

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

CALEDONIA-MUMFORD CENTRAL SCHOOL
BOARD OF EDUCATION
Tuesday, September 8, 2026
Chorus Room
6:00 PM

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

Public Hearing - District-Wide Safety Plan - at 5:30 PM in the M/HS Chorus Room

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

II. PLEDGE OF ALLEGIANCE TO OUR COUNTRY'S FLAG

III. ADDITIONS/DELETIONS/CHANGES TO THE AGENDA

IV. CONSENT AGENDA

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

1. Minutes of 8/11/2026
2. General Fund Warrants #7 (70445-70505)
3. Capital Warrant #1 (2739-2748)
4. Budget Transfers - August
5. Appropriation and Revenue Status Report - August
6. District Treasurer's Report - August
7. Extra Class Treasurer Report - July
8. CSE Recommendations

Motion by:

Second:

Discussion:

Vote:

Absent:

Motion Carried/Defeated

V. COMMUNICATIONS

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

VI. SUPERINTENDENT'S REPORT

1. NYS Assessment Results
2. Advanced Placement Results
3. Dual Enrollment CoSer Update
4. Opening of School

VII. OLD BUSINESS

1. Annual Adoption of District-Wide School Safety Plan

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, adopt the 2026-2027 District-Wide School Safety Plan per Commissioner's Regulation 155.17, effective September 8, 2026.

Motion by:

Second:

Discussion:

Vote:

Absent:

Motion Carried/Defeated

2. Reorganizational Authorizations

RESOLVED, that the Board of Education, endorse the authorizations listed for one year effective immediately.

ESTABLISH PETTY CASH FUNDS

- | | | | |
|----|----------------------|-------|----------------------|
| 1. | Elementary Office | \$ 75 | Shannon Laursen |
| 2. | Elementary Cafeteria | \$ 50 | David Handschumacher |

Motion by:

Second:

Discussion:

Vote:

Absent:

Motion Carried/Defeated

3. Reorganizational Appointments

RESOLVED, that the Board of Education, appoint the following officers as listed for one year effective immediately.

- | | |
|----|---|
| 1. | CHILD NUTRITION PROGRAM – Reviewing Official – David Handshcumacher |
| 2. | CHILD NUTRITION PROGRAM – Verification Official –David Handshcumacher |

Motion by:

Second:

Discussion:

Vote:

Absent:

Motion Carried/Defeated

4. Reorganizational Appointment

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve the recommended Membership to the Committee on Preschool Special Education for the 2026-2027 school year as follows:

Parent Representative - Courtney Voos

Motion by:

Second:

Discussion:

Vote:

Absent:

Motion Carried/Defeated

VIII. NEW BUSINESS

1. Approval of Contracts

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent approve the contracts as listed in Exhibit A, which is incorporated by reference, effective September 8, 2026.

Motion by:

Second:

Discussion:

Vote:

Absent:

Motion Carried/Defeated

2. Approval of Out-of-State, Overnight Field Trip

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve the request for the Senior Class to participate in an out-of-state, overnight field trip to Universal Studios, Orlando, Florida from June 6, 2027 - June 9, 2027 per the regulations set forth by Board Policy #8460 FIELD TRIPS. Costs for the chaperones will be offset by fundraising. Any remaining costs will be passed on to the price of the student fee.

Motion by:

Second:

Discussion:

Vote:

Motion Carried/Defeated

3. Approval of MOA - Grade Level Chair

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve the Memorandum of Agreement between the Caledonia-Mumford School District and the Caledonia-Mumford Teacher Association.

Motion by:

Second:

Discussion:

Vote:

Absent:

Motion Carried/Defeated

CALL FOR EXECUTIVE SESSION

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

Motion by:

Second:

Discussion:

Vote:

Motion Carried/Defeated:

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

Motion by:

Second:

Discussion:

Vote:

Motion Carried/Defeated:

IX. PERSONNEL

1. Resignations

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, accept with regret and best wishes, the resignations as listed in Exhibit B, which is incorporated by reference, effective September 8, 2026.

Motion by:

Second:

Discussion:

Vote:

Absent:

Motion Carried/Defeated

2. Appointment of Clerk/Typist

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, appoint Susan Mills to a permanent civil service Clerk/Typist position effective October 31, 2026, pending successful completion of the probationary term to end on October 30, 2026.

Motion by:

Second:

Discussion:

Vote:

Absent:

Motion Carried/Defeated

3. Approval of Student Teacher

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve the following student teacher for the Fall term 2026-27 school year.

Bonnie Kirkland

Motion by:

Second:

Discussion:

Vote:

Absent

Motion Carried/Defeated

4. Appointment of Extracurricular Position - PE Curriculum Leader

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, appoint Dan Dickens as Physical Education Curriculum Leader for the 2026-2027 school year.

Motion by:

Second:

Discussion:

Vote:

Absent:

Motion Carried/Defeated

5. **Appointment of Science Teacher**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve the following teaching position:

Name:	Desiree Milne
Type of appointment:	1.0 FTE Probationary Appointment
Tenure area:	Science Teacher
Effective date of probationary period:	September 22, 2026
Expiration of probationary period:	September 21, 2030 This expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the professional educator must meet all requirements of the educational law and corresponding regulations.
Certification status:	Biology 7-12 Initial Certificate
Annualized Salary:	Per CMTA Contract

6. **Appointment of Elementary Education Teacher**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve the following professional appointment:

Name:	Nicole Flint
Type of appointment:	1.0 FTE Probationary Appointment
Tenure area:	Elementary Teacher
Effective date of probationary period:	September 1, 2026
Expiration of probationary period:	August 31, 2029 This expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the professional educator must meet all requirements of the educational law and corresponding regulations.
Certification status:	Nursery, Kindergarten & Grades 1-6 Permanent Certificate, Reading Teacher Permanent Certificate, Social Studies 7-12 Permanent Certificate
Annualized Salary:	Per CMTA Contract
Motion by:	Second:
Discussion:	
Vote:	Absent:
Motion Carried/Defeated	

7. **Approval of Extended Leave Substitute Teacher - Grade 3**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve Emily McIntosh as Grade 3 Substitute Teacher from September 1, 2026, until on or about December 22, 2026, at a daily rate of \$233.72 with no other benefits, as established for this appointment.

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

8. **Approval of Extended Leave Substitute – Middle School Counselor**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve Lindsey Hilchey as Extended Leave Substitute Middle School Counselor from September 1, 2026 until February 22, 2027, at a daily rate of \$230.00, with no other benefits, as established for this appointment.

Motion by:

Second:

Discussion:

Vote:

Absent:

Motion Carried/Defeated

9. **Appointment of Mentors**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve the mentors and mentees for the 2026-27 school year, as listed in Exhibit C, which is incorporated by reference, effective September 8, 2026.

Motion by:

Second:

Discussion:

Vote:

Absent

Motion Carried/Defeated

10. **Reappointment of Substitutes**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve the appointment of substitute teachers and staff as listed in Exhibit D, which is incorporated by reference, effective September 8, 2026.

Motion by:

Second:

Discussion:

Vote:

Absent:

Motion Carried/Defeated

11. **Approval of Per-Diem Substitutes**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve the following per-diem substitutes for the 2026-2027 school year, as listed in Exhibit E, which is incorporated by reference, effective September 8, 2026.

Motion by:

Second:

Discussion:

Vote:

Absent:

Motion Carried/Defeated

12. **Approval of School-to-Work Students**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, approve the following School-to-Work students for the 2026-2027 school year, as listed in Exhibit F, which is incorporated by reference, effective September 8, 2026.

Motion by:

Second:

Discussion:

Vote:

Absent

Motion carried/defeated

13. **Appointment of School Monitor - Cafeteria**

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent, appoint Jenna Gnau to the part-time Civil Service probationary position of School Monitor, effective September 8, 2026. The probationary period is effective from September 8, 2026, through September 7, 2027.

Motion by:

Second:

Discussion:

Vote:

Absent:

Motion Carried/Defeated

X. ADJOURNMENT

RESOLVED, that the Board of Education adjourn the meeting of September 8, 2026, at _____p.m.

Motion by:

Second:

Discussion:

Vote:

Absent:

Motion Carried/Defeated

Regular Meeting

August 11, 2026

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

The Board President called the Regular meeting of the Board of Education of the Caledonia-Mumford Central School District to order, at 6:00 p.m. in the M/HS Auditorium.

Members present: Elizabeth Doll, Elizabeth Dietrich, Rebecca McNear, Margaret Roll (entered at 6:28 p.m.), Cameron Seeley, Michael Balonek, Arnie Rychlicki, Gianna Pillittere

Members absent: none

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

II. PLEDGE OF ALLEGIANCE TO OUR COUNTRY'S FLAG

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

IV. CONSENT AGENDA

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

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

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

V. COMMUNICATIONS

1. Correspondence - Points of Pride/McNear reported on another successful summer of Driver's Education. Rychlicki spoke about two successful pop-up food pantries this summer.
2. Board Committee Report/Dietrich reported that the textbook committee met regarding requests from three teachers.
3. Guest of the Board - Campus Construction/Campus Construction answered questions about resolution #13 on the agenda regarding HVAC equipment.
4. Public Forum -none

VI. SUPERINTENDENT'S REPORT

1. Transportation Update
2. 2024 School Tax Bill Adjustment

Roll entered at 6:28 pm

3. District and Building Goal Review

VII. OLD BUSINESS

1. Approval of Revisions to Board Policies

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

Ayes 7, Nays 0, motion carried

VIII. NEW BUSINESS

1. Presentation: Mandatory Plans Update

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

3. Approval of Mandatory Plans

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

Ayes 7, Nays 0, motion carried

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

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

Ayes 7, Nays 0, motion carried

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

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

Ayes 7, Nays 0, motion carried

6. Adoption of Textbooks

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

Ayes 7, Nays 0, motion carried

7. Certification of Evaluators and Lead Evaluators

Motion by Rychlicki and seconded by Balonek, that the Board of Education, WHEREAS, Education Law Section 3012-d and Subpart 30-2 of the regulations of the commissioner of Education require that administrators receive specific training as a condition of performing teacher and principal evaluations pursuant to that section and subpart, and WHEREAS, administrators so trained are eligible to be designated by this Board as "Evaluators" and "Lead Evaluators," thereby authorizing the performance of evaluations pursuant to that section and subpart, and WHEREAS, certain Partnership administrators have received the required training, NOW THEREFORE BE IT HEREBY RESOLVED, pursuant to Education Law Section 3012-c and Sections 30-2.2 and 30-2.9 of the regulations of the Commissioner, that the following Partnership administrators are certified as "Evaluators" and "Lead Evaluators," effective August 11, 2026.

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

Ayes 7, Nays 0, motion carried

8. Cooperative Bid Resolution

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

Ayes 7, Nays 0, motion carried

9. Approval of Contracts

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

Ayes 7, Nays 0, motion carried

10. 2026-2027 Tax Warrant

Motion by McNear and seconded by Seeley that the Board of Education has been authorized to raise for the current budget for the 2026-2027 school year a sum not to exceed \$23,560,437.00. The tax levy will be funded as follows: Tax Levy: \$7,923,478.00 THEREFORE BE IT RESOLVED: That the Board fix the equalization rates by town and confirm the extension of taxes as they appear on the final tax roll; AND BE IT HEREBY DIRECTED THAT the tax warrant of this board, duly signed shall be affixed to the final tax rolls authorizing the collection of said taxes to begin on September 1, 2026, and end October 31, 2026, giving the tax warrant an effective period of sixty-one days at the expiration of which time the tax

collector shall make an accounting in writing to the board; AND IT IS FURTHER DIRECTED THAT the delinquent tax penalties shall be fixed as follows:

September 1- September 30, 2026 - No penalty

October 1 - October 31, 2026 - 2% penalty

Beginning November 1, 2026 - 3% penalty

Ayes 7, Nays 0, motion carried

11. Approval of Handbooks

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

Ayes 7, Nays 0, motion carried

12. Approval of Revised Substitute Rates

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

Ayes 7, Nays 0, motion carried

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

Motion by Seeley and seconded by Balonek, WHEREAS, the Caledonia-Mumford Central School District (the "District") is undertaking improvements as part of its voter-approved capital project; and WHEREAS, the District has determined that the purchase of a certain HVAC rooftop unit (the "Equipment") is necessary for completion of the capital project; and WHEREAS, the Equipment is available for purchase through a General Services Administration ("GSA") supply schedule authorized for use by school districts pursuant to General Municipal Law § 104(2); and WHEREAS, General Municipal Law § 104(2) authorizes school districts to make purchases from GSA supply schedules, provided that the District considers whether such purchase will result in cost savings after consideration of all relevant factors, including service, material and delivery costs; and WHEREAS, the Board of Education has reviewed the proposed procurement and has considered the cost of the Equipment, delivery costs, availability, lead times and other relevant procurement factors; and WHEREAS, the Board of Education has determined that procurement of the Equipment through the applicable GSA supply schedule is in the best interests of the District and is expected to result in cost savings or otherwise provide the most advantageous procurement method available to the District. NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby determines that the purchase of the Equipment through the applicable federal GSA supply schedule pursuant to General Municipal Law § 104(2) is authorized and appropriate; and be it further RESOLVED, that the Board of Education hereby authorizes the purchase of the Equipment from Daikin Applied Americas Inc. through GSA Multiple Award Schedule Contract No. GS-07F-0377V, in an amount not to exceed \$20,000, inclusive of all shipping, delivery and related charges; and be it further RESOLVED, that the Superintendent of Schools, or her designee, is authorized and directed to take all actions necessary to effectuate the purchase, including the execution and issuance of purchase orders and related procurement documents; and be it further RESOLVED, that the Equipment shall be furnished by the District for installation as part of the District's capital project pursuant to the terms of the applicable construction contract and any approved change orders; and be it further RESOLVED, that this Resolution shall take effect immediately.

Ayes 7, Nays 0, motion carried

IX. CALL FOR EXECUTIVE SESSION

President Doll called for an executive session.

Motion by Rychlicki and seconded by McNear that the Board of Education adjourn to Executive Session at 7:42 p.m. for the purpose of discussing the following matters, pursuant to Public Officers Law: matters leading to the appointment, employment and employment history, or discipline of particular persons.

Ayes 7, Nays 0, motion carried

Motion by McNear and seconded by Balonek, that the Board of Education return to regular session at 8:48 p.m.

Ayes 7, Nays 0, motion carried

X. PERSONNEL

1. Annual Reappointment of Substitutes

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

Ayes 7, Nays 0, motion carried

2. Annual Reappointment of Bus Drivers

Motion by McNear and seconded by Balonek, that the Board of Education, upon the recommendation of the Superintendent, approve the annual reappointment of school bus drivers for the 2026-2027 school year, effective August 11, 2026.

Ayes 7, Nays 0, motion carried

3. Appointment of Teacher Aide

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

Ayes 7, Nays 0, motion carried

4. Appointment of Food Service Helpers

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

Brenda Beach

Jennifer Dougherty

Susan Potter

Ayes 7, Nays 0, motion carried

5. Appointment of Tenure - Spanish Teacher

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

Ayes 7, Nays 0, motion carried

6. Appointment of Tenure - Library Media Specialist

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

Ayes 7, Nays 0, motion carried

7. Appointment of Tenure - ENL Teacher Appointment of Summer Workers

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

Ayes 7, Nays 0, motion carried

8. Appointment of Tenure - Elementary Teacher

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

Ayes 7, Nays 0, motion carried

9. Appointment of Interscholastic Coaches Positions

Motion by McNear and seconded by Balonek, that the Board of Education, upon the recommendation of the Superintendent, appoint the following Interscholastic Coaches positions for the 2026-27 school year, effective August 11, 2026.

Rivals Football Modified Assistant: Anthony Macaluso

Rivals Boys Soccer Modified Head Coach: Donna Howard

Ayes 7, Nays 0, motion carried

10. Approval of Annually Appointed Stipend Positions

Motion by McNear and seconded by Balonek, that the Board of Education, upon the recommendation of the Superintendent, approve the following annually appointed stipend positions for the 2026-2027 school year, effective August 11, 2026.

Shannon Laursen - ES Substitute Calling for Faculty and Staff

Ayes 7, Nays 0, motion carried

11. Appointment of Bus Driver

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

Ayes 7, Nays 0, motion carried

12. Approval of Extended Leave of Absence

Motion by McNear and seconded by Balonek, that the Board of Education, upon the recommendation of the Superintendent, approve the Leave of Absence request of Employee #1090 effective September 1, 2026 through January 1, 2027.

Ayes 7, Nays 0, motion carried

13. Approval of Substitute Teacher - Grade 3

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

Ayes 7, Nays 0, motion carried

14. Approval of Substitute Teacher - Grade 1

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

Ayes 7, Nays 0, motion carried

XIV. ADJOURNMENT

Motion by Balonek and seconded by Seeley, that the Board of Education adjourn the meeting of August 11, 2026, at 8:39 p.m.

Ayes 7, Nays 0, motion carried



Sheri Murdock, District Clerk

CALEDONIA MUMFORD CSD

Check Warrant Report For A - 7: AUGUST 20 - GENERAL FUND For Dates 8/1/2026 - 8/31/2026



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

CALEDONIA MUMFORD CSD

Check Warrant Report For A - 7: AUGUST 20 - GENERAL FUND For Dates 8/1/2026 - 8/31/2026



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

CALEDONIA MUMFORD CSD

Check Warrant Report For A - 7: AUGUST 20 - GENERAL FUND For Dates 8/1/2026 - 8/31/2026



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

CALEDONIA MUMFORD CSD

Check Warrant Report For A - 7: AUGUST 20 - GENERAL FUND For Dates 8/1/2026 - 8/31/2026



Check #	Check Date	Vendor ID	Vendor Name	Explanation	Invoice Number	Check Description	Check Amount	Liquidated
Account		Account Description				PO Number		
Check Total:							12,926.00	
70472	08/06/2026	5813 SDI INNOVATIONS, INC SCHOOL DATEBOOKS						
A 2110.450-03-0000		SUPPLIES OFFICE HS			S26-0334113	270088	482.22	482.00
Check Total:							482.22	
70473	08/06/2026	6166 SPORTS LOCKER						
A 600		ACCOUNTS PAYABLE	PO261078		AAT003892-AZ01		633.25	
Check Total:							633.25	
70474	08/06/2026	1305 STAPLES CONTRACT & COMMERCIAL						
A 1325.501-00-0000		TREAS SUPPLIES			6068366761	270076	84.24	84.24
Check Total:							84.24	
70475	08/06/2026	5853 THE LITTLE SIGN COMPANY						
A 600		ACCOUNTS PAYABLE	PO 261184		26253		1,185.00	
Check Total:							1,185.00	
70476	08/06/2026	2912 UNISHIPPERS						
A 1670.501-00-0000		CENTRAL PRTG + MLG SUPPLIES			260712W065021	270122	211.26	211.26
Check Total:							211.26	
70477	08/06/2026	1437 UTICA NATIONAL INSURANCE GROUP						
A 1910.400-00-0000		INSURANCE			100347378	270138	133,942.00	133,942.00
A 5510.420-05-0000		TRANS INSURANCE			100347378	270138	23,810.00	23,810.00
Check Total:							157,752.00	
70478	08/06/2026	2096 WEST FIRE SYSTEMS, INC.						
A 1620.501-00-0000		O/M SUPPLIES			89717	270152	566.00	566.00
A 1620.400-00-0000		O/M C/E			89023	270077	1,200.00	1,200.00
Check Total:							1,766.00	
70479	08/06/2026	7550 WRISTBAND BROS						
A 2110.402-01-0000		EL PRINCIPAL INITIATIVE			WBB-81610	270070	1,820.00	1,800.00
Check Total:							1,820.00	
70480	08/20/2026	42 **CONTINUED** AMAZON CAPITAL SERVICES				Voided During Printing		
Check Total:							0.00	

CALEDONIA MUMFORD CSD

Check Warrant Report For A - 7: AUGUST 20 - GENERAL FUND For Dates 8/1/2026 - 8/31/2026



Check #	Check Date	Vendor ID	Vendor Name	Check Description	Check Amount	Liquidated
Account	Account Description	Explanation	Invoice Number	PO Number		
70481	08/20/2026	42	AMAZON CAPITAL SERVICES			
A 1621.501-00-0000	SUPPLIES		1M,P7C7RK7RM W	270144	144.00	144.00
A 2110.450-03-0000	SUPPLIES OFFICE HS		1N9FFYPQPY6F	270100	120.07	120.07
A 2110.450-03-0000	SUPPLIES OFFICE HS		1XNLWKFLC7WD	270142	206.62	206.62
A 2110.450-03-9000	PHYS ED/HEALTH		1N1TN1PGK7VN	270031	97.30	97.30
A 2110.450-03-5000	MATH		169H4K9XXWQV	270013	128.23	128.23
A 2110.480-03-0000	TEXTBOOKS HS		1631XKV/TNKFJ	261198	69.90	69.90
A 2250.501-00-0000	SP ED SUPPLIES		1Y3WGHP1NGW 4	270097	150.82	150.82
A 2810.501-00-0000	GUIDANCE SUPPLIES		1JX3MH614XXT	270098	61.62	61.64
A 1620.501-00-0000	O/M SUPPLIES		1QMMWVDQWK VM	270111	496.67	496.67
A 2110.450-02-6000	OCC ED		14FLNVX16739	270044	300.49	300.49
A 1621.501-00-0000	SUPPLIES		1TNXDNWLRW4 W	270148	91.09	91.09
A 2110.450-03-0000	SUPPLIES OFFICE HS		1CY79KH6T4GD	270100	-49.99	0.00
A 2250.501-00-0000	SP ED SUPPLIES		1LWX47PJPXTP	270097	49.99	45.53
A 1620.501-00-0000	O/M SUPPLIES		16YPX3HXKCRR	270111	243.94	243.94
A 2110.450-02-6000	OCC ED		1Y1XYHM43RQ7	270044	1,008.50	881.57
A 2110.450-03-0000	SUPPLIES OFFICE HS		1P1C4GW7WK39	270100	48.99	48.99
A 2110.450-03-0000	SUPPLIES OFFICE HS		1GK47YFV1DLD	270100	217.48	168.49
Check Total:					3,385.72	
70482	08/20/2026	7195	AMERICAN SCHOOL FOR THE DEAF			
A 2250.470-00-0000	SP ED TUITION	JULY	2026071500115	270210	22,220.22	22,220.22
Check Total:					22,220.22	
70483	08/20/2026	79	B&H PHOTO VIDEO PRO AUDIO			
A 2110.400-03-0000	TCHG C/E HS		246241938	261148	3,693.60	3,693.60
A 2110.400-03-0000	TCHG C/E HS		246207167	261148	90.81	90.81
A 2110.400-03-0000	TCHG C/E HS		246870702	261148	124.86	124.89
Check Total:					3,909.27	
70484	08/20/2026	6001	CIGNA LIFE INSURANCE COMPANY OF NEW YORK			
A 9055.800-00-0000	DISABILITY INSURANCE	AUGUST	11492_080126	270128	742.93	742.93
Check Total:					742.93	

CALEDONIA MUMFORD CSD

Check Warrant Report For A - 7: AUGUST 20 - GENERAL FUND For Dates 8/1/2026 - 8/31/2026



Check #	Check Date	Vendor ID	Vendor Name	Check Description			
Account	Account Description	Explanation	Invoice Number	PO Number	Check Amount	Liquidated	
70485	08/20/2026	261	CMCS SCHOOL LUNCH FUND				
A 600	ACCOUNTS PAYABLE	DISTRICT COFFEE SERVICE	FS 17-2526		24.00		
A 600	ACCOUNTS PAYABLE	3/13 CONFERENCE DAY	FS 15-2526		720.00		
				Check Total:	744.00		
70486	08/20/2026	304	CROCKERS ACE HARDWARE				
A 1621.501-00-0000	SUPPLIES		233698	270189	104.84	104.84	
				Check Total:	104.84		
70487	08/20/2026	2807	DOLLAR GENERAL				
A 1620.502-00-0000	O/M CLEANING SUPPLIES		1001450295	270188	25.90	25.90	
				Check Total:	25.90		
70488	08/20/2026	6102	EASTER SEALS NEW YORK				
A 600	ACCOUNTS PAYABLE	KESSLER IDEA GRANT - 611	IDEA25-26 CALEDONIA		1,912.00		
				Check Total:	1,912.00		
70489	08/20/2026	386	ELEVATOR MAINTENANCE OF BUFFALO INC				
A 1620.400-00-0000	O/M C/E		202608239	270115	1,200.00	1,200.00	
A 1620.400-00-0000	O/M C/E	QTR 1	202608116	270116	550.00	550.00	
				Check Total:	1,750.00		
70490	08/20/2026	462	GENESEE AREA HEALTHCARE PLAN				
A 9060.800-00-0000	HEALTH INSURANCE		SEPTEMBER 2026- PPO	270125	37,982.09	37,982.09	
				Check Total:	37,982.09		
70491	08/20/2026	504	GRAINGER				
A 1620.502-00-0000	O/M CLEANING SUPPLIES		9965060834	261183	397.70	397.70	
A 1620.502-00-0000	O/M CLEANING SUPPLIES		9979829810	261183	79.90	79.90	
				Check Total:	477.60		
70492	08/20/2026	1775	HOME DEPOT CREDIT SERVICES				
A 1620.501-00-0000	O/M SUPPLIES		8902232	261209	15.97	15.97	
A 1620.501-00-0000	O/M SUPPLIES		7602871	261209	988.94	988.94	
A 1620.501-00-0000	O/M SUPPLIES		7604744	261209	38.12	38.12	
A 1620.501-00-0000	O/M SUPPLIES		7725255	261209	398.00	398.00	
A 1620.501-00-0000	O/M SUPPLIES		6846311	261209	259.00	259.00	
				Check Total:	1,700.03		

CALEDONIA MUMFORD CSD

Check Warrant Report For A - 7: AUGUST 20 - GENERAL FUND For Dates 8/1/2026 - 8/31/2026



Check #	Check Date	Vendor ID	Vendor Name	Check Description	Check Amount	Liquidated
Account	Account Description	Explanation	Invoice Number	PO Number		
70493	08/20/2026	7522 INTIVITY, INC.				
A 2110.402-01-0000	EL PRINCIPAL INITIATIVE	ELEMENTARY OFFICE	216834	261083	7,329.15	7,329.15
				Check Total:	7,329.15	
70494	08/20/2026	630 JOE'S AWARDS & TROPHIES				
A 2855.400-00-0000	ATHLETICS C/E		9736	270200	9.00	9.00
				Check Total:	9.00	
70495	08/20/2026	6126 LYONS SPORTS BOOSTERS				
A 2855.400-00-0000	ATHLETICS C/E		JV/VARSITY VB TOURNAMENT	261179	625.00	625.00
				Check Total:	625.00	
70496	08/20/2026	1015 PERMA BOUND DIV				
A 2110.480-03-0000	TEXTBOOKS HS		2043526-00	261202	758.50	758.50
				Check Total:	758.50	
70497	08/20/2026	1085 QUIA - IXL LEARNING				
A 2110.450-03-6000	SCIENCE		S579552	270007	99.00	99.00
				Check Total:	99.00	
70498	08/20/2026	1149 ROCHESTER CITY SCHOOL DISTRICT				
A 600	ACCOUNTS PAYABLE	PO 261246	100074		2,097.90	
				Check Total:	2,097.90	
70499	08/20/2026	1688 SCHOOL OF THE HOLY CHILDHOOD				
A 600	ACCOUNTS PAYABLE	7-8/2022 ESY RECONCILED RATE ADJ	OEINV-0005211		301.00	
A 600	ACCOUNTS PAYABLE	9/22 - 6/23 10MO RECONCILED RATE ADJ	OEINV-0005212		786.00	
A 600	ACCOUNTS PAYABLE	9/24 - 6/25 10 MO PROSPECTIVE RATE ADJ	OEINV-0005213		5,016.80	
A 600	ACCOUNTS PAYABLE	7-8/25 ESY PROSPECTIVE RATE ADJ	OEINV-0005214		923.00	
A 600	ACCOUNTS PAYABLE	9/25 - 3/26 PROSPECTIVE RATE ADJ	OEINV-0005215		3,490.20	
A 600	ACCOUNTS PAYABLE	MUSIC THERAPY RE-EVAL 3.12.26	OEINV-0006201		200.00	
A 600	ACCOUNTS PAYABLE	REL SERV-MUSIC THERAPY, 6/26	OEINV-0005767		440.00	
				Check Total:	11,157.00	
70500	08/20/2026	1216 SCHOOL SPECIALTY, LLC				
A 2110.450-02-6000	OCC ED		208137219394	270045	383.10	383.10
				Check Total:	383.10	
70501	08/20/2026	1652 SKANDACOR DIRECT, INC				

CALEDONIA MUMFORD CSD

Check Warrant Report For A - 7: AUGUST 20 - GENERAL FUND For Dates 8/1/2026 - 8/31/2026



Check #	Check Date	Vendor ID	Vendor Name	Check Description	Check Amount	Liquidated
Account	Account Description	Explanation	Invoice Number	PO Number		
A 2110.402-01-0000	EL PRINCIPAL INITIATIVE		INV/2026/03667	261185	356.01	356.01
Check Total:					356.01	
70502	08/20/2026	1670 TERZO PRINTING				
A 2110.450-03-0000	SUPPLIES OFFICE HS		4444	270183	504.00	504.00
Check Total:					504.00	
70503	08/20/2026	1473 WARD'S SCIENCE				
A 2110.450-03-6000	SCIENCE		8822006711	270009	592.10	592.10
A 2110.450-03-6000	SCIENCE		8821968522	270009	17.22	184.12
Check Total:					609.32	
70504	08/20/2026	2096 WEST FIRE SYSTEMS, INC.				
A 1621.400-00-0000	CONTRACTUAL		89810	270170	744.00	744.00
A 1620.400-00-0000	O/M C/E		89686	270121	2,548.80	2,548.80
Check Total:					3,292.80	
70505	08/20/2026	848 MONROE EXTINGUISHER CO.				
A 600	ACCOUNTS PAYABLE	PO 261189	I193758		869.00	
A 600	ACCOUNTS PAYABLE	PO 261188	I193759		552.00	
Check Total:					1,421.00	
Warrant Total:					388,462.52	
Vendor Portion:					388,462.52	
Payroll Portion:					0.00	

Number of Transactions: 61

Certification of Warrant

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

Date

Signature

Title

CALEDONIA MUMFORD CSD

Check Warrant Report For H - 1: AUGUST 20 - CAPITAL FUND For Dates 8/1/2026 - 8/31/2026



Check #	Check Date	Vendor ID	Vendor Name	Check Description	Check Amount	Liquidated
Account	Account Description	Explanation	Invoice Number	PO Number		
2739	08/20/2026	3648 ALLGAIER CONSTRUCTION CORP				
H 1620.402-00-2025	General Contractor (Allgaier) 2025 Capital Project	JUNE	G-15	251126	477,703.70	477,703.70
Check Total:					477,703.70	
2740	08/20/2026	117 BERNARD P. DONEGAN, INC.				
H 600	ACCOUNTS PAYABLE	PO 240476	1468 - FMS 5/2026		2,064.10	
Check Total:					2,064.10	
2741	08/20/2026	240 CAMPUS CONSTRUCTION MGMT				
H 2110.201-00-2025	CONSTRUCTION MANAGER 2025 CAPITAL PROJECT	JULY	APP-00031	240937	30,238.87	30,238.87
Check Total:					30,238.87	
2742	08/20/2026	7655 Concord Electric Corporation				
H 1620.400-00-2025	Concord Electric	JUNE	APP #15	251124	97,007.35	97,007.35
Check Total:					97,007.35	
2743	08/20/2026	2132 DAY AUTOMATION SYSTEMS INC				
H 1620.407-00-2025	Building Access Controls	JUNE	APP #7	260286	47,387.45	47,387.45
H 1620.408-00-2025	Bulding HVAC Management - 2025 Capital Project	JUNE	APP #11	260286	64,362.74	64,362.74
Check Total:					111,750.19	
2744	08/20/2026	7717 ENCORUS GROUP ENGINEERING D.P.C.				
H 1620.410-00-2025	Misc. and Testing Capital Project 2025		25612-002	260624	10,623.42	10,623.42
H 1620.410-00-2025	Misc. and Testing Capital Project 2025		25612-003	260624	3,877.44	3,877.44
H 1620.410-00-2025	Misc. and Testing Capital Project 2025		25612-004	260624	7,405.74	7,405.74
Check Total:					21,906.60	
2745	08/20/2026	726 LMC INDUSTRIAL CONTRACTORS INC				
H 1620.404-00-2025	Plumbing Capital Project 2025	JUNE	APP #010	251127	2,577.35	2,577.35
Check Total:					2,577.35	
2746	08/20/2026	7662 MAZZA MECHANICAL SERVICES INC.				
H 1620.403-00-2025	Mechanical Contracting (Mazza) 2025	JUNE	APP #8	260284	220,810.99	220,810.99
Check Total:					220,810.99	

CALEDONIA MUMFORD CSD

Check Warrant Report For H - 1: AUGUST 20 - CAPITAL FUND For Dates 8/1/2026 - 8/31/2026



Check #	Check Date	Vendor ID	Vendor Name	Check Description			
Account	Account Description	Explanation	Invoice Number	PO Number	Check Amount	Liquidated	
2747	08/20/2026	787	MCGILL, TIMOTHY R.				
H 600	ACCOUNTS PAYABLE	PO 261236	BOND COUNSEL SERVICES RENDERED		21,139.56		
					Check Total:	21,139.56	
2748	08/20/2026	7665	SALAS O'BRIEN CONSULTING AND ENGINEERING GROUP OF NEW YORK, INC.				
H 1620.412-00-2025	Construction Contingency and Incidentals not allocated to a contractor		250024.00-91901	260622	1,349.00	1,349.00	
H 1620.412-00-2025	Construction Contingency and Incidentals not allocated to a contractor		6032607101	260622	1,349.00	1,349.00	
					Check Total:	2,698.00	
					Warrant Total:	987,896.71	
					Vendor Portion:	987,896.71	
					Payroll Portion:	0.00	
Number of Transactions: 10							

Certification of Warrant

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

DateSignatureTitle

CALEDONIA MUMFORD CSD



Budget Transfer Query From 7/1/2026 - 6/30/2027 In Between \$0.00 And \$999,999,999.99

Reference #	Date	Transfer Explanation	Account	Detail Description	Debits	Credits
569	07/21/2026	Transfer funds to support and reconcile BOCES	A 2110.400-00-0001		1,282.00	0.00
			A 2010.490-00-0000		0.00	1,282.00
			A 2855.400-00-0000		1,790.00	0.00
			A 2855.490-00-0000		0.00	1,790.00
			A 2110.450-00-0000		9,222.98	0.00
			A 2110.490-00-0000		0.00	9,222.98
			Transfer Totals:		12,294.98	12,294.98
571	07/22/2026	Transfer to pay insurance premiums	A 9060.800-00-0000		18,648.92	0.00
			A 1910.400-00-0000		0.00	18,648.92
			Transfer Totals:		18,648.92	18,648.92
579	08/20/2026	Transfer to support grade level materials	A 2110.450-01-0100		547.01	0.00
			A 2110.450-01-0300		0.00	547.01
			Transfer Totals:		547.01	547.01
580	08/20/2026	To support tax collection and mailing	A 1330.501-00-0000		0.00	3,600.00
			A 9060.800-00-0000		3,600.00	0.00
			Transfer Totals:		3,600.00	3,600.00
Grand Totals:					35,090.91	35,090.91

CALEDONIA MUMFORD CSD

Appropriation Status Detail Report By Function From 7/1/2026 To 6/30/2027



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1010.400-00-0000	BOARD C/E		14,200.00	0.00	14,200.00	7,013.00	540.00	6,647.00
A 1010.490-00-0000	BOCES SERVICES		8,833.00	0.00	8,833.00	0.00	0.00	8,833.00
A 1010.501-00-0000	BOARD SUPPLIES		700.00	0.00	700.00	0.00	450.00	250.00
1010	BOARD OF EDUCATION	*	23,733.00	0.00	23,733.00	7,013.00	990.00	15,730.00
A 1060.400-00-0000	DIST MTG C/E		1,250.00	0.00	1,250.00	0.00	0.00	1,250.00
1060	DISTRICT MEETING	*	1,250.00	0.00	1,250.00	0.00	0.00	1,250.00
10		**	24,983.00	0.00	24,983.00	7,013.00	990.00	16,980.00
A 1240.150-00-0000	CSA INSTR SAL		170,100.00	0.00	170,100.00	29,038.48	0.00	141,061.52
A 1240.160-00-0000	CSA PERS SERV		57,772.00	0.00	57,772.00	8,824.00	0.00	48,948.00
A 1240.400-00-0000	CSA C/E		16,500.00	0.00	16,500.00	832.00	540.00	15,128.00
A 1240.501-00-0000	CSA SUPPLIES		3,700.00	0.00	3,700.00	0.00	2,075.93	1,624.07
1240	CHIEF SCHOOL ADMINISTRATOR	*	248,072.00	0.00	248,072.00	38,694.48	2,615.93	206,761.59
12		**	248,072.00	0.00	248,072.00	38,694.48	2,615.93	206,761.59
A 1310.150-00-0000	BA INST SAL		124,950.00	0.00	124,950.00	19,270.76	0.00	105,679.24
A 1310.160-00-0000	BA PERS SERV		94,571.00	0.00	94,571.00	14,666.66	0.00	79,904.34
A 1310.400-00-0000	BA C/E		15,000.00	2,955.40	17,955.40	1,021.80	2,431.60	14,502.00
A 1310.490-00-0000	BOCES SERVICES		86,347.00	10,149.00	96,496.00	0.00	10,149.00	86,347.00
A 1310.501-00-0000	BA SUPPLIES		1,200.00	0.00	1,200.00	29.39	47.49	1,123.12
1310	BUSINESS ADMINISTRATION	*	322,068.00	13,104.40	335,172.40	34,988.61	12,628.09	287,555.70
A 1320.160-00-0000	AUDITING PERS SERV		2,478.00	0.00	2,478.00	374.93	0.00	2,103.07
A 1320.442-00-0000	AUDIT		24,000.00	16,650.00	40,650.00	0.00	16,650.00	24,000.00
1320	AUDITING	*	26,478.00	16,650.00	43,128.00	374.93	16,650.00	26,103.07
A 1325.501-00-0000	TREAS SUPPLIES		450.00	0.00	450.00	1,759.12	0.00	-1,309.12
1325	TREASURER	*	450.00	0.00	450.00	1,759.12	0.00	-1,309.12
A 1330.400-00-0000	TAX COL C/E		3,500.00	0.00	3,500.00	0.00	0.00	3,500.00
A 1330.501-00-0000	TAX COL SUPPLIES		1,600.00	3,600.00	5,200.00	0.00	3,804.25	1,395.75
1330	TAX COLLECTOR	*	5,100.00	3,600.00	8,700.00	0.00	3,804.25	4,895.75
A 1345.490-00-0000	PURCHASING BOCES SERVICES		3,241.00	0.00	3,241.00	0.00	0.00	3,241.00
1345	PURCHASING	*	3,241.00	0.00	3,241.00	0.00	0.00	3,241.00
13		**	357,337.00	33,354.40	390,691.40	37,122.66	33,082.34	320,486.40
A 1420.441-00-0000	LEGAL		36,000.00	0.00	36,000.00	0.00	0.00	36,000.00
A 1420.490-00-0000	LEGAL BOCES		43,234.00	0.00	43,234.00	0.00	0.00	43,234.00
1420	LEGAL	*	79,234.00	0.00	79,234.00	0.00	0.00	79,234.00

CALEDONIA MUMFORD CSD

Appropriation Status Detail Report By Function From 7/1/2026 To 6/30/2027



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1430.400-00-0000	PS C/E		4,000.00	0.00	4,000.00	0.00	0.00	4,000.00
A 1430.490-00-0000	PERS BOCES SERV		9,725.00	0.00	9,725.00	0.00	0.00	9,725.00
1430	PERSONNEL	*	13,725.00	0.00	13,725.00	0.00	0.00	13,725.00
A 1480.400-00-0000	PUB INFO C/E		12,000.00	0.00	12,000.00	0.00	359.44	11,640.56
1480	PUBLIC INFORMATION & SERVICES	*	12,000.00	0.00	12,000.00	0.00	359.44	11,640.56
14		**	104,959.00	0.00	104,959.00	0.00	359.44	104,599.56
A 1620.160-00-0000	O/M PERS SERV		287,109.00	0.00	287,109.00	43,901.30	0.00	243,207.70
A 1620.161-00-0000	O/M SUBS		12,000.00	0.00	12,000.00	4,233.57	0.00	7,766.43
A 1620.162-00-0000	O/M SUMMER HELP		50,960.00	0.00	50,960.00	41,440.00	0.00	9,520.00
A 1620.163-00-0000	O/M SCHOOL TO WORK		5,518.00	0.00	5,518.00	48.00	0.00	5,470.00
A 1620.164-00-0000	O/M OVERTIME		16,108.00	0.00	16,108.00	200.99	0.00	15,907.01
A 1620.200-01-0000	O/M EQUIP		45,000.00	13,375.83	58,375.83	0.00	13,375.83	45,000.00
A 1620.400-00-0000	O/M C/E		90,000.00	1,695.00	91,695.00	9,929.30	20,315.81	61,449.89
A 1620.401-00-0000	O/M CONTRACTUAL SEALING, TESTING, SHREDDING AND RENTALS		2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 1620.402-00-0000	CONTRACT CLEANING EXPENDITURES		230,000.00	0.00	230,000.00	0.00	230,000.00	0.00
A 1620.422-01-0000	O/M GAS EL		55,968.00	0.00	55,968.00	0.00	0.00	55,968.00
A 1620.422-02-0000	O/M GAS HS		63,393.75	0.00	63,393.75	0.00	0.00	63,393.75
A 1620.423-00-0000	O/M GARBAGE		15,000.00	0.00	15,000.00	0.00	15,000.00	0.00
A 1620.425-01-0000	O/M ELEC EL		80,275.75	0.00	80,275.75	5,780.53	74,495.22	0.00
A 1620.425-02-0000	O/M ELEC MS/HS		169,050.00	0.00	169,050.00	9,735.22	159,314.78	0.00
A 1620.425-03-0000	O/M ELEC DIST OFF		11,230.90	0.00	11,230.90	483.32	10,747.58	0.00
A 1620.425-04-0000	O/M ELEC LIGHTS		3,622.50	0.00	3,622.50	261.87	3,360.63	0.00
A 1620.425-05-0000	O/M ELEC FIELDS		50,715.00	0.00	50,715.00	3,536.35	46,638.65	540.00
A 1620.426-01-0000	O/M WATER EL		5,666.00	270.00	5,936.00	0.00	270.00	5,666.00
A 1620.426-02-0000	O/M WATER HS		12,317.00	0.00	12,317.00	0.00	0.00	12,317.00
A 1620.501-00-0000	O/M SUPPLIES		42,000.00	110,345.42	152,345.42	5,096.46	90,162.72	57,086.24
A 1620.502-00-0000	O/M CLEANING SUPPLIES		40,000.00	477.60	40,477.60	1,224.04	6,683.51	32,570.05
A 1620.503-00-0000	O/M ELECTRICAL SUPPLIES		4,000.00	0.00	4,000.00	0.00	1,717.74	2,282.26
A 1620.504-00-0000	O/M UNIFORM AND ATTIRE SUPPLIES		2,000.00	0.00	2,000.00	198.00	0.00	1,802.00
1620	OPERATION OF PLANT	*	1,293,933.90	126,163.85	1,420,097.75	126,068.95	672,082.47	621,946.33
A 1621.160-00-0000	SALARIES		160,400.16	0.00	160,400.16	19,254.87	0.00	141,145.29
A 1621.164-00-0000	OVERTIME MAINTENANCE		21,476.00	0.00	21,476.00	1,032.32	0.00	20,443.68
A 1621.400-00-0000	CONTRACTUAL		10,000.00	0.00	10,000.00	744.00	3,195.00	6,061.00

CALEDONIA MUMFORD CSD

Appropriation Status Detail Report By Function From 7/1/2026 To 6/30/2027



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1621.501-00-0000	SUPPLIES		25,000.00	0.00	25,000.00	449.93	3,153.19	21,396.88
1621	MAINTENANCE OF PLANT	*	216,876.16	0.00	216,876.16	21,481.12	6,348.19	189,046.85
A 1670.160-00-0000	CENTRAL PRTG PERS SERV		18,345.60	0.00	18,345.60	800.00	0.00	17,545.60
A 1670.400-00-0000	CENTRAL PRTG/MLG C/E		28,000.00	0.00	28,000.00	8,000.00	0.00	20,000.00
A 1670.501-00-0000	CENTRAL PRTG + MLG SUPPLIES		22,500.00	0.00	22,500.00	211.26	29.37	22,259.37
1670	CENTRAL PRINTING & MAILING	*	68,845.60	0.00	68,845.60	9,011.26	29.37	59,804.97
A 1680.490-00-0000	BOCES DATA PROC		240,863.85	0.00	240,863.85	0.00	0.00	240,863.85
1680	CENTRAL DATA PROCESSING	*	240,863.85	0.00	240,863.85	0.00	0.00	240,863.85
16		**	1,820,519.51	126,163.85	1,946,683.36	156,561.33	678,460.03	1,111,662.00
A 1910.400-00-0000	INSURANCE		121,900.00	18,648.92	140,548.92	140,548.92	0.00	0.00
1910	UNALLOCATED INSURANCE	*	121,900.00	18,648.92	140,548.92	140,548.92	0.00	0.00
A 1920.400-00-0000	SCH ASSN DUES		5,000.00	0.00	5,000.00	0.00	1,685.00	3,315.00
1920	SCHOOL ASSOCIATION DUES	*	5,000.00	0.00	5,000.00	0.00	1,685.00	3,315.00
A 1981.492-00-0000	BOCES ADM CHG-OTHER		277,562.00	0.00	277,562.00	0.00	0.00	277,562.00
1981	BOCES ADMINISTRATIVE COSTS	*	277,562.00	0.00	277,562.00	0.00	0.00	277,562.00
A 1989.400-00-0000	UNCLASSIFIED-SPEC ITEMS		5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
1989	UNCLASSIFIED	*	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
19		**	409,462.00	18,648.92	428,110.92	140,548.92	1,685.00	285,877.00
1		***	2,965,332.51	178,167.17	3,143,499.68	379,940.39	717,192.74	2,046,366.55
A 2010.400-00-0000	PROFESSIONAL DEVELOPMENT C/E		45,000.00	0.00	45,000.00	0.00	0.00	45,000.00
A 2010.490-00-0000	CURRICULUM/DEVELOPMENT BOCES SERVICES		210,359.00	1,282.00	211,641.00	0.00	0.00	211,641.00
2010	CURRICULUM DEVEL & SUPERVISION	*	255,359.00	1,282.00	256,641.00	0.00	0.00	256,641.00
A 2020.150-00-0000	SUP INSTR SAL		320,017.36	0.00	320,017.36	56,349.58	0.00	263,667.78
A 2020.160-00-0000	SUP PERS SERV		165,154.32	0.00	165,154.32	18,618.46	0.00	146,535.86
A 2020.163-00-0000	SUP SCHOOL TO WORK		18,816.72	0.00	18,816.72	86.72	0.00	18,730.00
2020	SUPERVISION-REGULAR SCHOOL	*	503,988.40	0.00	503,988.40	75,054.76	0.00	428,933.64
20		**	759,347.40	1,282.00	760,629.40	75,054.76	0.00	685,574.64
A 2110.110-00-0000	TEACHERS SAL K-5		2,074,771.32	0.00	2,074,771.32	0.00	0.00	2,074,771.32
A 2110.111-00-0000	TEACHERS SAL K-5 ADDITIONAL PAY		60,500.00	0.00	60,500.00	20,852.78	0.00	39,647.22
A 2110.112-00-0000	SUMMER READING AND MATH PROGRAM		25,000.00	0.00	25,000.00	5,670.06	0.00	19,329.94
A 2110.113-00-0000	ELEMENTARY SUMMER HOURS		4,523.76	0.00	4,523.76	0.00	0.00	4,523.76
A 2110.130-00-0000	TEACHERS SAL 6-12		2,047,724.42	0.00	2,047,724.42	0.00	0.00	2,047,724.42
A 2110.131-00-0000	TEACHERS SAL 6-12 ADDITIONAL PAY		30,900.00	0.00	30,900.00	10,229.20	0.00	20,670.80

CALEDONIA MUMFORD CSD

Appropriation Status Detail Report By Function From 7/1/2026 To 6/30/2027



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2110.132-00-0000	DRIVER'S EDUCATION	10,268.07	0.00	10,268.07	8,786.70	0.00	1,481.37
A 2110.133-00-0000	GRADE LEVEL CHAIRS PRE-K THROUGH 12	44,931.00	0.00	44,931.00	0.00	0.00	44,931.00
A 2110.140-00-0000	SAL SUBS	150,000.00	0.00	150,000.00	6,895.00	0.00	143,105.00
A 2110.160-00-0000	PERS SERV	23,556.62	0.00	23,556.62	689.46	0.00	22,867.16
A 2110.400-00-0001	GENERAL - OVERALL	60,000.00	-1,282.00	58,718.00	0.00	0.00	58,718.00
A 2110.400-01-0000	TCHG C/E EL	6,500.00	0.00	6,500.00	0.00	0.00	6,500.00
A 2110.400-03-0000	TCHG C/E HS	38,410.00	3,909.30	42,319.30	3,909.27	0.00	38,410.03
A 2110.401-01-0000	EL PROFESSIONAL DEVELOPMENT	8,500.00	0.00	8,500.00	0.00	0.00	8,500.00
A 2110.401-03-0000	M/HS PROFESSIONAL DEVELOPMENT	8,500.00	0.00	8,500.00	0.00	0.00	8,500.00
A 2110.402-01-0000	EL PRINCIPAL INITIATIVE	7,500.00	8,941.35	16,441.35	9,505.16	1,256.19	5,680.00
A 2110.402-03-0000	M/HS SCHOOL SPIRIT	4,200.00	0.00	4,200.00	0.00	0.00	4,200.00
A 2110.403-01-0000	EL MUSICAL	7,800.00	0.00	7,800.00	0.00	0.00	7,800.00
A 2110.403-03-0000	M/HS GRADUATION	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
A 2110.404-03-0000	M/HS PRINCIPAL INITIATIVE	4,500.00	0.00	4,500.00	0.00	2,999.00	1,501.00
A 2110.450-00-0000	MUSICAL EXPENSES	10,000.00	-9,222.98	777.02	0.00	0.00	777.02
A 2110.450-00-1000	CURRICULUM & INSTRUCTION K-12 SUPPLIES	0.00	6,570.00	6,570.00	0.00	6,570.00	0.00
A 2110.450-01-0000	SUPPLIES OFFICE	4,487.00	0.00	4,487.00	0.00	1,548.05	2,938.95
A 2110.450-01-0001	TEACHING SUPPLIES PRE-K	1,900.00	74,911.79	76,811.79	0.00	76,060.94	750.85
A 2110.450-01-0010	TEACHING SUPPLIES KINDERGARTEN	2,100.00	0.00	2,100.00	0.00	2,616.03	-516.03
A 2110.450-01-0100	TEACHING SUPPLIES 1ST GRADE	2,100.00	-547.01	1,552.99	0.00	574.76	978.23
A 2110.450-01-0200	TEACHING SUPPLIES 2ND GRADE	2,100.00	0.00	2,100.00	0.00	2,100.00	0.00
A 2110.450-01-0300	TEACHING SUPPLIES 3RD GRADE	2,100.00	547.01	2,647.01	0.00	2,274.74	372.27
A 2110.450-01-0400	TEACHING SUPPLIES 4TH GRADE	2,100.00	0.00	2,100.00	0.00	1,227.20	872.80
A 2110.450-01-0500	TEACHING SUPPLIES 5TH GRADE	2,100.00	0.00	2,100.00	0.00	2,022.97	77.03
A 2110.450-01-1100	EL STEM SUPPLIES	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
A 2110.450-01-4000	REMEDIAL MATH/READING	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 2110.450-01-7000	ART	5,400.00	0.00	5,400.00	0.00	2,167.09	3,232.91
A 2110.450-01-8000	MUSIC ELEM	4,000.00	0.00	4,000.00	0.00	1,324.31	2,675.69
A 2110.450-01-9000	PHYS ED ELEM	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 2110.450-02-6000	OCC ED	8,000.00	0.00	8,000.00	1,692.09	5,823.97	483.94
A 2110.450-03-0000	SUPPLIES OFFICE HS	17,838.00	0.00	17,838.00	1,529.39	8,160.12	8,148.49
A 2110.450-03-2000	MUSIC	4,000.00	0.00	4,000.00	0.00	1,198.12	2,801.88
A 2110.450-03-3000	ENGLISH	1,935.00	0.00	1,935.00	0.00	766.22	1,168.78

CALEDONIA MUMFORD CSD

Appropriation Status Detail Report By Function From 7/1/2026 To 6/30/2027



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2110.450-03-4000	SOCIAL STUDIES		1,800.00	0.00	1,800.00	0.00	273.17	1,526.83
A 2110.450-03-5000	MATH		1,500.00	0.00	1,500.00	128.23	1,039.22	332.55
A 2110.450-03-6000	SCIENCE		6,960.00	0.00	6,960.00	708.32	4,051.01	2,200.67
A 2110.450-03-7000	FOREIGN LANGUAGE		500.00	0.00	500.00	0.00	494.97	5.03
A 2110.450-03-8000	ART		3,100.00	0.00	3,100.00	0.00	500.00	2,600.00
A 2110.450-03-9000	PHYS ED/HEALTH		7,705.00	0.00	7,705.00	97.30	7,024.69	583.01
A 2110.480-01-0000	TEXTBOOKS EL		27,416.00	13,738.89	41,154.89	0.00	28,888.43	12,266.46
A 2110.480-03-0000	TEXTBOOKS HS		17,699.00	1,060.46	18,759.46	828.40	2,553.42	15,377.64
A 2110.490-00-0000	BOCES SERV		102,136.00	9,222.98	111,358.98	0.00	0.00	111,358.98
2110	TEACHING-REGULAR SCHOOL	*	4,868,061.19	107,849.79	4,975,910.98	71,521.36	163,514.62	4,740,875.00
21		**	4,868,061.19	107,849.79	4,975,910.98	71,521.36	163,514.62	4,740,875.00
A 2250.150-00-0000	SP ED SAL		1,143,766.21	0.00	1,143,766.21	16,339.07	0.00	1,127,427.14
A 2250.151-00-0000	SP ED SAL ADDITIONAL PAY		18,540.00	0.00	18,540.00	6,537.53	0.00	12,002.47
A 2250.160-00-0000	SP ED PERS SERV		229,128.00	0.00	229,128.00	6,642.24	0.00	222,485.76
A 2250.400-00-0000	SP ED C/E		16,000.00	0.00	16,000.00	0.00	1,641.37	14,358.63
A 2250.401-00-0000	SPECIAL ED. AUDIOLOGY CONTRACTUAL EXPENDITURES		16,000.00	0.00	16,000.00	0.00	0.00	16,000.00
A 2250.402-00-0000	SPECIAL ED. AUTISM CONSULTATION CONTRACTUAL EXPENDITURES		6,000.00	0.00	6,000.00	0.00	0.00	6,000.00
A 2250.403-00-0000	SPECIAL ED. MUSIC THERAPY CONTRACTUAL EXPENDITURES		4,000.00	0.00	4,000.00	390.00	3,610.00	0.00
A 2250.404-00-0000	SPECIAL ED. INTERPRETING CONTRACTUAL EXPENDITURES		4,000.00	0.00	4,000.00	0.00	0.00	4,000.00
A 2250.470-00-0000	SP ED TUITION		847,957.91	0.00	847,957.91	34,756.22	495,811.78	317,389.91
A 2250.490-00-0000	BOCES - SP ED		550,386.75	0.00	550,386.75	0.00	0.00	550,386.75
A 2250.501-00-0000	SP ED SUPPLIES		8,000.00	1,740.00	9,740.00	1,940.81	2,305.05	5,494.14
2250	PROGRAMS-STUDENTS W/ DISABIL	*	2,843,778.87	1,740.00	2,845,518.87	66,605.87	503,368.20	2,275,544.80
A 2280.150-00-0000	OCC ED SAL		244,208.36	0.00	244,208.36	0.00	0.00	244,208.36
A 2280.490-00-0000	OCC ED BOCES SERVICES		414,732.00	0.00	414,732.00	0.00	0.00	414,732.00
2280	OCCUPATIONAL EDUCATION	*	658,940.36	0.00	658,940.36	0.00	0.00	658,940.36
22		**	3,502,719.23	1,740.00	3,504,459.23	66,605.87	503,368.20	2,934,485.16
A 2330.490-00-0000	BOCES SUMMER SCHOOL		16,600.00	0.00	16,600.00	0.00	0.00	16,600.00
2330	TEACHING-SUMMER SCHOOL	*	16,600.00	0.00	16,600.00	0.00	0.00	16,600.00
23		**	16,600.00	0.00	16,600.00	0.00	0.00	16,600.00
A 2610.150-00-0000	LIB SAL		147,534.00	0.00	147,534.00	0.00	0.00	147,534.00

CALEDONIA MUMFORD CSD

Appropriation Status Detail Report By Function From 7/1/2026 To 6/30/2027



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2610.151-00-0000	LIB SAL ADDITIONAL PAY		0.00	0.00	0.00	1,417.08	0.00	-1,417.08
A 2610.400-02-0000	M/HS LIB NON AIDABLE		3,445.00	666.08	4,111.08	0.00	666.08	3,445.00
A 2610.460-01-0000	AIDABLE LIB MATLS EL		2,521.00	0.00	2,521.00	0.00	2,521.00	0.00
A 2610.460-02-0000	AIDABLE LIB MATLS HS		2,522.00	166.18	2,688.18	0.00	166.18	2,522.00
A 2610.490-00-0000	LIB BOCES SERV		52,953.00	0.00	52,953.00	0.00	0.00	52,953.00
A 2610.521-01-0000	ES LIB NON AIDABLE		3,800.00	0.00	3,800.00	0.00	3,795.41	4.59
2610	SCHOOL LIBRARY & AUDIOVISUAL	*	212,775.00	832.26	213,607.26	1,417.08	7,148.67	205,041.51
A 2630.150-00-0000	COMPUTER INSTR SAL		136,110.00	0.00	136,110.00	20,500.96	0.00	115,609.04
A 2630.160-00-0000	COMPUTER INSTR PERS SERV		59,663.00	0.00	59,663.00	9,364.92	0.00	50,298.08
A 2630.161-00-0000	SOCIAL MEDIA SPECIALIST SALARY		13,240.00	0.00	13,240.00	2,002.67	0.00	11,237.33
A 2630.162-00-0000	IT SUMMER HELP		2,500.00	0.00	2,500.00	4,020.48	0.00	-1,520.48
A 2630.220-00-0000	COMPUTER HDWE AIDABLE		13,736.00	0.00	13,736.00	0.00	0.00	13,736.00
A 2630.400-00-0000	COMPUTER INSTR C/E		75,700.00	0.00	75,700.00	0.00	0.00	75,700.00
A 2630.460-00-0000	COMPUTER SOFTWARE AIDABLE		11,475.00	2,535.54	14,010.54	0.00	7,609.54	6,401.00
A 2630.490-00-0000	COMPUTER INSTR BOCES		874,545.00	417,895.27	1,292,440.27	0.00	417,895.27	874,545.00
A 2630.501-00-0000	COMPUTER INSTR SUPPLIES		20,000.00	8,857.94	28,857.94	0.00	17,147.26	11,710.68
2630	COMPUTER ASSISTED INSTRUCTION	*	1,206,969.00	429,288.75	1,636,257.75	35,889.03	442,652.07	1,157,716.65
26		**	1,419,744.00	430,121.01	1,849,865.01	37,306.11	449,800.74	1,362,758.16
A 2805.160-00-0000	SALARIES		20,214.00	0.00	20,214.00	614.11	0.00	19,599.89
2805	ATTENDANCE-REGULAR SCHOOL	*	20,214.00	0.00	20,214.00	614.11	0.00	19,599.89
A 2810.150-00-0000	GUIDANCE SAL		114,429.00	0.00	114,429.00	0.00	0.00	114,429.00
A 2810.151-00-0000	GUIDANCE ADDITIONAL WORK		12,542.00	0.00	12,542.00	5,655.51	0.00	6,886.49
A 2810.160-00-0000	GUIDANCE PERS SERV		47,099.87	0.00	47,099.87	6,733.28	0.00	40,366.59
A 2810.400-00-0000	GUIDANCE C/E		12,000.00	0.00	12,000.00	0.00	0.00	12,000.00
A 2810.501-00-0000	GUIDANCE SUPPLIES		2,900.00	0.00	2,900.00	61.62	1,170.75	1,667.63
2810	GUIDANCE-REGULAR SCHOOL	*	188,970.87	0.00	188,970.87	12,450.41	1,170.75	175,349.71
A 2815.160-00-0000	HEALTH PERS SERV		116,140.00	0.00	116,140.00	0.00	0.00	116,140.00
A 2815.161-00-0000	HEALTH PERS SERV ADDITIONAL PAY		2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 2815.400-00-0000	HEALTH C/E		16,000.00	0.00	16,000.00	2,300.00	11,519.50	2,180.50
A 2815.401-00-0000	HEALTH C/E OTHER SCHOOLS		9,000.00	0.00	9,000.00	0.00	0.00	9,000.00
A 2815.501-00-0000	HEALTH SUPPLIES		2,500.00	0.00	2,500.00	0.00	1,699.21	800.79
2815	HEALTH SERVICES-REGULAR SCHOOL	*	145,640.00	0.00	145,640.00	2,300.00	13,218.71	130,121.29
A 2820.150-00-0000	PSYCHOL SAL		57,537.00	0.00	57,537.00	0.00	0.00	57,537.00

CALEDONIA MUMFORD CSD

Appropriation Status Detail Report By Function From 7/1/2026 To 6/30/2027



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2820.151-00-0000	PSYCHOL SAL ADDITIONAL PAY	5,698.00	0.00	5,698.00	0.00	0.00	5,698.00
A 2820.501-00-0000	PSYCHOL SUPPLIES	6,000.00	0.00	6,000.00	0.00	921.00	5,079.00
2820	PSYCHOLOGICAL SRVC-REG SCHOOL *	69,235.00	0.00	69,235.00	0.00	921.00	68,314.00
A 2825.150-00-0000	ERSS-INSTR SAL	117,095.00	0.00	117,095.00	0.00	0.00	117,095.00
A 2825.151-00-0000	ERSS-INSTR SAL ADDITIONAL PAY	8,486.00	0.00	8,486.00	2,010.65	0.00	6,475.35
A 2825.400-00-0000	ERSS C/E	149,136.00	0.00	149,136.00	0.00	0.00	149,136.00
2825	SOCIAL WORK SRVC-REG SCHOOL *	274,717.00	0.00	274,717.00	2,010.65	0.00	272,706.35
A 2850.150-00-0000	CO CURR SAL	5,150.00	0.00	5,150.00	161.70	0.00	4,988.30
A 2850.151-00-0000	CO CURR ADVISOR STIPENDS	70,000.00	0.00	70,000.00	0.00	0.00	70,000.00
A 2850.152-00-0000	MENTOR PAY	0.00	0.00	0.00	1,211.00	0.00	-1,211.00
A 2850.160-00-0000	CO-CURR PERS SERV	8,000.00	0.00	8,000.00	375.55	0.00	7,624.45
2850	CO-CURRICULAR ACTIV-REG SCHL *	83,150.00	0.00	83,150.00	1,748.25	0.00	81,401.75
A 2855.140-00-0000	ATHLETIC DIRECTOR SALARIES	18,200.00	0.00	18,200.00	2,740.79	0.00	15,459.21
A 2855.150-00-0000	ATHLETICS CERTIFIED COACHES	309,520.00	0.00	309,520.00	8,540.53	0.00	300,979.47
A 2855.151-00-0000	ATHLETICS CERTIFIED CHAPERONES	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
A 2855.160-00-0000	ATHLETICS NON CERTIFIED COACHES	0.00	0.00	0.00	8,732.37	0.00	-8,732.37
A 2855.161-00-0000	ATHLETICS NON CERTIFIED CHAPERONES	20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
A 2855.400-00-0000	ATHLETICS C/E	22,400.00	931.49	23,331.49	823.00	10,638.84	11,869.65
A 2855.401-00-0000	ATHLETICS - CONFERENCES	1,600.00	0.00	1,600.00	0.00	0.00	1,600.00
A 2855.402-00-0000	ATHLETICS - ATHLETIC TRAINING	11,000.00	0.00	11,000.00	0.00	707.00	10,293.00
A 2855.449-00-0000	ATHLETICS REFS	53,000.00	0.00	53,000.00	0.00	0.00	53,000.00
A 2855.490-00-0000	ATHLETICS - BOCES	8,821.00	1,790.00	10,611.00	0.00	0.00	10,611.00
A 2855.501-00-0000	ATHLETICS SUPPLIES	22,000.00	24,182.95	46,182.95	0.00	24,244.08	21,938.87
2855	INTERSCHOL ATHLETICS-REG SCHL *	476,541.00	26,904.44	503,445.44	20,836.69	35,589.92	447,018.83
28	**	1,258,467.87	26,904.44	1,285,372.31	39,960.11	50,900.38	1,194,511.82
2	***	11,824,939.69	567,897.24	12,392,836.93	290,448.21	1,167,583.94	10,934,804.78
A 5510.161-05-0000	MECH PERS SERV	197,232.40	0.00	197,232.40	24,242.53	0.00	172,989.87
A 5510.162-05-0000	DR SAL REG	434,158.00	0.00	434,158.00	25,136.29	0.00	409,021.71
A 5510.162-06-0000	ADD DR SAL REG	0.00	0.00	0.00	6,069.86	0.00	-6,069.86
A 5510.162-07-0000	BUS MONITORS SAL REG	16,297.00	0.00	16,297.00	4,107.42	0.00	12,189.58
A 5510.163-00-0000	DR SCHOOL TO WORK	5,050.00	0.00	5,050.00	0.00	0.00	5,050.00
A 5510.166-00-0000	DR SAL SPORTS RUNS	37,307.00	0.00	37,307.00	158.84	0.00	37,148.16
A 5510.168-00-0000	DR SAL FIELD TRIPS	10,000.00	0.00	10,000.00	304.70	0.00	9,695.30

CALEDONIA MUMFORD CSD

Appropriation Status Detail Report By Function From 7/1/2026 To 6/30/2027



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 5510.200-05-0000	TRANSPORTATION EQUIPMENT		2,558.00	0.00	2,558.00	0.00	0.00	2,558.00
A 5510.400-05-0000	TRANS CONTRACTUAL EXP		46,000.00	0.00	46,000.00	520.83	0.00	45,479.17
A 5510.400-05-0001	TRANSPORTATION MEAL REIMBURSEMENT		500.00	0.00	500.00	0.00	0.00	500.00
A 5510.420-05-0000	TRANS INSURANCE		25,000.00	0.00	25,000.00	23,810.00	0.00	1,190.00
A 5510.465-05-0000	CONTRACT REPAIR		5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
A 5510.490-00-0000	TRAN BOCES SERV		13,398.00	0.00	13,398.00	0.00	0.00	13,398.00
A 5510.501-05-0000	GENL SUPPLIES		6,000.00	0.00	6,000.00	0.00	1,005.42	4,994.58
A 5510.501-05-5700	AUTO PTS		31,200.00	0.00	31,200.00	0.00	0.00	31,200.00
A 5510.501-05-5710	GASOLINE		165,000.00	0.00	165,000.00	0.00	0.00	165,000.00
A 5510.501-05-5720	LUBE OIL		4,100.00	0.00	4,100.00	0.00	397.52	3,702.48
A 5510.501-05-5730	TIRES		10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
5510	DISTRICT TRANSPORTATION	*	1,008,800.40	0.00	1,008,800.40	84,350.47	1,402.94	923,046.99
A 5530.400-00-0000	GAR CONTRACTUAL EXP		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 5530.400-00-4220	GAR GAS		7,245.00	0.00	7,245.00	0.00	0.00	7,245.00
A 5530.400-00-4250	GAR ELECTRIC		12,679.00	0.00	12,679.00	722.99	11,956.01	0.00
A 5530.400-00-4260	GAR WATER		10,182.00	0.00	10,182.00	0.00	0.00	10,182.00
A 5530.501-00-0000	GAR GENL SUPPLIES		500.00	0.00	500.00	0.00	0.00	500.00
5530	GARAGE BUILDING	*	31,606.00	0.00	31,606.00	722.99	11,956.01	18,927.00
A 5540.400-05-0000	CONTRACT TRANS		110,000.00	0.00	110,000.00	0.00	0.00	110,000.00
5540	CONTRACT TRANSPORTATION	*	110,000.00	0.00	110,000.00	0.00	0.00	110,000.00
55		**	1,150,406.40	0.00	1,150,406.40	85,073.46	13,358.95	1,051,973.99
5		***	1,150,406.40	0.00	1,150,406.40	85,073.46	13,358.95	1,051,973.99
A 8060.160-00-0000	COMM. ED. PERS. SALARY		5,518.00	0.00	5,518.00	2,934.44	0.00	2,583.56
A 8060.400-00-0000	CONTRACTUAL EXPENSE		5,000.00	0.00	5,000.00	250.00	0.00	4,750.00
8060	CIVIC ACTIVITIES	*	10,518.00	0.00	10,518.00	3,184.44	0.00	7,333.56
80		**	10,518.00	0.00	10,518.00	3,184.44	0.00	7,333.56
8		***	10,518.00	0.00	10,518.00	3,184.44	0.00	7,333.56
A 9010.800-00-0000	EMPLOYEES RETIREMENT		316,200.00	0.00	316,200.00	0.00	0.00	316,200.00
9010	STATE RETIREMENT	*	316,200.00	0.00	316,200.00	0.00	0.00	316,200.00
A 9020.800-00-0000	TEACHERS RETIREMENT		790,221.00	0.00	790,221.00	0.00	0.00	790,221.00
9020	TEACHERS' RETIREMENT	*	790,221.00	0.00	790,221.00	0.00	0.00	790,221.00
A 9030.800-00-0000	FICA		751,748.40	0.00	751,748.40	36,491.04	0.00	715,257.36
9030	SOCIAL SECURITY	*	751,748.40	0.00	751,748.40	36,491.04	0.00	715,257.36

CALEDONIA MUMFORD CSD

Appropriation Status Detail Report By Function From 7/1/2026 To 6/30/2027



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 9040.800-00-0000	WORKERS COMP		45,216.00	0.00	45,216.00	21,827.00	21,827.00	1,562.00
9040	WORKERS' COMPENSATION	*	45,216.00	0.00	45,216.00	21,827.00	21,827.00	1,562.00
A 9050.800-00-0000	UNEMPLOYMENT INSURANCE		5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
9050	UNEMPLOYMENT INSURANCE	*	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
A 9055.800-00-0000	DISABILITY INSURANCE		13,000.00	0.00	13,000.00	1,485.86	7,429.30	4,084.84
9055	DISABILITY INSURANCE	*	13,000.00	0.00	13,000.00	1,485.86	7,429.30	4,084.84
A 9060.800-00-0000	HEALTH INSURANCE		3,248,673.00	-22,248.92	3,226,424.08	623,932.27	360,788.31	2,241,703.50
9060	MEDICAL & DENTAL INSURANCE	*	3,248,673.00	-22,248.92	3,226,424.08	623,932.27	360,788.31	2,241,703.50
90		**	5,170,058.40	-22,248.92	5,147,809.48	683,736.17	390,044.61	4,074,028.70
A 9901.950-00-0000	TRANSFER TO SPECIAL AID FUND		55,000.00	0.00	55,000.00	0.00	0.00	55,000.00
A 9901.960-00-0000	TRANSFER TO DEBT SERVICE		2,284,182.00	0.00	2,284,182.00	0.00	0.00	2,284,182.00
9901	TRANSFER TO SPECIAL AID	*	2,339,182.00	0.00	2,339,182.00	0.00	0.00	2,339,182.00
A 9950.900-00-0000	TRANSFER TO CAPITAL FUND		100,000.00	184,408.15	284,408.15	184,408.15	0.00	100,000.00
9950	TRANSFER TO CAPITAL	*	100,000.00	184,408.15	284,408.15	184,408.15	0.00	100,000.00
99		**	2,439,182.00	184,408.15	2,623,590.15	184,408.15	0.00	2,439,182.00
9		***	7,609,240.40	162,159.23	7,771,399.63	868,144.32	390,044.61	6,513,210.70
Fund ATotals:			23,560,437.00	908,223.64	24,468,660.64	1,626,790.82	2,288,180.24	20,553,689.58
Grand Totals:			23,560,437.00	908,223.64	24,468,660.64	1,626,790.82	2,288,180.24	20,553,689.58

CALEDONIA MUMFORD CSD

Revenue Status Report By Function From 7/1/2026 To 6/30/2027



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
A 1120.10	MONROE CTY SALES TAX REVENUE	0.00	0.00	0.00	5,047.00	-5,047.00
A 1315	CONTINUING EDUC TUITION	0.00	0.00	0.00	245.00	-245.00
A 1335	OTHER STUDENT FEES AND CHARGES	0.00	0.00	0.00	12.75	-12.75
A 1411	ADMISSIONS - MUSICAL	0.00	0.00	0.00	87.50	-87.50
A 2401	INT. AND EARNINGS ON DEPOSITS	0.00	0.00	0.00	16,219.37	-16,219.37
A 2401.20	INTEREST - CAPITAL RESERVE	0.00	0.00	0.00	13,257.63	-13,257.63
A 2401.30	INTEREST - FLEET	0.00	0.00	0.00	589.36	-589.36
A 2401.50	INTEREST-PROP LOSS	0.00	0.00	0.00	2,464.40	-2,464.40
A 2401.60	INTEREST-UNEMPLOY	0.00	0.00	0.00	5,795.80	-5,795.80
A 2401.70	INTEREST-VEH EQUIP CAP RES	0.00	0.00	0.00	18.69	-18.69
A 2401.80	INTEREST FOR EMPLOYEE BENEFIT RESERVE	0.00	0.00	0.00	1,932.03	-1,932.03
A 2401.90	INTEREST ERS RETIREMENT RESERVE	0.00	0.00	0.00	3,920.84	-3,920.84
A 2401.91	INTEREST TRS RETIREMENT RESERVE	0.00	0.00	0.00	1,905.70	-1,905.70
A 2701	REFUND OF BOCES SERVICES	0.00	0.00	0.00	2,394.00	-2,394.00
A 2705	GIFT AND DONATIONS	0.00	0.00	0.00	1,000.00	-1,000.00
A 4601	FEDERAL AID - MEDICAID	0.00	0.00	0.00	13,941.54	-13,941.54
A Totals:		0.00	0.00	0.00	68,831.61	-68,831.61
Grand Totals:		0.00	0.00	0.00	68,831.61	-68,831.61

AUGUST 2026 TREASURER'S REPORT

<i>Account/Fund Name</i>	<i>Beginning Balance</i>	<i>Receipts</i>	<i>Disbursement</i>	<i>Ending Balance</i>	<i>CD Terms</i>	<i>Bank Balance</i>
General Fund						
Capital Reserve	2,266,038.44	6,211.43	0.00	2,272,249.87		2,272,249.87
Emp. Benefit Accrued Liability	330,163.55	967.43	0.00	331,130.98		331,130.98
ERS (Retirement) Reserve	680,002.19	1,836.94	0.00	681,839.13		681,839.13
General Fund Checking	2,395,912.70	386,184.51	864,604.11	1,917,493.10		1,742,626.93
General Fund Savings	100,734.62	276.13	0.00	101,010.75		101,010.75
Payroll	0.00	193,436.14	193,436.14	0.00		1,195.36
Property Loss & Liability Reserve	421,142.08	1,234.00	0.00	422,376.08		422,376.08
Tax Certorari	0.00	0.00	0.00	0.00		0.00
TRS Reserve	325,729.08	892.85	0.00	326,621.93		326,621.93
Unemployment Reserve	1,004,990.02	2,902.08	0.00	1,007,892.10		1,007,892.10
Vehicle & Equipment	550,068.56	9.34	0.00	550,077.90		550,077.90
Total General Fund Accounts	4,798,577.06	584,935.05	1,058,040.25	7,610,691.84		
Trust and Agency						
Trust & Agency Checking	0.00	0.00	0.00	0.00		284,990.42
Total	0.00	0.00	0.00	0.00		
Federal Fund						
Checking	19,694.02	56.89	0.00	19,750.91		19,750.89
School Lunch Fund						
Checking	481,413.17	1,066.26	0.00	482,479.43		481,341.61
Capital Fund						
Capital Fund Checking	4,533,417.11	12,021.23	987,896.71	3,557,541.63		3,580,745.29
Total	4,533,417.11	12,021.23	987,896.71	3,557,541.63		
Debt Service						
5 Star	996,952.25	2,732.74	0.00	999,684.99		999,684.99
Scholarship Funds						
Carol Cofta Scholarship	2,001.03	0.00	0.00	2,001.03		2,001.03
Cook & Coyle Memorial Scholarsh	325.10	0.00	0.00	325.10		325.10
ES Campbell- Savings	12,774.58	0.00	0.00	12,774.58		12,774.58
Kevin Kissel	21,947.45	0.00	0.00	21,947.45		21,947.45
Mary Catherine Hamilton	5,765.24	0.00	0.00	5,765.24		5,765.24
Nicole Mazza	10,270.25	0.00	0.00	10,270.25		10,270.25
Peterson Scholarship	57,536.98	0.00	0.00	57,536.98		57,536.98
Rogers Memorial	129.59	0.00	0.00	129.59		129.59
Ross Orton Wrestling	401.03	0.00	0.00	401.03		401.03
Woodruff/Reed Scholarship Fund	2,128.22	0.00	0.00	2,128.22		2,128.22
Total Scholarship Accounts	2,529.25	0.00	0.00	2,529.25		

Prepared By: _____

C-M District Treasurer

Date: 9/3/2026

Approved By: _____

C-M Business Official

Date: 9/3/2026

CLASS/CLUB	Beginning	Receipts	Expenses	Ending
Ainodelac Elementary	\$3,852.82	\$0.00	\$0.00	\$3,852.82
Ainodelac M/HS	\$6,730.20	\$0.00	\$0.00	\$6,730.20
Archery Club	\$0.00	\$0.00	\$0.00	\$0.00
Class of 2026	\$3,369.32	\$0.00	\$3,369.32	\$0.00
Class of 2027	\$8,283.83	\$3,336.32	\$0.00	\$11,620.15
Class of 2028	\$3,271.88	\$0.00	\$0.00	\$3,271.88
Class of 2029	\$2,015.07	\$0.00	\$0.00	\$2,015.07
Class of 2030	\$86.25	\$0.00	\$0.00	\$86.25
Class of 2031	\$9,338.52	\$0.00	\$0.00	\$9,338.52
Class of 2032	\$4,691.46	\$0.00	\$0.00	\$4,691.46
Elem. Student Council	\$1,211.89	\$0.00	\$0.00	\$1,211.89
Elem. Library	\$532.82	\$0.00	\$0.00	\$532.82
Fifth Grade Account	\$1.77	\$0.00	\$0.00	\$1.77
HS Stu. Council	\$1,024.17	\$2.36	\$0.00	\$1,026.53
HS Stu. Council Act.	\$3,483.46	\$237.92	\$257.75	\$3,463.63
MS Play	\$6,379.07	\$0.00	\$0.00	\$6,379.07
MS Stu Council	\$3,964.45	\$0.00	\$0.00	\$3,964.45
NHS	\$2,120.53	\$0.00	\$544.82	\$1,575.71
NJHS	\$422.50	\$0.00	\$0.00	\$422.50
One Book	\$586.96	\$0.00	\$0.00	\$586.96
Raider Baseball	\$1,744.01	\$0.00	\$0.00	\$1,744.01
Sales Tax Account	\$221.95	\$0.00	\$0.00	\$221.95
Science Club	\$0.00	\$0.00	\$0.00	\$0.00
Danny Mitchell Music	\$3,295.80	\$0.00	\$0.00	\$3,295.80
Ski Club/Spectrum	\$984.53	\$0.00	\$0.00	\$984.53
Softball Club	\$1,497.95	\$17,690.00	\$8,924.63	\$10,263.32
Spanish Club	\$719.37	\$0.00	\$0.00	\$719.37
Technology Club	\$1,103.28	\$0.00	\$0.00	\$1,103.28
Track	\$7,153.05	\$0.00	\$64.69	\$7,088.36
Varsity Club	\$4,428.26	\$855.10	\$0.00	\$5,283.36
Volleyball	\$1,674.54	\$0.00	\$0.00	\$1,674.54
TOTAL	\$84,189.71	\$22,121.70	\$13,161.21	\$93,150.20

Uncleared Checks

13181 \$66.00
13250 \$14.90
13267 \$695.00
13289 \$96.51

Uncleared Deposits

Bank Statement **\$94,022.61**
Uncleared Deposits
Uncleared Checks **\$872.41**
Total **\$93,150.20**

Total \$872.41

Committee Recommendations for Board of Education Review (September 8, 2026)

<i>Meeting</i>	<i>Age</i>	<i>Committee Grade Reason</i>			<i>Decision</i>	<i>Disability</i>	<i>Recommended School</i>	<i>Recommended Program</i>
08/26/2026	13:3	Sub CSE	07	Program Review	Classified	Deafness	St. Mary's School for the Deaf	Special Class Audiology Services Psychological Counseling Skilled Nursing Services Speech/Language Therapy Speech/Language Therapy
Megan Rogers								
04/24/2026	12:9	Sub CSE	07	Amendment - Agreement No Meeting	Classified	Learning Disability	Caledonia-Mumford Middle/High School	Consultant Teacher Services Consultant Teacher Services Resource Room Program Special Class Special Class
Megan Rogers								
08/10/2026	6:10	Sub CSE	01	Transfer Student - Agreement No Meeting	Classified	Speech or Language Impairment	Caledonia-Mumford Elementary School	Special Class Special Class - English Special Class - Math Occupational Therapy Speech/Language Therapy
Megan Rogers								
08/10/2026	13:10	Sub CSE	08	Transfer Student - Agreement No Meeting	Classified	Other Health Impairment	Caledonia-Mumford Middle/High School	Consultant Teacher Services Consultant Teacher Services Consultant Teacher Services Resource Room Program
Megan Rogers								
04/14/2026	12:2	Sub CSE	07	Transfer Student - Agreement No Meeting	Classified	Autism	Caledonia-Mumford Middle/High School	Consultant Teacher Services Consultant Teacher Services Consultant Teacher Services Consultant Teacher Services Resource Room Program Counseling Services Parent Counseling and Training
Megan Rogers								
08/24/2026	12:1	Sub CSE	07	Amendment - Agreement No Meeting	Classified	Autism	Caledonia-Mumford Middle/High School	Consultant Teacher Services Consultant Teacher Services Resource Room Program Psychological Counseling

Megan Rogers

08/26/2026	13:2	Sub CSE	08	Amendment - Agreement No Meeting	Classified	Learning Disability	Caledonia-Mumford Middle/High School	Consultant Teacher Services Consultant Teacher Services Consultant Teacher Services Consultant Teacher Services Resource Room Program
------------	------	---------	----	----------------------------------	------------	---------------------	--------------------------------------	---

Megan Rogers



NYS Assessment Data Results

2025-2026

NYS ELA Test Results



Grade	20/21 (1 part)	21/22	22/23	23/24	24/25 % earned 3 or 4	25/26	GV BOCES AVG	NYS Results	BOCES Rank (22 Schools)
3	75%	68%	42%	53%	66%	63%	35%	43%	1
4	80%	58%	67%	35%	57%	62%	39%	48%	1
5	59%	25%	51%	45%	48%	44%	37%	43%	6
6	65%	65%	51%	57%	45%	41%	45%	50%	15

NYS ELA Test Results



Grade	20/21 (1 Part)	21/22	22/23	23/24	24/25	25/26	GV BOCES AVG	NYS Results	BOCES Rank (22 Schools)
5	59%	25%	51%	45%	48%	44%	37%	43%	6
6	65%	65%	51%	57%	45%	41%	45%	50%	16
7	45%	54%	62%	54%	64%	43%	45%	51%	13
8	56%	54%	72%	59%	66%	62%	49%	53%	3

2022-2023 First Year CBT

NYS Math Test Results



Grade	20/21	21/22	22/23	23/24	24/25 % earned 3 or 4	25/26	GV BOCES AVG	NYS Results	BOCES Rank (22 Schools)
3	79%	77%	68%	62%	68%	75%	53%	60%	1
4	64%	63%	58%	58%	68%	68%	56%	62%	2
5	56%	48%	64%	29%	40%	56%	53%	55%	9

NYS Math Test Results

Grade	20/21	21/22	22/23	23/24	24/25 % earned 3 or 4	25/26	GV BOCES AVG	NYS Results	BOCES Rank (22 Schools)
6	46%	38%	53%	47%	33%	46%	49%	53%	13
7	54%	43%	72%	67%	75%	61%	55%	60%	8
8	40%	19%	40%	31%	57%	52%	51 %	47%	11

* Grade 8 *
Advanced
Math
students
are not
tested

2022-2023 First Year CBT

NYS Science Test Results

Grade	23/24	24/25	25/26	BOCES Average	NYS results	BOCES Rank (22 Schools)
5	31%	42%	48%	45%	46%	6
8	32%	51%	71%	57%	49%	3

Grade 8 Advanced Science students are not tested

2023-2024 School year is the first administration of the new NYS Science Test

NYS Science Test Results

Grade	18/19	20/21 (only written)	21/22	22/23 % earned 3 or 4	23/24	WNYRIC AVG	BOCES Rank (22 Schools)
4	96%	93%	84%	N/A		N/A	N/A
8	56%	36%	38%	52%	32%	37%	

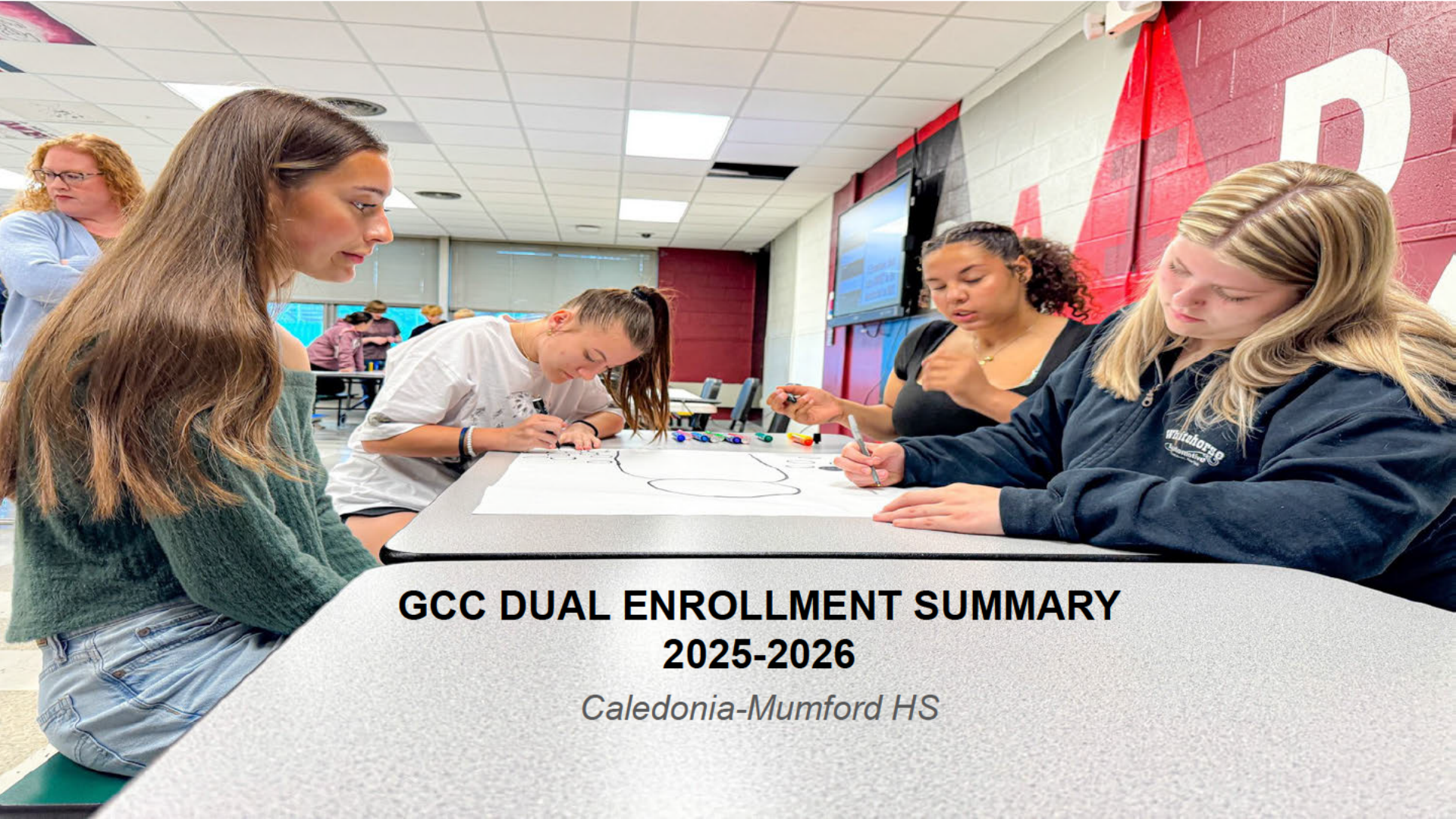
Grade 8 Advanced Science students are not tested

The next administration will be in Grade 5 during the 2023-24 school year.

2022-23 school year will be the last administration of the 8th grade exam aligned to the 1996 standards.

Exam	Number of Exams Taken	1s	2s	3s	4s	5s	Percent Passing
Biology	13	0	4	5	2	2	69.23%
Calculus AB	6	0	0	0	2	4	100.00%
Chemistry	7	0	2	4	0	1	71.42%
English Language and Composition	13	0	2	3	6	2	84.61%
English Literature and Composition	20	0	0	9	8	3	100.00%
Macroeconomics	8	1	1	2	3	1	75.00%
Microeconomics	8	0	3	0	4	1	62.50%
Psychology	21	2	2	4	11	2	80.95%
United States History	16	0	1	4	9	2	93.75%
World History: Modern	16	0	0	4	8	4	100.00%
Overall	128	3	15	35	53	22	85.93%

As you can see, the overall passing rate for all AP exams taken is 85.93%. Scores of 3, 4, and 5 are considered passing. Several subjects, including Calculus AB, English Lit and Comp, and World History: Modern, had a 100% passing rate!



GCC DUAL ENROLLMENT SUMMARY 2025-2026

Caledonia-Mumford HS

A photograph of two students, a male and a female, working together in a workshop. They are constructing a large, rectangular frame made of cardboard boxes. The male student, on the left, is wearing a red t-shirt and safety glasses, and is using a tool to work on the base of the structure. The female student, on the right, is wearing a green hoodie and safety glasses, and is also working on the structure. The background shows shelves filled with various boxes and materials, suggesting a workshop or storage area. The overall scene is one of collaborative learning and hands-on activity.

Fall 2025 Data

-10 of 39 students
registered for GCC
classes.

(26%)

-We offered 3 GCC Dual
Enrollment courses in
the fall.

Spring 2026 Data

-48 of 79 students
registered for GCC
classes.

(61%)

-We offered 6 GCC Dual
Enrollment courses in the
spring.

A group of students, mostly girls, are posing in a gymnasium. They are wearing maroon t-shirts with "REAL-MINI RAIDERS" and a basketball logo. Some are pointing towards the camera. In the background, other students and a man are visible. The gym floor is wooden, and the walls are maroon.

In 2026-2027 ...

In addition to our partnership with GCC, we will also be teaming up with Houghton University to offer three more dual enrollment college courses for our Raiders!

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

Commissioner's Regulation 155.17

Introduction

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

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

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

This page intentionally left blank

Section 1.0

General Considerations and Planning Guidelines

1.1 Purpose

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

1.2 Identification of School Teams

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

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

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

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

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

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

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

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

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

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

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

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

1.4 The National Incident Management System (NIMS)

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

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

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

1.5 Plan Review and Public Comment

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

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

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

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

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

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

This page intentionally left blank

Section 2.0

Glossary of Key Terms

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

Alternate Site Evacuation – Evacuation of the building wherein the population is moved to one of the predetermined alternate evacuation sites for shelter while an incident is being addressed.

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

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

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

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

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

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

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

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

Early Dismissal - means returning students to their homes or other appropriate locations prior to the time of normal dismissal.

Emergency – means a situation including but not limited to a disaster that requires immediate action, occurs unpredictably and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section 3.0

Mitigation and Prevention

3.1 Mitigation and Prevention Strategies

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

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

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

3.2 Program Initiatives

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

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

- o Hazing
- o School Violence: Identifying & Addressing
- o Sexual Harassment: Refresher
- o Sexual Harassment: Student Issues & Response
- o New York Education Law 2-d
- o Student Mental Health
- o Fraternization
- o Technology Safety
- o Workplace Hazards
- o Hazing
- o ELL Training
- o AED training

Additional training for new staff

- o Asbestos Awareness: Complete
- o Sexual Harassment: Staff to Staff complete
- o Bloodborne Pathogens complete

Additional training for Maintenance

- o Fall Protection
- o Hearing Loss Prevention
- o Lockout/Tagout
- o Personal Protective Equipment

3.3 School Safety Assessments

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

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

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

3.4 Multi-Hazard Training, Drills, and Exercises

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

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

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

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

All drills and training will be conducted in a trauma informed, developmentally and age-appropriate manner. Drills and training will not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency and students and staff will be informed when a school is conducting a drill. Parents or persons in parental relation will be notified one week prior to emergency response drills through the District's mass communication system.

The District will obtain written consent for students to participate in full scale exercises in conjunction with local and county emergency responders and preparedness officials on non-school days

When conducting a drill, it must ALWAYS be announced that it is a DRILL and NOT AN EMERGENCY. Use consistent language to ensure students and staff know you are conducting a drill, such as, "This is a drill, not an actual emergency. This is a drill. We are now practicing how to Lockdown (or Evacuate). This is a drill." Parents will be notified a week ahead of scheduled drills.

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

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

3.5 Implementation of School Security

- **School Resource Officer (SRO)**

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

- **Limited Access policy**

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

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

- **Staff Photo Identification badges**

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

- **Visitor policy**

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

- **Student Sign-Out Procedures**

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

- **Video Surveillance**

A digital video surveillance system is in service at all CMCSO schools, the Transportation Department and Hamilton Field facilities to assist in monitoring, deterring and recording activity in areas of chronic concern or perceived vulnerability.

- **Fire Alarm** A fire detection alarm that is linked to a central monitoring station is in service at every CMCSO School and facility. These alarms and fire response procedures are tested regularly consistent with NYSED regulations.

3.6 Vital Educational Agency Information

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

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

3.7 Early Detection of Potentially Violent Behaviors

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

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

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

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

3.8 Hazard Identification

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

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

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

External (off-campus) sites involving potential hazards include:

- Jones Chemical
- RG&E Gas pumping station
- Commodities Resources Corporation
- Railways

In addition, each Building-Level Safety Team is tasked with reviewing their respective Safety Plans to ensure that they have incorporated into their plans any and all potential hazards that may be unique to their building, site, or relative location within the community. Each Building-Level Emergency Response Plan will provide for inclusion of these sites.

3.9 Construction Safety and Security

Each school under the direction of the Superintendent of Buildings and Grounds as well as the involved construction manager will take steps to ensure the safety and security of the students and staff during periods of construction. This requirement includes maintaining sufficient and appropriate emergency egress routes and notifying building occupants of any changes.

Section 4.0 Preparedness

4.1 Preparedness / Components

The Caledonia-Mumford Central School District recognizes that quality and thorough planning will facilitate a rapid, coordinated, effective response when a crisis occurs. Much of the information relative to Preparedness is detailed in other areas of this report and is referenced below.

- **School Safety Plans**

In this District-Wide School Safety Plan there is description of an overall response protocol for emergencies as well as several more detailed situational response procedures.

The concept of operations and the relationship between this District-wide School Safety Plan and each school building's Building-level Emergency Response Plan is described in Section 1.3.

- **Faculty and Staff Emergency Response Procedures Manual**

Each classroom teacher is provided with a **Faculty and Staff Emergency Response Procedures Manual** that must be maintained where it can be accessed easily and without delay. This manual has the definitions of several key protective action directives that may be implemented during an incident along with a brief list of instructions and expectations associated with each term.

- **Building Floor Plans**

Current floor plans for each school building are maintained and readily available in the event of a crisis. These floor plans should include the location of alarm panels, utility shut-offs, chemical storage areas, science rooms, custodial closets and any other areas where hazardous chemicals may be stored or used regularly. They may also identify the locations of video cameras, electronic access controlled entrances, AEDs, Areas of Rescue Assistance, and fire extinguishers.

The Buildings and Grounds office maintains an updated version of all of these floor plans. The floor plans of each building are included as an appendix to the District-wide School Safety Plans. Each building also maintains an updated copy of their respective floor plans as well.

- **Emergency Equipment**

Each building should maintain at minimum the following emergency equipment in addition to a working inventory of food and water supplies, building master keys, and first aid/medical supplies.

- Two-way radios.
- Flashlights – battery operated and/or rechargeable flashlights to compliment emergency lighting
- Battery-operated AM/FM radios w/ extra batteries to monitor emergency announcements during a power outage
- NOAA (National Oceanic Atmospheric Administration) Weather radio to receive weather related watches and warnings directly from the National

Weather Service. If not available at each building then a district level office will monitor the Weather Radio and will utilize internal communication means to notify each building in a timely manner.

- o Orange / reflective traffic vests
- o Barrier tape
- o Megaphone / Bullhorn

- **Emergency Operations Team (EOT)**

The Caledonia-Mumford Central School District has established an Emergency Operations Team (EOT) comprising the following titles that will assist the Incident Commander in the response to and resolution of incidents occurring within the District.

- o Superintendent of Schools
- o Business Administrator
- o Superintendent of Buildings and Grounds
- o Director of Transportation
- o Director of Pupil Services
- o Director of Technology
- o Building Administration

- **District Stakeholders**

The District has assembled teams of district, school and community stakeholders who are actively involved in crisis planning for the School District. The members of the District-wide School Safety Team are referenced in Section 1.2.

The members of each building's Building-level School Safety Team(s) are identified in the Emergency Planning Summaries of the Elementary School and the Middle School / High School building.

4.2 The Role of the Incident Command System (ICS)

Incident Command System – definition and general discussion

The Command and Management component of the **National Incident Management System (NIMS)** – see page 4, section 1.4) is designed to enable effective and efficient incident management and coordination by providing a flexible, standardized incident management structure. The structure is based on three key organizational constructs: the **Incident Command System**, Multiagency Coordination Systems, and Public Information.

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

- Is based on proven incident management practices
- Defines incident response organizational concepts and structures
- Consists of procedures for managing personnel, facilities, equipment, and communications.
- Is used throughout the lifecycle of an incident (e.g., from threat to parent reunification).

ICS is designed to help school personnel ensure:

- The safety of students, staff, responders and others.

- The achievement of incident objectives.
- The efficient use of resources.

ICS:

- Meets the needs of incident of any kind or size
- Allows school personnel and responders to meld rapidly into a common management structure
- Provides logistical and administrative support to operational staff.
- Is cost effective by avoiding duplication of efforts.

(* FEMA, Emergency Management Institute's *"Introduction to Incident Command System / ICS-100 for School"* training course.)

Response to all crises requires a clear chain of command between all responders. The ICS is based on the premise that every crisis has certain major elements requiring clear lines of command and control.

This premise and concept can apply to incidents that are responded to and resolved at the building level without outside assistance, those requiring assistance at the district level only as well as those that require the coordination of building and district resources and the appropriate community emergency response agencies.

As a practical matter, once emergency responders (Police, Fire, EMS) become involved, it is acknowledged that, based upon the specific nature of the event, the appropriate lead emergency response agency will assume command and will manage their particular aspect of the incident.

It is the responsibility of the initial Incident Commander (IC) to manage the incident until such time that they are relieved of that designation by the Superintendent, other district-level EOT member or the appropriate Emergency Response Command Officer. At that point the initial IC would likely assume another role within the ICS structure.

4.3 ICS Organizational Structure

Below is an example of an Incident Command Structure. It is important to understand that the **Incident Command System is driven by functions being performed, not people manning positions**. As such, each function does not have to be assigned to a different person. One member of the Building-level Emergency Response Team or the EOT may be able to handle several functions at once in an efficient and timely manner. Should any team member become overwhelmed the team can simply be expanded to assist.

Generally, the School and / or the District should be able to manage an event limited in scope and severity with just a few key functions, frequently with one person handling multiple sets of responsibilities, i.e. minor school bus accidents.

Only in the most severe or protracted incident would all of these functions need to be activated and assigned to individual persons. In such a case, District level and Emergency Response Agency personnel would likely fill many of these roles.



4.4 ICS titles and responsibilities

Incident commander (IC)/Chief Emergency Officer (CEO)

- **Generally** – The Incident Commander has overall responsibility for managing the incident by establishing objectives, planning strategies, and implementing tactics. This person manages the entire incident and will very often begin as the **Building Principal or in their absence the predetermined Designee**.
- **CMCSD** – The Building Principal would initially assume this role. If the event is of a serious or protracted nature, the **Superintendent of Schools, or in the absence of the Superintendent, the Business Manager/Administrator** may respond and assume this role. The building Principal may then assume the role of the Deputy Incident Commander or another role within the ICS. Ultimately, a Command Officer from the lead Emergency Response Agency would likely become the IC.

Public Information Officer (PIO) / Public Information Specialist

- **Generally** - This person is responsible for releasing information to families, community members, and the media during a crisis. The media can be a tremendous help in getting accurate and timely information to families and community members.
- **CMCSD** - The **Superintendent or the appropriate school building Principal or their Designee** are typically the only personnel authorized to make statements to the press or release information to the community. This function may also be delegated totally to another district staff member at the discretion of the Incident Commander.

Safety officer

- **Generally** - This person is responsible for the safety of the scene and the individuals at the scene including the safety of all response personnel. His or her role might include determining whether students have been evacuated far enough from the school.
- **CMCSD** - Initially an appropriate **member of the Building-level Emergency Response Team** should be assigned this role who is familiar with CMCSD

Situational Response Guidelines and that school's specific protective action options. The **Superintendent of Buildings and Grounds in conjunction with the School Physician and School Nurses** may also assist. Once again, depending on the severity of the incident, an emergency responder may ultimately fill this role in consultation with school officials.

Liaison officer

- **Generally** - This person is responsible for coordinating with all of the agencies that have responded to the crisis. It is critical that this person be a good communicator and able to convey important information to responders about the situation or the school facility and to school staff about necessary actions.
- **CMCSD** – Initially this may be the **IC**. If the event is of a serious or protracted nature, the IC will assign that function to an appropriate member of the **Building-level Emergency Response Team or District EOT**.

Operations officer

- **Generally** - This person develops and implements strategies and tactics to carry out incident objectives. This person may also organize, assign, and supervise all the tactical or response resources assigned to the incident.
- **CMCSD** - An appropriate member of the **Building-level Emergency Response Team or District-level Emergency Operations Team** with the greatest technical and tactical expertise should be assigned this role.

Planning and intelligence officer

- **Generally** - This person is responsible for collecting, evaluating, and displaying incident intelligence information and for documenting the event, analyzing what has transpired thus far, and planning for possible further action.
- **CMCSD** - An appropriate member of the **Building-level Emergency Response Team should be assigned this role, i.e. another building administrator (Designee) or non-instructional staff**.
This person should act in the capacity of a scribe or assign someone else to maintain a chronological record of the event. An accurate accounting of the events and our response will be critical to our after action reporting and debriefing. See Appendix O

NOTE: Maintain all documentation, notes and records.

Logistics officer

- **Generally** - This person manages the supply and staffing needs of the situation. The logistics officer focuses on acquiring the supplies needed to assist the emergency responders. The logistics officer's responsibilities will include long-term needs (beyond the first four hours) for things like food, water, and bathroom facilities, as well as transportation (if students need to be bused off campus). The logistics officer is also responsible for locating and assigning staff to fill various tasks for emergency situations. This could include finding staff to

carry messages from the operations officer to those staff members directly managing students.

- **CMCSD** - Initially this will likely be the **IC**. If the event is of a serious or protracted nature, the IC will assign that function to an appropriate member of the **Building-level Emergency Response Team, i.e. another building administrator (Designee), or District EOT member, Cafeteria Manager, Transportation Supervisor, or the Superintendent of Buildings and Grounds.**

Finance and Administration

- **Generally** – Monitor costs related to the incident. Provides accounting, procurement, time recording, and cost analysis.
- **CMCSD** – The Incident Commander or the Superintendent will determine if there is a need for someone to fill this role and if so will designate an appropriate individual with the proper business acumen and resources – the **Business Manager/Administrator.**

4.5 Additional ICS Terms and definitions

Unified Command – The Unified Command organization consists of the Incident Commanders from the various jurisdictions or agencies operating together to form a single command structure.

In a Unified Command, schools and responding agencies blend into an integrated, unified team. A unified approach results in:

- A shared understanding of priorities and restrictions
- A single set of incident objectives
- Collaborative strategies
- Improved internal and external information flow
- Less duplication of efforts
- Better resource utilization.

Change of Command – Incident direction will remain with the involved Caledonia-Mumford CSD Incident Commander unless the Incident Commander requests another individual to assume control, the District Superintendent, another member of the District EOT or a public safety official assumes command.

4.6 Command Post (CP)

Command Post / generally- A command post is a location for those specific personnel to assemble who are responsible for determining the exact status of the emergency, the resources that will be necessary and the incident strategy. Generally the CP will be located in the vicinity of the incident but not within the potential danger zone and will

provide for basic needs such as shelter from the elements and a means of communication.

Building-level CP- Depending on the nature of the event, a building-level CP could be established at the following locations: the Main Office, another administrative office within the building, at a designated location outside of the building, in a school bus on the property but outside of the danger zone or in an adjacent building. Each Building-level Response Plan will identify building-specific CP locations.

District-level CP- A district-level CP will be established at the direction of the Superintendent of Schools / Incident Commander.

Primary District-level CP location:

District Office	538-3410
-----------------	----------

Alternate District-level CP locations

Elementary School	Main Office	538-3415
Middle/High School	Main Office	538-3455
Transportation Dept.	Director's Office	538-3406
Buildings and Grounds	Office	538-3455

This page intentionally left blank

Section 5.0 Response

5.1 Response Actions for Emergencies / Multi-Hazard Response - Introduction and general discussion

There are many variables that could impact the manner in which the School Emergency Response Team responds to a particular occurrence. These variables could include: time of day, weather, age of students, location of students, anticipated response time of emergency responders, availability of support personnel, availability of transportation, to name just a few. In the Situational Response Procedures section of this Plan, many specific emergency situations are identified and standard response procedures detailed. However, given the afore-mentioned variables, it is impractical to try and map out the specific steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing injury and loss of life.

If an emergency situation occurs at the building level, it is the responsibility of each and every District employee to take those actions that are geared toward preserving the health and safety of all students, staff and visitors.

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

5.2 Protective Action Options

Based upon the assessment of the situation, the Building Principal or designee will determine what, if any, appropriate protective action should be initiated. As all situations are unique and fluid in nature, a combination of our standard protective actions may need to be implemented or we may need to alter our response as the situation becomes more clear, changes, or at the direction of the Emergency Operations Team (EOT) or emergency responders (Police, Fire, EMS).

A general description of each protective action follows this listing.

- Cancel School Prior to Start
- Early Dismissal
- Hold in Place
- Lockdown
- Lockout
- Shelter-in-Place – generally for a short duration
- Sheltering – possible extended duration
- Fire Evacuation

- Building Evacuation – outside of building but remaining on campus (Fair and foul weather options)
- Building Evacuation – moving to an Alternate Site off-campus

5.3 Notifications / Communications..... “Who do I call?”

Internal – w/in school, w/in district

External – emergency responders, community, other institutions...

Internal Notifications– Building Principal or designee must ensure that the proper persons are notified within the building and within district level offices and departments in a timely manner to keep them informed as to the nature of the incident as well as potential danger zones to be avoided, to obtain necessary assistance and to direct that the appropriate protective actions be implemented.

*****Always notify the Superintendent’s Office at the earliest opportunity*****

Building level – Public Address system, building e-mail, conventional landline or cellular telephones, or a runner.

District level – Conventional landline or cellular telephones, district email.

In order to notify the Emergency Operations Team (EOT) and activate the emergency response protocol at the district level –contact the Office of the Superintendent.

Plain Language – The Caledonia-Mumford Central School District uses plain language which refers to the use of simple, common, direct words, terms and phrases in all communications during an emergency. No color codes, no coded words or phrases, no unique bells or tones.

See Section 9.0: Appendices, for a complete listing of all CMCS D facilities with contact names and numbers.

External Notifications- Should the initial assessment suggest that the assistance of outside emergency responders would be necessary, direct someone to **call 9-1-1** and to stay on the line. Provide the operator with as much information as possible. **If safe to do so**, remain on the line and have someone meet the first responders at a designated, safe location to direct them to the scene of the incident.

In Livingston County, all requests for Police, Fire or Emergency Medical Services are received and dispatched by calling **9-1-1**. Based on the nature of the event, the 9-1-1 Communications Center will dispatch the appropriate emergency personnel.

Police / Fire / Emergency Medical Services	9-1-1
--	-------

Livingston County Threat Assessment Team

When necessary, the District will enlist the support of the Livingston County Threat Assessment Team.

Notifications to Other Educational Agencies - This includes all Educational Agencies, Public and Non-Public.

- The Incident Commander will evaluate the potential impact of an emergency on other educational agencies located within the boundaries of the CMCS.
- If the impact is evident, the Incident Commander will direct that the contact person at each affected educational agency be notified by telephone as to the status of the emergency and potential impact to the contact person's facility.
- If such contact cannot be made for whatever reason, the Incident Commander will contact 9-1-1 and request assistance in making the necessary notifications.

See Section 9.0: Appendices, for a complete listing of all educational facilities with contact names and numbers.

Public Information: Parents / Community / Media – Timely and accurate notification to parents and the community at large can ensure the responsible dissemination of accurate information relative to any unplanned or unusual activity taking place in our schools. With the widespread use of cell phones and other electronic communication devices it is likely that information about such an event will reach the community very quickly and will often be incomplete or inaccurate.

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

The Superintendent of Schools will serve as the primary emergency public information officer during most emergencies and the appropriate building level principal will be the alternate when the Superintendent is not available. The overall functions of a public information officer will be:

- To present a positive, competent image of the school district while providing accurate information to the public regarding any unplanned event that may result in a change in the regular school day schedule (i.e. cancellation, early dismissal, etc...) or any event that may cause undue panic and concern and result in a problematic rush to the school by parents and media.
- A mass communication / call management system will be employed if available to notify specified groups of any event that could affect that particular group.
- In the absence of the afore-mentioned call management system, if a building has established a parental phone tree, they may use that means to inform parents and guardians. Ideally a written script should be used to ensure consistency of message. Phone trees may also be used to compliment the media information being released concurrently.

Additional Parent(s)/Spouse(s) Communication Issues

If parents, spouses or other family members are arriving at a district building in response to an unplanned event and will need to be addressed:

- Designate a reception center at the location away from the incident that will accommodate a media conference. (District Office, East side of driveway)
- Ensure that the site does not permit media access to the Command Post or student population.
- Choose a location that permits direct access to restrooms, telephones, electrical outlets, and enough space for equipment.
- Several rooms should be made available for grieving family members and

counseling sessions.

- If the situation warrants, station counselors, clergy, medical personnel, law enforcement, emergency personnel and Critical Incident Stress Debriefing Team at the reception center.
- The Superintendent should assign a staff member as liaison/information specialist to work with parents/spouses during a crisis. (Principals/Counselors)
- Respect the confidentiality and privacy issues regarding the identity of juveniles, staff members, and others to prevent unauthorized disclosure of information.
- Prepare an official statement and refer to it often.
- Distribute prepared statements to teachers, staff, and students to ensure that they are given accurate and consistent information.

Media / Press Conference Plan

- As media personnel arrive to cover a story, Building Principals should direct the media to the designated staging/reception area that will accommodate a media conference. The large- scale event location will be the Village Office area.
- The media should not be allowed to interview students without expressed permission.
- Ensure that the site does not permit media access to the Command Post or student population.
- Choose a location that permits direct access to restrooms, telephones, electrical outlets, and enough space for equipment.
- Coordinate with information officers from police and/or other emergency service agencies.
- Respect the confidentiality and privacy issues regarding the identity of juveniles, staff members, and others to prevent unauthorized disclosure of information.
- Prepare an official statement and refer to it often.
- Distribute prepared statements to teachers, staff, and students to ensure that they are given accurate and consistent information.
- Provide updates to the media as events unfold.

5.4 Protective Action Options..... “How to best protect my school?”

Based upon the assessment of the situation, the Building Principal or designee will determine what, if any, appropriate protective action should be initiated. As all situations are unique and fluid in nature, a combination of our standard protective actions may need to be implemented or we may need to alter our response as the situation becomes more clear, changes, or at the direction of the Emergency Operations Team (EOT) or emergency responders (Police, Fire, EMS).

Remember it is always much easier to downgrade or cancel a protective action than it is to try and elevate your response in the middle of an event.

Each Building-level Emergency Response Plan includes an Emergency Planning Summary along with additional documentation that details that building’s specific plans relative to how these protective actions will be implemented. There are many variables that must be considered and incorporated into each plan if these protective actions are to be successfully implemented.

Note regarding Cell Phones: Once any protective action is directed you can anticipate that many students and staff will begin using their personal **cell phones** to notify family members. It is critical at the onset that a directive is given and enforced that **NO cell phones shall be used until further notice**. The failure to do so will likely result in a rush of telephone calls to the school and district as well as vehicles trying to access the school property – all of which will make the task of managing the event much more difficult.

A general description of each protective action follows this listing.

- Cancel School Prior to Start
- Early Dismissal
- Hold In Place
- Lockdown
- Lockout
- Shelter-in-Place – generally for a short duration
- Sheltering – possible extended duration
- Fire Evacuation
- Building Evacuation – outside of building but remaining on campus (Fair and foul weather options)
- Building Evacuation – moving to an Alternate Site off-campus

Cancel School Prior to Start

Standard Sequential Procedures

When there is any doubt about conducting school due to inclement weather conditions or hazardous roads, the procedure outlined below shall be followed:

The Superintendent or his/her designee will be responsible for the determination and announcement for all emergency and weather related school closings. He will make this decision based upon discussions with the Director of Transportation who will also be in communication with the head mechanic, local law enforcement agencies and local highway departments serving the school district.

Once the decision has been made to close school, the Superintendent will initiate the established phone call procedures to cancel school and all activities for the day. This will include internal district notifies as well as notifies to local news media.

Superintendent
of Schools
calls:

Sheri Murdock
Admin Team
BOCES Official
WHAM 1180 AM
WHEC TV Chan 10
WROC TV Chan 8
WHAM TV Chan 13
Spectrum News
Area Superintendents
All call to Cal-Mum learning community

Director of
Transportation
calls:

Caledonia Highway Dept.
Caledonia Village DPW
Wheatland Highway Dept.
Caledonia Village Police
Sheriff's Department
Andrea Horr
Crossing Guards

Supervisor of
Bldgs & Grounds
calls:

Austin Burnside

See Section 9: Appendices, for administrative phone tree.

Early Dismissal
(Execute Go Home Early Procedure)

Standard Sequential Procedures

As soon as it has been determined that an emergency exists which requires transporting pupils home prior to scheduled dismissal times, the following procedures will be initiated by the Superintendent of Schools:

1. Building administrators, Superintendent of Buildings and Grounds, and the Director of Transportation, and the Cafeteria Manager will be notified.
2. The Director of Transportation will call: Caledonia Highway Department, Caledonia Village DPW, Wheatland Highway Department and Crossing Guards.
3. The Director of Transportation will call in all drivers and prepare the buses.
4. Superintendent of Schools or his/her designee shall notify all area radio and TV stations.
5. Building Principals will inform office staff, faculty and students of closing procedures to be followed by PA announcement and cancel all remaining interscholastic and other activities. The Middle/High School Principal will notify the BOCES Career and Technical Schools at Mt. Morris and Batavia.
6. A 100% accounting of students will be completed and verified immediately preceding the dismissal.
The Athletic Director shall notify other schools and coaches regarding the cancellation of interscholastic activities.
7. The Athletic Director will notify any groups authorized to use school facilities of the cancellation.
6. The Director of Pupil Services will notify the BOCES and other Special Education centers.
7. The Superintendent of Schools will use ParentSquare to reach all families UPK-12.

Order of Dismissal

1. Buses will be sent to pick up students attending BOCES programs and out-of-district non-public schools.
2. Regular buses should report to the Elementary School for students in grades K-5. Immediately thereafter, buses will pick up M/HS students in the M/HS bus loop; then deliver students to designated emergency location(s).
3. Students in the Universal Pre-Kindergarten Program will be dismissed at a time that is not dependent on the K-12 bus run. The afternoon class will be canceled in the event of an early dismissal.

Hold in Place and Lockdown

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

NOTE: There may be times when a limited Hold In Place would be reasonable and appropriate (i.e. one wing, a hallway). However, if in doubt, direct an entire building Lockdown –you can always scale it back as the event unfolds if deemed appropriate.

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

Standard Sequential Procedures

- Lockdown or Hold-In Place directive is given (plain language – NO CODES)
 - Emergency Lockdown System Initiation
 - PA system
 - Runner
 - Telephone system
 - Internal e-mail
- Teachers/Staff follow instructions consistent with Lockdown procedures
 - All persons behind a **locked door**
 - Students/ staff / visitors to nearest classroom or office
 - Clear restrooms / commons areas / areas not able to be secured
 - Take attendance / note missing and “extra” students and staff (Wait to be asked for attendance.)
- **Hold In Place**
 - Continue with normal classroom activities
 - Students involved in activities outside of the building may be instructed to move to a secure area away from the building.
- **Lockdown**
 - Duck and Cover outside of the line of sight / maintain calm and silence
 - **If unable to lock door, barricade the doorway using classroom furniture**
 - **Do not respond to fire alarm unless imminent sign of fire**
 - Students involved in activities outside of the building will be instructed to move to a secure area away from the building–may utilize Alternate Evacuation Site
- Releasing or canceling
 - Hold In Place – by most efficient means available
 - Lockdown – in person by Administrator or Police Officer ONLY

Lockout

Lockout – A protective action that may be implemented when a situation is occurring outside of the school building or in the vicinity of school property (i.e. police investigation). Sometimes referred to as a *reverse evacuation*. All students and staff involved in outside activities will be brought inside and all exterior doors and ground floor windows closed and locked. All internal school day activities (including passing between classes) may continue as normal pending further instructions.

Standard Sequential Procedures

- Lockout directive is given (plain language – NO CODES)
 - PA system
 - Runner
 - Telephone system
 - Internal email
- Outside Activities curtailed
 - Students and Staff who are outside immediately return to building
 - Predetermined staff locks all exterior doors
 - Teachers / office staff close and lock all ground floor windows

NOTE: Parents, visitors, vendors, etc...who are in the building when the Lockout is implemented and wish to leave should be informed as to the circumstances and be encouraged to remain in the building but not detained.

An objective assessment of the specific circumstances – possibly in consultation with Law Enforcement will assist in determining how to deal with the many other potential variables: early dismissal, student drivers, field trip buses, etc...

Limited Access Option

- The Main Entrance remains locked, however, based upon the specific circumstances, the IC may direct that the main entrance be monitored by trained staff to allow limited access by authorized persons only*.

*If the IC has determined that it is reasonable to provide such limited access, it would be important that the person(s) assigned to monitor the main entrance be provided with as much information as possible (names, photos, descriptions) regarding the person or persons of concern who are not to be granted access as well as who to contact if such an attempt is made.

No Access Option

- If the IC has directed that no discretionary access (other than emergency responders) be allowed based upon the IC's assessment - or at the direction of the Superintendent or Emergency Responders then all exterior doors will remain closed and locked. The outdoor strobe lights will be activated.

If safe to do so - Pre-printed "LOCKOUT" signs should be posted conspicuously at the Main Entrance bearing a brief explanation of a lockout along with a phone number to call for more information.

Shelter –In- Place (Short-term)

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

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

Standard Sequential Procedures

- Pre-assigned staff responds to and inspects pre-determined shelter locations within the building based upon the nature of the threat to ensure that area is safe.
- Shelter-in-Place directive is given (plain language – NO CODES)
 - PA system
 - Runner
 - Telephone system
 - Internal email
- Students and Staff proceed to their designated locations in an orderly fashion
 - Students with special needs accounted and cared for
 - Necessary Medications assembled and transported to location
 - Student attendance taken noting/reporting missing and extra students
- Shelter locations are locked (if appropriate)
- If directive is given relative to the potential of chemical, biological or radiological contaminants in the air:
 - All exterior doors and windows will be secured
 - Assigned / designated personnel will turn off all HVAC systems to cease the influx of outside air.

Sheltering **(Possible extended duration)**

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

In the event that it becomes necessary to provide such shelter the Principal or designee will initiate arrangements to provide adequate supervision of the students under his/her direction

NOTE: The decision to provide sheltering for a possible extended duration will always be made by a District level authority.

Standard Sequential Procedures

- Notify the Superintendent of Schools who will activate the EOT
- The Principal or Designee along with the EOT will make provisions for:
 - Health related needs through the Nurse
 - Food Services through the Director of Food Service
 - Building Maintenance through the Superintendent of Buildings and Grounds
 - Parental and Community notification through the Public Information Specialist
- The Incident Commander will also notify:
 - Livingston County Office of Emergency Planning
 - Red Cross
 - Law Enforcement

This page intentionally left blank

Fire Evacuation

Fire Evacuation – Evacuation of the building by predetermined routes to a predetermined assembly location as the result of a fire alarm activation or actual fire event.

Standard Sequential Procedures

- Upon sensing smoke or evidence of fire, activate the building fire alarm immediately. **Call 9-1-1** as soon as possible to provide details as to the specific nature and location of fire and to ensure receipt of fire alarm activation.
- **Do not** delay activating the alarm to attempt to extinguish fire.
- **If safe to do so**, the building principal or designee along with the custodian may investigate the alarm and based upon their findings may contact 9-1-1 to either slow down the response if it is a minor event or false alarm or to notify of a major event, generating a greater response.
- Evacuate the building following established fire evacuation procedures
 - Students walk out designated exits in a quiet, orderly manner.
 - NO unnecessary talking by students and staff.
 - All must exit – NO exceptions
 - Visitor / Volunteer sign-in books should be taken out to assembly location
 - If a door is hot to the touch, do not open, use alternate route or escape windows
 - In the event of smoke, stay low and close to the floor
 - Classroom windows and doors should be closed but not locked once last person leaves
 - Take attendance at predetermined assembly locations, report any missing or extra students and staff. Account for all students, staff and visitors. Elementary and Middle/High plans are different based on Red and Green cards. Please refer to building plans for more specific information.
 - Assembly areas should be a sufficient distance (minimum 100') from the building providing unobstructed access for emergency responders / vehicles.
 - Provide traffic control to limit access to campus to emergency vehicles only.
 - Assist those occupants with special needs to evacuation location or to the predetermined "*Rescue Areas*"
 - **If safe to do so**, predetermined staff will perform a post-evacuation sweep of the building to ensure all were notified and did in fact exit.
- Have someone meet the Fire Department to direct them to a specific location and assist as requested.
- The Fire Department supervisor is in charge of the scene and will make the determination if the building can be re-entered.

Building evacuation

- Outside of building but remaining on campus -

Building evacuation - outside of building but remaining on campus – An evacuation of the building wherein the population is moved to a predetermined location away from the building but remaining on campus / school property. Fair weather and foul weather locations must be established. An evacuation may be directed as the result of a fire alarm, bomb threat, gas leak, haz-mat spill or other internal emergency.

NOTE: based upon the reason for the evacuation some of the following procedures would need to be amended or expanded, i.e.: no two-way radios during a bomb threat, the desired distance from the building during a gas leak or bomb threat, etc.

Standard Sequential Procedures

- Building evacuation directive is given specifying the designated re-assembly location(s) along with reason for evacuation and if applicable, routes of egress to be avoided (plain language – NO CODES)
 - o PA system
 - o Runner
 - o Telephone system
 - o Internal email
- Actual evacuation preceded by a visual inspection by pre-assigned personnel of routes of egress and planned re-assembly location(s)
- Students and Staff evacuate to assigned location(s)
 - o Students with special needs accounted and cared for
 - o Necessary Medications assembled and transported to location
 - o Student *attendance taken noting/reporting missing and extra students

Building Evacuation Plans are detailed within each Building-Level Emergency Response Plan.

This page intentionally left blank

Building evacuation

- Moving to an Alternate Site off-campus -

Building evacuation - moving to an Alternate Site off-campus – An evacuation of the building wherein the population is moved to one of the predetermined alternate evacuation sites for shelter while an incident is being addressed. Students may walk or be transported by buses.

Each Building-level Emergency Response Plan Summary should identify multiple Alternate Evacuation Sites for that particular school – including at least one non-Caledonia-Mumford Central School District site.

When necessary, school officials will seek the advice of the Genesee Valley BOCES District Superintendent and the Livingston County Emergency Services Director before making any decisions on evacuation.

NOTE: This action may be as simple as moving for a fairly short period of time to a nearby school or church while a minor natural gas leak is addressed or it may involve a protracted relocation of the entire school population to an alternate site due to a facility failure or an incident of violence and from where the students may be dismissed or ultimately be reunited with their parents/guardians.

The CMCSO has a standing agreement with three local facilities that could be used by any district school. The following represent the standard assignments which are detailed within their respective Building-level Emergency Response Plan:

Standard Sequential Procedures

- Identify most appropriate Alternate Site(s) based upon totality of circumstances
 - Coordinate with other CMCSO schools if more than one school affected
 - Notify appropriate CMCSO administrators to include the Superintendent of Schools.
 - Contact those identified as contact persons for site(s) – or – if close by and we have access (keys and alarm codes...) direct personnel to go to the site(s) to:
 - Ensure availability and access
 - Assess and address any immediate concerns
 - Prepare location for students arrival
 - Notify 9-1-1 of plans, routes and destinations and request assistance with traffic control
 - Notify Transportation Department of plans if buses will be necessary:
 - The number of buses necessary for school population and the location where the buses will be staged to board the students will have been predetermined.
 - If the decision is made not to wait for buses and / or site is within walking distance
 - Relay and address any pedestrian / traffic control concerns to Police in preparation for walking the population to the alternate site,
- OR-
- Plan to walk the school population to a designated staging area(s) away from building to await buses for transportation

- Building evacuation directive is given specifying the designated Alternate Site(s) along with the plan for evacuating, (walking, taking buses, walking to staging area) and the reason for evacuation (plain language – NO CODES)
 - PA system
 - Runner
 - Telephone system
 - Internal email
- Students and Staff evacuate to assigned Alternate Site(s)
 - Students with special needs accounted and cared for
 - Necessary Medications assembled and transported to location
 - Student attendance taken noting/reporting missing and extra students
 - **Teachers remain responsible for all persons under their control.**
 - Attendance logs and other essential, important records should be transported to the evacuation site.
- Prepare for the possibility of:
 - Returning to your home school
 - Dismissal from Alternate Site
 - Reunification with family at Alternate Site
- Family Reunification Plans
 - An event may be of such a serious or protracted nature that it will not be possible to return to the home school for normal dismissal. In such cases it is likely that many parents and guardians of the students will want immediate access to their children. It may be necessary therefore to facilitate a family reunification at an Alternate Evacuation Site. Standard “sign-out” procedures must not be compromised in this setting. We must still confirm identification and legal access to the student before releasing.
 - In order for that to happen in a structured and safe manner it will be necessary to have at your immediate disposal:
 - Student rosters / hard copy / electronic records
 - Emergency Notification / Contact Cards (records)
 - Current lists involving Court issued Custody Orders or Orders of Protection that specify whether or not a particular person is authorized to have custody or contact with a particular child.
 - Sufficient Personnel to coordinate this process and maintain order.

5.5 Emergency Evacuation Non-Ambulatory Disabled Individuals and other persons with disabilities

It is the responsibility of the Director of Pupil Services, the Building Principals, Special Education Teachers, teacher aides, School Nurses, and the Superintendent of Buildings and Grounds to develop plans to provide emergency evacuation of non-ambulatory disabled individuals and other persons with disabilities including those who may be on floors above or below the level of exit discharge. These plans will typically include identifying “Rescue Areas” (safe areas) where non-ambulatory individuals can go in the event of an evacuation emergency as well as assigning staff to assist these individuals.

The Health Office at each school will maintain a running list of individuals within their building who would require such assistance.

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

Affected schools will work with the appropriate fire department to develop this plan and incorporate these details in their respective Building-Level Emergency Response Plans.

This aspect of these plans would include all three of the Caledonia-Mumford Schools as each are multi-story buildings.

In addition to the identification of appropriate Rescue Areas, these plans should also include:

- Pre-planning for the use of ramps and exits with appropriate curb cuts.
- Training of designated staff:
 - Lifting and carrying wheelchair students and staff when fire or other rescue personnel are not readily available
- Notification plan for deaf students
- Assignments to check restrooms and special education areas
- Identifying and making plans for the specific medical needs of this population
- Including persons with disabilities in all emergency drills.

5.6 CMCSO Multi-Hazard General Response Outline during the regular school day

Initial Responder

The first Caledonia-Mumford CSD employee on the scene of an incident, or the first employee who becomes aware of an incident will:

- Notify **9-1-1** if police, fire or ambulance assistance is clearly and obviously needed immediately
- Initiate immediate actions to protect students, staff and property within their immediate area
- **Notify the Building Principal or designee** who will assume the role as Incident Commander

Building Principal or designee – as Incident Commander

The building Principal or designee upon being notified of the event will:

- **Assess** the level of threat
- Ensure proper **notifies** have been made both internal and external – including the **Superintendent of Schools**
- Implement the **protective actions** appropriate for level of threat
- Make assignments consistent with established response plans and ICS
- If appropriate - activate the Emergency Operations Team (EOT) by notifying the Superintendent of Schools and be prepared to provide the following information:
 - Specific location and nature of Incident
 - Protective Actions Implemented
 - Telephone number as a call back

- Injuries or property damage
- Immediate needs

Superintendent of Schools or other Emergency Operations Team (EOT) member – as Incident Commander

Upon being notified of an incident, the following actions will be taken initially:

- o Gather all available information
- o Insure all appropriate initial response actions have been taken
- o Go to scene or emergency area if appropriate
- o Establish Command Post if not already done
- o Identify yourself as Incident Commander/take command/make assignments
- o Notify / update the Superintendent if applicable
- o Give directions to resolve situation
 - Make Notifications and Request Assistance
 - Local and county officials
 - Affected educational institutions
 - Other CMCSO Administrators and EOT
 - Other School districts
 - Outside agencies
- o Stage resources at one or more locations to support the operation
- o Coordinate efforts with community response agencies and District departments to resolve the incident
- o Provide for proper recovery and review of event

5.7 CMCSO Multi-Hazard General Response Outline

outside of normal school hours

This section is intended to provide direction to those involved in responding to any emergency or crisis-type event that occurs in the school building or on campus outside of the normal school day. This includes the time prior to, and following the regular school day, weekends, summer, and other school holidays and recess periods.

Due to the many uncertainties about building occupancy and the presence of critical staff (Building-level Emergency Response Team Members) during these times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all incidents occurring within this time frame.

Therefore, establishing a clear line of authority at all times within the building is critical. A designated staff member must know that they are in charge of the building and should have a reasonable understanding of what activities are taking place, where and when they are taking place as well as the numbers of persons involved and who is supervising each respective activity.

Such authority will often remain with the Principal or Designee as identified in each Building Emergency Planning Summary as long as they are actually in the building. Evenings, weekends and holidays become more problematic as neither the Principal nor a Designee may be present for extended periods of time while various activities continue within the building and on campus. It is therefore important that the handing off of this responsibility be as clear during off-school hours as it is during the normal school day.

Adults involved in the supervision of these approved, off-hours activities (coaches, music/drama teachers, club advisors, Community Education teachers, etc...) need to

understand that they are responsible to a great extent for the safety to those students and others involved with their activity.

Typically the responsibility for the building during these hours falls to a member of the Buildings and Grounds staff. As such, these persons must again know that they have the responsibility to respond to an unplanned event and the authority and the means to initiate actions to protect persons and property from harm. Appropriate training will be provided to Buildings and Grounds.

For any unplanned event or emergency that occurs outside of the normal school day the CMCSd will follow the same protocols described and detailed previously in this section. These protocols are based upon the responsible completion of the three critical tasks involving **Assessment** of the situation, Making the proper **Notifications** and initiating the appropriate **Protective Action** Options.

How these tasks will be accomplished will vary depending on the totality of circumstances, i.e. nature of event, amount of activity within the building, means of communication available.

5.8 Emergency Communications

The primary system of communication during an emergency will include the use of the Public Address (PA) System, landline (conventional) and cellular telephones, internal e-mail, runner(s), fax service, district website, and the news media.

The **Public Information** function is described in detail in:

Section 5.3: Notifications / Communications

Public Information: Parents / Community / Media on Page 27

5.9 Procedures for Obtaining Advice and Assistance from Local Government Officials

In the event of an emergency where additional advice, assistance, or assets not readily available to the District are needed; the Superintendent, his/her designee will contact the 9-1-1 center of Livingston County who will assist in coordinating the delivery of necessary assistance and services from local and County agencies.

See Section 9.0: Appendices, for Government Agencies / Emergency Response Agencies / Community Resources

5.10 District Resources Available for Use in an Emergency

The CMCSd has identified District-based resources, which may be available during an emergency. These resources include facilities, buses, trucks and other equipment.

See Section 9.0: Appendices, for a vehicle inventory.

This page intentionally left blank

Section 6.0

Situational Response Procedures

This section will outline general response procedures to be adhered to relative to specific emergency situations.

This section is organized into the following general categories of occurrences. Specific situations are organized alphabetically within each category.

- Civil Disturbances / Criminal Actions
- Environmental / Weather Emergencies
- Facility Related Emergencies
- Medical Emergencies
- Transportation Emergencies

Example:

<u>Quick Reference Box</u>	
Assess:	Abduction (kidnapping / custodial interference)
Initial Notifications:	9-1-1 Building Emergency Response Team Building Occupants (Lockdown directive)
Protective Actions:	Hold In Place and Lockout Take direction from responding Police

These are only designed to be a quick reference and are not intended to be absolutes. The text that will follow will provide more details on the variables to be considered relative to the proper response actions.

This page intentionally left blank

6.1 Civil Disturbances / Criminal Actions

Guidelines are included in this section for the following events:

- Abduction
- Anthrax Threat
- Bomb Threat
- Explosive Device Suspected
- Fight
- Firearm
 - o Suspected Only
 - o Displayed and Threatened
 - o Discharged
- Hostage
- Intruder
- Missing Student
- Riot
- Sexual Assault
- Student demonstration
- Suicide threat
- Threats of Violence– Direct or Implied
- Weapon (other than firearm)
 - o Suspected
 - o Displayed and Threatened

Abduction

Definition / background

Abduction involves a person being taken away by unlawful force or by fraud against their will. This may involve both students and staff and for the purposes of this section includes kidnapping and the unlawful removal of a child by a non-custodial parent or guardian – custodial interference.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to a possible abduction occurring on district property requires Law Enforcement involvement immediately.

Quick Reference Box

Assess: Abduction (kidnapping / custodial interference)

Initial Notifications: 9-1-1
Building Emergency Response Team
Building Occupants (Lockdown directive)
Superintendent

Protective Actions: Hold In Place and Lockout
Take direction from responding Police

Standard Response Steps

- Call 9-1-1 and provide as much information as possible as to descriptions of the event and those involved, as well as descriptions of vehicles involved and last known direction of travel.
- Implement a **Hold In Place and Lockout**.
While an abduction may imply that the suspect has taken the victim away from our building or campus it is still prudent to direct that a Hold In Place and a Lockout be implemented for the following reasons:
 - o to be certain that the situation is contained
 - o to ensure that all other students and staff are accounted for
 - o and to not cause any delay or distraction to responding Police
- **Notify the Superintendent**
- Assemble the appropriate Response Team Members
- Assign predetermined Response Team members to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, and district administrators...
- Secure and protect any area that may be a crime scene or contain evidence
- Gather pedigree information regarding the missing child.
- Identify the last person(s) who were with the child.
- Try to identify any potential witnesses – this is crucial to the success of locating the child quickly and unharmed.
- Assist Police with investigation

This page intentionally left blank

Anthrax Threat

Definition / Background

The CDC defines anthrax as an acute infectious disease caused by spore-forming bacterium *bacillus anthracis*. Anthrax most commonly occurs in warm-blooded animals, but can also infect humans and, if left untreated, may cause death. Anthrax organisms can cause skin infection, gastrointestinal infection, or pulmonary infection. To do so, the organism must be rubbed into abraded skin, swallowed or inhaled. All forms of the disease are generally treatable with antibiotics.

Reports of anthrax threats have often involved envelopes or packages containing a powdery substance.

Quick Reference Box

Assess:	Potential Anthrax threat
Initial Notifications:	9-1-1 Superintendent of Buildings and Grounds Superintendent
Protective Actions:	Hold In Place and Lockout Take direction from Emergency Responders

What types of letters or packages may be suspect.

The following list represents some of the individual factors that should be considered when handling mail. However, the totality of circumstances must be considered when determining if a letter or package should be treated as "suspicious".

- Any letter or package that has a suspicious or threatening message written on it
- Letter or packages with oily stains
- Envelopes that are lopsided, rigid, bulky, discolored or have a strange odor
- Envelopes with no return address
- Unexpected envelopes or packages from foreign countries
- No postage or non-canceled postage
- Improper spelling of common names places or titles

Standard Response Steps

How to respond to a suspicious envelope or package.

- Do not open the envelope or package
- Leave it and evacuate the room
- Do not allow others to enter the room
- Notify your building administrator or supervisor

**How to respond if an envelope or package is opened
that contains suspicious material**

- DO NOT PANIC
- Close or cover the envelope or package to limit additional exposure
- Do not attempt to clean up powder
- Immediately evacuate the room involved, closing and locking doors and windows
- Notify 9-1-1
- **Notify the Superintendent**
- Assemble the appropriate Response Team Members
- Assign predetermined Response Team members to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators...
- Do not evacuate the building unless directed to do so by emergency responders
- Do not allow anyone to enter or leave the building until emergency responders arrive and approve
- **Initiate a Hold In Place and Lockout to assist in containing the exposure**
- If possible, shut down the building's HVAC system
- Instruct room occupants not to touch their eyes, nose or any other part of their body
- If possible, all room occupants should wash their hands and other exposed skin thoroughly with soap and water
- If clothing is heavily contaminated, don't brush vigorously
- Compile a list of all persons who had actual or suspected contact with the powder or suspicious substance
- Follow the directions given by the emergency response personnel until the termination of the emergency

Bomb Threat

Definition / background

A bomb threat is defined as any correspondence – verbal, written, electronic..., which leads a receiver of that information to believe that there is an explosive device in the facility.

Comment

No bomb threats should be ignored. However, the specificity of the threat and the totality of circumstances may reasonably impact the specific response plans. The decision whether or not to **evacuate, compartmentalize, or shelter-in-place** is dependent upon information received in the threat, and how detailed and credible that information is perceived to be. **Law Enforcement should be consulted to assist with this decision.**

Compartmentalization relies on students remaining in their present locations while school administration and authorities assess and investigate the threat – this would most likely involve a **General Lockdown**.

Quick Reference Box

Assess: Bomb Threat

Initial Notifications: 9-1-1
Building Emergency Response Team
Building Occupants
Superintendent

Protective Actions: Hold In Place, then...
Pre-evacuation “sweep” of egress route and destination
Building Evacuation – min. 500’ from buildings/vehicles, or
Building Evacuation – Alternate Site, or
Sheltering-In-Place within building, or
Compartmentalize (maintain General Lockdown)

Note: If a device is found, **NO Two-way radios and cellular phones** are to be used during the emergency response. Some detonators are activated by radio waves, which these devices emit. Building Administrators will need to rely on landline telephones, the public address system, e-mail, bullhorns and person-to-person conversation to communicate.

Do not activate the fire alarm to facilitate an evacuation

Bomb Threat received by phone:

- Elicit and record specific information about the call utilizing the New York State Police Bomb Threat Instruction Card. One of these cards should be readily accessible at every phone in the district capable of receiving an outside call.
See Section 9.0: Appendices for a copy of said card.
- Record the call if the phone set allows for that feature
- Contact CMCS D I.T. Department at EXT #3498 to initiate call tracing
- Do not use that phone again until Police tell you it is okay to do so

- Provide information to responding Police Officers.

Bomb Threat received in written form:

Handle the item as little as possible to preserve any evidentiary value. If given permission to do so by the Police, make a photocopy of the correspondence for school records and possible disciplinary procedures. If written on a wall or other fixed object, secure the location, (lock the bathroom door for example) and await Police arrival. **Do not** erase, wash, or paint over any written threat until given the clearance to do so by the Police. It would however be prudent to photograph the written threat.

Bomb Threat received electronically (e-mail, text,...):

Do not respond to the sender and cease use of that computer, cell phone or other electronic device until Police arrive and then take direction from them regarding the device in question.

Note: If at any time during this process, a suspected explosive device is discovered the entire building population **must** be evacuated ASAP and the procedures described in the “**Explosive Device –Suspected**” portion of this section followed.

Standard Response Steps

- Call 9-1-1 and provide detailed information relative to the threat and your response including any specific needs relative to your evacuation plans if applicable, i.e.: traffic control.
- **Notify the Superintendent.**
- Notify the Director of Transportation to prepare for the possibility that buses may be needed for shelter or transport.
- The building Principal or designee will immediately use the Public Address System to direct that a **Hold In Place** be initiated and to activate the appropriate members of the Emergency Response Team to initiate a visual search of all potential routes of egress from the building and the location where the school population may be moved should a full building evacuation ultimately be directed.
- Assign predetermined Response Team member(s) to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators, etc...
- The Principal will then instruct all teachers and staff to visually inspect their respective classrooms and workspaces for any unusual or suspicious objects and to report any such findings to the Main Office by PA, landline telephone or runner.
No one should touch, handle or attempt to move any suspicious object
- If no suspicious items, packages or persons are initially observed a decision has to be made regarding how to best protect the building occupants while the investigation continues.

- **Evacuation of building option:**

- o The Principal will use the PA system to call for an evacuation of the building to the predetermined location that will be appropriate for the current circumstances and weather (on-site, off-site, alternate site).
 - o If any suspicious items, packages or persons had been observed then the evacuation order will be preceded by a PA announcement detailing the areas and routes to avoid (staff assigned to block access to these areas).
 - o Students should not be allowed to have access to their lockers to retrieve coats
 - o Close but do not lock classroom doors.
 - o Assist students and staff with special needs
 - o Check attendance / report any missing or extra students and staff
 - **Compartmentalization option:**
 - o Students and Staff remain in their present locations pursuant to the lockdown level directed.
 - **Shelter-In- Place option:**
 - o Students and Staff move to a predetermined Shelter-In-Place location within the building that has been “cleared and sanitized” (thoroughly searched by school staff for any suspicious packages, objects or individuals).
- Once the appropriate option has been taken to safeguard students and staff:**
- With Police on scene, coordinate a search of the building with predetermined teams of volunteers.
 - Once completed without any device being located and upon consultation with Police, direct an orderly return to the building and / or normal operations.
 - Assist Police with investigation.

This page intentionally left blank

Explosive Device – Suspected

Definition / background

A suspected explosive device is any device that by appearance and /or an accompanying threat appears to be capable of detonating and causing injury and property damage.

The discovery of a suspected explosive device may occur during the normal, routine inspection of classrooms and workspaces by staff or as the result of a search conducted during a Bomb Threat investigation.

Regardless of how such an item is discovered, the entire building **MUST** be evacuated as soon as possible. **No school staff should remain in the building** –that includes the volunteer Bomb search teams composed of District and school personnel.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Once a suspected explosive device is discovered, specially trained Law Enforcement personnel will assume command.

Quick Reference Box

Assess: Explosive Device – Suspected

Initial Notifications: 9-1-1
Building Emergency Response Team
Building Occupants
Superintendent

Protective Actions: Building Evacuation – min. 1000' from buildings/vehicles, or
Building Evacuation – Alternate Site, or
Staging Area to await bus transportation

Note: If a device is found, **NO Two-way radios and cellular phones** are to be used when dealing with a suspected explosive device. Some detonators are activated by radio waves, which these devices emit. Building Administrators will need to rely on conventional landline telephones, the public address system, bullhorns and person-to-person conversation to communicate.

DO NOT activate the fire alarm to facilitate the evacuation

Standard Response Steps

- **Do not touch or disturb the possible explosive device**
- Immediately initiate a full building evacuation to a location a minimum of 1000' from buildings or vehicles. The evacuation directive must include an announcement detailing the area(s) to avoid along with a request for the appropriate members of the Emergency Response Team to quickly initiate a visual search of all routes of egress from the building and the location where the school population will be moved. The use of Response Team members to deny access to the immediate danger zone and to redirect foot traffic is also advisable.

Note: Given this 1000' distance and the likelihood that the resolution of this event will be protracted (hours), anticipating the need to utilize one of the predetermined Alternate Evacuate Sites may well be appropriate.

- Call 9-1-1 from a landline telephone at the earliest, safe opportunity and provide detailed information relative to the location and description of the suspected explosive device and any specific needs relative to traffic control pursuant to your evacuation.
- **Notify the Superintendent.**
- Assist students and staff with special needs
- Check attendance / report any missing or extra students and staff
- Walking the school population to a predetermined Staging Area a sufficient distance off campus to await buses for transportation or shelter is also an alternative.
- Assign predetermined Response Team member(s) to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, and district administrators.
- Assist Police with investigation.

Fight

Definition / Background

A physical altercation involving two or more persons (not necessarily students) occurring either inside the school, outside of the school but still on school property or off school property at a school sanctioned or organized function.

An active fight may well result in injuries to the combatants and others. If not contained quickly the fight could escalate in intensity and in the number of persons involved.

Quick Reference Box

Assess: **Fight**

Initial

Notifications: **9-1-1 - if necessary**
 Building Emergency Response Team- conflict mgmt. trained
 Nurse
 Building Occupants

Protective Actions: **Fight inside building – Hold In Place**
 Fight outside building – Lockout

Standard Response Steps

- Administrator should respond to scene along with the appropriate Response Team members (Conflict Management trained)
- Verbally direct the combatants to "STOP" and for all others to "CLEAR THE AREA".
- ASAP, direct that a Hold In Place (or Lockout) take place to disperse the "audience" and contain the situation. (The refusal to disperse could result in disciplinary charges for those refusing to comply with a reasonable directive).
- Notify 9-1-1 to request Police if fight does not cease, increases in intensity or numbers, involves a weapon or injuries have occurred or are imminent – or at the discretion of the Principal or designee. **Err on the side of safety.**
- Avoid physically intervening if at all possible – unless they are causing harm to themselves or others.
- Attempt to get combatants to separate and away from any onlookers to allow them to calm down.
- Understand that violence is time-lined; if you can delay long enough, it will often subside.
- Do not leave them alone.
- Provide necessary medical treatment / first aid

Firearm –Suspected Only (Not threatened or displayed)

Definition / background

A firearm is any pistol, revolver, shotgun, or rifle that is capable of discharging any configuration of a ball shot or single projectile that can cause physical injury to a person.

In this instance it has been reported that there may be a firearm on campus. This could involve it being in the actual possession of someone or perhaps in a locker, a vehicle or in a backpack. This report may be based upon information received or on the personal observations of the person reporting.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to the possible presence of a firearm in the building or on campus **MUST** require Law Enforcement involvement immediately. **Absent extreme, exigent circumstances, no school administrator or personnel should be involved in the searching, questioning, or escorting of any person suspected of possessing a firearm without the actual presence of Police.**

The management of this situation initially involves containing the situation without alerting, alarming or agitating the person suspected of possessing the firearm while arranging for a low-profile Police response.

Quick Reference Box

Assess: Suspected Firearm in the building/on campus

**Initial
Notifications:** 9-1-1
Building Emergency Response Team
Superintendent

Protective Actions: Hold In Place or Lockdown and / or Lockout

Standard Response Steps

- Call 9-1-1 and provide as much information as possible about the suspect's description and location. Determine a discrete and safe location for Police to respond and enter the building. Have a copy of floor plans available.
- **Notify the Superintendent.**
- Assemble the appropriate Response Team members
- If safe to do so and depending on specific circumstances consider:
 - o Implementing a discrete total or partial building Hold In Place, Lockdown or a Lockout implemented by a runner or other discrete means.
 - o Evacuating adjacent areas
 - o Maintaining discreet surveillance of the individual involved (video and / or PA system)
- Keep the police informed as to any change in status of the situation or location of individual
- Take direction from responding Police
- Be prepared to direct another protective action if the situation escalates

Firearm –Threatened and Displayed

Definition / background

A firearm is any pistol, revolver, shotgun, or rifle that is capable of discharging any configuration of a ball shot or single projectile that can cause physical injury to a person.

In this instance it has been reported that a person has actually threatened the use of a firearm and has displayed the firearm in such a manner that other persons would be aware of its presence.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to the possible presence of a firearm in the building or on campus **MUST** require Law Enforcement involvement immediately. **Absent extreme, exigent circumstances**, no school administrator or personnel should be involved in the searching, questioning, or escorting of any person suspected of possessing a firearm without the actual presence of Police.

Remember you are no longer in charge, the person with the weapon is. An incident involving a firearm is potentially capable of causing injury or death to students and staff. No one should attempt to be a “hero” in these situations because; if the effort fails tragic results could occur.

Quick Reference Box

Assess: Firearm – Threatened and displayed

Initial

Notifications: 9-1-1
Building Emergency Response Team
Building Occupants
Superintendent

Protective Actions: Hold In Place, Lockdown or Lockout directed by safest means possible given the specific circumstances.

Standard Response Steps

- Call 9-1-1 – provide as much information as possible about the suspect’s description and location. Determine a discrete and safe location for Police to respond and enter the building. Have a copy of floor plans available.
- **Notify the Superintendent.**
- Assemble the appropriate Response Team members
- **Contain the situation by implementing a Hold In Place, Lockdown or Lockout. The decision on how this is to be accomplished will have to be made based upon the specific circumstances. Our immediate goal here is to protect the school population while trying to not unduly alert, alarm or agitate the suspect.**
- If safe to do so, maintain discreet surveillance of the individual involved (video and / or PA system)
- Keep the police informed as to any change in status of the situation or location of individual
- Take direction from responding Police
- Be prepared to direct another protective action if the situation escalates

Firearm –Discharged

Definition / background

A firearm is any pistol, revolver, shotgun, or rifle that is capable of discharging any configuration of a ball shot or single projectile that can cause physical injury to a person.

In this instance, it has been reported that a firearm has actually been discharged on campus. There is an imminent danger to students and staff.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to the possible discharge of a firearm in the building or on the property **MUST** require Law Enforcement involvement immediately. **Absent extreme, exigent circumstances**, no school administrator or personnel should be involved in the searching, questioning, or escorting of any person suspected of possessing or discharging a firearm without the actual presence of Police.

Remember you are no longer in charge, the person with the weapon is. An incident involving a firearm is potentially capable of causing injury or death to students and staff. No one should attempt to be a “hero” in these situations because; if the effort fails tragic results could occur

Quick Reference Box

Assess:	Firearm – discharged
Initial Notifications:	9-1-1 Building Emergency Response Team Building Occupants Superintendent
Protective Actions:	Lockdown and/or Lockout Take direction from responding Police

Standard Response Steps

- Call 9-1-1 – provide as much information as possible about the suspect’s description and location and any known information as to location and condition of any injured persons. Determine a safe location for Police to respond and enter the building. Have a copy of floor plans available.
- **Contain the situation by immediately implementing a Lockdown.**
- **Notify the Superintendent**
- **If safe to do so, assemble** the appropriate Response Team members – However, it is likely in this scenario that you would not want anyone moving about the building – including administrators and Response Team members. Any directive given should be clear and specific on this subject.
- If safe to do so, maintain discreet surveillance of the individual involved (video and / or PA system)
- Keep the police informed as to any change in status of the situation or location of individual
- Take direction from responding Police
- Be prepared to direct another protective action if the situation escalates

Hostage Situation

Definition / background

A hostage situation involves a person being held against their will by force or the threat of force. It is likely that a weapon is being used, threatened or implied to maintain control of the hostage(s) and to deter any attempts to free them.

A hostage situation must be carefully surveyed and evaluated. The safety of the hostage(s), students, staff, and police is the most important consideration in any hostage situation. Trained negotiators know that the more time that is gained, the more likely it is the situation will be concluded without violence

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to the possible hostage situation in the building or on the property requires Law Enforcement involvement immediately.

Comment

The variables involved in such an event will dictate specifics relative to what the most practical and safe protective action will be to take on behalf of the non-involved building occupants. The immediate goal is to summon the Police and to contain the situation by implementing the appropriate protective action.

Quick Reference Box

Assess: Hostage situation

Initial Notifications: 9-1-1
Building Emergency Response Team
Building Occupants
Superintendent

Protective Actions: Hold In Place or Lockdown or building evacuation
Take direction from responding Police

Standard Response Steps

- Call 9-1-1 and provide as much detail as possible as to the persons involved, location of event and presence of any weapons, location and condition of any injured parties.
- **Notify the Superintendent**
- If it is safe to do so, assign predetermined Response Team members to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators...
- Implement the appropriate **protective action** to minimize the risk to the unaffected portion of the school population.
- One's actions during an apparent hostage situation will have an impact on how the situation is resolved.
 - o Obey the hostage taker's orders and do not become antagonistic
 - o Talk in a normal voice. Avoid whispering when talking with other hostages, and avoid raising your voice when talking with hostage takers
 - o Avoid abrupt movements.
 - o Stay calm

This page intentionally left blank

Intruder

Definition / background

For the purposes of this section an intruder is simply defined as any person who has apparently entered or remained in a district school or facility without permission or authorization. Therefore, an intruder may be an individual with legitimate business who has entered through an unlocked or unmonitored entrance and simply failed to report to the appropriate office and follow the standard visitor procedures. Or, an intruder may also be an individual who has entered or remained in our school or facility and has no legitimate business and may in fact have criminal or dangerous intentions.

Comment

By this broad definition, a disoriented senior citizen observed in the hallway and an unknown adult observed running out of a private office area would both be considered intruders. As such the initial assessment of the totality of circumstances would dictate the appropriate response actions.

Quick Reference Box

Assess:	Intruder (as defined above)
Initial Notifications:	Depending on totality of circumstances Building Emergency Response Team 9-1-1 Building Occupants
Protective Actions:	Intruder generally – approach and assess Intruder suspicious or uncooperative –Hold In Place Take direction from responding Police

Standard Response Steps

Intruder –generally

- Absent any immediate or obvious observations that would suggest that the intruder is dangerous or has any criminal intent, the only way to determine the person's intentions is to approach and inquire as to their business.
- All staff members are therefore authorized and encouraged to approach anyone who may fit the definition above if it appears safe to do so. This person may be asked the following questions.
 - May I help you with anything?
 - Who are you here to see?
 - What is the purpose of your visit?
- Should the person respond in a reasonable manner and have an apparent legitimate purpose for being in the building, see that the person is escorted to the appropriate office to complete the proper visitor sign-in procedure.

- If the person refuses to respond or does not answer the questions to your satisfaction, an administrator along with security (if available) should be contacted. Your impressions and assessment based upon your professional experience are extremely valuable and should help guide you in how to proceed. Ask the person to leave the building and observe to ensure that they actually exit the property. Avoid detaining or getting into any physical contact with the individual. If the circumstances warrant, call 9-1-1 to report the (suspicious) person. If not able to resolve, proceed to the directions below.

Intruder – suspicious / uncooperative

- If the person appears suspicious or dangerous by their appearance, words or actions staff should NOT approach them. Safety is the priority.
- Call 9-1-1, note the individual's description, and last known location and direction of travel.
- Initiate a **Hold In Place**.
- If safe to do so, maintain discreet surveillance of the individual involved (video and / or PA system)
- **Notify the Superintendent** and the appropriate Response Team Members
- Assist the Police upon their arrival

Missing Student

Definition / background

A student who is not able to be located and whose last known location was at school during the regular school day, at a field trip, or during an after school activity, on or off school grounds.

Comment / Notes

The age of the missing student as well as any known information regarding the surrounding circumstances will likely impact the nature of our response, i.e. an 18 year-old High School Senior who frequently walks away from school versus a 10 year-old 5th grader involved in a parental custody dispute with no such history.

Should the circumstances suggest that the incident may be a possible abduction or custodial interference adhere to the protocols under: **Abduction – page 49**.

If **at any point** during this investigation information surfaces indicating that the student may be in danger (mental health, substance abuse, self-harm issues, etc...) a parent or guardian and 9-1-1 should be called without delay and the Superintendent notified.

Should the student be missing **but not from school** – assist the family and Law Enforcement in any way possible.

Quick Reference Box

Assess: **Missing Student**

**Initial
Notifications:** **Building Emergency Response Team
Building Staff
Superintendent**

Protective Actions: **Possibly a Hold In Place to control movement during search.**

Standard Response Steps

- Notify other administrators and any other available support staff as to the identity and description of the missing student and direct that a search of the building and the immediate school grounds commence – record efforts and results.
- **Notify the Superintendent.**
- Initiate a building email to all staff with information on the missing student including a photo if available – preceded by a PA announcement to “check your email”.
- It may be prudent to direct a **Hold In Place** to allow for a controlled, uninterrupted search of the building should a passing time be near.
- Interview the student’s friends, classmates, teachers and others with potential information.
- If above efforts are unsuccessful – or if a substantial amount of time has passed since the student was last accounted for -contact a parent or guardian. Check the student’s lockers, desks, materials for possible indications of intent including computer/internet records and communications.
- If appropriate, call 9-1-1 and provide as much detail as possible as to the description and last known whereabouts of the missing student.

Riot

Definition / background

A Riot involves a violent public disorder. For purposes of this section there are three general kinds of riots we may encounter: student riots on campus, riots by strangers on campus, and riots in the surrounding community.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to a riot occurring on district property requires Law Enforcement involvement immediately.

Quick Reference Box

Assess: Riot

Initial

Notifications: 9-1-1
Building Emergency Response Team
Building Occupants
Superintendent

Protective Actions: Riot inside building – Hold In Place or Lockdown or building evacuation to an alternate site.

Riot outside building - Lockout
Take direction from responding Police

Standard Response Steps

- Call 9-1-1 and provide as much detail as possible as to location and extent of activities.
- **Notify the Superintendent.**
- Depending on location and overall circumstances, initiate the appropriate **protective actions** as referenced above to safeguard the school population.
- If it is safe to do so, assign predetermined Response Team members to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators...
- Take direction from responding Police.

Sexual Assault

Definition / background

A Sexual Assault may involve a rape or other sexual contact committed without the consent of the victim. Lack of consent may result from factors such as forcible compulsion, or incapacity to consent due to age, or other mental and physical conditions.

Comment

A rape or sexual assault only becomes a crisis to be managed by school staff when one or more of the following conditions exist:

- *The rape or sexual assault occurs on school grounds
- The victim and / or parents of the victim requests school intervention
- Rumors are widespread and damaging
- Students observe police action or emergency services response

*** Any reference to a possible sexual assault occurring on district property requires Law Enforcement involvement. If said assault is in progress or has just occurred the appropriate protective actions should be directed.**

When a school is informed that a rape or sexual assault has occurred to a student or staff member, the School Safety Team and the school must act to protect the identity and right to privacy of the victim as well as the alleged perpetrator. Information relative to the incident should be contained as much as possible. Appropriate response by school and district staff will be directed at minimizing the fears of fellow students and quelling the spread of rumors while not interfering with the criminal investigation.

Quick Reference Box

Assess: Sexual Assault

Initial

Notifications: 9-1-1
Building Emergency Response Team
Building Post-Incident Response Team – counselors
Superintendent

Protective Actions: If the sexual assault is in progress or just occurred, a Hold In Place would be appropriate to contain the situation, protect building occupants and to protect the victim and the crime scene.

If we were just now learning of an assault that occurred sometime in the past (several hours or days) no protective action would probably be necessary or appropriate. However the protection of the crime scene and any evidence would be necessary and appropriate.

Take direction from responding Police

Standard Response Steps - Sexual Assault / Just occurred

- Alert Principal and School Nurse immediately.
- Call 911 for Police and EMS response. Provide as much information as possible regarding the event and the description, location and condition of those persons involved.
- Provide privacy for victim – but do not leave victim alone
- If appropriate, direct a Hold In Place to contain the situation and protect the school population and the crime scene.
- Isolate suspects if possible.
- **Notify the Superintendent**
- Assign responsible staff to protect the crime scene.
- Call the School Nurse to treat and remain with the victim. Provide first aid for serious injuries until EMS arrives.
- May also notify the Counselor to remain with the victim.
- Do not allow the victim to wash him or herself or clothing as such actions could destroy potential evidence.
- Isolate any witnesses and do not allow them to talk to anyone or among themselves.
- Principal and Counselor to notify a parent in person, if possible after consultation with Police.
- Assist administration and law enforcement as directed.

Student Demonstrations

Definition / background

A Student Demonstration involves a public display by all or a portion of the student population to express their collective opinion on a particular subject. Such an event may be well organized and pre-planned or a spontaneous response to an event.

If a student demonstration is pre-planned or strongly suspected, it would be important to consult with the local Police in advance to discuss response strategies to minimize disruption and reduce the risk of potential escalation of the situation.

Quick Reference Box

Assess: Student Demonstration

Initial Notifications: Building Emergency Response Team
Superintendent
Building Occupants
9-1-1 if directed to do so or situation warrants
immediate response due to imminent safety concerns

Protective Actions: Hold In Place – demonstration inside building
Lockout – demonstration outside of building

Take direction from Superintendent and responding Police

Standard Response Steps

- **Notify the Superintendent**
- Assemble appropriate Building Response Team members
- Assign predetermined Response Team members to limit vehicle access to campus to only those involved in the response to this event – Police, Fire, EMS, district administrators...
- Determine appropriate **protective action** – if any
- Determine need for and role of local Police

Suicide Threat

Definition

A threat, implied or expressed to take one's own life.

Comment:

Your objective in such a situation is to keep the person from committing the act, OR if he or she has already hurt himself / herself, to get medical assistance as soon as possible. Handling suicide threats requires the utmost sincerity, empathy and tact. The longer you delay the act, the more likely it is that the person will be rescued and receive the professional help they need.

Quick Reference Box

Assess: Suicide Threat

Initial Notifications: 9-1-1 for Police and / or EMS
Building Emergency Response Team – counselors
Superintendent

Protective Actions: If a weapon is involved – appropriate Lockdown level
If no weapon or threat to others – no protective action necessary

Take direction from responding Police

Standard Response Steps

- Do not leave suicidal student alone.
- Do not jeopardize your personal safety.
- If a firearm or other weapon is involved – follow that protocol which may include a Lockdown or other protective action to safeguard the school population.
- Call 911.
- Notify School Nurse
- Notify the Counselor to respond if the scene is safe.
- **Notify the Superintendent**
- Actively engage the student in conversation -try to calm the student and others.
- If possible, remove any dangerous instruments from the student and immediate surroundings
- Evacuate other students quietly, if possible.
- Notify the student's parents/ guardians.
- Appoint a staff member to handle arriving parents.
- Escort Police to the scene and stay out of the view of the student.
- Isolate the situation.
- Work with established BOE protocols.

Threats of Violence – Direct or Implied Threat Assessment protocol

Definition

A threat of violence is an expression of intention to do harm. This intention may be expressed through direct communication (verbal, written, electronic) or may be implied by other behaviors or communications.

Comment

Acknowledging that the recognition and early intervention into potentially violent situations is critical, it shall be the policy of the CMCS D to deal with all threatening situations and circumstances in a serious and deliberate manner. In addition to reporting and investigating direct threats, all staff are also responsible for relaying to their respective school administration information about any student behaviors or communications that imply or suggest that a dangerous or threatening situation is possible.

It has been found that most school attackers did not threaten their targets directly. Therefore, while it is important to respond to all students who actually *make* threats, it is also important that we identify and address those persons who may *pose* a threat as evidenced by their behaviors that indicate an intent, planning, or preparation for an attack.

NOTE: The Caledonia Police Department shall be contacted immediately if upon initial assessment the direct or implied threat of violence appears to be of a serious and/or imminent nature. The Police may be contacted at any time for their advice and assistance regarding any level of threat. Direct threats to personal safety may well constitute a violation of law and the student making the threat may be eligible for prosecution. Prosecution in Criminal or Family Court provides yet another opportunity for intervention.

Depending on the imminent nature of any direct or implied threat, the following procedures may be implemented by the District:

- Immediate deployment of staff trained in de-escalation or conflict resolution techniques to attempt to diffuse the situation – as identified in each Building's Emergency Response Team.
- Inform the Building Principal or designee of implied or direct threat or troubling behaviors or communications.
- The Building Principal or designee may then initiate a threat assessment inquiry to attempt to determine the level and viability of the threat. This determination may be accomplished with the input and assistance of other building or District level administrators, the respective instructional and counseling team, and security personnel. If appropriate, Law Enforcement and Community Mental Health officials may also become involved as part of the Threat Assessment Team.

- Each building's Emergency Planning Summary lists several ad hoc members of their respective School Safety Team. Among these members are individuals who comprise the District's Threat Assessment Team. These members may be consulted at any time during a threat assessment inquiry. The following is a partial list of personnel and organizations typically represented.
 - Law Enforcement
 - Counseling / Mental Health
 - District Disciplinary Authority

- Depending on the nature of the direct or implied threat, and if time permits this inquiry would also involve interviewing potential witnesses, persons with knowledge as well as the actual parties involved. Some factors to consider when evaluating the level and viability of threat include, but are not limited to:
 - Specificity of threat to a person or persons
 - Reference to a specific means or weapon
 - Realistic aspect to threat
 - Specific reason or justification
 - History of student(s) involved
 - Known access to weapons or means
 - Propensity for violence

**See Section 9.0: Appendices, Threat Assessment Model
Threat Assessment Data Collection Guide**

Weapon (other than a firearm) – Suspected only

Definition / background

For purposes of this section the term weapon shall refer to any instrument –**other than a firearm** - designed to cause physical injury or death

Comment

Any type of weapon (knives, brass knuckles, bludgeon, etc.) being brought onto School District property poses a threat to the safety of our students, staff and visitors and is a serious violation of District policy and the Code of Conduct and may well be a violation of NYS Penal Law.

The nature of the weapon suspected would have a substantial impact on the response as well as whether the weapon is merely suspected or has been displayed and/or threatened. Also the age and background of the student involved should also be considered when determining a reasonable course of action.

A tenth grader with a history of assaultive and aggressive behavior suspected of having a knife on his person should generate a more involved response than a first grader with no history of violent or disruptive behavior suspected of having a jackknife in his backpack – although “on paper” both students are in violation of the same rules.

However, if any weapon type situation arises, it is always in the discretion of the Principal or their designee to involve the Police immediately upon receiving such a report if they believe it is appropriate given the circumstances to ensure the safety of all involved. Also, as stated above, the possession of a weapon will likely be a violation of NYS Penal Law and will require Police involvement regardless of the perceived actual danger.

Quick Reference Box

Assess:	Weapon (other than a firearm) suspected only
Initial Notifications:	Building Emergency Response Team and / or 9-1-1 Superintendent
Protective Actions:	<i>Possibly</i> a Hold In Place Take direction from responding Police

Standard Response Steps

- Call 9-1-1 if deemed appropriate and notify Police of pending situation
- If deemed safe to do so, have the person involved escorted to a private office by at least two adults, one of which may be a Police Officer
- Advise the person what is suspected and ask if they are in fact in possession of a weapon
- **Do not allow the person to retrieve the weapon themselves**
- Instead, carefully locate, remove and secure the weapon with the aid of Police or Security
- If the weapon is not located on subject, consider checking locker and other personal effects – consistent with established search policies and procedures.

Weapon (other than a firearm) – Displayed and Threatened

Definition / background

For purposes of this section the term weapon shall refer to any instrument –other than a firearm - designed to cause physical injury or death

In this instance it has been reported that a person has actually **threatened the use of a weapon and has displayed the weapon** in such a manner that other persons would be aware of its presence.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to the displaying and threatening of a weapon in the building or on campus **MUST** require Law Enforcement involvement immediately. **Absent extreme, exigent circumstances, no school administrator or personnel should be involved in the search, questioning, or escorting of any person who has displayed and threatened the use of any weapon without the actual presence of Police.**

Comment

Any type of weapon (knives, brass knuckles, bludgeon, etc.) being brought onto School District property and being displayed and threatened poses a threat to the safety of our students, staff and visitors and is a serious violation of District policy and the Code of Conduct and a violation of NYS Penal Law.

Quick Reference Box

Assess:	Weapon (other than a firearm) displayed and threatened
Initial Notifications:	9-1-1 Building Emergency Response Team Building Occupants (protective action) Superintendent
Protective Actions:	Possible Hold In Place or Lockdown Take direction from responding Police

Standard Response Steps

- Call 9-1-1 – provide as much information as possible about the suspect's description and location and weapon involved. Determine a discrete location for Police to respond and enter the building. Have a copy of building floor plans available.
- **Notify the Superintendent**
- Assemble the appropriate Response Team members
- **Contain the situation by implementing a Hold In Place or Lockdown. The decision on how this is to be accomplished will have to be made based upon the specific circumstances. Our immediate goal here is to protect the school population while trying to not unduly alert, alarm or agitate the suspect.**
- If safe to do so, maintain discreet surveillance of the individual involved (video / PA)
- Keep the police informed as to any change in status of the situation or location of individual
- Take direction from responding Police
- Be prepared to direct another protective action if the situation escalates

This page intentionally left blank

6.2 Environmental / Weather Emergencies

Guidelines are included in this section for the following environmental problems.

- Earthquake
- Flood
- Hazardous Material Spill
- High Winds
- Radiological Incident
- Snow / Ice Storm
- Thunderstorm (severe)
- Tornado

Earthquake

Definition

An earthquake is the shaking or trembling of a portion of the earth, which results from the sudden shifting of rock beneath the earth's crust.

Comment:

Earthquakes usually occur without warning. While Upstate New York has not been plagued with earthquakes there are several fault lines throughout upstate.

Research has shown that most injuries in U.S. earthquakes occur when people inside buildings attempt to move to a different location inside the building or try to leave. Quickly seeking a place of safety, such as under a sturdy table or desk, and moving as short a distance as possible to that place of safety, is recommended based on research.

Quick Reference Box

Assess: Earthquake

Initial Notifications: 9-1-1 for any necessary emergency services (Fire, Injuries...)
Building Emergency Response Team

Protective Actions: FEMA – “Drop, Cover and Hold On”
Monitor and take direction from Office of Emergency Preparedness

Standard Response Steps

- The Federal Emergency Management Agency (FEMA) reiterates its long-standing advice for staying as safe as possible during an earthquake. It's easy to remember and even easier to do: **Drop** to the ground; take **Cover** by getting under a sturdy table or other piece of furniture; **Hold On** until the shaking stops.
 - o Indoors: seek shelter under a desk or heavy table.
 - o Outdoors: move away from the building, utility poles, and trees.
 - o In school vehicles: stop the vehicle and remain inside it.
- Monitor and take direction from the Office of Emergency Preparedness or Emergency responders.
- Anticipate the need to shelter or evacuate the school population.

Flood

Definition

A flood occurs when a river or stream overflows its bed. Floods can be slow to develop, or in the case of flash floods, they can occur suddenly with little warning and devastating power.

Comment:

Each Building-level Safety Team should identify their respective building's vulnerability to a flooding situation – proximity to rivers, streams, drainage systems, etc.

Quick Reference Box

Assess: Flood

Initial

Notifications: 9-1-1 as needed
Building Emergency Response Team
Superintendent of Buildings and Grounds
Superintendent

Protective Actions: Evacuate to safe location / higher ground
Alternate Site
Early Dismissal
Take direction from Emergency Responders

Standard Response Steps

- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds are aware of your situation.
- Listen to the radio for the latest storm information.
- If local authorities instruct you to do so, turn off all utilities at the main power switch and close the main gas valve.
- If the threat of building flooding is obvious or imminent, evacuate by the most efficient and appropriate means available seeking higher ground.
- If told to evacuate by local authorities / emergency responders, do so immediately.
- Depending on the scope of the flooding (very localized versus widespread), evacuation to an Alternate Site or an Early Dismissal may be directed.

Hazardous Material Spill

Definition

Hazardous materials are chemical substances, which if released or misused can pose a threat to the environment or health. These chemicals are used in industry, agriculture, medicine, research, and consumer goods. Hazardous materials come in the form of explosives, flammable and combustible substances, poisons, and radioactive materials. These substances are most often released as a result of transportation accidents or because of chemical accidents in plants. Many products containing hazardous chemicals are routinely used and stored in homes and schools.

Comment:

A hazardous materials accident can occur anywhere. Communities located near chemical manufacturing plants are particularly at risk. However, hazardous materials are transported on our roadways, railways and waterways daily, so any area is considered vulnerable to an accident. Each Building-level Safety Team should identify their respective building's vulnerability to a hazardous material spill.

Quick Reference Box

Assess: Hazardous Materials Spill

Initial

Notifications: 9-1-1 for Police / Fire / EMS
Building Emergency Response Team
Superintendent of Buildings and Grounds
Superintendent

Protective Actions: Evacuate immediate area / contain release
Take direction from Emergency Responders

Standard Response Steps

- For hazardous release inside building:
 - Evacuate people from the immediate area of a hazardous material release. Do not enter a hazardous area to rescue those who cannot rescue themselves. (Await professional rescue).
 - Establish a perimeter and begin evacuating away from the release site.
 - Do not walk into or touch any of the spilled substance. Try not to inhale gasses, fumes and smoke. If possible, cover your mouth with a cloth while leaving the area.
- For hazardous release outside:
 - Seek immediate shelter and follow shelter-in-place guidelines – including shutting down the HVAC if appropriate; or
 - Evacuate area by a safe route uphill and upwind of release.
- Call 911 for the fire department or police, as appropriate.
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds are aware of your situation.
- Keep contaminated students, staff, etc. separate from the main population and allow EMS Response Team to conduct decontamination procedures.
- **Take direction from the Fire Department's Hazardous Material Team on whether to shelter in place or to evacuate during a hazardous material release.**

High Winds

Definitions

HIGH WIND ADVISORY: Announcement issued by the National Weather Service for sustained winds exceeding 25 mph (19 knots).

HIGH WIND WATCH/WARNING: A high inland wind watch/warning issued by the National Weather Service when either of the following occurs or are expected to occur in the near term: 1) Sustained surface winds (1-minute average) of 40 mph (35 knots) or greater lasting for 1 hour or longer; or 2) Sustained winds or gusts of 58 mph (50 knots) or greater for any duration.

Comment

The concern about high winds includes possible loss of electrical power, potential structural damage that could result in injuries and impact the use of the building or cause mechanical failure, flying debris that could cause injuries to persons out of doors (i.e. PE classes, co-op students, walkers)

Quick Reference Box

Assess: High Winds

Initial Notifications: 9-1-1 as needed
Building Emergency Response Team
Superintendent of Buildings and Grounds
Superintendent

Protective Actions: Cancel School prior to start / Early Dismissal
Lockout
Sheltering procedures
Take direction from County OEP / Monitor NOAA radio

Standard Response Steps

- Consult with the Superintendent and the Superintendent of Buildings and Grounds as to proper steps to take that may include:
 - Curtail all outside activities by implementing a Lockout
 - Moving part of the school's population to a less vulnerable part of the building based upon the direction of the winds and potential injury threat due to flying glass from broken windows or wind thrown debris
 - Early Dismissal w/all students bused – **No Walkers**
 - Normal dismissal w/all students bused – **No Walkers**
 - Cancellation of all after-school activities
 - Accommodations for possible protracted (overnight) Sheltering
- The Superintendent will consult with the Livingston County Office of Emergency Preparedness and monitor the NOAA radio for information and direction.

Snow / Ice Storm

Definitions – Winter Storm Watches and Warnings

A **winter storm watch** indicates that severe winter weather may affect your area.

A **winter storm warning** indicates that severe winter weather conditions are definitely on the way.

A **blizzard warning** means that large amounts of falling or blowing snow and sustained winds of at least 35 miles per hour are expected for several hours.

Quick Reference Box

Assess:	Snow / Ice Storm
Initial Notifications:	Building Emergency Response Team Superintendent
Protective Actions:	Cancel school prior to start Early Dismissal Monitor NOAA radio Sheltering procedures

Standard Response Steps

- Prior to the school day: **(Cancel school prior to start)**
 - o Snow Emergencies will generally be declared prior to the beginning of the school day. Radio and television stations will be notified in a timely manner of the decision to cancel school or delay the start of the school day due to a winter storm.
- During the school day: **(Early Dismissal)**
 - o A snow emergency will be declared at the discretion of the Superintendent, generally after consulting with the Supervisor of Transportation, local and State Police.
 - o Communication Tree will be followed to ensure that all buildings and departments are notified.
 - o The Superintendent as the Public Information Officer will make the appropriate notifications
 - o The status of after-school activities will also be determined and made public.
 - o Severe/protracted event could result in need to implement Sheltering procedures

Thunderstorm (severe)

Definition

A thunderstorm is formed from a combination of moisture, rapidly rising warm air and a force capable of lifting air such as a warm and cold front, a sea breeze or a mountain. All thunderstorms contain lightning. Thunderstorms may occur singly, in clusters or in lines. Thus, it is possible for several thunderstorms to affect one location in the course of a few hours. Some of the most severe weather occurs when a single thunderstorm affects one location for an extended time.

A **severe thunderstorm watch** is issued by the National Weather Service when the weather conditions are such that a severe thunderstorm (damaging winds 58 miles per hour or more, or hail three-fourths of an inch in diameter or greater) is likely to develop. This is the time to locate a safe place in the home and tell family members to watch the sky and listen to the radio or television for more information.

A **severe thunderstorm warning** is issued when a severe thunderstorm has been sighted or indicated by weather radar. At this point, the danger is very serious and everyone should go to a safe place, turn on a battery-operated radio or television, and wait for the "all clear" by the authorities.

Quick Reference Box

Assess:	Thunderstorm (severe)
Initial Notifications:	Building Emergency Response Team Superintendent
Protective Actions:	Curtail all outside activities Monitor NOAA radio

Standard Response Steps

- If indoors
 - o Close and secure all windows and outside doors.
 - o Listen to a (battery operated) radio for the latest storm information.
 - o Do not handle any electrical equipment or telephones because lightning could follow the wire. Television sets are particularly dangerous at this time.
 - o Avoid bathtubs, water faucets, and sinks because metal pipes can transmit electricity.
- If outdoors:
 - o Attempt to get into a building or car.
 - o If no structure is available, get to an open space and squat low to the ground as quickly as possible – **Do not lie flat on the ground**
 - o Bend forward and crouch with hands on knees.
 - o Avoid tall structures such as towers, tall trees, fences, telephone lines, or power lines. Remove all metal objects
 - o Stay from rivers, lakes, or other bodies of water.

Tornado

Definition

A tornado is a violent windstorm characterized by a twisting, funnel-shaped cloud. It is spawned by a thunderstorm (or sometimes as a result of a hurricane) and produced when cool air overrides a layer of warm air, forcing the warm air to rise rapidly. The damage from a tornado is a result of the high wind velocity and wind-blown debris. Tornado season is generally March through August, although tornadoes can occur at any time of year. They tend to occur in the afternoons and evenings: over 80 percent of all tornadoes strike between noon and midnight.

When a tornado threatens, individuals need to have a safe place to go and time to get there. Even with advances in meteorology, warning times may be short or sometimes not possible. Lives are saved when individuals receive and understand the warning, know what to do, and know the safest place to go.

Quick Reference Box

Assess: Tornado

Initial

Notifications: 9-1-1 for Police and / or EMS
Building Emergency Response Team - counselors
Superintendent of Buildings and Grounds
Superintendent

Protective Actions: Move all occupants to safe interior location (see below)
Monitor NOAA radio
Take direction from Livingston County OEP

Standard Response Steps

- If indoors:
 - Go at once to a windowless, interior room; storm cellar; basement; or lowest level of the building utilizing hallways that are at rights angles to path of storm
 - If there is no basement, go to an inner hallway or a smaller inner room without windows, such as a bathroom or closet.
 - Get away from the windows.
 - Get under a piece of sturdy furniture such as a workbench or heavy table or desk and hold on to it.
 - Use arms to protect your head and neck.
 - Avoid places with wide-span roofs such as auditoriums, cafeterias, or large hallways.
- If outdoors:
 - If possible, get inside a building.
 - If shelter is not available or there is no time to get indoors, lie in a ditch or low-lying area or crouch near a strong building. Be aware of the potential for flooding.
 - Use arms to protect your head and neck.

6.3 Facility Related Emergencies

Guidelines are included in this section for the following events:

- Asbestos Fiber Release
- Electrical System Failure
- Explosion
- Fire
- Heating System Failure
- Natural Gas Leak
- Roof Failure / Leak
- Structural Failure
- Water System Failure

Asbestos Fiber Release

Definition

Asbestos-containing materials become a health risk when they break up or crumble and release asbestos fibers into the air. (Flaking or loose and fragmented asbestos containing materials are called "friable.") The more tightly the material holds together, the less chance there is for the release of asbestos fibers. Materials like roofing shingles or floor tiles will release fewer fibers during abatement than pipe insulation or sprayed on asbestos that has to be scraped off structures.

Over a prolonged period of time, once asbestos fibers enter the lung, two major types of health problems occur. The lung may react to the fibers by forming fibrous or "scar" tissue around each microscopic fiber, and, over time, this scar tissue may lead to breathing problems. Fibers also may cause changes in the body that may eventually lead to cancerous growth.

Quick Reference Box

Assess:	Asbestos Fiber Release
Initial Notifications:	Superintendent of Buildings and Grounds Asbestos Designee School Nurse Superintendent
Protective Actions:	Hold In Place (contain area of exposure) Evacuate (if directed to do so)

Standard Response Steps

- Remove all persons from the area of suspected fiber release and close off access to the area by closing doors or windows.
- Direct a Hold In Place
- Shut down HVAC systems
- Make appropriate contacts as above and follow their directions
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Document all those possibly exposed
- Prepare for an evacuation that may be prolonged or for an early dismissal.

Electrical System Failure

Definition / Comment:

Loss of electric power to all or part of the building. May be short term and impact only one building or could involve the immediate, surrounding neighborhood due to an accident or lightning strike or could be more widespread and protracted in nature. The loss of electric power could impact our ability to open or continue the school day.

Quick Reference Box

Assess:	Electrical System Failure
Initial Notifications:	Building Emergency Response Team-custodian Superintendent of Buildings and Grounds Superintendent Rochester Gas and Electric / Niagara Mohawk
Protective Actions:	Short-term: Hold In Place Protracted: Hold In Place, then... Alternate Site Evacuation or Early Dismissal

Standard Response Steps

- Initiate a **Hold In Place** to account for and protect building occupants
- Gather and distribute flashlights
- Open classroom doors to hallway to help illuminate the halls
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds are aware of your situation.
- Depending on information from the electrical service provider a decision will be made as to whether we remain in Hold In Place until resolution (anticipated short-term) or if we should initiate plans for an evacuation to an Alternate Site or an Early Dismissal (protracted or widespread problem)
- If necessary, activate the Media Notification Plan.

Explosion

Comment:

An explosion within a school building poses an immediate and serious threat to the safety of all occupants whether or not the explosion was accidental or intentional in nature. Heating fuels, chemical storage areas, chemistry and technology classrooms, and custodial closets all may present an explosive type risk.

As in our response to a Fire, determining the cause of an explosion is secondary to the welfare of the students, staff and visitors.

Quick Reference Box

Assess: Explosion

Initial

Notifications: Activate / Pull Fire Alarm
9-1-1 for Fire, Police and EMS
Building Emergency Response Team
Superintendent
Superintendent of Buildings and Grounds

Protective Actions: Fire / Building Evacuation
Take direction from Emergency Responders

Standard Response Steps

- Upon learning of an explosion, activate the building fire alarm immediately.
- Do not delay activating the alarm to attempt to determine the cause of the explosion.
- Evacuate the building following established fire evacuation procedures where possible.
- **It is critical that we identify and communicate areas to avoid if time allows**
- Assist those occupants with special needs to evacuation location or to the predetermined "rescue areas".
- Call 9-1-1 if possible to provide details regarding the apparent explosion
- Have someone meet the Fire Department to direct them to specific location
- Account of all students, staff and visitors
- Provide first aid and summon assistance for those injured
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Take direction from Emergency Responders
- Prepare to take additional protective action, i.e. alternate site evacuation.

Fire

Comment:

A fire within a school building poses an immediate and serious threat to the safety of all occupants.

<u>Quick Reference Box</u>	
Assess:	Fire
Initial Notifications:	Activate / Pull Fire Alarm 9-1-1 for Fire, Police and EMS Building Emergency Response Team Superintendent Superintendent of Buildings and Grounds
Protective Actions:	Activate Fire Alarm <u>and</u> call 9-1-1 if possible Follow established Fire evacuation procedures Take direction from Emergency Responders

Standard Response Steps

- Upon sensing smoke or evidence of fire, activate the building fire alarm immediately.
- **Call 9-1-1** as soon as possible to provide details as to the specific nature and location of fire and to ensure receipt of fire alarm activation.
- **Do not** delay activating the alarm to attempt to extinguish fire.
- **If safe to do so**, the building Principal or designee along with the custodian may investigate the alarm and based upon their findings may contact 9-1-1 to either slow down the response if it is a minor event or false alarm or to notify of a major event, generating a greater response.
- Evacuate the building following established fire evacuation procedures
 - o Students walk out designated exits in a quiet, orderly manner.
 - o NO unnecessary talking by students and staff.
 - o All must exit – NO exceptions
 - o Visitor / Volunteer sign-in books should be taken out to assembly location
 - o If a door is hot to the touch, do not open, use alternate route or escape windows
 - o In the event of smoke, stay low and close to the floor
 - o Classroom windows and doors should be closed but not locked once last person leaves
 - o Take *attendance at predetermined assembly locations, report any missing or extra students and staff. Account for all students, staff and visitors.
 - o Assembly areas should be a sufficient distance (minimum 100') from the building providing unobstructed access for emergency responders / vehicles.
 - o Provide traffic control to limit access to campus to emergency vehicles only.
 - o Assist those occupants with special needs to evacuation location or to the predetermined "Rescue Areas"
 - o **If safe to do so**, predetermined staff will perform a post-evacuation sweep of the building to ensure all were notified and did in fact exit.
- Have someone meet the Fire Department to direct them to a specific location and assist as requested.
- The Fire Department supervisor is in charge of the scene and will make the determination if the building can be re-entered.

Heating System Failure

Comment:

Depending on the weather, the failure of a building's heating system could impact our ability to open or continue the school day.

Quick Reference Box

Assess:	Heating System Failure
Initial Notifications:	Building Emergency Response Team- custodian Superintendent of Buildings and Grounds Superintendent Rochester Gas and Electric and Niagara Mohawk if necessary
Protective Actions:	Cancellation of School Prior to Start Early Dismissal Alternate Site Evacuation

Standard Response Steps

- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Depending on information from Buildings and Grounds a decision will be made as to whether school will be opened, whether we can remain in the building until resolution (anticipated short-term) or if we should initiate plans for an evacuation to an Alternate Site or an Early Dismissal (protracted problem).
- If necessary, activate the Media Notification Plan.

Natural Gas Leak

Definition

Natural gas possesses a very narrow range of flammability allowing for combustion in a concentration of 4-5 percent per volume of air. Natural gas leaks, however, pose a potential danger that may require an immediate evacuation of the building.

Comment:

There are several warning signs that you can see, hear and smell. Warning signs include:

- Unusual behavior or yellowish-color flame on gas fired device
- A hissing sound or unusual noise from a gas fired device
- A distinctive odor which is the result of an additive to natural gas for detection purposes

Quick Reference Box

Assess: **Natural Gas Leak**

Initial

Notifications: **9-1-1**
Rochester Gas and Electric / Niagara Mohawk
Building Emergency Response Team – custodian
Superintendent
Superintendent of Buildings and Grounds

Protective Actions: **Follow established evacuation procedures**
Take direction from the Natural Gas Provider and Emergency Responders

Standard Response Steps

- Upon discovery or detection of a natural gas leak:
- Evacuate the building to a designated location at least 500' from the building taking advantage of any available cover. This order should be **verbally communicated**.
 - **DO NOT activate the Fire alarm system**
 - **DO NOT use landline or cellular phones within the building**
 - **DO NOT turn on or off or unplug any electrical connections**
- Assist those occupants with special needs to evacuation location or to the predetermined staging areas
- Account of all students, staff and visitors
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- The Building Custodian, insofar as possible, will assess the situation and, if possible and safe to do so, will shut off the gas supply and open windows and doors to ventilate the affected area to prevent a concentration of natural gas.
- Anticipate and begin to pre-plan for the possibility of an evacuation to an Alternate Site or an Early Dismissal.
- Take direction from the Fire Department and Rochester Gas and Electric.

Roof Failure / Leak

Comment:

A roof failure that results in a leak can pose a danger from falling debris, slips on wet floors or potentially a collapse of a portion of the roof structure.

The immediate objective is to move students and staff away from the problem area and summon the proper facilities assistance. The problem may be more serious than what it appears, i.e. potential structural failure, so err on the side of safety.

Quick Reference Box

Assess: **Roof Failure / Leak**

**Initial
Notifications:** **9-1-1 - as necessary**
 Building Emergency Response Team - custodian
 Superintendent
 Superintendent of Buildings and Grounds

Protective Actions: **Possibly: Hold In Place and / or Evacuation (partial)**
 Remove students and staff from immediate area
 Take direction from Operations and Maintenance and
 Emergency Responders

Standard Response Steps

- Remove all students and staff from immediate area
- Consider a Hold In Place or partial evacuation if deemed necessary to contain the situation and keep students and staff away from danger.
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Depending on the extent of the leak, the building custodian will attempt to mitigate the problem to the extent he can safely do so. He may also deem it appropriate to shut off electric power to the area(s) involved.
- Depending on information from Buildings and Grounds a decision will be made as to whether school will be opened, whether we can remain in the building until resolution (not a major leak or threat to safety) or if we should initiate plans to cancel school, evacuate to an Alternate Site or an Early Dismissal (protracted or major problem).

Structural Failure

Comment:

A structural failure could involve the discovery of an imminent structural failure – or the actual collapse of a wall, floor, ceiling, roof or any other structural part of a school building.

Such an event poses a substantial threat to the health and safety of the building's occupants not only due to falling debris and building materials but also due to other hazards that could result from a structural failure. Such resultant hazards may not be readily obvious but could include damage to electrical systems exposing live wires or igniting a fire, or damage to gas supply lines that could cause a leak of natural gas into the facility.

Quick Reference Box

Assess: **Structural Failure**

Initial Notifications: **9-1-1 for Fire, Police and EMS**
 Building Emergency Response Team-custodian
 Superintendent
 Business Manager
 Superintendent of Buildings and Grounds

Protective Actions: **Evacuate affected area(s) or entire building**
 Hold In Place
 Take direction from Operations and Maintenance
 Take direction from Emergency Responders
 Possibly -Early Dismissal, Alternate Site Evacuation

Standard Response Steps

Depending on nature and scope of problem:

- Evacuate the affected area(s) of the building
- Consider initiating a **Hold In Place** to contain the situation and control movement throughout the building until the scope of the problem can be determined
- **If in doubt as to the extent of the problem or related risks, evacuate the entire building unless or until advised otherwise by the Incident Commander or Emergency Responders.**
- Call 9-1-1 if possible to provide details as to the specific nature and location of the problem
- Assist those occupants with special needs to evacuation location or to the predetermined "rescue areas".
- Account of all students, staff and visitors
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Anticipate and begin to pre-plan for the need to implement additional protective actions such as an Early Dismissal or an evacuation to an Alternate Site.
- If necessary, activate the Media Notification Plan.

Water System Failure

Comment:

Although the failure of the water system would not likely pose an immediate threat to health and safety it could impact our ability to open or continue the school day. Our ability to provide food service and functioning sanitary systems would likely be adversely impacted by such a failure

Quick Reference Box

Assess:	Water System Failure
Initial Notifications:	9-1-1 if needed Building Emergency Response Team Superintendent of Buildings and Grounds Superintendent
Potential Protective Actions:	Cancellation of School Prior to Start Early Dismissal Alternate Site Evacuation

Standard Response Steps

- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Depending on information from Buildings and Grounds and the Livingston County Water Authority a decision will be made as to whether school will be opened, whether we can remain in the building until resolution (short term) or if we should initiate plans to cancel school, evacuate to an Alternate Site or an Early Dismissal (protracted or major problem).
- If necessary, activate the Media Notification Plan.

6.4 Medical Emergencies

Guidelines are included in this section for the following medical problems.

- Cardiac arrest - Public Access Defibrillation (PAD) Program
- Food Poisoning
- Medical Emergencies – Code Blue
- Pandemic Flu

Cardiac arrest Public Access Defibrillation (PAD) Program

**NOTE: See Section 9.0: Appendices, for the District's complete
"Procedure for Emergency Use of Automatic External Defibrillators".**

Cardiac arrest defined:

Cardiac arrest is an abrupt disruption of the heart function causing lack of blood flow to vital organs. Abnormal heart rhythms are the cause of most cardiac arrests. Ventricular fibrillation, a specific type of chaotic heart rhythm, is the most common abnormal rhythm associated with cardiac arrest. The treatment for ventricular fibrillation is defibrillation, shocking the heart into a regular rhythm. Untreated cardiac arrest due to ventricular fibrillation ultimately leads to cardiac death.

Quick Reference Box

Assess:	Possible Cardiac Arrest
Initial Notifications:	9-1-1 Nurse / CPR and AED trained staff Building Emergency Response Team Superintendent
Potential Protective Actions:	Hold In Place

When a victim is found to be unconscious:

- 9-1-1 will be called immediately to request an ambulance
- An AED unit will be brought to the victim
- Trained CPR/AED responders will go to the victim and will provide the appropriate care consistent with their training.
- A Hold In Place may be implemented to provide privacy for the victim and unobstructed access for emergency medical services.

PAD Program information:

The CMCS D will comply with following required components included in the 2002 legislation - Section 917 of the Education Law.

The NYS legislation requires public school officials and administrators responsible for public school facilities to ensure the presence of **at least one staff person** who is trained in the operation and use of an AED:

- whenever public school facilities are used for school-sponsored or school-approved curricular or extracurricular events or activities, or
- whenever a school-sponsored athletic contest is held at any location.

School sponsored and school approved curricular and/or extracurricular events/activities are all activities of the LEA associated with its instructional curriculum or otherwise offered to its students: for example, classroom instruction, school clubs, and athletics.

Activities related to the LEA that are **not curricular in nature are excluded from this mandate**: for example, Board meetings, PTA meetings, school-based management team meetings, etc.

Other activities sponsored by outside groups such as 4-H, Girl/Boy Scouts, Community Youth Groups including physical activity, etc. **are not included in this mandate**, even if the school process includes board or administrative approval.

- Where a school-sponsored competitive athletic event is held at a site other than a public school facility, the public school officials must assure that AED equipment is provided on-site.
- Each instructional school facility should have as its goal a specific response plan that targets a victim's collapse to defibrillation time less than or equal to **4 to 5 minutes**.

Each CMCS D school facility has been equipped with sufficient AED units to meet this standard. All district AED users will be trained and certified in CPR/AED and the list of trained staff maintained at both the building and district level.

Food Poisoning

Definition / Comment:

Food Poisoning is an acute illness following the eating of foods contaminated by bacteria, bacterial toxins, natural poisons, or harmful chemical substances. The symptoms, in varying degree and combination, include abdominal pain, vomiting, diarrhea, headache, and prostration; more serious cases can result in permanent disability or death.

Quick Reference Box

Assess: Food Poisoning

Initial

Notifications: School Nurse
9-1-1 for ambulance if needed
Director of Food Services
Superintendent
Livingston County Health Department

Protective Actions: Cease serving food in Cafeteria
Lockdown Cafeteria and Kitchen

Standard response steps:

- Send ill students to the School Nurse
- If a pattern of multiple -similar illnesses is noted, report suspicions to the School Nurse and Principal or Designee.
- Retain any suspected food for testing; do not allow anyone to continue eating until a suspected source is found and an investigation conducted.
- Close cafeteria, cease serving food and interrupt those currently eating
- Notify the Director of Food Services
- Ensure that the **Superintendent** and the Superintendent of Buildings and Grounds have been notified of your situation.
- Determine severity of illness and how widespread.
- Notify the Livingston County Health Department
- If a severe problem:
 - o Call 911 for ambulances.
 - o Administer first aid until medics arrive.
 - o File appropriate reports with the district and Livingston County Public Health Dept.
- If not a severe problem:
 - o Administer first aid until parents arrive.

This page intentionally left blank

Medical Emergencies

Comment:

A medical emergency may involve a relatively minor illness or injury causing the victim discomfort or pain or it can be of such severity as to be life threatening. In each case, the guiding principle is to provide appropriate care until competent medical or parental care is secured.

The School Nurse will generally take charge of addressing any injuries or illnesses that occur within the school and will summon additional assistance as deemed appropriate – Ambulance, parental response.

A list of all building staff members who are trained in First Aid (or beyond) and CPR/AED should be maintained and be readily available to the Building Principal or Designee should the School Nurse not be available, additional assistance is required or when more than one person needs to be attended to.

Community-based Emergency Medical Services (ambulance) will be summoned when necessary to attend to persons who are in need of treatment beyond First Aid.

Medical Code Blue

In the event of a life-threatening medical emergency, the appropriate emergency action will be implemented by the **Medical Code Blue Team**. The Purpose of the Medical Code Blue Team is to provide a comprehensive response plan to a life-threatening medical emergency on school grounds during school hours.

Each School's Building-Level Emergency Response Plan will identify their respective Medical Code Blue Team members and their specific assignments.

If a Medical Code Blue is implemented, teachers should not send students to the Health Office for routine medications or minor illness or injury.

Quick Reference Box

Assess:	Medical Emergencies / Code Blue
Initial Notifications:	School Nurse, Medical Code Blue Team 9-1-1 for ambulance if needed Superintendent
Protective Actions:	If appropriate: Hold In Place

Standard response steps:

- Assess injury / illness and the need for emergency assistance
- Summon School Nurse
- Implement a **Hold in Place** if appropriate
- Retrieve an AED if appropriate and identify trained AED/CPR staff to respond and assist
- Call 9-1-1 for ambulance if needed
- If a student has an emergency plan on file due to chronic health conditions, follow the plan.
- Comfort the stricken person and administer appropriate first aid consistent with level of training until resolved or additional medical assistance arrives
- If circumstances seem appropriate, i.e. crowd gathering, congested hallways, lack of privacy, implement a **Hold In Place** to provide unobstructed and quick access to victims by School Nurse or Ambulance personnel and to provide a measure of privacy for the victim.
- Ensure that the **Superintendent** has been notified of your situation.
- Make appropriate parental notifications and complete proper documentation of events.

Pandemic Flu

NOTE: See Appendix M for the District's complete "Pandemic Planning Model and Action Guide".

Definition / Comment:

Pandemic Flu is a global epidemic that could occur if a new influenza virus emerged that was able to spread rapidly from person to person. Three influenza pandemics occurred in the 20th century, and scientists warn that another is inevitable.

When a pandemic occurs the number of people who get sick will be much larger than during a normal flu season and their illness will be much more severe. That is because few of us would have any natural immunity to a new virus. Every segment of society would be profoundly affected, including schools. In a pandemic, schools may have to close to limit the spread of the illness, or because of excess absenteeism. Such a closure could last for an extended period of time – perhaps as long as 12 weeks.

Influenza-like illness case definition:

The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

- Fever of more than 100 degrees Fahrenheit.
- **and** cough and /or sore throat (in the absence of a known cause)

Other symptoms may include nasal congestion, muscle aches and fatigue.

A student with flu-like symptoms must be sent to the nurse for screening. If the student meets the case definition as described above, he/she must be excluded from school until symptom free.

Response:

Our response to a Pandemic flu will be under the direction of the Livingston County Department of Public Health Emergency Manager and the CMCSO School District Physician.

Caledonia-Mumford Central School District will utilize the New York State Department of Health –Pandemic Flu Action Kit For Schools in New York State should a pandemic flu be threatened.

This action kit provides directions / suggestions for school districts to take in the following circumstances:

- Prior to outbreak of pandemic flu
- Pandemic flu is identified in other parts of the world/US – but not in NYS
- Pandemic flu outbreak worsens - threat becomes regional (school closure advised)
- Pandemic flu ends (schools reopen)

6.5 Transportation related Emergencies

Guidelines are included in this section for the following transportation related problems.

- School Bus Accident
- Weapon on a School Bus

School Bus Accident

Definition / Background

Every bus driver must report promptly any school bus accident involving death, injury, or property damage. All accidents, regardless of damage involved, must be reported at once to the Director of Transportation.

Comment

Determining the amount of damage is not the job of the driver - the requirement of a Police Report would fall under normal NYS Vehicle and Traffic standards. If the bus is not damaged but there is damage to other public or private property, that entity would always retain the right to make a Police report regardless of damage to district or bus company property.

Quick Reference Box

Assess: School Bus Accident

Initial

Notifications: Transportation Department / Director of Transportation
9-1-1 as necessary
Superintendent

Protective Actions: Evacuate if possibility of fire or other imminent danger

Standard Response Steps

- The driver will contact by radio the Director of Transportation immediately with any type of bus accident. The district uses these codes:

Code #	Bus #	And Your Location
--------	-------	-------------------

Code #1	Minor Accident with No Injuries	
Code #2	Minor Accident – Injuries to Other Vehicle - No Bus Injuries	
Code #3	Minor Accident – Injuries on the Bus	
Code #4	Major Accident – Disaster Type	
Code #5	Fire In bus – Fire Department Required	
- The driver will then ensure children are out of the danger area and request through the Director of Transportation office assistance for ambulance, fire or another vehicle to transport students. The driver will take and report student attendance.
- The Director of Transportation will call 911. He will notify the district office of the incident and then he or his designee will drive out to the accident scene. The Director of Transportation shall make sure that someone is operating the base radio at the Bus Garage during this emergency.
- The District Office will contact the Business Manager, Building Principal, and School Nurse.
- The Director of Transportation will update the Superintendent every 20-30 minutes.

- If the situation requires, the following steps will be implemented:
 - A spare bus and driver will be sent to off load and to transport home students who are uninjured.
 - The Business Manager and the appropriate School Nurse will accompany the Director of Transportation to the scene.
 - The School Nurse will help with injured students, the driver, and take attendance.
 - The Director of Transportation will help with mechanical problems.
 - The Business Manager will coordinate with emergency support personnel.
 - The School Nurse will list the names of all students with injuries and note the disposition of each case, which hospital, etc.
 - If the students need to be transported to the hospital the Superintendent will assign a designee to go to the hospital to be on-site.
- While at the scene of the emergency, district staff should follow the direction of EMS providers in rendering appropriate care and/or transportation for injured students.
- Any student presenting with no complaint or injury will be released to the school nurse or district official at the scene for further evaluation and transportation. Once the student has been released by EMS providers to school personnel, the district personnel assume responsibility for the student and any further assessment, treatment, or transportation to a hospital as needed.
- The building administrator will be responsible for notifying the parents of children who are injured or will be late arriving home.
- Secretaries should remain in the District Office and the respective school main office to answer questions that come in by phone and to help contact the parents of uninjured students.
- If necessary, the Superintendent or his/her designee will implement the Media Notification Plan and/or the Parent(s)/Spouses Notification Plan.

Weapon on a School Bus **(Weapon suspected or actually observed)**

Comment

Any type of weapon (firearm, knives, brass knuckles, bludgeon, etc.) being brought onto School District property – including a school bus poses a threat to the safety of our students and staff and is a serious violation of District policy and the Code of Conduct and may well be a violation of the NYS Penal Law.

School Bus Drivers will respond in a manner that best ensures the safety of all the bus occupants. Maintaining a calm demeanor and notifying Dispatch in an accurate and timely manner will greatly enhance the likelihood of a safe resolution.

Quick Reference Box

Assess:	Weapon on a School Bus (Weapon suspected or actually observed)
Initial Notifications:	Transportation Department Dispatcher Director of Transportation 9-1-1 Superintendent
Protective Actions:	Stop bus in a safe location – await assistance

The following standard response steps may best be utilized when a possible weapon has not yet been threatened or used / discharged.

Standard Response Steps

Driver:

If occurs on the way to school:

- DO NOT pick up any more students.

If occurs on the way home from school:

- You MAY continue to drop off students.
- REMAIN CALM
- Notify Dispatch: "WEAPON"
- If possible and safe to do so, provide additional details as to type of weapon, whether suspected only, displayed or threatened, student(s) involved, descriptions and any other important information
- Determine a safe place to stop the bus away from traffic – notify dispatch
- Advise students that you have a mechanical problem and you will be on the way shortly
- If you are about to enter the school site, stop the bus immediately upon entering school property and await the arrival of Law Enforcement.
- **DO NOT APPROACH THE MAIN ENTRANCE OF THE SCHOOL**
- Absent exigent circumstances, drivers should NOT attempt to confiscate the weapon
- Comply with directions being relayed from 9-1-1 to dispatch and that of responding Law Enforcement.

Transportation Dispatcher:

- Notify Director of Transportation
- Notify 9-1-1 of event, available details and the location of bus – request a discrete response (no lights, siren) so as to not alert or agitate the involved student(s)
- Relay instructions from 9-1-1 dispatcher to driver

Director of Transportation:

- Respond to scene if appropriate – do not intercede until Law Enforcement is on scene
- Notify Home School Administrator
- Assist in protecting scene, student accountability and welfare
- Assist Law Enforcement
- Make appropriate internal notifications
- Arrange for another bus to complete student run if necessary
- Coordinate with homeschool to make necessary notifications to parents of incidents if appropriate, possible delays, etc.
- Identify witnesses, complete appropriate reports and referrals for involved school

This page intentionally left blank

Section 7.0 Recovery

7.1 District Support for Buildings

In addition to response and support during an emergency, the District will use all resources at its disposal to support the Emergency Response and Post-Incident Response Teams at the affected school(s) after the incident has been resolved to the point where recovery of normal operations can commence.

7.2 Disaster Mental Health Services

In addition to District Psychologists and Counselors, CMCSd may request the assistance of outside agencies in support of the Post-Incident Response Teams at the affected school(s). This may involve seeking out additional local (nearby school districts, City, County) support or could, if warranted, involve accessing federal and state mental health resources as well.

7.3 District Support for Buildings

In addition to response and support during an emergency, the District will use all resources at its disposal to support the Emergency Response and Post-Incident Response Teams at the affected school(s) after the incident has been resolved to the point where recovery of normal operations can commence.

7.4 Disaster Mental Health Services

In addition to District Psychologists and Counselors, CMCSd may request the assistance of outside agencies in support of the Post-Incident Response Teams at the affected school(s). This may involve seeking out additional local (nearby school districts, City, County) support or could, if warranted, involve accessing federal and state mental health resources as well.

7.5 Post-Incident Response Guide

Introduction

The following guide provides suggestions on how the CMCSd may want to proceed after a crisis has occurred and there is no longer an imminent threat to the school or its occupants. Not all of the following suggestions would be necessary or appropriate in every crisis. **These are suggestions only.**

See Section 9.0: Appendices: Crisis Checklist (abbreviated)

Building-level Post-incident Response Team - generally

The Building-level Post-incident Response Team will have the responsibility of assisting the school community in coping with the aftermath of a serious violent incident or emergency. Post-incident Response Team members will be among the first to be notified.

- Convene at the earliest possible time following the crisis for a meeting in Room No. ____ to help the Principal prepare a written statement for the staff to be presented at the *(insert time)* Emergency Staff Meeting. It may be most prudent to convene on the weekend in some crisis situations to effectively manage

communications to staff and parents and to initiate the proper support services as needed.

- Review roles in providing support during the day of the critical incident. Room No. _____, when needed, will serve as the coordination site for student support.
- Attend an end-of-school debriefing meeting for staff. Prepare to offer any support in ways needed.
- Meet with the Principal, following staff debriefing, if possible, to process the day's events and prepare for the next school day.
- Meet daily, for as many days as necessary, to process events and decide measures needed to meet the needs of students, staff, family, and community.
- Solicit and encourage feedback from students, staff, family, and community.
- Meet after the passage of 2 to 3 weeks to evaluate and possibly revise the plan based on students, staff, family, and community feedback.

Superintendent of Schools

- The Superintendent of Schools will notify the President of the School Board and Board of Education Members when a critical incident occurs.
- The Superintendent of Schools or designee (Principals) will be the individual who will represent the Caledonia-Mumford Central School District in response to media inquiries. All faculty and support staff (especially secretaries and office personnel) will be alerted that no one except the Superintendent of Schools or designee will make statements to the media. A prepared statement relating necessary facts should include:
 - a. A statement of personal sorrow and sense of loss
 - b. Statement of basic facts
 - c. In the case of student suicide, the words tragic and tragedy should be included so that other students "at risk" view the incident as a tragedy rather than an opportunity for glory
 - d. The way in which the administrators, faculty, staff and students have responded to the tragedy
 - e. The types of interventions that have occurred and those planned for the foreseeable future
- The Superintendent of Schools will, whenever appropriate and possible, accompany the members of the Post-incident Response Team to the funeral services.

Administrative Team

The responsibilities of the Administrative Team as part of the Post-incident Response Team include:

- The Principal oversees the Post-incident Response Team and initiates the procedures
- The principal notifies the assistant principals, secretary, and the Superintendent

of Schools, when a critical incident occurs.

- Alert the Post-incident Response Team using the established telephone tree as specified in the Building-level Emergency Response Plan.
- Notify the staff that a critical incident has occurred and a before-school emergency meeting will be conducted.
- Notify Principals of partner schools, if applicable (and others in surrounding areas where siblings and/or friends of the injured or deceased may attend). If a letter is sent home to students, it will be faxed to these schools.
- Request counselors from schools within the District and from outside agencies to provide services to students following the crisis. (Counselors will be told to report to the Main Office to sign in and then to report to the Counseling Office.)
- Gather factual information regarding the critical incident and convene a meeting of the Post-incident Response Team at *(insert time)* in the Auditorium.
 - o The team will develop a written statement to be made available to all staff members at *the (insert time)* emergency staff meeting.
 - o A statement will be prepared by the Principal to be shared with the public.
- If the critical incident is a death, the Principal will also have called the family to offer condolences and to inquire about the desirability of attendance at the wake and/or funeral services by the staff and/or students. If possible, family responses to these issues should be included in the written statements.
- The principal introduces members of the Post-incident Response Team and informs staff of the availability of intervention services throughout the day.
- The principal informs staff of the locations of the Crisis Counseling Rooms. Room # _____ will serve as the Coordination Site for student support when needed.
- The principal will alert the entire staff that there will be a debriefing meeting at the end of the school day.
- Designate the first segment of the school day (30-50 minutes) for information and discussion regarding the critical incident.
- The classroom teacher, a designated Post-incident Response Team member or an outside resource person will provide discussions and support to each classroom.
- Post-incident Response Team members with a homeroom will request that their rooms be covered while members provide support to the most involved.
- Psychologists and/or counselors will offer to meet with the family of the injured/deceased and provide assistance as needed.
- Will compose a handwritten letter to the parent(s) or family of the victim. The letter should serve as an expression of sorrow from the administration, faculty, and staff and an offer of continued support and assistance.

- The principal will compose a letter to all parents describing the incident and providing basic facts. Accompanying this letter will be a one-page overview of helping children cope with crisis and directions to parents who are removing children to attend funeral services.
- The principal will work with building staff and the Superintendent, if necessary, to try to arrange for coverage for staff members who wish to attend the funeral services.
- Make arrangements to have the personal belongings of the deceased returned to the family.
- Ensure that the name of the deceased is removed from attendance, computer rolls, computer program, classrooms, mailing lists, Rolodex files and other listings.
- Principal arranges for a parent community meeting for the purpose of debriefing the critical incident and the events that followed, if necessary. Appropriate staff and resources will assist with this meeting.
- When appropriate, contact the family and interested parties to explore and select an appropriate memorial choice.
- The principal is responsible for expressing thanks to all who helped.

Psychologists / Counselors

The psychologist and/or counselors, as members of the Post-incident Response Team:

- Will attend a (*insert time*) Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the (*insert time*) Emergency Staff Meeting.
- Coordinates service delivery. Provides direction and assistance to the members of the Post-incident Response Team, who will be providing support services to students and staff throughout the day.
- Offers to meet the family of the injured/deceased and provide assistance, as needed. They will also provide information regarding appropriate community resources.
- Offers support to individuals and groups of students, staff, and parents. Attends the parent-community-debriefing meeting. They will be prepared to discuss issues regarding the incident and provide information on appropriate follow-up/resources.
- Meets with the Principal, members of the Post-incident Response Team and entire staff for feedback and possible revision of the Building-level Emergency Response Plan.
- Notifies and elicits necessary support from District counselors as needed to

assist members of the Post-incident Response Team, which will provide services during the first hours of school and beyond.

- After consultation with the Post-incident Response Team, alerts the appropriate outside resources to provide additional support during the first day and beyond.
- When the additional psychologists and/or counselors arrive, building staff will provide them with a schedule of where their services are needed and a name tag so that they can be identified by students, staff, and other visitors.
- Contacts classroom teachers to determine the need for additional classroom support immediately following the incident and in the weeks following.
- Solicits information from teachers regarding any students who may be exhibiting continued signs of distress or whose history may indicate counseling services.
- Arrange a presentation for students who are planning on attending the funeral home and/or church service to prepare them for these events.

Nurse

The school nurse, as a member of the Post-incident Response Team:

- Attends the *(insert time)* Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the *(insert time)* Emergency Staff Meeting.
- Prepares to receive an influx of students who may appear with a wide range of symptoms.
- Provides information regarding students who may be exhibiting signs of distress or who are in need of support services.
- Receives support as needed from a member of the Post-incident Response Team.

School Secretary

The school secretary, as a member of the Post-incident Response Team:

- Attends the *(insert time)* Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the *(insert time)* Emergency Staff Meeting.
- Determines if any substitute teachers are in the building and provides them with basic information shared at the staff meeting and the name and room number of a staff member who may provide assistance throughout the day.
- Staffs the "Information Center", providing information regarding:
 - o Where Post-incident Response Team can be contacted
 - o Location of counseling rooms

- o Whereabouts of the Principal
 - o Funeral arrangements and wishes of the family, when available
 - o Any other information deemed necessary by the Principal
- Fields and documents all calls from the media and directs them to the Superintendent of Schools, Principal, Public Information Specialist or other designated media response person, as directed by the Principal.
- Along with office personnel, will be provided a written statement in order to provide consistent information to the community
- Is responsible for greeting Post-incident Response Team Members and directing them to the Post-incident Response Team Room.
- May arrange with the school food services staff to have coffee and coffee supplies provided to the Post-incident Response Team Room.

Teachers and Staff

The teachers and staff listed as members of the Post-incident Response Team:

- Attends the (*insert time*) Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the (*insert time*) Emergency Staff Meeting.

All other teachers and staff:

- Will be invited to attend a (*insert time*) Emergency Staff Meeting in the event of a critical incident.
- Will be responsible for familiarizing him/herself with the Building-level Emergency Response Plan and for developing an awareness of appropriate responses to grieving students and other strategies to help students cope.
- Will facilitate a first period (30-50 minutes) classroom discussion (with the assistance of a member of the Post-incident Response Team or outside resource). This will provide the students the opportunity to ask questions and share fears, feelings, and concerns.
- Will adhere to classroom schedules and rituals as much as possible to provide structure, consistency, and reassurance. Non-standardized tests can be postponed and homework assignments can be eliminated or shortened to accommodate children's shortened attention spans and need for family closeness and support.
- Will respond to students who are obviously in a state of distress and will send that student, with a classmate, to a designated counseling room or request assistance in the classroom.
- Teachers/Staff will, when needed, notify the office of a class, which contains a large number of distressed students requesting support from the Post-incident Response Team.

- Will provide an opportunity for students to offer condolences to the family by writing or creating poems and cards.
- Will gather the personal belongings of the deceased and give it to the Principal for return to the family and will delete the name of the deceased from all listings.
- Will, if indicated, provide additional opportunity for students to share feelings and discuss the loss and stages of grief. This can be accomplished with the help of the counseling staff, if desired.

School Librarian

- The librarian will be responsible for obtaining age appropriate books and materials for children, which deal with the subjects of death, loss, and bereavement, to be housed in a special section of the library.

Safety and Security

- Upon request, security personnel will be deployed for the purpose of ensuring traffic control, preservation of District assets and to assist in the monitoring of students in large assembly areas for possible unsafe or destructive behaviors.

Custodian

- Upon an assessment of the situation, the Superintendent of Buildings and Grounds will provide additional custodial resources for the purpose of restoring the building to a condition deemed to be safe for occupancy by staff and students.

PTSA Representative

The PTSA Representative, as a member of the Post-incident Response Team:

- Will attend the (*insert time*) Post-incident Response Team Meeting prior to the Emergency Staff Meeting for the purpose of learning the basic facts and to help prepare a written statement to be given at the (*insert time*) Emergency Staff Meeting.
- Acts as a liaison to the PTSA Executive Board, to disseminate basic facts and the Post-incident Response procedures.
- PTSA Executive Board and the PTSA Representative can act as liaison to parents in the community, as needed, to provide basic facts and mutual support.

Section 8.0

Building-level Emergency Response Plans

Caledonia-Mumford Central School District Building-Level Emergency Response Plans

Commissioner's Regulation 155.17

Introduction

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

Each school building within the Caledonia-Mumford Central School District must conform to the standard procedures and protocols detailed in the District wide School Safety Plan. As each building is unique in population, layout, and location, each building-specific plan has been customized to meet the individual needs of that building while keeping with the intent of Project SAVE.

The Caledonia-Mumford Central School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going District wide cooperation and support of Project SAVE.

General Considerations and Planning Guidelines

Purpose

Each school's Building-level Emergency Response Plan has been developed pursuant to Commissioner's Regulation 155.17. At the direction of the Caledonia-Mumford Central School District's Board of Education, the Principal of each school has appointed a Building-level School Safety Team and charged it with the development and maintenance of the School Emergency Response Plan.

Identification of School Teams

Each school has developed three emergency teams:

- Building-level School Safety Team
- Building-level School Emergency Response Team
- Building-level Post-incident Response Team

These teams are personnel from within the school itself and the CMCSO as well as representatives of other stakeholder groups within the school and the Caledonia-Mumford CSD community. The role of each team is briefly summarized in the Plan Summary section of this document.

Concept of Operations

The initial response to all emergencies at all District schools will be by the appropriate members of the School Emergency Response Team. Upon the activation of the School Emergency Response Team, the Superintendent will be notified and, where appropriate, local emergency officials will also be notified.

Plan Review and Public Comment

- These plans will be reviewed periodically during the year and will be maintained by each Building-level School Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), a summary of these plans will be made available for public comment at least 30 days prior to its adoption. The District-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plans must be formally adopted by the Board of Education.
- Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 280 I-a.
- Copies of all of the Building-level Emergency Response Plans, including each building's Emergency Planning Summary have been supplied to the Caledonia Police Department and the New York State Police. All of these plans will also be maintained in the office of the Superintendent.

Plan Summary

Risk Reduction/Prevention and Intervention

Designation of School Teams

- Building-level School Safety Teams, including the members required by regulation, have been established at each school building. Members of these teams include: school safety personnel; local law enforcement officials; representatives of teacher, administrator, and parent organizations; local ambulance and other emergency response agencies; community members; other school personnel; and other representatives appointed by the Board of Education. These teams are tasked with the development and maintenance of their respective school's Emergency Response Plan.
- Building-level Emergency Response Teams, including the members required by regulation, have been established at each school building. Members of these teams include school personnel; local law enforcement officials; representatives from local, regional, and/or state emergency response agencies; and other appropriate incident response teams. The actual persons who would respond to an emergency will vary on the nature of the emergency (bomb threat search teams as opposed to staff trained in conflict intervention).

- Building-level Post-incident Response Teams, including the members required by regulation, have been established at each school building. Members of these teams include school personnel; medical personnel; mental health counselors; and others who can assist the school community in coping with the aftermath of a serious violent incident or crisis

Note: In most instances, there is a core membership on all three building-level teams with additional members added for the skills and expertise they can provide in specific situations.

Prevention/Intervention Strategies

Training for emergency teams and security personnel including de-escalation training will be provided.

Staff training will be routinely conducted at the school level followed by drills with the entire school population. These drills focus on our standard response actions to a potentially threatening incident to include: our Lockdown and Lockout procedures, fire evacuations, bomb threat evacuations, and alternate site evacuations. The use of tabletop drills to accomplish or complement this training will be utilized when live drills are impractical or not sufficient to meet the training goals.

Identification of Sites of Potential Emergencies

Each School Safety Team will continue to work to identify both internal and external hazards unique to their building and campus that may warrant protective actions, such as the evacuation and sheltering of the school population. The Safety Team shall assess all potential on-campus hazards, as every building is unique in student and staff population, physical layout and geographical location. Potential hazards generated by locations off of the campus that could endanger the school's occupants also have been identified and potential protective actions pre-planned.

General Response Procedures

Assignment of Responsibilities / Continuity of Operations

The building Principal is designated as the person in charge during a crisis situation – the Incident Commander (IC). The Principal will provide leadership, organize activities and disseminate information with the assistance of the School's Emergency Response Team. In the event that the Principal is unavailable at the time of the crisis, the designated alternate(s) will provide the necessary leadership and coordination.

As described in the District wide School Safety Plan, the building Principal or the designated alternate is directed to contact the Superintendent at the earliest opportunity. The Superintendent, depending on the nature and severity of the event may notify and assemble the appropriate members of the Emergency Operations Team (EOT) to provide additional support for the affected school. The Superintendent may also assume the role of the Incident Commander.

In most instances where this level of school response is warranted, the school will be seeking assistance from other emergency responders in resolving the situation. As such, the immediate objective is generally to contain the incident and successfully manage it until the emergency personnel arrive. The Principal or designated alternate acts as the Incident Commander throughout the event or until such time he/she is relieved by the

Superintendent, another member of the EOT or the appropriate emergency response agency on-scene supervisor (Police, Fire, and Emergency Medical Services). If relieved as the Incident Commander, the Principal may remain at the Command Post as the School and District representative providing resources and support to the emergency response agencies.

Access of Floor Plans

The District wide School Safety Plan includes floor plans for every school building in the District. The District wide Plan is distributed to all local emergency response agencies. Each Building-Level Emergency Response Plan includes floor plans for their respective building. Copies of which are readily available in the Main Office and in the offices of the Superintendent of Buildings and Grounds.

Notification and Activation

- All staff are familiar with how and when to call 9-1-1 for emergency services (Police, Fire, EMS)
- Internal and external communication systems have been developed that will be used in emergencies.
- The Superintendent of Schools or his designee will serve as the primary resource when disseminating information relative to a crisis or emergency outside of the District.
- Procedures are in place for notification and activation of the Building-level Emergency Response Plan. Staff and students have been instructed on how to quickly and correctly respond to specific directions given by the Principal or designated alternate.

Hazard Guidelines

The District wide School Safety Plan includes multi-hazard response plans for taking actions in response to an emergency. The school building's plan may include building-specific response guidelines and procedures that may expand upon the District wide guidelines in order to meet the needs of that building and its population.

Sheltering and Evacuation Procedures

Procedures have been developed for the safe sheltering or evacuation of students, teachers, other school personnel and visitors to the school in the event of any type of emergency. The following areas have been considered when developing these procedures:

- Evacuation before, during and after school hours
- Evacuation routes (internal & external)
- Sheltering sites (internal - Lockdown/external - Alternate Site)
- Procedures for addressing medical needs
- Transportation
- Emergency notification of persons in parental relation to the students

Security of Crime Scene

Once it appears that there is no longer an imminent threat to anyone's safety and 9-1-1 has been called; it is critical that the scene of a crime not be disturbed. The Principal or the designated alternate will assign an Emergency Response Team member to be

responsible for securing the crime scene. The following is a brief list of responsibilities for the assigned team member:

- Don't touch anything.
- Clear away uninvolved people.
- Establish a perimeter using barrier tape, cones, desks...whatever is at your disposal. The scene may be an entire classroom, the gym, or a hallway. (It is always better to cordon off too large a scene than too small. The Police can always shrink the scene after they make their assessment. It may be more difficult for them to expand it into contaminated areas. For example, instead of taping off the bathroom stall where an assault has taken place, secure the entire restroom.)
- Limit access to emergency responders only (Police, Fire, EMS).
- Don't eat, drink, smoke, or use the phone or bathroom facilities within the area of the scene.
- Document observations and keep a running chronology of events.

Emergency Planning Summary

An Emergency Planning Summary has been developed for use by each School Safety Team to assist them in assembling some of the basic information necessary for their plans and to act as a quick school-specific reference in the event of an emergency.

Each building provides a copy of their Emergency Planning Summary and any updates to the Superintendent of Schools.

Recovery

Each school will coordinate with the District and other local community resources to assist in recovering from a violent incident.

Actions for recovery may include, but are not limited to: (examples)

Mental health counseling (students and staff)

- Provided and coordinated by District counseling staff
- Coordinated by District counseling staff supported by resources within the Caledonia-Mumford CSD community

Building security

- Coordinated through the Superintendent's Office at the District level
- Coordinated at the building level by the Principal or designee

Facility restoration

- Coordinated through the Superintendent of Buildings and Grounds

Post-incident response critique

- Coordinated at the building level by the Principal. This critique may involve other involved District departments including Operations and Maintenance, Transportation and Security depending on the degree and nature of the incident.

Post-Incident Response Guide

- Post-incident Response Teams may utilize all, or part of, the Post-Incident Response Guide located in the Recovery section of the District wide plan

depending on the nature and degree of the incident.

- Should the event be of such a nature and degree that District, local and contracted services for any of the above recovery actions are not sufficient, the District will assist in coordinating with the statewide plan for disaster mental health services to assure that the school has access to federal, state and local mental health resources.

Caledonia-Mumford Central School District Board of Education

Exhibit A

Meeting date: September 8, 2026

Agenda Item: VIII - 1

Resolution title: Approval of Contracts

1. American School, at Hartford, for the Deaf Special Education Placement Agreement and Standard Contract
2. American School, at Hartford, for the Deaf Residential Services Agreement
3. Mary Cariola Children's Center, Inc.
4. The Kessler Center
5. Management Advisory Group Business Operations (MAGBO)

**AMERICAN SCHOOL, AT HARTFORD, FOR THE DEAF
SPECIAL EDUCATION PLACEMENT AGREEMENT and
STANDARD CONTRACT**

This SPECIAL EDUCATION PLACEMENT AGREEMENT and STANDARD CONTRACT (the "Agreement") is by and between Caledonia-Mumford Central School District BOARD OF EDUCATION/AGENCY located in Caledonia, NY, (the "Board"), and the American School for the Deaf (the "School"), which is located in the Town of West Hartford, CT, concerning the provision of educational, therapeutic and related services to a certain student through The Positive Attitude Concerning Education and Socialization Program (the "PACES Program"), a program operated by the School. The Board and the School may be collectively referred to herein as the "Parties."

WHEREAS, [REDACTED] (the "Student") is a resident of the Caledonia-Mumford Central School District and is of school age; and

WHEREAS, pursuant to state and federal law governing special education, the Board has a responsibility to provide special education and related services for the Student; and

WHEREAS, the Board is authorized to contract with private providers of educational services to provide special education and related services for children requiring special education; and

WHEREAS, the Parties believe that the PACES Program provides educational, therapeutic and related services appropriate for the Student; and

WHEREAS, the School and the Board intend that this Agreement satisfy the written-contact requirement of Section 10-91j of the Connecticut General Statutes as amended by Public Act 25-67. The parties agree that the Student's Individualized Education Program ("IEP"), a copy of which is maintained by the School and the Board, includes a description of the education, therapeutic and related services the Student is to receive and is incorporated by reference into the Agreement, but does not substitute for the Agreement; and

WHEREAS, the Parties agree that the PACES Program shall provide the Student with educational, therapeutic and related services during the term of this Agreement.

NOW THEREFORE, the Board and the School agree as follows:

1. The PACES Program shall enroll the Student for the period **7/1/26** through **6/30/27** and will provide the Student with educational, therapeutic and related services suitable to the Student's needs and in accordance with the Student's IEP.
2. The PACES Program hereby represents that it provides special education, therapeutic and related services to students of the Student's age and disability and that its staff hold the appropriate training, licensure and/or certification to provide the services described herein. The School shall provide written notice consistent with the requirements of

Public Act 25-93 to the Board within five business days of any staffing change impacting the delivery of services to the Student, including, without limitation, the “long-term” absence (which consistent with said Public Act, shall be understood to mean an absence of more than ten consecutive school days) of a provider of services to the Student. The PACES Program represents further that its staff has been subject to review of credentials and certifications, appropriate criminal background checks and checks under the relevant sexual offender registries to ensure that they are appropriately hired to provide educational services to students with disabilities. The PACES Program also represents that it has been duly accredited, licensed and/or approved to operate as a residential special educational program and that it will maintain such accreditation, licensure and/or approval for the duration of this Agreement. Upon request, The PACES Program shall provide, to the extent permitted by law, criminal background information and/or proof of credentials, licensure and/or certification as to any staff working with the Student to the Board.

3. Board shall be responsible for the cost of educational, therapeutic and related services for the Student at The PACES Program. The tuition, fees, and costs applicable to this Agreement shall be calculated as set forth in Schedule A.
4. The PACES Program shall issue monthly invoices to the Board for educational, therapeutic and related services provided to the Student through The PACES Program . All payments by the Board for tuition and all other placement costs are due and payable within fifteen (15) days of receipt of invoice.
5. The PACES Program acknowledges that it has reviewed the Student’s IEP and represents that it can provide the services outlined in the IEP in accordance with this Agreement. The PACES Program will notify the Board immediately if it becomes unable at any time to fully implement the Student’s IEP as may be amended or modified through the Planning and Placement Team (“PPT”) process. The PACES Program acknowledges and agrees that any modifications to the IEP must be made at a PPT convened by the Board or through an amendment to the Student’s IEP signed by the Board and an authorized parent/guardian, unless the Student is of legal age and may provide such authorization. In entering this Agreement, the Board acknowledges and agrees that it retains full legal and financial responsibility for the educational planning and placement of the Student as required under the IDEA, including all administrative and judicial proceedings provided for under State or Federal law.
6. In the event that the School is closed, either partially or completely, as required by either state or local health officials or by local, state or federal law during the term of this Agreement (the “School Closure Period”), the parties agree that the School shall continue to provide the student with educational services under this Agreement, albeit through remote or other alternative learning, to the greatest extent possible, School agrees to provide the Board with its remote learning plan for the student, which plan will address how the student’s IEP will be implemented during the School Closure Period. The Board agrees to pay the tuition and/or residential costs identified in this Agreement during the School Closure Period.

7. The PACES Program agrees that its staff will participate in PPT meetings, contribute to the development and/or revision of short-term objectives and/or goals for the Student's IEP, and contribute to the Student's program reviews, including annual review. The PACES Program further agrees to provide the Board with diagnostic and evaluative information concerning the Student's progress and current functioning to enable the Board to make judgments and recommendations regarding the Student's educational program. Upon request, The PACES Program will provide the Board with copies of all progress reports, grades, discipline referrals, attendance records, evaluations and other reports related to the implementation of the IEP.
8. In the event that the Board participates in the voluntary Connecticut Medicaid reimbursement program, The PACES Program will collaborate with the Board and make a good faith effort to provide data and educational records to the Board to support the Board's participation in such program. The School shall provide information to support the Board's submission of claims to the Medicaid School Based Child Health Program, if applicable. The Board shall provide appropriate forms, information, and instructions requested by the School in accordance with its obligations under this Paragraph.
9. The Board shall have the right to visit the PACES Program at reasonable times for the purpose of observing the educational program and/or the Student in the program provided by the PACES Program. The Board agrees to provide at least forty-eight (48) hours' notice before conducting an observation of the Student.
10. The PACES Program agrees that in providing services to the Student it will comply with the requirements under the Family Educational Rights and Privacy Act ("FERPA") and all other applicable State and Federal laws relative to the maintenance and confidentiality of student records. To the extent that educational records concerning the Student are created and/or maintained by the PACES Program as a result of the services provided under this Agreement, the PACES Program agrees that such records shall be considered the property of the Board and shall be returned to the Board upon request or upon the Student's discharge or disenrollment from the PACES Program. The Board shall have the right to review all educational records related to the Student and to confer with the PACES Program staff regarding the Student or the Student's educational program. Pursuant to FERPA, the PACES Program shall not disclose or re-disclose any personally identifiable student information or educational records pertaining to the Student, as those terms are used under FERPA, without parental consent, except as otherwise authorized by law. No educational records of the Student shall be destroyed without the express written consent of the Board, following appropriate notification procedures under State and federal law. All employees and agents of the PACES Program will be trained regarding the requirements under FERPA concerning maintenance and disclosure of confidential student records and information. The PACES Program further agrees to notify the Board in writing immediately if there has been any unauthorized disclosure of the Student's educational records or personally identifiable student information.

11. The Parties agree and acknowledge that the Parent, or the Board with Parent consent, may withdraw or disenroll the Student from the PACES Program at any time during the term of this Agreement by providing written notice to the PACES Program. Such written notice shall be provided at least two (2) weeks in advance of the Student's anticipated withdrawal from the PACES Program. In the event that the Parent or the Board withdraws or disenrolls the Student from the PACES Program, the Board will remain financially responsible for the Student's tuition at the PACES Program through the date of withdrawal or disenrollment, which under no circumstances shall be less than two weeks after receipt of the written notice described in this Paragraph, or as otherwise set forth in this Agreement.
12. If the PACES Program has the reason to believe that it is no longer an appropriate educational placement for the Student, or that it can no longer effectively provide educational and related services to the Student for any reason, the PACES Program shall provide written notice to the Board or Parent, and the Board shall promptly convene the Student's PPT to discuss the appropriateness of the PACES Program and transition of the Student to another program and/or placement as appropriate. The Board shall invite representatives from the PACES Program to such PPT meeting.
13. Upon termination of this Agreement as a result of the Student's withdrawal, disenrollment, discharge or because the Board is no longer legally responsible for providing educational services to the Student, the PACES Program agrees to return to the Board any prorated amount of any payments that were paid in advance by the Board to the PACES Program and which exceed the obligations of the Board under this Agreement.
14. The PACES Program agrees to make its personnel available to testify in Board, State Board of Education or court hearings directly relating to the Student and/or the Student's educational program, with the understanding that the Board shall make all reasonable efforts to apprise the PACES Program of the need for such personnel as promptly as possible. The Board shall reimburse the School and/or The PACES Program for reasonable costs related to their required appearance at any hearings directly related to the Student's educational placement at the PACES Program.
15. The PACES Program affirmatively represents that it does not discriminate on any basis prohibited by applicable State or Federal law with regard to the admission of any student or in its hiring or employment practices, including on the basis of sex, sexual orientation, race, color, creed, religion, national origin, age, marital status, disability or gender identity or expression. In carrying out the terms of this Agreement, the PACES Program shall comply with all applicable provisions of State and Federal law, including, but not limited to, Conn. General Statutes §10-76a *et seq.*, the Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. §1400 *et seq.*, as amended, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, 42 U.S.C. §1983, FERPA and any other applicable laws including those related to restraint and seclusion and the mandated reporting of suspected child abuse and neglect.

16. The Parties agree and acknowledge that this Agreement does not create a joint employer relationship, nor should one entity be deemed an affiliate, subsidiary, division, agent or representative of the other.
17. Whenever possible, each provision of this Agreement shall be interpreted in such a manner as to be effective and valid under applicable law. In the event that any portion of this Agreement is found to be null and void under applicable law, such provision shall be deemed to be restated to reflect the original intentions of the Parties, as nearly as possible in accordance with the applicable law, and if capable of substantial performance, the remaining portions of the Agreement shall survive and be enforced as if this Agreement was entered into without an invalid provision. If the ruling and/or controlling principle of law or equity leading to the ruling is subsequently overruled, modified or amended by legislation, judicial or administrative action, then the provision(s) in question as originally set forth in this Agreement shall be deemed valid and enforceable to the maximum extent permitted by the new controlling principle of law or equity.
18. This Agreement constitutes the entire agreement between the Parties and supersedes all previous agreements and understandings, whether written or oral, related to such subject matter. Any modifications or amendments to this Agreement shall be in writing and signed by both Parties and attached to this Agreement.
19. The School represents that the rates charged by the School for the PACES Program represent "reasonable costs," as such term is defined in Public Act 25-67, associated with the provision of special education and related services to the Student. The School acknowledges that the fees set forth in the Agreement shall not, consistent with Public Act 25-67, be increased during the school year except (a) as required by a change to the Student's IEP, or (b) if the State Department of Education grants written approval for a cost increase upon the School's demonstrated showing of a substantial increase in operational costs.
20. The School shall be authorized by this Agreement to charge the Board for any time period during which the Student is enrolled in the PACES Program, whether or not the Student is regularly in attendance in the PACES Program, and any other time period permitted by the Agreement. The Board shall be responsible for the costs of the PACES Program during any such time period(s) during the Term, regardless of the Student's attendance status.
21. The Parties agree that they will comply at all times during the Term with the requirements of state and federal law pertaining to performance of obligations under the Agreement.
22. The Student's enrollment in the PACES Program is subject to compliance by the Student with the policies of the School.

23. The Student's enrollment, for the purposes of the Parties' obligations under the Agreement, may be terminated early by the Board upon, at a minimum, two (2) weeks written notice to the School. In the event of early termination by the Board, the financial responsibility of the Board to the School shall continue through the conclusion of the notice period and until actual termination of enrollment of the Student.
24. The School may, subject to availability, provide ASL interpreter services upon request by the Board, in relation to scheduled meetings or otherwise. Interpreter services shall be charged by the School to the Board at the current market rate if cancelled less than twenty-four (24) hours before their scheduled start time. The School may, in its sole discretion, elect to waive such charges in the event that cancellation within twenty-four (24) hours of the scheduled start time is the result of extreme weather or other conditions beyond the Board's reasonable control.
25. If the Student requires individualized staffing support to attend off-campus activities or events (including, without limitation, field trips sporting events), the Board shall be responsible for the cost of said support. The cost of such support will be calculated based on actual support services furnished and the rates for such individualized support services support included in Schedule A.
26. Transportation. Except as expressly provided herein, the School shall not be responsible for the cost of, or the provision of, transportation services for the Student. If the Student is a PACES 7-day program student and a permanent resident of NY, NJ, MA, ME or VT, the School shall facilitate transportation for the Student to and from the School facility and the Board shall be responsible for the costs associated with such facilitated transportation.. If the Student is a PACES 5-day residential student whose permanent residence is located within 1.5 hours (driving time) of the School Facility, the School may, in its discretion, facilitate transportation services for the Student, with the Board responsible for the cost, which shall be invoiced at a flat rate of \$125.00 per trip, of any such facilitated transportation.
27. The Parties agree and acknowledge that this Agreement provides an allowance of medical and dental expenses up to \$2,000 per student. The Parties agree and acknowledge that medical and dental expenses exceeding said allowance shall not, under any circumstances, be the responsibility of the School and shall be the responsibility of the Board, unless the Board and the Parent agree on an alternate arrangement between them shifting the cost to the Parent will not be the responsibility of the PACES Program and will be the responsibility of the Board. The Board shall provide the School with current health and dental insurance information for the Student. If, at any time during the term of this Agreement, the Student's health or dental insurance lapses or, for any reason, the Student has no health or dental insurance coverage, the Board shall be responsible for all costs incurred during such non-coverage period, unless the Board and the Parent agree on an alternate arrangement between them shifting the cost to the Parent.

28. To the fullest extent permitted by law, each Party shall indemnify, defend and save the other Party, its officers, directors, employees and affiliates harmless from any loss, cost or expense claimed by third parties for property damage and/or bodily injury, including death, if such loss, cost or expense arises in any degree from the negligence, gross negligence or willful misconduct of a Party or its employees or affiliates in connection with the Agreement.

29. The Agreement shall be governed by and construed in accordance with the laws of the State of Connecticut, without regard to conflicts of law rules. The Parties hereby agree that any dispute(s) arising under the terms of the Agreement shall be resolved by a court of competent jurisdiction within the State of Connecticut, with each Party to bear its own costs and expenses.

IN WITENSS WHEREOF, the Parties hereto have caused this Agreement to be executed each through its duly authorized representative.

_____ BOARD OF EDUCATION/AGENCY

By: _____
NAME
TITLE
DATE

AMERICAN SCHOOL FOR THE DEAF/PACES PROGRAM

By: *Jennifer Pizzoferrato*
NAME Jennifer Pizzoferrato
TITLE Chief Financial and Operating Officer
DATE

SCHEDULE A
FY 26-27



	# of days	Daily Rate	Total
OOS PACES 7 Day Education (215 days total)	215	\$1,010.01	\$217,152.15
OOS PACES 7 Day Residential (July and August)	62	\$797.63	<u>\$49,453.06</u>
Total			<u><u>\$266,605.21</u></u>

**AMERICAN SCHOOL, AT HARTFORD, FOR THE DEAF
RESIDENTIAL SERVICES AGREEMENT**

This RESIDENTIAL SERVICES AGREEMENT (“Agreement”) is by and between the Caledonia-Mumford Central School District located in Caledonia, NY, (the “Agency”), and the American School for the Deaf (the “School”), which is located in the Town of West Hartford, CT, concerning the provision of residential services to a certain student through The Positive Attitude Concerning Education and Socialization Program (the “PACES Program”), a program operated by the School. The Agency and the School may be collectively referred to herein as the “Parties.”

WHEREAS, [REDACTED] the “Student”) is a resident of the Caledonia-Mumford Central School District, a local education agency (the “LEA”) and is of school age; and

WHEREAS, pursuant to state and federal law governing special education, the LEA has a responsibility to provide special education and related services for the Student; and

WHEREAS, the LEA is authorized to contract with private providers of educational services to provide special education and related services for children requiring special education and has agreed to place the Student in the PACES program pursuant to a certain Special Education Placement Agreement and Standard Contract (the “Standard Contract”); and

WHEREAS, the Parties believe that the Student would benefit from residential services while attending the PACES Program; and

WHEREAS, the Parties agree that, in conjunction with the provision of educational, therapeutic and related services to the Student pursuant to the Standard Contract, the School shall, through the PACES Program, also provide the residential services set forth herein;

NOW THEREFORE, the Agency and the School agree as follows:

1. The PACES Program shall provide the residential services set forth herein from the date of enrollment through the end of the period of the Student’s enrollment in the PACES program **7/1/26** through **6/30/27**, whichever occurs first.
2. The PACES Program hereby represents that it will provide the residential services set forth in Schedule A to the Student, that it is experienced in providing students of the Student’s age and disability such services, and that its staff hold the appropriate training, licensure and/or certification to provide the services described herein. The School shall provide written notice consistent with the requirements of Public Act 25-93 to the Agency within five business days of any staffing change impacting the delivery of services to the Student, including, without limitation, the “long-term” absence (which consistent with said Public Act, shall be understood to mean an absence of more than ten consecutive school days) of a provider of services to the Student. The PACES Program represents further that its staff has been subject to review of credentials and certifications, appropriate criminal background checks and checks under the relevant sexual offender

registries to ensure that they are appropriately hired to provide services to students with disabilities. The PACES Program also represents that it has been duly accredited, licensed and/or approved to operate as a residential special educational program and that it will maintain such accreditation, licensure and/or approval for the duration of this Agreement. Upon request, The PACES Program shall provide, to the extent permitted by law, criminal background information and/or proof of credentials, licensure and/or certification as to any staff working with the Student to the Agency.

3. Agency shall be responsible for the cost of the residential services for the Student provided through the PACES Program. The fees and costs applicable to this Agreement shall be calculated as set forth in Schedule A.
4. The PACES Program shall issue monthly invoices to the Agency for the residential services provided to the Student through the PACES Program. All payments by the Agency for tuition and all other placement costs are due and payable within fifteen (15) days of receipt of invoice.
5. The PACES Program acknowledges that it has reviewed the Student's IEP and represents that it believes it can appropriately provide the services outlined in this Agreement to the Student. The PACES Program will notify the Agency immediately if it becomes unable at any time during the term of this Agreement to appropriately provide the services outlined in this Agreement to the Student. In entering this Agreement, the Agency acknowledges and agrees that it retains full legal and financial responsibility for the residential services of the Student.
6. In the event that the School is closed, either partially or completely, as required by either state or local health officials or by local, state or federal law during the term of this Agreement (the "School Closure Period"), the Parties agree that the School shall continue to provide the student with educational services under this Agreement, albeit through remote or other alternative learning, to the greatest extent possible, School agrees to provide the Agency with its remote learning plan for the student, which plan will address how the student's IEP will be implemented during the School Closure Period. The Agency agrees to pay the tuition and/or residential costs identified in this Agreement during the School Closure Period.
7. The School, through the PACES Program, agrees to provide the Agency with diagnostic and evaluative information concerning the Student's progress and current functioning to enable the Agency to make judgments and recommendations regarding the Student's residential program. Upon request, the PACES Program will, to the extent permitted by law, provide the Agency with copies of all reports and records related to the implementation of the residential services.
8. In the event that the Agency participates in the voluntary Connecticut Medicaid reimbursement program, the PACES Program will collaborate with the Agency and make a good faith effort to provide data and records to the Agency to support the Agency's participation in such program. The School shall provide information to support the

Agency's submission of claims to the Medicaid School Based Child Health Program, if applicable. The Agency shall provide appropriate forms, information, and instructions requested by the School in accordance with its obligations under this Paragraph.

9. The Agency shall have the right to visit the PACES Program at reasonable times for the purpose of observing the residential services and/or the Student in the residential program provided by the PACES Program. The Agency agrees to provide at least forty-eight (48) hours' notice before conducting an observation of the Student.
10. The School, through the PACES Program, agrees that in providing residential services to the Student it will comply with any and all requirements imposed by federal, Connecticut, and local law.
11. The Parties agree and acknowledge that the Parent, or the Agency with Parent consent, may withdraw or disenroll the Student from the residential services provided through the PACES Program at any time during the term of this Agreement by providing written notice to the PACES Program. Such written notice shall be provided at least two (2) weeks in advance of the Student's anticipated withdrawal from the residential services provided through the PACES Program. In the event that the Parent, the LEA, or the Agency withdraws or disenrolls the Student from the PACES Program, the Agency will remain financially responsible for the Student's residential services provided through the PACES Program through the date of withdrawal or disenrollment, which under no circumstances shall be less than two weeks after receipt of the written notice described in this Paragraph, or as otherwise set forth in this Agreement.
12. If the PACES Program has reason to believe that it is no longer an appropriate educational or residential placement for the Student, or that it can no longer effectively provide educational and related services, or residential services, to the Student for any reason, the PACES Program shall provide written notice to the Agency or Parent, and the Agency shall promptly convene the Student's PPT to discuss the appropriateness of the PACES Program and transition of the Student to another program and/or placement as appropriate. The Agency shall invite representatives from the PACES Program to such PPT meeting.
13. Upon termination of this Agreement as a result of the Student's withdrawal, disenrollment, discharge or because the Agency is no longer legally responsible for providing residential services to the Student, the School, through the PACES Program, agrees to return to the Agency any prorated amount of any payments that were paid in advance by the Agency to the PACES Program and which exceed the obligations of the Agency under this Agreement.
14. The PACES Program agrees to make its personnel available to testify in Agency, State Board of Education or court hearings directly relating to the Student and/or the Student's educational program, with the understanding that the Agency shall make all reasonable efforts to apprise the PACES Program of the need for such personnel as promptly as possible. The Agency shall reimburse the School and/or the PACES Program for

reasonable costs related to their required appearance at any hearings directly related to the Student's residential placement at the PACES Program.

15. The PACES Program affirmatively represents that it does not discriminate on any basis prohibited by applicable State or Federal law with regard to the admission of any student or in its hiring or employment practices, including on the basis of sex, sexual orientation, race, color, creed, religion, national origin, age, marital status, disability or gender identity or expression. In carrying out the terms of this Agreement, the PACES Program shall comply with all applicable provisions of State and Federal law, including, but not limited to, Conn. General Statutes §10-76a *et seq.*, the Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. §1400 *et seq.*, as amended, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, 42 U.S.C. §1983, FERPA and any other applicable laws including those related to restraint and seclusion and the mandated reporting of suspected child abuse and neglect.
16. The Parties agree and acknowledge that this Agreement does not create a joint employer relationship, nor should one entity be deemed an affiliate, subsidiary, division, agent or representative of the other.
17. Whenever possible, each provision of this Agreement shall be interpreted in such a manner as to be effective and valid under applicable law. In the event that any portion of this Agreement is found to be null and void under applicable law, such provision shall be deemed to be restated to reflect the original intentions of the Parties, as nearly as possible in accordance with the applicable law, and if capable of substantial performance, the remaining portions of the Agreement shall survive and be enforced as if this Agreement was entered into without an invalid provision. If the ruling and/or controlling principle of law or equity leading to the ruling is subsequently overruled, modified or amended by legislation, judicial or administrative action, then the provision(s) in question as originally set forth in this Agreement shall be deemed valid and enforceable to the maximum extent permitted by the new controlling principle of law or equity.
18. This Agreement constitutes the entire agreement between the Parties and supersedes all previous agreements and understandings, whether written or oral, related to such subject matter. Any modifications or amendments to this Agreement shall be in writing and signed by both Parties and attached to this Agreement.
19. The School represents that the rates charged by the School for the PACES Program represent "reasonable costs," as such term is defined in Public Act 25-67, associated with the provision of residential services to the Student. The School acknowledges that the fees set forth in this Agreement shall not, consistent with Public Act 25-67, be increased during the school year except (a) as required by a change to the Student's IEP, or (b) if the State Department of Education grants written approval for a cost increase upon the School's demonstrated showing of a substantial increase in operational costs.

20. The School shall be authorized by this Agreement to charge the Agency for residential services provided through the PACES program during any time period during which the Student is enrolled in the PACES Program, whether or not the Student is regularly in attendance in the PACES Program, and any other time period permitted by the Agreement. The Agency shall be responsible for the costs of the residential services provided through the PACES Program during any such time period(s) during the Term, regardless of the Student's attendance status.
21. The Parties agree that they will comply at all times during the Term with the requirements of state and federal law pertaining to performance of obligations under the Agreement.
22. The Student's enrollment in the PACES Program is subject to compliance by the Student with the policies of the School.
23. The Student's enrollment, for the purposes of the Parties' obligations under the Agreement, may be terminated early by the Agency upon, at a minimum, two (2) weeks written notice to the School. In the event of early termination by the Agency, the financial responsibility of the Agency to the School shall continue through the conclusion of the notice period and until actual termination of enrollment of the Student.
24. The School may, subject to availability, provide ASL interpreter services upon request by the Agency, in relation to scheduled meetings or otherwise. Interpreter services shall be charged by the School to the Agency at the current market rate if cancelled less than twenty-four (24) hours before their scheduled start time. The School may, in its sole discretion, elect to waive such charges in the event that cancellation within twenty-four (24) hours of the scheduled start time is the result of extreme weather or other conditions beyond the Agency's reasonable control.
25. If the Student requires individualized staffing support to attend off-campus activities or events (including, without limitation, field trips sporting events), the Agency shall be responsible for the cost of said support. The cost of such support will be calculated based on actual support services furnished, and the rates for such individualized support services are included in Schedule A.
26. Transportation. Except as expressly provided herein, the School shall not be responsible for the cost of, or the provision of, transportation services for the Student. If the Student is a PACES 7-day program student and a permanent resident of NY, NJ, MA, ME or VT, the School shall facilitate transportation for the Student to and from the School facility and the Agency shall be responsible for the costs associated with such facilitated transportation. If the Student is a PACES 5-day residential student whose permanent residence is located within 1.5 hours (driving time) of the School Facility, the School may, in its discretion, facilitate transportation services for the Student, with the Agency

responsible for the cost, which shall be invoiced at a flat rate of \$125.00 per trip, of any such facilitated transportation.

27. The Parties agree and acknowledge that medical and dental costs not covered by the Student's private insurance plan(s) incurred by the Student shall not, under any circumstances, be the responsibility of the School and shall be the responsibility of the Agency, unless the Agency and the parent agree on an alternate arrangement between them shifting the cost to the Parent. The Agency shall provide the School with current health and dental insurance information for the Student. If, at any time during the term of this Agreement, the Student's health or dental insurance lapses or, for any reason, the Student has no health or dental insurance coverage, the Agency shall be responsible for all costs incurred during such non-coverage period, unless the Agency and the Parent agree on an alternate arrangement between them shifting the cost to the Parent.
28. To the fullest extent permitted by law, each Party shall indemnify, defend and save the other Party, its officers, directors, employees and affiliates harmless from any loss, cost or expense claimed by third parties for property damage and/or bodily injury, including death, if such loss, cost or expense arises in any degree from the negligence, gross negligence or willful misconduct of a Party or its employees or affiliates in connection with the Agreement.
29. The Agreement shall be governed by and construed in accordance with the laws of the State of Connecticut, without regard to conflicts of law rules. The Parties hereby agree that any dispute(s) arising under the terms of the Agreement shall be resolved by a court of competent jurisdiction within the State of Connecticut, with each Party to bear its own costs and expenses.

[SIGNATURES APPEAR ON FOLLOWING PAGE]

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed, each through its duly authorized representative.

_____ AGENCY OF EDUCATION/AGENCY

By: _____

NAME

TITLE

DATE

AMERICAN SCHOOL FOR THE DEAF/PACES PROGRAM

By: *Jennifer Pizzoferrato*

NAME Jennifer Pizzoferrato

TITLE Chief Financial and Operating Officer

DATE

SCHEDULE A
FY 26-27



	# of days	Daily Rate	Total
OOS PACES 7 Day Education (215 days total)	215	\$1,010.01	\$217,152.15
OOS PACES 7 Day Residential (July and August)	62	\$797.63	<u>\$49,453.06</u>
Total			<u><u>\$266,605.21</u></u>



This Agreement is made on the 1st day of September 2026 between Mary Cariola Children's Center, Inc. (MCCC) and the **Caledonia-Mumford CSD**

WHEREAS under chapter 853 of the laws of the State of New York enacted in 1976, The Board of Education of the District, hereafter called the 'Board of Education', is charged with the responsibility to provide certain educational services for students with disabilities in said District; and

WHEREAS the Board of Education may provide these services through a licensed and authorized organization; and

WHEREAS MCCC is an authorized organization licensed by the State of New York to provide these services; and

WHEREAS MCCC, under the terms of its corporate authority, may provide certain educational services as set forth in this agreement; and

WHEREAS the District requests those educational services from MCCC.

THEREFORE, the parties mutually agree as follows:

1. MCCC will provide appropriate education for children with disabilities in accordance with the provisions relating to the State approval of schools in the State of New York. The admissions criteria for students shall comply with the State law and MCCC's admission criteria stated in its intake policy, attached hereto and incorporated herein as Exhibit 'A'.

2. The District, with the consent of a parent or legal guardian, will provide complete school records to MCCC as a part of the referral process. Those should include any individual education program ("IEP"), previous report cards, achievement test scores, intelligence test scores, psychological evaluations, psychiatric evaluations, occupational therapy reports, physical therapy reports, speech evaluations, functional behavioral assessments, behavior intervention/support plans, medical assessment including immunization records, and any other pertinent materials (the "Referral Materials").

3. A member of MCCC's staff will communicate with District staff concerning approval or denial of admission within ten (10) business days of receipt of completed Referral Materials. Once a decision has been reached that the student is appropriate for admission to MCCC, the enrollment date will be coordinated among MCCC, the District and the parent or legal guardian.

4. The District shall pay tuition costs while the student is enrolled in MCCC. The tuition cost will be the rate determined by the State Education Department and as certified by the State Division of the Budget. Tuition shall be paid for all days of enrollment from the first day of enrollment up to and including the day of discharge, including absences due to illness, legal and illegal absences, teacher conferences and the like. Payment shall be made monthly, following the month that the services by MCCC are provided. **Payment is required within 30 days of receipt of the invoice.**

5. The District is responsible for transportation to and from MCCC of all children accepted into the program within the confines of MCCC's academic calendar except in instances where it is a safety issue due to weather or other emergency instances. MCCC is not responsible for training District transportation staff.

6. In the event the student's district of residence changes, the originating district will inform MCCC and submit the IEP to the receiving district. That IEP will remain in force until such time as the receiving district accepts it or modifies it. MCCC, the originating district and the receiving district will coordinate the transfer of responsibility to assure continuity of services and payment. Upon the transfer of a student receiving the Services to a new district and the continuation of the Services to said student by MCCC, the receiving district shall be deemed the District for purposes of payment responsibility.

7. During the student's enrollment, MCCC will provide the Services as prescribed by the student's IEP with the exception of 1:1 (continuous) nursing services. The District will hire and supervise any 1:1 nurse recommended by the CSE and listed on the student's IEP. The District will establish a coverage plan for 1:1 nurse absences to ensure the student can attend school safely. Additionally, the District will provide copies of all medical orders issued by the student's healthcare providers. The District is responsible for the completion of any re-evaluation for special education and related services.

8. MCCC will maintain constant contact with the District concerning the student's progress. Said contact will include written reports, personal or telephone conferences, Committee on Special Education (CSE) meetings and due process hearings, if indicated. Personnel from the District are encouraged to visit MCCC.

9. The District will convene CSE meetings at least once annually in order to approve a student's annual IEP recommendations. MCCC shall receive the approved IEP within 30 days of the CSE meeting.

10. The District acknowledges that MCCC provides certain services designed to meet the educational and other needs of students. The District acknowledges that it has been given all relevant information regarding MCCC's program model, including educational, therapeutic and behavioral methodologies, classroom and related service ratio, and related service frequencies. The District acknowledges that any revisions or additions to IEPs which deviate from MCCC's program model, including but not limited to instructional, therapeutic and behavioral methodologies; classroom staff to student ratios inconsistent with our approved staffing ratio; or related service frequencies will not be implemented by MCCC. MCCC will promptly notify the District in writing of

any provisions of IEPs which are beyond the scope of its program. During any period of time in which the student remains at MCCC after referral back to the District's CSE for alternate placement, MCCC will implement the last-agreed upon IEP.

11. Students who, in the opinion of MCCC's treatment team, no longer need the special education programs and/or related services provided to them by MCCC will be referred by MCCC back to the District's CSE. Should MCCC find it necessary to refer a student back to the District's CSE because of the student's behavior or because of the inability of MCCC to meet the student's educational needs, MCCC is permitted to do so. However, MCCC will maintain the student in his/her present placement until such time as the District's CSE meets to ascertain whether a change in classification, program or placement should be recommended, the Board of Education approves such recommendation, and any due process procedures pursuant to 8NYCRR 200.5 of the New York State Commissioner's Regulations have been completed and a new placement is effectuated. In instances where the safety of the student, other students, or MCCC's staff is jeopardized by the continuation of a District student in MCCC's program, the District will make every effort to hold a CSE meeting as soon as possible to discuss alternative placement options for said student.

12. MCCC will make every reasonable effort to maintain District students in its program. Pursuant to New York State Education Law and 8NYCRR 200.7(b)(3), the Principal of MCCC may suspend a student for disciplinary reasons for up to 5 days. No student placed in MCCC will be suspended for more than 5 consecutive days nor, pursuant to 8NYCRR 200.7(c)(2), will the student be transferred or removed from MCCC's program without the approval of the District. MCCC will provide the District with a copy of all short-term suspension letters at the same time the parent or legal guardian of the student are informed of the removal.

13. MCCC will indemnify and hold harmless the District from any and all claims, actions, and judgments, including all costs of defense and attorney's fees incurred in defending against same, arising from or related to any negligent act or omission by MCCC, its officers, employees, contractors or representatives. MCCC's actions include the acts of MCCC's agents and employees. In the event either party files suit in a court of law to interpret or to enforce the terms of this Agreement, the party prevailing in such action shall be entitled, in addition to any legal fees incurred in defending against any third party claim, to its reasonable legal fees and costs incurred in such action to interpret or to enforce the terms of this agreement. This agreement shall be interpreted under the laws of the State of New York.

14. MCCC will carry and provide proof of having the following insurance coverages at the thresholds stipulated which will remain in effect throughout the duration of this contract and will provide the District with certification of same.

- General Liability
Limits of \$1,000,000 each occurrence; \$3,000,000 general aggregate
- Automobile Liability
Owned, Hired and Non-Owned Autos
Combined Single Limit for Bodily Injury and Property Damage \$1,000,000 each accident

- Excess "Umbrella Liability"
Providing excess coverage over the Commercial General Liability and the Auto Liability policies with limits not less than \$5,000,000 each occurrence
- Sexual Abuse and Molestation
Limits of \$1, 000,000 each occurrence; \$3,000,000 general aggregate
- Professional Liability
Limits of \$1,000,000 each occurrence; \$3,000,000 general aggregate
- Cyber Liability-required when any District information is shared electronically. Limits of \$5,000,000 — policy aggregate limit
- Workers' Compensation and Employers' Liability- forms CE-200, C105.2, SI-12, or GSI-105.2 required under NYS Workers' Compensation Law Section 57 General Municipal Law Section 125 can be found on the NYS Workers Compensation website, <http://www.wcb.ny.gov>.
- NYS Disability- forms CE-200, DB-120.1, or DB-ISS required under NYS Workers' Compensation Law Section 57 General Municipal Law Section 125 can be found on the NYS Workers Compensation website, www.wcb.ny.gov.

15. The services in this agreement shall be provided in accordance with applicable Federal, State and local laws and regulations.

16. This Agreement constitutes the entire agreement between the parties hereto, and no statement, promise, condition, understanding, inducement or representation which is not contained herein shall be binding or valid. This agreement shall not be changed, assigned, modified or altered in any manner except by written agreement or amendment executed by the parties.

17. The terms of the Agreement shall be in effect from **September 2026 to August 2027**. Termination of this agreement will be pursuant to the New York State Education Department regulations and in coordination with District CSE's

18. MCCC will perform criminal background checks of its employees.

19. In the performance of their respective duties and obligations hereunder, the parties, together with their agents and representatives, are independent contractors with respect to one another. The parties are not, and shall not be deemed to be, joint ventures, partners or employees.

20. The following addenda attached hereto shall be incorporated into the Agreement, and shall supersede any inconsistent provisions in the Agreement:

Addendum A: School District's Parents' Bill of Rights for Data Privacy and Security

Addendum B: MCCC Information Privacy and Security Incident Response Policy

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first above written.

DISTRICT

BY: _____

Authorized Contract Officer

DATE: _____

Name/Title

MARY CARIOLA CHILDREN CENTER

BY: Karen Zandi

Authorized Contract Officer

DATE: 8/6/24

Karen Zandi, CEO

Name/Title



EXHIBIT A

Mary Cariola Children's Center, Inc. Education Intake Policy

Mary Cariola Children's Center, Inc. staff partners with school districts Committee on Special Education (CSE) to identify students appropriate for Mary Cariola. MCCC accepts students based on the CSE recommendations, student birth dates, current MCCC student needs, available space, and appropriate staffing.

Addendum A

PARENT'S BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY

Pursuant to Education Law section 2-d, Mary Cariola Children's Center is required to publish, on its website, a parent's bill of rights for data privacy and security, and to include such information with every contract a school district enters into with a third party contractor where the third party contractor receives student data. For the purpose of this Bill of Rights a Student's legal guardian shall be considered a parent. The following is MCCC's bill of rights for data privacy and security:

1. A student's personally identifiable information cannot be sold or released for any commercial purposes;
2. Parents have the right to inspect and review the complete contents of their child's education record, including any student data stored or maintained by MCCC. This right of inspection is consistent with the requirements of the Family Educational Rights and Privacy act (FERPA). In addition to the right of inspection of the educational record, Education Law §2-d provides a specific right for parents to inspect or receive copies of any data in the student's educational record. The New York State Department of Education (NYSED) will develop policies and procedures pertaining to this right;
3. State and federal laws protect the confidentiality of personally identifiable information and safeguards associated with industry standards and best practices, including, but not limited to, encryption, firewalls, and password protections, which must be in place when data is stored or transferred;
4. A complete list of all student data elements collected by the State is available for public review at <http://www.p12.nysed.gov/irs/sirs/documentation/NYSEDstudentData.xlsx>, or you may obtain a copy of this list by writing to the Office of Information and Reporting Services, New York State Education Department, Room 863 EBA, 89 Washington Avenue, Albany, NY 12234; and
5. Parents have the right to file complaints with MCCC about possible privacy breaches of student data by MCCC's third party contractors or their employees, officers, or

assignees, or with NYSED. You may contact Cindy Lewis, Corporate Compliance Officer, with any such complaints at clewis@marycariola.org or by mailing her at 1000 Elmwood Avenue, Door 5, Rochester, NY 14620. Complaints to NYSED should be directed in writing to the Chief Privacy Officer, Office of Counsel, New York State Education Department, 89 Washington Avenue, Albany, NY 12234, or email to CPORmail.nysed.gov.

For purposes of further ensuring confidentiality and security of student data, as Appendix A to the Parent's Bill of Rights, each contract an educational agency enters into with a third party contractor shall include the following supplemental information:

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

In addition, the Chief Privacy Officer, with input from parents and other education and expert stakeholders, is required to develop additional elements of the Parent's Bill of Rights, to be prescribed in the Regulations of the Commissioner. Accordingly, this Bill of Rights will be revised from time to time in accordance with further guidance received from the Chief Privacy Officer, the Commissioner of Education, and NYSED.

Appendix A: to Parents' Bill of Rights for Data Privacy and Security

Supplemental Information for Third-Party Contracts

STUDENT PRIVACY

Mary Cariola Children's Center (MCCC) is an educational agency within the meaning of Section 2-d of the New York State Education Law ("Section 2-d"), and [REDACTED] (Contractor) is a third party contractor within the meaning of Section 2—d. Pursuant to the Independent Contractor Agreement for Consulting Services, Contractor receives access to student data, which is regulated by Section 2-d, from MCCC.

As used in this Attachment, the term "student data" means personally identifiable information from student records and/or data systems that Contractor has access to at MCCC.

The provisions of this Attachment are intended to comply with Section 2-d in all respects. Education Law Section 2-d (5) (d)

Contractor agrees that the confidentiality of student data shall be maintained in accordance with state and federal laws and the educational agency's policies on data security and privacy that protect the confidentiality of personally identifiable information.

Education Law Section 2-d (5) (e)

Contractor agrees that any of its officers or employees, and any other officers or employees of any of its assignees who have access to personally identifiable information will receive training on the federal and state law governing confidentiality of such data prior to receiving access to that data.

Education Law Section 2-d (3) (b) (1) and (c) (1)

The exclusive purpose for which Contractor is being provided access to personally identifiable information is to enable MCCC to make use of the Services defined within the underlying Independent Contractor Agreement for Consulting Services. Student data received by Contractor, or any of its assignees, from MCCC shall not be sold or used for marketing purposes.

Education Law Section 2-d (3) (c) (2)

Contractor shall assure that to the extent that it comes into possession of personally identifiable information, it will only share that personally identifiable information with

additional third parties if those third parties are contractually bound to adhere to the data protection and security requirements set forth in the agreement.

Education Law Section 2-d (3) (c) (3)

Upon expiration of this agreement without a successor agreement in place, Contractor shall assist MCCC in exporting all student data previously received from MCCC, and, at the request of MCCC,

Contractor shall thereafter securely delete any copy of the data remaining in its possession. If data is to be maintained by Contractor for federal and/or state reporting, such data shall remain in an encrypted format and stored in a secure facility.

Education Law Section 2-d (3) (c) (4)

Parents have the right to file complaints with MCCC about possible privacy breaches of student data by MCCC's third party contractors or their employees, officers, or assignees, or with NYSED.

Complaints to NYSED should be directed in writing to the Chief Privacy Officer, Office of Counsel, New York State Education Department, 89 Washington Avenue, Albany, NY 12234, or email to CPOmail@nysed.gov.

Education Law Section 2-d (3) (c) (5) and (5) (f) (4) and (5) (f) (5)

Student data transferred to Contractor by MCCC will be stored in electronic format on systems maintained by Contractor in a secure data center facility in the United States. The measures that Contractor will take to protect the privacy and security of student data while it is stored in that manner are associated with industry best practices including, but not necessarily limited to disk encryption, file encryption, firewalls, and password protection.

Education Law Section 2-d (5) (f) and (6)

Contractor acknowledges that it has the following obligations with respect to any student data received from MCCC, and any failure to fulfill these statutory obligations shall be a breach of the underlying Independent Contractor Agreement for Consulting Services:

- Limit internet access to education records and/or student data to those individuals that are determined to have legitimate educational reasons within the meaning of Section 2-d and FERPA, including technical support;
- Not use education records and/or student data for any purpose other than those explicitly authorized in this agreement;
- Not disclose any personally identifiable information to any other party who is not an authorized representative of Contractor using information to carry out Contractor's obligations under this Agreement, unless (1) that other party has the prior written consent of the parent or eligible student, or (2) the disclosure is required by statute or court order, and notice of the disclosure is provided to the source of the information no

The Kessler Center

402 Rogers Pkwy
Rochester, NY 14617
(585) 957-7158
(585) 957-9249

District Agreement

This agreement is made between Caledonia CSD (herein referred to as School District) with its offices and principal place of business at 99 North St, Caledonia, NY 14423 and The Kessler Center with its offices at Fedcap Rehabilitation Services Inc., 633 Third Avenue 6th Floor, New York, NY 14202 and principal place of business at 402 Rogers Parkway, Rochester, NY 14617.

WHEREAS, The School District desires to provide special education for certain children who are residents of the School District, and

WHEREAS The Kessler Center shall provide the special educational services required by all children accepted into its program as specified on their IEP's, and

WHEREAS The Kessler Center shall make all possible efforts to accommodate and accept into its program all children referred to it by the School District's Committee on Special Education. It is understood that said children must meet the established criteria for admission to The Kessler Center and The Kessler Center reserves the right to deem said children appropriate for its specialized program, and

WHEREAS, each party hereby agrees to defend, indemnify, and save harmless the other party against any and all liability, loss, damage, detriment, suit, claim, demand, costs attorney's fees, and expenses of whatever kind of nature which may directly or indirectly incur, suffered or be required to pay by reason or inconsequence of an intentional wrongful act or negligent act or omission of the other party, its agents, employees or contractors.

BE IT RESOLVED that the School District and The Kessler Center do mutually agree as follows:

1. SERVICES

The Kessler Center shall provide the special education required by all children accepted into its program, pursuant to their IEP's.

2. REFERRALS

Children no longer needing specialized services will be referred to the School District.

3. TUITION RATES

The School District shall pay The Kessler Center for the full and satisfactory performances of the services; tuition charges at the 12-month rate \$123,952 per student. However, the tuition rate is to be adjusted retroactive to September 9, 2026, upon the approval of the State Education Department of reconciliation and audited tuition rates for the 2026-2027 school year.

The district agrees to pay any additional amount so approved. The Kessler Center agrees to refund any lesser amount so approved. Further, this rate will be prorated for enrollment of less than the full school year.

School Age Program:

- **2-month Summer Program** **\$17,708**
- **10-month program** **\$106,244**

Total Tuition per Student: **\$123,952**

4. MONTHLY INVOICES

The Kessler Center will bill the School District, and payments are due within 30 days of receipt of the bill.

5. COMPLIANCE WITH LAWS

The Kessler Center will be responsible for completion of attendance reports in accordance with the requirements of the State of New York and the School District.

6. TRANSPORTATION

The School District shall be responsible for the transportation of all children accepted into the program within the confines of the district's academic calendar.

7. TERM OF AGREEMENT

This agreement shall be in effect for the 2026-2027 school year, commencing September 9, 2026, and ending June 24, 2027.

8. INDEPENDENT CONTRACTOR

In the performance of the services and in carrying out the duties and obligations under this Agreement, it is mutually understood and agreed that The Kessler Center, its employees and agents shall at all times act and perform as independent contractors. The School District shall not exercise any control or discretion over the means or methods by which The Kessler Center performs its duties, except that, consistent with its obligation to provide an appropriate special education program to its students, the School District may determine whether the services provided by The Kessler Center continue to meet the individual needs of a student.

9. ENTIRE AGREEMENT

This agreement sets forth the entire agreement between the parties with respect to the subject matter hereof, and no amendment, change or modification shall be effective unless written and signed by both parties hereto.

10. INVALIDITY

If any provision of this Agreement is declared by any court to be invalid, such determination of invalidity shall not affect the validity or enforceability of any other provisions hereof.

Each party to this Agreement agrees to indemnify and hold harmless the other party from any and all claims or actions arising out of the performance of this Agreement, including all costs, damages and reasonable attorney's fees, based upon the negligence or unlawful act of either party.

11. NEW YORK LAW

This agreement shall be governed by the laws of New York State without regard to its conflict of laws and rules.

12. TERMINATION

This Agreement may be terminated by either party hereto by giving the other party at least thirty (30) days advance written notice of termination delivered personally or by United States certified mail, return receipt requested, at that parties' address noted above, or to such other address as may be designated in writing by such party. Notwithstanding anything to the contrary contained herein, this

Agreement shall terminate automatically upon the occurrence of any one of the following events:

- Upon The Kessler Center becoming incapable of performing any of the services specified herein.
- Upon cancellation or expiration of The Kessler Center malpractice insurance coverage, if applicable.
- Upon notification of District or The Kessler Center requiring by law to perform any of the services specified, if applicable

NON-WAIVER

No waiver of any of the provisions of this Agreement or any of the rights or remedies of the parties hereto shall be valid, except if the same were in writing and signed by the party charged therewith. A waiver of any one or more of the provisions hereof shall be limited to the particular instance specified in such writing and shall not be deemed a continuing waiver of any such provisions or any subsequent breach.

14. NONDISCRIMINATION

The Kessler Center does not discriminate based on race, color, creed, national origin, gender, age, disability, sexual orientation, and military or veteran status.

IN WITNESS WHEREOF, the parties here unto set their hands and seals.

Caledonia Central School District

(Name) _____

(Signature) _____

(Title) _____

(Date) _____

(Name) _____

(Signature) _____

(Title) _____

(Date) _____

The Kessler Center

Lori Schafer
Head Of School







Management Advisory Group Business Operations, Inc.
Educational and Administrative Consultants
“Doing It Better for Less”

President & CEO
Aimee Skiff

Phone (518) 943-0708
Fax (518) 943-5632

MOE COMPLIANCE SUPPORT
Caledonia-Mumford Central School
September 3, 2026

Management Advisory Group Business Operations (MAGBO), a corporation under the laws of New York, specializing in School District Business Office Operations, State Aid Reimbursement and Educational Consulting, proposes to provide accounting services to the Caledonia-Mumford Central School

1. **Scope of Services:** MAGBO will perform the following operations for the School District.
 - A. Support in completing MOE Compliance for IDEA grants including exceptions
2. **Responsibilities of the District:** The District will provide:
 - A. Access to all accounting records; either by direct access to nVision or supplying any supporting document needed;
 - B. Last approved MOE file
 - C. Final submission of report to SAMS
3. **Terms:**
 - A. This Agreement will be in effect from September 3, 2026, through September 30, 2026
 - B. This agreement may be terminated at any time by either party with 30 days written notice.
4. **Fee:**
 - A. MAGBO will be due \$150 per hour, billed in quarter hour increments, invoiced upon completion
 - B. Terms are Net 30.
 - C. The number of days worked will be at the discretion of the District.
5. **Acceptance:**

Caledonia-Mumford Central School

Aimee Skiff

Management Advisory Group Business Operations

Date

9/3/2026

Date

SUBJECT: FIELD TRIPS

The Board of Education supports field trips are an educationally sound and enhance the instructional, extracurricular, and interscholastic athletic programs of the school. The Building Principal will determine the frequency and content of class field trips. Each School District staff member is expected to appropriately budget, plan, arrange and execute field trips in accordance with District policies, procedures and regulations. In addition, each student must secure the permission of his/her parent or legal guardian before participating in such activity.

Factors relevant in consideration of approval of such field trips may include the relationship to the curriculum, the distance of the field trip, availability of suitable transportation, the cost involved, safety and security issues, weather conditions, number of eligible students participating, or other factors considered relevant in determining whether such trip is in the best interest of the students and School District.

For the purposes of this policy, a field trip shall be defined as an off-campus trip by a group of students under the supervision of a teacher or adult approved by the building administrator. Other chaperones may be utilized as determined by the building administrator in accordance with other Board policies. The field trip should be an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom.

Field trips are a part of the curriculum of the schools and attendance on field trips is governed by the same rules as attendance at regular classroom activities. The School System shall obtain written permission for students going on school-sponsored field trips. Supervising staff members shall be defined as active school employees designated by the Building Principal to be directly responsible for the conduct and safety of students participating in instructional, extracurricular, and interscholastic field trips. Supervising staff members are responsible for reviewing field trip guidelines with chaperones.

The Superintendent shall prepare procedures for the operation of a field trip activity. Field trip support shall be determined annually by the Board of Education during its budget deliberations. Regardless of the fiscal support for field trips, the rules of the School District for approval and conduct of such trips shall apply.

Overnight, out-of-state, and out-of-country trips must be approved by the Board of Education. The District shall obtain all necessary information, permissions and releases for all students going on school-sponsored trips. All School District rules shall be in effect during the trip. All students participating in school sponsored field trips are required to arrive at and depart from the activity or event on school provided or approved transportation.

Fund raising for extracurricular and co-curricular field trips must follow the guidelines stipulated in school policy and regulations. Students may not be required to fund raise for curricular field trips. No student may be denied access to the trip due to financial hardship. Before students are involved in

(Continued)

SUBJECT: FIELD TRIPS (Cont'd.)

any fund raising activities for such a trip, the fund raising must have received the approval by the respective Building Principal. The Building Principal shall forward such approval to the Superintendent.

Field trips that support extracurricular activities and interscholastic athletics usually involve student costs supported by fundraising or paid for as out-of-pocket expenses. For any overnight field trip that costs two thousand dollars (\$2,000) or more, the advisor/coach and principal are required to seek a minimum of three (3) price quotes. Field trips that are paid through the BOCES Co-Sers are exempt from this requirement. The Board recognizes the District responsibility to provide appropriate supervision on field trips. Fundraising is used to offset the student costs as well as pay for the expenses for adult supervision. All overnight field trips shall require a minimum of twenty-five percent (25%) reduction of the costs for students through fundraising efforts. The Board resolution to approve overnight field trips shall include the costs for chaperones.

The Board recognizes that District students who are enrolled in Genesee Valley Board of Cooperative Educational Services ("BOCES") programs may be afforded opportunities to participate in BOCES-sponsored field trips that comprise part of their instructional programs. The Board recognizes the inherent value of properly organized and conducted field trips to the educational process and endorses the use of these learning experiences, subject to the conditions of this policy and any accompanying regulations.

The Board authorizes District students who are enrolled in BOCES programs to participate in BOCES-sponsored field trips in accordance with the policies, regulations and procedures established by the BOCES relative to such activities.

As a condition of allowing any District student to participate in a BOCES-sponsored field trip that extends beyond the normal school day or which involves overnight lodging, the BOCES must provide advance written notice to the participating student's Building Principal of such field trip. The Building Principal shall then provide a copy of such notice to the Superintendent of Schools. The Superintendent or his designee must approve all BOCES field trips for District students.

Chaperones for Field Trips

Teachers, advisors, and volunteer chaperones shall provide appropriate adult supervision to ensure student safety on all field trips. All overnight field trips shall require an adult-to-student ratio of 1:10. Male and female adults are required for chaperones on all overnight field trips involving boys and girls. A minimum of two (2) adults are required on all overnight field trips.

Caledonia – Mumford Senior Trip



Universal Studios Trip Proposal
June 6 - June 9, 2027

Endless Summer Dockside Inn
Orlando, FL

Advisor: Jessica McKay

Destination: Universal Studios
Orlando, FL

Purposes: 1.) Bond as a senior class
2.) Senior year tradition

Number of students: 47 Students (max)

Chaperones: Head Chaperone - Jessica McKay, Dylan Youngs, Josh Shelton, and Morgan Marcello

Itinerary: -Lodging in Endless Summer Resort
-2 Day Park Hopper Passes
-Group dinner at Hard Rock Cafe
-Miscellaneous group activities

Cost Per Student: \$1200 to \$1500 per student

Fundraising Activities: 1. Oliver Candy Sales
2. Gourmet Dips
3. Circus

Transportation: Bus Transportation to the Airport, flight from Buffalo Airport to Orlando Airport, Mears Transportation to and from the airport, and Universal Express Bus or walking within the property

Approximate Cost Breakdown

Per Chaperone: Between \$1200 and \$1500 to be fundraised as much as possible by the Chaperones and split among the students

**Approximate
Cost Breakdown
Per Student:**

Between \$1200 and \$1500. Approximate total before fundraising. We will have a set price once we secure our final number of students. This is an all-inclusive cost (room, meals, park tickets, and transportation)

Last year's breakdown

Here is an example of the breakdown for each student. This scenario is based on 46 students attending with 4 chaperones (10 rooms of 4, 2 rooms of 3, 2 rooms of 2)

2025 Prices	
Room	\$398
Flight	452
Bus	33
Food Cards	82
Hard Rock	40
Breakfast	10
Security	26
Total	\$1,040

(To be updated after deposits)

Cancellations:

Transportation:

Based on WorldWide Trip Protector travel insurance, airline tickets and airport transportation are 100% refundable if canceled within 72 hours of the trip. This cancellation must be due to death or illness, with a doctor's note, of the student, student's family member, or chaperone

Hotel & Park Tickets:

If Universal closes due to COVID-19, there is a 100% refund for the hotel and park tickets

If Caledonia-Mumford cancels the trip at least 90 days before the trip, the standard cancellation policy is a 100% refund. If canceled 90-45 days before the trip,

the trip is refunded, less the \$100 deposit. If canceled 45-0 days before the trip, the full package is nonrefundable

*Trip insurance is approximately \$30 per person, available through our travel agent

*Quotes from Rochester Travel Group, Sales Counselor, Group-VIP - Group Vacation, and Jennifer Universal Orlando Group Sales.

Thank you for your consideration.

This has proven to be a terrific experience for everyone involved!

Sincerely-

Jessica McKay
Senior Class Advisor

MEMORANDUM OF AGREEMENT

This Agreement is made and entered into by and between the Caledonia-Mumford Central School District (“District”) and the Caledonia-Mumford Teachers Association (the “Association”) (collectively the “Parties”).

WHEREAS, the District and Association entered into a collective bargaining agreement (“Contract”) covering the period from July 1, 2025 through June 30, 2028; and

WHEREAS, Article XX, Section C. Special Services of the Contract provides differentials for Grade Level Chairs; and

WHEREAS, the Parties seek to amend Article XX, Section C of the Contract by creating Grade Level Chair for the Pupil Services Department; and

NOW, THEREFORE, IT IS HEREBY AGREED AS FOLLOWS:

1. Article XX, Section C of the Contract shall be amended by adding the following Grade Level Chairs: Pupil Services Department.
2. This Agreement is subject to Board of Education approval.
3. This Agreement is not precedent setting and does not constitute a past practice binding upon the District.
4. This Agreement does not change, alter, or modify any other part of the Contract, which remains in full effect for all Association members.
5. The Parties acknowledge that they had an adequate opportunity to consult with legal counsel and consider the terms of this Agreement and now act voluntarily with a full and free understanding of this Agreement.

For the District:

Rebekah Chenaille, Ed.D,
Superintendent of Schools

Date

For the Association:

Rita Merlo,
CMTA President

Date

Caledonia-Mumford Central School District Board of Education

Exhibit B

Meeting date: September 8, 2026

Agenda Item: IX - 1

Resolution title: Resignations

1. Macy Miller
2. Emily Phelan
3. Ben Hoy

Caledonia-Mumford Central School District Board of Education

Exhibit C

Meeting date: September 8, 2026

Agenda Item: IX - 9

Resolution title: Appointment of Mentors

1. Todd Geary for Desiree Milne
2. Sarah Curran for Lindsey Hilchey

Caledonia-Mumford Central School District Board of Education

Exhibit D

Meeting date: September 8, 2026

Agenda Item: IX - 10

Resolution title: Reappointment of Substitutes

1. Wendy Bulter - Certified Substitute Teacher
2. Aaliya Kocher - Uncertified Substitute Teacher
3. Donna Bailey - Cafeteria Substitute
4. Gregg Yaekel - Certified Substitute Teacher/Tutor

Caledonia-Mumford Central School District Board of Education

Exhibit E

Meeting date: September 8, 2026

Agenda Item: IX - 11

Resolution title: Approval of Per-Diem Substitutes

1. Marisa Roides
2. Jenna Gnau
3. Donna Collinge

Caledonia-Mumford Central School District Board of Education

Exhibit F

Meeting date: September 8, 2026

Agenda Item: IX - 12

Resolution title: Approval of School-to-Work Students

1. Kayden Letson - Maintenance
2. Peyton Harkness - STEAM Assistant
3. Amerie Roper - STEAM Assistant
4. Abby Heston - AD Assistant
5. Drake Dykstra - Mascot
6. Addison Fonte - Mascot
7. Ryan Years - Game Day Assistant
8. James Wildey - Multimedia Production Assistant
9. Rowan Harris - Library Assistant
10. Raeka Balasi - Library Assistant
11. Milaya Kosinski - Raider Locker
12. Gianna Pillittere - Raider Locker
13. Nora Walton - Elementary Office
14. Jacob Murray - Bus Garage

