	24,388.15	1,145.95	-431.85
A 1620.490-00-0000	BOCES SERVICES-SAFETY RISK	31,780.00	805.00	32,585.00	32,585.00	0.00	0.00
1620	**OPERATION OF PLANT ***	**2,250,530.87**	**37,576.41**	**2,288,107.28**	**1,895,495.23**	**46,265.74**	**346,346.31**
A 1621.160-00-0000	NON INSTRUCTIONAL SALARIES	205,410.46	0.00	205,410.46	133,326.83	0.00	72,083.63
A 1621.160-00-1000	NON INSTRUCT SALARIES - SUPERVISI	145,634.30	0.00	145,634.30	151,217.24	0.00	-5,582.94
A 1621.160-00-3000	OVERTIME	23,000.00	0.00	23,000.00	10,471.69	0.00	12,528.31
A 1621.160-03-0000	MAINT OF PLANT - REG STAFF PEC	60,307.47	0.00	60,307.47	60,307.47	0.00	0.00
A 1621.160-05-0000	MAINT OF PLANT - REG STAFF IEC	39,355.00	0.00	39,355.00	0.00	0.00	39,355.00
A 1621.160-07-0000	MAINT OF PLANT - REG STAFF MS	41,943.74	0.00	41,943.74	41,973.34	0.00	-29.60
A 1621.160-09-0000	MAINT OF PLANT - REG STAFF HS	81,206.50	0.00	81,206.50	81,078.18	0.00	128.32
A 1621.200-00-0000	MAINTENANCE OF PLANT - EQUIPMENT	120,000.00	0.00	120,000.00	54,172.58	13,999.95	51,827.47
A 1621.400-00-0000	CONTRACTUAL	250,000.00	39,254.71	289,254.71	135,524.50	7,832.22	145,897.99
A 1621.400-40-1000	MAINT PLNT-REPAIRS	0.00	340,580.00	340,580.00	9,569.44	317,494.06	13,516.50

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1621.450-00-0000	SUPPLIES & MATERIALS		100,000.00	4,554.04	104,554.04	73,958.40	4,168.54	26,427.10
1621	**MAINTENANCE OF PLANT**	*	**1,066,857.47**	**384,388.75**	**1,451,246.22**	**751,599.67**	**343,494.77**	**356,151.78**
A 1670.160-00-0000	NON INSTRUCT SALARIES - MAILING		35,871.84	0.00	35,871.84	35,734.40	0.00	137.44
A 1670.400-01-0000	CONTRACTUAL - POSTAGE		45,000.00	0.00	45,000.00	27,332.16	0.00	17,667.84
1670	**CENTRAL PRINTING & MAILING**	*	**80,871.84**	**0.00**	**80,871.84**	**63,066.56**	**0.00**	**17,805.28**
A 1680.450-00-0000	Central Data Processing		0.00	6,100.00	6,100.00	6,019.60	0.00	80.40
A 1680.490-00-0000	CENTRAL DATA - BOCES SVCS		732,135.10	52,308.00	784,443.10	791,599.33	0.00	-7,156.23
A 1680.490-00-1000	WHITE GLOVE - BOCES SVCS		700.00	0.00	700.00	0.00	0.00	700.00
1680	**CENTRAL DATA PROCESSING**	*	**732,835.10**	**58,408.00**	**791,243.10**	**797,618.93**	**0.00**	**-6,375.83**
16		**	**4,131,095.28**	**480,373.16**	**4,611,468.44**	**3,507,780.39**	**389,760.51**	**713,927.54**
A 1910.400-00-0000	INSURANCE-PROPERTY/LIABILITY		287,500.00	-40,100.00	247,400.00	226,833.67	0.00	20,566.33
1910	**UNALLOCATED INSURANCE**	*	**287,500.00**	**-40,100.00**	**247,400.00**	**226,833.67**	**0.00**	**20,566.33**
A 1950.400-00-0000	WATER/SEWER IMPROV ASSESSMENT		60,000.00	0.00	60,000.00	55,403.06	0.00	4,596.94
1950	**ASSESSMENTS ON SCHOOL PROPERTY**	*	**60,000.00**	**0.00**	**60,000.00**	**55,403.06**	**0.00**	**4,596.94**
A 1964.400-00-0000	REFUNDS PROPERT TAX		30,000.00	0.00	30,000.00	30,000.00	0.00	0.00
1964	**REFUND ON REAL PROPERTY TAXES**	*	**30,000.00**	**0.00**	**30,000.00**	**30,000.00**	**0.00**	**0.00**
A 1981.492-00-0000	BOCES SERVICES-ADMIN RENT CAP PROJ		281,847.00	0.00	281,847.00	281,847.00	0.00	0.00
1981	**BOCES ADMINISTRATIVE COSTS**	*	**281,847.00**	**0.00**	**281,847.00**	**281,847.00**	**0.00**	**0.00**
19		**	**659,347.00**	**-40,100.00**	**619,247.00**	**594,083.73**	**0.00**	**25,163.27**
1		***	**6,279,271.11**	**622,957.14**	**6,902,228.25**	**5,686,266.41**	**390,705.07**	**825,256.77**
A 2010.160-00-0000	CURR DEV NON INST SALARIES		48,880.34	0.00	48,880.34	51,348.22	0.00	-2,467.88
A 2010.400-00-0000	CURR DEV - CONTRACTUAL		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2010.400-50-3000	CURR DEV-TRAVEL/CONF		1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 2010.490-50-0000	CURR DEV-BOCES SERVICES		2,550.00	0.00	2,550.00	2,550.00	0.00	0.00
2010	**CURRICULUM DEVEL & SUPERVISION**	*	**53,930.34**	**0.00**	**53,930.34**	**53,898.22**	**0.00**	**32.12**
A 2020.150-00-0000	INSTRUCTIONAL SALARIES		126,788.00	0.00	126,788.00	126,788.00	0.00	0.00
A 2020.150-00-1000	BLDG ADMN VAC BB-DO		8,035.70	0.00	8,035.70	6,750.00	0.00	1,285.70
A 2020.150-00-2000	PROFESSIONAL DEVELOPMENT		20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
A 2020.150-03-0000	BLDG ADMIN - PEC		150,894.00	0.00	150,894.00	150,894.00	0.00	0.00
A 2020.150-03-1000	BLDG ADM VACA BB - PEC		6,287.30	0.00	6,287.30	6,287.30	0.00	0.00
A 2020.150-05-0000	BLDG ADMIN - IEC		113,650.00	0.00	113,650.00	113,650.00	0.00	0.00
A 2020.150-05-1000	BLDG ADM VACA BB- IEC		4,735.40	0.00	4,735.40	4,735.40	0.00	0.00
A 2020.150-07-0000	BLDG ADMIN - MS		165,411.00	0.00	165,411.00	165,411.00	0.00	0.00

Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2020.150-07-1000	BLD ADM VACA BB- MS	6,892.10	0.00	6,892.10	6,202.89	0.00	689.21
A 2020.150-09-0000	BLDG ADMIN - SHS	269,355.00	0.00	269,355.00	269,355.00	0.00	0.00
A 2020.150-09-1000	BLDG ADM VACA BB- SHS	11,223.20	0.00	11,223.20	16,383.40	0.00	-5,160.20
A 2020.160-00-0000	CLERICAL SUBSTITUTES	7,000.00	0.00	7,000.00	29,147.42	0.00	-22,147.42
A 2020.160-03-0000	SUPERV REG STAFF - PEC	86,798.16	0.00	86,798.16	119,801.50	0.00	-33,003.34
A 2020.160-05-0000	SUPERV REG STAFF - IEC	94,260.68	0.00	94,260.68	129,451.86	0.00	-35,191.18
A 2020.160-07-0000	SUPERV REG STAFF - MS	94,697.07	0.00	94,697.07	72,749.25	0.00	21,947.82
A 2020.160-09-0000	SUPERV REG STAFF - SHS	84,737.30	0.00	84,737.30	122,692.66	0.00	-37,955.36
A 2020.160-09-0052	INTERNATION STUDIES CLERICAL	12,500.00	0.00	12,500.00	12,500.00	0.00	0.00
A 2020.400-00-0000	CONTRACTUAL	1,200.00	0.00	1,200.00	1,157.00	0.00	43.00
A 2020.400-00-3000	TRAVEL & CONFERENCE	13,000.00	0.00	13,000.00	497.89	0.00	12,502.11
A 2020.450-03-0000	MATLS/SUPP - PEC	1,000.00	0.00	1,000.00	63.96	0.00	936.04
A 2020.450-05-0000	MATLS/SUPP - IEC	1,500.00	0.00	1,500.00	859.42	0.00	640.58
A 2020.450-07-0000	MATLS/SUPP - MS	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2020.450-09-0000	MATLS/SUPP - HS	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
2020	**SUPERVISION-REGULAR SCHOOL ***	**1,285,964.91**	**0.00**	**1,285,964.91**	**1,355,377.95**	**0.00**	**-69,413.04**
A 2070.150-50-0000	INSERV - INSTRUCTIONAL	8,000.00	16,000.00	24,000.00	42,015.50	0.00	-18,015.50
A 2070.150-50-1000	ACCESS MATH/LEARNING ED ELEMENTS TRAINING	4,000.00	0.00	4,000.00	0.00	0.00	4,000.00
A 2070.400-50-1000	CURRICULUM WORKSHOPS	80,000.00	-25,248.00	54,752.00	446.72	4,200.00	50,105.28
A 2070.400-50-2000	INSERV & STAFF DEVELOP	75,000.00	-75,000.00	0.00	0.00	0.00	0.00
A 2070.400-50-3000	TRAVEL/MEETINGS	5,000.00	0.00	5,000.00	4,928.67	0.00	71.33
A 2070.450-00-0000	SUPPLIES & MATERIALS	25,000.00	-14,200.00	10,800.00	900.43	0.00	9,899.57
A 2070.490-00-0000	BOCES SERVICES	128,656.00	-73,496.00	55,160.00	58,596.84	0.00	-3,436.84
2070	**INSERVICE TRAINING-INSTRUCTION ***	**325,656.00**	**-171,944.00**	**153,712.00**	**106,888.16**	**4,200.00**	**42,623.84**
20	**	**1,665,551.25**	**-171,944.00**	**1,493,607.25**	**1,516,164.33**	**4,200.00**	**-26,757.08**
A 2110.120-00-1000	SUPPLEMENTAL K-3	38,000.00	0.00	38,000.00	0.00	0.00	38,000.00
A 2110.120-00-2000	SUPPLEMENTAL	603.00	0.00	603.00	603.00	0.00	0.00
A 2110.120-03-0000	INSTRUCTIONAL SALARIES - PEC	2,089,272.06	0.00	2,089,272.06	2,007,940.97	0.00	81,331.09
A 2110.120-03-2000	SUPPLEMENTAL PEC	66,410.00	0.00	66,410.00	62,096.53	0.00	4,313.47
A 2110.120-05-0000	INSTRUCTIONAL SALARIES - IEC 3	535,850.00	0.00	535,850.00	488,791.00	0.00	47,059.00
A 2110.120-05-2000	SUPPLEMENTAL	69,213.00	0.00	69,213.00	73,002.94	0.00	-3,789.94
A 2110.121-03-1000	PERFORMANCE STIPEND PEC	12,000.00	0.00	12,000.00	12,576.50	0.00	-576.50
A 2110.121-05-0000	INSTRUCT SALARIES - IEC 4-5	1,637,278.38	0.00	1,637,278.38	1,606,309.67	0.00	30,968.71

Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2110.121-05-1000	PERFORMANCE STIPEND IEC	7,400.00	0.00	7,400.00	7,000.00	0.00	400.00
A 2110.121-05-2000	CREDIT HOUR INCREASE	6,000.00	0.00	6,000.00	201.00	0.00	5,799.00
A 2110.121-07-0000	INSTRUCTIONAL SALARIES - MS 6	692,710.50	0.00	692,710.50	784,012.71	0.00	-91,302.21
A 2110.121-07-1000	PERFORMANCE STIPEND MS	10,200.00	0.00	10,200.00	8,000.00	0.00	2,200.00
A 2110.121-07-2000	SUPPLEMENTAL	15,752.20	0.00	15,752.20	16,914.05	0.00	-1,161.85
A 2110.121-09-1000	PERFORMANCE STIPEND HS	13,950.00	0.00	13,950.00	11,350.00	0.00	2,600.00
A 2110.130-00-2000	PEER COORDINATORS DO	40,000.00	0.00	40,000.00	43,110.50	0.00	-3,110.50
A 2110.130-00-2001	ACCESS MATH TRAINING	40,000.00	0.00	40,000.00	0.00	0.00	40,000.00
A 2110.130-00-3000	PEER COLLABERATION	40,000.00	0.00	40,000.00	95,550.00	0.00	-55,550.00
A 2110.130-00-5000	ASAP INSTRUCTORS	15,000.00	0.00	15,000.00	19,851.75	0.00	-4,851.75
A 2110.130-03-2000	PEER COORDINATORS PEC	17,000.00	0.00	17,000.00	16,478.85	0.00	521.15
A 2110.130-05-2000	PEER COORDINATORS IEC	18,000.00	0.00	18,000.00	18,836.00	0.00	-836.00
A 2110.130-07-0000	INSTRUCTIONAL SALARIES - MS 7-8	2,029,225.38	0.00	2,029,225.38	1,891,157.38	0.00	138,068.00
A 2110.130-07-0200	SUPPLEMENTAL	57,153.80	0.00	57,153.80	63,475.30	0.00	-6,321.50
A 2110.130-07-2000	PEER COORDINATORS MS	22,000.00	0.00	22,000.00	22,723.52	0.00	-723.52
A 2110.130-09-0000	INSTRUCTIONAL SALARIES - 9-12	3,448,119.62	-95,517.00	3,352,602.62	3,277,824.67	0.00	74,777.95
A 2110.130-09-0100	SUPPLEMENTAL	62,582.00	-2,652.00	59,930.00	60,607.50	0.00	-677.50
A 2110.130-09-2000	PEER COORDINATORS SHS	22,000.00	0.00	22,000.00	22,491.00	0.00	-491.00
A 2110.140-00-0000	INSTRUCTIONAL SALARIES SUBSTITUTES	400,000.00	0.00	400,000.00	319,548.70	0.00	80,451.30
A 2110.140-00-0001	INSTRUCTIONAL SALARIES LONG TERM SUBSTITUTES	100,000.00	0.00	100,000.00	178,014.81	0.00	-78,014.81
A 2110.140-00-0002	INST SALARIES STUDENT TEACHER RESIDENT SUBSTITUTE	3,200.00	0.00	3,200.00	20,385.00	0.00	-17,185.00
A 2110.160-00-4000	TEACHER AIDE SUBS	26,000.00	0.00	26,000.00	30,272.08	0.00	-4,272.08
A 2110.160-00-7000	MONITOR SUBS	5,000.00	0.00	5,000.00	1,520.00	0.00	3,480.00
A 2110.160-03-0000	TEACHER AIDES - PEC	141,936.06	0.00	141,936.06	312.00	0.00	141,624.06
A 2110.160-05-2000	TEACHER AIDES - IEC	186,000.00	0.00	186,000.00	0.00	0.00	186,000.00
A 2110.160-07-2000	TEACHER AIDS - MS	141,000.00	0.00	141,000.00	85,325.40	0.00	55,674.60
A 2110.160-09-2000	TEACHER AIDES - SHS	95,000.00	0.00	95,000.00	50,551.57	0.00	44,448.43
A 2110.161-00-2000	SUBSTITUTES - AIDES	0.00	0.00	0.00	0.00	0.00	0.00
A 2110.162-03-0000	MONITORS - PEC	33,000.00	0.00	33,000.00	27,599.84	0.00	5,400.16
A 2110.162-05-0000	MONITORS - IEC	16,744.84	0.00	16,744.84	16,018.46	0.00	726.38
A 2110.162-07-0000	MONITORS - MS	31,185.14	0.00	31,185.14	34,234.67	0.00	-3,049.53
A 2110.162-09-0000	MONITORS - SHS	67,000.00	0.00	67,000.00	38,366.36	0.00	28,633.64

Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2110.200-09-0000	FURNITURE	7,765.00	-201.00	7,564.00	0.00	0.00	7,564.00
A 2110.400-00-0001	SUBSTITUTE FINGERPRINTING	4,000.00	0.00	4,000.00	810.00	0.00	3,190.00
A 2110.400-00-3000	TRAVEL & CONFERENCE	1,385.00	0.00	1,385.00	150.80	0.00	1,234.20
A 2110.400-03-0000	PEC CONTRACTUAL	1,465.12	0.00	1,465.12	1,464.82	0.00	0.30
A 2110.400-05-0011	MUSIC INSTRUMENTAL-IEC	8,410.00	200.00	8,610.00	8,354.00	250.00	6.00
A 2110.400-05-0095	IEC Contractuals	1,600.00	2,288.00	3,888.00	3,709.76	0.00	178.24
A 2110.400-07-0000	CONTRACTUAL - MS	7,875.00	0.00	7,875.00	0.00	0.00	7,875.00
A 2110.400-07-0011	MUSIC INSTRUMENTAL-MS	3,235.00	-355.00	2,880.00	2,875.96	0.00	4.04
A 2110.400-07-0068	CONTRACTUAL - MS - CREW	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 2110.400-07-0069	CONTRACTUAL - MS - INNOVATION	0.00	700.00	700.00	180.00	0.00	520.00
A 2110.400-09-0000	CONTRACTUAL - HS	50,000.00	10,700.00	60,700.00	20,505.55	0.00	40,194.45
A 2110.400-09-0011	MUSIC INSTRUMENTAL-HS	14,650.90	-1,134.00	13,516.90	12,413.65	974.00	129.25
A 2110.400-09-0052	CONTRACTUAL INTERNATIONAL HS	25,886.00	-795.00	25,091.00	14,823.50	0.00	10,267.50
A 2110.400-09-2000	COMMENCEMENT-CONTRACTUAL	12,000.00	0.00	12,000.00	1,300.00	9,381.74	1,318.26
A 2110.450-00-0000	SUPPLIES & MATERIALS	25,000.00	-1,500.00	23,500.00	5,422.54	0.00	18,077.46
A 2110.450-03-0000	SUPPLIES & MATERIALS PEC	20,095.00	-327.61	19,767.39	19,057.95	0.00	709.44
A 2110.450-03-0001	STUDENT RECOGNITION PEC	1,000.00	0.00	1,000.00	815.31	0.00	184.69
A 2110.450-03-0010	SUPPLIES PEC - ONE DISTRICT ONE BOOK	9,000.00	0.00	9,000.00	7,965.64	0.00	1,034.36
A 2110.450-03-0011	MUSIC INSTRUMENTAL SUPPLIES-PEC	504.77	-27.00	477.77	477.71	0.00	0.06
A 2110.450-03-0015	ART	2,124.03	0.00	2,124.03	2,122.50	0.00	1.53
A 2110.450-03-0071	PHYSICAL EDUCATION	2,000.00	0.00	2,000.00	1,833.24	0.00	166.76
A 2110.450-05-0000	SUPPLIES & MATERIALS - IEC	22,300.00	-884.67	21,415.33	15,470.68	1,728.12	4,216.53
A 2110.450-05-0001	STUDENT RECOGNITION IEC	2,000.00	0.00	2,000.00	1,501.76	0.00	498.24
A 2110.450-05-0011	MUSIC INSTRUMENTAL SUPPLIES-IEC	1,363.64	-84.00	1,279.64	1,238.63	0.00	41.01
A 2110.450-05-0015	ART	1,700.00	0.00	1,700.00	1,605.55	0.00	94.45
A 2110.450-05-0071	PHYSICAL EDUCATION	4,000.00	0.00	4,000.00	3,770.23	0.00	229.77
A 2110.450-07-0000	SUPPLIES & MATERIALS - MS	21,000.00	128.95	21,128.95	14,965.78	0.00	6,163.17
A 2110.450-07-0001	STUDENT RECOGNITION MS	1,600.00	0.00	1,600.00	1,040.00	0.00	560.00
A 2110.450-07-0011	MUSIC INSTRUMENTAL SUPPLIES-MS	1,540.75	3,375.00	4,915.75	4,774.93	0.00	140.82
A 2110.450-07-0015	ART	3,000.00	0.00	3,000.00	2,952.63	0.00	47.37
A 2110.450-07-0068	SUPPLIES & MATERIALS - MS - CREW	3,000.00	0.00	3,000.00	305.16	0.00	2,694.84
A 2110.450-07-0069	SUPPLIES & MATERIALS - MS - INNOVATION	2,000.00	300.00	2,300.00	2,197.67	0.00	102.33
A 2110.450-07-0071	PHYSICAL EDUCATION	2,000.00	0.00	2,000.00	1,616.93	0.00	383.07

Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2110.450-09-0000	SUPPLIES & MATERIALS - HS	40,000.00	0.00	40,000.00	34,952.68	586.12	4,461.20
A 2110.450-09-0001	SUDENT RECOGNITION SHS	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
A 2110.450-09-0011	MUSIC INSTRUMENTAL SUPPLIES-HS	5,335.62	-125.00	5,210.62	5,209.90	0.00	0.72
A 2110.450-09-0015	ART	13,000.00	0.00	13,000.00	12,622.91	0.00	377.09
A 2110.450-09-0052	SUPPLIES & MAT INTERNATIONAL HS	6,800.00	0.00	6,800.00	-2,284.35	0.00	9,084.35
A 2110.450-09-0060	SUPPLIES & MATERIAL INT BUSINESS ACADEMY	7,500.00	-1,077.00	6,423.00	670.00	0.00	5,753.00
A 2110.450-09-0071	PHYSICAL EDUCATION	4,000.00	0.00	4,000.00	3,997.35	0.00	2.65
A 2110.450-09-2000	COMMENCEMENT-SUPPLIES	6,000.00	0.00	6,000.00	1,530.50	0.00	4,469.50
A 2110.473-00-0000	CHARTER SCHOOL TUITION - REGULAR ED	13,400.00	0.00	13,400.00	0.00	0.00	13,400.00
A 2110.485-00-0000	TEXTBOOKS	220,000.00	-30,265.29	189,734.71	189,394.70	0.00	340.01
A 2110.490-00-0000	BOCES SERVICES	518,640.90	61,700.00	580,340.90	553,294.83	0.00	27,046.07
2110	**TEACHING-REGULAR SCHOOL ***	**13,354,462.71**	**-55,552.62**	**13,298,910.09**	**12,368,165.13**	**12,919.98**	**917,824.98**
21	****	**13,354,462.71**	**-55,552.62**	**13,298,910.09**	**12,368,165.13**	**12,919.98**	**917,824.98**
A 2250.150-00-0000	INSTRUCTIONAL SALARIES - PRIVATE SCHOOL	60,000.00	0.00	60,000.00	33,989.00	0.00	26,011.00
A 2250.150-00-0100	INSTRUCTIONAL SALARIES	78,240.00	0.00	78,240.00	0.00	0.00	78,240.00
A 2250.150-03-0000	INSTRUCTIONAL SALARIES - PEC	265,019.70	0.00	265,019.70	400,259.42	0.00	-135,239.72
A 2250.150-03-1000	SUPPLEMENTAL	1,000.00	0.00	1,000.00	502.50	0.00	497.50
A 2250.150-05-0000	INSTUCTIONAL SALARIES - IEC	478,804.92	0.00	478,804.92	586,129.13	0.00	-107,324.21
A 2250.150-05-1000	SUPPLEMENTAL - INSERVICE	43,799.00	0.00	43,799.00	50,700.00	0.00	-6,901.00
A 2250.150-07-0000	INSTRUCTIONAL SALARIES -MS	524,692.95	0.00	524,692.95	512,377.00	0.00	12,315.95
A 2250.150-07-1000	SUPPLEMENTAL	36,501.00	0.00	36,501.00	22,511.05	0.00	13,989.95
A 2250.150-09-0000	INSTRUCTIONAL SALARIES - HS	652,000.00	0.00	652,000.00	317,406.20	0.00	334,593.80
A 2250.150-09-1000	SUPPLEMENTAL	60,000.00	0.00	60,000.00	24,110.86	0.00	35,889.14
A 2250.151-03-0000	INST SALARIES RELATED SVCS - PEC	152,879.25	0.00	152,879.25	178,789.95	0.00	-25,910.70
A 2250.151-05-0000	INST SALARIES RELATED SVCS - IEC	185,975.25	0.00	185,975.25	131,750.25	0.00	54,225.00
A 2250.151-07-0000	INST SALARIES RELATED SVCS - MS	120,000.00	0.00	120,000.00	97,428.00	0.00	22,572.00
A 2250.151-09-0000	INST SALARIES RELATED SVCS - HS	125,000.00	0.00	125,000.00	88,555.50	0.00	36,444.50
A 2250.152-00-0000	DIRECTOR SPL ED SALARY	127,182.83	0.00	127,182.83	140,641.14	0.00	-13,458.31
A 2250.152-00-1000	SUPPLEMENTAL - DIRECTOR	4,596.20	0.00	4,596.20	4,583.30	0.00	12.90
A 2250.160-00-0000	SPEC ED SUPPORT STAFF	91,000.00	0.00	91,000.00	85,107.93	0.00	5,892.07
A 2250.160-00-1000	SPEC ED NON PUB AIDES	21,000.00	0.00	21,000.00	19,536.00	0.00	1,464.00
A 2250.160-03-0000	SPEC ED TEACHER AIDES - PEC	204,714.67	0.00	204,714.67	353,178.12	0.00	-148,463.45

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2250.160-05-0000	SPEC ED TEACHER AIDES - IEC		217,137.12	0.00	217,137.12	313,769.52	0.00	-96,632.40
A 2250.160-07-0000	SPEC ED TEACHER AIDES - MS		263,626.53	0.00	263,626.53	186,518.93	0.00	77,107.60
A 2250.160-09-0000	SPEC ED TEACHER AIDES - SHS		128,467.93	0.00	128,467.93	125,036.27	0.00	3,431.66
A 2250.400-00-0000	CONTRACTUAL		321,020.00	2,425.00	323,445.00	259,756.98	7,125.00	56,563.02
A 2250.450-00-0000	SUPPLIES & MATERIALS		3,000.00	201.87	3,201.87	1,758.54	0.00	1,443.33
A 2250.450-03-0000	SUPPLIES PEC		3,000.00	4,160.13	7,160.13	6,765.27	0.00	394.86
A 2250.450-05-0000	SUPPLIES IEC		2,000.00	1,032.00	3,032.00	2,729.81	0.00	302.19
A 2250.450-07-0000	SUPPLIES MS		2,400.00	0.00	2,400.00	1,999.75	0.00	400.25
A 2250.450-09-0000	SUPPLIES SHS		9,950.00	0.00	9,950.00	6,300.88	0.00	3,649.12
A 2250.472-00-0000	TUITION - ALL OTHER		2,196,853.00	-80,525.22	2,116,327.78	1,766,083.27	78,485.10	271,759.41
A 2250.490-00-0000	BOCES SERVICES		2,153,104.00	-165,262.00	1,987,842.00	1,842,914.37	0.00	144,927.63
2250	**PROGRAMS-STUDENTS W/ DISABIL**	*	**8,532,964.35**	**-237,968.22**	**8,294,996.13**	**7,561,188.94**	**85,610.10**	**648,197.09**
A 2280.490-00-0000	OCED 10-12-BOCES SVCS		968,200.00	18,800.00	987,000.00	987,000.00	0.00	0.00
2280	**OCCUPATIONAL EDUCATION**	*	**968,200.00**	**18,800.00**	**987,000.00**	**987,000.00**	**0.00**	**0.00**
22		**	**9,501,164.35**	**-219,168.22**	**9,281,996.13**	**8,548,188.94**	**85,610.10**	**648,197.09**
A 2330.490-00-0000	SP SCH - BOCES SVCS		39,225.00	0.00	39,225.00	22,985.00	0.00	16,240.00
2330	**TEACHING-SPECIAL SCHOOLS**	*	**39,225.00**	**0.00**	**39,225.00**	**22,985.00**	**0.00**	**16,240.00**
23		**	**39,225.00**	**0.00**	**39,225.00**	**22,985.00**	**0.00**	**16,240.00**
A 2610.150-03-0000	INSTRUCTIONAL SALARIES - PEC		68,845.00	0.00	68,845.00	68,845.00	0.00	0.00
A 2610.150-03-1000	SUPPLEMENTAL - PEC		134.00	0.00	134.00	134.00	0.00	0.00
A 2610.150-05-0000	INSTRUCTIONAL SALARIES - IEC		0.00	100,761.27	100,761.27	104,435.00	0.00	-3,673.73
A 2610.150-05-1000	SUPPLEMENTAL - IEC		0.00	33,190.99	33,190.99	35,658.38	0.00	-2,467.39
A 2610.150-07-0000	INSTRUCTIONAL SALARIES - MS		41,774.00	-2,097.71	39,676.29	38,206.80	0.00	1,469.49
A 2610.150-07-1000	SUPPLEMENTAL - MS		13,317.20	-12,215.60	1,101.60	1,302.00	0.00	-200.40
A 2610.150-09-0000	INSTRUCTIONAL SALARIES - HS		62,661.00	-3,146.56	59,514.44	57,310.20	0.00	2,204.24
A 2610.150-09-1000	SUPPLEMENTAL - SHS		19,975.80	-18,323.39	1,652.41	1,953.00	0.00	-300.59
A 2610.200-09-0000	EQUIPMENT-HS		1,964.99	0.00	1,964.99	0.00	0.00	1,964.99
A 2610.450-03-0000	LIB SUPPLIES - PEC		4,430.00	-56.00	4,374.00	4,331.21	0.00	42.79
A 2610.450-05-0000	LIB SUPPLIES - IEC		4,500.00	0.00	4,500.00	3,009.47	0.00	1,490.53
A 2610.450-07-0000	LIB SUPPLIES MS		4,430.00	2,051.85	6,481.85	5,601.28	0.00	880.57
A 2610.450-09-0000	LIB SUPPLIES HS		4,430.00	0.00	4,430.00	3,744.59	614.00	71.41
A 2610.460-00-0000	STATE AIDED LIBRARY		31,000.00	-42.50	30,957.50	30,492.95	0.00	464.55
A 2610.490-00-0000	BOCES SERVICES		93,934.50	16,089.00	110,023.50	110,022.61	0.00	0.89

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
2610	**SCHOOL LIBRARY & AUDIOVISUAL**	*	**351,396.49**	**116,211.35**	**467,607.84**	**465,046.49**	**614.00**	**1,947.35**
A 2630.200-00-0000	STATE AIDED HARDWARE		55,224.40	9,867.39	65,091.79	63,120.59	1,968.00	3.20
A 2630.450-00-0000	DISTRICT TECHNOLOGY		5,000.00	39,200.00	44,200.00	44,124.58	0.00	75.42
A 2630.460-00-0000	STATE AIDED SOFTWARE		34,184.36	256.11	34,440.47	23,977.06	0.00	10,463.41
A 2630.490-00-0000	BOCES SERVICES-MANAGED SERVICES		413,902.89	88,015.29	501,918.18	464,409.92	0.00	37,508.26
2630	**COMPUTER ASSISTED INSTRUCTION**	*	**508,311.65**	**137,338.79**	**645,650.44**	**595,632.15**	**1,968.00**	**48,050.29**
26		**	**859,708.14**	**253,550.14**	**1,113,258.28**	**1,060,678.64**	**2,582.00**	**49,997.64**
A 2810.150-00-0000	GUID - INSTRUCTIONAL		185,000.00	0.00	185,000.00	83,911.20	0.00	101,088.80
A 2810.150-07-0000	INSTRUCTIONAL SALARIES - MS		195,881.00	0.00	195,881.00	190,255.20	0.00	5,625.80
A 2810.150-07-1000	SUPPLEMENTAL MS		4,362.00	0.00	4,362.00	4,429.00	0.00	-67.00
A 2810.150-07-2000	INSTRUCTIONAL SALARIES SUMMER - MS		19,000.00	0.00	19,000.00	16,461.14	0.00	2,538.86
A 2810.150-09-0000	INSTRUCTIONAL SALARIES - HS		267,311.00	0.00	267,311.00	267,311.00	0.00	0.00
A 2810.150-09-1000	SUPPLEMENTAL SHS		13,690.00	0.00	13,690.00	14,494.00	0.00	-804.00
A 2810.150-09-2000	INSTRUCTIONAL SALARIES SUMMER - SHS		20,000.00	0.00	20,000.00	20,149.62	0.00	-149.62
A 2810.160-09-0000	NON INSTRUCTIONALSALARIES - SHS		92,645.87	0.00	92,645.87	97,175.52	0.00	-4,529.65
A 2810.400-07-0000	CONTRACTUAL - MS		450.00	0.00	450.00	0.00	0.00	450.00
A 2810.400-09-0000	CONTRACTUAL - HS		500.00	0.00	500.00	0.00	0.00	500.00
A 2810.450-07-0000	GUID - SUPP/MATLS - MS		700.00	0.00	700.00	676.50	0.00	23.50
A 2810.450-09-0000	GUID - SUPP/MATLS - HS		500.00	0.00	500.00	502.86	0.00	-2.86
2810	**GUIDANCE-REGULAR SCHOOL**	*	**800,039.87**	**0.00**	**800,039.87**	**695,366.04**	**0.00**	**104,673.83**
A 2815.160-00-0000	NON PUB NURSE SALARY		39,658.84	0.00	39,658.84	40,734.78	0.00	-1,075.94
A 2815.160-00-4000	NURSE SUBS		5,000.00	0.00	5,000.00	10,473.98	0.00	-5,473.98
A 2815.160-03-0000	NON INSTRUCTIONAL SALARIES - PEC		40,748.84	0.00	40,748.84	40,021.15	0.00	727.69
A 2815.160-05-0000	NON INSTRUCTIONAL SALARIES - IEC		51,041.04	0.00	51,041.04	53,646.75	0.00	-2,605.71
A 2815.160-07-0000	NON INSTRUCTIONAL SALARIES - MS		53,816.04	0.00	53,816.04	60,705.75	0.00	-6,889.71
A 2815.160-09-0000	NON INSTRUCTIONAL SALARIES - SHS		43,755.99	0.00	43,755.99	48,158.69	0.00	-4,402.70
A 2815.400-00-0000	HEALTH SERVICES-CONTRACTUAL		10,000.00	5,705.00	15,705.00	7,360.00	8,140.00	205.00
A 2815.400-00-1000	CONTRACTUAL-TRAVEL NURSE MILEAGE		300.00	0.00	300.00	178.90	0.00	121.10
A 2815.400-00-2000	NON-PUBLIC HEALTH SERVICES		43,000.00	0.00	43,000.00	41,637.94	0.00	1,362.06
A 2815.400-00-3000	TRAVEL & CONFERENCE		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2815.400-03-0000	CONTRACTUAL - PEC		200.00	0.00	200.00	0.00	0.00	200.00
A 2815.400-05-0000	CONTRACTUAL - IEC		200.00	0.00	200.00	0.00	0.00	200.00
A 2815.400-07-0000	CONTRACTUAL-MS		200.00	0.00	200.00	0.00	0.00	200.00

Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2815.400-09-0000	CONTRACTUAL - HS	200.00	0.00	200.00	0.00	0.00	200.00
A 2815.450-00-0000	SUPPLIES - NON PUBLIC	500.00	4,413.50	4,913.50	4,912.03	0.00	1.47
A 2815.450-03-0000	SUPPLIES - PEC	700.00	4,118.50	4,818.50	4,819.86	0.00	-1.36
A 2815.450-05-0000	SUPPLIES - IEC	700.00	4,118.50	4,818.50	4,785.43	0.00	33.07
A 2815.450-07-0000	SUPPLIES - MS	700.00	4,118.50	4,818.50	4,797.02	0.00	21.48
A 2815.450-09-0000	SUPPLIES - HS	700.00	4,118.50	4,818.50	4,118.50	0.00	700.00
A 2815.490-00-0000	BOCES STUDENT SUPPORT	46,874.45	2,992.00	49,866.45	50,883.95	0.00	-1,017.50
2815	**HEALTH SERVICES-REGULAR SCHOOL ***	**339,295.20**	**29,584.50**	**368,879.70**	**377,234.73**	**8,140.00**	**-16,495.03**
A 2820.150-00-1000	SUPPLEMENTAL	1,950.00	0.00	1,950.00	2,151.00	0.00	-201.00
A 2820.150-03-0000	INSTRUCTIONAL SALARIES - PEC	56,824.00	0.00	56,824.00	56,824.00	0.00	0.00
A 2820.150-03-1000	SUPPLEMENTAL - PEC	2,345.00	0.00	2,345.00	2,680.00	0.00	-335.00
A 2820.150-03-2000	INSTRUCTIONAL SALARIES - SUMMER PEC	5,460.00	0.00	5,460.00	6,967.21	0.00	-1,507.21
A 2820.150-05-0000	INSTRUCTIONAL SALARIES - IEC	48,469.80	0.00	48,469.80	48,469.80	0.00	0.00
A 2820.150-05-2000	INSTRUCTIONAL SALARIES - SUMMER IEC	5,760.00	0.00	5,760.00	2,492.44	0.00	3,267.56
A 2820.150-07-0000	INSTRUCTIONAL SALARIES - MS	32,313.20	0.00	32,313.20	32,313.20	0.00	0.00
A 2820.150-07-2000	INSTRUCTIONAL SALARIES - MS SUMMER	4,020.00	0.00	4,020.00	2,108.49	0.00	1,911.51
A 2820.150-09-0000	INSTRUCTIONAL SALARIES - HS	32,000.00	0.00	32,000.00	0.00	0.00	32,000.00
A 2820.150-09-2000	INSTRUCTIONAL SALARIES - SHS SUMMER	3,160.00	0.00	3,160.00	2,765.80	0.00	394.20
A 2820.450-00-0000	SUPPLIES & MATERIALS	5,000.00	0.00	5,000.00	4,978.09	0.00	21.91
2820	**PSYCHOLOGICAL SRVC-REG SCHOOL ***	**197,302.00**	**0.00**	**197,302.00**	**161,750.03**	**0.00**	**35,551.97**
A 2825.150-03-0000	INSTRUCTIONAL SALARIES - PEC	56,824.00	0.00	56,824.00	27,559.64	0.00	29,264.36
A 2825.150-03-1000	SUPPLEMENTAL - PEC	2,077.00	0.00	2,077.00	1,039.84	0.00	1,037.16
A 2825.150-03-2000	SUMMER ASSISTANCE - PEC	5,300.00	0.00	5,300.00	0.00	0.00	5,300.00
A 2825.150-05-0000	INSTRUCTIONAL SALARIES - IEC	68,845.00	0.00	68,845.00	68,845.00	0.00	0.00
A 2825.150-05-1000	SUPPLEMENTAL - IEC	9,498.00	0.00	9,498.00	10,871.50	0.00	-1,373.50
A 2825.150-05-2000	SUMMER ASSISTANCE - IEC	7,160.00	0.00	7,160.00	3,344.36	0.00	3,815.64
A 2825.150-07-0000	INSTRUCTIONAL SALARIES - MS	83,409.00	0.00	83,409.00	82,549.46	0.00	859.54
A 2825.150-07-1000	SUPPLEMENTAL - MS	2,545.00	0.00	2,545.00	2,545.00	0.00	0.00
A 2825.150-07-2000	SUMMER ASSISTANCE - MS	8,000.00	0.00	8,000.00	3,653.05	0.00	4,346.95
A 2825.150-09-0000	INSTRUCTIONAL SALARIES - HS	60,577.00	0.00	60,577.00	60,577.00	0.00	0.00
A 2825.150-09-1000	SUPPLEMENTAL - SHS	3,082.00	0.00	3,082.00	3,283.00	0.00	-201.00
A 2825.150-09-2000	SUMMER ASSISTANCE - SHS	5,940.00	0.00	5,940.00	2,708.36	0.00	3,231.64
2825	**SOCIAL WORK SRVC-REG SCHOOL ***	**313,257.00**	**0.00**	**313,257.00**	**266,976.21**	**0.00**	**46,280.79**

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2850.150-00-0000	EXTRA CURRICULAR CLUB		150,000.00	0.00	150,000.00	185,607.50	0.00	-35,607.50
A 2850.150-00-2000	FITNESS CENTER CHAPERONES		28,500.00	0.00	28,500.00	23,761.50	0.00	4,738.50
A 2850.150-05-1000	CHAPERONES - IEC		1,350.00	0.00	1,350.00	1,525.27	0.00	-175.27
A 2850.150-07-1000	CHAPERONES - MS		9,000.00	0.00	9,000.00	2,227.86	0.00	6,772.14
A 2850.150-09-1000	CHAPERONES - HS		10,000.00	0.00	10,000.00	12,500.03	0.00	-2,500.03
A 2850.160-00-0000	EXTRA CURRICULAR CLUB - NONINSTRUCTIONAL		4,000.00	0.00	4,000.00	6,962.50	0.00	-2,962.50
A 2850.160-05-5000	CHAPERONES - IEC		1,000.00	0.00	1,000.00	792.66	0.00	207.34
A 2850.160-07-5000	CHAPERONES - MS		2,500.00	0.00	2,500.00	792.66	0.00	1,707.34
A 2850.160-09-5000	CHAPERONES - HS		3,000.00	0.00	3,000.00	1,429.21	0.00	1,570.79
2850	**CO-CURRICULAR ACTIV-REG SCHL**	*	**209,350.00**	**0.00**	**209,350.00**	**235,599.19**	**0.00**	**-26,249.19**
A 2855.150-00-0000	ATHLETIC DIRECTOR		123,848.00	0.00	123,848.00	123,848.00	0.00	0.00
A 2855.150-00-1000	SUPPLEMENTAL		5,850.00	0.00	5,850.00	0.00	0.00	5,850.00
A 2855.150-60-0000	INT ATH - COACHES		274,161.00	0.00	274,161.00	270,246.09	0.00	3,914.91
A 2855.150-60-0500	INTRAMURALS		10,000.00	0.00	10,000.00	10,927.50	0.00	-927.50
A 2855.150-60-5000	TICKET TKRS, SLRS, SCORERS		31,000.00	0.00	31,000.00	33,051.52	0.00	-2,051.52
A 2855.160-60-0000	INT ATH-NONINSTRUCTIONAL		105,000.00	0.00	105,000.00	97,038.88	0.00	7,961.12
A 2855.162-60-0000	INT ATH-NONINSTRUCTIONAL ATHLETIC TRAINER		0.00	54,740.00	54,740.00	54,739.46	0.00	0.54
A 2855.163-00-0000	NON INSTRUCTIONAL SALARIES - OTHER		45,000.00	0.00	45,000.00	0.00	0.00	45,000.00
A 2855.200-00-0000	ATHLETIC EQUIPMENT		9,850.00	201.00	10,051.00	0.00	10,051.00	0.00
A 2855.400-00-0000	ATHLETICS CONTRACTUAL		151,050.00	-62,740.00	88,310.00	75,018.50	0.00	13,291.50
A 2855.400-00-1000	CONTRACTUAL - OFFICIALS		71,225.00	-6,000.00	65,225.00	54,880.29	0.00	10,344.71
A 2855.400-60-3000	TRAVEL/CONFERENCE		4,000.00	0.00	4,000.00	748.95	0.00	3,251.05
A 2855.450-00-0000	SUPPLIES & MATERIALS		109,250.00	10,000.00	119,250.00	93,002.36	26,116.22	131.42
A 2855.490-00-0000	BOCES SERVICES		23,575.00	0.00	23,575.00	23,543.54	0.00	31.46
2855	**INTERSCHOL ATHLETICS-REG SCHL**	*	**963,809.00**	**-3,799.00**	**960,010.00**	**837,045.09**	**36,167.22**	**86,797.69**
28		**	**2,823,053.07**	**25,785.50**	**2,848,838.57**	**2,573,971.29**	**44,307.22**	**230,560.06**
2		***	**28,243,164.52**	**-167,329.20**	**28,075,835.32**	**26,090,153.33**	**149,619.30**	**1,836,062.69**
A 5510.150-00-0000	INSTRUCTIONAL SALARIES		10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
A 5510.160-00-0000	TRANS - NON INSTRUCTIONAL		5,802.34	0.00	5,802.34	6,034.32	0.00	-231.98
A 5510.162-00-0000	NON INSTRUCTIONAL SALARIES - MONITORS		100,000.00	0.00	100,000.00	61,993.63	0.00	38,006.37
A 5510.400-00-0000	CONTRACTUAL		8,200.00	0.00	8,200.00	28.61	0.00	8,171.39

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
5510	**DISTRICT TRANSPORT-MEDICAID**	*	**124,002.34**	**0.00**	**124,002.34**	**68,056.56**	**0.00**	**55,945.78**
A 5540.400-00-0000	CONTRACTUAL		8,181.00	0.00	8,181.00	0.00	0.00	8,181.00
A 5540.400-00-1000	CONTRACT - REGULAR RUNS		2,090,878.00	0.00	2,090,878.00	1,869,832.94	0.00	221,045.06
A 5540.400-00-3000	CONTRACT - BOCES- SUMMER		125,000.00	0.00	125,000.00	0.00	0.00	125,000.00
A 5540.400-00-4000	CONTRACT - SUMMER SCHOOL GEN ED		25,875.00	0.00	25,875.00	12,864.96	0.00	13,010.04
A 5540.400-00-5000	CONTRACT - SPECIAL EDUCATION SCHOOL YEAR		1,097,519.00	28,455.29	1,125,974.29	1,060,379.55	26,000.00	39,594.74
A 5540.400-00-6000	CONTRACT - SPORTS		167,730.00	-2,000.00	165,730.00	103,118.35	0.00	62,611.65
A 5540.400-00-7000	CONTRACT - MUSIC TRIPS		8,868.00	-850.00	8,018.00	3,796.96	0.00	4,221.04
A 5540.400-00-8000	CONTRACT - FIELD TRIPS		5,900.00	0.00	5,900.00	291.41	0.00	5,608.59
A 5540.400-03-8000	CONTRACT - FIELD TRIPS PEC		3,300.00	741.75	4,041.75	2,367.54	0.00	1,674.21
A 5540.400-05-8000	CONTRACT - FIELD TRIPS IEC		3,840.00	0.00	3,840.00	0.00	0.00	3,840.00
A 5540.400-07-8000	CONTRACT - FIELD TRIPS MS		2,000.00	737.00	2,737.00	1,439.05	0.00	1,297.95
A 5540.400-07-8068	CONTRACT - FIELD TRIPS MS - CREW		3,240.00	0.00	3,240.00	1,242.34	0.00	1,997.66
A 5540.400-07-8069	CONTRACT - FIELD TRIPS MS - INNOVATION		3,000.00	-1,000.00	2,000.00	720.87	0.00	1,279.13
A 5540.400-09-8000	CONTRACT - FIELD TRIPS HS		6,500.00	1,783.00	8,283.00	6,950.38	0.00	1,332.62
A 5540.450-00-0000	SUPPLIES & MATERIALS - FUEL		315,000.00	52,000.00	367,000.00	206,393.44	11,034.15	149,572.41
5540	**CONTRACT TRANSPORT-MEDICAID**	*	**3,866,831.00**	**79,867.04**	**3,946,698.04**	**3,269,397.79**	**37,034.15**	**640,266.10**
55		**	**3,990,833.34**	**79,867.04**	**4,070,700.38**	**3,337,454.35**	**37,034.15**	**696,211.88**
5		***	**3,990,833.34**	**79,867.04**	**4,070,700.38**	**3,337,454.35**	**37,034.15**	**696,211.88**
A 8060.160-00-0000	COMMUNITY EDUCATION NON INSTRUCTIONAL SALARIES		5,500.00	21,000.00	26,500.00	23,750.00	0.00	2,750.00
A 8060.400-00-0001	COMMUNITY EDUCATION COORDINATOR		21,000.00	-21,000.00	0.00	0.00	0.00	0.00
A 8060.400-00-0002	COMMUNITY EDUCATION INSTRUCTORS		50,000.00	0.00	50,000.00	70,983.00	0.00	-20,983.00
8060	**CIVIC ACTIVITIES**	*	**76,500.00**	**0.00**	**76,500.00**	**94,733.00**	**0.00**	**-18,233.00**
80		**	**76,500.00**	**0.00**	**76,500.00**	**94,733.00**	**0.00**	**-18,233.00**
8		***	**76,500.00**	**0.00**	**76,500.00**	**94,733.00**	**0.00**	**-18,233.00**
A 9010.800-00-0000	NYSERS		727,917.00	0.00	727,917.00	714,105.30	0.00	13,811.70
9010	**STATE RETIREMENT**	*	**727,917.00**	**0.00**	**727,917.00**	**714,105.30**	**0.00**	**13,811.70**
A 9020.800-00-0000	NYSTRS		1,609,189.89	0.00	1,609,189.89	1,679,928.73	0.00	-70,738.84
9020	**TEACHERS' RETIREMENT**	*	**1,609,189.89**	**0.00**	**1,609,189.89**	**1,679,928.73**	**0.00**	**-70,738.84**
A 9030.800-00-0000	SOCIAL SECURITY - ADM		1,907,016.22	0.00	1,907,016.22	1,549,778.49	0.00	357,237.73
9030	**SOCIAL SECURITY**	*	**1,907,016.22**	**0.00**	**1,907,016.22**	**1,549,778.49**	**0.00**	**357,237.73**
A 9040.800-00-0000	WORKER'S COMPENSATION - ADM		315,000.00	0.00	315,000.00	183,570.11	0.00	131,429.89

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
9040	**WORKERS' COMPENSATION**	*	**315,000.00**	**0.00**	**315,000.00**	**183,570.11**	**0.00**	**131,429.89**
A 9045.800-00-0000	LIFE INSURANCE		12,000.00	800.00	12,800.00	7,647.33	0.00	5,152.67
9045	**LIFE INSURANCE**	*	**12,000.00**	**800.00**	**12,800.00**	**7,647.33**	**0.00**	**5,152.67**
A 9050.800-00-0000	UNEMPLOYMENT INSURANCE		45,000.00	0.00	45,000.00	0.00	0.00	45,000.00
9050	**UNEMPLOYMENT INSURANCE**	*	**45,000.00**	**0.00**	**45,000.00**	**0.00**	**0.00**	**45,000.00**
A 9060.800-00-0000	HEALTH INSURANCE		6,123,467.24	-691,680.00	5,431,787.24	3,893,055.82	0.00	1,538,731.42
A 9060.800-00-1000	HEALTH INSURANCE INCENTIVE		133,795.00	0.00	133,795.00	122,710.42	0.00	11,084.58
A 9060.800-00-2000	EMPLOYER FUNDED- 105H (HRA)		226,000.00	0.00	226,000.00	180,165.50	0.00	45,834.50
A 9060.800-00-3000	RETIREE MEDICAL REIMBURSEMENTS		2,500.00	0.00	2,500.00	443.47	0.00	2,056.53
A 9060.800-00-5000	BENEFITS ADMINISTRATIVE FEES		80,000.00	0.00	80,000.00	70,455.25	0.00	9,544.75
A 9060.800-00-6000	DELTA DENTAL INSURANCE		158,000.00	24,000.00	182,000.00	88,294.93	0.00	93,705.07
A 9060.800-00-6001	PRO BENEFITS DENTAL INSURANCE		0.00	100,000.00	100,000.00	51,414.96	0.00	48,585.04
A 9060.800-00-7000	EMPLOYEE ASSISTANCE PROGRAM (EAP)		6,754.00	0.00	6,754.00	6,754.00	0.00	0.00
9060	**HOSPITAL, MEDICAL & DENTAL INS**	*	**6,730,516.24**	**-567,680.00**	**6,162,836.24**	**4,413,294.35**	**0.00**	**1,749,541.89**
A 9089.800-00-0000	OTHER RETIREE 403B, 403B ADM		799,999.30	227,100.00	1,027,099.30	1,027,081.97	0.00	17.33
9089	**OTHER**	*	**799,999.30**	**227,100.00**	**1,027,099.30**	**1,027,081.97**	**0.00**	**17.33**
90		**	**12,146,638.65**	**-339,780.00**	**11,806,858.65**	**9,575,406.28**	**0.00**	**2,231,452.37**
A 9710.610-80-9901	2017 PRINCIPAL $2.3 RENOVATION SERIAL BOND PRINC		205,000.00	0.00	205,000.00	205,000.00	0.00	0.00
A 9710.610-80-9902	2017 PRINCIPAL $26 ADDITION & RENOVATION 2018A 20.7M DASNY		1,540,000.00	0.00	1,540,000.00	1,540,000.00	0.00	0.00
A 9710.610-80-9903	2022(2012) PRINCIPAL 9.25 RENOVATION 7.6M SERIAL BOND PRINC		540,000.00	0.00	540,000.00	540,000.00	0.00	0.00
A 9710.710-80-9901	2017 INTEREST $2.3 RENOVATION SERIAL BOND INTEREST		20,750.00	0.00	20,750.00	20,750.00	0.00	0.00
A 9710.710-80-9902	2017 INTEREST $26 ADDITION & RENOVATION 2018A 20.7M DASNY INT		619,750.00	0.00	619,750.00	619,750.00	0.00	0.00
A 9710.710-80-9903	2022(2012) INTEREST $9.25 RENOVATION 7.6M SERIAL BOND INT		154,875.00	0.00	154,875.00	154,875.00	0.00	0.00
9710	**DEBT SERVICE-SERIAL BONDS**	*	**3,080,375.00**	**0.00**	**3,080,375.00**	**3,080,375.00**	**0.00**	**0.00**
A 9711.600-00-0000	SCHOOL CONSTRUCTION - PRINCIPAL		0.00	925,000.00	925,000.00	925,000.00	0.00	0.00
A 9711.700-00-0000	SCHOOL CONSTRUCTION - INTEREST		0.00	918,012.00	918,012.00	918,011.11	0.00	0.89
9711		*	**0.00**	**1,843,012.00**	**1,843,012.00**	**1,843,011.11**	**0.00**	**0.89**
A 9731.600-00-0000	BOND ANTICIPATION NOTES - PRINCIPAL EST 17.25M		1,240,000.00	-1,240,000.00	0.00	0.00	0.00	0.00
A 9731.700-00-0000	BOND ANTICIPATION NOTES - INTEREST EST 17.25M		557,231.00	-557,231.00	0.00	0.00	0.00	0.00

Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
	EST 17.25M						
A 9731.700-01-0000	BOND ANTICIPATION NOTES - 11.15M 2024 BAN INT	55,600.00	-45,781.00	9,819.00	0.00	0.00	9,819.00
9731	*	**1,852,831.00**	**-1,843,012.00**	**9,819.00**	**0.00**	**0.00**	**9,819.00**
A 9789.600-00-0000	OTHER DEBT PRINCIPAL SOLAR EPC 1.4M	84,767.06	0.00	84,767.06	78,932.66	0.00	5,834.40
A 9789.700-00-0000	OTHER DEBT INTEREST SOLAR EPC 1.4M	45,796.32	0.00	45,796.32	45,796.32	0.00	0.00
9789	*	**130,563.38**	**0.00**	**130,563.38**	**124,728.98**	**0.00**	**5,834.40**
97	**	**5,063,769.38**	**0.00**	**5,063,769.38**	**5,048,115.09**	**0.00**	**15,654.29**
A 9901.950-80-0000	TRANSFER TO SPECIAL AID	0.00	120,000.00	120,000.00	123,205.67	0.00	-3,205.67
9901	**TRANSFER TO SPECIAL AID** *	**0.00**	**120,000.00**	**120,000.00**	**123,205.67**	**0.00**	**-3,205.67**
99	**	**0.00**	**120,000.00**	**120,000.00**	**123,205.67**	**0.00**	**-3,205.67**
9	***	**17,210,408.03**	**-219,780.00**	**16,990,628.03**	**14,746,727.04**	**0.00**	**2,243,900.99**
	Fund ATotals:	**55,800,177.00**	**315,714.98**	**56,115,891.98**	**49,955,334.13**	**577,358.52**	**5,583,199.33**
C 2860.200-80-0000	SCHOOL LUNCH EQUIPMENT	20,000.00	0.00	20,000.00	12,892.31	0.00	7,107.69
C 2860.400-80-0000	SCHOOL LUNCH CONT - MAINT	20,000.00	0.00	20,000.00	9,179.70	3,489.68	7,330.62
C 2860.400-80-1000	SCHOOL LUNCH CONT - BREAKFAST	515,000.00	51,758.37	566,758.37	226,212.46	0.00	340,545.91
C 2860.400-80-2000	SCHOOL LUNCH DONATED FOOD	60,000.00	0.00	60,000.00	38,761.64	0.00	21,238.36
C 2860.401-80-1000	SCHOOL LUNCH CONT - LUNCH	0.00	0.00	0.00	501,548.27	0.00	-501,548.27
C 2860.402-80-1000	SCHOOL LUNCH CONT - EQ STUDENT BREAKFAST	0.00	0.00	0.00	354.66	0.00	-354.66
C 2860.403-80-1000	SCHOOL LUNCH CONT - EQ ADULT BREAKFAST	0.00	0.00	0.00	1.56	0.00	-1.56
C 2860.404-80-1000	SCHOOL LUNCH CONT - EQ STUDENT LUNCH	0.00	0.00	0.00	46,408.95	0.00	-46,408.95
C 2860.405-80-1000	SCHOOL LUNCH CONT - EQ ADULT LUNCH	0.00	0.00	0.00	2,102.38	0.00	-2,102.38
C 2860.450-80-0000	SCHOOL LUNCH SUPPLIES	5,000.00	0.00	5,000.00	4,595.29	24.94	379.77
2860	*	**620,000.00**	**51,758.37**	**671,758.37**	**842,057.22**	**3,514.62**	**-173,813.47**
28	**	**620,000.00**	**51,758.37**	**671,758.37**	**842,057.22**	**3,514.62**	**-173,813.47**
2	***	**620,000.00**	**51,758.37**	**671,758.37**	**842,057.22**	**3,514.62**	**-173,813.47**
	Fund CTotals:	**620,000.00**	**51,758.37**	**671,758.37**	**842,057.22**	**3,514.62**	**-173,813.47**
F1123 2250.400	2023-2024 611 Services	20,768.00	0.00	20,768.00	0.00	0.00	20,768.00
F1123 2250.460	2023-2024 611 TRAVEL EXPENSES	236.16	0.00	236.16	0.00	0.00	236.16
2250	*	**21,004.16**	**0.00**	**21,004.16**	**0.00**	**0.00**	**21,004.16**

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
22		**	**21,004.16**	**0.00**	**21,004.16**	**0.00**	**0.00**	**21,004.16**
2		***	**21,004.16**	**0.00**	**21,004.16**	**0.00**	**0.00**	**21,004.16**
	Fund F1123Totals:		**21,004.16**	**0.00**	**21,004.16**	**0.00**	**0.00**	**21,004.16**
F1124 2250.150	2024-2025 611 Prof Salaries		18,583.50	0.00	18,583.50	0.00	0.00	18,583.50
F1124 2250.400	2024-2025 611 Services		10,590.00	0.00	10,590.00	0.00	0.00	10,590.00
F1124 2250.450	2024-2025 611 SUPPLIES		7,871.55	0.00	7,871.55	0.00	0.00	7,871.55
2250		*	**37,045.05**	**0.00**	**37,045.05**	**0.00**	**0.00**	**37,045.05**
22		**	**37,045.05**	**0.00**	**37,045.05**	**0.00**	**0.00**	**37,045.05**
2		***	**37,045.05**	**0.00**	**37,045.05**	**0.00**	**0.00**	**37,045.05**
	Fund F1124Totals:		**37,045.05**	**0.00**	**37,045.05**	**0.00**	**0.00**	**37,045.05**
F1125 2250.150	2025-2026 611 Prof Salaries		490,424.00	0.00	490,424.00	492,039.84	0.00	-1,615.84
F1125 2250.400	2025-2026 611 Services		106,385.00	0.00	106,385.00	104,040.00	0.00	2,345.00
2250		*	**596,809.00**	**0.00**	**596,809.00**	**596,079.84**	**0.00**	**729.16**
22		**	**596,809.00**	**0.00**	**596,809.00**	**596,079.84**	**0.00**	**729.16**
2		***	**596,809.00**	**0.00**	**596,809.00**	**596,079.84**	**0.00**	**729.16**
	Fund F1125Totals:		**596,809.00**	**0.00**	**596,809.00**	**596,079.84**	**0.00**	**729.16**
F1924 2250.160	2024-2025 619 NONINSTRUCTIONAL SALARIES		861.58	0.00	861.58	0.00	0.00	861.58
2250		*	**861.58**	**0.00**	**861.58**	**0.00**	**0.00**	**861.58**
22		**	**861.58**	**0.00**	**861.58**	**0.00**	**0.00**	**861.58**
2		***	**861.58**	**0.00**	**861.58**	**0.00**	**0.00**	**861.58**
	Fund F1924Totals:		**861.58**	**0.00**	**861.58**	**0.00**	**0.00**	**861.58**
F1925 2250.150	2025-2026 619 INSTRUCTIONAL SALARIES		1,520.00	0.00	1,520.00	1,520.00	0.00	0.00
F1925 2250.160	2025-2026 619 NONINSTRUCTIONAL SALARIES		3,295.00	0.00	3,295.00	3,295.54	0.00	-0.54
F1925 2250.400	2025-2026 619 PURCHASED SERVICES		14,440.00	0.00	14,440.00	14,440.00	0.00	0.00
2250		*	**19,255.00**	**0.00**	**19,255.00**	**19,255.54**	**0.00**	**-0.54**
22		**	**19,255.00**	**0.00**	**19,255.00**	**19,255.54**	**0.00**	**-0.54**
2		***	**19,255.00**	**0.00**	**19,255.00**	**19,255.54**	**0.00**	**-0.54**
	Fund F1925Totals:		**19,255.00**	**0.00**	**19,255.00**	**19,255.54**	**0.00**	**-0.54**

Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
FIN23 2020.150-03	CHINESE GRANT ADMIN SALARIES PEC	2,375.00	0.00	2,375.00	0.00	0.00	2,375.00
FIN23 2020.150-05	CHINESE GRANT ADMIN SALARIES IEC	2,875.00	0.00	2,875.00	0.00	0.00	2,875.00
FIN23 2020.150-09	CHINESE GRANT ADMIN SALARIES HS	350.00	0.00	350.00	0.00	0.00	350.00
2020	*	**5,600.00**	**0.00**	**5,600.00**	**0.00**	**0.00**	**5,600.00**
20	**	**5,600.00**	**0.00**	**5,600.00**	**0.00**	**0.00**	**5,600.00**
FIN23 2110.150-03	CHINESE GRANT INSTRUCTIONAL SALARIES PEC	2,013.22	0.00	2,013.22	0.00	0.00	2,013.22
FIN23 2110.150-05	CHINESE GRANT INSTRUCTIONAL SALARIES IEC	2,525.00	0.00	2,525.00	0.00	0.00	2,525.00
FIN23 2110.160-03	CHINESE GRANT NON-INSTRUCTIONAL SALARIES PEC	1,050.00	0.00	1,050.00	0.00	0.00	1,050.00
FIN23 2110.160-05	CHINESE GRANT NON-INSTRUCTIONAL SALARIES IEC	1,150.00	0.00	1,150.00	0.00	0.00	1,150.00
FIN23 2110.160-07	CHINESE GRANT NON-INSTRUCTIONAL SALARIES MS	1,950.00	0.00	1,950.00	0.00	0.00	1,950.00
FIN23 2110.160-09	CHINESE GRANT NON-INSTRUCTIONAL SALARIES HS	1,550.00	0.00	1,550.00	0.00	0.00	1,550.00
FIN23 2110.400-03	CHINESE GRANT CONTRACTUAL PEC	16.50	0.00	16.50	0.00	0.00	16.50
FIN23 2110.400-05	CHINESE GRANT CONTRACTUAL IEC	16.50	0.00	16.50	0.00	0.00	16.50
FIN23 2110.400-07	CHINESE GRANT CONTRACTUAL MS	241.88	0.00	241.88	0.00	0.00	241.88
FIN23 2110.400-09	CHINESE GRANT CONTRACTUAL HS	-189.22	0.00	-189.22	0.00	0.00	-189.22
FIN23 2110.450-03	CHINESE GRANT SUPPLIES PEC	288.35	0.00	288.35	248.45	0.00	39.90
FIN23 2110.450-05	CHINESE GRANT SUPPLIES IEC	2,250.00	0.00	2,250.00	2,318.52	0.00	-68.52
FIN23 2110.450-07	CHINESE GRANT SUPPLIES MS	1,841.10	0.00	1,841.10	1,800.00	0.00	41.10
FIN23 2110.450-09	CHINESE GRANT SUPPLIES HS	1,467.50	0.00	1,467.50	1,467.50	0.00	0.00
2110	*	**16,170.83**	**0.00**	**16,170.83**	**5,834.47**	**0.00**	**10,336.36**
21	**	**16,170.83**	**0.00**	**16,170.83**	**5,834.47**	**0.00**	**10,336.36**
2	***	**21,770.83**	**0.00**	**21,770.83**	**5,834.47**	**0.00**	**15,936.36**
	Fund FIN23Totals:	**21,770.83**	**0.00**	**21,770.83**	**5,834.47**	**0.00**	**15,936.36**
FIN24 2110.400-03	CHINESE GRANT (CBC) CONTRACTUAL PEC	4,500.00	0.00	4,500.00	2,665.00	0.00	1,835.00
FIN24 2110.400-05	CHINESE GRANT (CBC) CONTRACTUAL IEC	3,700.00	0.00	3,700.00	3,516.95	0.00	183.05
FIN24 2110.400-07	CHINESE GRANT (CBC) CONTRACTUAL MS	4,073.25	0.00	4,073.25	3,761.09	0.00	312.16
FIN24 2110.400-09	CHINESE GRANT (CBC) CONTRACTUAL HS	3,536.94	0.00	3,536.94	3,428.54	0.00	108.40
FIN24 2110.450-03	CHINESE GRANT (CBC) SUPPLIES PEC	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
FIN24 2110.450-05	CHINESE GRANT (CBC) SUPPLIES IEC		2,000.00	0.00	2,000.00	569.05	0.00	1,430.95
FIN24 2110.450-07	CHINESE GRANT (CBC) SUPPLIES MS		2,000.00	0.00	2,000.00	463.85	0.00	1,536.15
FIN24 2110.450-09	CHINESE GRANT (CBC) SUPPLIES HS		2,000.00	0.00	2,000.00	1,509.36	0.00	490.64
2110		*	**23,810.19**	**0.00**	**23,810.19**	**15,913.84**	**0.00**	**7,896.35**
21		**	**23,810.19**	**0.00**	**23,810.19**	**15,913.84**	**0.00**	**7,896.35**
2		***	**23,810.19**	**0.00**	**23,810.19**	**15,913.84**	**0.00**	**7,896.35**
	Fund FIN24Totals:		**23,810.19**	**0.00**	**23,810.19**	**15,913.84**	**0.00**	**7,896.35**
FPK25 2110.400	25-26 U PRE K CONTRACTUAL		423,520.00	0.00	423,520.00	423,520.00	0.00	0.00
2110		*	**423,520.00**	**0.00**	**423,520.00**	**423,520.00**	**0.00**	**0.00**
21		**	**423,520.00**	**0.00**	**423,520.00**	**423,520.00**	**0.00**	**0.00**
2		***	**423,520.00**	**0.00**	**423,520.00**	**423,520.00**	**0.00**	**0.00**
	Fund FPK25Totals:		**423,520.00**	**0.00**	**423,520.00**	**423,520.00**	**0.00**	**0.00**
FS25 2253.472	2024-2025 SUMMER SCHOOL EDUCATION COSTS		19.96	0.00	19.96	880.00	0.00	-860.04
2253		*	**19.96**	**0.00**	**19.96**	**880.00**	**0.00**	**-860.04**
22		**	**19.96**	**0.00**	**19.96**	**880.00**	**0.00**	**-860.04**
2		***	**19.96**	**0.00**	**19.96**	**880.00**	**0.00**	**-860.04**
FS25 5511.400	2024-2025 SUMMER SCHOOL TRANSPORTATION		35.02	0.00	35.02	0.00	0.00	35.02
5511		*	**35.02**	**0.00**	**35.02**	**0.00**	**0.00**	**35.02**
55		**	**35.02**	**0.00**	**35.02**	**0.00**	**0.00**	**35.02**
5		***	**35.02**	**0.00**	**35.02**	**0.00**	**0.00**	**35.02**
	Fund FS25Totals:		**54.98**	**0.00**	**54.98**	**880.00**	**0.00**	**-825.02**
FS26 2253.472	2025-2026 SUMMER SCHOOL EDUCATION COSTS (4408)		368,288.58	0.00	368,288.58	380,725.46	0.00	-12,436.88
2253		*	**368,288.58**	**0.00**	**368,288.58**	**380,725.46**	**0.00**	**-12,436.88**
22		**	**368,288.58**	**0.00**	**368,288.58**	**380,725.46**	**0.00**	**-12,436.88**
2		***	**368,288.58**	**0.00**	**368,288.58**	**380,725.46**	**0.00**	**-12,436.88**
FS26 5511.400	2025-2026 SUMMER SCHOOL TRANSPORTATION (4408)		152,162.29	0.00	152,162.29	153,538.21	0.00	-1,375.92
5511		*	**152,162.29**	**0.00**	**152,162.29**	**153,538.21**	**0.00**	**-1,375.92**

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
55		**	**152,162.29**	**0.00**	**152,162.29**	**153,538.21**	**0.00**	**-1,375.92**
5		***	**152,162.29**	**0.00**	**152,162.29**	**153,538.21**	**0.00**	**-1,375.92**
	Fund FS26Totals:		**520,450.87**	**0.00**	**520,450.87**	**534,263.67**	**0.00**	**-13,812.80**
FT123 2110.400	2023-2024 TITLE 1 CONTRACTUAL		136.80	0.00	136.80	0.00	0.00	136.80
FT123 2110.450	2023-2024 TITLE 1 SUPPLIES		1,270.51	0.00	1,270.51	0.00	0.00	1,270.51
FT123 2110.460	2023-2024 TITLE 1 TRAVEL EXPENSES		176.00	0.00	176.00	0.00	0.00	176.00
2110		*	**1,583.31**	**0.00**	**1,583.31**	**0.00**	**0.00**	**1,583.31**
21		**	**1,583.31**	**0.00**	**1,583.31**	**0.00**	**0.00**	**1,583.31**
2		***	**1,583.31**	**0.00**	**1,583.31**	**0.00**	**0.00**	**1,583.31**
	Fund FT123Totals:		**1,583.31**	**0.00**	**1,583.31**	**0.00**	**0.00**	**1,583.31**
FT124 2110.400	2024-2025 TITLE 1 CONTRACTUAL		1,786.78	0.00	1,786.78	0.00	0.00	1,786.78
FT124 2110.450	2024-2025 TITLE 1 SUPPLIES		508.05	0.00	508.05	0.00	0.00	508.05
2110		*	**2,294.83**	**0.00**	**2,294.83**	**0.00**	**0.00**	**2,294.83**
21		**	**2,294.83**	**0.00**	**2,294.83**	**0.00**	**0.00**	**2,294.83**
2		***	**2,294.83**	**0.00**	**2,294.83**	**0.00**	**0.00**	**2,294.83**
	Fund FT124Totals:		**2,294.83**	**0.00**	**2,294.83**	**0.00**	**0.00**	**2,294.83**
FT125 2110.150	2025-2026 TITLE 1 PROFESSIONAL SALARIES		238,259.00	0.00	238,259.00	238,259.00	0.00	0.00
FT125 2110.400	2025-2026 TITLE 1 PURCHASED SERVICES-CONTRACTUAL		3,764.00	0.00	3,764.00	3,923.06	0.00	-159.06
FT125 2110.450	2025-2026 TITLE 1 SUPPLIES/MATERIALS		5,190.00	0.00	5,190.00	4,743.73	0.00	446.27
2110		*	**247,213.00**	**0.00**	**247,213.00**	**246,925.79**	**0.00**	**287.21**
21		**	**247,213.00**	**0.00**	**247,213.00**	**246,925.79**	**0.00**	**287.21**
2		***	**247,213.00**	**0.00**	**247,213.00**	**246,925.79**	**0.00**	**287.21**
	Fund FT125Totals:		**247,213.00**	**0.00**	**247,213.00**	**246,925.79**	**0.00**	**287.21**
FT224 2110.400	2024-2025 TITLE 2 CONTRACTUAL		38,945.00	0.00	38,945.00	32,859.40	0.00	6,085.60
FT224 2110.460	2024-2025 TITLE 2 TRAVEL EXPENSES		1,800.00	0.00	1,800.00	0.00	0.00	1,800.00
2110		*	**40,745.00**	**0.00**	**40,745.00**	**32,859.40**	**0.00**	**7,885.60**
21		**	**40,745.00**	**0.00**	**40,745.00**	**32,859.40**	**0.00**	**7,885.60**
2		***	**40,745.00**	**0.00**	**40,745.00**	**32,859.40**	**0.00**	**7,885.60**

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
	Fund FT224Totals:		**40,745.00**	**0.00**	**40,745.00**	**32,859.40**	**0.00**	**7,885.60**
FT225 2110.150	2025-2026 TITLE 2 PROFESSIONAL SALARIES		41,185.00	0.00	41,185.00	46,890.00	0.00	-5,705.00
FT225 2110.400	2025-2026 TITLE 2 CONTRACTUAL		6,281.00	0.00	6,281.00	3,067.00	0.00	3,214.00
2110		*	**47,466.00**	**0.00**	**47,466.00**	**49,957.00**	**0.00**	**-2,491.00**
21		**	**47,466.00**	**0.00**	**47,466.00**	**49,957.00**	**0.00**	**-2,491.00**
2		***	**47,466.00**	**0.00**	**47,466.00**	**49,957.00**	**0.00**	**-2,491.00**
	Fund FT225Totals:		**47,466.00**	**0.00**	**47,466.00**	**49,957.00**	**0.00**	**-2,491.00**
FT423 2110.400	2023-2024 TITLE 4 CONTRACTUAL		-9.50	0.00	-9.50	0.00	0.00	-9.50
FT423 2110.450	2023-2024 TITLE 4 SUPPLIES		-41.05	0.00	-41.05	0.00	0.00	-41.05
2110		*	**-50.55**	**0.00**	**-50.55**	**0.00**	**0.00**	**-50.55**
21		**	**-50.55**	**0.00**	**-50.55**	**0.00**	**0.00**	**-50.55**
2		***	**-50.55**	**0.00**	**-50.55**	**0.00**	**0.00**	**-50.55**
	Fund FT423Totals:		**-50.55**	**0.00**	**-50.55**	**0.00**	**0.00**	**-50.55**
FT424 2110.400	2024-2025 TITLE 4 CONTRACTUAL		0.48	0.00	0.48	0.00	0.00	0.48
FT424 2110.450	2024-2025 TITLE 4 SUPPLIES		2,403.74	0.00	2,403.74	0.00	0.00	2,403.74
2110		*	**2,404.22**	**0.00**	**2,404.22**	**0.00**	**0.00**	**2,404.22**
21		**	**2,404.22**	**0.00**	**2,404.22**	**0.00**	**0.00**	**2,404.22**
2		***	**2,404.22**	**0.00**	**2,404.22**	**0.00**	**0.00**	**2,404.22**
	Fund FT424Totals:		**2,404.22**	**0.00**	**2,404.22**	**0.00**	**0.00**	**2,404.22**
FT425 2110.150	2025-2026 TITLE 4 PROFESSIONAL SALARIES		16,556.00	0.00	16,556.00	12,302.56	0.00	4,253.44
FT425 2110.450	2025-2026 TITLE 4 SUPPLIES		2,206.00	0.00	2,206.00	2,062.70	0.00	143.30
2110		*	**18,762.00**	**0.00**	**18,762.00**	**14,365.26**	**0.00**	**4,396.74**
21		**	**18,762.00**	**0.00**	**18,762.00**	**14,365.26**	**0.00**	**4,396.74**
2		***	**18,762.00**	**0.00**	**18,762.00**	**14,365.26**	**0.00**	**4,396.74**
	Fund FT425Totals:		**18,762.00**	**0.00**	**18,762.00**	**14,365.26**	**0.00**	**4,396.74**
H2425 1620.293-05-0021	11.1 CAPITAL PROJECT GENERAL CONSTUCTION		-488,217.00	0.00	-488,217.00	-488,717.00	0.00	500.00

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
1620		*	**-488,217.00**	**0.00**	**-488,217.00**	**-488,717.00**	**0.00**	**500.00**
16		**	**-488,217.00**	**0.00**	**-488,217.00**	**-488,717.00**	**0.00**	**500.00**
1		***	**-488,217.00**	**0.00**	**-488,217.00**	**-488,717.00**	**0.00**	**500.00**
H2425 2110.201-15-0021	11.1 CAPITAL PROJECT CLERK OF THE WORKS		25,986.24	22,860.60	48,846.84	48,846.84	0.00	0.00
H2425 2110.240-15-0021	11.1 CAPITAL PROJECT GENERAL ADMINISTRATIVE		40,440.02	0.00	40,440.02	-15,407.14	0.00	55,847.16
H2425 2110.243-15-0021	11.1 CAPITAL PROJECT INSURANCE		5,336.00	0.00	5,336.00	-3,021.00	0.00	8,357.00
H2425 2110.244-15-0021	11.1 CAPITAL PROJECT LEGAL		8,758.00	0.00	8,758.00	0.00	0.00	8,758.00
H2425 2110.245-15-0021	11.1 CAPITAL PROJECT ARCHITECT		-222,530.16	0.00	-222,530.16	-215,385.16	0.00	-7,145.00
H2425 2110.297-15-0021	11.1 CAPITAL PROJECT SITE DEVELOPMENT		1,664,600.00	-22,860.60	1,641,739.40	1,367,375.00	0.00	274,364.40
2110		*	**1,522,590.10**	**0.00**	**1,522,590.10**	**1,182,408.54**	**0.00**	**340,181.56**
21		**	**1,522,590.10**	**0.00**	**1,522,590.10**	**1,182,408.54**	**0.00**	**340,181.56**
2		***	**1,522,590.10**	**0.00**	**1,522,590.10**	**1,182,408.54**	**0.00**	**340,181.56**
	Fund H2425Totals:		**1,034,373.10**	**0.00**	**1,034,373.10**	**693,691.54**	**0.00**	**340,681.56**
H24HS 1620.293-15-0024	11.1 CAPITAL PROJECT GENERAL CONSTUCTION PHASE 2		108,000.00	0.00	108,000.00	102,600.00	0.00	5,400.00
H24HS 1620.296-15-0024	11.1 CAPTIAL PROJECT ELECTRICAL PHASE 2		402,000.00	0.00	402,000.00	387,572.36	0.00	14,427.64
1620		*	**510,000.00**	**0.00**	**510,000.00**	**490,172.36**	**0.00**	**19,827.64**
16		**	**510,000.00**	**0.00**	**510,000.00**	**490,172.36**	**0.00**	**19,827.64**
1		***	**510,000.00**	**0.00**	**510,000.00**	**490,172.36**	**0.00**	**19,827.64**
H24HS 2110.201-15-0024	11.1 CAPITAL PROJECT CLERK OF THE WORKS PHASE 2		194,060.00	0.00	194,060.00	164,060.00	0.00	30,000.00
H24HS 2110.243-15-0024	11.1 CAPITAL PROJECT INSURANCE PHASE 2		15,000.00	0.00	15,000.00	3,202.32	0.00	11,797.68
H24HS 2110.244-15-0024	11.1 CAPITAL PROJECT LEGAL PHASE 2		23,100.00	0.00	23,100.00	4,248.75	0.00	18,851.25
H24HS 2110.245-15-0024	11.1 CAPITAL PROJECT ARCHITECT PHASE 2		164,107.00	0.00	164,107.00	155,988.90	0.00	8,118.10
H24HS 2110.297-15-0024	11.1 CAPITAL PROJECT SITE DEVELOPMENT PHASE 2		2,400,000.00	0.00	2,400,000.00	1,564,586.76	0.00	835,413.24
2110		*	**2,796,267.00**	**0.00**	**2,796,267.00**	**1,892,086.73**	**0.00**	**904,180.27**
21		**	**2,796,267.00**	**0.00**	**2,796,267.00**	**1,892,086.73**	**0.00**	**904,180.27**
2		***	**2,796,267.00**	**0.00**	**2,796,267.00**	**1,892,086.73**	**0.00**	**904,180.27**

Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
	Fund H24HSTotals:	**3,306,267.00**	**0.00**	**3,306,267.00**	**2,382,259.09**	**0.00**	**924,007.91**
H24IE 1620.296-05-0021	11.1 CAPTIAL PROJECT ELECTRICAL PHASE 2	0.00	0.00	0.00	7,125.00	0.00	-7,125.00
1620	*	**0.00**	**0.00**	**0.00**	**7,125.00**	**0.00**	**-7,125.00**
16	**	**0.00**	**0.00**	**0.00**	**7,125.00**	**0.00**	**-7,125.00**
1	***	**0.00**	**0.00**	**0.00**	**7,125.00**	**0.00**	**-7,125.00**
H24IE 2110.201-05-0021	11.1 CAPITAL PROJECT CLERK OF THE WORKS PHASE 2	278,073.00	0.00	278,073.00	45,068.39	0.00	233,004.61
H24IE 2110.243-05-0021	11.1 CAPITAL PROJECT INSURANCE PHASE 2	1,950.00	0.00	1,950.00	1,261.52	0.00	688.48
H24IE 2110.244-05-0021	11.1 CAPITAL PROJECT LEGAL PHASE 2	37,800.00	0.00	37,800.00	1,673.75	0.00	36,126.25
H24IE 2110.245-05-0021	11.1 CAPITAL PROJECT ARCHITECT PHASE 2	64,648.00	0.00	64,648.00	61,450.18	0.00	3,197.82
2110	*	**382,471.00**	**0.00**	**382,471.00**	**109,453.84**	**0.00**	**273,017.16**
21	**	**382,471.00**	**0.00**	**382,471.00**	**109,453.84**	**0.00**	**273,017.16**
2	***	**382,471.00**	**0.00**	**382,471.00**	**109,453.84**	**0.00**	**273,017.16**
	Fund H24IETotals:	**382,471.00**	**0.00**	**382,471.00**	**116,578.84**	**0.00**	**265,892.16**
H24MS 1620.296-04-0024	11.1 CAPTIAL PROJECT ELECTRICAL PHASE 2	402,200.00	0.00	402,200.00	394,887.36	0.00	7,312.64
1620	*	**402,200.00**	**0.00**	**402,200.00**	**394,887.36**	**0.00**	**7,312.64**
16	**	**402,200.00**	**0.00**	**402,200.00**	**394,887.36**	**0.00**	**7,312.64**
1	***	**402,200.00**	**0.00**	**402,200.00**	**394,887.36**	**0.00**	**7,312.64**
H24MS 2110.201-04-0024	11.1 CAPITAL PROJECT CLERK OF THE WORKS PHASE 2	91,508.00	0.00	91,508.00	91,508.00	0.00	0.00
H24MS 2110.243-04-0024	11.1 CAPITAL PROJECT INSURANCE PHASE 2	8,100.00	0.00	8,100.00	5,240.16	0.00	2,859.84
H24MS 2110.244-04-0024	11.1 CAPITAL PROJECT LEGAL PHASE 2	9,100.00	0.00	9,100.00	6,952.50	0.00	2,147.50
H24MS 2110.245-04-0024	11.1 CAPITAL PROJECT ARCHITECT PHASE 2	268,538.00	0.00	268,538.00	255,254.54	0.00	13,283.46
H24MS 2110.297-04-0024	11.1 CAPITAL PROJECT SITE DEVELOPMENT PHASE 2	2,400,000.00	0.00	2,400,000.00	1,564,586.74	0.00	835,413.26
2110	*	**2,777,246.00**	**0.00**	**2,777,246.00**	**1,923,541.94**	**0.00**	**853,704.06**
21	**	**2,777,246.00**	**0.00**	**2,777,246.00**	**1,923,541.94**	**0.00**	**853,704.06**

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
2		***	**2,777,246.00**	**0.00**	**2,777,246.00**	**1,923,541.94**	**0.00**	**853,704.06**
	Fund H24MSTotals:		**3,179,446.00**	**0.00**	**3,179,446.00**	**2,318,429.30**	**0.00**	**861,016.70**
H24P2 2110.240-15-0021	11.1 CAPITAL PROJECT GENERAL ADMINISTRATIVE PHASE 2		2,241,816.00	0.00	2,241,816.00	58,280.87	0.00	2,183,535.13
2110		*	**2,241,816.00**	**0.00**	**2,241,816.00**	**58,280.87**	**0.00**	**2,183,535.13**
21		**	**2,241,816.00**	**0.00**	**2,241,816.00**	**58,280.87**	**0.00**	**2,183,535.13**
2		***	**2,241,816.00**	**0.00**	**2,241,816.00**	**58,280.87**	**0.00**	**2,183,535.13**
	Fund H24P2Totals:		**2,241,816.00**	**0.00**	**2,241,816.00**	**58,280.87**	**0.00**	**2,183,535.13**
H24P3 2110.240-04-0025	11.1 CAPITAL PROJECT GENERAL ADMINISTRATION PHASE 3		0.00	0.00	0.00	124.76	0.00	-124.76
H24P3 2110.245-04-0025	11.1 CAPITAL PROJECT ARCHITECT PHASE 3		0.00	0.00	0.00	62,692.77	0.00	-62,692.77
2110		*	**0.00**	**0.00**	**0.00**	**62,817.53**	**0.00**	**-62,817.53**
21		**	**0.00**	**0.00**	**0.00**	**62,817.53**	**0.00**	**-62,817.53**
2		***	**0.00**	**0.00**	**0.00**	**62,817.53**	**0.00**	**-62,817.53**
	Fund H24P3Totals:		**0.00**	**0.00**	**0.00**	**62,817.53**	**0.00**	**-62,817.53**
HHS1 1620.293-15-0021	PHASE 1 HIGH SCHOOL GENERAL CONSTRUCTION		5,631.71	0.00	5,631.71	0.00	0.00	5,631.71
HHS1 1620.294-15-0021	PHASE 1 SENIOR HIGH HVAC		77,363.97	0.00	77,363.97	0.00	0.00	77,363.97
1620		*	**82,995.68**	**0.00**	**82,995.68**	**0.00**	**0.00**	**82,995.68**
16		**	**82,995.68**	**0.00**	**82,995.68**	**0.00**	**0.00**	**82,995.68**
1		***	**82,995.68**	**0.00**	**82,995.68**	**0.00**	**0.00**	**82,995.68**
HHS1 2110.240-15-0021	PHASE 1 SENIOR HIGH GENERAL ADMINISTRATIVE		368.70	0.00	368.70	0.00	0.00	368.70
HHS1 2110.243-15-0021	PHASE 1 SENIOR HIGH INSURANCE		0.19	0.00	0.19	0.00	0.00	0.19
HHS1 2110.244-15-0021	PHASE 1 SENIOR HIGH LEGAL		3,607.10	0.00	3,607.10	0.00	0.00	3,607.10
HHS1 2110.297-15-0021	PHASE 1 SENIOR HIGH SITE DEVELOPMENT		418,972.10	0.00	418,972.10	0.00	0.00	418,972.10
2110		*	**422,948.09**	**0.00**	**422,948.09**	**0.00**	**0.00**	**422,948.09**
21		**	**422,948.09**	**0.00**	**422,948.09**	**0.00**	**0.00**	**422,948.09**
2		***	**422,948.09**	**0.00**	**422,948.09**	**0.00**	**0.00**	**422,948.09**
	Fund HHS1Totals:		**505,943.77**	**0.00**	**505,943.77**	**0.00**	**0.00**	**505,943.77**

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
HIEC 1620.294-05-0019	HIEC PHASE 2 HVAC		288,562.40	0.00	288,562.40	0.00	0.00	288,562.40
1620		*	**288,562.40**	**0.00**	**288,562.40**	**0.00**	**0.00**	**288,562.40**
16		**	**288,562.40**	**0.00**	**288,562.40**	**0.00**	**0.00**	**288,562.40**
1		***	**288,562.40**	**0.00**	**288,562.40**	**0.00**	**0.00**	**288,562.40**
HIEC 2110.200-05-0019	HIEC PHASE 2 FURNITURE & EQUIPMENT		85,000.00	0.00	85,000.00	0.00	0.00	85,000.00
HIEC 2110.240-05-0019	HIEC PHASE 2 GENERAL ADMINISTRATIVE		118,756.61	0.00	118,756.61	0.00	0.00	118,756.61
HIEC 2110.243-05-0019	HIEC PHASE 2 INSURANCE		8,800.00	0.00	8,800.00	0.00	0.00	8,800.00
HIEC 2110.244-05-0019	HIEC PHASE 2 LEGAL		3,950.10	0.00	3,950.10	0.00	0.00	3,950.10
HIEC 2110.297-05-0019	HIEC PHASE 2 SITE WORK		184,459.00	0.00	184,459.00	0.00	0.00	184,459.00
2110		*	**400,965.71**	**0.00**	**400,965.71**	**0.00**	**0.00**	**400,965.71**
21		**	**400,965.71**	**0.00**	**400,965.71**	**0.00**	**0.00**	**400,965.71**
2		***	**400,965.71**	**0.00**	**400,965.71**	**0.00**	**0.00**	**400,965.71**
	Fund HIECTotals:		**689,528.11**	**0.00**	**689,528.11**	**0.00**	**0.00**	**689,528.11**
HMD1 1620.293-04-0022	PHASE 1 MIDDLE SCHOOL GENERAL CONSTRUCTION		225,491.76	0.00	225,491.76	0.00	0.00	225,491.76
HMD1 1620.294-04-0022	PHASE 1 MIDDLE SCHOOL HVAC		15,335.79	0.00	15,335.79	0.00	0.00	15,335.79
HMD1 1620.295-04-0022	PHASE 1 MIDDLE SCHOOL PLUMBING		337,432.00	0.00	337,432.00	0.00	0.00	337,432.00
HMD1 1620.296-04-0022	PHASE 1 MIDDLE SCHOOL ELECTRICAL		71,826.41	0.00	71,826.41	0.00	0.00	71,826.41
1620		*	**650,085.96**	**0.00**	**650,085.96**	**0.00**	**0.00**	**650,085.96**
16		**	**650,085.96**	**0.00**	**650,085.96**	**0.00**	**0.00**	**650,085.96**
1		***	**650,085.96**	**0.00**	**650,085.96**	**0.00**	**0.00**	**650,085.96**
HMD1 2110.243-04-0022	PHASE 1 MIDDLE SCHOOL INSURANCE		0.81	0.00	0.81	0.00	0.00	0.81
HMD1 2110.244-04-0022	PHASE 1 MIDDLE SCHOOL LEGAL		30,501.80	0.00	30,501.80	0.00	0.00	30,501.80
2110		*	**30,502.61**	**0.00**	**30,502.61**	**0.00**	**0.00**	**30,502.61**
21		**	**30,502.61**	**0.00**	**30,502.61**	**0.00**	**0.00**	**30,502.61**
2		***	**30,502.61**	**0.00**	**30,502.61**	**0.00**	**0.00**	**30,502.61**
	Fund HMD1Totals:		**680,588.57**	**0.00**	**680,588.57**	**0.00**	**0.00**	**680,588.57**
	Grand Totals:		**70,465,610.02**	**367,473.35**	**70,833,083.37**	**58,369,303.33**	**580,873.14**	**11,882,906.90**

LEWISTON-PORTER HIGH SCHOOL

Student Activity Fund
Central Treasurer's Report
For the period of: June 1 - 30, 2026

Balance from preceding period	**$142,448.99**
Total receipts banked during month	
No. 17267 to No. 17290	$ 35,771.05
Debit 6/16 - $90 (Class 2027) Check written for $10 – not $100	(90.00)
Total balance of deposits and undeposited	**$178,130.04**
Disbursements during month	
No. 13381 to No. 13416	$ 22,207.72
Cash balance	
Reconciliation with bank statement	**$155,922.32**
Bank balance as shown on statement	$157,484.47
Minus outstanding checks	$ 1,562.15
Balance	**$155,922.32**

Outstanding Checks:

13361 – L-p Athletics – Track – Ann Marie Oliverio	$ 230.54
13407 – Class 2026 – Joan Hoover	$ 125.00
13410 – Class 2027 – ABC Rental – Dunk Tank	$ 314.29
13411 – Science HS – Chris D'Anna – Charter	$ 142.32
13415 – L-p Athletics – Cheer – Jarran Shockley	$ 750.00

John Evert/JE

John Evert
High School Vice Principal

Sandra Girasole/SG

Sandra Girasole
Central Treasurer of HS Student Activity Funds

Lewiston-Porter High School Student Activity Accounts Ledger - June 2026

Account	Beg. Balance	Receipts	Withdrawals	Transfer	End Balance	BOE approved?	Advisor
Art	$ 1,496.22	$ -	$ 184.93		$ 1,311.29	Yes	Cindy Sanchez
Business Club	$ 8,297.40	$ 577.00	$ 250.00		$ 8,624.40	No	Nicole Krawczyk
Class of 2025	$ -				$ -	Yes	J.Mango/A.Shephardson
Class of 2026	$ 7,463.02	$ 9,035.00	$ 12,416.34	$ 1,080.00	$ 5,161.68	Yes	A.Sharpe/P. Mikolajczak
Class of 2027	$ 8,782.62	$ 7,424.00	$ 941.29		$ 15,265.33	Yes	L.D'Anna/L.Hurtgam
Class of 2028	$ 11,614.36				$ 11,614.36	Yes	C. Sanchez/C. Popielski
Class of 2029	$ 2,597.15	$ 331.00			$ 2,928.15		J.Cruz/P. Mikolajczak
Drama	$ 3,285.31				$ 3,285.31	Yes	Amanda Sharpe
French Club	$ 238.94				$ 238.94	No	Aneeta Shepardson
Future Teachers	$ 3,908.81				$ 3,908.81	Yes	Jess Cruz
GSA	$ 2,010.57		$ 230.06		$ 1,780.51	Yes	Carrie Popielski
Historical Society	$ 620.42				$ 620.42	No	L.D'Anna/J. Lauzonis
H.O.S.A.	$ 2,609.81				$ 2,609.81	Yes	A.Sharpe/P. Mikolajczak
International Studies	$ 5,010.27	$ 1,940.02	$ 2,543.81		$ 4,406.48	Yes	Anika Fetzner
Key Club	$ 3,251.27	$ 1,500.00	$ 1,174.02		$ 3,577.25	Yes	K.Hurtgam/L.Hurtgam
Lancer Council	$ 8,122.97	$ 15.00	$ 774.81	$ -	$ 7,363.16	Yes	K.Hurtgam/L.Hurtgam
Lancer Leader Crew	$ 372.05				$ 372.05	Yes	DiVincenzo/Conti
L-P Athletic Fund	$ 46,144.10	$ 10,166.18	$ 2,536.43		$ 53,773.85	Yes	Brad Halgash
Life Skills	$ 317.34	$ 647.85	$ 371.31		$ 593.88	Yes	A. Dreher
Model UN	$ 0.72				$ 0.72		Scott Townsend
Musical Theater	$ 5,411.95				$ 5,411.95	Yes	Kevin Duncan
Music Project	$ 927.11	$ 1,099.00			$ 2,026.11	Yes	Kevin Duncan
National Honor Society	$ 1,009.32	$ 125.00			$ 1,134.32	Yes	Jessica Cruz/ Linda D'Anna
Science Honor Society	$ 2,976.59		$ 142.32		$ 2,834.27	Yes	Colleen Glor
Spanish Club	$ 115.33				$ 115.33	Yes	Mango/Carrasquillo/Ellis
Spanish National Honor Society	$ 393.49				$ 393.49	Yes	Amy Carrasquillo
Students-to-Startups	$ 2,608.25			$ (1,145.00)	$ 1,463.25		Kim Lemieux
Traditions	$ 11,624.09		$ 642.40		$ 10,981.69	Yes	C.Popielski/C.Sanchez
Yearbook	$ 1,239.51	$ 2,821.00		$ 65.00	$ 4,125.51	Yes	Carrie Popielski
Total	**$ 142,448.99**	**$ 35,681.05**	**$ 22,207.72**	**$ -**	**$ 155,922.32**		

SCHOOL: Lewiston-Porter High School
YEAR: 2025-2026
MONTH: June 2026
ACTIVITY: Checks

DATE	EXPLANATION	RECEIPT #	CHECK #	AMOUNT REC'D	AMOUNT PAID	SALES TAX - ?
6/2/2026	Class 2027 - Johanna Marmon (Calendrelli) Trip Refund		13381		$ 627.00	
6/4/2026	Class 2026 - Joan Hoover - Senior Award Night Cak		13382		$ 120.00	
6/9/2026	Lifeskills - Ashli Dreher - NYC Reimbursement		13383		$ 371.31	
6/9/2026	L-p Athletics - Track & Field - Randy Lombardo Reimbursement		13384		$ 151.63	
6/9/2026	Lancer Council - Kyle Hurtgam - Year End Luncheon		13385		$ 242.81	
6/9/2026	Key Club - Kyle Hurtgam - Medallions		13386		$ 999.56	
6/9/2026	Business - Academy of Business & Finance - Donation		13387		$ 250.00	
6/9/2026	Traditions - Carrie Popielski - Supplies Reimbursement		13388		$ 88.44	
6/11/2026	Class 2026 - Phil Mikolajczak - Prom Décor, etc.		13389		$ 150.01	
6/11/2026	Class 2026 - Wurlitzer Events - Prom Venue/Food		13390		$ 8,000.69	
6/11/2026	Traditions - Carrie Popielski - Senior Portrait Display		13391		$ 63.80	
6/11/2026	Traditions - Cindy Sanchez - Homecoming Dance		13392		$ 490.16	
6/11/2026	Class 2026 - Amanda Murray - Class Day Food		13393		$ 300.20	
6/12/2026	Class 2026 - Shannon Glurich Photography - Prom		13394		$ 600.00	
6/12/2026	L-p Athletics - Boys Basketball - Patrick Krawczyk - Training/Videos		13395		$ 395.00	
6/15/2026	Key Club - Kyle Hurtgam - Party Reimbursement		13396		$ 174.46	
6/15/2026	Class 2026 - Phil Mikolajczak - Senior Gift to Custodial Staff		13397		$ 83.91	
6/15/2026	Class 2026 - Moving Music - Prom DJ & Photobooth		13398		$ 1,125.00	
6/16/2026	Class 2026 - Phil Mikolajczak - Class Day Flowers & Supplies		13399		$ 267.44	
6/16/2026	Class 2026 - Amanda DiCesare - Prom Ticket Refund		13400		$ 60.00	
6/17/2026	Lancer Council - Chris D'Anna - Supplies Reimbursement		13401		$ 532.00	
6/17/2026	GSA - Student Transportation - Bus to Buff State		13402		$ 230.06	
6/17/2026	Art - Cindy Sanchez - Chalk Walk		13403		$ 58.43	
6/17/2026	Art - Brett Coppins - Kiln Parts		13404		$ 126.50	
6/18/2026	L-p Athletics - Boys LAX - Jamie Ingham - Picnic		13405		$ 1,239.80	
6/23/2026	Class 2026 - Phil Mikolajczak - Prom Favors		13406		$ 230.18	
6/23/2026	Class 2026 - Joan Hoover - Prom Dessert Table		13407		$ 125.00	
6/23/2026	Class 2026 - Linda D'Anna - Prom Flower Wall		13408		$ 225.00	
6/24/2026	Class 2026 - Phil Mikolajczak - Class Reimbursements		13409		$ 775.01	
6/25/2026	Class 2027 - ABC Rental - Dunk Tank - Peach Festival		13410		$ 314.29	
6/25/2026	Science HS - Chris D'Anna - Charter		13411		$ 142.32	
6/25/2026	Int'l Studies - Anika Fetzner - Calvin Germany Fundraiser		13412		$ 171.92	
6/25/2026	Int'l Studies - Lewiston-Porter CSD - Germany Youth Hostels		13413		$ 2,371.89	
6/26/2026	Class 2026 - John Evert - Graduation Reimbursement		13414		$ 57.80	
6/26/2026	L-p Athletics - Cheer - Jarran Shockley - Camp Deposit		13415		$ 750.00	
6/26/2026	Class 2026 - Phil Mikolajzak - Freshman Seminar Donation		13416		$ 296.10	
				TOTAL	**$ 22,207.72**	

LEWISTON-PORTER MIDDLE SCHOOL

Student Activity Fund
Central Treasurer's Report
From June 1, 2026, to June 30, 2026

LEDGER BALANCE FROM PREVIOUS END OF MONTH	**$ 61646.41**
Total receipts deposited during the month	
No. 3138 to No. 3148	**$ 8200.23**
Net fees (back into account).	$
Total balance, deposits	$ 69846.64
Disbursements during the month	
No. 5354 to No. 5375	$ 12304.39
Direct Withdrawal/Intuit Check Printing	
Chargeback Item Fees	
Cash balance	$ 57542.25
Bank balance on the statement	**$ 59165.26**
Minus outstanding checks	**$ 1623.01**
Balance	$ 57542.25

Outstanding Checks:
#5348 $50
#5357 $1273.01
#5362 $300.

Andrew M. Auer
Andrew M. Auer
Middle School Principal,

Ellyn Chapman
Ellyn Chapman
Central Treasurer of MS Student Activity Funds

Lewiston-Porter Middle School Student Activity Accounts Ledger - June 2026

Account	Beg. Balance	Deposits	Withdrawals	Transfers	End Balance	Advisor
ART	$103.00		$65.23		$37.77	ZIMMERMAN
BAKING CLUB	$93.00				$93.00	J.HOOVER
BAND	$1,049.16		$548.56		$500.60	BURDICK/CARERE
BUILDERS CLUB	$299.55	$140.12			$439.67	ODDY
DRAMA	$16,980.73	$5,676.00	$1,817.01		$20,839.72	MARINACCIO
INTERNATIONAL CONNECTIONS	$717.42	$289.00	$609.07		$397.35	RAYOME
LANCERS	$4,102.67				$4,102.67	AUER
NJHS	$762.92				$762.92	LAGAMBA
ORCHESTRA	$14.75				$14.75	DUNCAN/SPINNEGAN
RUN CLUB	$781.28		$74.90		$706.38	GOLDEN
SCIENCE & NATURE	$91.72				$91.72	SWEENEY
SKI	$7,266.59				$7,266.59	SWEENEY
STUDENT COUNCIL	$9,394.78		$1,266.00		$8,128.78	C.HOOVER
WASHINGTON D.C.	$0.00	$114.00			$114.00	BOLLINGER
WEB	$2,312.86	$165.27	$178.26		$2,299.87	KIRSCH/ZIMMERMAN/BOLLINGER/ SMITH
YEARBOOK	$3,766.03	$1,815.84	$143.70		$5,438.17	JARUSZEWSKI
8TH GRADE CLASS	$8,035.82		$6,303.65		$1,732.17	SMITH
7TH GRADE CLASS	$3,247.85		$1,298.01		$1,949.84	SMITH
6TH GRADE CLASS	$2,626.28				$2,626.28	SMITH
TOTALS	$61,646.41	$8,200.23	$12,304.39		$57,542.25	

	Lewiston-Porter Middle School					
YEAR:	2025 - 2026					
MONTH:	**June 2026**					
ACTIVITY:	**Deposits**					
DATE	**EXPLANATION**		**RECEIPT #**		**AMOUNT RECEIVED**	
6/1/2026	YEARBOOK-extra paid for		3138		$50.00	
06/04/26	LPMS Drama Club ticket sales		3139		$5,676.00	
06/05/26	YEARBOOK-extra paid for		3140		$50.00	
06/11/26	YEARBOOK-extra paid for		3141		$130.00	
06/11/26	YEARBOOK-payment from Inter-state		3142		$1,485.84	
06/16/26	YEARBOOK-extra paid for		3143		$50.00	
06/18/26	YEARBOOK-extra paid for		3144		$50.00	
06/18/26	BUILDERS CLUB-bottle return		3145		$140.12	
06/18/26	DC TRIP-fundraising check		3146		$114.00	
06/23/26	INTERNATIONAL CONNECTIONS-Relay4Life fundraiser		3147		$289.00	
06/24/26	WEB-Candy gram sales		3148		$165.27	
					$8,200.23	

	Lewiston-Porter Middle School					
YEAR:	2025-2026					
MONTH:	**June 2026**					
ACTIVITY:	**Checks**					
DATE	**EXPLANATION**		**CHECK #**		**AMOUNT PAID**	
06/02/26	8TH GRADE-Todd DeMarco-MUD Dance DJ and Photobooth		5354		$800.00	
06/02/26	STUDENT COUNCIL-Oakley's Ice Cream, ice cream truck		5355		$1,171.00	
06/03/26	7th Grade-Shevon Czyz (J Wilson mom) refund for Bisons ticket		5356		$25.00	
06/03/23	7th Grade-STA-Bisons field trip transportation		5357		$1,273.01	
06/04/26	ART CLUB-Kelly Zimmerman- mural paint		5358		$65.23	
06/04/26	STUDENT COUNCIL-NASSP Membership fee		5359		$95.00	
06/08/26	8TH GRADE-Rachel Smith-MUD Field Trip		5360		$5,203.65	
06/09/26	WEB-Kait Rudney-play day pizza		5361		$178.26	
06/09/26	8th GRADE-Fowler's Chocolates-candy bars class gift		5362		$300.00	
06/09/26	BAND-Falynn Spinnegan-student gifts		5363		$105.00	
06/11/26	YEARBOOK-Inter-State Studio-purchased extra yearbooks		5364		$143.70	
06/15/26	DRAMA CLUB-Mark Marinaccio-MS musical reciepts		5365		$518.69	
06/15/26	DRAMA CLUB-Barbara Muphy-MS musical receipts-costumes		5366		$382.75	
06/15/26	DRAMA CLUB-Amanda Murray-MS musical reciepts		5367		$915.57	
06/15/26	RUN CLUB-Favorites Pizza-End of Season celebration		5368		$44.00	
06/15/26	BAND- Jill Carere-Fetterman-Band /Orch Party		5369		$200.33	
06/17/26	BAND- Jill Carere-Fetterman-Band /Orch Party		5371		$62.01	
06/23/26	RUN CLUB-Annette Rayome-snacks		5372		$30.90	
06/23/26	INTERNATIONAL CONNECTIONS-Annette Rayome-Cinco De Mayo food		5373		$43.31	
06/23/26	INTERNATIONAL CONNECTIONS-Annette RAYOME-Relay4Life supplies		5374		$565.76	
06/23/26	BAND-Amanda Burdick-7/8 Band pizza party		5375		$181.22	
					$12,304.39	

NF-3 Treasurer's Report June 2026

LEWISTON-PORTER CSD TREASURER'S REPORT

June 1-June 30, 2026

	General Fund	School Lunch	Federal Aid	Capital	Payroll	Total
BOOK BALANCE	15,550,047.70	$ 108,723.68	871,882.88	$ 48,447.00	$ 66,180.26	$ 16,645,281.52
RECEIPTS: COLLECTED DURING THE MONTH						$ -
M&T	31,182.77		0.00			$ 31,182.77
OTHER DEBIT	-565,984.09					$ (565,984.09)
BOCES/STATE/FEDERAL FUNDS						$ -
SALES		$ 40,042.50				$ 40,042.50
INTEREST	3,004.06		244.62			$ 3,248.68
DEPOSITS/TRANSFERS	1,880,967.58			$ 300,000.00	$ 8,847,995.23	$ 11,028,962.81
TOTAL RECEIPTS + PRIOR BALANCE	16,899,218.02	$ 148,766.18	872,127.50	$ 348,447.00	$ 8,914,175.49	$ 27,182,734.19
DISBURSEMENTS	9,648,593.73	$ 156,671.10	45,220.64	$ 480,244.30	$ 8,690,891.10	$ 19,021,620.87
BALANCE PER BOOK	7,250,624.29	$ (7,904.92)	826,906.86	$ (131,797.30)	$ 223,284.39	$ 8,161,113.32
						$ -
BANK BALANCE	7,973,096.94	$ 148,643.78	827,301.70	$ 325,491.47	$ 239,362.13	$ 9,274,533.89
LESS: OUTSTANDING CHECKS	722,472.65	$ 156,548.70	394.84	$ 457,288.77	$ 16,077.74	$ 1,352,782.70
ADD: OUSTANDING DEPOSIT						
BANK BALANCE	7,250,624.29	$ (7,904.92)	826,906.86	$ (131,797.30)	$ 223,284.39	$ 8,161,113.32

INVESTMENTS

	NYCLASS	General	Health Ins	HRH	FSA	Continuing Ed	Dental
BEGINNING BALANCE	13,114,244.05	14,110,040.76	825,084.50	346,006.52	40,377.04	219,972.72	8,566.16
DEPOSITS	0.00	1,650,145.40	108,131.42		4,237.02	111,502.25	6,951.49
INTEREST EARNED	37,855.38	3,004.06					
WITHDRAWLS	300,000.00	8,908,431.34		7,698.35	4,645.39	-	5,346.00
ENDING BALANCE	12,852,099.43	6,854,758.88	933,215.92	338,308.17	39,968.67	331,474.97	10,171.65

	M&T Power Coa.	M&T Investment	* Payroll	Payroll Deducts
BEGINNING BALANCE	507,712.30	31,136.67	$6,774.26	$59,406.00
DEPOSITS	0.00		$3,538,414.04	$5,309,581.19
INTEREST EARNED	890.99	46.10		
WITHDRAWLS			$3,425,037.80	$5,249,775.56
ENDING BALANCE	508,603.29	31,182.77	$120,150.50	$119,211.63

LEW-PORT

Check Warrant Report For A - 23: June General Fund Cash Disbursement For Dates 6/1/2026 - 6/30/2026

Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
84027	06/11/2026	7971	**VOID** PITTMAN, ROBIN		-140.00
84339	06/01/2026	72	AMHERST CENTRAL SCHOOL DISTRIC	696866	400.00
84340	06/01/2026	97	ASPIRE OF WNY INC	696543	23,594.40
84341	06/01/2026	4028	AUER, ANDREW	696041	800.00
84342	06/01/2026	110	MARY ELLEN AURELI		128.00
84343	06/01/2026	5479	BARILE, MARISA		102.76
84344	06/01/2026	8001	BATTAGLIA, BRUCE		128.00
84345	06/01/2026	4668	BREEDEN, JEREMY	696565	1,468.56
84346	06/01/2026	204	BRIGHT BEGINNINGS THERAPY	696386	1,050.00
84347	06/01/2026	231	BUFFALO CITY SCHOOL DISTRICT		24,110.43
84348	06/01/2026	4713	BUROW, RALPH		300.00
84349	06/01/2026	242	BUSINESS FIRST	696004	393.90
84350	06/01/2026	7696	Carrie Casuccio		52.20
84351	06/01/2026	4128	CARTER, BARBARA		382.00
84352	06/01/2026	5487	CHC	696544	11,890.24
84353	06/01/2026	7589	CIEE-iNEXT	697019	488.40
84354	06/01/2026	6041	CUMMINS INC	696397	440.91
84355	06/01/2026	2577	D'ANNA, CHRIS	696043	800.00
84356	06/01/2026	4315	DELTA DENTAL OF NY, INC	696033	9,680.86
84357	06/01/2026	6462	EHRLICH PEST CONTROL	*See Detail Report	2,344.82
84358	06/01/2026	4992	FLOWERS, CYNTHIA	696365	8,470.00
84359	06/01/2026	7535	FOUNDATIONS BEHAVIORAL HEALTH	696546	1,619.55
84360	06/01/2026	5680	FREEDMAN, BARBARA		104.00
84361	06/01/2026	7994	GLOBAL RESILIENCE FEDERATION, INC.	697001	1,000.00
84362	06/01/2026	676	GRAINGER INDUSTRIAL EQUIPMENT	696062	1,193.46
84363	06/01/2026	2831	GRAND ISLAND TRANSIT CORP.	696586	25,220.00
84364	06/01/2026	2472	GREATER NIAGARA MECHANICAL INC	696850	179.50
84365	06/01/2026	5140	GRIDER, TAMMY		120.00
84366	06/01/2026	765	HODGSON RUSS LLP	696052	58,664.99
84367	06/01/2026	4131	HOFFMAN, DARINDA		128.00
84368	06/01/2026	4132	HOFFMAN, H. CARL		104.00
84369	06/01/2026	772	HOME DEPOT	696393	116.63
84370	06/01/2026	771	HOME DEPOT	696932	192.12
84371	06/01/2026	7761	**CONTINUED** J.P. MORGAN		0.00
84372	06/01/2026	7761	J.P. MORGAN	*See Detail Report	5,043.85
84373	06/01/2026	7771	J.P.MORGAN	*See Detail Report	323.04
84374	06/01/2026	864	JOSTENS INC	696805	18.65
84375	06/01/2026	4230	JW PEPPER & SONS, INC		51.96
84376	06/01/2026	885	KENMORE TOWN OF TONAWANDA SCHO	696867	200.00
84377	06/01/2026	939	JOSEPH LAUZONIS		1,926.00
84378	06/01/2026	941	HARRY LAWLER		216.18
84379	06/01/2026	7900	LEGGETT, LINDA		500.00
84380	06/01/2026	7684	LEVEL UP APPLIED BEHAVIOR ANALYSIS SERVICES	696788	5,000.00

Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
84381	06/01/2026	6317	LIFE ENRICHMENT SEMINARS		60.00
84382	06/01/2026	7991	LJILJANICH, MAX		500.00
84383	06/01/2026	983	LOCKPORT HIGH SCHOOL	696865	250.00
84384	06/01/2026	1017	JUDITH L MAGGS	*See Detail Report	425.00
84385	06/01/2026	1054	JAN MATHEWS		216.18
84386	06/01/2026	6310	MEDICAID CONSULTING SERVICES, LLC	696366	1,769.73
84387	06/01/2026	1123	MONACO'S VIOLIN SHOP	*See Detail Report	784.00
84388	06/01/2026	1159	NASSP	696888	385.00
84389	06/01/2026	1176	NATIONAL GRID	696210	15,630.89
84390	06/01/2026	8002	NAUS, PAUL		104.00
84391	06/01/2026	1187	NEW DIRECTIONS YOUTH & FAMILY	696545	5,974.20
84392	06/01/2026	1214	NIAGARA FRONTIER LEAGUE		225.00
84393	06/01/2026	1215	NIAGARA FRONTIER PUBLICATIONS		415.10
84394	06/01/2026	1217	NIAGARA GAZETTE	*See Detail Report	727.18
84395	06/01/2026	1240	NOCO ENERGY CORP.-FUELS	696442	8,559.57
84396	06/01/2026	7943	ON X DYNAMICS LLC		260.00
84397	06/01/2026	1312	ORIENTAL TRADING COMPANY INC		56.55
84398	06/01/2026	1314	**CONTINUED** ORLEANS/NIAGARA BOCES		0.00
84399	06/01/2026	1314	ORLEANS/NIAGARA BOCES	696060	492,786.69
84400	06/01/2026	7566	PALMIERO, RHONDA	696107	14.50
84401	06/01/2026	3502	PEARSON INC	696967	283.30
84402	06/01/2026	7992	PORTWOOD, LEAH		500.00
84403	06/01/2026	7204	RIORDAN, JODEE		103.11
84404	06/01/2026	7986	RODRIGUEZ, JACKSON		500.00
84405	06/01/2026	1593	SCHOOL SPECIALTY	*See Detail Report	427.95
84406	06/01/2026	1489	STA, INC	*See Detail Report	2,039.90
84407	06/01/2026	1705	STAPLES BUSINESS ADVANTAGE	696931	698.08
84408	06/01/2026	2098	STARPOINT CENTRAL SCHOOL		5,673.43
84409	06/01/2026	1736	STUART SPORTS	696966	1,040.00
84410	06/01/2026	4057	SWEETWATER	696914	109.00
84411	06/01/2026	7753	TAMARAZIO, ANDREA J	696037	800.00
84412	06/01/2026	6281	TOWN OF LEWISTON	696306	20,424.44
84413	06/01/2026	6722	ULINE SHIPPING SUPPLIES	697013	231.02
84414	06/01/2026	3474	VEX ROBOTICS INC		1,873.65
84415	06/01/2026	4674	W.B.MASON COMPANY	696999	44.86
84416	06/01/2026	8003	WAITE, HOWARD		104.00
84417	06/01/2026	7935	WALKER, JENNIFER L.		52.20
84418	06/01/2026	7814	ZECHMEISTER, BRENDA		108.00
84419	06/02/2026	1214	NIAGARA FRONTIER LEAGUE		525.00
84420	06/04/2026	5094	RAINBOW SKATELAND ROLLER RINK		2,343.00
84421	06/04/2026	7070	MCCALLISTER, CAMERON		135.00
84422	06/15/2026	7465	ACC MEDLINK	697025	5,400.00

Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
84423	06/15/2026	88	APPLE COMPUTER INC	*See Detail Report	9,181.50
84424	06/15/2026	97	ASPIRE OF WNY INC		6,748.00
84425	06/15/2026	3584	BSN SPORTS LLC		320.43
84426	06/15/2026	2608	BSN SPORTS, LLC	696930	6,997.80
84427	06/15/2026	4046	BUFFALO HEARING & SPEECH		717.96
84428	06/15/2026	2201	CALARCO, NINA		1,155.22
84429	06/15/2026	2383	COLLEGE BOARD		12,590.00
84430	06/15/2026	359	CORR DISTRIBUTORS	696995	605.99
84431	06/15/2026	5204	CYPRAS, INC.	696225	1,187.01
84432	06/15/2026	462	DOBMEIER JANITOR SUP	696996	1,500.80
84433	06/15/2026	6462	EHRLICH PEST CONTROL	*See Detail Report	7,144.56
84434	06/15/2026	7535	FOUNDATIONS BEHAVIORAL HEALTH	696546	14,863.42
84435	06/15/2026	8007	GOULAH, TIMOTHY MICHAEL		1,125.00
84436	06/15/2026	2831	GRAND ISLAND TRANSIT CORP.	696586	25,079.70
84437	06/15/2026	2472	GREATER NIAGARA MECHANICAL INC	696850	1,375.00
84438	06/15/2026	7797	GRIFFITHS PIANO SERVICE	*See Detail Report	1,050.00
84439	06/15/2026	5878	HALGASH, BRAD	696042	800.00
84440	06/15/2026	6102	HORANBURG-NOONAN, SHANNON	696724	52.20
84441	06/15/2026	4316	KANKOLENSKI, MICHAEL		78.42
84442	06/15/2026	923	LAKESHORE LEARNING MATERIALS	697009	1,893.38
84443	06/15/2026	7665	LAWLEY, LLC	696000	5,000.00
84444	06/15/2026	7684	LEVEL UP APPLIED BEHAVIOR ANALYSIS SERVICES	696788	5,000.00
84445	06/15/2026	2698	LINDE GAS & EQUIPMENT INC	696178	123.61
84446	06/15/2026	8000	LPM COMMUNICATIONS LLC		1,100.00
84447	06/15/2026	1017	JUDITH L MAGGS	696236	400.00
84448	06/15/2026	8006	MAKE LEMON AIDE FOR CEREBRAL PALSY		683.00
84449	06/15/2026	1052	MASTER TEACHER	696006	412.75
84450	06/15/2026	7925	MAY, KATINA	696723	163.71
84451	06/15/2026	1118	MODERN DISPOSAL SVS	696179	1,783.72
84452	06/15/2026	1760	MTE	*See Detail Report	3,338.32
84453	06/15/2026	2163	NATIONAL FUEL GAS CORPORATION	696211	9,655.53
84454	06/15/2026	1176	NATIONAL GRID	696210	113.65
84455	06/15/2026	1211	NIAGARA FRONTIER EQUIP SALES	*See Detail Report	4,777.27
84456	06/15/2026	1220	NIAGARA POWER COALITION	696010	7,089.29
84457	06/15/2026	3884	NIAGARA WHEATFIELD CSD		1,434.66
84458	06/15/2026	1240	NOCO ENERGY CORP.-FUELS	*See Detail Report	10,716.15
84459	06/15/2026	7594	NYSARC, INC. ERIE COUNTY CHAPTER	696548	5,553.10
84460	06/15/2026	7581	OLV HUMAN SERVICES	696657	18,376.20
84461	06/15/2026	2866	ORLEANS-NIAGARA TEACHER CENTER	697021	138.00
84462	06/15/2026	3918	P & A ADMINISTRATIVE SERVICES		60.00
84463	06/15/2026	3918	P & A ADMINISTRATIVE SERVICES	696001	967.50

Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
84464	06/15/2026	3807	PAPERDIRECT	696991	87.92
84465	06/15/2026	7971	PITTMAN, ROBIN		140.00
84466	06/15/2026	7215	SANDRETTO, NICOLE		21.18
84467	06/15/2026	1593	SCHOOL SPECIALTY	*See Detail Report	896.36
84468	06/15/2026	1619	SHAR PRODUCTS	*See Detail Report	1,608.51
84469	06/15/2026	5657	SONG, SHUPING		1,843.00
84470	06/15/2026	1699	ST PETERS RC SCHOOL	696752	5,996.76
84471	06/15/2026	1489	**CONTINUED** STA, INC		0.00
84472	06/15/2026	1489	STA, INC	*See Detail Report	307,022.99
84473	06/15/2026	550	STANLEY G FALK SCHOOL	696722	4,484.88
84474	06/15/2026	1722	STEVENSON HARDWARE	696168	12.99
84475	06/15/2026	1744	SUMMIT EDUCATIONAL RESOURCES	696547	77,143.20
84476	06/15/2026	4057	SWEETWATER	*See Detail Report	1,714.76
84477	06/15/2026	7722	TOPS MARKETS LLC	696515	226.14
84478	06/15/2026	5603	TUTUSKA, JEFF	697020	1,457.50
84479	06/15/2026	1889	USI INC	696945	450.15
84480	06/15/2026	6161	VAN DEUSEN, KATHRYN	696311	1,000.00
84481	06/15/2026	3378	VERIZON	696328	1,394.12
84482	06/15/2026	3835	WARTHER WOODWORKING	696009	91.95
84483	06/15/2026	7728	WEBER, CAITLIN	696567	1,400.00
84484	06/15/2026	3069	WEBSTER SZANYI LLP	696053	15,417.92
84485	06/15/2026	5852	WILLIAMSVILLE SOUTH	696864	350.00
84486	06/15/2026	7679	WOZNIAK, DAVID	696735	226.00
84487	06/15/2026	8005	WRIGHT, BARBARA J.		420.00
84488	06/15/2026	7001	ZOOM VIDEO COMMUNICATIONS INC	696167	3,761.91
84489	06/16/2026	7998	THUNDERSNOW LEARNING & DEVELOPMENT LLC	697029	440.00
84490	06/25/2026	7704	LC Photography	696938	1,300.00
84491	06/30/2026	7157	A1 LAND CARE INC	696998	7,570.00
84492	06/30/2026	88	APPLE COMPUTER INC	*See Detail Report	83,204.00
84493	06/30/2026	6421	APPLE INC	697043	2,121.60
84494	06/30/2026	6421	APPLE INC	697043	3,190.00
84495	06/30/2026	97	ASPIRE OF WNY INC	696543	23,594.40
84496	06/30/2026	7985	ASSOCIATED PHYSICAL & OCCUPATIONAL THERAPISTS, PLLC	697052	1,100.00
84497	06/30/2026	4668	BREEDEN, JEREMY	696565	1,162.61
84498	06/30/2026	2608	BSN SPORTS, LLC	*See Detail Report	17,203.37
84499	06/30/2026	2998	CARDWELL, ELIZABETH	697053	333.92
84500	06/30/2026	5487	CHC	696544	11,942.95
84501	06/30/2026	7556	COLVIN CLEANERS, INC	697039	565.00
84502	06/30/2026	359	CORR DISTRIBUTORS	696501	670.50
84503	06/30/2026	4553	CREATIVE THERAPIES OF WNY	696787	7,200.00

Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
84504	06/30/2026	6041	CUMMINS INC	696397	2,195.07
84505	06/30/2026	7894	DIVERSIFIED SERVICES, LLC	696564	7,544.00
84506	06/30/2026	5906	DMJ CRYSTAL WATERS	696844	1,668.00
84507	06/30/2026	462	DOBMEIER JANITOR SUP	696996	1,748.75
84508	06/30/2026	7910	DON'S WELDING SERVICE, INC.	697054	800.00
84509	06/30/2026	6462	EHRLICH PEST CONTROL	696592	356.11
84510	06/30/2026	7818	EMMONS, AMANDA N.	697051	367.60
84511	06/30/2026	2340	FEATHERS, PAUL M.	696392	351.42
84512	06/30/2026	6006	FERRETTI, LOUISE E.	697050	1,885.00
84513	06/30/2026	4992	FLOWERS, CYNTHIA	696365	9,900.00
84514	06/30/2026	7535	FOUNDATIONS BEHAVIORAL HEALTH	696546	6,151.44
84515	06/30/2026	5378	GLENN BERNARDIS	697035	400.00
84516	06/30/2026	676	**CONTINUED** GRAINGER INDUSTRIAL EQUIPMENT		0.00
84517	06/30/2026	676	GRAINGER INDUSTRIAL EQUIPMENT	696062	2,148.42
84518	06/30/2026	7886	GRANITE TELECOMMUNICATIONS, LLC	696532	799.20
84519	06/30/2026	5878	HALGASH, BRAD		748.95
84520	06/30/2026	772	HOME DEPOT	*See Detail Report	2,428.71
84521	06/30/2026	776	JONATHAN J HOOVER		521.76
84522	06/30/2026	6102	HORANBURG-NOONAN, SHANNON	696724	39.15
84523	06/30/2026	7761	J.P. MORGAN	*See Detail Report	1,762.00
84524	06/30/2026	7771	J.P.MORGAN	*See Detail Report	3,919.25
84525	06/30/2026	864	JOSTENS INC	696805	49.10
84526	06/30/2026	923	LAKESHORE LEARNING MATERIALS	697042	469.79
84527	06/30/2026	7684	LEVEL UP APPLIED BEHAVIOR ANALYSIS SERVICES	696788	7,500.00
84528	06/30/2026	2698	LINDE GAS & EQUIPMENT INC	696178	284.09
84529	06/30/2026	1017	JUDITH L MAGGS	*See Detail Report	400.00
84530	06/30/2026	7925	MAY, KATINA	696723	138.07
84531	06/30/2026	6310	MEDICAID CONSULTING SERVICES, LLC	696366	1,769.73
84532	06/30/2026	1123	MONACO'S VIOLIN SHOP	696245	375.00
84533	06/30/2026	1760	MTE	696954	2,011.28
84534	06/30/2026	1176	NATIONAL GRID	696210	13,455.07
84535	06/30/2026	5397	NIAGARA COUNTY BOARD OF ELEC.	696007	181.15
84536	06/30/2026	1211	NIAGARA FRONTIER EQUIP SALES		1,822.29
84537	06/30/2026	1217	NIAGARA GAZETTE	*See Detail Report	127.53
84538	06/30/2026	1240	NOCO ENERGY CORP.-FUELS	*See Detail Report	11,756.84
84539	06/30/2026	7594	NYSARC, INC. ERIE COUNTY CHAPTER	696548	5,553.10
84540	06/30/2026	1314	ORLEANS/NIAGARA BOCES	696060	27,873.40
84541	06/30/2026	6834	PACILLO'S FITNESS GEAR	696862	2,959.96
84542	06/30/2026	7566	PALMIERO, RHONDA	696107	5.80
84543	06/30/2026	7576	PATTI, KRISTINA		226.20

Check Warrant Report For A - 23: June General Fund Cash Disbursement For Dates 6/1/2026 - 6/30/2026

Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
84544	06/30/2026	5440	PENNESI, ANNA	696067	1,865.80
84545	06/30/2026	1373	PERMABOUND	696603	68.59
84546	06/30/2026	4578	PERSONAL TOUCH		113.60
84547	06/30/2026	8008	PICCIRILLO'S FLORIST, INC.	697060	425.00
84548	06/30/2026	1425	PRO-ED	696968	294.80
84549	06/30/2026	4624	RODRIGUEZ, TINA	696040	800.00
84550	06/30/2026	5473	RYDIN DECAL	697012	1,225.50
84551	06/30/2026	7832	SAMACO SUPPLY	697031	1,159.50
84552	06/30/2026	1593	SCHOOL SPECIALTY	*See Detail Report	711.75
84553	06/30/2026	1489	**CONTINUED** STA, INC		0.00
84554	06/30/2026	1489	STA, INC	*See Detail Report	302,809.76
84555	06/30/2026	550	STANLEY G FALK SCHOOL	696722	3,328.92
84556	06/30/2026	1705	STAPLES BUSINESS ADVANTAGE	*See Detail Report	1,869.61
84557	06/30/2026	2045	STERICYCLE INC	696396	181.32
84558	06/30/2026	1744	SUMMIT EDUCATIONAL RESOURCES	696547	57,857.40
84559	06/30/2026	2145	SUPREME X INC.	696960	512.25
84560	06/30/2026	6459	THE SENSORY PATH, INC.	697040	1,455.00
84561	06/30/2026	4541	TOTHS SPORTS	697038	515.00
84562	06/30/2026	6281	TOWN OF LEWISTON	696306	20,036.88
84563	06/30/2026	1843	SCOTT TOWNSEND		269.28
84564	06/30/2026	5639	TRAUTMAN ASSOCIATES		1,561.56
84565	06/30/2026	4674	W.B.MASON COMPANY	697016	352.95
84566	06/30/2026	7728	WEBER, CAITLIN	696567	770.00
84567	06/30/2026	3069	WEBSTER SZANYI LLP		650.00
84568	06/30/2026	7880	WITHUMSMITH+BROWN,PC	696754	2,821.00
84569	06/30/2026	4125	WNY OCCUPATIONAL HEALTH CARE		415.00
84570	06/30/2026	7679	WOZNIAK, DAVID	*See Detail Report	650.00
84571	06/30/2026	7833	WU, JING		248.00
84572	06/30/2026	4488	YAGER, KAREN		250.00
84573	06/30/2026	7671	YOUNGSTOWN MARKET SIDE, LLC	696919	844.41
84574	06/30/2026	6421	APPLE INC	697043	708.00
84575	06/30/2026	462	DOBMEIER JANITOR SUP	696996	4,749.00
84576	06/30/2026	1489	STA, INC	*See Detail Report	920.25
84577	06/30/2026	1074	THE MCGRAW-HILL COMPANIES	697057	1,074.36

LEW-PORT

Check Warrant Report For A - 23: June General Fund Cash Disbursement For Dates 6/1/2026 - 6/30/2026

Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount

Number of Transactions: 240

Warrant Total:	**2,055,694.10**
Vendor Portion:	**2,055,694.10**

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

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 240 in number, in the total amount of $_2,055,694.10_. 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

LEW-PORT

Check Warrant Report For C - 13: June School Lunch Cash Disbursement For Dates 6/1/2026 - 6/30/2026

Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
2979	06/01/2026	7761	J.P. MORGAN	696975	122.40
2980	06/30/2026	4578	PERSONAL TOUCH		156,548.70
Number of Transactions: 2				**Warrant Total:**	**156,671.10**
				Vendor Portion:	**156,671.10**

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

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 2 in number, in the total amount of $_156,671.10_. 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

LEW-PORT

Check Warrant Report For F - 12: June Federal Cash Disbursement For Dates 6/1/2026 - 6/30/2026

Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
2639	06/01/2026	7535	FOUNDATIONS BEHAVIORAL HEALTH		2,223.74
2640	06/15/2026	7996	ROBIN MERGER CORPORATION, INC.	697046	299.00
2641	06/15/2026	3111	YMCA BUFFALO NIAGARA	696633	42,352.00
2642	06/30/2026	4578	PERSONAL TOUCH		95.84

Number of Transactions: 4

Warrant Total: 44,970.58

Vendor Portion: 44,970.58

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

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 4 in number, in the total amount of $_44,970.58_. 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

LEW-PORT

Check Warrant Report For H2425 - 11: June Capital Cash Disbursement For Dates 6/1/2026 - 6/30/2026

Check #	Check Date	Vendor ID	Vendor Name	PO Number	Check Amount
4321	06/01/2026	6846	BUFFALO CONSTRUCTION CONSULTANTS		18,233.52
4322	06/01/2026	1217	NIAGARA GAZETTE		124.76
4323	06/01/2026	7856	WHITESTONE ASSOCIATES ENGINEERING & GEOLOGY NY PLLC		4,597.25
4324	06/30/2026	3366	A-1 LAND CARE INC		90,933.00
4325	06/30/2026	683	GRAYBAR	696264	256,237.00
4326	06/30/2026	7877	INDUSTRIAL POWER & LIGHTING CORP		50,112.50
4327	06/30/2026	4541	TOTHS SPORTS		18,259.00
4328	06/30/2026	5639	TRAUTMAN ASSOCIATES		21,756.59
4329	06/30/2026	5639	TRAUTMAN ASSOCIATES		16,522.68
4330	06/30/2026	7856	WHITESTONE ASSOCIATES ENGINEERING & GEOLOGY NY PLLC		3,468.00

Number of Transactions: 10

Warrant Total: 480,244.30

Vendor Portion: 480,244.30

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

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 10 in number, in the total amount of $_480,244.30_. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

Date | Signature | Title

LEW-PORT

Budget Transfer Query From 6/1/2026 - 6/30/2026 In Between $0.00 And $999,999,999.99

Reference #	Date	Transfer Explanation	Account	Detail Description	Debits	Credits
4277	06/01/2026	Hoot/Halgash Transfer for swim equipment	A 2110.200-09-0000	Transfer for swim equipment	201.00	0.00
			A 2855.200-00-0000	Transfer for swim equipment	0.00	201.00
				Transfer Totals:	**201.00**	**201.00**
4278	06/05/2026	Hoot/Casseri IPADS for security system	A 1910.400-00-0000	IPADS for security system	6,100.00	0.00
			A 1680.450-00-0000	IPADS for security system	0.00	6,100.00
				Transfer Totals:	**6,100.00**	**6,100.00**
4279	06/09/2026	Hoot/Casseri May legal fees exceeded available budget	A 1380.400-00-0000	May legal fees exceeded available budget	2,000.00	0.00
			A 1420.400-00-2000	May legal fees exceeded available budget	0.00	2,000.00
				Transfer Totals:	**2,000.00**	**2,000.00**
4280	06/10/2026	Tamarazio/Hoot Changed AC+ coverage from 3 to 4 years	A 2070.450-00-0000	Changed AC+ coverage from 3 to 4 years	1,500.00	0.00
			A 2630.450-00-0000	Changed AC+ coverage from 3 to 4 years	0.00	1,500.00
				Transfer Totals:	**1,500.00**	**1,500.00**
4281	06/12/2026	Tamarazio/Hoot Number Worlds Student Workbooks Level E	A 2110.450-00-0000	Number Worlds Student Workbooks Level E	1,100.00	0.00
			A 2110.485-00-0000	Number Worlds Student Workbooks Level E	0.00	1,100.00
				Transfer Totals:	**1,100.00**	**1,100.00**
4282	06/25/2026	Larson/Hoot move funds for shipping charges on school specitaly order music	A 2110.450-05-0011	shipping charges on school specitaly order music	117.00	0.00
			A 2110.450-09-0011	shipping charges on school specitaly order music	0.00	117.00
				Transfer Totals:	**117.00**	**117.00**
4288	06/30/2026	Hoot/Casseri/Board-BOCES 1st June adj and correct prior year activity	A 2070.490-00-0000	BOCES 1st June adj and correct prior year activity	69,296.00	0.00
			A 1310.490-00-0000	BOCES 1st June adj and correct prior year activity	0.00	1,927.00
			A 1680.490-00-0000	BOCES 1st June adj and correct prior year activity	0.00	12,636.00
			A 2110.490-00-0000	BOCES 1st June adj and correct prior year activity	0.00	52,777.00

Reference #	Date	Transfer Explanation	Account	Detail Description	Debits	Credits
				year activity		
			A 2610.490-00-0000	BOCES 1st June adj and correct prior year activity	0.00	167.00
			A 2815.490-00-0000	BOCES 1st June adj and correct prior year activity	0.00	1,789.00
				Transfer Totals:	**69,296.00**	**69,296.00**
4289	06/30/2026	Hoot/Casseri/Board increase code for contractual retirement incentives	A 9060.800-00-0000	increase code for contractual retirement incentiv	227,100.00	0.00
			A 9089.800-00-0000	increase code for contractual retirement incentiv	0.00	227,100.00
				Transfer Totals:	**227,100.00**	**227,100.00**
				Grand Totals:	**307,414.00**	**307,414.00**

LEW-PORT

Bank Reconciliation for period ending on 6/30/2026

Account: **General Fund**
Cash Account(s): **A 200**

Ending Bank Balance:		8,507,898.26
Outstanding Checks (See listing below):	-	722,472.65
Deposits in Transit:	+	0.00
Other Credits:	+	31,182.77
Other Debits:	-	565,984.09
Adjusted Ending Bank Balance:		7,250,624.29
Cash Account Balance:		7,250,624.29

Outstanding Check Listing

Check Date	Check Number	Payee	Amount
05/01/2026	84197	CLOVERLAWN BUTTERFLIES	445.00
06/01/2026	84378	HARRY LAWLER	216.18
06/01/2026	84383	LOCKPORT HIGH SCHOOL	250.00
06/01/2026	84396	ON X DYNAMICS LLC	260.00
06/15/2026	84436	GRAND ISLAND TRANSIT CORP.	25,079.70
06/15/2026	84440	HORANBURG-NOONAN, SHANNON	52.20
06/15/2026	84456	NIAGARA POWER COALITION	7,089.29
06/15/2026	84466	SANDRETTO, NICOLE	21.18
06/15/2026	84470	ST PETERS RC SCHOOL	5,996.76
06/15/2026	84486	WOZNIAK, DAVID	226.00
06/16/2026	84489	THUNDERSNOW LEARNING & DEVELOPMENT LLC	440.00
06/30/2026	84491	A1 LAND CARE INC	7,570.00
06/30/2026	84492	APPLE COMPUTER INC	83,204.00
06/30/2026	84493	APPLE INC	2,121.60
06/30/2026	84494	APPLE INC	3,190.00
06/30/2026	84495	ASPIRE OF WNY INC	23,594.40
06/30/2026	84496	ASSOCIATED PHYSICAL & OCCUPATIONAL THERAPISTS, PLLC	1,100.00
06/30/2026	84497	BREEDEN, JEREMY	1,162.61
06/30/2026	84498	BSN SPORTS, LLC	17,203.37
06/30/2026	84499	CARDWELL, ELIZABETH	333.92
06/30/2026	84500	CHC	11,942.95
06/30/2026	84501	COLVIN CLEANERS, INC	565.00
06/30/2026	84502	CORR DISTRIBUTORS	670.50
06/30/2026	84503	CREATIVE THERAPIES OF WNY	7,200.00
06/30/2026	84504	CUMMINS INC	2,195.07
06/30/2026	84505	DIVERSIFIED SERVICES, LLC	7,544.00
06/30/2026	84506	DMJ CRYSTAL WATERS	1,668.00
06/30/2026	84507	DOBMEIER JANITOR SUP	1,748.75
06/30/2026	84508	DON'S WELDING SERVICE, INC.	800.00
06/30/2026	84509	EHRLICH PEST CONTROL	356.11
06/30/2026	84510	EMMONS, AMANDA N.	367.60
06/30/2026	84511	FEATHERS, PAUL M.	351.42
06/30/2026	84512	FERRETTI, LOUISE E.	1,885.00

Check Date	Check Number	Payee	Amount
06/30/2026	84514	FOUNDATIONS BEHAVIORAL HEALTH	6,151.44
06/30/2026	84515	GLENN BERNARDIS	400.00
06/30/2026	84517	GRAINGER INDUSTRIAL EQUIPMENT	2,148.42
06/30/2026	84518	GRANITE TELECOMMUNICATIONS, LLC	799.20
06/30/2026	84519	HALGASH, BRAD	748.95
06/30/2026	84520	HOME DEPOT	2,428.71
06/30/2026	84521	JONATHAN J HOOVER	521.76
06/30/2026	84522	HORANBURG-NOONAN, SHANNON	39.15
06/30/2026	84523	J.P. MORGAN	1,762.00
06/30/2026	84524	J.P.MORGAN	3,919.25
06/30/2026	84525	JOSTENS INC	49.10
06/30/2026	84526	LAKESHORE LEARNING MATERIALS	469.79
06/30/2026	84527	LEVEL UP APPLIED BEHAVIOR ANALYSIS SERVICES	7,500.00
06/30/2026	84528	LINDE GAS & EQUIPMENT INC	284.09
06/30/2026	84529	JUDITH L MAGGS	400.00
06/30/2026	84530	MAY, KATINA	138.07
06/30/2026	84532	MONACO'S VIOLIN SHOP	375.00
06/30/2026	84533	MTE	2,011.28
06/30/2026	84534	NATIONAL GRID	13,455.07
06/30/2026	84535	NIAGARA COUNTY BOARD OF ELEC.	181.15
06/30/2026	84536	NIAGARA FRONTIER EQUIP SALES	1,822.29
06/30/2026	84537	NIAGARA GAZETTE	127.53
06/30/2026	84538	NOCO ENERGY CORP.-FUELS	11,756.84
06/30/2026	84539	NYSARC, INC. ERIE COUNTY CHAPTER	5,553.10
06/30/2026	84540	ORLEANS/NIAGARA BOCES	27,873.40
06/30/2026	84541	PACILLO'S FITNESS GEAR	2,959.96
06/30/2026	84542	PALMIERO, RHONDA	5.80
06/30/2026	84543	PATTI, KRISTINA	226.20
06/30/2026	84544	PENNESI, ANNA	1,865.80
06/30/2026	84545	PERMABOUND	68.59
06/30/2026	84546	PERSONAL TOUCH	113.60
06/30/2026	84547	PICCIRILLO'S FLORIST, INC.	425.00
06/30/2026	84548	PRO-ED	294.80
06/30/2026	84549	RODRIGUEZ, TINA	800.00
06/30/2026	84550	RYDIN DECAL	1,225.50
06/30/2026	84551	SAMACO SUPPLY	1,159.50
06/30/2026	84552	SCHOOL SPECIALTY	711.75
06/30/2026	84554	STA, INC	302,809.76
06/30/2026	84555	STANLEY G FALK SCHOOL	3,328.92
06/30/2026	84556	STAPLES BUSINESS ADVANTAGE	1,869.61
06/30/2026	84557	STERICYCLE INC	181.32
06/30/2026	84558	SUMMIT EDUCATIONAL RESOURCES	57,857.40
06/30/2026	84559	SUPREME X INC.	512.25
06/30/2026	84560	THE SENSORY PATH, INC.	1,455.00
06/30/2026	84561	TOTHS SPORTS	515.00

LEW-PORT

Bank Reconciliation for period ending on 6/30/2026

Check Date	Check Number	Payee	Amount
06/30/2026	84562	TOWN OF LEWISTON	20,036.88
06/30/2026	84563	SCOTT TOWNSEND	269.28
06/30/2026	84564	TRAUTMAN ASSOCIATES	1,561.56
06/30/2026	84565	W.B.MASON COMPANY	352.95
06/30/2026	84566	WEBER, CAITLIN	770.00
06/30/2026	84567	WEBSTER SZANYI LLP	650.00
06/30/2026	84568	WITHUMSMITH+BROWN,PC	2,821.00
06/30/2026	84569	WNY OCCUPATIONAL HEALTH CARE	415.00
06/30/2026	84570	WOZNIAK, DAVID	650.00
06/30/2026	84571	WU, JING	248.00
06/30/2026	84572	YAGER, KAREN	250.00
06/30/2026	84573	YOUNGSTOWN MARKET SIDE, LLC	844.41
06/30/2026	84574	APPLE INC	708.00
06/30/2026	84575	DOBMEIER JANITOR SUP	4,749.00
06/30/2026	84576	STA, INC	920.25
06/30/2026	84577	THE MCGRAW-HILL COMPANIES	1,074.36
		Outstanding Check Total:	722,472.65

Prepared By

Approved By

LEW-PORT

Bank Reconciliation for period ending on 6/30/2026

Account: **School Lunch**
Cash Account(s): **C 200**

Ending Bank Balance:		148,643.78
Outstanding Checks (See listing below):	-	156,548.70
Deposits in Transit:	+	0.00
Other Credits:	+	0.00
Other Debits:	-	0.00
Adjusted Ending Bank Balance:		-7,904.92
Cash Account Balance:		-7,904.92

Outstanding Check Listing

Check Date	Check Number	Payee		Amount
06/30/2026	2980	PERSONAL TOUCH		156,548.70
			Outstanding Check Total:	156,548.70

Prepared By

Approved By

LEW-PORT

Bank Reconciliation for period ending on 6/30/2026

Account: **Federal Aid**

Cash Account(s): **F019 200, F02A 200, F110 200, F112 200, F1123 200, F1124 200, F1125 200, F119 200, F11B 200, F120 200, F121 200, F122 200, F190 200, F192 200, F1923 200, F1924 200, F1925 200, F193 200, F19A 200, F 200, F22A 200, F612 200, F613 200, F61A 200, F82A 200, F8AD 200, F919 200, F92A 200, F9AD 200, FARP 200, FCFC 200, FES2 200, FESS 200, FGEE 200, FGEE2 200, FIIA 200, FIN23 200, FIN24 200, FP23 200, FPK0 200, FPK23 200, FPK24 200, FPK25 200, FPK4 200, FPR1 200, FPR2 200, FPR9 200, FS20 200, FS21 200, FS22 200, FS23 200, FS24 200, FS25 200, FS26 200, FS27 200, FSS2 200, FSS5 200, FSS7 200, FSS8 200, FSS9 200, FSTS 200, FT123 200, FT124 200, FT125 200, FT22 200, FT223 200, FT224 200, FT225 200, FT2A 200, FT40 200, FT41 200, FT42 200, FT423 200, FT424 200, FT425 200, FT43 200, FT94 200**

Ending Bank Balance:		827,301.70
Outstanding Checks (See listing below):	-	394.84
Deposits in Transit:	+	0.00
Other Credits:	+	0.00
Other Debits:	-	0.00
Adjusted Ending Bank Balance:		826,906.86
Cash Account Balance:		826,906.86

Outstanding Check Listing

Check Date	Check Number	Payee	Amount
06/15/2026	2640	ROBIN MERGER CORPORATION, INC.	299.00
06/30/2026	2642	PERSONAL TOUCH	95.84
		Outstanding Check Total:	394.84

Prepared By

Approved By

LEW-PORT

Bank Reconciliation for period ending on 6/30/2026

Account: **Capital Fund**

Cash Account(s): **H2425 200, H24HS 200, H24IE 200, H24MS 200, H24P2 200, H24P3 200, H260 200, H925 200, HCO23 200, HCS1 200, HHS1 200, HHSO 200, HIEC 200, HMD1 200, HMDS 200, HMSO 200, HMSP 200, HPII 200, HSHA 200, HSHS 200, HSSB 200, HSSP 200**

Ending Bank Balance:		325,491.47
Outstanding Checks (See listing below):	-	457,288.77
Deposits in Transit:	+	0.00
Other Credits:	+	0.00
Other Debits:	-	0.00
Adjusted Ending Bank Balance:		-131,797.30
Cash Account Balance:		-131,797.30

Outstanding Check Listing

Check Date	Check Number	Payee	Amount
06/30/2026	4324	A-1 LAND CARE INC	90,933.00
06/30/2026	4325	GRAYBAR	256,237.00
06/30/2026	4326	INDUSTRIAL POWER & LIGHTING CORP	50,112.50
06/30/2026	4327	TOTHS SPORTS	18,259.00
06/30/2026	4328	TRAUTMAN ASSOCIATES	21,756.59
06/30/2026	4329	TRAUTMAN ASSOCIATES	16,522.68
06/30/2026	4330	WHITESTONE ASSOCIATES ENGINEERING & GEOLOGY NY PLLC	3,468.00
		Outstanding Check Total:	457,288.77

Prepared By

Approved By

NF-7 Budget Transfer Request June 2026

Lewiston-Porter Central School District
Budget Transfer Request
Transfers Pending Board Approval

To: Paul J. Casseri, Superintendent of Schools

From: Scott M. Hoot, Assistant Superintendent for Administrative Services

Date: 8/6/2026

Transfer(s) From Budget Code:	Transfer(s)To Budget Code:	*Amount:	Reason/Explanation For The Transfer:
1620.423.00.0000	1621.400.40.1000	$ 45,200.00	To fund additional repair reserve allocations

Requested by Date

☑ Approved
☐ Denied

S.M.H. 8/6/2026

Assistant Superintendent for Administrative Services Date

Superintendent of Schools Date

- Transfers over $25,000.00 will require Board of Education approval, prior to the transfer.

Lewiston-Porter Central School District

District-Wide School Safety Plan

2026 - 2027 School Year

DRAFT

Revised June 2026

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INTRODUCTION

Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001, and shall update by July 1st for the 2002-2003 through the 2015-2016 school years and by September 1st for the 2016 – 2017 school year and each subsequent September 1st thereafter, a comprehensive District-Wide School Safety Plan and Building-Level Emergency Response Plans regarding crisis intervention and emergency response and management, provided that in the City School District of the City of New York, such plans shall be adopted by the chancellor of the city school district. Such plans shall be developed by a District-Wide School Safety Team and a Building-Level Emergency Response Planning Team, per 8 NYCRR 155.17, as such terms are defined in subdivision (b) of this section, and shall be in a form developed by the commissioner in consultation with the Division of Criminal Justice Services, the superintendent of the State Police and any other appropriate State agencies. Each District-Wide School Safety Plan and Building-Level Emergency Response Plan shall be reviewed by the appropriate school safety team on at least an annual basis, and updated as needed.

GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

Purpose

The **Lewiston-Porter Central School District-Wide School Safety Plan** was developed pursuant to Commissioner's Regulation 155.17. At the direction of the **Lewiston-Porter Central School District Board of Education, the Superintendent of Lewiston-Porter 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.

Identification of School Teams

The **Lewiston-Porter Central School District** has appointed a District-Wide School Safety Team consisting of, but not limited to:

- School board
- Teacher organizations
- Administrator organizations
- Parent organizations
- School safety personnel
- Other school personnel including bus drivers and monitors
- Student Board Member Ex-Officio/Student Board Member Ex-Officio (Alternate)

*At the discretion of the board of education a student may be allowed to participate on the safety team, provided that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall be present when details of a confidential building-level emergency response plan or confidential portions of a district wide emergency response strategies are discussed. CR 155.17(b)(14)

Requirement	Required Action	Date
The District-Wide School Safety Team was appointed by the Board of Education.	Appointed by the Board of Education on:	July 1, 2026
The District Chief Emergency Officer is: Name: Paul J. Casseri Title: Superintendent of Schools Telephone Number: 716-286-7246 Email: pcasseri@lew-port.com	District Chief Emergency Officer Appointed on:	July 1, 2026
The District-Wide School Safety Team conducted annual review and updates to the District-Wide School Safety Plan.	Annual Review and Updates completed on:	June 11, 2026
The District-Wide School Safety Plan was made available for public comment at least thirty days prior to its adoption by the Board of Education. It is recommended that a DRAFT version of the plan be posted on the district website for the 30-day comment period (watermark is suggested).	Public Comment Period Start Date: Public Comment Period End Date:	June 12, 2026 July 26, 2026
At least one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties, was held prior to adoption of the plan.	Date of Public Hearing/Adoption (by September 1st):	July 27, 2026 Public Hearing August 31, 2026 Adoption
The District-Wide School Safety Plan must be submitted to the commissioner within 30 days after its adoption, and no later than October 1st.	District plan submitted in the NYSED business portal (no later than October 1st):	Prior to October 1st
The date the Board Adopted District-Wide School Safety Plan was posted on the District Website: Within 30 days from adoption and no later than October 1st.	Date Posted (no later than October 1st): [ADD URL] of District-Wide School Safety Plan on District Website: URL was verified/checked to be sure the link is working	Prior to October 1st
Date training was provided to staff on Building-Level Emergency Response Plans, school violence prevention and mental health by September 15th.	Date of Training:	Prior to September 15th

Concept of Operations

The District-Wide School Safety Plan is directly linked to the individual Building-Level Emergency Response Plan for each of the school buildings. Protocols reflected in the District-Wide School Safety Plan will guide the development and implementation of the individual Building-Level Emergency Response Plan.

The District-Wide School Safety Plan includes the designation of the school Superintendent or school Superintendent's designee, as the school district's Chief Emergency Officer, who is responsible for coordinating communication between school staff, law enforcement and other first responders.

- The Chief Emergency Officer will ensure that the district-wide school safety team shall complete and update annually and as necessary the district-wide and building-level emergency plans as designated by the commissioner.

- The Chief Emergency Officer shall ensure staff understanding of the district-wide school safety plan.

- The Chief Emergency Officer shall assist in the selection of security related technology and development of procedure for the use of each technology.

- The Chief Emergency Officer shall coordinate appropriate safety, security and emergency training for district and school staff, including required training in the emergency response plan.

- The Chief Emergency Officer shall ensure that the required evacuation and lockdown drills in all district buildings are completed as required by Education Law 807.

- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by that school's Building Principal or Designee.

With authorization from the Building Principal or Designee and or the Superintendent of Schools, local emergency response personnel (fire/police/EMS) shall be notified. If deemed necessary by the Building Principal or Designee and or the Superintendent of Schools, activation of the Building-Level Emergency Response Planning Team shall take place.

Additional local/county/state resources could supplement the district efforts through existing protocols or emergency response actions, including post incident response, may be supplemented by county and state resources through existing protocols.

Plan Review and Public Comment

Pursuant to Commissioner's Regulation, Section 155.17 the statute and regulation requires that each district charter school and BOCES in the state designate a District-Wide School Safety Team.

Alyssa's Law, Chapter 227 of the Laws of 2022 (Chapter 227) which became effective immediately. Chapter 227 amends Education Law § 2801-a to require that district-wide school safety teams of public schools, boards of cooperative educational services, and county vocational education extension boards shall consider the usefulness of silent panic alarm systems when reviewing and amending district-wide school safety plans.

Prior to adoption, the district must hold at least one public hearing that provides school personnel, students, parents and public participation and must be made available for public comment for at least 30 days.

Each district must post their District-Wide School Safety Plan on their district's website. The URL must be submitted to the Education Department within 30 days of adoption, but no later than October 1st of each year via the LEA District Safety Plan URL and information report in SED monitoring to comply with the requirement that the plan be submitted to the commissioner.

The District-Wide School Safety Plan was formally adopted by the Board of Education on June 18, 2001.

The Building-Level Emergency Response Plan shall be reviewed by the Building-Level Emergency Response Planning Team at least annually and updated as necessary and must be adopted by the school board by September 1st. This plan must be kept CONFIDENTIAL. A copy of the plan must be filed with the State Police and local law enforcement within 30 days of adoption, but no later than October 1st each year.

To comply with the requirement to submit to State Police, schools must enter their plans in the Safe Schools Application on the State Education Department Business Portal.

Full copies of the District-Wide School Safety Plan shall be posted on the district's web site or can be requested in writing. The District-Wide School Safety Plan is located in the office of the Superintendent.

The District Chief Emergency Officer is:

Name:	Paul J. Casseri
Title:	Superintendent of Schools
Telephone number:	716-286-7246
Email:	pcasseri@lew-port.com

RISK REDUCTION / PREVENTION AND INTERVENTION

Prevention / Intervention Strategies for Faculty

The **Lewiston-Porter Central School District** continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies may include but are not limited to:

- Compliance with the District's Code of Conduct.
- Will conduct a yearly district-wide “Forum” for the purpose of sharing information, reviewing best practices and providing training from local and National Experts on Safe Schools.
- Strategies for Crisis Intervention and Prevention (SCIP) technique training.
- An Alternative Placement Program for intervention of violent students who cannot function in a regular school environment is operated by BOCES.
- Alternative Education programs are operated by BOCES and address the criteria under the section entitled Early Detection of Potentially Violent Behaviors.
- A Community Intervention Program, composed of children and family services, school districts, law enforcement and professionals from the community, meets and discusses, among other topics, character and civility issues with school officials quarterly.

The **Lewiston-Porter Central School District** encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation. This is communicated to all students at the beginning of the school year and periodically throughout the school year as appropriate. The district is committed to the Dignity for All Students Act (DASA).

The **Lewiston-Porter Central School District** is committed to the safety and security of our employees. Workplace violence presents a serious occupational safety hazard to our District, staff, and students. Threats, threatening behavior, or acts of violence against **Lewiston-Porter Central School District** employees where any work-related duty is performed will be thoroughly investigated and appropriate action will be taken, including summoning criminal justice authorities when warranted. All employees are responsible for helping to create an environment of mutual respect for each other as well as students, following all policies, procedures and program requirements, and for assisting in maintaining a safe and secure work environment.

All **Lewiston-Porter Central School District** staff will display identification while on campus or representing the district at a school sponsored function off campus.

All visitors will be issued a temporary identification badge from the main office.

Program Initiatives: Prevention / Students

Non – Violent Conflict Resolution Programs

The **Lewiston-Porter Central School District** will continue to develop a comprehensive PreK-12 Non-violent Conflict Resolution Program built on existing and evolving programs. These programs are designed for age-appropriate integration and consists of the following:

Elementary School Level: Introduce students to creative problem solving, anti-bullying, disability awareness, building a caring environment, dealing with everyday pressures, 7 Habits of Happy Kids, Second Step (PreK-3 PEC), Lancer and Lighthouse Student Leaders (PreK-5), tolerance and personal safety information is shared during classroom and assembly programs and the Kiwanis of Lewiston program (PreK-Kids Activity Counsel).

Middle School Level: Provides students with programs that deal with character education, development of leadership skills, diversity, antibulling, anger management, conflict resolution, building mutual respect, conflict resolution, personal safety and providing service to school and committee.

After school tutorial programs assist students with a safe environment to receive additional assistance.

Builders Club sponsored by the Kiwanis Club of Lewiston helps students build leadership skills and service to the community.

The middle school provides training and assists students through its character/assets development program, ~~its advisory class which provides students with a faculty mentor~~ to assist with problems and through health class and after school clubs.

High School Level: Students receive training in creative problem solving, anger management, mutual respect, conflict resolution, character building, diversity and personal safety. Training is incorporated into health and other class curriculums, through restorative practice tier one discussion opportunities, student assembly and inservice training, through extra curricular club activities and athletics and through its crisis team that works with at-risk students.

Peer Mediation Programs

Elementary School Level: Full time building social workers and principals support conflict resolution and all mediation matters.

Middle School Level: Train peer mediators at 8th Grade Level to work with non-violent student problems. Under the direction of a faculty advisor, students will conduct mediation sessions to de-escalate problems. Students will also act as peace advocates, discussing role-playing and distributing non-violent problem solving information to all middle school grade levels. Web program trains student mentors to facilitate orientation and transition for uneasy students.

High School Level: Train and use student mediators to diffuse student conflicts. A faculty advisor will select students to be members of a consistent group that will diffuse non-violent student problems at the High school level. A key role of this group will be to mentor Middle,

Intermediate, and Elementary school students in the use of peer mediation as a problem solving tool.

Extended Day and Other School Safety Programs

The **Lewiston-Porter Central School District** has increased its extended day program to provide a safe environment for after school learning, cultural, and athletic activities. Some of these expanded programs included but are not limited to:

- After school homework labs – to provide extended time and assistance to students to complete homework assignments and develop learning skills and techniques. An Academic Achievement Center was created to assist students with tutoring assistance.
- Intramural sports and modified sport activities in as many areas as possible.
- Clubs / Activities – that provide students with positive character building.

Strategies for Improving Communication Among Students and Between Students and Staff

The **Lewiston-Porter Central School District** has developed various strategies for the improvement of communications among students and between students and staff. A teaching component for all grade levels, elementary, middle, and high school is offered.

At the Middle School level, faculty mentors are assigned to small groups of students to develop communication between staff and students and assist students with problems.

At the High School level selected students attend student leadership programs where they are trained to work with other students on school issues and problems and to work with staff to address those problems.

A care team composed of teachers works with students, referred to them, who have identified needs.

The **Lewiston-Porter Central School District** encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation by communicating this to all students at the beginning of the school year and periodically throughout the school year as appropriate.

Program Initiatives: Intervention

~~Peer Mediation, Conflict Resolution, Group Sessions~~ Restorative Practices, Community Support Center, De-Escalation Training, Formal School Emergency Plans, School Resource Officer, Liaisons with law enforcement agencies and judicial system, Counseling Program, Communication Plan

Program Initiatives: Post-Intervention

Formal Debriefing Meetings, Liaisons with law enforcement agencies and judicial system, School Crisis Plan, Long-Range Intervention, Formal School Emergency Plans

Training, Drills, and Exercises

The school understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur.

Training

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

- Roles and Responsibilities – Deliver at start of school year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhses.ny.gov or by contacting your local emergency management agency.

Annual training

- Review ERP with staff
- Conduct full staff briefings on roles to perform during an emergency
- Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
- Conduct student briefings on roles they perform during an emergency

Drills and Exercises

Training procedures and frequency of lockdown plan drills are discussed at periodic District-Wide and Building-Level Emergency Response Planning Team safety meetings.

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

Drills and training must be conducted in a trauma-informed, developmentally and age-appropriate manner; drills and training not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; and students and staff be informed when a school is conducting a drill.

Section 807 of the Education Law requires that New York State public and nonpublic schools conduct four lockdown and eight evacuation drills each school year. Four of which shall be through fire escapes, where fire escapes are provided. Should the district not have fire escapes, four of the drills shall use an identified use of secondary means of egress.

Drill dates (September 1 - June 30), with at least eight of the required drills being conducted by December 31 of each school year, the remaining four drills shall be conducted by June 30th each school year.

Two additional evacuation drills must be conducted during summer school (July 1 - August 30).

Such drills shall test the usefulness of the communications and transportation system during emergencies.

8 NYCRR Section 155.17 - each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency response procedures under each of its Building-Level Emergency Response Plans, including sheltering, lockdown, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

The district will conduct an Early Dismissal drill annually wherein students are dismissed no more than 15 minutes before the normal dismissal time. Parents will be notified of these drills at least one week prior. Transportation Officials and District staff may also take place in conducting and evaluation of this drill. This drill also allows the district to test the usefulness of the communications and transportation system during emergencies.

In the case of after-school programs, events or performances which are conducted within a school building and which include persons who do not regularly attend classes in such school building, the principal or other person in charge of the building shall require the teacher or person in charge of such after-school program, event or performance to notify persons in attendance at the beginning of each such program, event or performance, of the procedures to be followed in the event of an emergency so that they may be able to respond in a timely, orderly manner.

Policies and procedures for annual school safety training for students and staff:

- The school board will ensure that information about drills be provided in the teacher's manual or handbook.

- The district must certify (via BEDS in October each year) to the commissioner that all staff received (by September 15 each school year) annual training on the emergency response plan, and that the school safety training include violence prevention and components on mental health;

- New employees hired after the start of the school year shall receive training within 30 days of hire or as part of a district's existing new hire training program, whichever is sooner.

School Security

The **Lewiston-Porter Central School District** is committed to providing a safe working and learning environment at each of its schools. To help ensure the personal safety of staff and students the following has been adopted.

The district buildings use limited points of entry. All doors are locked. Signs are in place directing visitors to sign-in at the reception desk at each school. Main doors are controlled by remote "buzzer" entry during normal school hours. The Lewiston-Porter Central School District utilizes a district-wide security camera system as part of a comprehensive, layered approach to school safety and security. To enhance situational awareness and support proactive threat detection, the District has implemented the Volt AI Weapons Detection System, which is integrated with designated security cameras throughout the campus.

The Volt AI system uses AI-assisted video analytics to identify visual characteristics commonly associated with weapons. When a potential threat is detected, the system immediately generates an alert that is transmitted to designated district administrators, School Resource Officers, security personnel, and authorized monitoring personnel for review and verification. The system serves as an additional safety tool designed to assist trained personnel in identifying potential threats more rapidly. The technology does not replace human decision-making, law enforcement response, existing emergency protocols, or other district security measures. All alerts are reviewed by trained personnel before any response actions are initiated whenever circumstances permit.

Upon verification of a potential threat, district administrators and School Resource Officers may implement appropriate safety measures consistent with the District-Wide School Safety Plan and applicable Building-Level Emergency Response Plans. Such measures may include increased monitoring, investigation, communication with law enforcement, lockout, lockdown, evacuation, or other protective actions, depending on the nature of the threat.

The District will routinely evaluate system effectiveness, staff response procedures, and operational protocols to ensure the technology supports a safe learning environment while maintaining compliance with applicable privacy, student records, and security requirements.

All schools have greeters or office staff members just inside the entrance to each school in the district. These individuals ensure visitor sign-in procedures and help supervise building traffic flow. The building principals are responsible for supervision of the greeters and other staff.

- Staff members are required to wear visible identification badges.
- Visitors are required to sign in and wear visitor identification.
- Visitor access is limited to specific areas of the school building.

Security Personnel – Safety Resource Officers, Safety Officers, Safety Monitor etc.

A district-wide security patrol will routinely patrol assigned buildings and may be assigned to other schools based on need.

The **Lewiston-Porter Central School District** employs resource officers who are hired by the Town of Lewiston Chief of Police, with input from the Superintendent of Schools and the Assistant Superintendent for Administrative Services. Assigned to the district by the Chief of Police, these officers maintain a security office at Lewiston-Porter Middle School. Their daily duties include overseeing student arrival and dismissal, patrolling the campus, responding to RAPTOR software visitor alerts, coordinating safety and lockdown drills, and organizing

drug-dog searches at Lewiston-Porter High School. They are also responsible for maintaining walkie-talkie communication equipment and work closely with building and district administration to address any arising needs across the campus.

Typical work activities of Security:

- Patrols school corridors, stairwells, restrooms, courtyards, entrances, parking lots and other parts of school buildings and grounds to protect persons and property, maintain order and ensure compliance with school rules;

- Inspects corridor passes and other passes when classes are in session and escorts persons lacking passes to the principal's office;

- Welcomes and oversee visitors to the building and directs them to the appropriate school offices or escorts them out of the building if they are not authorized visitors;

- Escorts disruptive or uncooperative students from areas in which they are under teacher supervision to an administrator's office for disciplinary action;
- Provides security at evening or weekend events;

- Inspects lockers and conducts searches for controlled substances or alcohol;

- Provides traffic control, monitors parking permits and investigates transportation discipline issues;

- Acts as security consultant to Administrators and as liaison with courts and law enforcement agencies;

- Maintains records and makes oral and written reports related to the work.

The district routinely utilizes teachers to maintain a presence in hallways during passing times and maintain a presence in the cafeteria and outside the buildings at the beginning and end of school day.

All teachers have received two days of training in violence prevention, de-escalation and intervention. This training is in addition to their annual violence prevention and multi-hazard training.

School Resource Information

Each Building-Level Emergency Response Plan will include the following information:

- School population
- Number of staff
- Transportation needs
- Office, cell, and home telephone numbers of key officials of each educational agency

The Building-Level Emergency Response Planning Teams will ensure that this information is updated routinely and is accurate.

Early Detection of Potentially Violent Behaviors

There are early warning signs in most cases of violence to self and others. Certain emotional and behavioral signs that, when viewed in context, can signal a troubled student. The more signs a student exhibits, the more likely ~~he/she~~ they may need intervention. Such early warning signs may include but are not limited to the following:

- Social withdrawal
- Excessive feelings of isolation
- Excessive feelings of rejection
- Being the victim of violence
- Feeling of being picked on
- Low school interest and poor academic performance
- Expression of violence in writing and drawings
- Uncontrolled anger
- Patterns of impulsive, chronic hitting and bullying
- History of discipline problems
- History of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Alcohol and drug usage
- Affiliation with gangs
- Inappropriate access / use of firearms
- Serious threats of violence

The above comes from the United States Department of Education's "Early Warning, Timely Response" document. This information will be available for all staff relating to early identification of potentially violent behaviors.

Informative materials regarding the early detection of potentially violent behaviors will be made available to teachers, administrators, parents and others in parental relation to students of the school district or board, students and others deemed appropriate to receive such information.
If a teacher or administrator feels help for a student is warranted, it will be discussed with the appropriate school personnel to determine the next step.

Interpersonal violence prevention education packages will be taught as appropriate.

The Superintendent will set specific time for the building principal(s) in conjunction with the **Lewiston-Porter Central School District Professional Development Plan** to organize activities of particular concern.

Hazard Identification of Sites of Potential Emergencies

The **Lewiston-Porter Central School District** has established procedures in the Building-Level Emergency Response Plan for the identification of potential internal and/or external hazards that may be present in them. These procedures have been developed in coordination with local emergency management office personnel, fire department, and law enforcement agencies. They are as follows:

On Site:	**Off Site:**
High School	Creek Road (Front of District Complex)
Middle School	CWM (Chemical Waste Management)
Primary Education Center	
Intermediate Center	
Community Resource Center	
Athletic Fields	

Areas of Potential Emergencies – On Site: for addresses and telephone numbers see the school building information in the Building-Level Emergency Response Plan.

Areas of Potential Emergencies – Off Site: emergencies will be handled by the County Emergency Management procedures.

For detailed Situational Responses – Threat and Hazard Specific Annexes refer to Criminal Offenses, Natural Hazards, Technological Hazards, Fire, Systems Failure, Medical Emergencies, and School Building sections in the Building-Level Emergency Response Plan.

RESPONSE

Notification and Activation of Internal and External Communications

Security alerts generated by district security technologies, including the Volt AI Weapons Detection System and the security camera network, may serve as an initial source of information requiring administrative review and response. Verified alerts may result in the activation of established emergency communication and response procedures, including notification of School Resource Officers, law enforcement agencies, and the district administration, and the implementation of appropriate emergency protective actions.

Upon being notified of an emergency, the Building Principal or Designee will contact law or emergency personnel in accordance with stated response protocol and request the closest response agency to ensure that the response to the incident is as rapid as possible.

In an event of an emergency, the Building Principal or Designee will notify all building occupants to take the appropriate protective action. Follow established procedures as listed in the Building- Level Emergency Response Plan.

The district disseminates educational material, including but not limited to emails and formal brochures, encouraging parents and visitors to tell school staff about any direct or implied threat of violence or actual acts of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves.

The following systems may be utilized as forms of communications:

Telephone	District Radio Systems
Intercom	Emergency Alert System
Fax / E-mail	NOAA Weather Radio
Local Media	

Notification of Educational Agencies

In the event of an emergency or disaster within the **Lewiston-Porter Central School District**, the Superintendent or Designee will:

1. Contact Orleans/Niagara BOCES District Superintendent:

   Orleans/Niagara BOCES
   4232 Shelby Basin Road
   Medina, New York 14103
   Phone: 716-731-6800, ext. 2202

2. Contact and act as the communications liaison for the public/non-public Educational Agencies associated with **Lewiston-Porter Central School District**.

The Building-Level Emergency Response Plan also details the appropriate responses for the following:

School Cancellation

- The Superintendent or their designee will monitor any situation that may warrant a school cancellation and will make the determination to do so.
- The Public Information Officer will activate use of the district's mass communication system.
- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the district.

Early Dismissal

- The Superintendent or their designee will monitor any situation that may warrant an early dismissal and will make the determination to do so.
- The Operations Chief will designate people to arrange transportation for students.
- The Public Information Officer will activate use of the District's mass communication system.
- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the District.
- The Liaison Officer will notify each of the building principals.

Evacuation

- The Superintendent or their designee will determine the level of the threat.
- The Operations Chief will contact the transportation supervisor to arrange transportation. They will also arrange for student-parent reunification.
- The Safety Officer will clear all evacuation routes and sites prior to evacuation.
- Principal(s) will evacuate all staff and students to prearranged evacuation sites as outlined in building plans. They will report to the Superintendent or their designee any missing staff or students.
- Sheltering Sites (internal and external).
- The Superintendent or their designee will determine the level of the threat and communicate with building principal(s) who are affected by the emergency.
- The Logistics Chief will make appropriate arrangements for human needs in the event of a long-term situation.

Functional Annexes

The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality School Emergency Operations Plans.

The Functional Annexes within this section, should provide schools with a comprehensive set of guides for responding to and functioning during an emergency. The Building-Level Emergency Response Planning Team should assess and develop annexes to meet the unique needs of each school building.

Functional Annexes provide standard language and procedures, and are intended to be transferable to schools statewide and modifications are not recommended.

- Evacuate / Evacuation
- Shelter / Shelter-In-Place
- Lockdown
- Hold / Hold-In-Place
- Secure Lockout

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The Building-Level Emergency Response Planning Team also recommends that schools complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

Situational Responses - Threat and Hazard Specific Annexes

The district's multi-hazard response plans for taking actions in the following emergencies are included in the Building-Level Emergency Response Plan. In the event of an emergency the Chief Emergency Officer or designee will notify all educational agencies, staff, students, parents/ guardians within their district any pertinent information. They are as follows:

Criminal Offenses

- Bomb Threat
- Telephone / Verbal / Social Media Threats
- Suspicious Packages
- Bomb Threat Response Form
- Threat Report and Response Form
- Civil Disturbance / Prison Break
- Hostage Taking / Kidnapping
- Intrusion
- Suspected Student / Staff / Visitor with a Weapon
- Active Shooter
- Suicide Threat
- Missing Students

Natural Hazards

- Severe Thunderstorm / Tornado
- Winter Storm / Ice Storm
- Hurricane / Tropical Storm
- Flood
- Reservoir / Canal / Dam Failure
- Earthquake

Technological Hazards

- Anthrax / Biological Threat On-Site
- Air Pollution
- Aircraft Crash
- Gas Leak
- Carbon Monoxide Detection (Battery)
- Carbon Monoxide Detection (Wired)
- Hazardous Material Incident – On Site
- Hazardous Material incident – Off Site
- Radiological Incident
- Water Emergency

Fire

- Fire Emergency

Systems Failure

- Building Structure Failure
- Cyber Failure / Computer Loss
- Electrical System Failure
- Heating System Failure
- Extreme Heat Condition
- Sewage System Failure
- Fire Alarm or Phone System Failure
- Transportation Fleet Loss

Medical Emergencies

- School Bus Accident
- School Company Vehicle Accident
- Communicable Diseases
- Epidemic / Pandemic

Acts of Violence

The **Lewiston-Porter Central School District** recognizes that appropriate response to acts of violence by students, teachers, other school personnel and visitors varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building-Level Emergency Response Plan and District Code of Conduct details the appropriate response to such emergencies utilizing the following procedure:

- The threat level will be determined
- If the situation warrants, the immediate area will be isolated and evacuated if deemed necessary
- Administration will be notified
- If necessary, lockdown procedures will be initiated and appropriate law enforcement officials will be notified
- The situation will be monitored and the appropriate response will be adjusted accordingly. If necessary, early dismissal, sheltering or evacuation procedures may be initiated.

Responses to Acts of Violence / Implied or Direct Threats

The school district has adopted policies and procedures dealing with acts of violence and responses to acts of violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the acts of violence. The normal procedures to respond to implied or direct threats of violence will be:

- Use of staff trained in de-escalation or other strategies to diffuse the situation
- Use of the Districts Workplace Violence Prevention Program Student / Staff / Visitors shall inform building principal of implied or direct threat immediately
- Determine level of threat with Superintendent / Designee
- Contact appropriate law enforcement agency if necessary
- Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team

Arrangements for Obtaining Emergency Assistance from Local Government

During emergencies, local government agencies, including emergency services, can be obtained by contacting the county Emergency Management Coordinator. The Incident Commander will authorize the request for assistance from these agencies.

Niagara County: **911 or 716-438-3394**

Procedures for Obtaining Advice and Assistance from Local Government Officials

If the nature of the emergency necessitates advice and/or assistance from local governmental officials, the Incident Commander will notify the county Emergency Management Coordinator at:

Niagara County: 911 or 716-438-3394

and/or the highest ranking local governmental official for obtaining the advice and assistance. The district resources, which may be available during an emergency, include the following but not limited to:

Red Cross	NYS Dept. of Environmental Conservation
Fire Department	NYS Dept. of Transportation
Police	NYS Dept. of Health
Private Industry	Village / Town Officials
Private Individuals	State Emergency Mgmt Office (SEMO)
Religious Organizations	Other

Specific resources are identified in the Building-Level Emergency Response Plan.

District Resources Available for Use in an Emergency

The district has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the Building-Level Emergency Response Plan as deemed appropriate by the Incident Commander. Specific resources are identified in the Building-Level Emergency Response Plan.

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

The district uses the Incident Command system model for emergency actions. For district-wide emergencies the incident commander will be the Superintendent or his/her designee. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building- Level Emergency Response Plan.

RECOVERY

District Support for Buildings

After a critical incident has occurred, the District is committed to a thorough and comprehensive recovery for students, staff, and families. To achieve this goal, the Post Incident Response Team should consider the following steps:

Step 1: Consult with administrators and others to:
- Determine advisability of team involvement
- Determine nature of team involvement
- If team is needed, acquire release from currently assigned responsibility
- Inform Superintendent of nature of incident

Step 2: Acquire facts and circumstances as to the nature of the trauma/loss

Step 3: Determine those groups and/or individuals most affected by the trauma/loss (target population)

Step 4: Assist building administrator in the following:
- Arrange for staff meeting
- Formulate staff meeting agenda
- Dissemination of information to staff, parents, students, media, etc. (e.g., letters, etc.)
- Determine logistical needs (e.g., workspace, crisis center, counseling rooms, class schedules, etc.)

Step 5: Assignment of team members and other staff to individual tasks

Step 6: Provide Post Incident Response Team Services
- Conduct faculty meeting with all building staff
- Provide educational information to teachers to be used in class
- Conduct classroom meetings with team member and teacher in seriously affected classes
- Assess needs and arrange for follow-up meetings with individuals and small groups
- End of day staff meeting to update staff and administrator and plan for next day
- Crisis Team “debriefing” at the end of day
- Provide substitutes and aides as back-up staff for teachers
- Offer a separate room for parent contact, if necessary
- Crisis workers in offices to aid office staff to deal with parents’ telephone calls and questions

Remind staff about “Teachable Moments”
- Death and grief education
- Personal safety
- Sorting rumor from fact
- Anatomy of the injury (e.g., what type, extent, what it means)

Step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc., should be composed of staff students, and parents

Step 8: Follow-up plans for ending Post Incident Response Team involvement
- Staff meeting
- Alert staff to individual staff questions and needs
- Respond to individual staff questions and needs
- Provide feedback to teachers regarding individual student needs referral of literature
- Refer students and others to appropriate building personnel or other helping resources in the community
- Arrange for meeting with Post Incident Response Team to determine effectiveness of the Post Incident Response Plan in addressing the needs in this particular incident

Medical and Mental Health Emergency Annex

Purpose

This annex describes the courses of action that the school will implement to address emergency medical (e.g., first aid) and mental health counseling issues. Schools should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the ERP with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. Schools should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

Sudden Cardiac Arrest Preparedness - Cardiac Emergency Response Plan (CERP)

Purpose

In compliance with Education Law §2801-a(n) (Desha's Law) and Public Health Law §917, Lewiston-Porter Central School District has established a Cardiac Emergency Response Plan (CERP) to ensure a prompt, coordinated, and effective response to incidents of sudden cardiac arrest (SCA) or similar life-threatening emergencies occurring on any school site or at any school-sponsored event, including athletic programs. This section provides the district-wide framework for cardiac emergency preparedness and response, to be supplemented by building-specific CERP annexes within each Building-Level Emergency Response Plan. Building-level annexes must include venue-specific response protocols for all athletic facilities and off-site events, identifying AED locations, access routes, and trained personnel coverage.

Policy Statement

The Lewiston-Porter Central School District will maintain a district-wide CERP aligned with the American Heart Association's (AHA) evidence-based core elements. The plan shall be reviewed annually by the Lewiston-Porter Central School District Safety Team and approved by the Board of Education. Each building shall develop and maintain a venue-specific CERP annex that conforms to the standards established in this section and follows the NYSED functional annex format requirements for Building-Level Emergency Response Plans.

Core Components

- **Cardiac Emergency Response Team (CERT):** Minimum of 5 trained responders or 10% of building staff, whichever is greater. Roles may include CPR provider, AED retriever, 911 caller, EMS liaison, and crowd control.
- **CPR/AED Training Requirements:** The district-wide school safety team may provide first aid, CPR, and AED training for relevant staff, including members of building-level emergency response teams.
- **AED Placement and Maintenance:** AEDs located to allow retrieval and deployment within 3 minutes from any location on campus; clearly marked, unlocked during events, maintained per manufacturer guidelines; maintenance and inspection logs kept at each building with the building Nurses.
- **Communication Protocols:** Internal – CERT activation and role assignments; External – Immediate EMS activation (call 911) and coordination with responding agencies.
- **Practice Drills:** At least one annual CERP drill per building, including AED retrieval and CPR initiation and measurement of time from collapse recognition to AED application, with a goal of 3 minutes or less; drill reviews documented in after-action reports.
- **Continuous Improvement:** Annual review of the plan and post-incident/debrief updates to procedures. An after-action report will be completed within 24 hours of any cardiac emergency or drill and forwarded to the Safety Team for review and follow-up actions.

EMS Coordination

The Lewiston-Porter Central School District Safety Team and building administrators will coordinate with local EMS to integrate CERP procedures into community responder protocols, including site orientation and AED location information. This coordination will occur at least annually and will include sharing updated AED maps, site access points, and any changes in CERT composition or building layout.

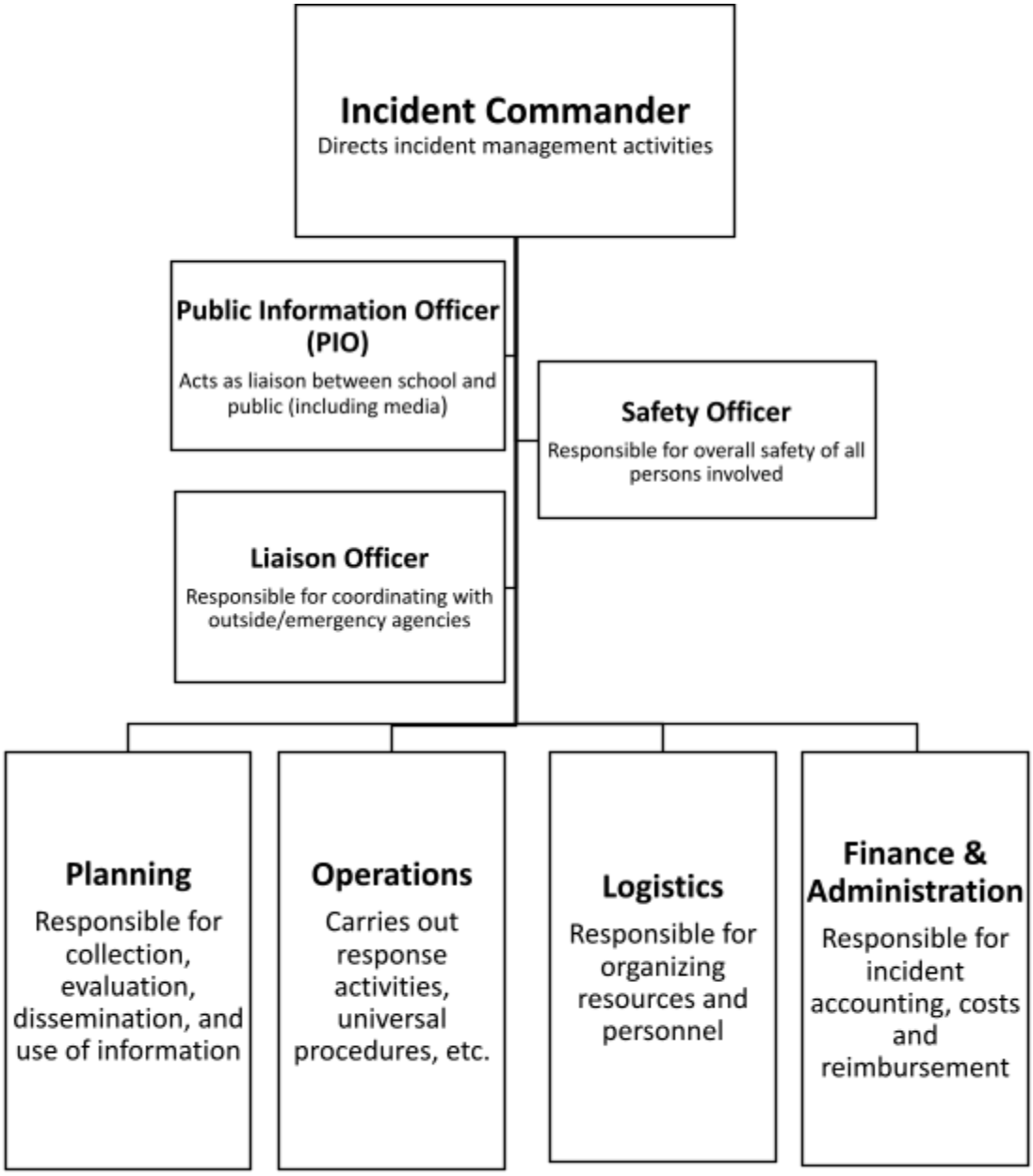
Recordkeeping and Reporting

CPR/AED training records will be maintained by Human Resources. AED maintenance records will be maintained by Facilities. Drill and incident documentation will be retained by the building administrator and forwarded to the Safety Team.

School Incident Command System

To provide for effective direction, control and coordination of an incident, the Building-Level Emergency Response Plan will be activated through the implementation of the Incident Command System (ICS).

Staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The School ICS is organized as follows:



Chain of Command

The **Superintendent of the Lewiston-Porter Central School District** will be responsible for designation of response actions necessary to cope with an emergency.

Superintendent of Schools / Chief Emergency Officer
(Public Information Officer)
Mr. Paul Casseri Office: 716-286-7266

In the event the Superintendent is not available, the response action designation responsibility shall be delegated as follows:

Assistant Superintendent for Administrative Services
Scott Hoot Office: 716-286-7241

Director of Facilities
Paul Feathers Jr. Office: 716-286-7290

Director of Special Education and Grant Writing
Breanna Burke Office: 716-286-7248 or
716-286-7249

Building Administration

High School Principal
Christopher D'Anna — Office: 716-286-2116

High School Assistant Principal
John Evert — Office: 716-286-2115

Middle School Principal
Andrew Auer — Office: 716-286-7201

Middle School Assistant Principal
Bradly Halgash — Office: 716-286-7803

Intermediate Education Center Principal
Tina Rodriguez — Office: 716-286-7251

Primary Education Center Principal
Tamara Larson — Office: 716-286-7220

Supplemental Information as found in the Building-Level Emergency Response Plan

Implied or Direct Threats of Violence

The school district has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence.

Acts of Violence

The district recognizes that appropriate response to acts of violence by students, teachers, other school personnel and visitors varies greatly depending upon the actual threat or act as well as the magnitude of such emergency.

Media Notification Plan

The media plan addresses who is designated to meet/talk with the media. All district/media communication during an emergency must flow through the designated individual to prevent miscommunication or inaccurate information from being released. The plan provides the necessary guidance for district representatives to effectively deal with the media during an emergency.

Parent / Guardian Notification Plan

Addresses the need for a separate plan to notify parent/guardian in the event of an emergency. The plan provides the necessary guidance for district representatives to effectively deal with parents/guardians during an emergency.

Post Incident Response / Recovery

Provides guidance to district representatives for initiating a post incident response to an emergency or tragic event. Specific guidance is given to establishing crisis intervention teams and Critical Incident Stress Debriefing teams and how to utilize them.

Crime Scene Management

The Building Principal or Designee is responsible for crime scene security until relieved by law enforcement officials.

No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.

Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

Student / Staff / Guest with Special Needs

This appendix is a school specific procedure for students with special needs during an emergency situation.

School Safety and the Educational Climate (SSEC) - Formally Violent or Disruptive Incident Reporting (VADIR)

All violent and disruptive incidents must be logged throughout the school year. A summary of all violent and disruptive incidents are to be submitted annually to NYSED.

Revisions Page

Page	Section	Revision
16	Criminal Offenses	Added Threat Report and Response Form
16	Medical Emergencies	Added School Company Vehicle Accident

APPENDICES

Memorandum of Understanding Regarding the School Resource Officer

Public Health Emergency Continuation of Operations Plan

Emergency Remote Instruction Plan

INTER-MUNICIPAL AGREEMENT

SCHOOL RESOURCE OFFICER PROGRAM PARTNERSHIP

This agreement is made as of July 21, 2023, by and between the following parties:

TOWN: TOWN OF LEWISTON, NEW YORK
A Municipal Corporation
1375 Ridge Road
Lewiston, New York 14092
Hereinafter referred to as the "Town"

And

CONTRACTOR: LEWISTON -PORTER CENTRAL SCHOOL DISTRICT
4061 Creek Road
Youngstown, New York 14174
Hereinafter referred to as the "District"

WITNESSETH:

WHEREAS, the Lewiston-Porter Central School District has requested that the Lewiston Police Department provide two (2) school resource officers during each school day of the regular school year; and

WHEREAS, the New York State Education Law requires that the District define the roles and responsibilities of school personnel, security and law enforcement who are deployed in schools; and

WHEREAS, the Lewiston Police Department (hereinafter referred to as the "Police Department" has agreed to provide such services on the following terms and conditions; and

WHEREAS, the Lewiston Town Board by Resolution authorized the Town of Lewiston to enter into an agreement with the District to provide a School Resource Officer.

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. **Term.** This agreement shall commence July 1, 2023, and shall terminate August 31, 2026, provided either party may cancel or terminate this Agreement at any time upon at least sixty (60) days advance written notice to the other party, with accounts to be prorated, adjusted, and settled as of the date of such cancellation or termination.
2. **Services.** Beginning July 1, 2023, the Town, through its Police Department, shall assign two (2) full-time officers (hereinafter "Officer" or "Officers") to the District during the term of this Agreement to act as a School Resource Officer during the regular school day. The School Resource Officer will be stationed at the middle school/high school facility currently located at 4061 Creek Road, Youngstown, New York 14174. The School Resource Officer will work in concert with the school principals and assistant principals, meeting with the principals on a weekly basis.

   The School Resource Officer will provide a program of educational leadership by, for example, acting as a guest speaker in addressing tobacco, alcohol, and other drug issues, violence diffusion, violence prevention and safety issues in the school community. The School Resource Officer shall provide informational in-service training for staff on issues related to alcohol and other drugs and the law, violence, gangs, safety and security. The School Resource Officer shall also refer students and/or their families to the appropriate agencies for assistance when need is determined.

   The School Resource Officer's responsibilities will include:

   a. Working with District administration as a law enforcement officer to assist in addressing on-campus or school activities, and to help provide a safe environment within the school community;
   b. Working in concert with the Superintendent or designee and meeting with the principals on an as needed basis;
   c. Serving as a member of the Lewiston-Porter Central School District Safety Committee;

d. Acting as a communication liaison with law enforcement agencies and providing basic information concerning students on campus;

e. Collaborating with the District administration and staff to design experiences to benefit students, staff and families;

f. Working with the Superintendent or designee on issues such as criminal and gang activity on campus, student unrest on campus and developing plans and strategies to prevent or minimize dangerous activities which may occur on campus or during school sponsored events;

g. Participating in discussions and/or meetings with students, parents and faculty members, as needed, to help develop a positive rapport with members of the school community; and

h. Assisting in maintaining order;

The School Resource Officer may perform other duties consistent with the normal duties and responsibilities of a law enforcement officer and/or School Resource Officer. The School Resource Officer shall not act as a school disciplinarian; school administration is solely responsible for student misconduct and discipline. However, if requested by the Superintendent or designee, the School Resource Officer shall assist in determining whether law enforcement notification, and/or action is appropriate in a particular incident, or to assist in maintaining the chain of custody with respect to contraband or controlled substances.

3. **Compliance with Laws/Rules**. The School Resource Officer shall comply with all state and federal laws.. In no circumstance shall the School Resource Officer detain or question a student in order to ascertain the student's immigration status, nor shall the School Resource Officer detain or question a student based on the student's perceived race, nationality, color or native language.

4. **Search Procedures**. The District may conduct searches of students, possessions and vehicles as it deems appropriate and is responsible for complying with all applicable laws and Police Department regulations. The School Resource Officer may provide

protection for the safety of all persons involved in the search. The School Resource Officer shall not become involved in administrative (school-related) searches unless specifically requested by the school to provide security, protection or for handling of weapon(s) or contraband. These searches must be at the direction and control of the school official. At no time shall the School Resource Officer request that an administrative search be conducted for law enforcement purposes or have the administrator act as his or her agent. Any law enforcement searches or interviewing of students for law enforcement purposes shall be in compliance with State and Federal Law.

5. **Arrest Procedures**. Students shall not be arrested at school except: (a) where the student poses a real and immediate threat to other student(s), District employee(s), or public safety; or (b) pursuant to a judicial warrant that specifically directs the arrest of the student in a school. Building principals shall be consulted prior to an arrest of a student, where practicable. The student's parent or guardian shall be notified of a child's arrest as soon as practicable.
6. **Assignment of Officer**. The Chief of the Police Department shall, in consultation with the Superintendent, be responsible for the assignment of a particular officer or officers to the School Resource Officer position. The officer(s) assigned shall be appropriately trained to serve as a School Resource Officer; however, this language is not intended to require that the School Resource Officer receive certified training through any particular training program, although they may . The School Resource Officer will be present at the District each day school is in regular session. Such hours will be between the hours of 7:15 am and 3:45 p.m. The School Resource Officer will be compensated from 7:00 a.m. to 4 p.m. each school day. Hours worked in a given day beyond (8) hours will be accumulated as banked hours and will accumulate at a 1:1.5 ratio for those hours worked in excess of the 40 hour work week. The School Resource Officer will also receive banked hours for working additional school events (i.e.... Dances, sporting events, music events, etc.) Accumulated banked hours are intended to equate to full-time pay over school recess periods and summer vacation.

No hours worked by the School Resource Officer will be paid as overtime except as explained in Section 8 of this Agreement, and in accordance with the 1:1.5 banked hours described above. **Attachment 1** provides further explanation as to the banked hours process. In the event that all hours are not utilized as described in Attachment 1, said remaining hours shall be used as additional training and/or time spent at the District, upon mutual agreement of the Town and the District. The hours reflected in **Attachment 1** may vary slightly, as needed, to accommodate the needs of the District, upon approval of both the Superintendent of the District and the Chief of Police. The School Resource Officer shall log hours worked at the District on an hourly basis and shall provide said log to both the Chief of Police and the Superintendent of the District on a bi-weekly basis.

In the event the School Resource Officer is to be absent from work at the District, the Officer shall notify the Chief of Police and the Chief of Police shall notify the District's Superintendent (716-286- 7266). The Town reserves the right to immediately, temporarily reassign any Officer providing the services hereunder to handle emergency situations. The Town agrees to assign another Officer to substitute for the assigned Officer as soon as possible in the event that the assigned School Resource Officer is absent. If necessary, the Chief of Police, as soon as practicable, shall provide a permanent replacement for the Officer. It is understood by and between the parties that the presence of a School Resource Officer on school grounds at all times set forth in this agreement is of paramount importance. In the event that the Superintendent of Schools finds that the School Resource Officer is not effectively performing his/her duties and responsibilities, the District reserves the right to request that the Chief of Police remove the Officer from the program and shall state the reasons for the same in writing. In response, the Chief of Police may require that a meeting be held between the Superintendent, the School Resource Officer, the Chief of Police, and any other parties who may be necessary to attempt to resolve or mediate the concern(s). If the concern(s) cannot be resolved, the Chief of Police shall, in consultation with the Superintendent, assign a new officer to serve as the School Resource Officer.

7. **Supervision of the Officer**. The Officer shall remain under the control of the Town and shall not be considered an employee of the District for any purpose. The Officer assigned to the District is an employee of the Town and shall be subject to departmental control, supervision, policies, procedures and General Orders. Notwithstanding the foregoing, the Officer shall coordinate with the Superintendent and Principals of the school buildings in the District relative to the performance of his/her duties.

8. **Payment.** The costs related to the School Resource Officer position will be billed by the Town to the District on a monthly basis. The District agrees to pay such costs based on the actual costs related to each officer whom serves as an SRO at any given time and recognizes that such costs may vary depending on that particular officer's unique costs including but not limited to pay grade, health insurance selection, etc.

   a) Part Time Officers: If, pursuant to the terms of this Agreement, the Town provides services by utilizing part-time officers, it will bill the district based on the hours actually worked by the part-time officers performing duties as a School Resource Officer for the District including time worked for necessary incidental duties (for example, court time for school-related incidents). Incidental duties do not include routine, non-school-related law enforcement matters that occur on or near school grounds (e.g. motor vehicle accidents) unless the District has specifically requested the School Resource Officer's involvement in same. The parties intend that the district will be billed and will reimburse the Town for all associated expenses including, but not limited to, a pro-rata share of all employment benefits, retirements contributions (if applicable), payable to or behalf of the officers.

   b) Full-time Officer: Once the Town assigns a full-time officer as the School Resource Officer pursuant to the terms of this Agreement, the Town will bill to the District and the District will reimburse the Town for the full cost to the Town of the Officer. The parties intend that a police officer will be hired and/or assigned by the Town on a full-time basis as the School Resource Officer and that the District will bear the full cost attributable to the employment of the Officer, including but not limited to, the cost of all employment benefits, training, retirement contributions, additional court time, etc.

The District will reimburse the Town for any overtime attributable to School Resource Officer related duties. The District will not be responsible for overtime attributable to any assignment that is not incidental to School Resource Officer related duties. Incidental duties do not include routine, non-related law enforcement matters that occur on or near school grounds (e.g. motor vehicle accidents) unless the District has specifically requested the School Resource Officer's involvement in same. The assigned School Resource Officer will coordinate training, personal time and similar matters with school holiday and break schedules. To the extent possible, vacation time shall be scheduled during summer recess or other school breaks and any vacation time used during the regular school year must be approved in advance by the Chief of Police. The School Resource Officer and the Town will make a good faith effort to schedule training outside of the School Resource Officer's normal working hours at the District, and if that is not possible, the School Resource Officer and/or the Town will coordinate the scheduling of any such training with the Superintendent or his/her designee to ensure that the School Resource Officer is present when needed by the District.

9. **Access to Education Records**. District officials shall allow the SRO to inspect and copy any public records maintained by the school and is permissible by law. For purposes of access to student records, the SRO is considered a "school official" under the Family Educational Rights and Privacy Act ("FERPA") and may be provided students' personally identifiable information on an as-needed basis to carry out SRO duties for legitimate educational purposes. Such information shall only be used by the SRO for the purposes for which the disclosure was made, and to promote school safety and the physical security of students. The SRO may not disclose personally identifiable information obtained from students records, without prior consent, to others, including other law enforcement officers who are not acting in the capacity as school officials, unless the disclosure fits within one of the exceptions to consent under FERPA. The SRO will have independent access to student names and directory information though the District's student information system. The SRO may request student discipline records and

student health records from a District administrator for legitimate educational purposes.

10. **Insurance**. Prior to commencing services under this Agreement, the District and the shall provide each other with proof of insurance coverage for this Agreement. The Town, at its expense, agrees to procure and maintain a policy of Police Professional Liability insurance in an amount of One Million Dollars ($1,000,000), single limit, against claims for bodily injury, death and property damage, and Commercial General Liability Insurance in an amount of One Million Dollars ($1,000,000), single limit, against claims of bodily injury, death and property damage occurring in connection with the performance of this Agreement. The Town must name the District as an additional insured and will provide the District with a certificate evidencing this insurance coverage. The District, at its expense, agrees to procure and maintain a policy of General Liability Insurance in an amount of One Million Dollars ($1.000,000.00), single limit, against claims of bodily injury, death and property damage occurring in connection with the performance of this Agreement. The District must name the Town as an additional insure and will provide the Town with a certificate evidencing this insurance coverage.
11. **Indemnity**. The District covenants and agrees to indemnify and save harmless the Town, its Board, Officers, Employees, and Agents from and against any and all claims, actions, damages, liability, loss, and expense, including attorney's fees, arising from or out of any occurrence in or upon the District's premises, which is caused wholly, or in part, by any act or omission of the District, its Officers, Employees, and/or Agents, in the performance of this Agreement.

    The Town covenants and agrees to indemnify and save harmless the District, its Board, Officers, Administrators, Employees, and Agents from and against any and all claims, actions, damages, liability, loss, and expense, including attorneys' fees, arising from or out of any occurrence in or upon the District's premises, which is caused wholly, or in part, by any act or omission of the Town, its Board, Officers, Employees, and/or Agents, in the performance of this Agreement.

12. **Authorized Representative**. The individual signing below on behalf of the District or Town hereby represents and warrants that she/he is duly authorized to execute and deliver this Agreement on behalf of their respective District or Town and that this Agreement is binding upon the parties.
13. **Assignment**. Neither party shall assign, transfer, convey, sublet, or otherwise dispose of this Agreement or any of its right, title, or interest therein, or the power to execute this Agreement, without the prior written consent of the other party.
14. **Amendments**. No waiver, modification, or amendment of this Agreement or any part thereof shall be valid unless in writing and duly executed by both parties. A waiver of any breach hereof shall not prevent forfeiture for any succeeding right.
15. **Captions.** The captions of this Agreement are for convenience and reference only and in no way define, limit or describe the scope or intent of this Agreement.
16. **Entire Agreement**. This Agreement contains the sole and entire agreement between the parties relating to the services provided hereunder and shall supersede any and all other agreements between the parties. Any other statements or representations made by either party are void and have no force or effect.
17. **Venue.** Any legal action commenced pursuant to the terms of this Agreement shall be brought in a court of competent jurisdiction in the County of Niagara.
18. **Mutual Drafting.** This Agreement shall be deemed the joint work product of the parties and any rule of construction that a document shall be interpreted or construed against a drafter of such document shall not be applicable.
19. **Severability.** If any provision of the Agreement will be held to be invalid or unenforceable for any reason, the remaining provisions will continue to be valid and enforceable.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first set forth above.

(Signature pages to follow)

TOWN OF LEWISTON

BY: _____

David Steve Broderick, Jr.

Town of Lewiston Supervisor

Dated: 8/28/23

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

BY: _____

Paul J. Casseri

Superintendent of Schools

Dated: 7/21/23

ATTACHMENT 1

BANKED HOUR PROCESS

The Full-Time School Resource Officer assigned, by the Chief of Police, to the Lewiston-Porter Central School District shall have the ability to bank any additional hours worked beyond the regular day (see Section 3.0 Assignment of Officer) instead of these hours being paid as "overtime". The hours will accumulate on a 1:1.5 worked:banked ratio to accommodate for the officer's anticipated overtime pay rate. These hours normally paid on an "overtime" basis at the time they are worked, will be "banked" and paid to the officer on the regular pay schedule, during the months of July and August.

An overtime bank of approximately 336 hours (42 days) would result in the officer being paid for the months of July and August.

Attachment 1a

INTERMUNICIPAL AGREEMENT SCHOOL RESOURCE OFFICER PARTNERSHIP ATTACHMENT 1 (Sample)

Type of Work	Days	Hours	Totals
Regular School Calendar	176	9	1584
Vacation (4weeks)	20	8	160
Home Sporting Events	40	3	120
Dances and Music Performances	20	3	60
Homecoming/Spirit Weeks	12	3	36
Training (avoid school days)	15	8	120
Total			2080

Lewiston-Porter Central School District

Public Health Emergency Continuation of Operations Plan

Reviewed June 2026

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Promulgation

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.

This plan has been developed with the input of the LPOEA, LPUT, LPAP, CSEA unions, as required by the amended New York State Labor Law.

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

Record of Changes

Date of Change	Description of Changes	Implemented By

Purpose, Scope, Situation Overview, and Assumptions

Purpose

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

Scope

This plan was developed exclusively for and is applicable to **Lewiston-Porter Central School District**. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Situation Overview

On March 11, 2020 the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support continued resilience for a continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency.

The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to use CDC Guidance for Keeping Workplaces, Schools, Homes, and Commercial Establishments Safe. The fundamentals of reducing the spread of infection include:

- Using hand sanitizer and washing hands with soap and water frequently, including:
  - After using the restroom
  - After returning from a public outing
  - After touching/disposing of garbage
  - After using public computers, touching public tables, and countertops, etc.
- Practice social distancing when possible
- If you are feeling ill or have a fever, notify your supervisor immediately and go home
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately
- Clean and disinfect workstations as needed
- Other guidance which may be published by the CDC, the State Department of Health, or County health officials

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks.

The following assumptions have been made in the development of this plan:

- The health and safety of our employees and contractors, and their families, is of utmost importance
- The circumstances of a public health emergency may directly impact our own operations
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety
- The public and our constituency expects us to maintain a level of mission essential operations
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor
- Per S8617B/A10832, ‘essential employee’ is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Per S8617B/A10832, ‘non-essential employee’ is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job

Concept of Operations

The Superintendent of **Lewiston-Porter Central School District**, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent.

Upon the determination of implementing this plan, all employees and contractors of **Lewiston-Porter Central School District** shall be notified by email and District Messaging System with details provided as possible and necessary, with additional information and updates provided on a regular basis. All district employees, parents and guardians, and the Board of Education will be notified of pertinent operational changes by way of email and District Messaging System. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent/designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of **Lewiston-Porter Central School District**, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary.

Upon resolution of the public health emergency, the Superintendent of **Lewiston-Porter Central School District**, their designee, or their successor will direct the resumption of normal operations or operations with modifications as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, **Lewiston-Porter Central School District** is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the core values of **Lewiston-Porter Central School District**

The **Lewiston-Porter Central School District** has identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Essential functions are prioritized according to:

- The time criticality of each essential function
- Interdependency of one function to others
- The recovery sequence of essential functions and their vital processes

Priority 1 identifies the most essential of functions, with priority 4 identifying functions that are essential, but least among them.

The mission essential functions for **Lewiston-Porter Central School District** have been identified as:

Essential Function	Description	Priority
Superintendent of Schools	Oversees and plans. Assigns critical functions ensuring compliance with CDC, DOH, and NYSED requirements. Establishes communication with staff and parents to execute and standardize district goals. Establishes contacts to provide outside organizations with information relative to District plans to procedures. Communicates with the Board of Education directly.	**1**
Board of Education	The Board of Education and the Superintendent of Schools will dictate school policy and procedures.	**1**
Assistant Superintendent for Administrative Services	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District with the Superintendent of Schools and Assistant Superintendent for Curriculum, Instruction, and Technology. Oversees the functions of the Business Office. Communicates directly with administration to assist with planning and daily functions to achieve District goals and maintain safety equipment and supplies. Assists with CDC, DOH, and NYSED regulations including oversight of NYS recording requirements and Nursing staff.	**1**
Director of Curriculum, Instruction, and Technology	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District with the Superintendent of Schools and Assistant Superintendent for Administrative Services. Communicates directly with the administration to assist with planning and functions, ensuring that the needs of the district are being met. Reports to the Superintendent of Schools.	**1**
Administration	Coordinates functions delegated by the Superintendent of Schools. Assigns tasks to facilitate and accomplish District goals. Communicates regularly with the Assistant Superintendent for Administrative Services and the Director of Curriculum, Instruction, and Technology. Oversees personnel assigned to tasks. Ensures critical functions are being performed as necessary. Provides regular progress reports on daily activities necessary to accomplish District goals. When directed by the Superintendent of Schools, the administration is responsible for communicating and updating employees in district policy. This includes cleaning regime, scheduling and any changes to these duties. Monitors and requests building safety equipment and supplies as needed.	**1**

Director of Facilities	Coordinates functions with the Superintendent of Schools, Assistant Superintendent for Administrative Services, Administration, and Staff. Responsible for staffing, maintenance activities, custodial duties including ordering supplies, training, scheduling to meet the needs of the district. Instructs and informs staff of district policy and procedures including personal protection, cleaning procedures, and methods of reporting and receiving issues and concerns that may affect or enhance safety procedures. Responsible for communication and updating employees in district policy, cleaning regime, schedules and constant changes to these duties. Maintains a current inventory of supplies and safety equipment and provides staff and services as needed. Inventory includes maintaining a cache of necessary supplies and equipment through reordering and replenishing stock so as not to fall short of critical supplies. Adjusts schedules to meet current needs, updates, and trains staff on proper handling and use of tools and chemicals as per manufacturer, CDC, DOL, and DOH requirements. Coordinates deliveries and ensures delivery agents know and follow district policy when on site. Schedules outside maintenance activities. Ensures third party contractors know and follow all school, CDC, DOL, and DOH policies while on school district property.	**1**
Head of Maintenance	Coordinates activities with and updates the Director of Facilities regularly. Provides employees with proper direction for performing necessary cleaning equipment, cleaning products, and protocols. Provides a direct line of communication from custodial staff to the Director of Facilities. Keeps records of and controls inventory, communicates directly with suppliers for ordering and receiving material and supplies to maintain an adequate cache of necessary products and materials. Coordinates all deliveries including deliveries from suppliers and deliveries to building staff. Assists with building schedules and arranging custodial staff and staff schedules to meet district needs. Responsible for communication and updating employees in district policy, cleaning regime, schedules and constant changes to these duties.	**1**
Office of the Superintendent and District Clerk	Assists the Superintendent of Schools and the Board of Education with maintaining critical and vital services. Provides record keeping and administrative support. As the District Clerk will continue to provide all vital services and maintain all Board records.	**1**

Business Office	Assists the Superintendent of Schools and the Assistant Superintendent for Administrative Services with maintaining critical functions and Administration oversight. Provides needed guidance and advice with logistical and financial obligation; as well as record keeping. Provides purchasing support to ensure that necessary safety equipment and supply inventory can be maintained for education, maintenance, nursing, and custodial functions.	**1**
Technology Department	Director of Technology and Data provides support to ensure critical infrastructure is in place to provide effective building support and educational support securely. Works directly with the Superintendent of Schools and Administration staff to ensure communication and internet stability. Provides the necessary equipment and approved software to staff and students to perform the functions of each necessary school sector to maintain building maintenance, day to day operations, and educational needs.	**1**
School Nurses	Assists with the goals of the district. Provide medical insight and support to help maintain a healthy school population. Assists with planning and achieving district goals. Provides support and assistance to carry out orders from the School Physician, CDC, DOH, and NYSED regulations. Maintains a sanitary environment. Monitors quarantine area. Keeps accurate records. Makes immediate and necessary notifications to building administrators when necessary. Coordinates activities with parents. Offers guidance to building occupants and parents. Communicates regularly with the building administration and the Assistant Superintendent for Administrative Services.	**1**
Building Secretaries	Staff will continue to perform vital services as directed by the Superintendent of Schools and directed by their building administrator. The district will determine need based on individual circumstances and can be utilized in school or remotely. Administration will provide services necessary for staff to operate in a safe and clean environment on site. Administration will ensure all staff will be informed of and are required to adhere to district safety policy while on site. Administration will provide necessary means and materials to safely and effectively work in a remote setting as well.	**1**

Maintenance Staff	Maintenance staff will perform vital services to keep and maintain essential equipment for onsite and remote learning. Maintenance staff and work will be overseen by the Director of Facilities. Staff will be informed of school procedures and adhere to all personal safety protocols required by the CDC, DOL, (PESH), and DOH at all times. The Director of Facilities will supervise and schedule maintenance personnel for the purpose of keeping vital services operating and functional.	**1**
Custodial Staff	Custodial staff will work as directed by the Director of Facilities and Head of Maintenance. The Director of Facilities and Head of Maintenance will oversee and ensure school buildings are being cleaned properly. Building Administration will also assist with notification and information about building conditions and issues that need to be discussed or addressed. Custodial staff has received pandemic awareness training. Training provided essential information about communicable diseases. Training also included information about personal protective equipment, cleaning products, proper disinfection and sanitation, and product use, product labels, Safety Data Sheets, and manufacturers' requirements for use. The district will provide custodial staff with the required personal protective equipment and cleaning supplies to maintain a safe working environment. Staff shifts and personnel will be scheduled accordingly based on the needs of the district. As with all staff, custodial personnel will follow district protocols required by the CDC, DOL, (PESH), DOH, and district while providing services and on breaks.	**1**
Outside Contractors	Outside contractors will be scheduled and work will be performed with the oversight of the Director of Facilities. All outside contractors will notify the Director of Facilities when they arrive on-site. Outside contractors will be informed of district procedures and policy before they are allowed to work on the premises. Companies performing work on-site will provide their employees with the proper PPE to comply with district policy. Outside contractors who do not or cannot work safely will not be allowed on district property.	**1**
Food Service	All Food Service operations will be determined by the Assistant Superintendent for Administrative Services. All district protocols will be initiated by the District Food Service contractor.	**1**

Transportation	Transportation will provide services directed by the Assistant Superintendent for Administrative Services. The Transportation Coordinator will supervise operations. The district will provide safe and secure transportation based on the needs of the district and learning environment. Protocols will be established and the Transportation Contractor has received proper training for cleaning and sanitizing buses. The Transportation Contractor will provide their employees with the training and proper PPE and disinfection equipment to effectively maintain the transportation fleet. Records will be maintained accurately to ensure bus safety procedures are being followed. The Transportation Coordinator will schedule staff and bussing pickup and drop off according to the needs of the district. The district will continually inform staff and parents of changes to procedures as necessary.	**1**
Outside Deliveries	Deliveries will be coordinated with the Director of Facilities, the Head of Maintenance, custodians. The Director of Facilities will inform companies of district policy and procedures in advance. All delivery agents will be required to notify the district prior to arrival at the district and strictly adhere to district policy while on site. Employers will be required to provide their employees with the proper PPE to work safely while on site.	**1**

Essential Positions

Each essential function identified above requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

Essential Function	Essential Positions/Titles	Justification for Each
Information Technology	Director of Technology & Data Technology Coordinator Network Managers	The Director of Technology and Data establishes all priorities for the IT task and organizes staff. IT staff members provide support in setting up hardware and software, network management, and help desk support.
Administration and Oversight	Superintendent of Schools	The Superintendent is the decision-maker for the entire district.
Operations	Assistant Superintendent for Administrative Services	The Assistant Superintendent for Administrative Services ensures all essential functions are maintained.
Education	Director of Curriculum, Instruction, Technology & Data	The Director of Curriculum, Instruction, Technology & Data determines the educational plan.
Facilities	Director of Facilities	The Director of Facilities maintains the necessary level of cleaning and sanitizing.
Administration	Principals, Assistant Principals, Directors	The Principals, Assistant Principals and Directors are the liaisons between students, families, and employees in the building.
Cleaning and Sanitizing	Buildings and Grounds Staff, Custodial Maintenance and Laborers and Grounds Staff	Performs all cleaning and sanitization and necessary upkeep of the buildings.
Support	Secretary to the Superintendent/District Clerk	Provides necessary support to the Superintendent of Schools and the Board of Education.
Support	District Clerical Staff	Provides necessary support for all Administrators.
Health Services	School Nurses	Directs all Health Services.

Reducing Risk Through Remote Work and Staggered Shifts

Through assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at work sites and on public transportation.

Remote Work Protocols

Non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so at the greatest extent possible. Working remotely requires:

1. Identification of staff who will work remotely
2. Approval and assignment of remote work
3. Equipping staff for remote work, which may include:
    a. Internet capable laptop
    b. Necessary peripherals
    c. Access to VPN and/or secure network drives
    d. Access to software and databases necessary to perform their duties
    e. A solution for telephone communications
        i. Note that phone lines may need to be forwarded to off-site staff

The Superintendent of Schools and the Assistant Superintendent for Administrative Services will determine the level of remote working for all district employees in conjunction with all NYSDOH guidelines.

Staggered Shifts

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Regardless of changes in start and end times of shifts, **Lewiston-Porter Central School District** will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

1. Identification of positions for which work hours will be staggered
2. Approval and assignment of changed work hours

The Director of Facilities will work with the Superintendent of Schools/designee to formulate a calendar that schedules employees based on the needs of the District.

Personal Protective Equipment

The use of personal protective equipment (PPE) to reduce the spread of infectious disease is important to supporting the health and safety of our employees and contractors. PPE which may be needed can include:

- Masks
- Face shields
- Gloves
- Disposable gowns or aprons

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. The Coronavirus pandemic demonstrated that supply chains were not able to keep up with increased demand for these products early in the pandemic. As such, we are including these supplies in this section as they are pertinent to protecting the health and safety of our employees and contractors.

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location

2. Procurement of PPE
   a. As specified in the amended law, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee and contractor during any given work shift for at least six months
   b. Public employers must be able to mitigate supply chain disruptions to meet this requirement

3. Storage of, access to, and monitoring of PPE stock
   a. PPE must be stored in a manner which will prevent degradation
   b. Employees and contractors must have immediate access to PPE in the event of an emergency
   c. The supply of PPE must be monitored to ensure integrity and to track usage rates

The Director of Facilities and the Head of Maintenance will be responsible for ensuring the proper PPE is available at all buildings for required applications. The District will work to ensure we maintain a six month supply of PPE as directed above for all faculty, students. An extra supply of PPE will be available in all buildings with the Principals, Nurses and Custodial staff. The **Lewiston-Porter Central School District** participates in the Orleans-Niagara Corporative Bid Purchasing Agreement. They provide a comprehensive list of suppliers and products used for maintaining employee safety, disinfecting and sanitization protocols.

Surplus PPE will be stored in a dry, secured central location. Access to the surplus of PPE can only be made by the Director of Facilities and Head of Maintenance as this will ensure the accurate accountability of all supplies on hand. The Head of Maintenance will be responsible for keeping accurate records and reporting.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Staff exposures are organized under several categories based on the type of exposure and presence of symptoms. Following CDC guidelines, we have established the following protocols:

A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):

   1. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for the lesser of 14 days or other current CDC/public health guidance for the communicable disease in question.
      a. As possible, these employees will be permitted to work remotely during this period of time if they are not ill.
      b. All necessary parties will be notified of staff exposure through contact tracing.
      c. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing.

   2. CDC guidelines for COVID-19 provide that critical essential employees may be permitted to continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.
      a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
      b. In-person interactions with the subject employee or contractor will be limited as much as possible.
      c. Work areas in which the subject employee or contractor are present will be disinfected according to current CDC/public health protocol at least every hour, as practical. See the section on Cleaning and Disinfection for additional information on that subject.
      d. If at any time they exhibit symptoms, refer to item B below.
      e. The Superintendent of Schools/designee, in the organization is the decision-maker in these circumstances and who is responsible for ensuring these protocols are followed.

B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:

   1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.

   2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.

3. Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.

4. Niagara County's criteria for COVID-19 provides that persons exhibiting symptoms may return to work if at least 72 hours have passed since the instance of fever without the use of fever-reducing medications. If the disease in question is other than COVID-19, Niagara County and other public guidance shall be referenced.

5. The Assistant Superintendent for Administrative Services in the organization must be informed in these circumstances and who is responsible for ensuring these protocols are followed.

C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:

1. Apply the steps identified in item B, above, as applicable.

2. Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.
   a. CDC guidance for COVID-19 indicates that a period of 24 hours is ideally given before cleaning, disinfecting, and reoccupation of those spaces will take place. If this time period is not possible, a period of as long as possible will be given. CDC/public health guidance for the disease in question will be followed.
   b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
   c. See the section on Cleaning and Disinfection for additional information on that subject.

3. Identification of potential employee and contractor exposures will be conducted.
   a. If an employee or contractor is confirmed to have the disease in question, the Superintendent of Schools/designee should inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
   b. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow CDC/public health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed.

Cleaning and Disinfecting

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:

1. As possible, employees and contractors will clean their own workspaces in the beginning, middle, and end of their shifts, at a minimum, in conjunction with District custodial staff.

a. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected at least hourly.
b. The Head of Maintenance under the supervision from the Director of Facilities will coordinate and establish cleaning guidelines and schedules for all cleaners to cover the common areas listed above.

2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.

3. Soiled surfaces will be cleaned with soap and water before being disinfected.

4. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.

5. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Provision of Leave and Designation and Recording of Absences from Work

Provision of leave for employees and/or contractors, and designation and recording of absences from work, shall be handled consistent with applicable law, applicable contracts, and guidance from regulatory authorities having jurisdiction.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work, off-site visits.

This information may be used by **Lewiston-Porter Central School District** to support contact tracing within the organization and may be shared with local public health officials.

Lewiston-Porter Central School District

Emergency Remote Instruction Plan

Reviewed June 2026

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Introduction

Lewiston-Porter Central School District developed the following **Emergency Remote Instruction Plan** to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The **Emergency Remote Instruction Plan** meets the requirements of New York State Education Commissioner's Regulations for inclusion in the District-Wide School Safety Plan.

Background Information

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to,** remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's **Emergency Remote Instruction Plan**.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their **District-Wide School Safety Plans** to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The **Emergency Remote Instruction Plan** must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board of Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022. Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such

remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

Remote Instruction

The Commissioner's regulations define remote instruction as “instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.” For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

Unscheduled School Delays and Early Releases

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State Aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day (NYSED Part 175.5).

The **Emergency Remote Instruction Plan** shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

Ensuring Accessibility and Availability (Internet, Computers / Devices)

Lewiston-Porter Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the **Powerschool and DataWarehouse.** When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District policy 7150 Remote Learning and 8270 Instructional Technology and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

Lewiston-Porter Central School District
Emergency Remote Instruction Plan

POLICIES	The plan adheres to guidance set forth in the following Board of Education policies: ● Policy 6410 Staff Use of Computerized Information Resources ● Regulation 6410R Staff Acceptable Use Policy, Form Staff Acceptable Use Policy Agreement Form ● Policy 7100 Attendance ● Policy 7110 Compressive Student Attendance Policy ● Policy 7150 Remote Learning ● Policy 7315 Student Use of Computerized Information Resources (Acceptable Use) ● Regulation 7315R Student Acceptable Use (AUP) Guidelines ● Regulation 7315R.1 PEC Acceptable Use Policy ● Regulation 7215R.2 IEC Acceptable Use Policy ● Regulation 7315R.3 MS/HS Acceptable Use Policy ● Manual 7315M Student Use of Technology Policies and Agreements Manual ● Lewiston-Porter Code of Conduct Please click this LINK to view the Lewiston-Porter Policy Manual.
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device. Specifically, students in K-2 are provided iPads and students in 3-12 are provided Chromebooks. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home. All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.
PEDAGOGY	All teachers in grades K-12 will use Google Meet for virtual instruction; however, they may use SeeSaw or Goggle Classroom as their learning management system. Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that

	best suit their course, grade level, and teaching style. The instructional approach **may include a combination of:** **Synchronous "Live" Instruction** - Using Google Meet, along with other digital platforms, teachers will deliver real-time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project-based opportunities within this model. Teachers will make personal connections with all students during scheduled class times via Google Meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning. **Asynchronous "Flipped" Instruction** - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students' participation and assignment completion (i.e., "Flipped Classroom"). These activities may include teacher/student synchronous interactions for a portion of the lesson. **Authentic Independent Instruction** - Using a variety of methods, teachers will engage students in high-quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.
STUDENT EXPECTATIONS	All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction, students are expected to be school-ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations. All students are expected to practice appropriate digital etiquette and responsible behavior during assigned synchronous instruction. ● Mute yourself on meets as directed by your teacher ● **Cameras are to be kept on during classroom meets** unless directed specifically by your teacher to do otherwise. During synchronous instruction, students are expected to work in a setting that is conducive to learning where distractions are minimized, e.g.: a desk, table, kitchen counter, etc. Spaces generally considered

	private (such as a bedroom) are discouraged and bathrooms should not be used as a workspace under any circumstances. Student dress must be appropriate in all platforms; the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. If there are any circumstances preventing full and appropriate participation, the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.
DAILY SCHEDULE	The virtual day can be found on the district website here. Since it is not developmentally appropriate for elementary students to be on electronic devices for a full school day, their schedule allows for synchronous and asynchronous learning opportunities with many breaks and optional 1:1 interactions with the teachers. At the secondary level, students will follow their regular schedule with appropriate breaks will be included for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled times. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. All students will have optional 1:1 interactions with the teachers during office hours for any questions or support. As well, students who receive interventions and/or related services will have access to those services. Elementary students will access these services asynchronously (unless optional office hours are requested) and secondary students will follow their schedules and receive synchronous services according to their schedule.
COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. Students who receive reading and/or math interventions and/or related services (such as Speech, OT/PT, etc.) will be provided with asynchronous work according to their Day 1-6 schedule. Any student who would like to have synchronous conferencing with an intervention or related service provider may do so by reaching out to schedule an appointment.

NON-INSTRUCTIONAL SERVICES ● **TRANSPORTATION** ● **FOOD SERVICE** ● **MAINTENANCE** ● **CUSTODIAL** ● **CLERICAL/ ADMINISTRATIVE SUPPORT**	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real-time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

Aiming Higher

Lewiston-Porter Central School District

Our Purpose. Your Pathway. Our Promise.

CODE OF CONDUCT

2026-2027

OUR MISSION

One Purpose. Your Pathway. Our Promise.

OUR VISION

Our ***PURPOSE*** is to ensure that when students leave Lewiston-Porter they will be ready to face the world with confidence in themselves and what they can contribute.

While students are here they will be challenged to grow along their ***PATHWAY*** and discover their personal best because we ***PROMISE*** to give them our best.

DRAFT 08-2026

Board Approved:

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B. Engage in conduct that is insubordinate. 26

C. Engage in conduct that is disruptive. 26

D. Engage in conduct that is violent. 26

E. Engage in any conduct that endangers the safety, physical or mental health 27

or welfare of others. 27

F. Engage in behaviors otherwise prohibited by this section while on a school 28

bus. 28

G. Engage in any form of negative academic behavior. 28

H. Engage in off-campus behavior that interferes with or can reasonably be 28

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I. INTRODUCTION

The Board of Education (hereinafter referred to as “Board”) of the Lewiston-Porter Central School District (hereinafter referred to as “District”) is committed to providing a safe and orderly school environment where students may receive and District personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other District personnel, parents, and other visitors is essential to achieving this goal.

The District is committed to providing a safe and orderly school environment where students may receive and District personnel may deliver quality educational services without disruption or interference. The District is committed to:

- ensuring each student is healthy, safe, engaged, supported, and challenged;
- helping students develop self-awareness and social and emotional growth; and
- guiding students in the improvement and corrections of inappropriate, unacceptable, and unsafe behaviors.

Responsible behavior by students, teachers, other District personnel, parents, and other visitors is expected, as it is essential to achieving this goal.

For this to happen, everyone in the school community must demonstrate and offer respect to others.

With the recognition that all children make mistakes and that this is part of growing up, schools must help all students learn to grow from their mistakes. Student accountability policies should support students and teachers and ensure that everyone is treated with dignity and respect.

Student engagement is also integral to creating a positive school climate and culture that effectively fosters students’ academic achievement and social/emotional growth. Providing students with multiple opportunities to participate in a wide range of pro-social activities and at the same time develop a bond with caring, supportive adults to reduce negative behavior. Examples can include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of student’s achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems.

The District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

The District recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible developmentally appropriate, graduated interventions for unacceptable conduct, and to ensure that interventions are administered promptly and fairly, keeping in mind the goal is not to penalize, but to teach students there are consequences to actions and choices. To this end, the District adopts this Code of Conduct ("Code"), which is based upon education laws, regulations, and District policies.

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

II. WHY DO WE HAVE A CODE OF CONDUCT?

Students need to be supported and engaged in school in order to promote strong character and appropriate conduct. It is also essential that students are able to take age-appropriate responsibility for their own behavior.

Student engagement is developed when students are provided with multiple opportunities to participate in a wide range of positive social activities while interacting with caring, supportive adults. This helps to ensure that students are better able to:

- recognize and manage emotions;
- develop caring and concern for others;
- establish positive relationships;
- make responsible decisions; and
- handle challenging situations constructively and ethically.

Effective and engaging instruction and positive behavioral supports are the foundations of a positive school climate. School teachers, administrators, and other staff are encouraged to set high expectations for student success, build positive relationships with students, as well as teach and model appropriate behaviors for success. Modeling respectful, positive behavior is especially critical as interventions and restorative practices develop.

All adults, teachers, principals, administrators, school staff, parents, and the larger community have an obligation to help students become good citizens and lead productive lives by modeling desired behaviors and cultivating those behaviors in students.

Appropriate conduct and strong character are reflected in a civil, respectful, healthy, and caring environment.

Student accountability and support policies and practices will be implemented in a manner which is caring and equitable, respectful, and based on trust among administration, staff, students, and families and holds all individuals accountable, but is restorative and solutions-oriented, rather than punitive. This will help students:

- learn from their mistakes;
- understand why their behavior was unacceptable;
- acknowledge the harm they caused or the negative impact of their actions;
- understand what they could have done differently;
- take responsibility for their actions;
- learn pro-social strategies and skills to use in the future; and
- understand that further consequences and/or interventions will be implemented if their unacceptable behavior persists.

The District will continuously monitor results in an effort to determine strategies for improvement.

III. DEFINITIONS

For purposes of this code, the following definitions apply.

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

Disruptive student means an elementary or secondary student under the age of 21 whose behavior is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Employee means any person receiving compensation from the District or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title 9B of Article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such District, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

Harassment and **bullying** shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (please see section IX. ANTI-BULLYING AND HARASSMENT POLICY):

1. Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
2. Reasonably causes or would reasonably be expected to cause a student to fear for their physical safety; or
3. Reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
4. Occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

Acts of harassment and bullying shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

Where the term **bullying** is used, even if not explicitly stated, such term includes **cyber bullying**, meaning such harassment or bullying that occurs through any form of electronic communication.

Parent means parent, guardian or person in parental relation to a student.

Plagiarism is the use or close imitation of the language and ideas of another author and representation of them as one’s own original work. This includes copying from electronic sources (from the World Wide Web), even with minor alterations.

Protected Classes:

1. **Color** refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.
2. **Disability** means:

    a. a physical, mental or medical impairment resulting from anatomical, physiological, genetic, or neurological conditions which prevent the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques; or
    b. a record of such an impairment; or
    c. a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held.

3. **Ethnic Group** means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.
4. **Gender** means actual or perceived sex and shall include a person's gender identity or expression.
5. **Gender expression** is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice, or mannerisms.
6. **Gender identity** is one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.
7. **National Origin** means a person's country of birth or ancestor's country of birth.
8. **Race** means a group of persons related by a common descent or heredity. For purposes of enumeration, the U.S. Census Bureau uses terms such as: "White/Caucasian", "Black/African American/African-descent, "Asian", "Bi-racial", "Hispanics/Latinos" etc. to describe and classify the inhabitants of the United States.
9. **Religion** means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.
10. **Religious Practice** means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.
11. **Sex** means the biological and physiological characteristics that define men and women. (Male and Female denote "sex".)
12. **Sexual orientation** means the sex to which a person is sexually attracted. Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual.
13. **Weight** means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".
14. **Relationships** are the way in which two or more people regard and behave toward each other.

15. **Respect** is an act of treating everyone in the school community with dignity. This is demonstrated by: treating others with kindness and care, being polite and using manners, expressing thoughts in opinions in ways that are polite and courteous, using a polite tone of voice and body language, listening to others who are speaking to you, keeping one's hands to one's self and not violating others' personal space.
16. **Responsibility** is an obligation to behave in accordance with social norms and being held accountable for one's actions.
17. **Restorative Practices** are a response to student actions that violate the dignity, safety, or well-being of others by connecting the person responsible for the harm with those who have been harmed, in order to reach a resolution that guides, and assists the person responsible for the harm in accepting responsibility, apologizing for the harm, making meaningful reparation and improving the relationship between parties.
18. **School function** means any school-sponsored extra-curricular event or activity.
19. **School property** means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law §142.
20. **Violent student** means a student who behaves violently under the age of twenty-one (21) who:

    a. Commits an act of violence upon a school employee.
    b. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function.
    c. Possess, while on school property or at a school function, a weapon such as a gun, knife, explosive or incendiary bomb, or other dangerous instruments capable of causing physical injury or death.
    d. Displays, while on school property or at a school function, what appears to be a weapon.
    e. Threatens, while on school property or at a school function, to use a weapon.
    f. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
    g. Knowingly and intentionally damages or destroys District property.

21. **Weapon** means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

IV. STUDENT RIGHTS AND RESPONSIBILITIES

The District is committed to safeguarding the rights given to all students under federal and state law and District policy. In addition, to promote a safe, healthy, orderly, and supportive school environment, both in-person and in a virtual or remote learning setting, all District students have the right to:

It is the student's right to:	**It is the student's responsibility to:**
Attend school in the District in which one's parent or legal guardian resides.	Attend school every day unless you are legally excused and to be in class on time and prepared to learn.
Expect that school will be a safe, orderly, purposeful place for all students to gain an education and be treated fairly.	Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to showing respect to other persons and to property.
Take part in all District activities on an equal basis regardless of actual or perceived race, weight, color, creed, national origin, ethnic group, religion, religious practice, gender (including gender identity and expression), or sexual orientation or disability.	Conduct themselves as representatives of the District when participating in or attending school extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
Be respected as an individual and treated fairly and with dignity by other students and school staff.	Respect one another and treat others in the manner that one would want to be treated. Work to develop skills to manage their emotions and reactions to resolve conflict with others.
Express one's opinions, either verbally or in writing, as long as it is done so in a respectful manner.	Use a polite tone of voice and appropriate body language, listening when others are speaking to you. Respect personal space.
Dress in such a way as to express one's personality.	Dress appropriately for school and school functions, so as not to endanger physical health, and safety or limit participation in school activities.
Be afforded equal and appropriate educational opportunities.	Be aware of available educational programs in order to use and develop one's capabilities to their maximum.
Present their version of the relevant events to school personnel authorized to impose consequences.	Be truthful when speaking with school officials regarding the Code of Conduct violations. Accept responsibility for their actions.

It is the student's right to: (cont.)	**It is the student's responsibility to:** (cont.)
Access school policies, regulations and rules and, when necessary, receive an explanation of those rules from school personnel.	Be familiar with and abide by District policies, rules and regulations dealing with student conduct. Ask questions when you do not understand.
Have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems.	Be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate.
Be provided with clear expectations regarding: a. Course objectives, requirements, and state standards; b. Grading criteria and procedures; c. Assignment requirements and deadlines; and d. School and classroom rules and expectations regarding behavior.	React to the direction given by teachers, administrators, and other school personnel in a respectful and positive manner.
Be protected from intimidation, harassment, and discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion or religious practice, sex, gender, gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.	Respect one another and treat others fairly in accordance with the Code of Conduct and the provisions of the Dignity Act for All Students (DASA). Seek help in solving problems. Help make school a community free of violence, intimidation, bullying, harassment, and discrimination. Report and encourage others to report any incidents of intimidation, harassment or discrimination.
Report concerns regarding bullying, harassment, discrimination, intimidation, abuse, or retaliation without fear of reprisal and; Be treated with dignity and respect throughout any review or investigation;	Receive information regarding available supports and trusted adults within the school; and expect the District to respond promptly and appropriately to reports affecting student safety.

V. ESSENTIAL PARTNERS

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

Those responsibilities include but are not limited to the following:

A. Parents

The Code of Conduct is a guide for understanding the personal, social, and academic behaviors which are expected from your child while at school and at school functions. This Code also guides how school staff will work with you and your child to help demonstrate positive behaviors and enjoy academic success.

To achieve this goal, parents will be encouraged to promote participation in restorative practices to resolve incidents and conflict and to support their child in receiving the maximum benefit from restorative justice practices.

To achieve this goal, all parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the District to optimize their child's educational opportunities.
2. Send their children to school ready to participate and learn, both in-person and in a virtual or remote learning setting.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Ensure their children are dressed and groomed in a manner consistent with the student appearance code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them so that their children can help create a safe, respectful, supportive school environment.
8. Convey to their children a supportive attitude toward education and the District, including open and respectful communication.
9. Build positive, constructive relationships with teachers, other parents, and their children's friends.
10. Tell school officials about any concerns or complaints in a respectful and timely manner.
11. Help their children deal effectively with peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.
14. Be respectful and courteous to staff, other parents/guardians, and students while on school premises and while at all school functions.
15. Model and monitor the use of electronic devices and social media with your children to ensure their safety and promote acceptable behavior.
16. Exemplify conduct that fosters civility, kindness, and acceptance towards all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
17. Follow the Code of Conduct by knowing, abiding, and enforcing school rules and policies in a fair and consistent manner.

B. Staff

The Code of Conduct is a guide for supporting positive student behavior at school. It is intended to help staff prevent student misconduct through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students don't meet expected standards of behavior or violate the school rules and policies. Concerns about safety and school climate should be brought to the school principal so staff can work together to maintain a safe and orderly learning and work environment.

All staff are expected to understand that students may come to school having experienced trauma in their lives, which can impact their behavior in school (e.g., anger, outbursts, withdrawal, self-injury). To achieve this goal, all District staff are expected to:

1. **Teachers**
    a. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex, which will strengthen students' self-worth and promote confidence to learn.
    b. Be prepared to teach for both in-person and remote learning.
    c. Demonstrate interest in teaching and concern for students and student achievement.
    d. Know school policies and rules, and enforce them in a fair, timely, and consistent manner.
    e. Maintain confidentiality in conformity with federal and state law.
    f. All District employees, coaches, volunteers, contracted service providers, and other adults working with students are expected to maintain professional boundaries that promote student safety, trust, and public confidence. Professional expectations include:
        - maintaining appropriate electronic communication with students;
        - avoiding private or secretive communications;
        - maintaining appropriate social media boundaries;
        - conducting meetings with students in observable or appropriate settings;
        - avoiding favoritism or relationships that could reasonably be perceived as inappropriate;
        - following District policies regarding transportation of students;
        - reporting suspected boundary violations promptly to administration.

        Nothing in this section limits appropriate educational relationships or authorized communication necessary to support student learning.
    g. Communicate to students and parents:
        (1) Course objectives and requirements
        (2) Marking/grading procedures
        (3) Assignment deadlines
        (4) Expectations for students
        (5) Classroom behavior and consequences plan.
        (6) Online expectations and behaviors in the remote learning environment.
    h. Communicate regularly with students, parents, and other teachers concerning growth and achievement.
    i. Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.

j. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
k. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
l. Report incidents of bullying, discrimination and/or harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
m. Be open to active participation in resolving conflicts through a restorative process.
n. Model and monitor the use of electronic devices and social media to ensure the student's safety and promote acceptable behavior.
o. Exemplify conduct that fosters civility, kindness, and acceptance towards all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
p. Follow the Code of Conduct by knowing, abiding, and enforcing school rules and policies in a fair and consistent manner.

2. **School Counselors and Social Workers**
    a. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
    b. Assist students in coping with peer pressure and emerging personal, social, and emotional problems, both in-person and in the virtual learning environment.
    c. Initiate teacher /student/counselor conferences and parent/teacher/student/ counselor conferences, as necessary, as a way to resolve problems.
    d. Regularly review with students their educational progress and career plans.
    e. Maintain confidentiality in accordance with federal and state law.
    f. Provide information to assist students with career planning.
    g. Encourage students to benefit from the curriculum and extracurricular programs.
    h. Make known to students and families the resources in the community that are available to meet their needs.
    i. Participate in school-wide efforts to provide adequate supervision in all school spaces.
    j. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
    k. Address personal biases that may prevent equal treatment of all students.
    l. Promote a trauma-informed approach to addressing student behavior by supporting professional development, providing safe work environments, forming trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
    m. Report incidents of bullying, discrimination and/or harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
    n. Be open to active participation in resolving conflicts through a restorative process.
    o. Model and monitor the use of electronic devices and social media to ensure the student's safety and promote acceptable behavior.
    p. Exemplify conduct that fosters civility, kindness, and acceptance towards all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
    q. Follow the Code of Conduct by knowing, abiding, and enforcing school rules and policies in a fair and consistent manner.

3. **Student Support Service Personnel/Teacher Aides/School Monitors**
    a. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), or sex.
    b. Support educational and academic goals.
    c. Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
    d. Set a good example for students and colleagues by demonstrating dependability, integrity, and other standards of ethical conduct
    e. Maintain confidentiality in accordance with federal and state law.

f. Initiate teacher/student/counselor conferences and parent/ teacher/ student/ counselor conferences, as necessary, as a way to resolve problems.
g. Review with students their educational progress and career plan.
h. Encourage students to benefit from the curriculum and extra-curricular programs.
i. Help children understand the District's expectations for maintaining a safe, orderly environment.
j. Participate in school-wide efforts to provide adequate supervision in all school spaces.
k. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
l. Address personal biases that may prevent equal treatment of all students.
m. Report incidents of bullying, discrimination and/or harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
n. Be open to active participation in resolving conflicts through a restorative process.
o. Model and monitor the use of electronic devices and social media to ensure the student's safety and promote acceptable behavior.
p. Exemplify conduct that fosters civility, kindness, and acceptance towards all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
q. Follow the Code of Conduct by knowing, abiding, and enforcing school rules and policies in a fair and consistent manner.

4. Other School Staff

a. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
b. Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
c. Maintain confidentiality in accordance with federal and state law.
d. Help children understand the District's expectations for maintaining a safe, orderly environment, both in-person and in the virtual or remote learning environment.
e. Participate in school-wide efforts to provide adequate supervision in all school spaces.
f. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
g. Address personal biases that may prevent equal treatment of all students.
h. Be open to active participation in resolving conflicts through a restorative process.
i. Model and monitor the use of electronic devices and social media to ensure the student's safety and promote acceptable behavior.

j. Exemplify conduct that fosters civility, kindness, and acceptance towards all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
k. Follow the Code of Conduct by knowing, abiding, and enforcing school rules and policies in a fair and consistent manner.

5. Principals/Administrators

a. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, (including gender identity and expression) or sex.
b. Ensure that students and staff have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators for redress of grievances.
c. Maintain confidentiality in accordance with federal and state law.
d. Evaluate on a regular basis all instructional programs to ensure infusion of civility education in the curriculum, including in-person and online or virtual learning curriculum and platforms.
e. Support the development of and student participation in appropriate extracurricular activities.
f. Provide support in the development of the Code of Conduct, when called upon. Disseminate the Code of Conduct and anti-harassment policies.
g. Be responsible for administering the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
h. Participate in school-wide efforts to provide adequate supervision in all school spaces.
i. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
j. Address personal biases that may prevent equal treatment of all students and staff.
k. Promote a trauma-informed approach to addressing student behavior by supporting professional development, providing safe work environments, forming trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
l. Be open to active participation in resolving conflicts through a restorative process.
m. Model and monitor the use of electronic devices and social media to ensure the student's safety and promote acceptable behavior.
n. Exemplify conduct that fosters civility, kindness, and acceptance towards all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
o. Follow the Code of Conduct by knowing, abiding, and administering school rules and policies in a fair and consistent manner.

6. The Dignity Act Coordinator(s)

The Dignity Act Coordinator(s) are as follows:

Ms. Andrea Tamarazio, 716-286-7295 (Secretary: 716-286-7265)
Ms. Emily Adamson, Primary Education Center (PEC) Dignity Act Coordinator:
716-754-8281 ext. 7282 (Main Office 716-286-7220)
Ms. Emily Brook, Intermediate Education Center (IEC) Dignity Act Coordinator:
716-754-8281 ext. 3100 (Main Office 716-286-7252)
Ms. Kathleen Stack, Middle School (MS) Dignity Act Coordinator:
716-754-8281 ext. 5119 (Main Office 716-286-7201)
Ms. Petrina DiVincenzo, High School (HS) Dignity Act Coordinator:
716-754-8281 ext. 2128 (Guidance Office 716-286-7259)

Their duties are as follows:

a. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
b. Oversee and coordinate the work of the District-wide and building-level bullying prevention committees.
c. Identify curricular resources that support infusing civility in classroom instruction and classroom management, and provide guidance to staff as to how to access and implement those resources.
d. Address and investigate issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
e. Address personal biases that may prevent equal treatment of all students and staff.

7. **Superintendent**
    a. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
    b. Report to the Board of Education about educational trends relating to student accountability and restorative practices.
    c. Review with District administrators the policies of the District and state and federal laws relating to school operations and management.
    d. Maintain confidentiality in accordance with federal and state law.
    e. Work to create instructional programs that minimize incidents of inappropriate behavior and are sensitive to student and teacher needs, for both in-person and online or virtual learning opportunities.
    f. Work with District administrators in encouraging a positive school climate, administering the Code of Conduct and ensuring that all cases are resolved promptly and equitably.
    g. Participate in school-wide efforts to provide adequate supervision in all school spaces.
    h. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
    i. Address personal biases that may prevent equal treatment of all students and staff.
    j. Promote a trauma-informed approach to addressing student behavior by supporting professional development and appropriate staffing.
    k. Be open to active participation in resolving conflicts through a restorative process.
    l. Model and monitor the use of electronic devices and social media to ensure the student's safety and promote acceptable behavior.
    m. Exemplify conduct that fosters civility, kindness, and acceptance towards all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
    n. Follow the Code of Conduct by knowing, abiding, and enforcing school rules and policies in a fair and consistent manner.

8. **Board of Education**
    a. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
    b. Maintain confidentiality in accordance with federal and state law.
    c. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the Code of Conduct.
    d. Collaborate with the student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.
    e. Adopt and review at least annually the District's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.

f. Appoint a Dignity Act Coordinator (DAC) in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed.
g. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.
h. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
i. Address personal biases that may prevent equal treatment of all students and staff.
j. Promote a trauma-informed approach to addressing student behavior by supporting professional development, providing a safe school environment, encouraging the forming of trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
k. Be open to active participation in resolving conflicts through a restorative process.
l. Model and monitor the use of electronic devices and social media to ensure the student's safety and promote acceptable behavior.
m. Exemplify conduct that fosters civility, kindness, and acceptance towards all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
n. Follow the Code of Conduct by knowing, abiding, and enforcing school rules and policies in a fair and consistent manner.

VI. STUDENT USE OF ELECTRONIC AND INTERNET-ENABLED COMMUNICATION DEVICES

Overview

Effective August 1, 2025, in accordance with New York State law enacted as part of the 2025-2026 budget and Governor Hochul's legislation, Lewiston-Porter Central Schools prohibits the use of non-school-issued internet-enabled devices by students during the instructional day while on school grounds. This includes all instructional and non-instructional periods such as homeroom, lunch, recess, study halls, and passing time.

Definitions

Internet-enabled devices encompass smartphones, tablets, smartwatches, and any other devices that can connect to the internet. The policy does **not** apply to:

- School-issued devices used for educational purposes.
- Devices not capable of connecting to the internet.

Policy Details

1. **Prohibition of Use**
   Students are prohibited from using personal internet-enabled devices on school grounds during the entire instructional day.
2. **Instructional day** is defined as the time period beginning when students enter the school buildings upon arrival at drop-off and continuing through all scheduled school activities until the bell signaling the end of the school day. This includes all instructional and non-instructional periods such as homeroom, lunch, recess, study halls, passing time, and any other time students are on school grounds during the school day
3. **Scope**
   "School grounds" includes all school buildings, athletic fields, playgrounds, and land within school property boundaries. The policy does **not** apply to school buses.
4. **Exceptions**
   Device use may be authorized under limited circumstances, including but not limited to:

   - Specific educational purposes authorized by teachers, principals, or district administration.
   - Management of a student's healthcare needs.
   - Emergencies.
   - Translation services.
   - Students responsible for care of family members.
   - Devices included in a student's Individualized Education Program (IEP) or Section 504 Plan.

5. **Storage and Contact**
   The district expects all students to secure their internet enabled devices in an assigned locker during the school day. Parents/Guardians will be provided with clear methods to contact students during school hours. Notification about these methods will be communicated annually at the start of the school year and upon student enrollment.

6. **Loss or Theft:**
   The district, through its normal course of student management practices, will investigate the loss or theft of devices stored correctly in lockers to the best of its ability. However, the district will not be responsible for replacement or reimbursement for the loss or theft of electronic devices.

Reporting and Enforcement

Beginning September 1, 2026, the District will publish an annual report summarizing enforcement, including non-identifiable demographic data and any analysis of disparities in enforcement, along with mitigation plans if necessary.

Behavioral Expectations and Consequences

Students' use of personal electronic devices shall continue to comply with the District's Student Use of Computerized Information Resources (Acceptable Use) Policy, 7315, and the Student Use of Personal Technology Policy, 7316. Students shall not use devices to invade privacy, harass, intimidate, bully, or violate the Code of Conduct.

Violations of this policy may result in:

- Confiscation of devices.
- Disciplinary actions include detention, restorative practices, suspension, or revocation of device privileges.
- Additional consequences as outlined in the Code of Conduct.

Implementation and Communication

To ensure understanding and consistent enforcement of this policy:

- The policy will be communicated clearly through student and parent orientations, assemblies, parent nights, student handbooks, newsletters, signage throughout school buildings, and prominently on the District website.

- All staff will be trained and expected to consistently reinforce the policy and model appropriate behavior.

- Specific student support will be provided, including educating students on the importance of the policy for reducing cyberbullying, promoting face-to-face social interaction, reducing anxiety and social comparison, and creating a safer, more respectful learning environment.

- Students in all grades are expected to maintain their cell phone or other internet enabled device in their assigned locker. Students, especially at the middle school and high school levels, will receive support and instruction on locker use and securing personal belongings to comply with the policy. To facilitate communication with parents/guardians, the District has implemented the ThinkTech software platform. Parents/guardians who need account information or assistance accessing ThinkTech are encouraged to contact their school's main office.

- Recognizing challenges related to anxiety and withdrawal symptoms associated with limiting device use, alternative communication methods such as emailing students will be encouraged.

Enforcement and Student Support

- At the start of the year, a phased approach will allow students to place cell phones in lockers as a reminder, with progressive disciplinary enforcement to follow.

- The District may explore appropriate times and designated areas where limited device use may be allowed, aligned with the law and educational goals.

VII. STUDENT APPEARANCE CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other District personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. The school setting is defined as both in-person and online or virtual learning experiences.

A student's dress, grooming, and appearance, including accessories, hair style, body piercings, and tattoos, shall:

1. Be safe, and appropriate, and not substantially disrupt or interfere with the educational process.
2. Recognize that extremely brief and see-through garments may not be appropriate if there is a substantial disruption to the learning environment.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of hats and headgear (including hoods) in the classroom except for a medical or religious purpose.
6. Not include items that are vulgar, obscene, provocative, libelous, or that denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco, vaping, illegal drugs or reference to illegal drugs (e.g. Cookies) and/or encourage other illegal, violent activities with or without weapons.

Each Building Principal/designee shall be responsible for informing all students and their parents of the student appearance code at the beginning of the school year and any revisions to the appearance code made during the school year. Any staff member who believes a student to be in violation of the appearance code should report the student to the building administration or counselor as soon as possible. The building principal or designated building administrator will be the final authority on the appearance code.

Students who violate the student appearance code will meet with the building principal/designee to discuss modification of their appearance. Any student who refuses to do so shall be subject to accountability and restorative practices as outlined in the Code of Conduct. If after restorative principles have been implemented the student continues to refuse to comply with the appearance code, they shall be subject to consequences for their behavior.

VIII. PROHIBITED STUDENT CONDUCT

The District expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, District personnel and other members of the school community, and for the care of school facilities and equipment with the goal of making school a community free of violence intimidation, bullying, harassment, and discrimination. Exclusion from the school environment and suspension will only be used when necessary to protect the safety of students and staff or when all other measures have been exhausted.

The best accountability measures are self-imposed when students learn to assume and accept responsibility for their own behavior, as well as the consequences of their mistakes or behavior. District personnel who interact with students are expected to use accountability measures only when necessary and to place emphasis on educating students so that they may learn from their behavior and help them grow.

The District recognizes the need to make its expectations for student behavior while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others.

Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their behavior. Students may be subject to accountability measures, up to and including, in extreme or repeated occurrences, suspension from school, when they:

A. Engage in conduct that is disorderly.

Examples of this type of behavior include, but are not limited to:

1. Running or otherwise unsafe behavior in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the District's Student Use of Computerized Information Resources (Acceptable Use) Policy, 7315.

B. Engage in conduct that is insubordinate.

Examples of this type of behavior include, but are not limited to:

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

C. Engage in conduct that is disruptive.

Examples of this type of behavior include, but are not limited to:

1. Endangering the health and safety of other students or staff or interfering with classes or District activities.
2. Engaging in harassing conduct, verbal threats, intimidation, or abuse.
3. Communication by any means, including oral, written or electronic (such as through the internet, email or texting) off school property, where the content of such communication:

    a. Can reasonably be interpreted as a threat to commit an act of violence on school property; or,
    b. Results in material or substantial disruption to the educational environment.

D. Engage in conduct that is violent.

Examples of this type of behavior include, but are not limited to:

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

E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others.

Examples of such this type of behavior include, but are not limited to:

1. Attempting to engage in or perform an act of violence.
2. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
3. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
4. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
5. Discrimination, which includes, but it is not limited to, using race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability to deny rights, equitable treatment or access to facilities available to others.
6. Harassment (or Bullying/Cyberbullying), is the creation of a hostile environment by conduct or threats, intimidation or abuse. (Dignity for All Students Act Policy, 7550 and, Sexual Harassment of Students Policy, 7551.)
7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
8. Sexual harassment, which includes unwelcome sexual advances; requests for sexual favors; taking, sending or receiving sexually explicit videos, pictures or auditory recordings; and other verbal or physical conduct or communication of a sexual nature.
9. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
10. Hazing, which includes an induction, initiation or membership process involving harassment.
11. Selling, using, distributing or possessing obscene material.
12. Using vulgar or abusive language, cursing or swearing.
13. Smoking a cigarette, cigar, pipe, electronic cigarette, or using chewing or smokeless tobacco.
14. Possessing, consuming, selling, attempting to sell, offering, manufacturing, distributing or exchanging alcoholic beverages, tobacco, tobacco products, nicotine products, e-cigarettes, vaping products or devices, or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs, or being under the influence of any such substance on school property or at a school function.. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, fentanyl, steroids, look-alike drugs, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as "designer drugs" which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.
15. Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs.
16. Gambling.

17. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
18. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

F. Engage in behaviors otherwise prohibited by this section while on a school bus.

It is crucial for students to behave appropriately while riding on District buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for school behavior and to remain seated, keep objects and body parts inside the bus, and to obey the directions from the bus driver or monitor. Excessive noise, pushing, shoving and fighting will not be tolerated.

G. Engage in any form of negative academic behavior.

Examples of negative academic behavior include but are not limited to:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Accessing other users' accounts or network storage and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.
6. Assisting another student in any of the above actions.

H. Engage in off-campus behavior that interferes with or can reasonably be expected to substantially disrupt the educational process in the school or school function.

Such misbehavior includes, but isn't limited to, threatening or harassing students or school personnel through any means off campus, including cyberbullying (Dignity for All Students Act (DASA) Policy, 7550 and, Sexual Harassment of Students Policy, 7551).

IX. ANTI-BULLYING AND HARASSMENT POLICY

Definition of Bullying

At Lewiston-Porter Central Schools, bullying is defined as any intentional behavior, whether physical, verbal, electronic, or social, that harms, intimidates or coerces, including conduct involving artificial intelligence (AI), such as the creation, manipulation, or distribution of AI-generated content intended to intimidate, harass, threaten, humiliate, or harm students, staff, or members of the school community. Examples include:

- AI-generated or digitally altered images;
- deepfake images or videos;
- fabricated screenshots;
- impersonation through AI or digital platforms;
- distribution of private or intimate images without consent;
- AI-generated sexually explicit images;
- threats or intimidation using AI-generated content;
- creation or dissemination of humiliating or deceptive digital content intended to embarrass, harass, intimidate, or harm another individual.

Bullying involves a power imbalance, where the aggressor exerts control over the target through aggressive actions such as name-calling, threats, exclusion, spreading rumors, or cyber harassment.

Harassment and bullying shall mean the creation of a hostile environment by conduct or by threats, intimidation, or abuse, including cyberbullying, that:

- Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or benefits, or mental, emotional, or physical well-being; or

- Reasonably causes or would reasonably be expected to cause a student to fear for their physical safety; or

- Reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or

- Occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

Acts of harassment and bullying include, but are not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. For this definition, the term “threats, intimidation, or abuse” includes verbal and non-verbal actions.

Where the term 'bullying' is used, even if not explicitly stated, such term includes cyberbullying, meaning harassment or bullying that occurs through any form of electronic communication.

Bullying is deliberate behavior that negatively impacts the safety, well-being, and learning environment of students.

Reporting Bullying

Lewiston-Porter encourages all students, staff, and families to report bullying promptly to ensure a safe and respectful school environment. Reporting can be done by:

- Speaking directly with any teacher, counselor, social worker, or administrator.
- Contacting building principals or designated safe zone staff.
- Using the anonymous tipline available on the district website, which allows students and community members to report bullying confidentially and without fear of retaliation.

Every report is taken seriously, investigated promptly, and handled with sensitivity and confidentiality in accordance with applicable laws and district policy.

Anti-Retaliation

The Lewiston-Porter Central School District prohibits retaliation against any student, employee, parent, volunteer, or other individual who, in good faith:

- reports bullying, harassment, discrimination, intimidation, abuse, or other misconduct;
- participates in an investigation;
- serves as a witness; or
- assists another individual in making a report.

Retaliation may include, but is not limited to:

- threats;
- intimidation;
- social exclusion or ostracizing;
- rumor-spreading;
- cyber harassment;
- pressure to withdraw or alter a complaint;
- interference with an investigation; or
- any adverse action intended to discourage reporting.

Reports of retaliation will be investigated promptly and may result in disciplinary or corrective action independent of the original complaint.

Consequences for Harassment and Bullying

Lewiston-Porter employs a progressive disciplinary approach designed to address and prevent bullying behavior effectively. Consequences escalate rapidly with the severity and frequency of incidents, emphasizing accountability and the safety of all students. Examples include:

- **First Offense:** Verbal warning, mediation, counseling support, parental notification, or formal discipline including detention, in-school suspension, or out-of-school suspension (dependent on circumstance, frequency, and severity).

- **Second Offense:** Formal disciplinary action, including parental notification, in-school suspension, out-of-school suspension, and development of an individualized behavior plan.

- **Ongoing or Severe Offenses:** Formal discipline including mandatory long-term suspension, referral to alternative learning environments, and permanent removal from school, especially in cases involving physical harm or cyberbullying.

The district recognizes the significant emotional and psychological harm bullying can cause and is committed to ensuring consequences reflect the seriousness of the behavior.

Designated Safe Zones and Student Support

Each school building designates safe zones where students can seek immediate refuge and support, including:

- School Counselor and Social Worker Suites

- Building Main Offices

Safe zones are staffed by trained professionals who provide guidance, intervention, and assistance in matters related to bullying.

To increase awareness and access to these safe zones, the district conducts:

- Class meetings informing students about DASA, student rights under DASA, safe zones and how to access them.

- Social worker “push-in” support and tours at the PEC.

- Grade-level assemblies reinforcing safe zone information and bullying prevention.

Student Protective Measures

When appropriate, and consistent with protecting the rights of all individuals involved, the District may implement supportive measures while a report is being reviewed. Depending upon the circumstances, these measures may include:

- no-contact directives;
- classroom or seating adjustments;

- hallway, lunch, recess, transportation, or extracurricular supervision plans;
- schedule modifications;
- counseling or mental health support;
- academic flexibility;
- digital safety planning;
- periodic student check-ins; and
- other reasonable measures designed to support student safety and continued access to education.

Supportive measures are not disciplinary in nature and may be implemented regardless of whether a formal investigation has concluded.

Educational Programming on Bullying

Lewiston-Porter delivers age-appropriate programming to educate students about the impact of bullying and promote respectful behavior:

- **Grades K-5:** Foundations of respect, empathy building, recognizing bullying behaviors, and peer support strategies.

- **Grades 6-8:** Understanding cyberbullying, digital citizenship, conflict resolution, and fostering inclusive school communities.

- **Grades 9-11:** Deepening awareness of cyberbullying consequences, legal implications, mental health effects, and empowering student leadership in prevention efforts.

Additional initiatives include:

- **DASA Education:** Informing students and parents about rights and responsibilities under the Dignity for All Students Act.

The Dignity Act Coordinator(s) are as follows:

  - Ms. Andrea Tamarazio, 716-286-7295 (Secretary: 716-286-7265)
  - Ms. Emily Adamson, Primary Education Center (PEC) Dignity Act Coordinator:
  - 716-754-8281 ext. 7282 (Main Office 716-286-7220)
  - Ms. Emily Brook, Intermediate Education Center (IEC) Dignity Act Coordinator:
  - 716-754-8281 ext. 3100 (Main Office 716-286-7252)
  - Ms. Kathleen Stack, Middle School (MS) Dignity Act Coordinator:
  - 716-754-8281 ext. 5119 (Main Office 716-286-7201)
  - Ms. Petrina DiVincenzo, High School (HS) Dignity Act Coordinator:
  - 716-754-8281 ext. 2128 (Guidance Office 716-286-7259)

- **Digital Citizenship Education:** Teaching responsible online behavior, digital footprints, privacy, and respectful communication, in partnership with parents.

- **Peer Support and Bystander Intervention:** Training student peer leaders to model respectful behavior and safely intervene; recognizing positive bystander actions.
- **Social Emotional Learning (SEL):** Integrating empathy, emotional regulation, conflict resolution, and resilience-building into weekly classroom activities.
- **Parent Engagement:** Providing information and educational opportunities for parents on bullying and cyberbullying prevention.

Data Collection and Transparency

The District collects, monitors, and shares summary data on bullying incidents to enhance awareness, inform policy, and promote ongoing improvement.

District-Wide Anti-Bullying Messaging

The district maintains consistent and visible messaging against bullying through:

- Official social media communications.
- Posters and digital signage throughout school buildings.
- Inclusion of anti-bullying policies and resources in student handbooks, newsletters, and the district website.

This continuous visibility reinforces Lewiston-Porter's commitment to a safe, inclusive, and supportive educational environment for all students.

X. REPORTING VIOLATIONS

Lewiston-Porter Central Schools is committed to fostering a safe and inclusive community free from violence, intimidation, bullying, harassment, and discrimination. To achieve this goal, **all students, staff, parents, and community members are strongly encouraged to report any violations of the Code of Conduct promptly**.

Anonymous Reporting

The District prominently features an **anonymous tip line on its website** to provide a confidential, safe way for anyone to report incidents, especially those involving harassment, bullying, or other behaviors that threaten the health, safety, and welfare of students and staff. We encourage stakeholders to utilize this resource without fear of retaliation, as it plays a crucial role in identifying and addressing concerns promptly.

District Response

Upon receiving a report involving student safety, bullying, harassment, discrimination, or retaliation, District administrators will promptly assess the reported concern, implement reasonable supportive measures when appropriate, conduct an impartial review consistent with District procedures and applicable law, and communicate with families as permitted by law.

Reporting Procedures

- Students who witness or experience violations of the Code of Conduct should immediately report the incident to a teacher, school counselor, social worker, building principal, or their designee.
- Any student observing another student possessing a weapon, alcohol, illegal substance, or engaging in any dangerous behavior on school property or at a school function must report this information immediately to a staff member or administrator.
- All District staff are mandated to report any witnessed or known violations promptly. Staff authorized to impose accountability measures will do so fairly, promptly, and in accordance with law and District policy. Staff who are not authorized to impose consequences must report violations to their supervisor or the appropriate administrator for follow-up.

DASA Reporting and Investigations

In accordance with the **Dignity for All Students Act (DASA)**, all District personnel are required to report and document incidents of bullying, harassment, discrimination, or any conduct that creates a hostile environment. The District will **investigate every complaint fully and promptly**, regardless of how the report is made, to ensure the health, safety, and welfare of all students and staff.

Investigations will be handled confidentially and with sensitivity, consistent with legal requirements and the District's commitment to a supportive environment. The District will take appropriate corrective or disciplinary action based on the findings of each investigation.

Handling Weapons, Alcohol, and Illegal Substances

Any weapon, alcohol, or illegal substance found on school property or at school events will be confiscated immediately, if safe to do so. Parents or guardians of the involved student(s) will be notified promptly. Disciplinary consequences may include permanent suspension and referral to law enforcement or prosecution.

Law Enforcement Notification

The Principal or their designee is responsible for notifying the appropriate local law enforcement agency of any Code of Conduct violations that constitute a crime and substantially affect the order or security of the school. This notification must be made as soon as practicable and no later than the close of business on the day the violation is discovered.

XI. STUDENT ACCOUNTABILITY PHILOSOPHY, CONSEQUENCES, PROCEDURES AND REFERRALS

Historically, establishing accountability with students in schools has focused mainly on handing out punishments based on specific actions. These punishments include reprimands, loss of privileges, office referrals, detentions and suspensions.

However, understanding student accountability as a “teachable moment” is fundamental to a positive approach to growth with the ultimate goal of teaching pro-social behavior. Therefore restorative justice practices will be employed where appropriate, use conflict resolution, restitution to those harmed, and group, classroom, community and readmission process to address misbehaviors with the ultimate goal of teaching pro-social behavior. This approach seeks concurrent accountability and behavioral change.

Restorative practices include valuing and restoring relationships, repairing the harm done to affected parties, respecting others’ opinions, and reintegrating into the school community. Under this model, we ask:

- Who has been hurt?
- What are their needs?
- Whose obligations are these?

Essential to the implementation of restorative practices is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it caused;
- Understand what could have been done differently in the same situation;
- Take responsibility for their actions;
- Make reparations and or restitution to repair the harm done;
- Be given the opportunity to learn pro-social strategies/skills to use in the future; and
- Understand the progression of more increasingly punitive consequences may be imposed if the behavior reoccurs.

While there may be more traditional consequences in conjunction with teaching behavior expectations and treating student accountability as teachable moments, this is a more effective approach than merely reacting to specific events unless student behaviors pose an immediate or ongoing threat to the safety of other students and staff.

The District directs staff and administration to utilize restorative justice practices where appropriate in addressing student accountability issues.

In the application of restorative principles, restorative practices are voluntary and are intended to complement, not replace, appropriate disciplinary responses.

Restorative practices may not be appropriate where there are allegations involving:

- sexual misconduct;
- serious bullying or harassment;
- coercion;
- threats of violence;

- significant power imbalances; or
- circumstances in which participation could compromise a student's emotional or physical safety.

In such cases, protecting student safety remains the District's first priority.

~~the process is always voluntary for the students.~~ Any parent (or student over the age of eighteen {18}) can request to go to the traditional route but it is highly encouraged to follow in the restorative process. This may happen at any time during the process, or if a student is unwilling to accept responsibility for their actions and is not demonstrating a willingness to make amends.

Consequences are most effective when they deal directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use accountability measures only when necessary and to place emphasis on the student's ability to grow in self-discipline.
Consequences when necessary will be fair and consistent so as to be most effective in changing student behavior. In determining the appropriate disciplinary consequence, school personnel authorized to impose consequences will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

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

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education. Any consequences shall be administered consistent with the separate requirements of this Code of Conduct for holding students with a disability or presumed to have a disability accountable. A student identified as having a disability shall not be disciplined for behavior related to their disability, unless the consequence is consistent with the student’s individualized education plan (IEP).

A. Consequences

Practices which allow educators to address student accountability matters as opportunities for learning instead of punishment are expected by the District rather than a reliance on increasing punitive measures. When choosing interventions and consequences of student behavior; teachers, administrators, and staff must balance the District’s dual goals of eliminating school disruptions and maximizing student instruction time.

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

In conjunction with the list below, administration (with supports from counselors) can employ conflict resolution meetings, restitution to those harmed, and group, classroom, community, and/or re-entry circle. Except in limited circumstances, restorative justice practices will always be considered first in dealing with student behavioral issues.

Should a parent or student over the age of eighteen (18) opt-out of participating in the restorative practices or if restorative practices have not been effective with the student in question, the list below will be utilized to determine consequences.

Consequence	**Authorized School Personnel**
Oral warning	Any member of the District staff.
Written warning	Bus drivers, District staff, coaches, school counselors, teachers, Principal, Superintendent/designee.
Written notification to parent	Bus driver, District staff, coaches, guidance counselors, teachers, Principal, Superintendent/designee.
Detention	Teachers, Principal, Superintendent/designee.
Suspension from transportation	Principal, Assistant Superintendent for Administrative Services, Superintendent/designee.
Suspension from athletic participation	Coaches, Principal, Athletic Director, Superintendent/designee.
Suspension of other privileges	Principal, Superintendent/designee.
Alternative Learning Environment/In-school suspension	Principal, Superintendent/designee.
Removal from classroom by teacher	Teachers, Principal/designee.
Short-term (five days or less) suspension from school	Principal, Superintendent/designee.
Long-term (more than five days) suspension from school	Superintendent/designee.
Permanent suspension from school	Superintendent/designee.

B. Procedures

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

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

1. Detention

Teachers, Principals and the Superintendent may use after school detention as a consequence for student misbehavior in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a consequence only after the student's parent has been notified to confirm that there is no parental objection to the consequence and the student has appropriate transportation home following detention.

2. Suspension from transportation

If a student does not conduct themselves properly on a bus, the bus driver is expected to bring such behavior to the Principal's attention. Students who continue to have difficulty may have their riding privileges suspended by the Principal/designee or the Superintendent/designee.

In such cases, the student's parent will become responsible for seeing that their child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the District will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the Principal/designee to discuss the conduct and the consequence involved.

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

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

4. Extended Intervention Behavioral Plan

The District understands the importance of monitoring students after an incident in which the Code of Conduct has been violated. To that extent, a student may be placed on an Extended Intervention Behavioral Plan initially after the incident and/or after they have served any mandated suspension. The plan will allow the District to monitor the student's behavior for an extended time, not to exceed one school year. Depending upon when the plan is initiated, it may carry into the following school year.

5. Alternative Learning Environment (ALE)/In-school Suspension

The District recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the District authorizes Principals and the Superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in an ALE/In-school suspension. The ALE/in-school suspension teacher will be a certified teacher.

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

6. Teacher Removal from class of Disruptive Students

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

1. Short-term "time out" in an elementary classroom or in an administrator's office;
2. Sending a student into the hallway briefly;
3. Sending a student to the Principal's office for the remainder of the class time only; or
4. Sending a student to a guidance counselor or other District staff member for counseling.

Time-honored classroom management techniques such as these do not constitute removals for purposes of this code.

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

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

A classroom teacher may remove a disruptive student from class for up to two (2) days. The removal from class applies to the class of the removing teacher only.

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

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why they were removed from the classroom and give the student a chance to present their version of the relevant events within twenty-four (24) hours.

The teacher must complete a District established form and meet with the Principal/designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the Principal/designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the Principal/designee prior to the beginning of classes on the next school day.

Within twenty-four (24) hours after the student's removal, the Principal/designee must notify the student's parent, in writing, that the student has been removed from class and why. The notice must also inform the parent that they have the right, upon request, to meet informally with the Principal/designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within twenty-four (24) hours of the student's removal at the last known address for the parent. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The Principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the Principal/designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within forty-eight (48) hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal.

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

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

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

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until they are permitted to return to the classroom.

Each teacher must keep a complete log (on a District provided form) for all cases of removal of students from their class. The Principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from their class until they have verified with the Principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

7. Suspension from School

Suspensions will be limited to students who pose an immediate or ongoing threat to oneself or others or are repeatedly substantially disruptive or for whom restorative practices have not been effective.

Suspension from school is a severe consequence, which may be imposed only upon students whose conduct otherwise endangers the safety, morals, health or welfare of others.

Suspensions will be used to the minimum degree necessary to promote improved student behavior and maximize student attendance.

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

Any staff member may recommend to the Superintendent or the Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal or the Superintendent for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The Superintendent or Principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

Students who participate in restorative practices ending in a restorative conference and written agreement may be permitted to return to school. Early return is entirely at the discretion of the District.

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

When the Superintendent/Principal (referred to as the "suspending authority") proposes to suspend a student charged with behavior for five (5) days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the behavior the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within twenty-four (24) hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the Principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the Principal may establish.

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

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

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

When the Superintendent determines that a suspension for more than five (5) days may be warranted, they shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against them and the right to present witnesses and other evidence on their behalf.

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

An appeal of the decision of the Superintendent may be made to the Board, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within thirty (30) days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within thirty (30) days of the decision.

c. Permanent suspension

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

d. Procedure After Suspension

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

C. Minimum Periods of Suspension

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

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one (1) calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one (1) year suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the following:

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

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

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

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least one (1) day. If the proposed consequence is the minimum one (1) day suspension, the student and the student's parent/guardian will be given the same notice and opportunity for an informal conference given to all students' subject to a short-term suspension. If the proposed consequence exceeds five (5) day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students' subject to a long-term suspension. The Superintendent has the authority to modify the minimum one (5) day suspension on a case-by-case basis. In deciding whether to modify the consequence the Superintendent may consider the same factors considered in modifying a one (1) year suspension for possessing a weapon.

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

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least one (1) day. For purposes of this Code of Conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law § 3214 (3-a) and this Code on four or more occasions during a semester, or three (3) or more occasions during a trimester. If the proposed consequence is the minimum one (1) day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students' subject to a short-term suspension. If the proposed consequence exceeds a five (5) day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students' subject to a long-term suspension. The Superintendent has the authority to modify the minimum one (1) day suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the same factors considered in modifying a one (1) year suspension for possessing a weapon.

D. Referrals

1. Counseling

The School Counseling Office shall handle all referrals of students to counseling.

2. PINS Petitions

The District may file a PINS (person in need of supervision) petition in Family Court on any student under the age of eighteen (18) who demonstrates that they require supervision and treatment by:

a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
c. Knowingly and unlawfully possesses a controlled substance in violation of Penal Law § 220.03 or marijuana in violation of Penal Law § 222.25. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

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

The District may take other actions to assist students in managing their behavior, including referrals to or partnerships with community resources.

XII. ALTERNATIVE MEANS OF INSTRUCTION

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

XIII. ACCOUNTABILITY FOR STUDENTS WITH DISABILITIES

The District recognizes that it may be necessary to suspend, remove or otherwise issue consequences for students with disabilities who violate the District's student Code of Conduct, and/or to temporarily remove a student with disabilities from their current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The District will employ conflict resolution practices as appropriate for a particular student. Restorative practices will be considered first in dealing with these issues, as long as the student with disabilities is able to meaningfully participate in the process and such practices are allowable under their IEP.

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

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

A. Definitions

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

1. **Behavioral intervention plan** (BIP) means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.
2. **Controlled substance** means a drug or other substance abuse identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
3. **Change in placement** means a suspension or removal from a student's current educational placement that is either:

    a. For more than ten (10) consecutive school days; or
    b. For a period of ten (10) consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than ten (10) school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.

4. **Illegal drug** means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed healthcare professional, or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.
5. **Interim alternative educational setting** (IAES) means a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. An IAES must allow a student to continue to receive educational services that enable them to continue to participate in the general curriculum and progress toward meeting the goals set out in the student's individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.
6. **Manifestation review** means a review of the relationship between the student's disability and the behavior subject to accountability required when the action results in a change of placement, and conducted in accordance with requirements set forth later in this policy.
7. **Manifestation team** means a District representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the committee on special education as determined by the parent and the District.
8. **Removal** means a removal of a student with a disability for accountability reasons from their current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.
9. **School day** means any day, including a partial day, that students are in attendance at school for instructional purposes.
10. **Serious bodily injury** means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
11. **Student presumed to have a disability for discipline purposes** means a student who, under the conditions set forth later in this policy, the District is deemed to have had knowledge was a student with a disability before the behavior that precipitated the imposition of consequences.
12. **Suspension** means a suspension pursuant to §3214 of New York's Education Law.
13. **Weapon** means the same as the term "dangerous weapon" under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury.

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

The District, Board of Cooperative Educational Services (BOCES) District Superintendent, Superintendent or a Building Principal with authority to suspend students under the Education Law may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five (5) consecutive school days.

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten (10) consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent determines that the student's behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten (10) consecutive school days in the same school year for separate incidents of behavior, as long as the suspensions do not constitute a change of placement.

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten (10) consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may hold the student accountable in the same manner and for the same duration as a non-disabled student.

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

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

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

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

1. In cases involving the suspension or removal of a student with a disability for a period of five (5) consecutive school days or less, the student's parents or persons in parental relation to the student will be notified of the suspension and given an opportunity for an informal conference in accordance with the same procedures that apply to such short term suspensions of non-disabled students.

2. The suspension of students with disabilities for a period in excess of five (5) school days will be subject to the same due process procedures applicable to non-disabled students, except that the student hearing conducted by the Superintendent or a designated hearing officer shall be bifurcated into a guilt phase and a penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of their disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be held accountable in the same manner as a non-disabled student, except that they will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

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

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

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

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

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

E. Parental Notification of a Change of Placement

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

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

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

G. Manifestation Determination Review

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

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

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

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

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

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

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

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

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

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

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

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

2. During subsequent suspensions or removals of up to ten (10) school days that in the aggregate total more than ten (10) school days in a school year but do not constitute a change in placement, the District will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement.

In addition, during such periods of suspension or removal the District will also provide students with disabilities services necessary for them to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

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

   In such an instance, the committee on special education will determine the appropriate services to be provided.

I. Students Presumed to Have a Disability for Accountability Purposes

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

If it is claimed that the District had such knowledge, it will be the responsibility of the Superintendent, Building Principal or other authorized school official imposing the suspension or removal in question for determining whether a student will not be presumed to be a student with a disability if the district has record or knowledge of any of the following regarding the student:

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

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

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

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

J. Expedited Due Process Hearings

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

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

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

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

K. Referral to Law Enforcement and Judicial Authorities

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

XIV. CORPORAL PUNISHMENT

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

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

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

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

XV. STUDENT SEARCHES AND INTERROGATIONS

The District is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a consequence on a student may question a student about an alleged violation of law or the District Code of Conduct. Students are not entitled to any sort of “Miranda” type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

The District authorizes the Superintendent, Building Principals, the school nurse and District security officials to conduct searches of students and their belongings, in most instances, with exceptions set forth below in paragraphs A and B, if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the District Code of Conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the District employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that they possess physical evidence that they violated the law or the District Code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and other School Storage Places

The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Strip Searches

A strip search is a search that requires a student to remove any or all of their clothing, other than outerwear. Strip searches are intrusive in nature and are not permissible.

C. Treatment of Cell Phones

Teachers and administrators are authorized to confiscate student cell phones that are being used in violation of the Code of Conduct and/or Student Use of Computerized Information Resources (Acceptable Use) Policy, 7315) and Student Use of Personal Technology Policy, 7316.

D. Police Involvement in Searches and Interrogations of Students

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

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

Before police officials are permitted to question or search any student, the Principal/designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted, unless the student is 16 years of age or older. The Principal/designee will also be present during any police questioning or search of a student on school property or at a school function.

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

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

E. Child Protective Services Investigations

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

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

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

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

XVI. VISITORS TO SCHOOLS

The District recognizes that the success of the school program depends, in part, on support by the larger community. The District wishes to foster a positive climate where members of the community have the opportunity to observe the hard work and accomplishments of the students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Principal/designee is responsible for all persons in the building and on the grounds. For these reasons, the following expectations apply to visitors to the schools:

A. Anyone who is not a regular staff member or student of the school will be considered a visitor.
B. All visitors to the school must enter through the designated single point of entry and report to the office of the Principal upon arrival at the school. There they will present photo identification, sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the badge to the main entry point before leaving the building.
C. Visitors attending school functions that are open to the public after regular school hours, such as parent-teacher organization meetings or public gatherings, are not required to sign-in.
D. Parents or citizens who wish to observe a classroom or school activity while school is in session must arrange such visits in advance with the classroom teacher(s) and Building Principal.
E. Teachers will not be able to take class time to discuss individual matters with visitors.
F. Any unauthorized person on school property will be reported to the Principal/ designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
G. All visitors are expected to meet the expectations for public conduct on school property contained in this Code of Conduct.

XVII. PUBLIC CONDUCT ON SCHOOL PROPERTY

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

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

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

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school District property or the personal property of a teacher, administrator, other District employee or any person lawfully on school property, including graffiti, starting fires, or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this Code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, offer, manufacture, distribute or exchange alcoholic beverages, controlled or illegal substances or any synthetic versions (whether or not specifically illegal or labeled for human consumption), or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school District.
11. Consume, sell, distribute or exchange cigarettes, cigars, pipes, electronic cigarettes, vaping products or devices, or use chewing or smokeless tobacco.
12. Loiter on or about school property.
13. Gamble on school property or at school functions.

14. Refuse to comply with any reasonable order of identifiable school District officials performing their duties.
15. Willfully incite others to commit any of the acts prohibited by this code.
16. Violate any federal or state statute, local ordinance or District policy while on school property or while at a school function.

B. Consequences

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

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

C. Enforcement

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

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

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

XVIII. DISSEMINATION AND REVIEW

A. Dissemination of Code of Conduct

The District will work to ensure that the community is aware of this Code of Conduct by:

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

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

B. Review of Code of Conduct

The District will review this Code of Conduct every year and update it as necessary. In conducting the review, the District will consider how effective the code's provisions have been and whether the Code has been applied fairly and consistently.

The District may appoint an advisory committee to assist in reviewing the Code and the District's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the code, the District will hold at least one (1) public hearing at which school personnel, parents, students and any other interested party may participate.

The Code of Conduct and any amendments to it will be filed with the Commissioner of Education, in a manner prescribed by the Commissioner, no later than thirty (30) days after adoption.

Public Hearing date: 07/27/2026
Adoption date: 08/31/2026

Lewiston-Porter Central School District

Our Purpose. Your Pathway. Our Promise.

DRAFT Board of Education Goals 2026-2027

NA-5 2026-27 Draft Board Goals

Strategic Plan 2025-30: Our Mission: One Purpose. Your Pathway. Our Promise.

- Support each learner in defining success in their own way. We will accomplish this by supporting students' individual pathways and empowering students to advocate for their learning.
- Design innovative environments that support learners in achieving their personalized goals. We will accomplish this by fostering flexible and differentiated learning environments that engage all students in applied and experiential learning
- Build a culture and climate that supports the needs of all Lewiston-Porter community members. We will accomplish this by fostering an inclusive and supportive culture that values the diverse needs of students, staff, families, and community members

ACTIONS	TIMELINE	SUCCESS INDICATORS	PROGRESS BY 6/30	NEXT STEPS
Goal 1 Defining Student Success Through High Expectations, Fiscal Stewardship, and Strategic Planning. The Board of Education will ensure every student has access to high-quality educational opportunities while maintaining long-term fiscal stability through responsible stewardship of District resources, strategic planning, continuous evaluation of District programs, and advocacy for public education.				
Continue implementation of the District Strategic Plan, ensuring programs and initiatives remain aligned with the District Mission, Vision, Portrait of a Graduate, and Board priorities.	**September 2026** • Review prior year's Board Goal accomplishments. • Establish annual Strategic Plan monitoring calendar. **October 2026** • Present alignment matrix showing District initiatives aligned to Strategic Plan priorities. **Quarterly** • October • January • April • June Board reviews implementation progress.	• 100% of Strategic Plan initiatives are aligned with Board priorities. • Quarterly implementation reports are presented. • Annual review demonstrates all initiatives are on-track or completed. • Board adjusts success indicators and next steps throughout the year as appropriate. • By October 31, 2026, publish an alignment matrix mapping 100% of active programs and initiatives to at least one Strategic Plan objective and one Portrait of a Graduate attribute. • By June 30, 2027, report that ≥100%of the current year's Strategic Plan action steps are complete or on-track.		
Review instructional programs and student support services to ensure resources are allocated efficiently while maintaining educational excellence.	• October-November Program reviews begin. • January-February Budget implications reviewed. • March-April Recommendations incorporated into budget.	• Program reviews completed for all major instructional areas scheduled for review. • Recommendations preserve core student programming. • Student performance remains stable or improves.		

	• June Year-end evaluation.	• Recommendations align with budget priorities identified at budget development work sessions January - May		

Support implementation of New York Inspires graduation requirements while preparing the District for future NYSED instructional changes.	• Novemeber
	  ○ Board update on changes to Commissioner Regulation Part 100.
	• February
	  ○ Implementation update.
	• May
	  ○ Presentation on NYSED guidance.
	  ○ Review implementation status.
		• Minimum of three Board updates.
		• Staff professional learning on changes implemented.
		• Graduation pathway planning begins at HS aligned with NYSED guidance.
		• Board remains informed of major NYSED changes.		

Monitor student achievement, attendance, and graduation pathways	• October Fall Data Dashboard • January Mid-Year Dashboard • April Spring Dashboard • June Annual Summary	Three comprehensive data dashboards presented. Chronic absenteeism reduced by 2-3% based on the 25-26 baseline. Reviewed the 25-26 graduation rate and maintained it at or above 95% for 26-27. Benchmark assessments in ELA and math k-12 demonstrate growth.		
Evaluate staffing, programming, and operational efficiencies utilizing the Five-Year Financial Plan.	• October Enrollment review. • January Staffing analysis. • February-March Budget workshops. • April Budget adoption. • June Financial review.	• Balanced budget adopted. • Budget gap reduced from projections. • Staffing aligned with enrollment. • Reserve levels maintained. • Multi-year projections continually updated through process.		

Maintain a balanced approach to budget development that protects student opportunities while addressing future fiscal challenges.	Budget work sessions per district calendar.	• Adopt a 2027–28 budget in time for the statutory budget hearing and May 2027 public vote that stays within the tax levy limit and uses no more than 2.5 million in fund balance • Achieve voter approval on the May 2027 budget vote		
Continue to pursue grants, partnerships, and alternative revenue opportunities that support District priorities.	• Ongoing 26-27 school year 2026–27.	• Formalize at least 2 new private or public partnerships (including promoting classroom and instructional seats through O/N BOCES), reported to the Board by June 30, 2027.		

Lewiston-Porter Central School District

Our Purpose. Your Pathway. Our Promise.

DRAFT Board of Education Goals 2026-2027

Strategic Plan 2025-30: Our Mission: One Purpose. Your Pathway. Our Promise.

- Support each learner in defining success in their own way. We will accomplish this by supporting students' individual pathways and empowering students to advocate for their learning.
- Design innovative environments that support learners in achieving their personalized goals. We will accomplish this by fostering flexible and differentiated learning environments that engage all students in applied and experiential learning
- Build a culture and climate that supports the needs of all Lewiston-Porter community members. We will accomplish this by fostering an inclusive and supportive culture that values the diverse needs of students, staff, families, and community members

ACTIONS	TIMELINE	SUCCESS INDICATORS	PROGRESS BY 6/30	NEXT STEPS
Goal 2: Innovative Learning Environments. The Board of Education will continue to invest in safe, innovative, and engaging learning environments while strengthening communication, transparency, public engagement, and strategic planning to enhance community confidence in the District. This goal reflects the Board's desire to expand communication, increase visibility within the community, strengthen partnerships both private and public, and actively engage students in District governance.				
Increase Board visibility and community engagement.	Monthly ● Monthly Board communication. ● Student Ex-Officio report. ● At least 4 recognitions of students/staff. ● Work with building principals to create board engagement with classroom teaching and learning. Triennally ● Key Communicators meeting. June ● Student Ex Officio exit meeting ● Evaluate community engagement.	● Student ex officio participates throughout the year with report-out, plus questions and answers with BoE at each meeting. ● Ex officio BoE member engages in exit meeting with Superintendent and BoE President ● Positive community feedback increases. ● Increased attendance at Board meetings. ● Student learning engagement with BoE at least twice per year ● Key Communicators: 10% -20% increase in participation (4-8 new attendees per meeting). ● Community survey reflects improved understanding of Board priorities.		
Continue implementing the District Communication Plan, with an emphasis on proactive communication and transparency.	**September 2026** ● Review and update the District Communication Plan. ● Present annual communication calendar to the Board.	● Minimum of 10 District-wide communications distributed during 2026-27. ● Minimum of 10 Board messages published. ● Acknowledge public/media inquiries within one business day. ● At least 65% of community survey respondents indicate they feel well informed regarding District initiatives.		

	Monthly • Publish at least one District-wide communication. • Publish monthly Board of Education message highlighting Board actions, recognitions, student achievements, and major District initiatives. • Utilize Facebook, the District website, and other digital platforms. **Quarterly** • Review communication metrics with the Board. **June 2027** • Evaluate annual effectiveness.	• Annual communication report presented to the Board.		
Expand and enhance the District website to improve accessibility, usability, and stakeholder engagement.	**Fall 2026** • Complete website accessibility review with O/N BOCES personnel assigned to LP. • Identify improvements needed, if any. **Winter 2026-27** • Implement navigation/interactive improvements. **Spring 2027** • **C**omplete accessibility remediation.	• Working with O/N BOCES media services assigned to LP, determine if the website meets **WCAG 2.1 AA** accessibility standards. • Work with O/N BOCES media support personnel to ensure three-click access to all high-demand information. • Increase website traffic over 2025-26 baseline data from O/N BOCES data on LP website • Annual website evaluation completed.		
Expand digital communication and celebrate student achievement through social media.	• Weekly throughout school year • Monthly Board review of communication analytics • June annual report	• Minimum of 3 District posts each week • 3 building-level posts each week per building • Increase District followers by 10% (baseline established 25-26 data). • Increase community engagement rate by 10% (baseline established 25-26 data). • Student achievements highlighted throughout the year. • Interactive student projects are actively sought with building administration		

Lewiston-Porter Central School District

Our Purpose. Your Pathway. Our Promise.

DRAFT Board of Education Goals 2026-2027

Expand opportunities for community engagement, Board visibility, and student voice.	Monthly • Student Ex-Officio reports to the Board. • Student recognitions. • Board communication updates. Quarterly • Key District Communicators meetings. • Board representation at Town and Village meetings. • Student government participation with municipal leaders where appropriate. June • Evaluate Ex-Officio program. • Review community engagement efforts.	• Student Ex-Officio provides reports at 100% of regular Board meetings. • Key District Communicators meet at least quarterly. • Board representation at a minimum of six municipal/community meetings. • Student participation in at least two community government meetings. • Ex-Officio evaluation completed with recommendations. • Community survey demonstrates increased confidence in District communication.		
Explore livestreaming and archiving Board meetings to increase transparency and public access.	• September Review technology and costs. • October Board decision. • November-June Implementation.	• Livestream at least nine Board meetings. • Livestream three Budget Workshops. • Archived meetings posted within 48 hours. • Annual usage analytics presented to Board.		
Continue implementing technology, safety, and security improvements that support teaching and learning.	• Quarterly implementation updates • June completion report	• Complete 100% of scheduled technology and safety projects. • Projects completed within approved budget. • Regular technology and safety report presented to Board by Boe members on the Safety Committee and Health and Wellness Committee.		
Advance planning and public engagement for the District's anticipated 2028 Capital Improvement Project.	Fall Superintendent reviews suggested scope from % year Building Condition survey based on engagement with architect and financial planner	• Hold at least two public discussions at BoE meeting fall/Winter • Present preliminary project scope to Board. • Present Greenway portion of project to BoE • Prioritized capital needs list completed.		

	Winter Superintendent reports out on Greenway portion of project and Greenway presentation Spring Project refinement. June Board presentation.			

Lewiston-Porter Central School District

Our Purpose. Your Pathway. Our Promise.

DRAFT Board of Education Goals 2026-2027

Strategic Plan 2025-30: Our Mission: One Purpose. Your Pathway. Our Promise.

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ACTIONS	TIMELINE	SUCCESS INDICATORS	PROGRESS BY 6/30	NEXT STEPS
Goal 3: Climate, Culture, Leadership, and Governance. The Board of Education will foster a collaborative organizational culture through effective governance, leadership development, succession planning, transparent decision-making, and positive relationships with students, staff, bargaining units, and the community while ensuring organizational continuity during future leadership transitions.				
Continue to promote a positive organizational culture that supports students, staff, families, and the community.	• March Climate survey establishes new baseline for growth • June Board review.	• Climate survey administered to staff, students, and families. • Promote survey with goal of **25-30% response rate** from each stakeholder group. • Results presented publicly. • Identify improvement priorities for 2027-28.		
Recruit and successfully transition a permanent Assistant Superintendent for Administrative Services to strengthen District leadership capacity.	**October-November** Position posted; recruitment ongoing through NYSCOSS Local WNY admin leadership listservs **January** candidates application reviewed **February/March** Interview process **April** Candidate Selected/Offer made/BoE appointment **May/June** Onboarding based on candidate schedule **July 1** Start date. **July/August** Candidate mentoring process established.	• Recruitment completed according to timeline. • Board appointment made by April 2027. • Successful July 1 transition. • Leadership overlap/mentoring completed where feasible.		

Lewiston-Porter Central School District

Our Purpose. Your Pathway. Our Promise.

DRAFT Board of Education Goals 2026-2027

Continue supporting leadership development and succession planning (superintendency) across the organization.	**Fall** Succession planning. **Winter** Leadership pipeline review. **Spring** Mentoring updates. **June** Annual review.	• Succession discussions ongoing through BoE meetings • Internal Leadership development opportunities reviewed with BoE for potential internal candidates.		
Continue to review Board governance practices, policies, and professional development opportunities.	• Policy committee meeting schedule • Ongoing 26-27	• Board governance practices continue to improve through ongoing professional development. • The Policy Committee reviews and brings forward for adoption policy changes recommended by Erie BOCES Policy Pulse and at least 100% of the policy manual section 2000, Internal Operations, prioritizing policies within the Policy review cycle. • 100% of Board members complete at least 3-5 hours of governance professional development (NYSSBA virtual and in-person through annual conference)		
Maintain collaborative relationships with employee organizations while supporting fiscally responsible decision-making.	**Monthly** Labor-management meetings. **Quarterly** Board updates on meetings and negotiations. **June** Annual review.	• Quarterly reports provided on labor-management meetings. • Collective bargaining negotiations remain aligned with the Five-Year Financial Plan. • Agreements settled before expiration or within 90 days whenever practicable. • Positive collaborative relationships maintained with employee organizations.		
Monitor implementation of Board priorities and Strategic Plan initiatives through regular progress updates.	• Quarterly Board reviews. • December • March • June	• Written quarterly progress reports presented to the Board. • Progress posted publicly within five business days. • Board adjusts goals, success indicators, and next steps annually based on implementation progress.		

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Strategic Plan 2025-30: Our Mission: One Purpose. Your Pathway. Our Promise.

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We will build a culture and climate that supports the needs of all Lewiston-Porter community members.

DISTRICT GOALS 2026-2027 DRAFT

GOAL 1: Strategic Plan Goal Area 1 | PLC Commitment: Focus on Learning

Strengthen student achievement and ownership of learning by establishing clear expectations for what students should know and be able to do, using multiple measures of student growth to guide instruction and intervention, and providing meaningful opportunities for students to set goals, reflect on their progress, and prepare for successful pathways beyond the classroom.
During 2026–2027, the District will place particular emphasis on academic growth, student ownership, equitable access to intervention and enrichment, and development of the skills and experiences represented within Lewiston-Porter's Portrait of a Graduate.

ACTIONS	TIMELINE	SUCCESS INDICATORS	PROGRESS BY 06/30	NEXT STEPS
ELEMENTARY ACTIONS: **Action 1.1 — Strengthen Elementary Academic Achievement Through Consistent Data Use** Strengthen K–5 instructional decision-making through consistent use of MyView, Intro Math, common assessments, state assessment data, classroom evidence, and other appropriate measures. PLCs will use disaggregated data to identify student strengths, learning gaps, intervention needs, and enrichment opportunities.	• **September–October 2026:** Establish baseline achievement data and identify priority standards, student needs, and subgroup trends. • **Throughout 2026–27:** Review student data through PLC/common planning cycles and adjust instruction, intervention, and enrichment. • **January 2027:** Conduct a midyear review of student growth and effectiveness of interventions. • **June 2027:** Evaluate growth, subgroup performance, and effectiveness of instructional responses.	• K–5 PLCs regularly review common student performance data and document instructional responses. • MyView, Intro Math, NYSED assessment, and other appropriate data demonstrate measurable student growth. • Students identified below expectations receive documented intervention and progress monitoring. • Enrichment opportunities are expanded for students demonstrating readiness for advanced learning. • Achievement gaps among identified student groups are monitored and reduced where possible.		

ELEMENTARY ACTIONS: **Action 1.2 — Develop Student Ownership Through Goal-Setting, Reflection, and Leadership Portfolios** Continue development of age-appropriate K–5 student goal-setting and reflection practices, including Leadership Portfolios and a targeted pilot of student-led conferences.	• **September–November 2026:** Establish common expectations for student goal-setting, reflection, and Leadership Portfolio development. • **December 2026–March 2027:** Implement portfolio practices and pilot student-led conferences with selected classrooms/student groups. • **April–June 2027:** Evaluate the pilot and develop recommendations for expansion in 2027–28.	• Students can explain, at an age-appropriate level, what they are learning and identify a personal learning goal. • Leadership Portfolios contain evidence of student learning, reflection, and growth. • A student-led conference model is piloted and evaluated. • Teacher/student feedback demonstrates increased student understanding of their own learning and progress.		

SECONDARY ACTIONS: **Action 1.3 — Strengthen Secondary Academic Achievement and PLC Data Practice** Continue refinement of essential learning standards, curriculum alignment, Common Formative Assessments through ThinkTech and other appropriate platforms, 10-week benchmarks, and PLC analysis of student performance. Use assessment trends to strengthen intervention, enrichment, course placement, and instructional planning.	• **September–October 2026:** Departments identify/refine essential standards, curriculum maps, pacing expectations, and common baseline measures. • **Every 10 Weeks:** PLCs analyze common assessment and benchmark data and identify instructional responses. • **January 2027:** Conduct a midyear review of student achievement, course performance, subgroup data, and intervention effectiveness. • **June 2027:** Evaluate Regents, course, benchmark, CFA, and other performance data and establish priorities for 2027–28.	• 100% of applicable departments identify essential standards and utilize common measures of student learning. • PLCs document regular analysis of student data and corresponding instructional actions. • CFA/benchmark proficiency and course completion demonstrate growth from established baselines. • Departments identify instructional practices associated with improved student outcomes. • Regents and cohort data are reviewed by course, grade, and subgroup to identify areas requiring intervention or enrichment.		

SECONDARY ACTIONS: **Action 1.4 — Expand College, Career, and Life Readiness** Define and strengthen the experiences and competencies students need to successfully transition from Lewiston-Porter High School to college, career, military service, training, or other post-secondary pathways, aligned with the District's Portrait of a Graduate.	• **September–November 2026:** Refine the college, career, and life-readiness competencies expected of LPHS graduates and connect them to the Portrait of a Graduate. • **Throughout 2026–27:** Expand career exploration, post-secondary planning, work-based learning, presentations, authentic projects, and independent problem-solving opportunities. • **June 2027:** Evaluate graduating seniors' post-secondary plans and readiness indicators.	• Graduating seniors identify a documented post-secondary pathway or plan. • Students have increased opportunities to participate in career exploration, college/post-secondary research, work-based learning, and authentic learning experiences. • Senior exit data demonstrate student confidence in communication, collaboration, problem-solving, perseverance, independence, and responsible decision-making. • Student goal-setting and reflection are connected to post-secondary planning.		

K–12 ACTIONS: **Action 1.5 — Establish a K–12 Continuum of Student Ownership of Learning** Develop increasingly sophisticated student ownership practices across grade levels so students understand what they are learning, how they are performing, and what they need to do next.	• **September 2026:** Establish age-appropriate expectations for learning targets, success criteria, goal-setting, and reflection. • **Throughout 2026–27:** Monitor implementation through classroom observations, PLCs, student work, portfolios, and student feedback. • **January 2027:** Review implementation and identify areas requiring additional support. • **June 2027:** Evaluate student understanding and establish next steps for the K–12 continuum.	• Students can articulate, at an age-appropriate level, what they are learning, how they are performing, and their next step. • Students demonstrate increased use of teacher feedback to improve subsequent work. • Goal-setting and reflection are evident across grade levels. • Student survey/feedback data demonstrate increased understanding of learning expectations and progress. • PLCs provide evidence of opportunities for students to participate in conversations about their academic progress.		

K–12 ACTIONS: **Action 1.6 — Strengthen the K–12 Continuum of Intervention, Enrichment, and Accelerated Learning** Use multiple data sources to ensure students receive appropriate intervention, enrichment, advanced coursework, and specialized services while maintaining equitable access and appropriate placement.	• **Fall 2026:** Review existing interventions, enrichment opportunities, accelerated pathways, and continuum of services. • **Throughout 2026–27:** Monitor student participation, performance, subgroup representation, and effectiveness of supports. • **January 2027:** Identify gaps in available interventions or enrichment opportunities. • **June 2027:** Recommend program/service adjustments for 2027–28.	• Intervention and enrichment decisions are supported by student data. • Additional enrichment opportunities/courses are developed where student need and interest support expansion. • Student performance within accelerated pathways is monitored. • Subgroup participation and performance are reviewed to identify potential access gaps. • The District identifies specific improvements to the continuum of services for 2027–28.		

GOAL 2: Innovative Learning Environments Strategic Plan Goal Area 2 | PLC Commitment: Focus on Collaboration

Expand engaging, innovative, and authentic learning experiences by strengthening student leadership, collaboration, STEM and project-based learning, global education, and the purposeful use of technology while increasing opportunities for educators to learn from one another across classrooms, departments, and buildings.

During 2026–2027, innovation will be measured not simply by the introduction of new programs or technologies, but by their impact on student engagement, authentic learning, collaboration, creativity, problem-solving, and access to experiences beyond the traditional classroom.

ACTIONS	TIMELINE	SUCCESS INDICATORS	PROGRESS BY 06/30	NEXT STEPS
ELEMENTARY ACTIONS **Action 2.1 — Expand Student Leadership and Collaborative Learning** Continue refinement of DEAL (Drop Everything and Lead), Leader in Me, PEC enrichment, and related elementary practices that provide students with structured opportunities to lead, collaborate, communicate, solve problems, and take greater ownership of classroom learning.	• **September 2026:** Establish building/grade-level expectations and provide resources to support DEAL and student leadership. • **Throughout 2026–27:** Implement student-led discussions, leadership opportunities, collaborative learning, and enrichment experiences. • **January 2027:** Review Leader in Me climate data and implementation feedback. • **June 2027:** Evaluate student participation and identify effective practices for continued implementation.	• Students participate regularly in structured leadership and collaborative learning experiences. • Grades 4–5 Leader in Me climate survey results are reviewed and used to identify areas for improvement. • Monthly resources/communication support consistent DEAL implementation. • Student and teacher feedback indicates increased student confidence, participation, leadership, and collaboration. • Effective elementary practices are shared through PLCs, building leadership teams, and administrator/principal-coordinator meetings.		
SECONDARY ACTIONS: **Action 2.2 — Expand Authentic STEM and Project-Based Learning** Increase secondary opportunities for students to participate in project-based STEM learning, authentic performance tasks, interdisciplinary experiences, and partnerships with higher education, businesses, and community organizations.	• **Fall 2026:** Identify existing STEM/project-based experiences and opportunities for expansion. • **January 2027:** Develop or expand targeted STEM experiences and external partnerships. • **Throughout 2026–27:** Evaluate student learning through authentic performance tasks and project outcomes. • **June 2027:** Develop recommendations for expanded 2027–28 programming.	• The number and/or scope of STEM and project-based learning opportunities increases. • Students complete authentic performance tasks demonstrating application of academic skills. • New or expanded community/higher education partnerships support student learning. • Student participation and feedback demonstrate engagement in authentic learning experiences.		•

SECONDARY ACTIONS: **Action 2.3 — Strengthen Secondary Student Leadership and Peer Connections** Continue WEB implementation at the Middle School and expand student leadership, mentoring, voice, and collaborative opportunities across the secondary program.	• **September 2026:** Implement WEB and establish student leadership/mentoring opportunities. • **Throughout 2026–27:** Monitor participation and collect student climate/engagement feedback. • **January 2027:** Review climate data and refine programming. • **June 2027:** Evaluate outcomes and determine opportunities for expansion.	• WEB is implemented consistently across appropriate Middle School grade levels. • Student participation in leadership and peer-mentoring opportunities increases. • Climate survey data demonstrate improvement in student connection, belonging, and peer support. • Student voice contributes to school and District decision-making through established structures, including the student Ex-Officio Board members.		
SECONDARY ACTIONS: **Action 2.4 — Support Teachers Assigned Across the Middle School and High School** Establish consistent communication, scheduling, collaboration, and logistical support for teachers assigned across both secondary buildings.	• **September 2026:** Identify shared/traveling teachers and review FTE assignments, schedules, transition time, workspace, resources, and collaborative responsibilities. • **Fall 2026:** Address identified scheduling and logistical barriers. • **January 2027:** Review communication and PLC/department participation. • **June 2027:** Gather teacher feedback and make recommendations for 2027–28.	• Shared/traveling teachers have clearly defined building assignments and appropriate transition time. • Teachers have appropriate access to technology, instructional materials, workspace, and communication in both buildings. • Shared teachers have meaningful opportunities to participate in relevant PLC/department collaboration. • Teacher feedback demonstrates improved communication and ability to effectively serve students across both buildings. • Administration documents recommendations for 2027–28 scheduling and support.		

K-12 ACTIONS: **Action 2.5 — Expand International and Global Learning Opportunities** Develop a sustainable K–12 framework for international education that expands partnerships, student collaboration, cultural and language experiences, science/STEM connections, virtual exchanges, and appropriate travel/exchange opportunities.	• **September–December 2026:** Identify and strengthen international school/university partnerships and develop a framework for international education and exchange opportunities. • **January–March 2027:** Implement at least one collaborative international student experience and develop procedures for future reciprocal exchanges. • **April–June 2027:** Evaluate participation and establish recommendations for 2027–28 expansion.	• At least one formal international educational partnership is established or expanded. • At least one international collaborative student project, virtual exchange, science/STEM experience, or cultural learning opportunity occurs. • Student participation in global learning opportunities increases. • A formal framework addresses student selection, supervision, safety, travel, host-family expectations, costs, communication, and program evaluation. • Funding, grants, partnerships, or other resources are explored to reduce financial barriers to participation.		
K-12 ACTIONS: **Action 2.6 — Strengthen Purposeful Technology, AI, and Digital Literacy Integration** Support teachers and students in the purposeful, responsible, and innovative use of instructional technology, artificial intelligence, digital resources, and emerging technologies aligned with New York State Computer Science and Digital Fluency standards.	• **Fall 2026:** Technology Committee/Integration Forum identifies instructional priorities and professional learning needs. • **Throughout 2026–27:** Provide professional learning and share model practices across buildings. • **January 2027:** Review implementation, teacher feedback, and emerging needs. • **June 2027:** Evaluate progress and establish 2027–28 technology integration priorities.	• Professional learning addresses instructional technology, AI, digital citizenship, digital literacy, and emerging technologies. • Teachers demonstrate increased purposeful integration of technology into instruction. • Library/media and instructional technology resources support implementation of digital literacy standards. • Model lessons and effective practices are shared across buildings. • Technology Committee/Integration Forum recommendations inform District planning.		

K-12 ACTIONS: **Action 2.7 — Expand K–12 Peer Collaboration and Professional Learning** Use the implementation of the District's new APPR framework and existing PLC structures to increase meaningful peer collaboration, cross-building learning, classroom observation, and sharing of effective instructional practices.	• **Fall 2026:** Establish expectations and opportunities for peer collaboration aligned with APPR 3012-e and District instructional priorities. • **Throughout 2026–27:** Facilitate peer observation, collaborative planning, and sharing of model practices. • **January 2027:** Gather staff feedback regarding participation and effectiveness. • **June 2027:** Evaluate implementation and identify opportunities for expansion.	• Teacher participation in peer collaboration increases. • Cross-building and/or cross-department collaboration opportunities are documented. • Staff feedback demonstrates value from peer observation and professional collaboration. • Effective instructional practices are shared through PLCs and District/building leadership structures. • APPR implementation emphasizes professional growth, reflection, and collaboration.		

GOAL AREA 3 — CLIMATE AND CULTURE THAT SUPPORTS ALL Strategic Plan Goal Area 3 | PLC Commitment: Focus on Results

Strengthen a safe, welcoming, inclusive, and connected school community by establishing consistent expectations for student conduct and attendance, strengthening prevention and response systems, expanding student and family connections, and using climate, discipline, attendance, and engagement data to ensure every student has access to the relationships and supports necessary to succeed. During 2026–2027, the District will focus particularly on belonging, attendance, bullying and harassment prevention, student engagement, responsible technology behavior, and consistent systems of support across schools.

ACTIONS	TIMELINE	SUCCESS INDICATORS	PROGRESS BY 06/30	NEXT STEPS
ELEMENTARY ACTIONS: **Action 3.1 — Strengthen Elementary Belonging, Leadership, and Student Support** Use Leader in Me, student leadership structures, counseling/support services, climate data, and building-level practices to strengthen students' sense of belonging, positive relationships, and access to trusted adults.	• **September–October 2026:** Establish baseline climate/belonging information and communicate available student supports. • **Throughout 2026–27:** Implement building-level leadership, belonging, SEL, and relationship-building strategies. • **January 2027:** Review climate information and identify students/groups requiring additional support. • **June 2027:** Evaluate student feedback and establish priorities for 2027–28.	• Students demonstrate increased awareness of trusted adults and available supports. • Grades 4–5 Leader in Me/climate data are reviewed and inform building practices. • Student feedback indicates a strong sense of safety and belonging. • Building teams identify and respond to patterns requiring additional intervention. • Student leadership and recognition opportunities increase.		
SECONDARY ACTIONS: **Action 3.2 — Sustain Effective Personal Device Expectations** Maintain consistent implementation of District personal-device expectations at the Middle School and High School while monitoring their impact on student engagement, discipline, and school climate.	• **September 2026:** Review expectations and procedures with students, families, and staff. • **Throughout 2026–27:** Monitor violations, recurring concerns, classroom impact, and staff/student feedback. • **January 2027:** Conduct a formal midyear review and make procedural adjustments if necessary. • **June 2027:** Evaluate implementation and make recommendations for 2027–28.	• Expectations and consequences are consistently implemented. • Students, families, and staff demonstrate understanding of the policy. • Repeat violations and administrative referrals decrease from established baselines. • Staff feedback indicates reduced classroom distraction and improved student engagement. • Student feedback demonstrates understanding of the purpose and expectations of the policy.		

SECONDARY ACTIONS: **Action 3.3 — Reduce Chronic Absenteeism and Strengthen Student Attendance** Implement consistent secondary attendance monitoring and early intervention practices, with particular attention to students approaching or meeting the definition of chronic absenteeism.	• **September 2026:** Establish building and grade-level baseline data and identify students requiring early intervention. • **Monthly:** Review attendance data and intervention status through appropriate student support structures. • **January 2027:** Conduct a midyear review of chronic absenteeism and intervention effectiveness. • **June 2027:** Compare year-end data to baseline and establish 2027–28 priorities.	• Chronic absenteeism decreases from established Middle School and High School baselines. • Students demonstrating emerging patterns are identified earlier. • Families receive timely and documented communication. • Students requiring targeted intervention have documented support plans. • Attendance data are reviewed by grade and student subgroup. • Intervention data identify strategies associated with improved attendance.		
K–12 ACTIONS: **Action 3.4 — Strengthen Bullying, Harassment, and DASA Prevention and Response** Establish consistent K–12 expectations for preventing, reporting, documenting, investigating, and responding to bullying, harassment, intimidation, and inappropriate conduct while strengthening student awareness, belonging, and confidence in adult response.	• **September 2026:** Provide staff training and student/family communication regarding definitions, reporting options, procedures, and available supports. • **Quarterly:** Review incident data for patterns involving locations, behaviors, grade levels, times, and repeated concerns. • **January 2027:** Review student/staff climate feedback and incident data and implement targeted prevention strategies. • **June 2027:** Evaluate incident and survey data and establish improvement priorities for 2027–28.	• Students and staff demonstrate increased awareness of how and where to report concerns. • 100% of required staff receive annual training regarding identification, reporting, documentation, and response. • Reported concerns are documented and addressed consistently according to District procedures. • Students report increased confidence that adults will respond appropriately when concerns are raised. • Climate data demonstrate improvement in safety, belonging, and access to trusted adults. • Repeated incidents involving identified students, behaviors, or locations decrease where targeted interventions are implemented.		

K–12 ACTIONS: **Action 3.5 — Establish a Consistent K–12 Attendance and Early Intervention System** Develop a consistent District approach to attendance that emphasizes early identification, family communication, understanding barriers to attendance, targeted intervention, and recognition of improvement.	• **September 2026:** Establish building baseline data, thresholds for intervention, and common monitoring expectations. • **Throughout 2026–27:** Review attendance data, communicate with families, and coordinate interventions among administrators, counselors, social workers, teachers, student support teams, and families. • **January 2027:** Conduct District-level review of attendance trends and intervention effectiveness. • **June 2027:** Evaluate District/building/subgroup data and identify next steps.	• Each building maintains a consistent system for identifying emerging attendance concerns. • Families receive communication before attendance patterns become chronic whenever possible. • Students identified for targeted intervention have documented supports. • Building and District teams regularly review attendance data. • Chronic absenteeism decreases from established baseline levels. • Data are disaggregated by building, grade, and appropriate student subgroup to identify areas requiring additional support.		
K–12 ACTIONS: **Action 3.6 — Strengthen Family, Student, and Community Connection** Increase meaningful opportunities for students, families, staff, and community partners to understand District priorities, provide feedback, access supports, and participate in school life.	• **Fall 2026:** Identify existing communication, feedback, and community-engagement structures and areas requiring improvement. • **Throughout 2026–27:** Utilize District digital communication, surveys, advisory structures, student leadership, parent/family engagement, and community partnerships. • **January 2027:** Review participation and feedback. • **June 2027:** Evaluate effectiveness and identify opportunities for 2027–28.	• Families have clear access to District and building information, expectations, and support resources. • Student and family feedback is collected through established structures and used in decision-making. • Student voice is represented through student leadership and Ex-Officio Board participation. • Community partnerships support identified student and District needs. • Survey and engagement data identify strengths and priorities for continued improvement.		

Lewiston-Porter Central School District

Interscholastic Athletics Student/Parent Handbook

2026 – 2027

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Lewiston-Porter Central School District Administration

Paul J. Casseri, Superintendent of Schools
Scott M. Hoot, Assistant Superintendent for Administrative Services
Breanna Burke, Director of Special Education/Grant Writing
Andrea Tamarazio, Director of Curriculum, Instruction and Technology
Christopher D'Anna, High School Principal
John Evert, High School Assistant Principal
Andrew Auer, Middle School Principal
Bradly Halgash, Middle School Assistant Principal
Tina Rodriguez, Intermediate Education Center Principal
Tamara Larson, Primary Education Center Principal
Bradly Halgash, Director of Athletics, Physical Education and Recreation

Lewiston-Porter Central School District Board of Education

Tessa Connelly, President
Chris Bragdon, Vice President
Joshua Eckstein
Annie Huntington
Sara Ohanessian
Susan Rhodenizer
John Williams

Notice of Non-Discrimination

The Lewiston-Porter Central School District does not discriminate on the basis of an individual's actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, sex (including sexual harassment and sexual violence), gender identity, sexual orientation (the term "sexual orientation" means heterosexuality, homosexuality, bisexuality, or asexuality), political affiliation, age, marital status, military status, veteran status, disability, weight, domestic violence victim status, arrest or conviction record, genetic information or any other basis prohibited by New York state and/or federal non-discrimination laws in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the District's non-discrimination policies should be directed to our Civil Rights Compliance Officers.

Andrea Tamarazio
Civil Rights Compliance Officer
Lewiston-Porter Central School District
4061 Creek Road
Youngstown, NY 14174
Phone: (716) 286-7295
E-mail: atamarazio@lew-port.com

CivilRightsCompliance@lew-port.com

Foreword

Dear Parents and Student-Athletes:

Welcome to the Lewiston-Porter Central School District's Athletics Program. This handbook was prepared by a committee consisting of coaches, parents, teachers, members of the Board of Education, and administrators, as a guide and a reference for our student-athletes and their parents/guardians. It defines responsibilities pertaining to the rules and regulations, as well as policies and procedures for participating in our interscholastic athletics program.

It is important that you and your child understand and abide by the rules and regulations of the program established by the District for the benefit of those who participate as players, students, and representatives of their school community. In addition, coaches may establish more specific rules as they pertain to their particular team.

The Lewiston-Porter Central School District's Athletics Program is governed by the rules and regulations established by the Commissioner of Education's Educational Framework for Interscholastic Athletic Programs, the New York State Public High School Athletic Association (NYSPHSAA), Section VI, the Niagara Frontier League, and the policies and regulations of the Lewiston-Porter Central School District's Board of Education.

If there is anything we can do to make your involvement in our athletic program a better learning experience, please feel free to contact us at 716-286-7865.

Sincerely,

Bradly S. Halgash
Director of Interscholastic Athletics/Assistant Middle School Principal
Phone: 716-286-7865
Email: bhalgash@lew-port.com

For all Lew-Port athletics news, events, and schedules
go to: www.Lew-Port.com/Athletics or follow us on Twitter: @lewportlancers

Philosophy Statement

Athletics function is an integral part of the total curriculum and life at the Lewiston-Porter Central School District. Athletics serve as a miniature model of life in that they provide opportunities for students with regard to responsibility, fair play, cooperation, concern for others, leadership, respect for authority, good citizenship, and loyalty.

Athletics help individual students develop healthy self-concepts as well as physical well being. Athletic competition adds to our school spirit and helps all students develop pride in their school.

The major objective of our program is to provide opportunities for students to develop themselves as well rounded individuals, with positive social and group attitudes and habits, capable of taking their place in modern society. At no time will our program place educational curriculum secondary to athletics.

Title IX

All students have rights as citizens of the United States not to be discriminated against on the basis of gender. Under a special law, you are protected against being treated unfairly simply because you are a man or woman. In 1972, to ensure that all educational programs and activities were open to all students and that students were not treated differently on the basis of their gender, Title IX of the Education Amendments Act of 1972 was passed.

Title IX states… “No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

Parent Responsibilities

1. The Lewiston-Porter Central School District's athletic department will provide a pre-season informational video which all student-athletes and their parent/guardians are mandated to view. Athletes and their parent/guardians are highly encouraged to review this information prior to the start of scrimmages or games. This video will be available the entire season of the sport on the lew-port.com/athletics webpage. The district will also hold a coach, student, and parent/guardian meeting prior to the start of the regular season. It is at this meeting that your child's coach will communicate the rules, expectations, team requirements, and their coaching philosophy. The coach will also provide a game and practice schedule. The main form of communication with that specific team will also be covered. Parents are encouraged to contact the coach if they have any questions or concerns. The agenda for this meeting will also be found on the lew-port.com/athletics webpage under each individual sport page tab.

2. To be eligible to participate, the parent and athlete must sign the affidavit which states they have read, understand, and pledge to abide by all of the contents in the Athletic Handbook. The coaches may have their own sport- specific set of rules that will also need to be signed by the parent and athlete.

3. Parents need to be aware of all the appropriate paperwork regarding sports physicals, selection classification, and permission slips.

4. It is expected that parents will make arrangements for their child to attend all practices and games. Parents should communicate with the coach regarding the method of transportation the student-athlete will use (sports bus or parent pick up).

5. Practices are closed to spectators/parents.

6. We expect parents to assist the school district in enforcement of all the rules of the NYSPHSAA, Section VI, the Niagara Frontier League (NFL), participating schools, and the Lewiston-Porter Central School District.

Communication with the Coach

When issues arise, it is expected that you be polite and respectful when discussing your concerns. Communication needs to be centered on your child and the conversation needs to be a private matter between the parent/guardian and coach. It may be difficult for parents to accept that their child is not playing as much as they had hoped. Coaches are professional. They make judgment decisions based on what they believe to be the best for all students involved. Below you will find listings of what is appropriate to discuss with the coach and what is not appropriate.

1. Issues that are appropriate to discuss with a coach include, but are not limited to:
    a. The mental and/or physical treatment of your child.
    b. Ways to help your child improve.
    c. Concerns about your child's behavior.

2. Issues not appropriate to discuss with a coach include but are not limited to:
    a. Playing time
    b. Team strategy
    c. Play calling
    d. Other student-athletes

3. Procedure to discuss a concern with a coach:
    a. The athlete should first speak with the coach to resolve the situation.
    b. If a resolution is not reached or if the conversation is better suited to be between the parent and the coach, a parent/guardian should contact the coach to set up an appointment with them.
    c. If you need assistance in contacting the coach, call the Athletic Director at 716-286-7865 to arrange a meeting.
    d. Please do not attempt to meet with a coach before or after a practice or a contest. Meetings at those times seldom result in a resolution.

4. If there are still concerns after the student-athlete and parents have met with the coach, they would then follow the chain of command listed below:
    a. Athletic Director
    b. Building Principal
    c. Superintendent of Schools
    d. Board of Education

Principles of the Interscholastic Program

It is our belief that athletics play an important role in the total education of children. Winning games has often been considered the measure of success. We, here at Lewiston-Porter, do not believe in this. This is not to imply that the will to win is not important. It is very much a part of the total development of an athlete. The greater importance is the development of the person and affording each student the opportunity to fulfill their potential. Thus, the athletic program, which is centered on the welfare of the students, is a vital part of the total Lewiston-Porter Central School District curriculum.

It is important to note that interscholastic athletics are not mandatory and those who elect to participate will be obligated to follow the training rules and regulations in this pamphlet.
To fully use the potential of athletics for educational enrichment, the interscholastic program:

- is regarded as an integral part of the total educational program and conducted so that it is worthy of such regard.
- supplements, rather than serves as a substitute for, basic physical education programs and intramural athletic programs.
- is subject to the same administrative control as the total educational program.
- is conducted by persons with required training either in physical education or through coaching certification programs.
- is conducted so the physical welfare and safety of participants is protected and fostered.
- is conducted in accordance with the letter and spirit of the rules and regulations of the league, state, and national athletic associations.

Initial Eligibility

1. The Niagara Frontier League (NFL) and New York State Public High School Athletic Association (NYSPHSAA) requires that a participating student must be a bona fide student at the school they intend to compete for and reside within New York State boundaries.

2. Must have an athletic physical. This can be accomplished in one of two ways:
    a. Physical performed by school medical personnel.
    b. Physical performed by your family physician, using the district's physical form, and returned to the school nurse prior to practice. Physicals are valid for a 12 consecutive month period.
    Urgent Care or Mash Care type physicals **<u>will not</u>** be accepted.

3. Health History for Sports Participation.

4. Code of Conduct form must be completed, signed by the athlete and parent, and on file before the athlete can participate on any athletic team.

Duration of Competition

A student shall be eligible for high school competition in a sport during each of four consecutive seasons of such sport commencing with the student's entry into the ninth grade and prior to graduation. A student reaching the age of 19 before July 1 may not participate during that school year or thereafter.

NYSPHSAA Code of Ethics

It is the duty of all concerned with school athletics:

To emphasize the proper ideals of sportsmanship, ethical conduct and fair play.
To eliminate all possibilities which tend to destroy the best values of the game.
To stress the values derived from playing the game fairly.
To show courtesy to visiting teams and officials.
To respect the integrity and judgment of sports officials.
To achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility.

To encourage leadership, use of initiative and good judgment by the players on the team.

To recognize that the purpose of athletics is to promote the physical, mental, social, and emotional well being of the individual players.

To remember that an athletic contest is only a game, not a matter of life and death for player, coach, school, official, fan, or community.

Athletic Department Code of Conduct

Participation in our athletic program is a privilege. Abiding by the training rules is a responsibility that each athlete accepts when they become a member of an interscholastic team. Expectations placed on students who participate in athletics are high. Not only is more expected of your time and energy but also of your conduct. Lewiston-Porter is judged by the athletes who represent our school. This is a tradition that each athlete carries to their sport. Be proud of your school, your team, and yourself. Situations requiring a decision or discipline will be handled on an individual basis. After a thorough investigation, warranted action will be taken.

1. A genuine interest in and enjoyment of interscholastic competition requires conduct that reflects the understanding that contests are part of an overall school program and are intended to be enjoyed. Behavior that reflects a “winning at all cost” attitude violates this standard.

2. Interscholastic competition provides valuable lessons and learning experiences that complement the regular classroom setting. All involved must support the need to develop the ability to compete with enthusiasm and to accept winning with grace and losing with dignity.

3. Coaches, players, and fans should know that participation is an honor and privilege which requires them to conduct themselves in a manner that brings honor and pride to their school and community.

4. Respect for the cultural and ethnic diversity of one’s opponents, their school and community is a fundamental tenet of wholesome athletic competition. This standard suggests that planned activity is needed to demonstrate a warm and friendly welcome, mutual respect, and a genuine readiness to participate in a sportsmanlike manner.

5. Players should demonstrate both knowledge of the rules and respect for game officials and their decisions. Coaches and school officials have the responsibility to teach and encourage these attributes.

Athletic Placement Process

There is a New York State Education Department (NYSED) program that permits physically and emotionally appropriate students to try out for an athletic team that is outside of their grade placement. It is called the Athletic Placement Process (APP). Your child may be eligible to participate in a sport outside of their normal grade level. In order to establish the appropriate eligibility, the student must be invited by the Athletic Director in order to begin the process.

Lewiston-Porter's A.P.P. Process

Objective of this process –

A student-athlete's greatest opportunity for success depends on the active involvement and shared commitment of three key partners: the parent/guardian, the primary healthcare provider, and Lewiston-Porter CSD. It is essential that each of these stakeholders fulfills their responsibilities and that all required information is accurately documented and maintained. We must prioritize every student-athlete's health, safety, and well-being while supporting their pursuit of higher-level athletic opportunities. The following six steps are required to ensure this shared commitment and understanding are successfully achieved.

Step #1 –

The Parent/Guardian should complete the "**A.P.P. Invitation Request**" form because they believe their child qualifies as a student-athlete that has the skill-set, physicality, and maturity to compete at the High School Varsity or Junior Varsity level as a 7th or 8th grader.

Step #2 –

If the Athletic Director has accepted your request, and has invited you to begin the A.P.P. process, you will receive an email from the Lew-Port Athletics Department with documentation that needs to be completed prior to your child attempting to try-out for a Varsity or Junior Varsity level sport.

Step #3 –

In the email from the Athletics Department, you will see an attached document titled, "**Primary Care Acknowledgment**." This form needs to be presented to your child's primary care agent for completion. Once the agent has fully completed the form, please scan/email or hand deliver it to the Athletics Department which is located at the High School.

Please Note: The purpose of this document is only intended to ensure that your child's primary care agent is aware of the intentions of your child wanting to try-out and play at a higher age & level of competition. Your child's primary care provider **is not** "Accepting" or "Denying" the opportunity in this form.

Step #4 –

In the email from the Athletics Department, you will see an attached document titled, "**Parent Permission, Student Acknowledgment, & Understanding**." This form needs to be fully completed by the parent/guardian & student wanting to participate/try-out at the Varsity or Junior Varsity level as a 7th or 8th grade student. Please scan/email or hand deliver it to the Athletics Department which is located at the High School.

Step #5 –

Once Steps #3 & #4 documentation are received and accepted by the Athletic Director, your child is ready to register through the Arbiter registration platform for the Varsity or Junior Varsity sport they are wanting to try-out for. Once you have completed that registration, the Middle School nurse will evaluate the registration for a current (non-expired) physical on file, or any past medical issues that are still unresolved. If all information is current and accepted by the middle school nurse, they will "Approve" your child for participation. You will receive an email from the Arbiter platform indicating your child's status.

Once you receive an email from Arbiter marked: Approved
You are now ready to try-out for the Varsity or Junior Varsity sport.
Please check the Lewiston-Porter Athletics webpage for sport specific information.

Step #6 –

If your child completes the try-out sessions successfully and is offered a position on the team, the Lewiston-Porter Varsity/JV head coach will write a letter of recommendation stating the specific metrics & reasons why they have evaluated your child's ability and maturity as acceptable to participate at that level. This recommendation will be given to the Athletic Director and added to your child's A.P.P. file. The A.P.P. process is now complete.

If your child successfully meets the requirements of the APP, they will be allowed to try out for competitive high school athletics at the JV or Varsity levels during 7th and/or 8th grade(s). Under normal circumstances, a student is eligible for senior high school athletic competition in a sport for only four consecutive seasons, beginning with the student's entry into the ninth grade. However, by meeting the Athletic Placement Process requirements established by NYSED, your child's eligibility can be extended to permit:

1. Participation during five consecutive seasons in the approved sport after entry into the eighth grade; or

2. participation during six consecutive seasons in the approved sport after entry into the seventh grade.

It is important for you and your child to understand that, once the requirements are met and if they are accepted as a member of the team, they cannot return to a lower-level team (modified) in that sport in that season. Remember, at the higher level of play your child will be exposed to the social atmosphere that is common among older students in a high school environment. Therefore, it is important to take into account your child's ability to handle the additional demands.

Athletic Rules and Expectations

All student-athletes will meet academic eligibility requirements.

1. Training Rules:
    a. Each student-athlete will conform to the specific training rules of their sport.
    b. The use of alcohol and tobacco, as well as the use of illegal or non-prescription drugs by team members on or off campus is prohibited.
    c. **Possession by Association:** Student-athletes should not attend social functions where alcohol and/or tobacco are being used by minors or where controlled substances are being used unlawfully by anyone. The athlete must leave the site immediately upon gaining the knowledge of alcohol and/or tobacco being used by persons under the age of 21 or unlawful use of controlled substances by anyone.
    d. All team members must attend all scheduled practices of the team and must be present at all games. If a player finds it necessary to be late or absent from practice or a game, they must report this fact prior to the practice or game to the coach in charge. The coach will determine the validity of the excuse and whether it will be accepted or not.
    e. Each student-athlete will practice rules of good citizenship at all times.
    f. The student-athlete will be courteous and respect the rights of others and will exhibit a high degree of self-discipline.
    g. The student-athlete will not berate coaches, teammates, or fans.
    h. The student-athlete will be on time for school and all classes.
    i. The student-athlete will not engage in disruptive behavior, including angry outbursts or fighting.

2. Appropriate Behavior On or Off the Field/Court
    a. Once in uniform, the player shall remain with the team at all times. No mingling with the fans will be allowed.
    b. Students are expected to wear a clean, pre-assigned uniform to all games.
    c. At the beginning of each season, the coach will provide athletes with school issued uniforms and equipment. To be compliant with all of the rules and regulations, the Athletic Director must approve any piece of uniform or equipment that was purchased by the student-athlete.
    d. The use of obscenities is inappropriate for players on the bench or field/court.
    e. Should a player disagree with the decision of a referee or official, they will make their feelings known to their coach only. Do not argue with the officials.
    f. Instigating a fight with players, coaches, fans, or officials will be classified as a most serious infraction.
    g. Verbal harassment between teams, team members, officials, or fans before, during, or after a game is inappropriate.
    h. Disagreements with the coach will not be conducted in public or in front of teammates.
    i. Student-athletes' dress for away contests must meet the requirements of the Athletic Department.
    j. Student-athletes are representing the Lewiston-Porter Central School District and, therefore, must set a good example by using appropriate behavior on all away trips and home competitions.
    k. Hazing of a student by another student or group of students is strictly prohibited on or off school property. See Hazing Policy for further information.

Suspensions

Athletes who are found to have violated rules **d, e, f, g, h,** & **i** shall be subject to immediate suspension. They will be required to meet with the coach, their parent/guardian, and the

Director of Interscholastic Athletics. The Director of Interscholastic Athletics, following the Code of Conduct, will determine the appropriate length of the suspension. Every effort will be made to ensure that penalties imposed are fair and uniform and in the best interest of the student and their fellow athletes.

If a student-athlete is dismissed from a team for disciplinary reasons, they cannot join another team during the same season.

Consequences for Infractions

INFRACTION	**PENALTY**
Late for practice/game	Coach's discretion
Absent from practice/game	Coach's discretion
Use of profanity	Coach's discretion / Administrative discretion
Use of tobacco	Suspension
Use of Electronic Inhalants	Suspension
Use of alcohol	Suspension
Possession by association	Suspension
Possession, use or sale of illegal or non-prescription drugs	Suspension
Fighting, instigating a fight, or assault	Suspension
Hazing	Suspension
In-School suspension	Ineligible to participate in practice/games during suspension and possible additional disciplinary action
Out of school suspension	Ineligible to participate in practice/games during suspension and possible additional disciplinary action

Hazing Policy

The Board of Education is committed to providing a safe, productive, and positive learning environment within its schools. Hazing activities are demeaning, abusive and/or illegal behaviors that harm victims, and are inconsistent with the educational goals of the District by negatively impacting the school environment. Hazing of a student by another student or group of students is strictly prohibited on school property; in school buildings; on school buses; by school sponsored groups, clubs or teams; and at school sponsored events and/or activities whether occurring on or off campus. Hazing of a student refers to soliciting, encouraging, aiding, or engaging in "hazing" behavior as defined pursuant to District policy, regulation and/or law. The Board of Education shall require the prohibition of hazing – along with the range of possible intervention activities and/or sanctions for such misconduct – to be included in the *District Code of Conduct* for all grade levels.

Dignity For All Students Act

The Board of Education recognizes that learning environments that are safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting and intimidation. Therefore, in accordance with the Dignity for All Students Act, Education Law, Article 2, the District will strive to create an environment free of bullying, discrimination and/or harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with the District's educational mission. Since cyberbullying is a form of bullying, the term "bullying" as used in this policy will implicitly include cyberbullying even if it is not explicitly stated. The District condemns and prohibits all forms of bullying, discrimination and/or harassment of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property and at school-sponsored activities and events that take place at locations off school property. In addition, any act of bullying, discrimination and/or harassment, outside of school sponsored events, which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline. The prohibition of bullying, discrimination and/or harassment along with sanctions for such misconduct will be included in the District Code of Conduct for all grade levels. Any student who is in violation of District policy and/or regulation will be subject to disciplinary measures in accordance with applicable laws and/or regulations, District Policy and Administrative Regulations and the District Code of Conduct.

Attendance in School

Full day attendance is mandatory for all student-athletes in order to participate. If a student-athlete is absent from or tardy to school, it will be the student's responsibility to justify their tardiness or absence to the Director of Athletics in order to participate in any game or practice on that particular day or evening. It will be at the discretion of the Athletic Director as to whether or not the student involved will participate. Student-athletes must attend a full day of school on Friday before a weekend event, unless a verified legal excuse is on record. Parents/guardians should make every effort to notify the coach of any pre-approved legal absence.

Lewiston-Porter Academic Eligibility for Extracurricular Activities Policy

The Lewiston-Porter School District believes that extracurricular activities are a valuable part of the complete education of each student. Participation in these programs, however, is considered a privilege and, therefore, students must adhere to the district's policy regarding academic co-curricular eligibility, attendance, and good citizenship in and out of the classroom. Participation in extracurricular activities should be maintained and supported by academic standards. Each student should maintain high academic standards while pursuing extracurricular activities that contribute to a well-rounded education. Therefore, co-curricular eligibility requirements have been established to monitor and encourage student academic progress. The District must also hold itself accountable as educators, coaches, and club advisors to provide the students with opportunities to reach and maintain these appropriate standards and academic progress.

Extracurricular activities are defined as all activities EXCEPT those in which student participation is necessary to receive a grade in a course in which the student is currently enrolled (i.e., school student government offices, class offices, school clubs, and interscholastic

athletics). The Extra-Curricular Policy will affect participation in all extra-curricular programs and activities, including, but not limited to, the following:
All clubs, athletics, dances, musicals, dramatics, band/orchestra, specialized memberships, and extracurricular events, etc.

Eligibility:

Academic eligibility for participation in interscholastic athletics, intramurals, and extracurricular activities is reviewed at each 5-week marking period. The following guidelines apply:

1. Students who are failing two or more courses or Physical Education at each 5-week marking period will automatically be ineligible to participate or practice in any interscholastic athletics or intramurals during the next 5-week period.
2. Students who are failing two or more courses at each 5-week marking period will automatically be ineligible to participate in any extracurricular activities during the next 5-week period.
3. Student-athletes who are academically ineligible must use their 5-week probation eligibility (if it is still available to them) so they may return to their team and participate. Student athletes may not quit or resign from a team to protect their 1-time probation eligibility. If a student athlete has been participating on an athletic team, and quits or resigns from the team due to ineligibility status, their probation opportunity will be forfeited for the remainder of the school year.
4. Incomplete grades that are not resolved within five (5) school days after the distribution of report cards or progress reports will be treated as failing grades for eligibility purposes.
5. On the day that the report is issued, each activity sponsor, athletic director, or coach will verify student eligibility for extracurricular participation.

The following academic reporting periods will be used to determine eligibility, in alignment with the school calendar:

- 5-week mark
- 10-week marking period
- 15-week mark
- 20-week marking period
- 25-week mark
- 30-week marking period
- 35-week mark
- 40-week marking period (plus final exams)

Note: Final course grades determine eligibility for all fall activities in the next school year. Students may become eligible by successfully completing summer school.

- Following the submission of summer school grades
- New transfer students will begin with a clean slate for eligibility.

At each of the above checkpoints, academic eligibility is determined based on student grades available in PowerSchool. Parents and guardians are encouraged to regularly monitor their child's academic progress through the PowerSchool Parent Portal. A list of students failing two or more subjects, or Physical Education, will be provided to coaches on a weekly basis for them to review eligibility status.

Students who improve and are no longer failing two or more courses (including Physical Education for athletes) may regain eligibility at the **3-week mark**. A revised list will then be distributed. However, two or more unsatisfactory academic or behavioral reports may result in continued ineligibility for an additional five weeks.

Additionally, **administration** reserves the right to exclude a student from participation in extracurricular activities for academic, behavioral, or attendance issues that are **chronic or severe**.

Ineligible Student Guidelines

Students who are declared ineligible **may not participate** in extracurricular activities in any capacity, including:

- Practicing or playing in games/scrimmages
- Traveling with teams or groups
- Attending school-sponsored events (e.g., dances, field trips, musicals, etc.)

  Exception: Field trips that are a mandatory part of a course curriculum may be allowed with administrative approval.

Academic Support Program (Eligibility Assistance)

Students who are academically ineligible may **maintain or regain eligibility** by fully participating in the Academic Support Program:

- Students must attend **after-school academic help at least three (3) days per week**, from **2:40 PM – 3:40 PM**.
- Students will receive an **Academic Eligibility Card**, which must be signed daily by the teacher providing academic assistance.
- Completed cards must be submitted **weekly** to the **High School Main Office** for review.
- **Failure to attend required sessions or submit a completed card will result in ineligibility for the following week**.
- **Excused absences** (example - illness, medical appointments) must be documented and may require makeup sessions.

This support structure is designed to promote academic accountability while offering students the opportunity to continue participating in school activities as they improve their performance.

Furthermore, the principal may exclude a student from participation for a period of time if they deem it necessary, based on the severity and/or chronic nature of academic, behavioral, or attendance difficulties.

NFL Eligibility Rules

A student must be a bona-fide pupil of the school that they represent. They must have received a passing grade in four academic subjects and physical education during the semester preceding their participation and must be enrolled in at least four academic subjects and physical education during the current semester.

Transportation

Bus transportation will be provided for all teams to all away contests.

Student-athletes must ride the team bus both to and from regularly scheduled away games and scrimmages. Players will be picked up at the designated location at Lew-Port and will be

returned to that same location. Student-athletes and their coaches are responsible for their conduct, safety, and well-being from the time they are picked up at our school until they are safely returned back to school. Players may be excused from this rule with prior approval. A written note from the student-athlete's parent/guardian must be signed by either the High School or Middle School principal and presented to the coach prior to departing for the away contest. Student-athletes will be released only to their parent or designated legal guardian.

It is strongly recommended that students take the late bus home. The practice of a student riding home with friends after practice is unwise and presents a real safety hazard. The school cannot assume responsibility for students who do not use the school bus for transportation home after practice. No transportation from school to home is provided after games or for special practices on days when school is not in session. This includes all vacation time and Saturdays. Parents are required to assume this responsibility.

Conduct on Trips

The conduct of athletic participants on trips to various schools, while on the bus, at hotels and/or places to eat, is the responsibility of the coach involved as well as the student-athlete. While in transit, unnecessary yelling and shouting out of the bus windows as well as the use of obscene and profane language is not acceptable. The bus company does not permit the wearing of any type of spike on the bus nor do they allow food or drink on board. Payment for damage to the buses, such as broken windows or torn seats, will be the responsibility of all parties involved.

Health Examination

A student who engages in interscholastic competition shall receive an adequate health exam and may not practice or participate without the approval of the school medical officer. The approval shall indicate the activities permitted and shall be valid for one year. Any athlete who is seen by a doctor must be released (signed statement) by the physician who treated the child or the school physician in order to resume participation with their team. The release must be filed with the school nurse. It is the athlete's responsibility to give the release to the school nurse. Do not give this responsibility to some other person (coach, teacher, friend, etc.).

Physical Education Requirements

Athletics is an outgrowth of the Physical Education program. Those students demonstrating outstanding attitude and effort are those encouraged to participate in athletics. The wide range of activities in physical education gives the students an excellent background in physical fitness, lifetime sports, and team sports. Because of the importance of physical education, all athletes will be required to participate in physical education throughout the year. Athletes who are illegally absent or do not participate in physical education classes will not be permitted to attend practices or games on the day of the absence/offense. Athletes who have been medically excused from physical education may not participate in a contest on the day they are excused.

Outside Participation

1. The NYSPHSAA allows outside participation in other athletic clubs.

2. Student athletes must understand that commitment to the school team takes precedence over outside participation. Club participation should not be detrimental to an individual or the team. Season schedules will be distributed by the first day of practice for all seasons. Athletes should be made aware that season dates are as follows, and games

and practices can be scheduled at any time during these date ranges. Athletes who miss interscholastic contests in favor of club contests will jeopardize their eligibility for post season awards.

Fall 2026:
+ All high school sports – August 17-24 – November 11
+ All other modified sports – August 19- Sept. 8 – November 11

Winter 2026-2027:
+ All high school sports– November 16 – March 13
+ All modified sports – November 23 – March 6

Spring 2026:
+ All high school sports – March 8 – June 12
+ All modified sports – March 15 – June 12

3. Student-athletes should not be actively practicing with another school team while they are a member of a Lewiston-Porter team that is currently in season. Student-athletes can not play or practice with a college team or individual.

College Athletics

The primary focus of the Lewiston-Porter Central School District's Athletic Department is to teach lifelong values, skills, and lessons, not to produce scholarship athletes. A small minority of athletes will go on to play at the collegiate level, and an even smaller number of athletes receive athletic scholarships. It is important for parents and athletes to communicate with the coach if there is potential for the athlete to play at the next level. The coaches and Athletic Director will be able to give the athlete an honest evaluation of the appropriate level of play that may be suitable for the athlete. The guidance counselor, Athletic Director, and coach can also guide the parents and athlete through the recruiting process (NCAA Clearinghouse, college visitations, etc.).

Insurance

In the event of a student/athlete injury, the district will provide secondary coverage to address any related costs beyond what is covered by the student/athlete's primary medical insurance.

Risk Factors in Sports

Participation in athletic activities involves a certain degree of risk of physical injury. Such physical injury can occur in any type of activity, be it a "contact" or "non-contact" sport. Further, many injuries are truly accidental in nature and by volunteering to participate in a school-sponsored athletic activity, a student and their parents/guardians assume the risks.

Injuries

It is extremely important to immediately report any injury an athlete suffers to his/her coach. A certified, licensed athletic trainer is present at all Lewiston-Porter home athletic events. In addition, our trainer is available for consultation on injuries to student-athletes on a daily basis. Student-athletes and their parents are encouraged to see the trainer (at no cost) as soon as an injury occurs as a result of participating in a practice or contest as a member of a school modified, junior varsity, or varsity team.

Lewiston-Porter CSD Concussion Management Policy and Procedures

1. Athletes are to be immediately removed from their sport due to a head injury or displaying concussion-like signs and/or symptoms. Athletes will then be evaluated by a trained health care professional which may include, but is not limited to, an athletic trainer, school nurse, school physician or the athlete's primary care physician.

2. In the event a head injury is confirmed, the school athletic trainer will monitor the athlete's progress through the use of SCAT-6 and Buffalo Concussion Treadmill Test Evaluation.

3. The results will be made available to the school nurse, school physician, and the overseeing physician of the athlete. Parents will also be notified immediately in the event of a head injury.

4. All evaluations by the athletic trainer must be documented. The student athlete and family will be responsible for obtaining all school documentation and providing it for any follow-up medical evaluations. They must also provide the athletic trainer with any instructions or documentation from their physician regarding the said injury.

5. Return to play decisions:
    a. Athletes must be cleared by a physician before participating in any activity.
    b. Evaluation by the school athletic trainer must be done and may include the use of SCAT-6 testing and Buffalo Concussion Treadmill Test.
    c. In the event an athlete is cleared by their physician, but does not pass the athletic trainer evaluation, the athlete may NOT participate. The athletic trainer will contact the physician's office to discuss further treatment options.
    d. If the athlete is cleared by their physician, in writing, as well as the school athletic trainer, the athlete will return to play in the following phases:
    No Activity – Complete physical and cognitive rest with the objective being recovery.
    Phase 1 – Low impact, non-strenuous, light aerobic activity, such as walking or riding a stationary bike. If tolerated without return of symptoms over a 24 hour period, proceed to
    Phase 2 – Higher impact, higher exertion and moderate aerobic activity such as running or jumping rope. No resistance training. If tolerated without return of symptoms over 24 hour period, proceed to
    Phase 3 – Sport specific non-contact activity. Low-resistance weight training with a spotter. If tolerated without return of symptoms over a 24 hour period, proceed to
    Phase 4 – Sports specific activity, non-contact drills. Higher resistance weight training with a spotter. If tolerated without return of symptoms over a 24 hour period, proceed to
    Phase 5 – Full contact training drills and intense aerobic activity. If tolerated without return of symptoms over a 24 hour period, proceed to
    Phase 6 – Return to full activities without restrictions.

Care of Equipment and Uniforms

Each team member shall assume full responsibility for the uniform and equipment issued to them. The student is financially responsible for any damaged or lost items. Any damage or loss of equipment or uniforms shall be reported to the Athletic Director.

End of Season

The season officially ends for students when all equipment issued to them is returned to the coach. Until the above requirement is met, the student is subject to all eligibility rules and regulations of that sport. Failure to comply with these requirements will result in denial of all athletic awards. It will also prevent a student from participating in the next sport season.

NYSPHSAA Transfer Rule

This rule was established by the New York State Public High School Athletic Association (NYSPHSAA) to control athletic recruitment and athletic shopping. It should be clear that a petition to the section is solely within the discretion of the school district and not the student-athlete or their parent/guardian. For further information, contact the Athletic Director at 286-7865 or visit www.nysphsaa.org.

Philosophy by Sport Level

Modified: This is the introductory level of competitive sports, which emphasizes the fundamentals of the game. At this level, a smaller emphasis is placed on winning and maximum participation is desired. This level introduces middle school students to the regimen and the privilege of participating in high school athletics. A strong emphasis is placed on academics, sportsmanship, and a chemical-free lifestyle.

Junior Varsity: Increased emphasis is placed on team play, physical conditioning, and refinement of basic skills at this level. Winning is considered important and participants should be taught how to cope with game situations and how to win and lose properly. It is recognized that not all participants may play in every contest.

Varsity: This is the culmination of the high school athletic program. Teams play to win, but participants accept the fact that important lessons are learned from losing. It is recognized that not all participants may play in every contest. There continues to be emphasis on academics, sportsmanship, chemical-free lifestyle, and team play.

Chain of Communication

During the course of the season, parents and/or athletes may have questions or concerns that need to be addressed. The team coach is the best source of information. The student athlete should address the issue directly with their team coach. If, after speaking with the coach, a satisfactory conclusion is not reached, the next step should be for the parent to speak with the coach, and then, if necessary, the varsity coach. The final step, should a satisfactory conclusion still not be reached, would be for the parent or athlete to communicate with the athletic director. Please be advised that anonymous concerns will not be addressed.

Athlete/Family Vacations

When parents and student athletes choose to take vacations during sport seasons, it must be understood that the time missed by the student athlete can affect team chemistry and personal conditioning. Student athletes who miss practices or competition for any reason may have their position or playing time adjusted. Coaches shall make every effort to inform parents and athletes of the season's schedule as far in advance as possible.

Lewiston-Porter Athletic Department Letter Award Policy

Modified Sports:
Receive certificates for each sport season

JV Sports:
1st season – 4" graduation year numerals (ex – 11, 12, etc.)
2nd season – 6" JV letter
3rd season and beyond – JV participation certificate

Varsity Sports:
1st season – varsity letter (or numerals if first sport) and certificate from Athletic Department authorizing jacket purchase from Stuart Sports in Lewiston
2nd season – sport pin (will receive one for each sport played) and chevron
3rd season – chevron
4th season – chevron
5th season – chevron
6th season – chevron and white letter
7th season – chevron
8th season – chevron
9th season – chevron
10th season – chevron and gold letter

Qualifications:

- Athletes must finish the season in good standing to be eligible to receive a letter award
- Athletes who are called up to the varsity after the halfway point of the season will not be issued a letter
- Athletes will receive one award per season. Lost, misplaced or stolen awards can be purchased through the Athletic Office. Awards will not be reissued.
- Athletes who are deemed ineligible and do not finish the season, as per the District's Eligibility Policy, will not be issued letter awards.

Code of Conduct Policy for Spectators

Please note the Lewiston-Porter Central School District Board of Education adopted a policy which empowers school officials to take appropriate action against participants or spectators displaying disrespectful attitudes, vulgar language, harassment, taunting, and/or intimidation towards others, or who do not comply with the Dignity for All Students Act of 2012. Violators will be subject to expulsion from school premises and/or prohibition from returning to future school-sponsored events, or such other actions as deemed appropriate. Please display good sportsmanship and civility at all school sponsored events, whether on or off our campus.

General Conduct for Spectators

Athletes, parents, team boosters, and others should be advised that spectator behavior can cause penalties to be called against a team by the referee. If the referee chooses to call a penalty against the crowd, it may be a factor in the outcome of a game.
The behaviors of players and spectators should always reflect the best example of sportsmanship. This brings pride in our school system and good relationships with all other schools involved.

Section VI - NYSPHSAA Sportsmanship Philosophy and Code of Conduct

Philosophy

1. We believe that interscholastic athletics is an important part of education and support the ideals and values embodied in good sportsmanship.

2. We believe that sportsmanlike behavior is essential if interscholastic competition is to contribute usefully and constructively to the broad goals of education and to the quality of life of those involved.

3. We pledge ourselves, individually and collectively, to encourage and support the development and maintenance of a sportsmanlike atmosphere for athletic competition.

No Smoking Policy

To comply with Federal and State Law and to acknowledge the dangers of smoking, particularly in an environment where children are present, the Lewiston-Porter Board of Education prohibits the use of tobacco in all school facilities, on all school grounds, and in any vehicle on school grounds. Anyone who is found smoking or using tobacco products will be asked to leave the campus immediately.

Sports by Season and Level

Sport	Varsity	JV	Modified	Club/ Unified
FALL				
Cheerleading	X	X		
Cross Country, Boys	X	X	X	
Cross Country, Girls	X	X	X	
Football, Boys	X		X	
Golf, Boys	X			

Soccer, Boys	X	X	X	
Soccer, Girls	X	X	X	
Swimming, Girls	X	X		
Tennis, Girls	X			
Volleyball, Girls	X	X	X	
WINTER				
Basketball, Boys	X	X	X	
Basketball, Girls	X	X	X	
Bowling, Boys	X			X
Bowling, Girls	X			X
Cheerleading	X	X		
Ice Hockey, Boys	X			
Ice Hockey, Girls	X			
Swimming, Boys	X	X	X	
Swimming, Girls			X	
Wrestling, Boys	X	X	X	
SPRING				
Baseball, Boys	X	X	X	
Softball, Girls	X	X	X	
Tennis, Boys	X			
Track, Boys	X	X		
Track, Girls	X	X		
Lacrosse, Boys	X	X		
Lacrosse, Girls	X	X		
Flag Football, Girls	X			
Basketball, Boys				X
Basketball, Girls				X

NFL Code of Conduct for Parents, Spectators, and Fans

I Will Always
Respect the decision of the officials.

I Will Be
Supportive and keep my comments positive.

I Will Never
Do anything to deter the players' love of the game.

I Will Refrain
From entering the field of play during or immediately after the contest for

safety reasons.

I Will Never
Use profanity or physically attack a person, player, coach, or official.

I Will Do
Everything in my power to negate trash talking! It's NOT a healthy part of interscholastic athletics.

I Will Recognize
The emotional and physical well-being of the players is first, before my desire to win.

I Will Encourage
A safe and healthy environment for both teams.

I Will Remind Myself
That the game is for the kids and not the adults.

We, the Student-Athletes of the Niagara Frontier League,
Sincerely hope that IF all the parents, spectators, and fans can follow and abide by these rules, the GAME will be much more enjoyable for all.

Mission and Vision Statement

OUR MISSION

One Purpose. Your Pathway. Our Promise.

OUR VISION

Our **PURPOSE** is to ensure that when students leave Lewiston-Porter they will be ready to face the world with confidence in themselves and what they can contribute. While students are here they will be challenged to grow along their **PATHWAY** and discover their personal best because we **PROMISE** to give them out best.