



**Brockport Central School District**  
40 Allen Street, Brockport, New York 14420-2296

## **Mission Statement**

*We engage and empower each student to achieve excellence as a learner and citizen.*

## **Board Members**

Terry Ann Carbone (2024)  
Jeffrey Harradine (2022)  
David Howlett (2025)  
Daniel Legault (2026)  
Robert Lewis (2023)  
Kathy Robertson (2024)  
Michael Turbeville (2023)

**June 21, 2022**

**6 p.m.**

**Hill School Cafetorium**



# Brockport Central School District

40 Allen Street, Brockport, New York 14420-2296

We, the Board of Education, promise to:

- Put students first
- Set clear goals and focus on task at hand
- Be respectful
- Recognize and value differences
- Engage in honest communication
- Honor and maintain confidentiality
- Speak with one voice
- Work hard and have fun

June 21, 2022

Regular Board Meeting Agenda 6 p.m.  
Hill School Cafetorium

Retiree Reception will be held at 5:30 p.m. (prior to the Board meeting).

Call to Order  
Pledge to the Flag  
Fire Exits

Motion to Approve the Order of the Agenda

Approval of Minutes

- June 7, 2022 – Regular Board Meeting Minutes

Board Presentations:

- Athletic Reception: Todd Hagreen, Athletic Director
- Solar Study Update: Sean Bruno, Superintendent; Darrin Winkley, Assistant Superintendent for Business; and Stuart Bailey, LaBella Associates DPC

Communications – Public Comments:

Members of the audience wishing to speak must sign in no later than 5:55 p.m. A period of time, not to exceed 30 minutes, is set aside at regular meetings of the board for the purpose of hearing comments from interested individuals. Board of Education members will not engage in conversation or answer questions during this portion of the meeting.

- Each speaker is allowed up to five (5) minutes to present his/her remarks.
- Speakers must not give or defer their time slot to another person.
- All remarks must be addressed to the President of the Board, or the presiding officer. Please ensure remarks are respectful and dignified. Public comments must not single any individuals out by using names or identifiable information.

Board Reports:

Committee	Last Meeting	Next Meeting	Committee Member(s)
BOCES Board	June 15, 2022 6 p.m.	June 23, 2022 3:30 p.m.	Mr. Gerald Maar (BCSD Liaison)
MCSBA Information Exchange	April 13, 2022 Noon	TBD	Member Robertson



# Brockport Central School District

40 Allen Street, Brockport, New York 14420-2296

MCSBA Board Leadership Meeting	May 4, 2022 5:45 p.m.	TBD	President Carbone Vice President Harradine
MCSBA Labor Relations Committee	April 27, 2022 Noon	TBD	Member Lewis Superintendent Bruno
MCSBA Legislative Committee	May 4, 2022 Noon	TBD	President Carbone
MCSBA Executive Committee	April 27, 2022 5:45 p.m.	TBD	President Carbone & Superintendent Bruno
Diversity, Equity, and Inclusion (DEI) Committee	May 4, 2022 4 p.m.	TBD	President Carbone Vice President Harradine Member Robertson Superintendent Bruno

## 1. New Business

None

## 2. Policy Development

2.1 2022-23 District Code of Conduct – second reading

## 3. Instructional Planning & Services

3.1 Verbal – Rachel Kluth, Ed.D., Assistant to the Superintendent for Secondary Instruction

3.2 Verbal – Lynn Carragher, Assistant to the Superintendent for Inclusive Education and Instruction.

3.3 Approval of CSE Recommendations (3.3.1-3.3.8)

3.3.1 On May 11, 12, 13, 17, 19, 20, 24, 25, 26, 27, 31, June 1, 3, 6, 7, 8, 9, and 15, 2022, the District Committee on Special Education reviewed the following students and made recommendations for placement.

3.3.2 On April 26, May 4, 12, 13, 16, 25, June 2, 3, and 8, 2022, the District Subcommittee on Special Education reviewed the following students and made recommendations for placement.

3.3.3 On April 8, 12, May 3, 17, 19, 20, 24, 26, 27, and 31, 2022, the Committee on Preschool Special Education reviewed the following students and made recommendations for placement.

3.3.4 On April 27, May 3, 11, 13, 17, and 19, 2022, the Ginther Subcommittee on Special Education reviewed the following students and made recommendations for placement.

3.3.5 On May 12, 13, 17, 19, 20, 29, and June 13, 2022, the Barclay Subcommittee on Special Education reviewed the following students and made recommendations for placement.

3.3.6 On May 5, 13, 16, 17, 19, and 20, 2022, the Hill Subcommittee on Special Education reviewed the following students and made recommendations for placement.

3.3.7 On May 3, 4, 5, 9, 11, 13, 16, 24, and 25, 2022, the Oliver Subcommittee on Special Education reviewed the following students and made recommendations for placement.

3.3.8 On May 4, 5, 6, 11, 12, 17, 18, 19, 20, 25, 26, 27, 31, June 1, 2, 3, and 7, 2022, the High School Subcommittee on Special Education reviewed the following students and made recommendations for placement.

## 4. Personnel

### CERTIFIED

#### 4.1 Appointments

4.1.1 Rachel Hume, to be appointed as a School Counselor at Barclay School effective August 31, 2022. Provisional certificate as a school counselor. Probationary period August 31, 2022 through August 30, 2026. This expiration date is tentative and conditional only. In order to be eligible and considered for tenure the employee must meet all requirements of Educational Law and corresponding regulations. Annual salary \$40,800.



# Brockport Central School District

40 Allen Street, Brockport, New York 14420-2296

- 4.1.2 Kelly Keenan, to be appointed as the Ginther School Assistant Principal effective August 12, 2022. Pending certificate of internship as a school building leader, permanent certificates in reading and special education K-12. Probationary period August 12, 2022 through August 11, 2026. This expiration date is tentative and conditional only. In order to be eligible and considered for tenure the employee must meet all requirements of Educational Law and corresponding regulations. Annual salary \$84,500 (prorated \$74,787).
- 4.1.3 Heather Brosman, to be appointed as a part time (0.5 FTE) Art Teacher at Oliver Middle School effective August 31, 2022. Professional certificate in visual arts. Annual salary \$ 54,834 (prorated \$27,417)
- 4.1.4 Steven Zaccardo, to be appointed as a Special Education Teacher at the High School effective August 31, 2022. Internship certificate in math grades 7-12. Probationary period August 31, 2022 through August 30, 2025. This expiration date is tentative and conditional only. In order to be eligible and considered for tenure the employee must meet all requirements of Educational Law and corresponding regulations. Annual salary \$39,400.

## 4.2 Resignations

- 4.2.1 Lauren Raines, Special Education Teacher at Hill School, to resign effective June 30, 2022.
- 4.2.2 Kelly Keenan, Instructional Coach at Ginther School, to resign effective August 11, 2022 pending approval as the Ginther School Assistant Principal.

## 4.3 Substitutes

- 4.3.1 Scott Dauphin
- 4.3.2 Heather Brosman, Contracted Building Substitute (.5/day at \$130/day)

## 4.4 Teacher Immersion Fellowship Program Participants

- 4.4.1 None

## 4.5 Leaves of Absence

- 4.5.1 None

## 4.6 Other

### 4.6.1 – 4.6.15 Department Chairs

	Name	Building	Extra Duty	Amount
4.6.1	Patricia Arnold	High	District Wide AIS (shared w/3 other staff members)	\$848.50
4.6.2	Mary Warth	High	District Wide Chair Art	\$3,393.00
4.6.3	Suzanne Sodoma	High	H.S Department Chair-Business	\$3,393.00
4.6.4	Elizabeth Groot	High	H.S Department Chair-Counseling	\$3,393.00
4.6.5	Ariel Dickinson	High	H.S Department Chair- ELA (Shared with Siragusa)	\$1,696.50
4.6.6	Dawn Siragusa	High	H.S. Department Chair ELA (Shared with Dickinson)	\$1,696.50
4.6.7	Jacquelynn Merida	High	H.S Department Chair-LOTE	\$3,393.00
4.6.8	Heather Dennis	High	District Wide Chair- Health	\$3,393.00
4.6.9	Kathleen Jaccarino	High	District Wide Chair- Library	\$3,393.00



# Brockport Central School District

40 Allen Street, Brockport, New York 14420-2296

4.6.10	Justin Geist	High	H. S Department Chair-Math	\$3,393.00
4.6.11	Victoria Valente	High	District Wide Chair- Music	\$3,393.00
4.6.12	Joe Setek	High	H.S Department Chair- PE	\$3,393.00
4.6.13	Steven Reiss	High	H.S Department Chair- Science	\$3,393.00
4.6.14	Scott Hopsicker	High	H.S Department Chair- Social Studies	\$3,393.00
4.6.15	Gordon Dibattisto	High	H.S Department Chair- Technology	\$3,393.00

## CLASSIFIED

### 4.7 Appointments

- 4.7.1 Stephen Blank, to be appointed as a probationary Cleaner at Barclay School effective retroactive to June 13, 2022. Rate is set at \$15.40 per hour. Probationary period begins on June 13, 2022 and ends on September 12, 2022.
- 4.7.2 Jaclyn Stalter, to be appointed as a provisional Benefits Specialist (12 Months, Exempt) in the Human Resources Office effective June 27, 2022. Rate is set at \$23.00 per hour. Probationary period is to be determined.
- 4.7.3 Brian Harris, to be appointed as a provisional Network Technician at the High School effective July 1, 2022. Rate is set at \$23.50 per hour. Probationary period is to be determined.
- 4.7.4 Vu Nguyen, to be appointed as a provisional Network Technician at Ginther School effective July 1, 2022. Rate is set at \$23.50 per hour. Probationary period is to be determined.
- 4.7.5 Lisa Proctor, to be appointed as a probationary School District Tax Collector in the Business Office, effective July 1, 2022. Rate is set at \$25.00 per hour. Probationary period begins on July 1, 2022 and ends on September 30, 2022.
- 4.7.6 Eric Specksgoor, to be appointed as a probationary Bus Driver in the Transportation Department, effective 6/22/22. Rate is set at \$20 per hour. Probationary period begins on 6/22/22 and ends on 6/21/23.

### 4.8 Resignations

- 4.8.1 Stephen Blank, Bus Driver, Transportation Department, resigning effective June 12, 2022, pending board approval to the position of Cleaner.
- 4.8.2 Jaclyn Stalter, Office Clerk III, Food Service Department, resigning effective June 26, 2022, pending board approval to the position of Benefits Specialist.
- 4.8.3 Brian Harris, Microcomputer Maintenance Technician, High School, resigning effective June 30, 2022, pending board approval to the position of Network Technician.
- 4.8.4 Vu Nguyen, Microcomputer Maintenance Technician, Ginther School, resigning effective June 30, 2022, pending board approval to the position of Network Technician.
- 4.8.5 Lisa Proctor, Office Account Clerk, Business Office, resigning effective June 30, 2022, pending board approval to the position of School District Tax Collector.
- 4.8.6 Crystal Morici, Food Service Helper, High School, resigning effective June 14, 2022.
- 4.8.7 Cheryl Fishbaugh, Cleaner, Hill School, resigning for the purpose of retirement effective July 31, 2022.

### 4.9 Substitutes

- 4.9.1 Crystal Morici, Food Service Helper
- 4.9.2 Cheryl Fishbaugh, Cleaner
- 4.9.3 Olivia Petronio, Summer Cleaner
- 4.9.4 Carol O'Connell, Bus Attendant



# Brockport Central School District

40 Allen Street, Brockport, New York 14420-2296

- 4.9.5 Desilets Dubois, Student Cleaner
- 4.9.6 Maggie Schultz, Summer Cleaner
- 4.9.7 Terance King, Bus Driver (retroactive to June 7, 2022)
- 4.9.8 Thomas Bruno, Student Cleaner
- 4.9.9 Javier Benzan, Student Cleaner
- 4.9.10 Hannah Christiansen, Summer Cleaner
- 4.9.11 David Granby, Bus Attendant (training for CDL)

## 4.10 Volunteers

- 4.10.1 Erica Burns
- 4.10.2 Mandy Crumb
- 4.10.3 Erica Gurak
- 4.10.4 Jamie McCormick
- 4.10.5 Nicole Napoleon
- 4.10.6 Allison Parry-Gurak
- 4.10.7 Melanie Reisman
- 4.10.8 Katherine Schaeffer
- 4.10.9 Jay Wassinger
- 4.10.10 Gisella Young

## 4.11 College Participants

None

## 4.12 Leaves of Absence

None

## 4.13 Other

- 4.13.1 Increase the School District Tax Collector position from part-time (.6 FTE) to full-time (1.0 FTE), effective July 1, 2022.

## 5. Financial

- 5.1 Verbal – Jill Reichhart, Director of Finance
- 5.2 Approval of the Brockport BEST Foundation donation of \$1,632.40 to purchase *Gingerbread on the Loose* books for Ginther students.
- 5.3 Approval of the Brockport BEST Foundation donation of \$2,000 for the Jeffrey Brown Scholarship.
- 5.4 Approval of the Physical Education Bid for 2022-23.
- 5.5 Approval of the Interscholastic Athletic Bid for 2022-2023.
- 5.6 Approval of funding of Reserve Funds for year ending June 30, 2022.

## 6. Physical Plant, Safety & Security, Transportation and Support Services

- 6.1 Verbal – Darrin Winkley, Assistant Superintendent for Business
- 6.2 Approval of Removal and Disposal of Excess Equipment.

## 7. Human Resources

- 7.1 Verbal – Jerilee DiLalla, Assistant Superintendent for Human Resources

## 8. Report of the Superintendent of Schools

- 8.1 Verbal – Sean C. Bruno, Superintendent of Schools
- 8.2 Approval of the successor agreement for the Brockport Teachers' Association Bargaining Unit – July 1, 2022 through June 30, 2026.



# **Brockport Central School District**

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## **9. Board Operations**

- 9.1 2021-22 Board of Education Meeting Schedule
- 9.2 2022-23 Budget Development Calendar
- 9.3 2021-22 MCSBA Calendar

## **10. Old Business**

None

## **11. Other Items of Business**

None

## **12. Round Table**

## **13. Executive Session**

- 13.1 It is anticipated that the Board will enter into Executive Session for the purpose of discussing the medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation; and for the specific purpose of collective negotiations pursuant to Article 14 of the Civil Service Law.

## **14. Adjournment**

**Next Board of Education Meeting:  
Tuesday, July 12, 2022, at 5 p.m., District Board Room**

**BROCKPORT CENTRAL SCHOOL  
BOARD OF EDUCATION  
June 7, 2022**

These are the minutes of the Regular Board Meeting held on June 7, 2022. The meeting was called to order at 6:02 p.m. by President Carbone.

The following Board Members were in attendance:

Terry Ann Carbone, President  
Jeffrey Harradine, Vice President  
David Howlett, Board Member  
Robert Lewis, Board Member  
Kathy Robertson, Board Member  
Michael Turbeville, Board Member

Also present were:

Sean Bruno, Superintendent of Schools	
Lynn Carragher, Assistant to the Superintendent for Inclusive Education	
Jerilee DiLalla, Assistant Superintendent for Human Resources	
Rachel Kluth, Ed.D. Assistant to the Superintendent for Secondary Instruction	
Jill Reichhart, Treasurer and Finance Director	
Darrin Winkley, Assistant Superintendent for Business	
Deb Moyer, District Clerk	
Scott Morrison	Vreni Stappenbeck
Matt Schirmer	Deb Waye
Dana Schirmer	Jerrod Roberts
Ashleigh Grant	Mike Pincelli
Amy Grant	Amy Rybacki
Jenna Grant	Don Rybacki
Mary Ellen Bibbee	Peggy Rybacki
Hugo Herrera	Randall Yu
Maleda Herrera	Mike Bourne
Silvia Wharram	Laura Mueller
Colby Wharram	Zachariah Willmont
Kim Wharram	Leslie Bates
Steve Wharram	Curt Grant
Austin Stappenbeck	Kristy Hart

Excused were:

Daniel Legault, Board Member

**ORDER OF THE AGENDA**

Mr. Lewis moved, seconded by Ms. Robertson, the Board of Education approved the order of the agenda. The motion carried 6-0.

**MINUTES**

Mr. Turbeville moved, seconded by Ms. Robertson, the Board of Education approved the May 17, 2022 Regular Board Meeting minutes. The motion carried 6-0.

Mr. Turbeville moved, seconded by Ms. Robertson, the Board of Education approved the May 17, 2022 Annual Meeting & Election minutes. The motion carried 6-0.

**BOARD PRESENTATIONS**

Sean Bruno, Superintendent and Jerilee DiLalla, Assistant Superintendent for Human Resources recognized tenure recipients and held a reception in their honor following Personnel.



**COMMUNICATION – PUBLIC COMMENT**

- None

**BOARD REPORTS**

- None

**1. New Business**

None

**2. Policy Development**

The Board discussed the first reading of:

- 2.1 2022-23 District Code of Conduct

**3. Instructional Planning & Services**

- 3.1 Verbal – Rachel Kluth, Ed.D., Assistant to the Superintendent for Secondary Instruction
  - Dr. Kluth thanked Randall Yu, Deb Moyer, and all who helped with the Code of Conduct.
- 3.2 Verbal – Lynn Carragher, Assistant to the Superintendent for Inclusive Education and Instruction
  - Ms. Carragher reported that annual review meetings are almost done. There were over 550 meetings chaired since March. Inclusive Education is taking a look at summer evaluations, meeting with consultants, staff, and preparing for the 2022-23 school year.
- 3.3 Mr. Turbeville moved, seconded by Mr. Howlett, the Board approved Consent Items (CSE) 3.3.1-3.3.5. The motion Carried 6-0.
  - 3.3.1 On April 27, May 6, 10, and 17, 2022, the District Committee on Special Education reviewed students and made recommendations for placement.
  - 3.3.2 On May 3, 6, 10, 12, 17, 18, 23, and 24, 2022, the District Subcommittee on Special Education reviewed students and made recommendations for placement.
  - 3.3.3 On March 18, May 19 and 20, 2022, the Committee on Preschool Special Education reviewed students and made recommendations for placement.
  - 3.3.4 On May 3, and 6, 2022, the Oliver Subcommittee on Special Education reviewed students and made recommendations for placement.
  - 3.3.5 On April 27, 28, 29, and May 3, 2022, the High School Subcommittee on Special Education reviewed students and made recommendations for placement.

**4. Personnel**

Mr. Harradine moved, seconded by Mr. Turbeville, the Board approved Personnel items 4.1-4.13. The motion carried 6-0.

**CERTIFIED****4.1 Appointments**

- 4.1.1 Brendan Broderick, to be appointed as a Special Education Teacher at Oliver Middle School effective August 31, 2022. Emergency Covid-19 certificates in Students with Disabilities Grades 7-12 and ELA Grades 7-12. Probationary period August 31, 2022 through August 30, 2026. This expiration date is tentative and conditional only. In order to be eligible and considered for tenure the employee must meet all requirements of Educational Law and corresponding regulations. Annual salary \$40,800.
- 4.1.2 Brittany Hill, to be appointed as an English Teacher at Oliver Middle School effective August 31, 2022. Initial certificates in ELA Grades 7-12 and Students with Disabilities Grades 7-12. PEL recall probationary period August 31, 2022 through December 19, 2023. This expiration date is tentative and conditional only. In order to be eligible and considered for tenure the employee must meet all requirements of Educational Law and corresponding regulations.
- 4.1.3 Austin Reed, to be appointed a long term substitute Technology Teacher at the high school retro active March 21, 2022 through June 24, 2022. Pending certificate in Physical Education. Annual salary \$37,100. (prorated \$12,799).
- 4.1.4 James Wallington, to be appointed as a long term substitute Math Teacher at Oliver Middle School

retro active March 30, 2022 through June 24, 2022. COVID-19 certificate in Social Studies Grades 7-12. Annual salary \$37,100 (prorated \$11,501).

- 4.1.5 Michelle Wood, to be appointed as a long term substitute Kindergarten Teacher effective August 31, 2022 through June 30, 2023. Permanent certificates in Pre-K, Kindergarten and Grades 1-6 and Special Education. Annual salary \$40,800.
- 4.1.6 Sofia Palmieri, to be appointed as a long term substitute Kindergarten Teacher effective August 31, 2022 through June 30, 2023. Pending certificates in Childhood Education Grades 1-6, Students with Disabilities Grades 1-6, and Early Childhood Birth – Grade 2. Annual salary \$39,000.
- 4.1.7 Keishla Santiago Madera, to be appointed as a LOTE Teacher at the High School effective August 31, 2022. Emergency COVID-19 certificates in Spanish Grades 7-12 and Students with Disabilities Grades 7-12. Probationary period August 31, 2022 through August 30, 2026. This expiration date is tentative and conditional only. In order to be eligible and considered for tenure the employee must meet all requirements of Educational Law and corresponding regulations. Annual salary \$39,000.
- 4.1.8 Brooklynn Hill, to be appointed as a Special Education Teacher at the High School effective August 31, 2022. Pending certificates in Students with Disabilities Grades 7-12, Social Studies Grades 7-12, and Grades 5-6 extension. Probationary period August 31, 2022 through August 30, 2026. This expiration date is tentative and conditional only. In order to be eligible and considered for tenure the employee must meet all requirements of Educational Law and corresponding regulations. Annual salary \$39,000.
- 4.1.9 Sean Alonzo, to be appointed as a Special Education Teacher at the High School effective August 31, 2022. Pending certificates in Students with Disabilities Grades 7-12 and Social Studies Grades 7-12. Probationary period August 31, 2022 through August 30, 2026. This expiration date is tentative and conditional only. In order to be eligible and considered for tenure the employee must meet all requirements of Educational Law and corresponding regulations. Annual salary \$48,719.
- 4.1.10 Kenneth Clause, to be appointed as an Art Teacher at the High School effective August 31, 2022. Professional certificate in Visual Arts. Probationary period August 31, 2022 through August 30, 2026. This expiration date is tentative and conditional only. In order to be eligible and considered for tenure the employee must meet all requirements of Educational Law and corresponding regulations. Annual salary \$47,300.

#### 4.2 Resignations

- 4.2.1 Scott Dauphin, Special Education Teacher at Oliver Middle School, to resign for the purpose of retirement effective June 30, 2022.
- 4.2.2 Anne Urckfitz, ELA Teacher at the high school, to resign effective May 27, 2022.
- 4.2.3 Lesa Bo, LOTE Teacher at Oliver Middle School, to resign for the purpose of retirement effective June 29, 2022.

#### 4.3 Substitutes

- 4.3.1 Alivia Murray
- 4.3.2 Heather Renke
- 4.3.3 Sam Sevor
- 4.3.4 Joshua Bopp
- 4.3.5 Ashley Wixson
- 4.3.6 Karly Smith

#### 4.4 Teacher Immersion Fellowship Program Participants

- 4.4.1 None

#### 4.5 Leaves of Absence

- 4.5.1 None

#### 4.6 Other

- 4.6.1 – 4.6.11 Tenure to Board for approval

	Name	Start of Probation	Eligible Date for Tenure	Tenure Area	Location

4.6.1	Amy Rybacki	9/10/2018	9/9/2022	Psychologist	Ginther
4.6.2	Silvia Wharram	9/4/2018	9/3/2022	Elementary	Ginther
4.6.3	Leslie Bates	9/4/2018	9/3/2022	Elementary	Barclay
4.6.4	Ashleigh Grant	9/10/2018	9/9/2022	Elementary	Barclay
4.6.5	Lauren Reinhardt	9/3/2019	9/2/2022	Music	Hill
4.6.6	Hugo Herrera	9/4/2018	9/3/2022	Physical Education	Oliver
4.6.7	Laura Mueller	9/4/2018	9/3/2022	Music	Oliver
4.6.8	Kaleigh Dumigan	7/5/2018	7/4/2022	Counselor	High
4.6.9	Matthew Schirmer	9/4/2018	9/3/2022	Social Studies	High
4.6.10	Austin Stappenbeck	10/17/2018	10/16/2022	English	High
4.6.11	Jerilee DiLalla	7/23/2018	7/22/2022	Assistant Superintendent	Central Office

- 4.6.12 Sofia Palmieri, to be appointed as a K-6 Literacy/Math Summer School teacher for the summer 2022 session at a base rate of \$42.00 per hour.
- 4.6.13 Megan Wood, to be appointed as a K-6 Literacy/Math Summer School substitute teacher for the summer 2022 session at a base rate of \$42.00 per hour.
- 4.6.14 Creation of a 0.5 FTE Special Education position at Oliver Middle School.
- 4.6.15 **Correction**, Blaine Broughton, STEAM Day, Level K – Step 3, \$754, shared position with N. McCue \$377.
- 4.6.16 Natalie McCue, STEAM Day, shared position with B. Broughton, Level K – Step 3 \$377.

## CLASSIFIED

### 4.7 Appointments

- 4.7.1 Joshua Miller, to be appointed as a probationary Network Technician at Oliver Middle School effective July 1, 2022. Rate is set at \$23.50 per hour. Probationary period begins on July 1, 2022 and ends on September 30, 2022.

### 4.8 Resignations

- 4.8.1 Kathleen D'Ambra, School District Tax Collector, Business Office, resigning effective May 19, 2022.
- 4.8.2 Dale West, Data Analyst, Instruction Office, resigning effective June 20, 2022.
- 4.8.3 Joshua Miller, Microcomputer Maintenance Technician, Oliver Middle School, resigning effective June 30, 2022, pending board approval to the position of Network Technician.

### 4.9 Substitutes

- 4.9.1 Dawn Giardino, Food Service Helper
- 4.9.2 Matthew Akyuz, Summer Cleaner
- 4.9.3 Kim Martin, Summer Painter
- 4.9.4 Amanda Shaffer, Summer Cleaner
- 4.9.5 Jessica Shear-Michaels, Summer Painter
- 4.9.6 Valerie Burroughs, Summer Cleaner
- 4.9.7 Patricia Dodson, Summer Cleaner
- 4.9.8 Belynda McNamee, Summer Cleaner
- 4.9.9 Henry Schultz, Student Cleaner
- 4.9.10 Shamone Johnson, Student Cleaner
- 4.9.11 Ryan Davis, Summer Painter
- 4.9.12 Jill Wright, Cleaner
- 4.9.13 Arianna Heveron, Bus Driver
- 4.9.14 Donald MacIntyre, Bus Driver
- 4.9.15 Logan Mesiti, Student Helper, CEPACS
- 4.9.16 Grayson Montague, Student Helper, CEPACS
- 4.9.17 Jeremy Hopsicker, Summer Grounds
- 4.9.18 Carson Daly, Summer Grounds
- 4.9.19 Zachary Hursh, Summer Painter
- 4.9.20 Lori Dennis, Summer Painter

**4.10 Volunteers**

- 4.10.1 Paul Anthony
- 4.10.2 James Baker
- 4.10.3 Briana Bell
- 4.10.4 Allen Cretney
- 4.10.5 Kayla Graham
- 4.10.6 Kyle Hinchcliffe
- 4.10.7 Cheryl Long
- 4.10.8 Ally Miller
- 4.10.9 Kerrilyn Pritchard
- 4.10.10 Nathaniel Riexinger
- 4.10.11 Katherine Rubenacker
- 4.10.12 Chad Smith
- 4.10.13 Cody Sommer
- 4.10.14 Catherine Toeper

**4.11 College Participants**

- 4.11.1 Olivia Quattrociocchi, Student Observer, (Alyssa Stevens)

**4.12 Leaves of Absence**

- 4.12.1 Tina Dix, Custodian, effective May 27, 2022 through the anticipated date of July 8, 2022.

**4.13 Other**

None

**5. Financial**

- 5.1 Verbal – Jill Reichhart, Director of Finance
  - None
- 5.2 Mr. Turbeville moved, seconded by Mr. Lewis, the Board approved Financial Statement of Extraclassroom Activity Funds for the Hill School, Oliver Middle School and High School for March and April 2022. The motion carried 6-0.
- 5.3 Ms. Robertson moved, seconded by Mr. Lewis, the Board approved the Treasurer’s Report for the months of March and April 2022, as submitted and prepared by District Treasurer, Jill Reichhart. The motion carried 6-0.
- 5.4 Mr. Turbeville moved, seconded by Mr. Harradine, the Board approved the Financial Report for the months of March and April 2022, as submitted and prepared by District Treasurer. The motion carried 6-0.
- 5.5 Mr. Turbeville moved, seconded by Mr. Howlett, the Board approved the successful bidders, as listed, to furnish Custodial Supplies for the 2022-23 school year, total amount of expenditure \$18,409.99.

WHEREAS, the Custodial Supplies Bid for 2022-2023 was opened on May 12, 2022 at 11:00 a.m. The bid was advertised in the Daily Record and Rochester Business Journal and eight (8) companies responded. The following is a list of successful bidders for the 2022-2023 school year.

<b>Award Vendor</b>	<b>Award Total</b>
Corr Distributors, Inc.	\$ 394.69
Dobmeier Janitor Supply Inc.	\$ 15,342.72
Economy Products & Solutions	\$ 182.00
Hill & Marks, Inc.	\$ 723.60
Pyramid School Products	\$ 1,766.98
<b>Grand Total</b>	<b>\$ 18,409.99</b>

The motion carried 6-0.

**6. Physical Plant, Safety & Security, Transportation and Support Services**

6.1 Verbal – Darrin Winkley, Assistant Superintendent for Business

- Mr. Winkley provided highlights from the Solar Study and NYSERDA Benchmarking study.

**6. Human Resources**

6.1 Verbal – Jerilee DiLalla, Assistant Superintendent for Human Resources

- Ms. DiLalla provided a hiring update. We are well on our way with hiring this year and have had a strong pool of candidates. Administrators and teachers are working hard and conducting several rounds of interviews.
- Ms. DiLalla thanked Erika Wood for her help in planning the tenure and retiree receptions. She also thanked everyone for their support of her over the past four years.

**8. Report of the Superintendent of Schools**

8.1 Verbal – Sean C. Bruno, Superintendent of Schools

- Mr. Bruno shared the District received many compliments from parents regarding the additional safety measures last week.
- Mr. Bruno shared his appreciation for support from law enforcement agencies. He discussed the many benefits in our county, including forensic intervention team partners with Monroe County Mental Health clinicians and law enforcement. The increased connectiveness and crisis response is beneficial to our community.
- Mr. Bruno reported that positive COVID cases have decreased dramatically.
- Mr. Bruno shared that he is happy with all the activities going on and it is difficult to choose just one between all the concerts, athletics and end-of-year activities occurring simultaneously.

**9. Board Operations**

9.1 2021-22 Board of Education Meeting Schedule

9.2 2022-23 Budget Development Calendar

9.3 2021-22 MCSBA Calendar

**10. Old Business**

None

**11. Other Items of Business**

None

**12. Round Table**

- Ms. Robertson congratulated tenure recipients and shared her well wishes for Scott Dauphin in retirement. She also shared that a BHS senior helped her at a recent dental appointment and she was very impressed this student will finish WEMOCO and have a career.
- Mr. Lewis congratulated tenure recipients. He shared he attended the Memorial Day Ceremony at OMS and that they did a spectacular job with the ceremony. It is a great tradition.
- Mr. Howlett gave kudos to the bus driver of the senior trip in his handling of an accident that happened in front of them. He shared that the Alumni Association Scholarship dinner is approaching and will have approximately 200 attendees in the high school cafeteria. He thanked 58 Main for the affordable dinner and for always doing a great job.
- Mr. Turbeville congratulated tenure recipients and shared it was nice to see campus events going on as normal.
- Ms. Carbone congratulated tenure recipients and retirees. She shared that she and Ms. Robertson attended the Hill School STEAM program event and that it was nice to see law enforcement officers volunteering throughout the building (i.e., K9 program and scuba diving).

**13. Executive Session**

13.1 Mr. Howlett moved, seconded by Mr. Turbeville, the Board adjourned the regular meeting at 6:49 p.m. to enter into Executive Session for the purpose of discussing the medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation; and for the specific purpose of collective negotiations pursuant to Article 14 of the Civil Service Law. The motion carried 6-0.

Mr. Howlett moved, seconded by Mr. Turbeville, the Board entered into executive session at 7:16 p.m. The motion carried 6-0.

Mr. Howlett moved, seconded by Mr. Turbeville, the Board adjourned executive session and entered into regular session at 9:21 p.m. The motion carried 6-0.

**14. Adjournment**

14.1 Mr. Howlett moved, seconded by Mr. Turbeville, the Board adjourned the meeting at 9:22 p.m. The motion carried 6-0.

Prepared by:

\_\_\_\_\_  
Debra S. Moyer, District Clerk

\_\_\_\_\_  
Date

# PRESENTATIONS TO THE BOARD



# COMMUNICATIONS





# 1.0 NEW BUSINESS



## 2.0 POLICY





BROCKPORT CENTRAL  
SCHOOL DISTRICT

# CODE OF CONDUCT

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2022 - 2023



ALPHABETIC LISTING  
OF DETAILED PROCEDURES

## District Mission Statement

***“We engage and empower each student to achieve excellence as a learner and a citizen”***

The District is committed to providing students with a learning environment where all students can be successful, and all students are valued and respected for their individual qualities and characteristics.

Our vision is aspirational: “We aspire to be a leading, innovative, high-performing school district that graduates each student prepared for college or a career.”

The District has identified its core beliefs, which will help us to achieve our mission and vision:

**Students First:** Our students are our first priority.

**Character:** We value integrity, diversity, and respect for all.

**High Expectations:** We believe all students can learn and hold high expectations for ourselves and our students.

**Teaching & Learning:** Effective teaching and a rigorous curriculum are the foundation for high quality learning.

**Work Ethic:** We work hard and take pride in all that we do.

**Health & Safety:** We all have an obligation to promote a healthy, safe, and secure environment.

**Community:** Student, family and community engagement is critical for our success.

### Equal Opportunity Statement

The Brockport Central School District offers employment and educational opportunities, including career and technical educational opportunities, without regard to age, color, disability, ethnicity, marital status, national origin, race, religion, sex, gender identity and expression, sexual orientation or veteran status.

Inquiries regarding compliance with Section 504 may be addressed to Ms. Lynn Carragher, Assistant to the Superintendent for Inclusive Education, 40 Allen Street, Brockport, NY, 14420. Telephone: (585) 637-1856.

Inquiries regarding compliance with Title IX, or any other basis prohibited by state or federal non-discrimination laws, may be addressed to Ms. Jerilee DiLalla, Assistant Superintendent for Human Resources, 40 Allen Street, Brockport, NY, 14420. Telephone: (585) 637-1912.

### Compliance Procedures

**Alternate formats:** Whenever possible, this handbook may be translated as needed or an interpreter made available upon request. This document can also be reproduced in large print.

**Electronic access:** This document can be viewed at the BCSD website [www.bcsd1.org](http://www.bcsd1.org)

**Compliance:** This plan meets the requirements of the Project SAVE legislation (Education Law section 2801) and section 100.2(l) of the New York State Commissioner of Education Regulations.

**Original:** May 2002

**Board Approved:** June 2004, August 2004, July 2005, May 2006, July 2008, July 2011, August 2013, July 2014, July 2015, July 2016, June 2017, July 2018, July 2019, July 2020, August 2021

Dear Brockport students, parents/guardians and essential partners,

Each year the Brockport Central School District reviews its Code of Conduct to ensure we are in compliance with federal, state and local regulations. This document has been updated for the 2022-23 academic year to reflect required changes and incorporates feedback from the Brockport Board of Education, staff, students and families.

The goal of the Code of Conduct is to guide individuals toward an understanding of the District's standards and procedures to ensure the safety of students, school personnel, parents and visitors to our campus. While this document identifies consequences for unacceptable behavior, it also highlights a student's rights and responsibilities to help create a supporting and positive school climate.

I encourage you to review the Code of Conduct with your child to better understand school rules and expectations. Please contact us if you have any questions, concerns or feedback.

We look forward to working with you and your child. Together we can create a safe and secure environment where each student can learn and grow.

Sincerely,



Sean C. Bruno  
*Superintendent of Schools*



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## Table of Contents

Computer Networks and Electronic Devices .....	9
Dignity for All Students Act .....	11
Dignity Act Coordinator .....	12
Training .....	13
Reports and Investigations of Harassment, Bullying and Discrimination .....	14
Disciplinary Consequences and Remediation .....	14
Prohibition of Retaliatory Behavior .....	15
Dissemination, Monitoring, Review and Reporting .....	15
Discipline Code .....	16
Discipline Procedures .....	18
Alcohol and Other Drug Violations .....	20
Dress Code .....	21
Drug, Alcohol and Tobacco Use .....	22
Educational Records .....	24
Equal Educational Opportunity Rights .....	25
Essential Partners .....	26
Visitors to Schools .....	27
Public Conduct at School Functions On or Off Property .....	27
Grievance Procedures for Students .....	30
Gun-Free and Weapons-Free Schools .....	32
Weapons and the Superintendent’s Actions .....	32
Out of School Suspension (Short-Term).....	33
Out of School Suspension (Long-Term) and Expulsion .....	34
Search, Seizure and Privacy.....	35
Student Rights and Responsibilities .....	36
Students with Disabilities – Discipline.....	37
Manifestation Determination Procedures .....	40
Supporting a Positive School Climate.....	43
Types of Restorative Practices/Approaches .....	44
Transportation .....	45
School Bus Conduct: Suspension .....	45

**Appendix**

I. Definitions ..... 46  
II. Frequently Asked Questions ..... 50  
III. School Safety and Educational Climate (SSEC) – Glossary ..... 51  
IV. Superintendent’s Hearing and Appeal Process ..... 57  
V. References ..... 58



# Computer Networks and Student Devices

## Board Policy 7300 (Student Use of Personal Technology)

**STUDENTS HAVE THE RIGHT TO** use designated computer resources owned by the Brockport Central School District for educational purposes. Students may use electronic devices as long as they do not interfere with instruction or other school activities.

New technologies are shifting the ways that information may be accessed, communicated and transferred. Those changes also offer the opportunity to enhance instruction and student learning.

Along with access to devices and the Internet comes the availability of materials that may not be considered appropriate in the classroom. Brockport Central School District uses an Internet filtering program to protect students from accessing materials that may not be considered appropriate in the classroom. Ultimately, school staff, parents and guardians of minors are responsible for setting and conveying the standards for students to follow when using media and information sources. Brockport Central School District supports and respects each family's right to decide whether or not to allow their child to access the Internet.

If the Internet is used by the teacher for direct classroom instruction and is under the teacher's control, the Acceptable Use Policy (AUP) is not necessary. Students using the Internet independently of the teacher must have an AUP on file.

### Rules and Responsibilities

**STUDENTS ARE RESPONSIBLE FOR** good behavior on school computer networks just as they are in a classroom or school hallway. General school rules for behavior and communications apply as outlined in the building student handbooks and the District Code of Conduct.

Internet access is provided for students to conduct research and communicate with others in relation to school work. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege, not a right. Therefore, based upon the acceptable use guidelines outlined in this document, the District may deny access at any time and revoke or suspend specific user access based on violations of the rules and standards contained in this policy. The use of network resources must be in support of the academic expectations of Brockport Central Schools. Use of other organizations' networks or computing resources must comply with rules appropriate for that network.

Transmission of any material in violation of U.S. or state regulations including copyrighted, threatening, or obscene materials is prohibited. Use for commercial activities by for-profit organizations, product promotion, political lobbying, or illegal activities is strictly prohibited.

The user is expected to abide by the following network rules of etiquette. The user will:

- a) Engage in positive digital citizenship.
- b) Be respectful and polite and will not write or send abusive messages.
- c) Use appropriate language (swearing, use of vulgarities or any other inappropriate language is prohibited).
- d) Not transmit obscene materials or receive offensive messages or pictures from any source.
- e) Not reveal the personal address or phone number of themselves or others.
- f) Not communicate any credit card number, bank account number or any other financial information.
- g) Not assume that all electronic messages are private. People who operate the system do have access to all mail. Inappropriate messages can result in suspension of privileges.
- h) Not send messages inflammatory or derogatory toward any race, religion, culture, ethnic group, gender or sexual orientation.
- i) Not tamper with or copy school-owned software or load personal software onto school-owned computers.
- j) Not download non-educational software from the Internet.
- k) Not use the network in a way that would disrupt the use of the network by other users.
- l) Not commit acts of vandalism. Any malicious attempt to harm or destroy data of another user will not be tolerated. Any questionable action will result in the cancellation of user privileges.
- m) Not use school computers for unauthorized purposes.
- n) Confine printing to school-related materials.
- o) Not post personal web pages as part of the District's web site. All web pages for classes or extracurricular groups must be approved and in compliance with Board Policy #3180 District Web Site/Web Pages.
- p) Share their passwords or utilize another user's password.
- q) Not damage hardware or permanently alter the physical appearance of district issued devices.

### **Other Personal Electronic Devices**

Personal electronic devices (including but not limited to, cell/smart phones, tablets and personal computers) can greatly enhance an individual's safety, productivity, learning or entertainment. It is the responsibility of the user to use electronic devices in a responsible manner that does not disrupt the rights of others or in any way infringe upon the educational environment.

## Dignity for All Students Act

### Board Policy 7500

---

**YOU HAVE THE RIGHT TO** learn in a safe, inclusive, environment free of emotional, physical or cyber bullying, harassment or bias.

**YOU HAVE A RESPONSIBILITY TO** contribute to an inclusive school environment that is conducive for learning and is a place that feels safe and respectful for all. If it is safe to intervene as a helpful bystander (“upstander”) and/or report instances of bullying, harassment, hazing, etc. use the Bullying Reporting Form.

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The Board of Education is committed to providing an educational and working environment that promotes respect, dignity and equality. The Board of Education recognizes that learning environments that are safe and supportive can increase student attendance and improve academic achievement. A student’s ability to learn and achieve high academic standards, and a school’s ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting and intimidation. These behaviors interfere with the mission of the District to educate its students and disrupt the operation of the schools. Such behavior affects not only the students who are the targets, but also those individuals who participate in and witness such acts.

Therefore, in accordance with the Dignity for All Students Act, Education Law, Article 2, the District will strive to create an environment free of harassment, bullying and discrimination and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with the District’s educational mission.

The District condemns and prohibits all forms of harassment, bullying and discrimination of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex by school employees or students on school property and at school-sponsored activities and events that take place at locations off school property. All administrators, faculty, staff, parents/caregivers, families, volunteers and students are expected to not tolerate harassment, hazing and bullying and to model behavior that is respectful and civil.

In addition, any act of harassment, bullying and discrimination outside of school sponsored events, which can reasonably be expected to materially and substantially disrupt the educational process may be subject to discipline. Off campus misconduct that endangers the health and safety of students or staff within the school, or can reasonably be expected to impact the educational process is also prohibited and will be addressed by the District. Examples of such misconduct include, but are not limited to cyberbullying.

Cyberbullying is defined as the creation of a hostile environment by conduct or by threats, intimidation or abuse through any form of electronic communication, that:

- a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being;
- b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety;
- c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student or;
- d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

Therefore, discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds which can reasonably be expected to materially and substantially interfere with the requirements of appropriate conduct and order in the operation of the school or impinge on the rights of other students may be subject to disciplinary consequences.

### **Dignity Act Coordinator**

At least one employee at every school shall be designated as the Dignity Act Coordinator. All Dignity Act Coordinators will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) and sex. The Board of Education shall appoint all Dignity Act Coordinators and share the names and contact information with all school personnel, students and parents/ persons in parental relation.

If a Dignity Act Coordinator vacates their position, another school employee shall immediately be designated for an interim appointment as Coordinator, pending approval from the Board of Education, within thirty days of the date the position was vacated. In the event a Coordinator is unable to perform the duties of the position for an extended period of time, another school employee shall immediately be designated for an interim appointment as Coordinator, pending return of the previous Coordinator to the position.

## Dignity Act Coordinators

### District-wide

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## Training

Training will be provided each school year for all District employees in conjunction with existing professional development training to raise staff awareness and sensitivity of harassment and discrimination directed at students that are committed by students or school employees on school property or at a school function. Training will include ways to promote a supportive school environment that is free from harassment, bullying and discrimination, emphasize positive relationships and demonstrate prevention and intervention techniques to assist employees in recognizing and responding to harassment, bullying and discrimination, as well as ensuring the safety of the victims.

Instruction in Pre-Kindergarten through Grade 12 shall include a component on civility, citizenship and character education. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community. Such component shall include instruction of safe, responsible use of the Internet and electronic communications. For the purposes of this policy, “tolerance,” “respect for others” and “dignity” shall include awareness and sensitivity to harassment, bullying, discrimination and civility in the relations of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, genders and sexes.

Rules against harassment, bullying and discrimination will be included in the Code of Conduct, publicized district-wide and disseminated to all staff and parents. An age-appropriate summary shall be distributed to all students at a school assembly at the beginning of each school year.

### **Reports and Investigations of Harassment, Bullying and Discrimination**

Although it can be difficult to come forward when faced with bullying, hazing or harassment, the District cannot effectively address inappropriate behaviors if incidents are not reported. Students who have been bullied, parents/caregivers whose children have been bullied or other students or staff members who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the guidelines and training provided. The District will investigate complaints of harassment and discrimination, either formal or informal, and take prompt corrective measures, as necessary. Complaints will be investigated in accordance with applicable policies and regulations. If, after an appropriate investigation, the District finds that this policy has been violated, corrective action will be taken in accordance with district policies and regulations, the Code of Conduct and all appropriate federal or state laws.

The District will annually report verified material incidents of discrimination and harassment to the State Education Department as part of the School Safety and Educational Climate (SSEC) Reporting System.

**Disciplinary Consequences and Remediation** While the primary focus of this policy is prevention, acts of bullying, harassment or hazing may still occur and must be addressed. These acts may be student to student, and/or staff to student. (DASA does not protect staff to staff interactions.) After completing an investigation into acts of bullying, harassment or hazing, appropriate disciplinary action may be taken by the administration in accordance with the District’s Code of Conduct. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

Consequences for a student who commits an act of bullying, harassment and/or hazing shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student and the student’s disciplinary history. All discipline will be consistent with the District’s Code of Conduct.



### **Prohibition of Retaliatory Behavior**

All complainants and those who participate in the investigation of a complaint in accordance with state law and district policies, who have acted reasonably and good faith, have the right to be free from retaliation of any kind.

Any person who has reasonable cause to suspect that a student has been subjected to harassment, bullying and discrimination by an employee or student, on school grounds or at a school function, who acts reasonably and in good faith and reports such information to school officials or law enforcement authorities, shall have immunity from any civil liability that may arise from making such report. The Board prohibits any retaliatory behavior directed at complainants, victims, witnesses and/or any other individuals who participated in the investigation of a complaint of discrimination or harassment.

### **Dissemination, Monitoring, Review and Reporting**

The policy shall be posted on the District's website. The District has adopted a reporting form that may be used to report any complaints regarding bullying, harassment or hazing under this policy. This form is accessible on the District's website and will be incorporated in the District's administrative regulations.

Each year, as part of the annual review of the Code of Conduct, this policy will be reviewed to assess its effectiveness and compliance with state and federal law. If changes are needed, revisions will be recommended to the Board for its consideration and approval.

The District will annually report all verified material incidents of discrimination and harassment to the State Education Department as part of the uniform School Safety and Educational Climate (SSEC) data report.



## Discipline Code

The following items are examples of violations of the discipline code for student behavior and will be addressed with disciplinary consequences and possible civil or criminal sanctions. The number in the parenthesis after certain items corresponds to the New York State Education Department's School and Safety Educational Climate (SSEC).

### 1. **Insubordination** (*examples include, but are not limited to*):

- 1.01 Failing to comply with lawful directions of a teacher, administrator or other school/district employee
- 1.02 Failure to comply with any school or district rule, regulation or policy
- 1.03 Being tardy to class without permission
- 1.04 Failure to attend class
- 1.05 Tardy to school
- 1.06 Leaving class without permission
- 1.07 Leaving school or school grounds without permission
- 1.08 Inappropriate attire/failure to comply with dress code
- 1.09 Failure to comply with Personal Electronic Device expectations

### 2. **Disorderly Conduct** (*examples include, but are not limited to*):

- 2.01 Inappropriate Language
- 2.02 Disturbing any lawful assembly or meeting
- 2.03 Misuse of Internet and other technologies as defined by Computer Network for Education Policy (or Violation of the Acceptable Use Policy)
- 2.03a Misuse of personal devices include the unlawful photographing and recording of students and staff or using/distributing another person's image without permission
- 2.04 Any willful and unsanctioned act that disrupts the normal operation of the school community
- 2.05 Destruction of Property
- 2.06 Vandalism
- 2.07 Forgery/Plagiarism
- 2.08 Cheating
- 2.09 Theft
- 2.10 Gambling
- 2.11 Lying to a staff member or school official
- 2.12 Any conduct violating federal, state or local law, rule or regulation, or district policy including, but not limited to, the District's policy on maintenance and enforcement of public order on school property

**3. Endangering Health, Welfare, Safety or Morals of Self/Others** (*examples include, but are not limited to*):

- 3.01a Creating a hazardous or physically offensive condition (e.g., horse play, rough housing) without injury
- 3.01b Creating a hazardous or physically offensive condition (e.g., horse play, rough housing) that results in physical injury
- 3.02a Altercation – Verbal
- 3.02b Altercation – Physical
- 3.03a Assault with physical injury (3a)
- 3.03b Assault with serious physical injury (3b)
- 3.04a Threats/Extortion – Excluding Cyberbullying (5a)
- 3.04b Threats/Extortion – Including Cyberbullying (5b)
- 3.05 Inciting other students to intimidate or to act with physical violence upon any other person
- 3.06 Promoting violence through verbal or electronic means
- 3.07 Selling, distributing, using or possessing tobacco, vaping e-cigarettes or a look-alike device
- 3.08 Selling, distributing, using or possessing alcohol (9)
- 3.09 Selling, distributing, using or possessing drugs including related paraphernalia, or of substances they believe to be or portray to be drugs, or substances that “act like” or mimic being under the influence of drugs or the inappropriate use, distribution or sale of prescription drugs (8)
- 3.10a All forms of verbal harassment/bullying including using profane, vulgar or abusive language against cultural, religious and ethnic groups and including that which promote homophobia, sexism or racism - Excluding Cyberbullying (5a) (DASA)
- 3.10b All forms of verbal harassment/bullying including using profane, vulgar or abusive language against cultural, religious and ethnic groups and including that which promote homophobia, sexism or racism - Cyberbullying (5b) (DASA)
- 3.11a All forms of physical harassment/bullying against cultural, religious and ethnic groups, and including that which promote homophobia, sexism or racism – excluding Cyberbullying (5a) (DASA)
- 3.11b All forms of physical harassment/bullying against cultural, religious and ethnic groups and including that which promote homophobia, sexism or racism – Cyberbullying (5b) (DASA)
- 3.12a Verbal Sexual Harassment – excluding Cyberbullying (5a) (DASA)
- 3.12b Verbal Sexual Harassment – Cyberbullying (5b) (DASA)
- 3.13 Physical Sexual Harassment (5a) (DASA)
- 3.14a Sexual Offenses – Forced (2a)
- 3.14b Sexual Offenses – Other (2b)

- 3.15 Selling, distributing, possessing or accessing obscene materials
- 3.16 Unsafe driving
- 3.17 Bomb threat, even if later determined to be a hoax (6)
- 3.18 False alarm (7)
- 3.19 Hazing
- 3.20 Arson – The act of deliberately setting fire to property
- 3.21a Selling, distributing, using or possessing weapons, destructive devices or other dangerous instruments; routine security checks (4a)
- 3.21b Selling, distributing, using or possessing weapons, destructive devices or other dangerous instruments; weapons possessed under other circumstances (4b)
- 3.22 Gang-related activity, including soliciting others for gang membership
- 3.23 Using hate speech through verbal, written or electronic means

### **Discipline Procedures**

The Superintendent and/or designate, including all building administrators and directors, are responsible for identifying student behavior in conflict with the responsibilities of the Student Conduct Code. To ensure the health, welfare and safety of all students, administrators will take measures that *may* include:

- Investigation of the incident(s) or infraction(s)
- Determine responsibility level(s)
- Restorative Practices; Assist students in repairing relationships and/or making amends for their behavior
- Apply appropriate disciplinary measures

These measures may also include receiving counseling/advising, participation in 1-1 mediation or group mediation, reading assignment and reflective paper on a relevant topic, making a verbal or written apology, entering into a behavioral agreement, providing community service to the school, cleaning up or restitution for damages. These consequences increase the student's awareness of their personal responsibility and develop empathy for the affected person(s). Restorative justice measures often require agreement of the offender and/or the harmed person(s) and may be used alongside traditional disciplinary measures when the student is amenable to participating in this process.

Teachers may also impose certain forms of disciplinary action and restorative justice, including the removal of a student causing substantial disruption from their classroom. Principals may impose all of these forms of disciplinary action, except for suspension from Commencement, long-term suspension (more than five days) and permanent suspension from school.

Except in extreme situations, the Principal, Assistant Principal or teacher may require that a student in violation of their responsibilities attend a conference before disciplinary action is decided. A conference intended for the purpose of considering suspension may also be held. Depending upon the nature of the offense, other persons involved, including parents, may be asked to attend the conference. In general, teachers and principals will keep parents advised of discipline problems with their children before they reach a serious stage.

A consequence is the result or direct effect of an action. There is a range of consequences that administrators and teachers may utilize as a result of a student's action. The range of disciplinary consequences include, but is not limited to:

- Verbal or written warnings
- Reprimand
- Verbal or written notification to parent/guardian
- Time-out or cool-off room
- Detention, staying after school, lunch detention
- Loss of privileges, such as losing recess and/or intramurals
- Cleaning up
- Payment of damages and/or repairing damages
- Removal or ban from:
  - Classroom
  - Other privileges, including, but not limited to, computer network use
  - Co-curricular, social or extracurricular activities
  - Athletic participation
- **Suspension, to include:**
  - In-school suspension
  - Short-term Out of School Suspension (up to 5 full days) with alternative instruction
  - Long-term suspension from school (more than 5 full school days) with alternative instruction
  - Short-term, long-term or expulsion from transportation
  - Permanent suspension (expulsion) from school
- **In addition to the above listed consequences, additional administrative action may include a referral to:**
  - PINS (Person in Need of Supervision) proceeding, for repeated, incorrigible behavior
  - Law Enforcement
  - Presentment Agency or other Social Services
  - Mental Health, Drug and/or Alcohol Counseling

### **STANDARDIZED CONSEQUENCES**

Violations may warrant more than the minimum consequences stated here. Project SAVE legislation requires that each district state the absolute minimum of consequences for violent behaviors and then “build” from that baseline. Standardized consequences for elementary students will be adjusted by the principal as developmentally appropriate to the age of the child.

**Disruptive acts:** minimum one full school day of out-of-school suspension for a student who:

- Commits an act of violence against another student or any person lawfully or unlawfully upon district property (based upon the severity of the injury)
- Knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other district employee, or any person
- Knowingly and intentionally damages or destroys school property (based upon the severity of the damage).

**Violent acts:** minimum five full school days out-of-school suspension for a student who:

- Commits an act of violence against another student or any person lawfully or unlawfully on district property and/or district sponsored activities (based upon the severity of the injury).
- Possesses or displays a gun, knife, explosive or incendiary bomb or other dangerous weapon
- Threatens to use, as a weapon, any instrument that appears capable of causing physical injury or death

The Superintendent and/or designee must refer any student under the age of sixteen who has brought a weapon to school to the Presentment Agency (County Attorney's Office) for a juvenile delinquency proceeding. The Superintendent or designee must refer any student 16 years of age or older, or a student 14 or 15 years of age who qualified for juvenile offender status, who has brought a weapon to school, to appropriate law enforcement.

***For additional information, see the Procedures for Discipline of Students with Disabilities section.***

### **Alcohol and Other Drug Violations**

Violations of policy regarding alcohol, drugs, drug paraphernalia and/or prescription drugs generally may carry the following consequences:

- Suspension from school for five days
- Suspension from extra-curricular activities including athletics for 14 days
- Notification of parent/guardian
- Notification of law enforcement
- Superintendent's Hearing

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*The District will assist students involved with alcohol or other substances in choosing healthier and more productive behaviors and will provide information about third-party service providers to help students with substance abuse problems.*

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## Dress Code

### Student Dress Code for All Students K-12

The responsibility for the dress and appearance of students shall rest with the individual and parent/guardian. While dress is a matter of personal choice, teachers, administrators, and District personnel should model and reinforce student understanding of appropriate dress.

An individual's dress and appearance should be safe, appropriate, and not interfere with the education process (e.g., wearing sneakers for Physical Education class and not wearing open-toed shoes on the playground, etc.). Note: Some classes, may require wearing appropriate protective gear, protective clothing, and removal of jewelry for safety purposes.

Students should **not** wear items:

- perceived to be obscene, vulgar, libelous, or offensive to others because of race, color, religion, creed, national origin, gender, gender expression, gender identity, sexual orientation, body image, disability, or other protected category;
- that promote or endorse weapons, alcohol, tobacco, smoking, legal or illegal drugs or substances violence or violent acts, or the use of the aforementioned;
- that expose body parts or undergarments, or are provocative;
- on their heads (grades K-5), except for medical, religious, or cultural purposes;
- that cover their face, except for medical, religious or cultural purposes; and
- that are a tripping hazard.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that a student shall not be prevented from attending school, riding a bus, attending a school function on or off District property, so long as their dress and appearance meet the requirements.



## **Drug, Alcohol and Tobacco Use**

Board Policy 7320 (Alcohol, Tobacco, Drugs and Other Substances)

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**STUDENTS HAVE THE RIGHT TO** a safe and drug-free school environment.

**STUDENTS HAVE A RESPONSIBILITY** to contribute to a safe environment and give their best effort without compromising either by using alcohol or drugs. Students also have a responsibility to think about the impact of substances that they put in their body and to be aware of the impact.

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No student shall use, possess, sell or distribute alcohol and/or other substances on school grounds, at school- sponsored events or on a bus. No student shall use or possess drug paraphernalia or be under the influence of drugs or alcohol on school grounds or at school- sponsored events.

The term “alcohol and/or other substances” includes, but is not limited to, alcohol, nicotine, inhalants, vaping, marijuana, other illegal drugs, look-alikes and any of the substances commonly referred to as “designer drugs.” The inappropriate use, possession, sale or distribution of prescription and over-the-counter drugs is also prohibited.

Students who violate this policy will be suspended immediately from school in accordance with Education Law and Code of Conduct.

### **What happens when students are suspected of using (or being under the influence of) alcohol or other substances?**

During the school day, the student is sent to an administrator’s office and for the health, welfare and safety of the student and others, the following actions *may* include:

- An administrator speaks with and assesses the student
- Reasonable suspicion search of person(s) and belongings including vehicle(s)
- The school nurse speaks with and assesses the student
- Parents/guardians are notified
- Local law enforcement is contacted
- Local emergency personnel are contacted

If it is determined the student has consumed alcohol, drugs or other impermissible substances, when parents/guardians are notified, they must pick up the student. It may be determined by medical personnel that transport by ambulance or law enforcement may be necessary.

At school events or on school grounds after school hours, an administrator attending the event will determine if alcohol, drugs or other impermissible substance use is involved. If so, the administrator notifies the parent/guardian and local law enforcement if deemed necessary.



### **What if the person involved with alcohol or drugs is not a student?**

All people are prohibited from school grounds or school-sponsored events if they exhibit behavior, conduct or personal characteristics that indicate they used or consumed alcohol and/or other impermissible substances or if they sell, distribute or possess alcohol and/or other impermissible substances.

### **Does the District offer any help to those involved with alcohol or substance use?**

The District will assist students and staff involved with alcohol or other substances. The District offers a program entitled the Student Assistance Program (SAP). This program for students brings together school, community, family and the youth in a working partnership. They offer assistance to students currently experiencing problems or those at risk for problems. The SAP is designed to help students succeed in the school setting and break down barriers to learning, allowing students to successfully complete their education.

### **What about prescription and over-the-counter medicine?**

Prescription and over the counter medications that need to be administered during school hours must be accompanied by written authorization from parent/guardian and the child's attending physician. Parents or caregivers must deliver the medication to the nurse's office.

**Medication cannot be sent in with a child.**  
You are encouraged to contact your child's school nurse with any questions.

### **Alcohol and other drug violations:**

Violations of policy regarding alcohol, drugs, drug paraphernalia, "look alike" drugs and/or prescription drugs generally carry the following consequences:

- Suspension from school for a minimum of five days
- Notification of parent/guardian
- Notification of law enforcement

### **Tobacco Use**

The Brockport Central School District is a tobacco-free environment. The District recognizes its responsibility to promote the health, welfare and safety of students, staff and others on school property and at school sponsored activities.

No person is permitted to use or sell tobacco products (including but not limited to cigarettes, e-cigarettes, cigars, any smoking device, vaping, pipes, bidis, clove cigarettes, dip, chew, snus, snuff and any other spit or smoking tobacco product) in any way, at any time, including non-school hours, on District property, grounds or in District vehicles. In addition, no student shall use, possess, sell or distribute tobacco products at school sponsored events.

Tobacco advertising is not allowed on school property, grounds, at any school sponsored off-campus event or in any school sponsored publications.

Students and/or staff found in violation of this policy may be given the opportunity to participate in tobacco prevention and cessation programs.

Signs communicating this policy are prominently posted and properly maintained in all building entrances, grounds and vehicles. The Brockport Central School District annually notifies students, parents/guardians and staff of the tobacco-free policy.

## Educational Records

### Board Policy 7240 (Student Records: Access and Challenge)

#### 1. General

The District maintains certain records on each of its students. In general, these records contain progress reports, attendance records, grades, intelligence quotient assessment results, tests, achievement scores, medical records, athletic records, disciplinary records and other forms of academic evaluation of students by educators. Psychological and psychiatric reports are confidential and are kept in separate files.



FERPA and provisions in the No Child Left Behind Act (NCLB) give the 18-year-old student and both parents/guardians of younger students (unless prohibited by state law, court order or binding legal agreement) the right to:

- Inspect and review any and all official records, files and other data directly related to the student
- Receive a list of individuals having access to these records
- Ask for an explanation of any item in the records
- Ask for an amendment to any record on the grounds that it is inaccurate, misleading or in violation of the privacy of the student and provide the basis for such belief
- Obtain a hearing if the school determines not to make the amendment
- The District may disclose education records without prior consent in other circumstances permitted by FERPA and NCLB

## 2. Disclosure

Records of each student are kept confidential with certain exceptions including, but not limited to, under court orders, for health and safety emergencies under the law and when certain persons need to know for the furtherance of the student's education, such as a meeting of the Committee on Special Education.

However, the District may release, without prior consent, "directory information" for each student, which includes the student's:

- name, address, telephone number
- date and place of birth, age
- school currently attending
- grade level
- participation in officially recognized activities and sports
- weight, if the student is a member of an athletic team
- height, if the student is a member of an athletic team
- dates of attendance
- degrees and awards received
- most recent previous educational institution attended

Under FERPA and the NCLB regulations regarding information disclosed to military recruiters, opportunity shall be given annually for parents/guardians or eligible students to notify the school principal that some or all of this information is not to be released without prior consent. This letter is mailed to families in August of each year.

Parents/guardians or students objecting to the release of some or all of this information without prior consent must "opt-out." They may opt-out by annually notifying the building principal in writing by the last school day of September, identifying the types of directory information to be withheld from release. The annual notification must be received by the building principal by close of business on September 30, unless September 30 falls on a weekend or holiday, in which case the deadline will be extended to the close of business of the next school day.

### Equal Educational Opportunity Rights

All students shall have equal educational opportunities regardless of actual or perceived race, gender, color, creed, religion, national origin, age, disability, economic status, sexual orientation, gender identity and expression, marital status and/or other legally protected classification, status or characteristic. The District will allow access to activities as is required by local, state or federal law, except as otherwise provided by law or regulation. This District policy follows the requirements of Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and Tompkins County Local Law Chapter 92-5.

## Essential Partners

Essential partners shall be role models of respectful behavior as they interact with all students. The roles of essential partners are further elaborated in this section.

### A. Teachers shall:

1. maintain appropriate student behavior and a climate of mutual respect and dignity in their classrooms and throughout their schools at all times. Classrooms and schools should be so managed that at all times the objectives of training for self-discipline, individual responsibility and favorable climate for learning will be realized;
2. contact and involve the parents/guardians as soon as possible in the resolution of a problem;
3. detain students after school for a conference and assistance when appropriate. Such a detention may be scheduled for the day following the infraction so that the teacher can inform the parents/guardians and arrangements can be made for transportation;
4. know school policies and rules and enforce them in a fair and consistent manner;
5. exhaust all possibilities and resources available to them for a solution when a discipline problem occurs. This means that, in most cases, there will be at least one or more private conferences between the teacher, the student and the parents/guardians to attempt to resolve the problem. If this is unsuccessful, teachers need to seek further assistance from the administration and/or counseling staff of the school;
6. provide instructional materials for suspended students upon request and for students with an approved medical excuse from classes; and
7. work with students to understand their behavior and to reinforce appropriate behavior.

### B. Counselors and Psychologists shall:

1. work with teachers and administrators to involve the parents/guardians in the resolution of a problem;
2. work as part of a multidisciplinary team with parents/guardians and students to develop Response to Intervention Plans designed to help students to be more successful in school; and
3. provide short-term individual and group counseling and/or make appropriate referrals to outside agencies.
4. work with teachers, administrators, other staff members, parents/guardians and students to attempt to elicit the root cause of inappropriate behavior and collaboratively develop plans to address both the symptoms and root causes of discipline problems.

### C. Administrators shall:

1. promote a safe, orderly and stimulating school environment, supporting active teaching and learning;
2. enforce the laws, policies, this Code of Conduct and regulations to ensure appropriate student behavior and a conducive educational climate;
3. contact and involve parents/guardians in the resolution of a problem;
4. facilitate parent conferences;
5. work with students to improve their behavior and, when appropriate, refer them to the appropriate support personnel for additional assistance; and

6. work with teachers, counselors, other staff members, parents/guardians and students to attempt to elicit the root cause of inappropriate behavior and collaboratively develop plans to address both the symptoms and root causes of discipline problems.

**D. Other School Staff shall:**

1. deal with all students in alignment with the District’s Core Beliefs (see inside front cover);
2. uphold the Code of Conduct; and
3. report violations to school authorities.

**E. Parents/Guardians shall:**

1. confer and collaborate with district personnel in working toward solutions to problems;
2. know the District Code of Conduct and expect compliance from their children; and
3. seek out-of-school help (medical, counseling and parenting) when necessary.

**Visitors to the Schools**

All visitors are required to report to the main office upon arrival at school and state their business. Visitations to classrooms for any purpose require permission in advance from the building principal. The building principal may deny requests to visit if the purpose of the visit is deemed inappropriate, disruptive or interferes with staff or student supervision.

Student visitors from other schools, unless they have a specific reason and prior approval of the Superintendent or designee, are not permitted to enter school buildings. New students accompanied by parents/guardians and escorted by staff are always welcome.

Visits to school buildings are to be in accordance with Board policy and this Code of Conduct. A violation of the visitation policy and/or the Code of Conduct will be prosecuted pursuant to New York State law.

**Electronic Visitor Management System**

The District utilizes an electronic visitor management system (EVMS) in order to ensure the safety and welfare of its students, staff and guests. When any visitor, including parents and volunteers, wishes to enter any school building during school hours, a valid state or government issued photo ID, such as a valid driver's license, must be presented. Prior to entry permission, the EVMS will check visitors against known sexual offender databases. After scanning the visitor's ID, the EVMS will print a visitor's badge that must be worn throughout the duration of the visit. Visitors should return this badge at the end of their visit so that they may be checked out of the building in a timely fashion. Visitors who refuse to produce IDs or fail the check of sexual offender databases, may be asked either to wait in the school building lobby or to leave school premises.

**Public Conduct at School Functions on or off School Property**

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, “public” shall mean all persons when on school property or attending a school function including students, parents/guardians and/or district personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The District recognizes that free inquiry and free expression are indispensable to the objectives of the District. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

### **A. Prohibited Conduct**

No person, either alone or with others, shall;

1. intentionally injure any person or threaten to do so;
2. intentionally damage or destroy district property or the personal property of a teacher, administrator other district employee or any person lawfully on school property, including graffiti or arson;
3. disrupt the orderly conduct of classes, school programs or other school activities;
4. distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others or are disruptive to the school program;
5. intimidate, harass or discriminate against any person on the basis of a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, age, gender or sex;
6. enter any portion of the school premises without authorization via a secured entrance/exit or remain in any building or facility after it is normally closed;
7. obstruct the free movement of any person in any place to which this code applies;
8. violate the traffic laws, parking regulations or other restrictions on vehicles;
9. possess, consume, sell, distribute or exchange alcoholic substances (including powdered alcohol), controlled or illegal substances or related paraphernalia or be under the influence of either an alcoholic or illegal substance on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, heroin, amphetamines, steroids, look-alike drugs, synthetic marijuana and all substances that produce a marijuana-like high including herbal incense and bath salts and any substances commonly referred to as "designer drugs;"
10. smoke cigarettes, cigars, e-cigarettes, vaporizers or use other forms of tobacco;
11. possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the District;
12. loiter on or about school property;
13. gamble on school property or at school functions;
14. refuse to comply with any reasonable order of identifiable district officials performing their duties;
15. willfully incite others to commit any of the acts prohibited by this code; or
16. violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

## B. Penalties

Persons who violate this code shall be subject to penalties.

1. **Visitors:** their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. **Students:** they shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. **Tenured faculty members:** they shall be subject to disciplinary action as the facts may warrant, in accordance with Education Law §3020-a or any other legal rights that they may have.
4. **Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75:** they shall be subject to immediate ejection and to disciplinary action as the facts may warrant, in accordance with Civil Service Law §75 or any other legal rights that they may have.
5. **Staff members other than those described in subdivisions 3 and 4:** they shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant, in accordance with any legal rights they may have.

## C. Enforcement

The building principal and/or designee shall be responsible for enforcing the conduct required by this Code. When the building principal or designee sees an individual engaged in prohibited conduct which, in their judgment, does not pose any immediate threat of injury to persons or property, the principal or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person. In accordance with the Dignity for All Students Act, the District will take necessary steps to address matters related to discrimination and/or harassment of students.

Should you have questions/concerns related to suspected discrimination and/or harassment of students or wish to make a report, please contact the respective principal who serves as the Dignity Act Coordinator for that building. The District may initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the District reserves its right to pursue a civil or criminal legal action against any person violating the Code.

## Grievance Procedures for Students

Students have a right to dispute the actions of a staff member or of the District in regard to their individual rights. The District intends to resolve the matter at the earliest possible stage while ensuring that the rights and integrity of all concerned are protected.

Students who feel one or more of their individual rights have been violated may follow established procedures to address their concerns. Generally, the first place to seek information is from a teacher, a school counselor, school social worker or principal. Students who feel they have not received a satisfactory resolution at this level may seek a solution through formal procedures (e.g., the Student Grievance Procedure). Students and parents/guardians may also have recourse to the Commissioner of Education, certain federal and other state agencies and/or a court of law. Parents/guardians may be involved at any level of a grievance and have the same rights as the student.

### Definitions

Grievance: A claim by any student based on any event affecting his or her rights including equal opportunity rights, which will be handled according to this procedure. (Claims of harassment will be handled by the Harassment Reporting and Response Procedures.)

Student Advocate: Any adult of the student's choice who agrees to see that the student's rights are protected throughout the grievance process. Students may have an advocate present at all steps of the grievance procedure. (The Superintendent's Hearing process follows a different procedure.)

Parents/Guardians: Either or both parents, legal guardian(s) or person(s) in parental relation to the aggrieved student.

### The aggrieved student has the right to:

- State the grievance orally and/or in writing
- Be notified of the progress of the case at each step of the way
- Ask questions of witnesses who present testimony at the hearing level
- Be furnished copies of official records that may be kept of the proceedings

### Time Limits

A student must start a grievance within 10 school days of the time they know of, or should have known of, the act or condition that is the subject of the grievance. A student may start a grievance at Step 1, either individually or by asking for assistance from an advocate of the student's choice.



## Grievance Procedure Steps

### Step 1:

The aggrieved student (with an advocate, if desired) should discuss the situation with the staff member involved. If the student is not satisfied with the response, they may move to Step 2 within two school days of this meeting.

### Step 2:

The student should discuss the matter with their school counselor or the assistant principal or principal. The counselor or administrator will respond to this discussion within two school days unless all parties have agreed upon a specific request for more time. If the student is not satisfied with this response, the student may move to Step 3 within five school days of receipt of the decision.

### Step 3:

The student should file a written appeal with the principal. This must include the student's name, a statement of the particular problem, the identity of the people involved, the time, place and circumstances of the events or conditions that led to the grievance and a statement of the action the student wants in order to correct the situation.

Within five school days of receipt of this written appeal, the principal or representative will hold a hearing with the student and others involved. Within two school days of the conclusion of this hearing the principal will provide a decision in writing to the student. If the student is not satisfied with this response, they may move to Step 4 within five school days of receipt of the decision.

### Step 4:

The student should file a written appeal with the Superintendent or designee. This written appeal should follow the same form as for Step 3. The Superintendent will consider the written appeal, the record of the matter created in the prior steps and any other information required at the Superintendent's discretion and shall render a written determination to the student within 10 school days. The Superintendent's decision (except in cases of suspension from school and cases of Equal Opportunity grievances) is final.

### Step 5:

In cases regarding equal education opportunity, if the student still feels aggrieved, they may carry the appeal in writing to the Board within 30 school days.



## **Gun-Free and Weapons-Free Schools**

### **Board Policy 7360 (Weapons in School and the Gun-Free Schools Act)**

No student may bring in or possess any "firearm" or "weapon" on district property, on a school bus or district vehicle, in district buildings, or at district sponsored activities or settings under the control or supervision of the District, regardless of location. Any student who has been found guilty of bringing in or possessing a firearm or weapon in violation of this policy will be disciplined in a manner consistent with state and federal law and the District's Code of Conduct. Such discipline may include a mandatory suspension for a period of not less than one calendar year for a student who is determined to have violated the Federal Gun-Free Schools Act and its implementing provisions in the New York State Education Law, provided that the Superintendent may modify the suspension requirement on a case-by-case basis.

Students who violate this policy will be referred by the Superintendent to either a presentment agency (the agency or authority responsible for presenting a juvenile delinquency proceeding) or to appropriate law enforcement officials as dictated by law.

For the purposes of this policy, the term "weapon" will be as defined in 18 USC 930(g)(2). For the purposes of this policy, the term "firearm" will be as defined in 18 USC 921(a).

This policy does not diminish the authority of the Board of Education to offer courses in instruction in the safe use of firearms pursuant to Education Law Section 809-a.

## **Weapons and the Superintendent's Actions**

### **Board Policy 7360 (Weapons in School and the Gun-Free Schools Act)**

Pursuant to the Federal Gun-Free Schools Act of 1994, any student found guilty at a Superintendent's Hearing of bringing a firearm onto school property or of having a firearm in their possession on school property, will be subject to at least a one-year suspension from school, subject to review on a case-by-case basis by the Superintendent.

The Superintendent or designee must refer any student under the age of sixteen who has brought a weapon to school to the Presentment Agency (County Attorney's Office) for a juvenile delinquency proceeding. The Superintendent or designee must refer any student sixteen years of age or older, or a student fourteen or fifteen years of age who qualified for juvenile offender status, who has brought a weapon to school, to appropriate law enforcement officials.

## Out of School Suspension (Short-Term)

### Board Policy 7314 (Suspension of Students)

The Superintendent and principals (or in the absence of a principal, acting principals) have the authority to order a suspension of students from school for up to five days. In doing so, they must give the student oral or written notice of the charges against him or her and give the student an opportunity to present their side of the case. However, students whose presence poses a danger to persons or property may be immediately removed from the school.

When the Superintendent or the principal (the "suspending authority") proposes to suspend a student for five school days or less, the suspending authority shall provide the student with **notice** of the charged misconduct. If the student denies the misconduct, the suspending authority shall provide an **explanation** of the basis for the suspension.

When suspension of a student for a period of five school days or less is proposed, administration shall also immediately notify the parent/guardian in writing that the student may be suspended from school. Written notice shall be provided by personal delivery, express mail delivery, email or equivalent means reasonably calculated to assure receipt of such notice within twenty-four hours of the decision to propose suspension at the last known address or addresses of the parent(s)/guardian. Where possible, notification shall also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parent/guardian.

The notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the student and the parent/person in parental relation of their right to request an immediate informal conference with the principal in accordance with the provisions of Education Law Section 3214(3)(b). Both the notice and the informal conference shall be in the dominant language or mode of communication used by the parents/persons in parental relation. At the informal conference, the student and/or parent/person in parental relation shall be authorized to present the student's version of the event and to ask questions of the complaining witnesses.

The notice and opportunity for informal conference shall take place **prior to** suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practical.

Teachers shall immediately report or refer a violent student to the principal or Superintendent for a violation of the District's Code of Conduct.

The principal or designee may require a restorative conversation meeting with the student prior to reinstatement following out-of-school suspension.

## **Out of School Suspension (Long-Term) and Expulsion**

### **Board Policy 7314 (Suspension of Students)**

The Superintendent has the authority to suspend a student from school for more than five days. Principals may recommend such disciplinary action to the Superintendent by submitting a written history of the case and the reasons for the recommendation.

No student may be suspended from school for more than five days unless the student and their parents/guardians have been afforded the opportunity for a fair hearing, upon reasonable notice, where the student has the right to be represented by counsel, to present witnesses and other evidence on their behalf and to question adverse witnesses. Long-term school suspension hearings will be conducted in accordance with the provisions of the New York State Education Law, Section 3214(3), and the notice of such hearings should advise the student of the rights afforded him or her pursuant to this law.

The hearing ordinarily must take place within the initial five-day suspension period. If the hearing cannot reasonably occur during the initial five-day suspension period, then the hearing can occur at a later date, if the parent/guardian writes a letter agreeing for their child to remain out of school until the hearing can be scheduled at a mutually agreeable time. The principal or assistant principal is considered the “investigating officer” for the hearing. This is an impartial hearing that entitles each student to due process.

Individuals who testify are to be administered an oath requiring them to acknowledge that they must tell the truth, under penalty of perjury and/or further school disciplinary consequences. Testimony of the “facts of the case” is taken and recorded on an audio recording device.

There are two phases to a hearing. The first phase determines, based upon the evidence, whether the behavior actually occurred. The second phase determines the consequences, if actual guilt is determined. At this point in the hearing (consequence phase), the student’s previous disciplinary records are entered and the student and others have the opportunity to speak on the student’s behalf.

If the student is a special education student, a manifestation determination hearing (see “Discipline and Students with Disabilities”) takes place between the two phases.

After the hearing, the hearing officer makes a recommendation to the Superintendent. The Superintendent reviews the facts and renders a final written determination. The family will be contacted by phone and/or email of the Superintendent’s determination.

Infractions of the drug-free and weapons-free policies warrant an immediate five days out-of-school suspension and referral to a Superintendent's Hearing. Any other referrals to the Superintendent for disciplinary action must be preceded by a five-day out-of-school suspension.

Following the hearing, the Superintendent will determine the length of the school suspension, if any, and if the Superintendent determines that the facts and circumstances justify such action, the student may be expelled (permanently suspended).

When the school suspension is based, in whole or in part, upon the student's possession of any firearm, rifle, shotgun, dagger, dangerous knife, dirk, razor, stiletto or any of the instruments specified in Penal Law Section 265.01(1), the hearing officer or Superintendent will be allowed to consider the weapon as evidence, notwithstanding a determination by a court that the recovery of the weapon was the result of an unlawful search or seizure.

A student suspended from school for more than five consecutive school days may be reinstated by the Superintendent or the Superintendent's designee after the stipulations and consequences resulting from the Superintendent's Hearing have been met and documented. The principal or designee may require a restorative meeting with the student prior to reinstatement following out-of-school suspension.

## **Search, Seizure and Student Privacy Rights**

### **Board Policy 7330 (Searches, Interrogations and Investigations)**

Searches must be reasonable in scope and a level of intrusiveness commensurate with the seriousness of the infraction of school rules or violation of the law for which evidence is sought.

A student, their belongings, and/or vehicle may be searched and prohibited items seized on district grounds, a school bus or at a District sponsored event by an authorized district official only with reasonable suspicion that the student has engaged in, or is engaging in, activity which is in violation of the law and/or Code of Conduct.



## Students' Rights and Responsibilities

Administrators, teachers and staff of the Brockport Central School District support our students in becoming successful citizens. We acknowledge your right as a learner to an education and recognize your responsibility to respectfully contribute to our school community and global society.

### Rights

- You have the **right** to have established rules and policies available and clearly explained to you and to have these applied in a fair and consistent manner.
- You have the **right** to identify and express your gender identity freely without fear of being harassed, bullied, excluded or treated in a biased fashion.
- You have the **right** to expect all students and staff to be vocal advocates should they witness you not being treated respectfully or safely.
- You have the **right** to attend school.
- You have the **right** to have an enriching and appropriately challenging educational experience that recognizes and supports your individual learning needs, personality and talents.
- You have the **right** to learn in a safe, inclusive environment free of bullying (emotional, physical, cyber bullying, harassment or bias).
- You have the **right** to attend sanctioned school sponsored activities or events.
- You have the **right** to dress according to your own individual sense of style and personality (in accordance with the established Student Dress Code).
- You have the **right** to be taught by highly committed, communicative and caring professional educators and to have objectives and expectations clearly explained for all aspects of the school's curriculum including, but not limited to, grading policies and assignment due dates.
- You have the **right** to have your personal identity respected including your family culture, language and values.
- You have the **right** to seek and expect guidance and support for your academic and emotional needs.

### Responsibilities

- You have a **responsibility** to learn about issues of difference and commit to fostering an inclusive school culture.
- You have the **responsibility** to treat others in a respectful and inclusive manner.
- You have a **responsibility** to speak-up and act when you see or are aware of injustice or inappropriate behavior toward others or the school.
- You have a **responsibility** to attend school unless you are legally excused and to be in class on time, fully prepared to engage as an active learner.
- You have a **responsibility** to be familiar with and abide by all District policies, rules and regulations dealing with student conduct expectations.
- You have a **responsibility** to give your best effort in all your academic and co-curricular pursuits and strive toward the highest level of achievement.

- You have a **responsibility** to develop the skills that allow you to appropriately advocate for your learning needs.
- You have the **responsibility** to solicit help in mediating and solving problems.
- You have a **responsibility** to dress appropriately for school and related functions (in accordance with the established Student Dress Code).
- You have the **responsibility** to conduct yourself as a respectful representative of the Brockport Central School District when attending and participating in any school-sponsored activity or event and to do so to the highest standard of decorum.
- You have a **responsibility** to contribute to ensuring the school environment is conducive for learning and is a place that feels safe and respectful for all.



## **Discipline of Students with Disabilities:**

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district's student code of conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes. Therefore, the Board is committed to ensuring that the district follows suspension and removal procedures that are consistent with those protections. The code of conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

### **Authority of School Personnel to Suspend or Remove Students with Disabilities**

For the purposes of this section of the Code of Conduct, the following definitions apply:

- a) A suspension means a suspension pursuant to NYS ED Law s/s 3214.
- b) A removal means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself/herself or to others.
- c) An IAES means a temporary educational placement for a period of forty-five (45) school days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. Although in another setting, the student is to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP) that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior

which precipitated the IAES placement that are designated to prevent the behavior from recurring.

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

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

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.

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

1. Carries or possesses a weapon to or at school, on school premises or to a school event, or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school event under the district's jurisdiction, or
3. Has inflicted serious bodily injury upon another person while at school, on school premises or at a school event under the district's jurisdiction.

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

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

In cases involving the suspension or removal of a student with a disability for a period of five consecutive school days or less, the student's parents or persons in parental relation to the student will be notified of the suspension and given an opportunity for an informal conference in accordance with the same procedures that apply to such short term suspensions of non-disabled students.



The suspension of students with disabilities for a period in excess of five school days will be subject to the same due process procedures applicable to non-disabled students, except that the student disciplinary hearing conducted by the Superintendent or a designated hearing officer shall be divided into three phases: a guilt phase, a manifestation determination phase and a penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of their disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a non-disabled student, except that he or she will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

### **Change of Placement Limitations on Authority of School Personnel to Suspend or Remove Students with Disabilities**

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

- a) for more than ten (10) consecutive school days, or
- b) for a period of ten (10) consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they accumulate to more than ten (10) school days in a school year because of such factors as the length of each suspension or removal, the total amount of time the student is removed, the similarity of behavior resulting in the removals, and the proximity of suspensions or removals to one another.

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

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

School personnel may not suspend or remove a student with a disability in excess of the amount of time that a non-disabled student would be suspended for the same behavior.

### **Parental Notification of a Disciplinary Change of Placement**

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

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

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

### **Manifestation Review**

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

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

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

1. Caused by or had a direct or substantial relationship to the student's disability, or
2. The direct result of the district's failure to implement the student's individualized education program.

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

If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the district will:

1. Conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the district had already done so prior to the behavior that resulted in the disciplinary change of placement occurred. However, if the student already has a behavioral intervention plan, the plan and its implementation will be reviewed and modified as necessary to address the behavior.
2. Return the student to the placement from which he or she was removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the district agree to a change in placement as part of the modification of the behavioral intervention plan.

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

### **Services for Students with Disabilities during Periods of Suspension or Removal**

Students with disabilities who are suspended or removed from their current educational setting will continue to receive services as follows:

1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the district will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended.
2. During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the district will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program.
3. Suspensions or removals in excess of 10 school days in a school year that constitute a disciplinary change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the district will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum and to progress toward meeting the goals set out in their respective individualized education program. In such an instance, the committee on special education will determine the appropriate services to be provided.

### **Students Presumed to Have a Disability for Discipline Purposes**

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

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

1. The student's parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
2. The student's parent has requested an evaluation of the student; or
3. A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the district's director of special education or other supervisory personnel.

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

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

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if the district receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the district will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the district which can include suspension.

### **Expedited Due Process Hearings**

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

1. The district to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement;
2. The district during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings;
3. The student's parent regarding a determination that the student's behavior was not a manifestation of the student's disability; or
4. The student's parent relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

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

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

## Referral to Law Enforcement and Judicial Authorities

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

## Supporting a Positive School Climate

Students learn in a safe and healthy school community. Brockport Central School District proactively promotes a caring culture and nurturing environment for all teachers, staff and students through Positive Behavioral Interventions and Supports (PBIS). One of our core beliefs is “Student and academic success. We also believe student, family and community engagement is critical for our success. In response, we cultivate school, family and community partnerships to encourage student social-emotional health and academic achievement.

The Brockport Central School District PBIS Expectations across UPK-12 schools are:

- Be Respectful
- Be Responsible
- Be a Learner

Our Essentials	Be Respectful	Be Responsible	Be a Learner
<b>Expectations within Instructional Settings</b>	<ul style="list-style-type: none"> <li>● Express thoughts clearly and listen to other’s ideas</li> <li>● Demonstrate integrity, dignity, tolerance and common courtesy towards all</li> <li>● Complete work on time</li> <li>● Use materials as intended</li> </ul>	<ul style="list-style-type: none"> <li>● Be fully prepared</li> <li>● Follow established classroom routines</li> <li>● Attend to all obligations</li> <li>● Be safe</li> </ul>	<ul style="list-style-type: none"> <li>● Approach work with a positive attitude</li> <li>● Persevere through learning experiences</li> <li>● Put forth your best effort to create high quality work</li> <li>● Be open to changes and new ideas</li> </ul>

Our Essentials	<i>Be Respectful</i>	<i>Be Responsible</i>	<i>Be a Learner</i>
<b>Expectations within Instructional Settings</b>	<ul style="list-style-type: none"> <li>● Communicate effectively and professionally</li> <li>● Interact with others with integrity, dignity, tolerance, and common courtesy</li> <li>● Manage time and materials with fidelity</li> <li>● Treat property with care</li> </ul>	<ul style="list-style-type: none"> <li>● Be fully prepared</li> <li>● Follow established classroom routines</li> <li>● Attend to all obligations</li> <li>● Be safe</li> </ul>	<ul style="list-style-type: none"> <li>● Approach learning targets with tenacity and resilience</li> <li>● Persevere through learning experiences</li> <li>● Produce high quality work that illustrates best effort and personal growth</li> <li>● Demonstrate a flexible and reflective mindset</li> </ul>

Each school building has established a matrix of rules and routines for student behavior, based on our three universal expectations. These matrixes can be found in classrooms, common areas and on school buses as visual reminders of our collective behavior expectations for all adults and students.

We have a collective responsibility to keep each other safe and well. If at any time you feel the need to report an incident that you believe compromises the health, welfare, safety or morals of one or more of our students or staff members, please contact the Brockport Central Safety Tip Line at [www.bcs1.org/tipline](http://www.bcs1.org/tipline) or 1 (877) 453-0006.

**Pillars:** As part of the PBIS framework, there are six pillars that are focused on character traits of our students that we want to emphasize and encourage. They are:

- Perseverance
- Communication
- Collaboration
- Thinkers
- Citizenship
- Self-Direction

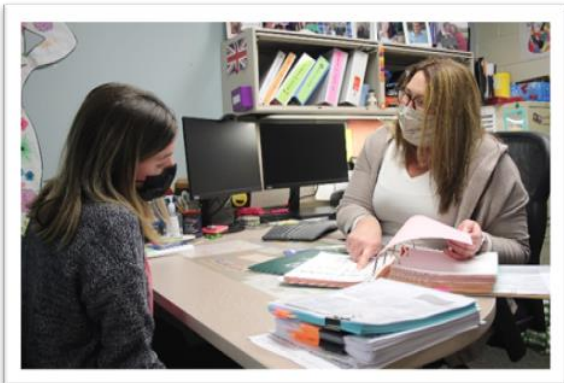
## Types of Restorative Practices/Approaches:

### District Goal:

To develop a community environment and build relationships within a community to repair harm when problems or conflict occurs.

### Restorative Practices uses a three-step approach

1. **Repair:** focus on the incident that caused/causes harm and implement justice that requires repairing that harm;
2. **Encounter:** the best way to determine how to do that is to have the parties decide together;
3. **Transformation:** this can cause fundamental changes in people, relationships and community.



## Community Circles

A Community Building Circle, also known as a Peace Circle, is a structured process of communication that brings people together and helps participants connect with a mindful appreciation that honors the uniqueness of all those involved. Relationship building is the primary focus through sharing of personal stories and is the foundation of all Community Building Circles.

## Student Supports

- Peer Meditation
- Preventative and Post-Conflict Resolution
- Pro-Social Skills (friendship skills, social awareness, relationship-building, communication)
- Academic Behavior Skills (study/organization skills, self-management, responsible decision making)
- Problem-Solving Skills (conflict resolution, positive coping skills)



## Transportation

### Board Policy 7340 (Bus Rules and Regulations)

The Brockport School Community secures safe, skilled bus drivers and bus monitors who are responsible for safely transporting students to and from school/school-sponsored events and for enforcing school bus expectations. School bus safety rules have been developed by the Brockport Central School District's Transportation Department to ensure your child's safety when on the bus.

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**STUDENTS HAVE THE RIGHT TO** safe transportation to and from school.

**STUDENTS HAVE A RESPONSIBILITY TO** follow the transportation rules and expectations that are in place for your safety and well-being while on the bus.

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Any incident occurring on the school bus will be addressed through a coordination between the Department of Transportation and school administration. Head Bus Driver / Trips and Discipline can be reached at (585) 637-1882 regarding student behavior on the bus.

### School Bus Conduct: Suspension

If disciplinary actions taken by the driver and Safety Coordinator are unsuccessful, it may be necessary to suspend a student's riding privileges, dependent upon the severity of the infraction. Examples of infractions include:

- weapons (gun, knife, bat, etc.)
- possession and/or use of drugs and/or alcohol
- fighting
- harassment (physical, verbal, sexual)
- inappropriate language (foul, vulgar, swearing)
- endangering self or others

Some general guidelines are as follows:

- Repeated misbehavior and disregard for safe-riding rules and regulations, students may be suspended one to three days at the discretion of the Safety Coordinator.
- Students who continue to misbehave and display unacceptable behavior, despite a previous suspension, will be suspended up to five days.
- Chronic misbehavior and continued disregard for safe riding rules and regulations, despite previous suspensions, may lead to a longer suspension and result in a Superintendent's Hearing.
- Suspension may be imposed by the Director of Transportation or their designee at any step, dependent upon the severity of the infraction.



## Appendix I: Definitions

**Board:** The Board of Education oversees and manages the community's public school system. It consists of seven trustees who are elected by the community.

**Bullying:** Bullying is any gesture or written, verbal, electronic, social, graphic, or physical act that is perceived as being dehumanizing, intimidating, hostile, humiliating, threatening or otherwise likely to evoke fear of physical harm or emotional distress. There are four types of bullying: physical, verbal, psychological and cyberbullying. Bullying may be motivated by (i) bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, religious practice, ancestry, national origin, weight, ethnic group, socio-economic status, gender, sexual orientation, gender identity or expression; (ii) a mental, physical, or sensory disability or impairment; or (iii) by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic.

**Conflicts:** Disagreements naturally occur during the course of everyday social interactions. This type of interaction is a normal part of social awareness and development and will be addressed accordingly.

**Delphi Partnership:** The Delphi school-based counseling program addresses students who may be "at risk" for substance abuse within the context of the school environment. Delphi counselors provide assessments, individual counseling, group counseling, evidence-based programs, and referrals at no cost.

**Dignity for All Students Act (DASA):** New York State's anti-bullying law. DASA states that all children have the right to attend school in a safe, welcoming and caring environment.

**Dignity for All Students Act (DASA) Coordinator:** At least one employee at each school is designated as the Dignity for All Students Act Coordinator. They are thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. Education Law, Article 2. See <http://www.p12.nysed.gov/dignityact>

**Discrimination:** Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the Definitions section under harassment, below).

**Disruptive Behavior:** An act that is substantially disruptive to the educational process, such that managing the disruption interrupts the educational process and/or an insubordinate action that interferes with or diminishes the authority of school personnel.



**Family Educational Rights and Privacy Act (FERPA):** A federal law that affords parents/guardians the right to have access to their children’s education records, the right to seek to have the records amended and the right to have some control over the disclosure of personally identifiable information from the education records.

**Harassment:** Harassment is the creation of a hostile environment by conduct or by threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional, or physical well-being, or conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

Harassing behavior may be based on any characteristic including, but not limited to, a person’s actual or perceived:

- race
- color
- weight
- national origin
- ethnic group
- socio-economic status
- religion
- religious practice
- disability
- sex
- sexual orientation, or
- gender (including gender identity and expression\*).

\*Gender identity is one’s self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth. Gender expression is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice or mannerisms.

**Hate Speech:** Engaging in conduct that endangers the safety, physical or mental health or welfare of others. Making a slur or statement about any individual or identifiable group of individuals which demeans them because of their race, sex, disability status, age, religion or other protected status and/or which has the foreseeable effect of exposing such persons or group of persons to threats, shame, humiliation, persecution or ostracism. Whether spoken, written, in notebooks, on walls, or on a computer or mobile device, etc., incidents of this type are unprotected speech and will not be tolerated.

**Hazing:** Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

**In-School Suspension (ISS):** Is the temporary removal of a student from the classroom(s) to a designated area in the school building where that student will receive a substantially equivalent, alternative education.

**Intervention:** Intervention by adults and students is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building. Successful intervention may involve remediation.

Remedial responses to bullying, hazing, and harassment include measures designed to correct the problem behavior, prevent future occurrences of such behavior and to protect the target of such behavior. Remediation may be targeted to the individual(s) involved in the bullying behavior or may include environmental approaches which are targeted to the building or District as a whole.

In addition, interventions will focus upon the safety of the target. Staff is expected, when aware of bullying, hazing and/or harassment, to either refer the student to designated resources for assistance or to intervene in accordance with this policy and regulation.

**Out of School Suspension (OSS):** The removal of a student from the school building for one or more days. The Principal may impose OSS for serious infractions of the rules of conduct for periods not to exceed five school days. Through a Superintendent’s Hearing, the Superintendent may impose OSS for serious infractions of the rules of conduct for periods that can exceed five school days. The District will offer alternative instruction to students.

**Parent/Guardian:** A family member or members and/or the person(s) identified in parental relationship as defined by Educational Law, Section 3212, generally, the primary caregiver(s) of our students.

**Pillars:** As part of the PBIS framework, there are six pillars that are focused on character traits of our students that we want to emphasize and encourage. They are: Perseverance, Communication, Collaboration, Thinkers, Citizenship and Self-Direction.

**Positive Behavior Interventions and Supports (PBIS):** A proactive approach to establishing the behavioral supports and social culture that are needed for all students in a school to achieve social, emotional and academic success.

**Prevention:** The school setting provides an opportunity to teach children and emphasize among staff, that cooperation with and respect for others is a key value. A district-wide effort geared toward prevention is designed to not only avoid incidents of bullying, but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Prevention includes the following:

- Training of staff
- Comprehensive school-wide educational component, including character education
- Appropriate supervision of students
- Clear and consistent expectations of behavior
- Use of appropriate interventions when inappropriate or prohibited conduct occurs

**Response to Intervention (RTI):** A process used by educators to help students who are struggling with a skill or lesson; every teacher will use behavior and academic interventions (a set of teaching procedures) with any student to help them succeed in the classroom/community.

**Restorative Practices:** Promotes inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution for conferences that bring victims, offenders and their supporters together to address wrongdoing.

**Social and Emotional Learning (SEL):** A process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

**Student Assistance Program (SAP):** A K-12 school-based, evidence-informed framework for prevention, early intervention, referral and support for students with needs that may prevent them from fully benefiting from their educational experience.

**Student Removal:** The act of a teacher to remove a student from the classroom who engages in a disruptive or violent act in accordance with both the statutory requirements of the District's Code of Conduct. In such cases, the student will be escorted to the designated area and be provided educational programming and activities. Teachers will also immediately report and refer instances of a violent act to the school Principal or Superintendent for violation of the Student Code of Conduct. The administration must then comply with the reporting requirements.

**Superintendent:** The Chief Executive Officer of Schools or the Superintendent's designee.

**Superintendent's Hearing:** A hearing by which the Superintendent may suspend a student for longer than five school days. Parents/guardians who disagree with the Superintendent's decision may appeal to the Board of Education, which will make a decision based on the record of the Superintendent's Hearing. (Please see Superintendent's Hearing Appeal Process, Appendix IV.)

**Support Staff:** School psychologists, school social workers, school counselors, school nurses, occupational therapists, physical therapists, speech therapists, teaching assistants and teaching aides are all classified as support staff.

**Upstander:** An upstander is someone willing to stand up and act in defense of others. Further, it identifies people who take helpful steps to help others in instances of bullying, discrimination, harassment or other injustices. Depending on the situation, they help themselves or others by expressing opposition to the bullying and/or by providing emotional support to the target and/or by getting help for the target.

**Violent Act:** An action that significantly damages any property, involves possession or use of a weapon or dangerous implement, and/or involves a display or threat made with what appears to be a weapon or dangerous implement capable of causing physical injury or death.

**Violent Behavior:** Any behavior that endangers the safety, morals, health or welfare of others.

## Appendix II: Frequently Asked Questions

**Q: A Code of Conduct violation was committed against my child. When I asked the principal what the consequences were for the student who violated the Code of Conduct, the principal told me that they weren't allowed to share this information. Why?**

**A:** While it can be frustrating not to know the outcome of a disciplinary incident where your son or daughter was a victim, the school district is bound by FERPA (Family Educational Rights and Privacy Act) to only share information with families about their own children. This ensures privacy as individual student school records can only be shared with that individual student's family.

**Q: What is the Dignity for All Students Act (DASA)?**

**A:** New York State's Dignity for All Students Act seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment and bullying on school property, a school bus and/or at a school function. The Dignity Act was signed into law on September 13, 2010 and took effect on July 1, 2012. For



more information about the Dignity for All Students Act see page 8 of the Code of Conduct.

**Q: What happens if my child and I do not attend the Superintendent's Hearing?**

**A:** If a parent/guardian and/or student choose not to attend the Superintendent's Hearing, the hearing will proceed as scheduled.

**Q: What is a hearing officer?**

**A:** A hearing officer is a designated person hired by the District who conducts the hearing. The hearing officer's report is advisory only and the Superintendent may accept or reject all or any part of it.

**Q: If I move in or out of the District, do the discipline records follow?**

**A:** Yes, the District is required to forward all records, including discipline.

**Q: Will my child's discipline record keep them out of accelerated classes?**

**A:** Decisions for classes are based on grades, student motivation, teacher recommendation and not discipline.

**Q: Do police have the rights to enter a school?**

**A:** Yes; if a crime has been committed, if police have a warrant for an arrest or if police were invited.

**Q: Do schools have to read students the "Miranda Rights" before questioning a student?**

**A:** No

## Appendix III: School Safety and Educational Climate (SSEC) Glossary (nysed.gov)

### VIOLENT OR DISRUPTIVE INCIDENT RELATED TERMS [\(1\)](#)

Violent or disruptive incident: an incident that occurs on school property of the school district, board of cooperative educational services, charter school or county vocational education and extension board, and falls under one of these categories:

**1. Homicide:** Any intentional violent conduct that results in the death of another person.

#### **2. Sexual Offenses**

**2a. Forcible Sex Offenses:** Sex offenses involving forcible compulsion and completed or attempted sexual intercourse, oral sexual conduct, anal sexual conduct or aggravated sexual contact, with or without a weapon including, but not limited to, penetration with a foreign object, rape and sodomy; or resulting from forcibly touching or grabbing another student on a part of the body that is generally regarded as private, such as buttocks, breast and/or genitalia.

**2b. Other Sex Offenses:** Other non-consensual sex offenses involving inappropriate sexual contact, including, but not limited to, touching another student on a part of the body that is generally regarded as private, which includes, but is not limited to, the buttocks, breasts, and genitalia, removing another student's clothing to reveal underwear or private body parts, or brushing or rubbing against another person in a sexual manner. Other sex offenses shall also include, but is not limited to, conduct that may be consensual or involve a child who is incapable of consent by reason of disability or because they are under 17 years of age, provided that such term shall not include consensual sexual conduct involving only students, and/or non-students 18 years of age or under, unless at least one the individuals participating in the conduct is at least four years older than the youngest individual participating in this conduct.

**3. Assault:** Engaging in behavior intentionally or recklessly that causes physical injury to another person, with or without a weapon, in violation of school district code of conduct and falls under one of these categories:

**3a. Physical Injury:** Means impairment of physical condition or substantial pain and includes, but is not limited to, black eyes, welts, abrasions, bruises, cuts not requiring stitches, swelling and headaches not related to a concussion.

**3b. Serious Physical Injury:** Means physical injury which creates a substantial risk of death or which causes death or serious and protracted disfigurement or protracted impairment of health or protracted loss or impairment of the function of any bodily organ and requires hospitalization or treatment in an emergency medical care facility outside of school including, but not limited to, a bullet wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement.

**4. Weapons Possession:** Possession of one or more weapons, except possession in a classroom or laboratory as part of an instructional program or in a school-related activity under the supervision of some teacher or other school personnel as authorized by school officials and falls under one of these categories:

**4a. Routine Security Checks:** Possession of one or more weapons (see list below) secured through routine security checks.

**Weapons:** means one or more of the following dangerous instruments:

- i. firearm, including, but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun or paint ball gun;
- ii. a switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife or any other dangerous knife;
- iii. a billy club, blackjack, bludgeon, chukka stick or metal knuckles;
- iv. a sandbag or sandclub;
- v. a sling shot or slung shot;
- vi. a martial arts instrument including, but not limited to, a kung fu star, ninja star, nun-chuck or shirken;
- vii. an explosive including, but not limited to, a firecracker or other fireworks;
- viii. a deadly or dangerous chemical including, but not limited to, a strong acid or base, mace or pepper spray;
- ix. an imitation gun that cannot be easily distinguished from a real gun;
- x. loaded or blank cartridges or other ammunition; or
- xi. any other deadly or potentially dangerous object that is used with the intent to inflict injury or death.

**4b. Weapons possessed under other circumstances:** Possession of one or more weapons at a school function or on school property which are not discovered through a routine security check including, but not limited to, weapons found in possession of a student or within a locker.

**5a. Material Incident of Discrimination, Harassment and Bullying (excluding Cyberbullying):** A single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function.<sup>(2)</sup> In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, as defined in Commissioner's regulation §100.2(kk)(1)(viii). Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. Commissioner's regulation 100.2(kk)(1)(viii) provides that harassment or bullying means the creation of a hostile environment by conduct or by threats, intimidation or abuse that either: (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (b) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition shall include acts of harassment or bullying that occur on school property, at a school function, or off school property where such act creates, or would foreseeably create, a risk

of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. For the purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.(3)

**Bullying** is defined as a form of unwanted, aggressive behavior that involves a real or perceived power imbalance and that is repeated, or has the potential to be repeated, over time.(4)

*\*Please note the following “elements of bullying” do not solely determine whether an incident is material.*

- **Imbalance of power:** An imbalance of power involves the use of physical strength, popularity or access to embarrassing information to hurt or control another person.
- **Repetition:** Bullying typically repeated, occurring more than once or having the potential to occur more than once.
- **Intent to Harm:** The person bullying has the goal to cause harm. Bullying is not accidental.

**Discrimination** not specifically defined in the Dignity Act. However, it would include any form of discrimination against students prohibited by state or federal law such as, the denial of equal treatment, admission, and/or access to programs, facilities, and services based on the person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity) or sex. It should be noted that Educational Law §3201 and 3201-a prohibits discrimination in the form of denial of admission into or exclusion from any public school on the basis of race, creed, color, national origin and sex.

**5b. Material Incident of Discrimination, Harassment, and Bullying (Cyberbullying):** is defined as harassment or bullying that occurs through any form of electronic communication (Ed. Law §11[8]) including, but not limited to, cell phones, computers, and tablets, or other communication tools, including social media sites, text messages, chat rooms and websites.(See definition of harassment or bullying as defined in 5a. and Commissioner’s regulation 100.2(kk)(1)(viii))

**6. Bomb Threat:** A telephoned, written or electronic message that a bomb, explosive, or chemical or biological weapon has been or will be placed on school property.

**7. False Alarm:** Causing a fire alarm or other disaster alarm to be activated knowing there is no danger, or through false reporting of a fire or disaster.

**8. Use, Possession or Sale of Drugs:** Illegally using, possessing, or being under the influence of a controlled substance or marijuana, on school property or at a school function, including having such substance on a person in a locker, vehicle or other personal space; selling or distributing a controlled

substance or marijuana, on school property; finding a controlled substance or marijuana, on school property that is not in the possession of any person; provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property.

**9. Use, Possession or Sale of Alcohol:** Illegally using, possessing or being under the influence of alcohol on school property or at a school function. This includes possessing alcohol on a person, in a locker, a vehicle or other personal space; selling or distributing alcohol on school property or at a school function; and finding alcohol on school property that is not in the possession of any person.

## BIAS-RELATED TERMS [\(5\)](#)

**1. Biased-related conduct:** Behavior that is motivated by a target/victim's race, color, creed, national origin, gender (including gender identity), sexual orientation, age, marital or partnership status, family status, disability, alienage or citizenship status.

**2. Race:** The groups to which individuals belong, identify with, or belong in the eyes of the community. This includes traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. Protective hairstyles shall include, but not be limited to, such hairstyles as braids, locks and twists. (Education Law §11[9] and [10]).

**3. Ethnic Group (Ethnicity):** An affiliation with a particular group, country or area of origin (distinct from citizenship or country of legal nationality), race, color, language, religion, customs of dress or eating, tribe or various combinations of these characteristics.

**4. National origin:** is an individual's country of birth, country of origin, or the country of origin of an individual's family or spouse.

**5. Color:** Complexion tint or skin pigmentation. Color discrimination can occur within the same racial or ethnic group.

**6. Religion:** Religious or spiritual belief of preference, regardless of whether this belief is represented by an organized group or affiliation having religious or spiritual tenets.

**7. Religious Practices:** Religious observances or practices that may include attending worship services, praying, wearing garb or symbols, displaying religious objects, adhering to certain dietary rules, proselytizing or other forms of religious expression and/or refraining from certain activities.

**9. Gender:** Means a person's actual or perceived sex and includes a person's gender identity or expression (Education Law §11[6]).[\(6\)](#)

**10. Sexual Orientation:** Means actual or perceived heterosexuality, homosexuality or bisexuality (Education Law §11[5]).

**11. Sex:** is the biological and physiological characteristics that define men and women.



**12. Other:** Can include, but is not limited to, physical characteristics age, socio-economic status, health condition, housing, domestic relationships, social/academic status, etc.

## OTHER RELATED TERMS

**1. Gang-Related:** When an incident involves one or more than one offender, known to be a member of an organized group, or gang, which is characterized by turf concerns, symbols, special dress and/or colors that engage students in delinquent or illegal activity.

**2. Group-Related:** An incident is group-related if it is several individuals that assemble for the purpose of engaging in or contributing to actions that occur during the incident.

**3. School Property:** Shall mean in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus. (Education Law §11(1) and Vehicle and Traffic Law §142, 8 NYCRR 100.2(kk)(1)(i))

**4. School Function:** Means a school-sponsored or school-authorized extracurricular event or activity, regardless of where such activity takes place, including any event or activity that may take place in another state. (Education Law §11(2), 8 NYCRR 100.2(kk)(1)(ii))

**5. School Bus:** Means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, teachers, and other person acting in a supervisory capacity, to or from school or school activities (Education Law §11(1) and Vehicle and Traffic Law §142).

**6. Target:** Refers to a person who has been mistreated and/or injured, or the individual affected by the incident. The target can be identified as a student, staff or other.

**7. Victim:** See the definition of target.

**8. Other:** Refers to a target or offender who is unknown, or neither a student nor a staff member.

**9. Offender:** Refers to a person who has mistreated and/or injured another person or the individual who caused an incident. The offender can be identified as a student, staff (such as teacher or other school staff) or other (such as school safety officer, student intruder, visitor, unknown).

**10. Disciplinary or Referral Action:** For purposes of reporting, a consequence [\(7\)](#) assigned based on the violation of the school's code of conduct and reported under one of the following:

- **Counseling or Treatment Programs:** For purposes of reporting, referrals to counseling or treatment programs are formal multi-session interventions, provided by certified or licensed professionals, aimed at reducing risk factors linked to the identified problem area(s) (i.e. drug/alcohol rehabilitation programs, anger management programs, etc.)
- **Teacher Removal:** is the removal of a disruptive pupil from the teacher's

classroom pursuant to the provisions of Education Law §3214(3-a).

- **In-School Suspension:** is a removal from instruction and/or activities in the same setting as class/age peers as a disciplinary purpose, but remains under the direct supervision of school personnel.
- **Out-of-School Suspension:** a student is suspended from attending classes or being on school property. The student must receive his/her instruction during the period of suspension, in an alternate setting, separate from the school which his/her class/age peers attend.
- **Involuntary transfer to an Alternative Placement:** is the removal from instruction within the same school building as class/age peers as a disciplinary measure, and assignment to an alternate setting to receive instructional services. This could also include alternate (i.e. condensed) hours.
- **Community Service:** when a school/district determines work that is assigned without pay to help a community.
- **Juvenile Justice or Criminal Justice System:** when the school is aware that a student, under the supervision of juvenile justice of the criminal justice system, engages in an incident that may rise to the level of a criminal offense, the school reports the incident to the juvenile justice system for intervention.
- **Law Enforcement:** when a student engages in an incident that occurs on school grounds, during school-related events, or while on school transportation, and the incident may rise to the level of a criminal offense, the school reports the incident to any law enforcement agency or official, according to law enforcement procedures.

**11. School-related arrests:** Refers to an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral to law enforcement by any school official.[\(8\)](#)

**12. Sexting:** is described as the sending, receiving or forwarding of sexually suggestive nude or nearly nude photos through text messages or email.[\(9\)](#)

**13. Controlled substance:** [According to Title 21 United States Code \(USC\) Controlled Substances Act, Subchapter 1, Part A, §802 \(6\)](#), "The term "controlled substance" means a drug or other substance, or immediate precursor, included in schedule I, II, III, IV, or V of [part B of this subchapter](#). The term does not include distilled spirits, wine, malt beverages or tobacco, as those terms are defined or used in subtitle E of the Internal Revenue Code of 1986."

## Appendix IV: Superintendent’s Hearing and Appeal Process

Students may appeal long-term suspensions. An appeal is first made to the Board of Education and then to the Commissioner of Education. The following steps are to be followed relative to this process:

- I. The student or parent/guardian must submit a letter to the Brockport Central School District Clerk indicating their desire to appeal the determination and the basis for the appeal within 30 days of receipt of the Superintendent’s decision.
- II. A copy of the letter is made by the District Clerk for review by the Superintendent of Schools and the original is kept in the District Clerk’s files.
- III. The Superintendent of Schools (in concert with designee) reviews the suspension documentation (hearing notes, witness statements, etc.) and notifies the Board of Education President about the appeal.
- IV. The Superintendent of Schools and District Clerk determine the earliest regularly scheduled Board meeting to hold the appeal and the parent/guardian is notified via phone, email and/or mail. This meeting will be held in Executive Session.
- V. “Request for Appeal Letter” is sent to the entire Board of Education along with the date of the appeal meeting.
- VI. The Board of Education goes into Executive Session and the Superintendent and/or designee will outline aspects of the suspension and review the appeal letter and any other documents. The Board of Education makes a final decision to either uphold the suspension, overturn it or modify it.
- VII. After the determination is made, the Board of Education will return to public session and a public vote is held relative to the matter. After the vote, a letter will be sent notifying the parent/guardian of the decision with a copy sent to the school principal and the file.

## Appendix V: References

New York State Education Department:

[100.2 General School Requirements | New York State Education Department \(nysed.gov\)](https://www.nysed.gov/100.2-General-School-Requirements)

**Brockport Central School District**

40 Allen Street

Brockport, New York 14420-2296



**Board of Education Members**

Terry Ann Carbone, President

Jeffrey Harradine, Vice President

David Howlett

Daniel Legault

Robert Lewis

Kathy Robertson

Michael Turbeville

**District Clerk**

Deb Moyer

The Board of Education acknowledges its responsibility to protect the educational climate of the District and to promote responsible student behavior. Accordingly, the Board delegates to the Superintendent of Schools the responsibility for assuring that the components regarding school conduct and discipline are established, maintained in keeping with this policy, reviewed annually and updated as needed through collaboration among staff. Specific components may vary as appropriate to student age, building levels and educational needs. In the event of a conflict between the Code of Conduct and any Board of Education Policy, the Board of Education Policy shall control.

# 3.0 INSTRUCTION PLANNING AND SERVICES



**TO: Sean Bruno**

**FROM: Lynn Carragher, Paulette Reddick, and Betsy Fitzpatrick**

**RE: Placements for Students with Disabilities**

**DATE: June 17, 2022**

**For June 21, 2022 Board of Education Meeting**

- 3.3.1 On May 11, 12, 13, 17, 19, 20, 24, 25, 26, 27, 31, June 1, 3, 6, 7, 8, 9, and 15, 2022, the District Committee on Special Education reviewed the following students and made recommendations for placement.
- 3.3.2 On April 26, May 4, 12, 13, 16, 25, June 2, 3, and 8, 2022, the District Subcommittee on Special Education reviewed the following students and made recommendations for placement.
- 3.3.3 On April 8, 12, May 3, 17, 19, 20, 24, 26, 27, and 31, 2022, the Committee on Preschool Special Education reviewed the following students and made recommendations for placement.
- 3.3.4 On April 27, May 3, 11, 13, 17, and 19, 2022, the Ginther Subcommittee on Special Education reviewed the following students and made recommendations for placement.
- 3.3.5 On May 12, 13, 17, 19, 20, 29, and June 13, 2022, the Barclay Subcommittee on Special Education reviewed the following students and made recommendations for placement.
- 3.3.6 On May 5, 13, 16, 17, 19, and 20, 2022, the Hill Subcommittee on Special Education reviewed the following students and made recommendations for placement.
- 3.3.7 On May 3, 4, 5, 9, 11, 13, 16, 24, and 25, 2022, the Oliver Subcommittee on Special Education reviewed the following students and made recommendations for placement.
- 3.3.8 On May 4, 5, 6, 11, 12, 17, 18, 19, 20, 25, 26, 27, 31, June 1, 2, 3, and 7, 2022, the High School Subcommittee on Special Education reviewed the following students and made recommendations for placement.

We are forwarding this document to you for your information.

<b>CMA Date</b>	<b>CMA BOE Date</b>	<b>CMA Committee</b>	<b>Reason</b>	<b>Rec. School</b>	<b>ID#</b>	<b>Grade</b>	<b>CR Decision/Status</b>	<b>CR Disability</b>
05/11/2022	06/21/2022	CSE	Annual Review	BOCES II Program MS/HS	997658	11	Classified	Autism
05/11/2022	06/21/2022	CSE	Annual Review	BOCES II Program MS/HS	998426	10	Classified	Other Health Impairment
05/11/2022	06/21/2022	CSE	Annual Review	BOCES II Program MS/HS	994062	12+	Classified	Multiple Disabilities
05/11/2022	06/21/2022	CSE	Annual Review	BOCES II Program MS/HS	996781	12	Classified	Emotional Disturbance
05/12/2022	06/21/2022	CSE	Annual Review	Barclay	560303	03	Classified	Speech or Language Impairment
05/13/2022	06/21/2022	CSE	Annual Review	Barclay	559195	03	Classified	Other Health Impairment
05/17/2022	06/21/2022	CSE	Annual Review	Hill	212473	04	Classified	Learning Disability
05/19/2022	06/21/2022	CSE	Annual Review	Hill	212008	04	Classified	Other Health Impairment
05/20/2022	06/21/2022	CSE	Reevaluation CPSE to CSE Transition	Ginther	559355	Kdg.	Ineligible	
05/24/2022	06/21/2022	CSE	Annual Review	BOCES II Program MS/HS	210325	12+	Classified	Autism
05/25/2022	06/21/2022	CSE	Initial Eligibility Determination Meeting	Barclay	212394	03	Classified	Other Health Impairment
05/25/2022	06/21/2022	CSE	Annual Review	Barclay	559145	02	Classified	Other Health Impairment
05/25/2022	06/21/2022	CSE	Reevaluation/Annual Review	Ginther	211270	01	Classified	Speech or Language Impairment
05/25/2022	06/21/2022	CSE	Reevaluation/Annual Review	Ginther	212385	01	Classified	Other Health Impairment
05/25/2022	06/21/2022	CSE	Initial Eligibility Determination Meeting	Barclay	211915	03	Ineligible	
05/25/2022	06/21/2022	CSE	Initial Eligibility Determination Meeting	Barclay	999798	03	Ineligible	

<b>CMA Date</b>	<b>CMA BOE Date</b>	<b>CMA Committee</b>	<b>Reason</b>	<b>Rec. School</b>	<b>ID#</b>	<b>Grade</b>	<b>CR Decision/Status</b>	<b>CR Disability</b>
05/26/2022	06/21/2022	CSE	Initial Eligibility Determination Meeting	Barclay	211148	02	Classified No Services	Learning Disability
05/27/2022	06/21/2022	CSE	Reevaluation CPSE to CSE Transition	Ginther	560098	Kdg.	Ineligible	
05/31/2022	06/21/2022	CSE	Annual Review	BHS	995158	11	Classified	Autism
06/01/2022	06/21/2022	CSE	Annual Review	Ginther	559826	01	Classified	Speech or Language Impairment
06/01/2022	06/21/2022	CSE	Annual Review	Ginther	560496	01	Classified	Speech or Language Impairment
06/01/2022	06/21/2022	CSE	Annual Review	Ginther	559493	01	Classified	Speech or Language Impairment
06/03/2022	06/21/2022	CSE	Reevaluation CPSE to CSE Transition	Ginther	560290	Kdg.	Ineligible	
06/06/2022	06/21/2022	CSE	Initial Eligibility Determination Meeting	Barclay	212238	02	Classified No Services	Other Health Impairment
06/06/2022	06/21/2022	CSE	Annual Review	Hill	210211	06	Classified	Autism
06/07/2022	06/21/2022	CSE	Initial Eligibility Determination Meeting	Hill	211539	04	Ineligible	
06/07/2022	06/21/2022	CSE	Annual Review	BOCES II Program MS/HS	994714	12+	Classified	Autism
06/08/2022	06/21/2022	CSE	Annual Review	BOCES II Program Elementary	560570	03	Classified	Intellectual Disability
06/08/2022	06/21/2022	CSE	Annual Review	BHS	559546	09	Classified	Other Health Impairment
06/08/2022	06/21/2022	CSE	Annual Review	BOCES II Program Elementary	212396	01	Classified	Speech or Language Impairment
06/08/2022	06/21/2022	CSE	Annual Review	BOCES II Program MS/HS	211078	12+	Classified	Multiple Disabilities
06/09/2022	06/21/2022	CSE	Initial Eligibility Determination Meeting	Barclay	210408	02	Classified No Services	Learning Disability



<b>CMA Date</b>	<b>CMA BOE Date</b>	<b>CMA Committee</b>	<b>Reason</b>	<b>Rec. School</b>	<b>ID#</b>	<b>Grade</b>	<b>CR Decision/Status</b>	<b>CR Disability</b>
06/09/2022	06/21/2022	CSE	Annual Review	Barclay	210956	03	Classified	Speech or Language Impairment
06/09/2022	06/21/2022	CSE	Annual Review	BOCES II Program Elementary	560209	03	Classified	Other Health Impairment
06/09/2022	06/21/2022	CSE	Initial Eligibility Determination Meeting	Barclay	212440	02	Classified No Services	Visual Impairment
06/09/2022	06/21/2022	CSE	Initial Eligibility Determination Meeting	OMS	560472	07	Classified No Services	Other Health Impairment
06/09/2022	06/21/2022	CSE	Annual Review	Barclay	211633	03	Classified	Speech or Language Impairment
06/15/2022	06/21/2022	CSE	Amendment - Agreement No Meeting	BHS	997326	10	Classified	Learning Disability
04/26/2022	06/21/2022	SubCSE	Annual Review	BOCES II Program MS/HS		06	Classified	Other Health Impairment
05/04/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	BHS	998508	11	Classified	Learning Disability
05/12/2022	06/21/2022	SubCSE	Annual Review	Ginther	560158	Kdg.	Classified	Speech or Language Impairment
05/13/2022	06/21/2022	SubCSE	Requested Review	Mary Cariola Children's Center	560673	01	Classified	Autism
05/16/2022	06/21/2022	SubCSE	Annual Review	BHS	212658	09	Classified	Other Health Impairment
05/16/2022	06/21/2022	SubCSE	Annual Review	OMS	210663	08	Classified	Visual Impairment
05/16/2022	06/21/2022	SubCSE	Annual Review	OMS	211822	07	Classified	Other Health Impairment
05/16/2022	06/21/2022	SubCSE	Annual Review	OMS	999491	07	Classified	Autism
05/25/2022	06/21/2022	SubCSE	Annual Review	Barclay	211914	02	Classified	Speech or Language Impairment
06/02/2022	06/21/2022	SubCSE	Annual Review	Crestwood Children's Center Day Treatment	211873	05	Classified	Other Health Impairment

<b>CMA Date</b>	<b>CMA BOE Date</b>	<b>CMA Committee</b>	<b>Reason</b>	<b>Rec. School</b>	<b>ID#</b>	<b>Grade</b>	<b>CR Decision/Status</b>	<b>CR Disability</b>
06/03/2022	06/21/2022	SubCSE	Annual Review	OMS	560061	06	Classified	Other Health Impairment
06/08/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	BOCES II GED	212053	12	Classified	Other Health Impairment
06/08/2022	06/21/2022	SubCSE	Requested Review	BOCES II Program Elementary	211217	06	Classified	Emotional Disturbance
06/08/2022	06/21/2022	SubCSE	Annual Review	OMS	210822	07	Classified	Learning Disability
04/08/2022	06/21/2022	CPSE	Annual Review	BOCES II PS	559191	PS	Classified PS	PS Student with a Disability
04/12/2022	06/21/2022	CPSE	Annual Review	PS Itinerant Services Only	560079	PS	Classified PS No Services	PS Student with a Disability
05/03/2022	06/21/2022	CPSE	Annual Review	PS Itinerant Services Only	559748	PS	Classified PS	PS Student with a Disability
05/17/2022	06/21/2022	CPSE	Annual Review	PS Itinerant Services Only	559686	PS	Classified PS	PS Student with a Disability
05/19/2022	06/21/2022	CPSE	Annual Review	UCP - Happiness House	560176	PS	Classified PS	PS Student with a Disability
05/19/2022	06/21/2022	CPSE	Annual Review	PS Itinerant Services Only	560525	PS	Classified PS	PS Student with a Disability
05/19/2022	06/21/2022	CPSE	Annual Review	BOCES II PS	560568	PS	Classified PS No Services	PS Student with a Disability
05/20/2022	06/21/2022	CPSE	Amendment	UCP - Happiness House	559560	PS	Classified PS	PS Student with a Disability
05/20/2022	06/21/2022	CPSE	Reevaluation CPSE to CSE Review	PS Itinerant Services Only	560249	PS	Classified PS	PS Student with a Disability
05/24/2022	06/21/2022	CPSE	Annual Review	PS Itinerant Services Only	559235	PS	Classified PS	PS Student with a Disability
05/26/2022	06/21/2022	CPSE	Annual Review	PS Itinerant Services Only	560266	PS	Classified PS	PS Student with a Disability
05/26/2022	06/21/2022	CPSE	Annual Review	CP Rochester	560246	PS	Classified PS	PS Student with a Disability
05/27/2022	06/21/2022	CPSE	Reevaluation CPSE to CSE Review	PS Itinerant Services Only	560223	PS	Classified PS	PS Student with a Disability
05/27/2022	06/21/2022	CPSE	Reevaluation CPSE to CSE Review	PS Itinerant Services Only	560094	PS	Classified PS	PS Student with a Disability

<b>CMA Date</b>	<b>CMA BOE Date</b>	<b>CMA Committee</b>	<b>Reason</b>	<b>Rec. School</b>	<b>ID#</b>	<b>Grade</b>	<b>CR Decision/Status</b>	<b>CR Disability</b>
05/31/2022	06/21/2022	CPSE	Amendment - Agreement No Meeting	UCP - Happiness House	559763	PS	Classified PS	PS Student with a Disability
05/31/2022	06/21/2022	CPSE	Annual Review	PS Itinerant Services Only	560065	PS	Classified PS	PS Student with a Disability
05/31/2022	06/21/2022	CPSE	Annual Review	PS Itinerant Services Only	560544	PS	Classified PS No Services	PS Student with a Disability
04/27/2022	06/21/2022	SubCSE	Annual Review	Ginther	212653	01	Classified	Speech or Language Impairment
04/27/2022	06/21/2022	SubCSE	Annual Review	Ginther	559583	01	Classified	Speech or Language Impairment
04/27/2022	06/21/2022	SubCSE	Annual Review	Ginther	560086	01	Classified	Speech or Language Impairment
04/27/2022	06/21/2022	SubCSE	Annual Review	Ginther	559300	01	Classified	Speech or Language Impairment
04/27/2022	06/21/2022	SubCSE	Annual Review	Ginther	559226	01	Classified	Speech or Language Impairment
05/03/2022	06/21/2022	SubCSE	Annual Review	Ginther	212390	Kdg.	Classified	Speech or Language Impairment
05/03/2022	06/21/2022	SubCSE	Annual Review	Barclay	559671	02	Classified	Speech or Language Impairment
05/03/2022	06/21/2022	SubCSE	Annual Review	Barclay	559128	02	Classified	Speech or Language Impairment
05/11/2022	06/21/2022	SubCSE	Annual Review	Ginther	559371	01	Classified	Speech or Language Impairment
05/11/2022	06/21/2022	SubCSE	Annual Review	Ginther	559854	01	Classified	Speech or Language Impairment
05/11/2022	06/21/2022	SubCSE	Annual Review	Ginther	559853	01	Classified	Speech or Language Impairment
05/11/2022	06/21/2022	SubCSE	Annual Review	Ginther	212731	01	Classified	Speech or Language Impairment
05/13/2022	06/21/2022	SubCSE	Annual Review	Barclay	212125	03	Classified	Speech or Language Impairment
05/17/2022	06/21/2022	SubCSE	Annual Review	Ginther	212331	01	Classified	Speech or Language Impairment

<b>CMA Date</b>	<b>CMA BOE Date</b>	<b>CMA Committee</b>	<b>Reason</b>	<b>Rec. School</b>	<b>ID#</b>	<b>Grade</b>	<b>CR Decision/Status</b>	<b>CR Disability</b>
05/17/2022	06/21/2022	SubCSE	Annual Review	Ginther	559795	01	Classified	Speech or Language Impairment
05/17/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	Ginther	559526	Kdg.	Classified	Speech or Language Impairment
05/17/2022	06/21/2022	SubCSE	Annual Review	Ginther	211718	01	Classified	Speech or Language Impairment
05/19/2022	06/21/2022	SubCSE	Annual Review	Barclay	559865	02	Classified	Autism
05/19/2022	06/21/2022	SubCSE	Annual Review	Ginther	212578	01	Classified	Speech or Language Impairment
05/19/2022	06/21/2022	SubCSE	Annual Review	Barclay	212185	02	Classified	Speech or Language Impairment
05/19/2022	06/21/2022	SubCSE	Annual Review	Ginther	212186	01	Declassified	Speech or Language Impairment
05/19/2022	06/21/2022	SubCSE	Annual Review	Barclay	560244	02	Classified	Other Health Impairment
05/19/2022	06/21/2022	SubCSE	Annual Review	Barclay	211844	02	Classified	Speech or Language Impairment
05/12/2022	06/21/2022	SubCSE	Annual Review	Barclay	211513	03	Classified	Speech or Language Impairment
05/12/2022	06/21/2022	SubCSE	Annual Review	Hill	210878	04	Classified	Speech or Language Impairment
05/12/2022	06/21/2022	SubCSE	Annual Review	Hill	211856	04	Classified	Speech or Language Impairment
05/12/2022	06/21/2022	SubCSE	Annual Review	Barclay	212207	03	Classified	Speech or Language Impairment
05/12/2022	06/21/2022	SubCSE	Annual Review	Hill	212160	04	Classified	Learning Disability
05/12/2022	06/21/2022	SubCSE	Annual Review	Barclay	560434	03	Classified	Speech or Language Impairment
05/12/2022	06/21/2022	SubCSE	Annual Review	Hill	210404	04	Classified	Learning Disability
05/12/2022	06/21/2022	SubCSE	Annual Review	Barclay	211737	03	Classified	Speech or Language Impairment
05/13/2022	06/21/2022	SubCSE	Annual Review	Barclay	212548	03	Classified	Speech or Language Impairment
05/13/2022	06/21/2022	SubCSE	Annual Review	Barclay	212200	03	Classified	Speech or Language Impairment

<b>CMA Date</b>	<b>CMA BOE Date</b>	<b>CMA Committee</b>	<b>Reason</b>	<b>Rec. School</b>	<b>ID#</b>	<b>Grade</b>	<b>CR Decision/Status</b>	<b>CR Disability</b>
05/13/2022	06/21/2022	SubCSE	Annual Review	Barclay	212203	03	Classified	Speech or Language Impairment
05/13/2022	06/21/2022	SubCSE	Annual Review	Barclay	211390	03	Classified	Other Health Impairment
05/13/2022	06/21/2022	SubCSE	Annual Review	Barclay	212376	03	Classified	Speech or Language Impairment
05/17/2022	06/21/2022	SubCSE	Annual Review	Hill	211497	04	Classified	Speech or Language Impairment
05/17/2022	06/21/2022	SubCSE	Annual Review	Hill	212673	04	Classified	Learning Disability
05/17/2022	06/21/2022	SubCSE	Annual Review	Hill	211675	04	Classified	Other Health Impairment
05/17/2022	06/21/2022	SubCSE	Annual Review	Hill	211883	04	Classified	Speech or Language Impairment
05/17/2022	06/21/2022	SubCSE	Annual Review	Barclay	559956	04	Classified	Speech or Language Impairment
05/17/2022	06/21/2022	SubCSE	Annual Review	Hill	559365	04	Classified	Other Health Impairment
05/19/2022	06/21/2022	SubCSE	Annual Review	Hill	560353	04	Classified	Other Health Impairment
05/19/2022	06/21/2022	SubCSE	Annual Review	Hill	211933	04	Classified	Other Health Impairment
05/19/2022	06/21/2022	SubCSE	Annual Review	Barclay	559348	03	Classified	Other Health Impairment
05/19/2022	06/21/2022	SubCSE	Annual Review	Hill	211534	04	Classified	Autism
05/19/2022	06/21/2022	SubCSE	Annual Review	Hill	211752	04	Classified	Speech or Language Impairment
05/19/2022	06/21/2022	SubCSE	Annual Review	Hill	211683	04	Classified	Autism
05/20/2022	06/21/2022	SubCSE	Annual Review	Hill		05	Classified	Speech or Language Impairment
05/29/2022	06/21/2022	SubCSE	Annual Review	Hill	211859	04	Classified	Speech or Language Impairment
06/13/2022	06/21/2022	SubCSE	Annual Review	Barclay	559634	03	Classified	Speech or Language Impairment
05/05/2022	06/21/2022	SubCSE	Annual Review	OMS	212079	06	Classified	Hearing Impairment

<b>CMA Date</b>	<b>CMA BOE Date</b>	<b>CMA Committee</b>	<b>Reason</b>	<b>Rec. School</b>	<b>ID#</b>	<b>Grade</b>	<b>CR Decision/Status</b>	<b>CR Disability</b>
05/05/2022	06/21/2022	SubCSE	Annual Review	OMS	210707	06	Classified	Other Health Impairment
05/05/2022	06/21/2022	SubCSE	Annual Review	OMS	210728	06	Classified	Learning Disability
05/13/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	OMS	999011	06	Classified	Speech or Language Impairment
05/13/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	OMS		06	Classified	Learning Disability
05/16/2022	06/21/2022	SubCSE	Annual Review	OMS	998980	07	Classified	Speech or Language Impairment
05/17/2022	06/21/2022	SubCSE	Annual Review	Hill	211911	05	Classified	Other Health Impairment
05/17/2022	06/21/2022	SubCSE	Annual Review	Hill	999519	05	Classified	Learning Disability
05/17/2022	06/21/2022	SubCSE	Annual Review	Hill	210765	05	Classified	Learning Disability
05/17/2022	06/21/2022	SubCSE	Annual Review	Hill	211147	05	Classified	Learning Disability
05/17/2022	06/21/2022	SubCSE	Annual Review	Hill	212581	05	Classified	Learning Disability
05/17/2022	06/21/2022	SubCSE	Annual Review	Hill	210285	05	Classified	Learning Disability
05/17/2022	06/21/2022	SubCSE	Annual Review	Hill	211300	05	Classified	Learning Disability
05/19/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	Hill	559324	05	Classified	Learning Disability
05/19/2022	06/21/2022	SubCSE	Annual Review	Hill	211546	05	Classified	Speech or Language Impairment
05/19/2022	06/21/2022	SubCSE	Annual Review	Hill	212434	05	Classified	Speech or Language Impairment
05/19/2022	06/21/2022	SubCSE	Annual Review	Hill	210843	05	Classified	Speech or Language Impairment
05/19/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	Hill	560376	05	Classified	Other Health Impairment
05/20/2022	06/21/2022	SubCSE	Annual Review	Hill	211308	05	Classified	Speech or Language Impairment
05/20/2022	06/21/2022	SubCSE	Annual Review	Hill	211317	05	Classified	Learning Disability
05/20/2022	06/21/2022	SubCSE	Annual Review	Hill	210691	05	Classified	Other Health Impairment
05/20/2022	06/21/2022	SubCSE	Annual Review	Hill	210412	05	Classified	Speech or Language Impairment

<b>CMA Date</b>	<b>CMA BOE Date</b>	<b>CMA Committee</b>	<b>Reason</b>	<b>Rec. School</b>	<b>ID#</b>	<b>Grade</b>	<b>CR Decision/Status</b>	<b>CR Disability</b>
05/20/2022	06/21/2022	SubCSE	Annual Review	Hill		05	Classified	Other Health Impairment
05/20/2022	06/21/2022	SubCSE	Annual Review	Hill	212626	05	Classified	Autism
05/20/2022	06/21/2022	SubCSE	Annual Review	Hill	211434	05	Classified	Other Health Impairment
05/20/2022	06/21/2022	SubCSE	Annual Review	Hill	210486	05	Classified	Learning Disability
05/03/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	OMS	560294	08	Classified	Learning Disability
05/03/2022	06/21/2022	SubCSE	Annual Review	BHS	559479	09	Classified	Learning Disability
05/03/2022	06/21/2022	SubCSE	Annual Review	BHS	998416	09	Classified	Speech or Language Impairment
05/03/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	OMS	212675	08	Classified	Other Health Impairment
05/03/2022	06/21/2022	SubCSE	Annual Review	BHS	998686	09	Classified	Learning Disability
05/03/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	OMS	997732	08	Classified	Other Health Impairment
05/03/2022	06/21/2022	SubCSE	Annual Review	BHS	996961	09	Classified	Other Health Impairment
05/03/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	OMS	998561	08	Classified	Learning Disability
05/04/2022	06/21/2022	SubCSE	Annual Review	BHS	560559	09	Classified	Other Health Impairment
05/04/2022	06/21/2022	SubCSE	Annual Review	BHS	997148	09	Classified	Learning Disability
05/04/2022	06/21/2022	SubCSE	Annual Review	BHS	998702	09	Classified	Learning Disability
05/04/2022	06/21/2022	SubCSE	Annual Review	BHS	998739	09	Classified	Learning Disability
05/04/2022	06/21/2022	SubCSE	Annual Review	BHS	997736	09	Classified	Other Health Impairment
05/04/2022	06/21/2022	SubCSE	Annual Review	BHS	560458	09	Classified	Learning Disability
05/04/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	BHS	997641	09	Classified	Learning Disability
05/04/2022	06/21/2022	SubCSE	Annual Review	BHS	998250	09	Classified	Learning Disability
05/04/2022	06/21/2022	SubCSE	Annual Review	BHS	997454	09	Classified	Learning Disability
05/05/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	OMS	559997	07	Classified	Other Health Impairment

<b>CMA Date</b>	<b>CMA BOE Date</b>	<b>CMA Committee</b>	<b>Reason</b>	<b>Rec. School</b>	<b>ID#</b>	<b>Grade</b>	<b>CR Decision/Status</b>	<b>CR Disability</b>
05/05/2022	06/21/2022	SubCSE	Annual Review	OMS	210222	08	Classified	Other Health Impairment
05/05/2022	06/21/2022	SubCSE	Annual Review	OMS	998604	08	Classified	Other Health Impairment
05/05/2022	06/21/2022	SubCSE	Annual Review	OMS	560002	08	Classified	Autism
05/05/2022	06/21/2022	SubCSE	Annual Review	OMS	999106	08	Classified	Speech or Language Impairment
05/05/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	OMS	997929	07	Classified	Learning Disability
05/05/2022	06/21/2022	SubCSE	Annual Review	OMS	998243	08	Classified	Autism
05/05/2022	06/21/2022	SubCSE	Annual Review	OMS	212676	08	Classified	Learning Disability
05/09/2022	06/21/2022	SubCSE	Annual Review	OMS	997317	08	Classified	Speech or Language Impairment
05/09/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	OMS	211172	07	Classified	Other Health Impairment
05/09/2022	06/21/2022	SubCSE	Annual Review	BHS	212620	09	Classified	Learning Disability
05/09/2022	06/21/2022	SubCSE	Annual Review	BHS	998777	09	Classified	Learning Disability
05/09/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	OMS		08	Classified	Learning Disability
05/09/2022	06/21/2022	SubCSE	Annual Review	BHS		09	Classified	Other Health Impairment
05/09/2022	06/21/2022	SubCSE	Annual Review	OMS	998839	08	Classified	Learning Disability
05/09/2022	06/21/2022	SubCSE	Annual Review	BHS	998619	09	Classified	Learning Disability
05/09/2022	06/21/2022	SubCSE	Annual Review	OMS	212501	09	Classified	Learning Disability
05/09/2022	06/21/2022	SubCSE	Annual Review	BHS		09	Classified	Other Health Impairment
05/09/2022	06/21/2022	SubCSE	Annual Review	OMS	212641	08	Classified	Other Health Impairment
05/09/2022	06/21/2022	SubCSE	Annual Review	BHS	998985	09	Classified	Autism
05/09/2022	06/21/2022	SubCSE	Annual Review	BHS	997707	09	Classified	Other Health Impairment
05/09/2022	06/21/2022	SubCSE	Annual Review	OMS	999690	08	Classified	Learning Disability
05/09/2022	06/21/2022	SubCSE	Annual Review	OMS	211552	08	Classified	Other Health Impairment
05/09/2022	06/21/2022	SubCSE	Annual Review	OMS	998782	08	Classified	Learning Disability



<b>CMA Date</b>	<b>CMA BOE Date</b>	<b>CMA Committee</b>	<b>Reason</b>	<b>Rec. School</b>	<b>ID#</b>	<b>Grade</b>	<b>CR Decision/Status</b>	<b>CR Disability</b>
05/09/2022	06/21/2022	SubCSE	Annual Review	OMS	559932	08	Classified	Other Health Impairment
05/11/2022	06/21/2022	SubCSE	Annual Review	BHS	998271	09	Classified	Multiple Disabilities
05/11/2022	06/21/2022	SubCSE	Annual Review	BHS		09	Classified	Learning Disability
05/11/2022	06/21/2022	SubCSE	Annual Review	BHS	998914	09	Classified	Learning Disability
05/11/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	OMS	998667	08	Classified	Learning Disability
05/11/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	OMS	998917	08	Classified	Other Health Impairment
05/11/2022	06/21/2022	SubCSE	Annual Review	BHS	211573	09	Classified	Other Health Impairment
05/11/2022	06/21/2022	SubCSE	Annual Review	BHS	211470	09	Classified	Learning Disability
05/11/2022	06/21/2022	SubCSE	Annual Review	BHS	998437	09	Classified	Autism
05/11/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	OMS	210620	08	Classified	Speech or Language Impairment
05/13/2022	06/21/2022	SubCSE	Annual Review	OMS	998284	07	Classified	Learning Disability
05/13/2022	06/21/2022	SubCSE	Annual Review	OMS	210301	07	Classified	Learning Disability
05/13/2022	06/21/2022	SubCSE	Annual Review	OMS		07	Classified	Speech or Language Impairment
05/13/2022	06/21/2022	SubCSE	Annual Review	OMS	999390	07	Classified	Other Health Impairment
05/13/2022	06/21/2022	SubCSE	Annual Review	OMS	210749	07	Classified	Other Health Impairment
05/13/2022	06/21/2022	SubCSE	Annual Review	OMS	560282	07	Classified	Other Health Impairment
05/13/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	OMS	560440	06	Classified	Other Health Impairment
05/16/2022	06/21/2022	SubCSE	Annual Review	OMS	999125	08	Classified	Speech or Language Impairment
05/16/2022	06/21/2022	SubCSE	Annual Review	OMS	560443	07	Classified	Speech or Language Impairment
05/16/2022	06/21/2022	SubCSE	Annual Review	BHS	560406	09	Classified	Autism
05/16/2022	06/21/2022	SubCSE	Annual Review	BHS	212216	09	Classified	Intellectual Disability
05/16/2022	06/21/2022	SubCSE	Annual Review	OMS	560420	07	Classified	Other Health Impairment

<b>CMA Date</b>	<b>CMA BOE Date</b>	<b>CMA Committee</b>	<b>Reason</b>	<b>Rec. School</b>	<b>ID#</b>	<b>Grade</b>	<b>CR Decision/Status</b>	<b>CR Disability</b>
05/16/2022	06/21/2022	SubCSE	Annual Review	OMS	210288	07	Classified	Other Health Impairment
05/16/2022	06/21/2022	SubCSE	Annual Review	BHS	998986	09	Classified	Speech or Language Impairment
05/16/2022	06/21/2022	SubCSE	Annual Review	OMS	559527	08	Classified	Intellectual Disability
05/16/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	OMS	997733	06	Classified	Other Health Impairment
05/16/2022	06/21/2022	SubCSE	Annual Review	OMS	999319	07	Classified	Learning Disability
05/16/2022	06/21/2022	SubCSE	Annual Review	OMS		08	Classified	Speech or Language Impairment
05/24/2022	06/21/2022	SubCSE	Annual Review	BHS	998764	09	Classified	Learning Disability
05/24/2022	06/21/2022	SubCSE	Annual Review	OMS	560489	08	Classified	Learning Disability
05/24/2022	06/21/2022	SubCSE	Annual Review	OMS	997150	08	Classified	Speech or Language Impairment
05/24/2022	06/21/2022	SubCSE	Annual Review	OMS	210515	08	Classified	Speech or Language Impairment
05/24/2022	06/21/2022	SubCSE	Annual Review	OMS	997923	08	Classified	Speech or Language Impairment
05/25/2022	06/21/2022	SubCSE	Annual Review	BHS		10	Classified	Learning Disability
05/04/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	BHS	995486	10	Classified	Other Health Impairment
05/04/2022	06/21/2022	SubCSE	Annual Review	BHS		11	Classified	Other Health Impairment
05/04/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	BHS		10	Classified	Other Health Impairment
05/05/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	BHS	996102	11	Classified	Other Health Impairment
05/05/2022	06/21/2022	SubCSE	Annual Review	BHS	210547	12	Classified	Autism
05/05/2022	06/21/2022	SubCSE	Annual Review	BHS		12	Classified	Other Health Impairment
05/05/2022	06/21/2022	SubCSE	Annual Review	BHS	559596	12	Classified	Learning Disability
05/05/2022	06/21/2022	SubCSE	Annual Review	BHS	997268	12	Classified	Other Health Impairment
05/05/2022	06/21/2022	SubCSE	Annual Review	BHS	995362	12	Classified	Orthopedic Impairment

<b>CMA Date</b>	<b>CMA BOE Date</b>	<b>CMA Committee</b>	<b>Reason</b>	<b>Rec. School</b>	<b>ID#</b>	<b>Grade</b>	<b>CR Decision/Status</b>	<b>CR Disability</b>
05/06/2022	06/21/2022	SubCSE	Annual Review	BHS		11	Classified	Learning Disability
05/06/2022	06/21/2022	SubCSE	Annual Review	BHS	559466	11	Classified	Other Health Impairment
05/06/2022	06/21/2022	SubCSE	Annual Review	BHS	212656	11	Classified	Learning Disability
05/06/2022	06/21/2022	SubCSE	Annual Review	BHS	998069	10	Classified	Learning Disability
05/06/2022	06/21/2022	SubCSE	Annual Review	BHS	560342	11	Classified	Other Health Impairment
05/11/2022	06/21/2022	SubCSE	Annual Review	BHS	997837	10	Classified	Autism
05/11/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	BHS		12	Classified	Speech or Language Impairment
05/11/2022	06/21/2022	SubCSE	Annual Review	BHS	997336	12	Classified	Learning Disability
05/11/2022	06/21/2022	SubCSE	Annual Review	BHS	997906	10	Classified	Learning Disability
05/11/2022	06/21/2022	SubCSE	Annual Review	BHS	212717	12	Classified	Learning Disability
05/11/2022	06/21/2022	SubCSE	Annual Review	BHS	995954	12	Classified	Learning Disability
05/11/2022	06/21/2022	SubCSE	Annual Review	BHS	211982	12	Classified	Learning Disability
05/11/2022	06/21/2022	SubCSE	Annual Review	BHS	210573	11	Classified	Autism
05/11/2022	06/21/2022	SubCSE	Annual Review	BHS	995814	12	Classified	Autism
05/11/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	BHS	998516	09	Classified	Speech or Language Impairment
05/11/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	BHS		09	Classified	Learning Disability
05/12/2022	06/21/2022	SubCSE	Annual Review	BHS	996573	12	Classified	Autism
05/12/2022	06/21/2022	SubCSE	Annual Review	BHS	997740	12	Classified	Other Health Impairment
05/12/2022	06/21/2022	SubCSE	Annual Review	BHS	997897	12	Classified	Autism
05/12/2022	06/21/2022	SubCSE	Annual Review	BHS	210453	12	Classified	Learning Disability
05/12/2022	06/21/2022	SubCSE	Annual Review	BHS	210679	12	Classified	Speech or Language Impairment
05/17/2022	06/21/2022	SubCSE	Annual Review	BHS	559903	12	Classified	Other Health Impairment
05/17/2022	06/21/2022	SubCSE	Annual Review	BHS	212278	12	Classified	Emotional Disturbance
05/17/2022	06/21/2022	SubCSE	Annual Review	BHS	211566	12	Classified	Autism
05/17/2022	06/21/2022	SubCSE	Annual Review	BHS		11	Classified	Other Health Impairment

<b>CMA Date</b>	<b>CMA BOE Date</b>	<b>CMA Committee</b>	<b>Reason</b>	<b>Rec. School</b>	<b>ID#</b>	<b>Grade</b>	<b>CR Decision/Status</b>	<b>CR Disability</b>
05/17/2022	06/21/2022	SubCSE	Annual Review	BHS	997948	12	Classified	Speech or Language Impairment
05/17/2022	06/21/2022	SubCSE	Annual Review	BHS		12	Classified	Speech or Language Impairment
05/18/2022	06/21/2022	SubCSE	Annual Review	BHS	998368	10	Classified	Learning Disability
05/18/2022	06/21/2022	SubCSE	Annual Review	BHS	998259	10	Classified	Learning Disability
05/18/2022	06/21/2022	SubCSE	Annual Review	BHS	998913	10	Classified	Other Health Impairment
05/18/2022	06/21/2022	SubCSE	Annual Review	BHS		10	Classified	Learning Disability
05/18/2022	06/21/2022	SubCSE	Annual Review	BHS	998239	10	Classified	Other Health Impairment
05/18/2022	06/21/2022	SubCSE	Annual Review	BHS	559357	10	Classified	Other Health Impairment
05/19/2022	06/21/2022	SubCSE	Annual Review	BHS	997774	12	Classified	Learning Disability
05/19/2022	06/21/2022	SubCSE	Annual Review	BHS	997784	12	Classified	Other Health Impairment
05/19/2022	06/21/2022	SubCSE	Annual Review	BHS	997749	12	Classified	Learning Disability
05/19/2022	06/21/2022	SubCSE	Annual Review	BHS	997816	12	Classified	Other Health Impairment
05/19/2022	06/21/2022	SubCSE	Annual Review	BHS	997160	12	Classified	Learning Disability
05/20/2022	06/21/2022	SubCSE	Annual Review	BHS		10	Classified	Autism
05/20/2022	06/21/2022	SubCSE	Annual Review	BHS	211145	10	Classified	Learning Disability
05/20/2022	06/21/2022	SubCSE	Annual Review	BHS	997216	10	Classified	Speech or Language Impairment
05/20/2022	06/21/2022	SubCSE	Annual Review	BHS		10	Classified	Speech or Language Impairment
05/20/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	BHS		09	Classified	Learning Disability
05/20/2022	06/21/2022	SubCSE	Annual Review	BHS	998628	10	Classified	Other Health Impairment
05/25/2022	06/21/2022	SubCSE	Annual Review	BHS	560120	10	Classified	Learning Disability
05/25/2022	06/21/2022	SubCSE	Annual Review	BHS	998122	10	Classified	Learning Disability
05/25/2022	06/21/2022	SubCSE	Annual Review	BHS	559497	10	Classified	Other Health Impairment

<b>CMA Date</b>	<b>CMA BOE Date</b>	<b>CMA Committee</b>	<b>Reason</b>	<b>Rec. School</b>	<b>ID#</b>	<b>Grade</b>	<b>CR Decision/Status</b>	<b>CR Disability</b>
05/25/2022	06/21/2022	SubCSE	Annual Review	BHS	998089	10	Classified	Other Health Impairment
05/25/2022	06/21/2022	SubCSE	Annual Review	BHS	997821	10	Classified	Other Health Impairment
05/26/2022	06/21/2022	SubCSE	Annual Review	BHS	995624	12	Classified	Speech or Language Impairment
05/26/2022	06/21/2022	SubCSE	Annual Review	BHS	999250	12	Classified	Learning Disability
05/26/2022	06/21/2022	SubCSE	Annual Review	BHS	995445	12	Classified	Other Health Impairment
05/26/2022	06/21/2022	SubCSE	Annual Review	BHS	559441	12	Classified	Other Health Impairment
05/26/2022	06/21/2022	SubCSE	Annual Review	BHS		12	Classified	Speech or Language Impairment
05/26/2022	06/21/2022	SubCSE	Annual Review	BHS	210548	12	Classified	Speech or Language Impairment
05/26/2022	06/21/2022	SubCSE	Annual Review	BHS		12	Classified	Learning Disability
05/27/2022	06/21/2022	SubCSE	Annual Review	BHS	996654	11	Classified	Autism
05/27/2022	06/21/2022	SubCSE	Annual Review	BHS	997301	11	Classified	Learning Disability
05/27/2022	06/21/2022	SubCSE	Annual Review	BHS	560087	11	Classified	Other Health Impairment
05/27/2022	06/21/2022	SubCSE	Reevaluation/Annual Review	BHS	997738	10	Classified	Learning Disability
05/27/2022	06/21/2022	SubCSE	Annual Review	BHS	559489	11	Classified	Other Health Impairment
05/27/2022	06/21/2022	SubCSE	Annual Review	BHS	997777	10	Classified	Speech or Language Impairment
05/31/2022	06/21/2022	SubCSE	Annual Review	BHS	998509	12	Classified	Other Health Impairment
05/31/2022	06/21/2022	SubCSE	Annual Review	BHS	997737	12	Classified	Learning Disability
05/31/2022	06/21/2022	SubCSE	Annual Review	BHS		12	Classified	Other Health Impairment
05/31/2022	06/21/2022	SubCSE	Annual Review	BHS	997051	12	Classified	Speech or Language Impairment
05/31/2022	06/21/2022	SubCSE	Annual Review	BHS	996875	12	Classified	Speech or Language Impairment

<b>CMA Date</b>	<b>CMA BOE Date</b>	<b>CMA Committee</b>	<b>Reason</b>	<b>Rec. School</b>	<b>ID#</b>	<b>Grade</b>	<b>CR Decision/Status</b>	<b>CR Disability</b>
05/31/2022	06/21/2022	SubCSE	Annual Review	BHS		12	Classified	Learning Disability
06/01/2022	06/21/2022	SubCSE	Annual Review	BHS	997045	11	Classified	Speech or Language Impairment
06/01/2022	06/21/2022	SubCSE	Annual Review	BHS	997046	11	Classified	Learning Disability
06/02/2022	06/21/2022	SubCSE	Annual Review	BHS	559358	11	Classified	Multiple Disabilities
06/02/2022	06/21/2022	SubCSE	Annual Review	BHS	996053	10	Classified	Intellectual Disability
06/02/2022	06/21/2022	SubCSE	Annual Review	BHS	212072	11	Classified	Speech or Language Impairment
06/02/2022	06/21/2022	SubCSE	Annual Review	BHS	997820	10	Classified	Multiple Disabilities
06/03/2022	06/21/2022	SubCSE	Annual Review	BHS	998193	10	Classified	Learning Disability
06/03/2022	06/21/2022	SubCSE	Annual Review	BHS	998822	10	Classified	Other Health Impairment
06/03/2022	06/21/2022	SubCSE	Annual Review	BHS	997883	10	Classified	Speech or Language Impairment
06/03/2022	06/21/2022	SubCSE	Annual Review	BHS	211123	10	Classified	Other Health Impairment
06/03/2022	06/21/2022	SubCSE	Annual Review	BHS	997696	10	Classified	Learning Disability
06/07/2022	06/21/2022	SubCSE	Annual Review	BHS	995835	12	Classified	Other Health Impairment

## 4.0 CERTIFIED PERSONNEL



# BROCKPORT CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION MEETING

June 21, 2022

## PERSONNEL AGENDA – CERTIFIED

Office of the Superintendent of Schools  
Board Meeting of June 21, 2022

Sean C. Bruno  
Superintendent of Schools

Jerilee DiLalla  
Assistant Superintendent for Human Resources

**RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education approved action on the following Certified Personnel:

### 4.1 Appointments

- 4.1.1 Rachel Hume, to be appointed as a School Counselor at Barclay School effective August 31, 2022. Provisional certificate as a school counselor. Probationary period August 31, 2022 through August 30, 2026. This expiration date is tentative and conditional only. In order to be eligible and considered for tenure the employee must meet all requirements of Educational Law and corresponding regulations. Annual salary \$40,800.
- 4.1.2 Kelly Keenan, to be appointed as the Ginther School Assistant Principal effective August 12, 2022. Pending certificate of internship as a school building leader, permanent certificates in reading and special education K-12. Probationary period August 12, 2022 through August 11, 2026. This expiration date is tentative and conditional only. In order to be eligible and considered for tenure the employee must meet all requirements of Educational Law and corresponding regulations. Annual salary \$84,500 (prorated \$74,787).
- 4.1.3 Heather Brosman, to be appointed as a part time (0.5 FTE) Art Teacher at Oliver Middle School effective August 31, 2022. Professional certificate in visual arts. Annual salary \$ 54,834 (prorated \$27,417)
- 4.1.4 Steven Zaccardo, to be appointed as a Special Education Teacher at the High School effective August 31, 2022. Internship certificate in math grades 7-12. Probationary period August 31, 2022 through August 30, 2025. This expiration date is tentative and conditional only. In order to be eligible and considered for tenure the employee must meet all requirements of Educational Law and corresponding regulations. Annual salary \$39,400.

### 4.2 Resignations

- 4.2.1 Lauren Raines, Special Education Teacher at Hill School, to resign effective June 30, 2022.
- 4.2.2 Kelly Keenan, Instructional Coach at Ginther School, to resign effective August 11, 2022 pending approval as the Ginther School Assistant Principal.

### 4.3 Substitutes

- 4.3.1 Scott Dauphin
- 4.3.2 Heather Brosman, Contracted Building Substitute (.5/day at \$130/day)

### 4.4 Teacher Immersion Fellowship Program Participants

- 4.4.1 None

### 4.5 Leaves of Absence

- 4.5.1 None

### 4.6 Other

- 4.6.1 – 4.6.15 Department Chairs

Name	Building	Extra Duty	Amount
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4.6.1	Patricia Arnold	High	District Wide AIS (shared w/3 other staff members)	\$848.50
4.6.2	Mary Warth	High	District Wide Chair Art	\$3,393.00
4.6.3	Suzanne Sodoma	High	H.S Department Chair-Business	\$3,393.00
4.6.4	Elizabeth Groot	High	H.S Department Chair-Counseling	\$3,393.00
4.6.5	Ariel Dickinson	High	H.S Department Chair- ELA (Shared with Siragusa)	\$1,696.50
4.6.6	Dawn Siragusa	High	H.S. Department Chair ELA (Shared with Dickinson)	\$1,696.50
4.6.7	Jacquelynn Merida	High	H.S Department Chair-LOTE	\$3,393.00
4.6.8	Heather Dennis	High	District Wide Chair- Health	\$3,393.00
4.6.9	Kathleen Jaccarino	High	District Wide Chair- Library	\$3,393.00
4.6.10	Justin Geist	High	H. S Department Chair-Math	\$3,393.00
4.6.11	Victoria Valente	High	District Wide Chair- Music	\$3,393.00
4.6.12	Joe Setek	High	H.S Department Chair- PE	\$3,393.00
4.6.13	Steven Reiss	High	H.S Department Chair-Science	\$3,393.00
4.6.14	Scott Hopsicker	High	H.S Department Chair-Social Studies	\$3,393.00
4.6.15	Gordon Dibattisto	High	H.S Department Chair-Technology	\$3,393.00

## 4.0 CLASSIFIED PERSONNEL



# BROCKPORT CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION MEETING

JUNE 21, 2022

## PERSONNEL AGENDA – CLASSIFIED

Office of the Superintendent of Schools  
Board Meeting of June 21, 2022

Sean C. Bruno  
Superintendent of Schools

Jerilee DiLalla  
Assistant Superintendent for Human Resources

Resolved that, upon the recommendation of the Superintendent of Schools, the Board of Education approves action on the following **Classified, Exempt, Substitute, Volunteer, and College Participant** positions:

### 4.7 Appointments

- 4.7.1 Stephen Blank, to be appointed as a probationary Cleaner at Barclay School effective retroactive to June 13, 2022. Rate is set at \$15.40 per hour. Probationary period begins on June 13, 2022 and ends on September 12, 2022.
- 4.7.2 Jaclyn Stalter, to be appointed as a provisional Benefits Specialist (12 Months, Exempt) in the Human Resources Office effective June 27, 2022. Rate is set at \$23.00 per hour. Probationary period is to be determined.
- 4.7.3 Brian Harris, to be appointed as a provisional Network Technician at the High School effective July 1, 2022. Rate is set at \$23.50 per hour. Probationary period is to be determined.
- 4.7.4 Vu Nguyen, to be appointed as a provisional Network Technician at Ginther School effective July 1, 2022. Rate is set at \$23.50 per hour. Probationary period is to be determined.
- 4.7.5 Lisa Proctor, to be appointed as a probationary School District Tax Collector in the Business Office, effective July 1, 2022. Rate is set at \$25.00 per hour. Probationary period begins on July 1, 2022 and ends on September 30, 2022.
- 4.7.6 Eric Specksgoor, to be appointed as a probationary Bus Driver in the Transportation Department, effective June 22, 2022. Rate is set at \$20.00 per hour. Probationary period begins on June 22, 2022 and ends on June 21, 2023.

### 4.8 Resignations

- 4.8.1 Stephen Blank, Bus Driver, Transportation Department, resigning effective June 12, 2022, pending board approval to the position of Cleaner.
- 4.8.2 Jaclyn Stalter, Office Clerk III, Food Service Department, resigning effective June 26, 2022, pending board approval to the position of Benefits Specialist.
- 4.8.3 Brian Harris, Microcomputer Maintenance Technician, High School, resigning effective June 30, 2022, pending board approval to the position of Network Technician.
- 4.8.4 Vu Nguyen, Microcomputer Maintenance Technician, Ginther School, resigning effective June 30, 2022, pending board approval to the position of Network Technician.
- 4.8.5 Lisa Proctor, Office Account Clerk, Business Office, resigning effective June 30, 2022, pending board approval to the position of School District Tax Collector.
- 4.8.6 Crystal Morici, Food Service Helper, High School, resigning effective June 14, 2022.
- 4.8.7 Cheryl Fishbaugh, Cleaner, Hill School, resigning for the purpose of retirement effective July 31, 2022.

**4.9 Substitutes**

- 4.9.1 Crystal Morici, Food Service Helper
- 4.9.2 Cheryl Fishbaugh, Cleaner
- 4.9.3 Olivia Petronio, Summer Cleaner
- 4.9.4 Carol O’Connell, Bus Attendant
- 4.9.5 Desilets Dubois, Student Cleaner
- 4.9.6 Maggie Schultz, Summer Cleaner
- 4.9.7 Terance King, Bus Driver (retroactive to June 7, 2022)
- 4.9.8 Thomas Bruno, Student Cleaner
- 4.9.9 Javier Benzan, Student Cleaner
- 4.9.10 Hannah Christiansen, Summer Cleaner
- 4.9.11 David Granby, Bus Attendant (training for CDL)

**4.10 Volunteers**

- 4.10.1 Erica Burns
- 4.10.2 Mandy Crumb
- 4.10.3 Erica Gurak
- 4.10.4 Jamie McCormick
- 4.10.5 Nicole Napoleon
- 4.10.6 Allison Parry-Gurak
- 4.10.7 Melanie Reisman
- 4.10.8 Katherine Schaeffer
- 4.10.9 Jay Wassinger
- 4.10.10 Gisella Young

**4.11 College Participants**

None

**4.12 Leaves of Absence**

None

**4.13 Other**

- 4.13.1 Increase the School District Tax Collector position from part-time (.6 FTE) to full-time (1.0 FTE), effective July 1, 2022.
- 4.13.2 – 4.13.10 The following staff have been appointed as Teacher Aides for the K-6 Summer School (at their current regular hourly rate) from July 18, 2022 through August 11, 2022.
- 4.13.2 Lisa Kennedy
- 4.13.3 Angela Abram
- 4.13.4 Beth Hoyt
- 4.13.5 Jennifer Setter
- 4.13.6 Tamara Evans
- 4.13.7 Tanya Grugnale
- 4.13.8 Kristina Dodd
- 4.13.9 BonnieLou Haymon
- 4.13.10 Jennifer Staskiewicz

## 5.0 FINANCIAL



Sean C. Bruno  
Superintendent

Jill Reichhart  
Director of Finance

SUBJECT: Brockport BEST Education Foundation donation

Whereas, the Brockport BEST Education Foundation is donating \$1,632.40 for the sole and express purpose of providing financial support for the Gingerbread on the Loose book to be distributed to Ginter School Students. Funds should be utilized for said purpose prior to the end of the 2021-2022 school year.

Recommendation: Motion by .....Seconded by.....

RESOLVED, that the Board of Education accept the generous donation to support funds for the Gingerbread on the Loose book to be distributed to Ginter School Students.

Sean C. Bruno  
Superintendent

Jill Reichhart  
Director of Finance

SUBJECT: Brockport BEST Education Foundation donation

Whereas, the Brockport BEST Education Foundation is donating \$2,000.00 for the sole and express purpose of providing financial support for the Jeffrey Brown Scholarship. Funds should be utilized for said purpose prior to the end of the 2021-2022 school year.

Recommendation: Motion by .....Seconded by.....

RESOLVED, that the Board of Education accept the generous donation to support funds for the Jeffrey Brown Scholarship.

Sean C. Bruno  
Superintendent

Darrin Winkley  
Assistant Superintendent for Business

**SUBJECT: Physical Education Bid for 2022-2023**

WHEREAS, the Physical Education Bid for 2022-2023 was opened on May 12, 2022 at 2:00 p.m. The bid was advertised in the Daily Record and Rochester Business Journal and four (4) companies responded. Following are the successful bidders for the 2022-2023 school year. Purchases for the Physical Education Equipment and Supplies will also be made from the BOCES Cooperative Bid.

<b>Vendor</b>	<b>Amount</b>
Gopher Sport	\$ 480.81
Pyramid School Products	207.95
US Games	\$ 2,891.60
<b>TOTAL</b>	<b>\$ 3,580.36</b>

Recommendation: Motion by .....Seconded by.....

RESOLVED, that the Board of Education approve the successful bidders, as listed, to furnish the Physical Education Bid for the 2022-2023 school year, for the total amount of expenditure of \$3,580.36.



Sean C. Bruno  
Superintendent

Darrin Winkley  
Assistant Superintendent for Business

**SUBJECT: Interscholastic Athletic Bid for 2022-2023**

WHEREAS, the Interscholastic Athletic Bid for 2022-2023 was opened on May 12, 2022 at 2:00 p.m. The bid was advertised in the Daily Record and Rochester Business Journal and five (5) companies responded. Following are the successful bidders for the 2022-2023 school year. Purchases for the Interscholastic Athletic Equipment and Supplies will also be made from the BOCES Cooperative Bid.

<b>Vendor</b>	<b>Amount</b>
BSN Sports, LLC	\$ 2,784.16
Laux Sporting Goods	\$ 414.86
MFAC, LLC (M-F Athletic)	\$ 3,080.00
Pyramid School Products	\$ 1,366.40
Riddell	\$ 3,624.50
<b>TOTAL</b>	<b>\$ 11,269.92</b>

Recommendation: Motion by .....Seconded by.....

RESOLVED, that the Board of Education approve the successful bidders, as listed, to furnish the Interscholastic Athletic Bid for the 2022-2023 school year, for the total amount of expenditure of **\$11,269.92**.

Sean Bruno  
Superintendent

Jill Reichhart  
Director of Finance

SUBJECT: Funding of Reserve Funds for year ending June 30, 2022.

Based on the recommendation of the Superintendent of Schools, we recommend funding the Employee Retirement Reserve Fund, as authorized by General Municipal Law 6-r, up to an additional \$2,000,000 from undesignated, unappropriated fund balance from the 2021-2022 fiscal year.

Based on the recommendation of the Superintendent of Schools, we recommend funding the Workers Compensation Reserve Fund, as authorized by General Municipal Law 6-j, up to an additional \$500,000 from undesignated, unappropriated fund balance from the 2021-2022 fiscal year.

Based on the recommendation of the Superintendent of Schools, we recommend funding the Teacher Retirement Reserve Fund, as authorized by General Municipal Law 6-r, up to an additional \$500,000 from undesignated, unappropriated fund balance from the 2021-2022 fiscal year.

Based on the recommendation of the Superintendent of Schools, we recommend funding the 2021 Building Capital Reserve Fund, as authorized by Education Law Section 3651, up to \$4,783,848 from undesignated, unappropriated fund balance from the 2021-2022 fiscal year.

Recommendation: Motion by.....Seconded by.....

RESOLVED, that the Board of Education approve the funding of the Employee Retirement Contribution Reserve up to an additional \$2,000,000, the Workers Compensation Reserve Fund up to an additional \$500,000, the Teacher Retirement Reserve up to an additional \$500,000, the 2021 Building Capital Reserve Fund up to an additional \$4,783,848 from undesignated, unappropriated fund balance from the 2021-2022 fiscal year.

## 6.0 PHYSICAL PLANT



Sean C. Bruno  
Superintendent

Darrin Winkley  
Assistant Superintendent for Business

**SUBJECT: Excess Equipment**

WHEREAS, the District wishes to remove the following equipment from inventory and dispose of:

- Qty 3 - Lawn Mowers
- Qty 1 – Tractor 4WD
- Qty 1 – Cat Loader
- Qty 3 – Sno-Pushers
- Qty 1 – Drill Press
- Qty 2 – Spotlights
- Qty 2 – Ellipticals
- Qty 20 – Various custodial equipment (scrubbers, carpet machines, etc.)
- Qty 2 – Coffee Percolators
- Qty 3 – Various grounds equipment (plow, salter, etc.)

Our intention is to sell to the highest bidder or dispose of as trash.

Recommendation: Motion by .....Seconded by.....

RESOLVED, that the Board of Education hereby authorizes the District Clerk to dispose of the above equipment and to remove reference of these items from the inventory.

# 7.0 HUMAN RESOURCES



# 8.0 SUPERINTENDENT REPORT



## 9.0 BOARD OPERATIONS





**BROCKPORT CENTRAL SCHOOL**  
**Brockport, NY 14420-2296**

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**Board of Education**  
**2021-2022 Meeting Schedule**

<b>Day</b>	<b>Date</b>	<b>Time/Location/Notes</b>
Tuesday	July 6, 2021*	Reorganization Meeting 5 p.m. - District Office Board Room
Tuesday	July 20, 2021*	5 p.m. - District Office Board Room
Tuesday	August 3, 2021*	5 p.m. - District Office Board Room
Tuesday	August 17, 2021*	5 p.m. – Hill School Cafetorium
Tuesday	September 7, 2021	6 p.m. – Hill School Cafetorium
Tuesday	September 21, 2021	6 p.m. – Hill School Cafetorium
Tuesday	October 5, 2021	6 p.m. - Hill School Cafetorium
Tuesday	October 19, 2021	6 p.m. - Hill School Cafetorium
Tuesday	November 2, 2021	6 p.m. - Hill School Cafetorium
Tuesday	November 16, 2021	6 p.m. - Hill School Cafetorium
Tuesday	December 7, 2021	6 p.m. - Hill School Cafetorium
Tuesday	December 21, 2021	6 p.m. - Hill School Cafetorium
Tuesday	January 4, 2022	6 p.m. - Hill School Cafetorium
Tuesday	January 18, 2022	6 p.m. - Hill School Cafetorium
Tuesday	February 1, 2022	6 p.m. - Hill School Cafetorium
Tuesday	February 15, 2022	6 p.m. - Hill School Cafetorium
Monday	February 28, 2022*	6 p.m. - Hill School Cafetorium
Tuesday	March 15, 2022	6 p.m. - District Office Board Room
Tuesday	April 5, 2022	6 p.m. - District Office Board Room
Tuesday	April 26, 2022*	6 p.m. - District Office Board Room
Tuesday	May 3, 2022*	6 p.m. Board Meeting/Budget Public Hearing Hill School Cafetorium
Tuesday	May 17, 2022*	7 p.m. - District Office Board Room (Budget Vote)
Tuesday	June 7, 2022	6 p.m. – Hill School Cafetorium
Tuesday	June 21, 2022	6 p.m. – Hill School Cafetorium

*Regular meetings are typically held on the first and third Tuesday at 6 p.m.. Exceptions are marked with an asterisk (\*).*

**Note:** Meeting location is subject to change. Updated information will be posted on the District's website at [www.bcs1.org](http://www.bcs1.org).



**BROCKPORT CENTRAL SCHOOL  
BUDGET DEVELOPMENT CALENDAR  
2022-2023 BUDGET**

Date	Activity
September 7, 2021	Regular Board Meeting
<b>September 15, 2021</b>	<b>BUDGET COMMITTEE MEETING</b>
September 21, 2021	Regular Board Meeting
October – November	Meet with principals, review budget calendar, review forms, publish guidelines, parameters and procedures – District-wide budget forms and guidelines are distributed.
October 5, 2021	Regular Board Meeting
<b>October 13, 2021</b>	<b>BUDGET COMMITTEE MEETING</b>
October 19, 2021	Regular Board Meeting
November 2, 2021	Regular Board Meeting
<b>November 10, 2021</b>	<b>BUDGET COMMITTEE MEETING</b>
November 16, 2021	Regular Board Meeting
December 7, 2021	Regular Board Meeting
<b>December 15, 2021</b>	<b>BUDGET COMMITTEE MEETING</b>
December 21, 2021	Regular Board Meeting
January 4, 2022	Regular Board Meeting
<b>January 12, 2022</b>	<b>BUDGET COMMITTEE MEETING</b>
January 18, 2022	Regular Board Meeting
<b>January 26, 2022</b>	<b>BUDGET COMMITTEE MEETING</b>
February 1, 2022	Regular Board Meeting – (Draft budget)
<b>February 9, 2022</b>	<b>BUDGET COMMITTEE MEETING</b>
February 15, 2022	Regular Board Meeting
March 1, 2022	Regular Board Meeting
<b>March 9, 2022</b>	<b>BUDGET COMMITTEE MEETING</b>
March 15, 2022	Regular Board Meeting – (presentation of proposed 2022-2023 budget)
<b>March 23, 2022</b>	<b>BUDGET COMMITTEE MEETING (IF NEEDED)</b>
April 5, 2022	Regular Board Meeting – (adopt 2022-2023 budget & publish first budget legal notice)
<b>April 13, 2022</b>	<b>BUDGET COMMITTEE MEETING</b>
April 18, 2022	Last day to file nominating petition for Board candidates
April 26, 2022	Regular Board Meeting
May 3, 2022	Regular Board Meeting – <b>Budget Hearing at 7:00 p.m.</b>
<b>May 11, 2022</b>	<b>BUDGET COMMITTEE MEETING</b>
May 17, 2022	Budget Vote and Election – 6:00 a.m. – 9:00 p.m.
June 7, 2022	Regular Board Meeting
<b>June 15, 2022</b>	<b>BUDGET COMMITTEE MEETING</b>
June 21, 2022	Regular Board Meeting

**Budget Committee Meetings held in the District Board Room  
8:45 – 11:00am**



## MCSBA 2021 - 2022 CALENDAR

JULY 2021			
	5	MON	Holiday (Office Closed) Independence Day
	15	THUR	NYSSBA Summer Law Conference
*	27	TUES-8:00 am	Half day District Clerk's Conference

AUGUST 2021			
*	11	WED-Noon	Steering Committee
*	11	WED-5:45pm	Board Leadership Meeting

SEPTEMBER 2021			
	6	MON	Holiday (office closed) Labor Day
*	8	WED-Noon	Legislative Committee Meeting
*	8	WED-5:45pm	Board Leadership Meeting
	15	WED	Information Exchange Committee, <b>Shadow Lake Golf Club</b>
*	22	WED-Noon	Labor Relations Committee Meeting
	23	THUR-8:00am	<b>MCSBA Fall Law Conference, Shadow Lake Golf Club</b>
	26-28	SUN-TUES	NYSCOSS, Saratoga Springs, NY

OCTOBER 2021			
	1	FRI	NYSSBA Board Officer's Academy
*	6	WED-Noon	Legislative Committee Meeting
	6	WED-5:45pm	Executive Committee Meeting
	7	THURS	NYSSBA District Clerk Workshop
	11	MON	Columbus Day (Office Closed)
	13	WED-Noon	Information Exchange Committee Meeting, <b>Shadow Lake Golf Club</b>
*	16	SAT-7:30am	<b>MCSBA Finance Conference</b>
	18-22	MON-FRI	Board Member Recognition Week
*	20	WED-Noon	Labor Relations Committee Meeting
	24-26	THURS-SAT	NYSSBA Convention - NYC

NOVEMBER 2021			
	3	WED-Noon	Legislative Committee Meeting, <b>Shadow Lake Golf Club</b>
	3	WED-5:45 pm	Board Leadership Meeting, <b>Shadow Lake Golf Club</b>
	7	SUN	Daylight Savings Time
	10	WED-Noon	Information Exchange Committee Meeting, <b>Shadow Lake Golf Club</b>
	10	WED -4:00pm	Steering Committee Meeting - ZOOM
	11	THURS	Veterans Day Holiday (office closed)
*	17	WED-Noon	Labor Relations Committee Meeting
*	18	THUR-8:30am	<b>District Clerks Conference</b>
	25-26	THUR-FRI	Thanksgiving Holiday (Office Closed)

DECEMBER 2021			
*	1	WED-Noon	Legislative Committee Meeting
	1	WED-5:45pm	Executive Committee Meeting
	6	MON-7am	<b>MCSBA One Day Advocacy Trip to Albany</b>
	23-25	THURS-SAT	Christmas Holiday (Office Closed)
	30	FRI	New Year's Eve (office closed)

<b>JANUARY 2022</b>			
	1	SAT	Holiday - New Year's Day
*	5	WED-Noon	Legislative Committee Meeting
*	5	WED-5:45pm	Board Leadership Meeting
*	12	WED-Noon	Information Exchange Committee Meeting
	17	MON	Martin Luther King Holiday – Office closed
*	19	WED-Noon	Labor Relations Committee Meeting
*	26	WED-Noon	Steering Committee Meeting

<b>FEBRUARY 2022</b>			
*	2	WED - Noon	Legislative Committee Meeting
	2	Wed-5:45pm	Executive Committee Meeting
*	5	SAT-9:00 am	MCSBA Legislative Breakfast
*	9	WED-Noon	Information Exchange Committee Meeting
*	16	WED-Noon	Labor Relations Committee Meeting
	21	MON	Holiday (Office Closed) President's Day
	21-25	MON-FRI	Winter Recess

<b>MARCH 2022</b>			
*	2	WED-Noon	Legislative Committee Meeting
*	2	WED-5:45pm	Board Leadership Meeting
	7-8	MON-10:30am	MCSBA Albany 2-day Advocacy Trip
*	9	WED-Noon	Information Exchange Committee
	13	SUN	Daylight Savings Time
*	16	WED-Noon	Labor Relations Committee Meeting
*	26	SAT	Prospective Candidate Seminar
*	30	WED-Noon	Steering Committee Meeting

<b>APRIL 2022</b>			
	2-4	SAT-MON	NSBA Annual Conference, San Diego, CA
*	6	WED-Noon	Legislative Committee Meeting
	6	WED -	Monroe 2-Orleans BOCES Annual Meeting
*	7	THURS	District Clerk Conference
	7	THURS	Monroe One BOCES Annual Meeting
*	13	WED-Noon	Information Exchange Committee Meeting
	15	FRI	Holiday (Office Closed) Good Friday
	18-22	MON-FRI	Spring Break
*	27	WED-Noon	Labor Relations Committee Meeting
	27	WED- 5:45pm	Executive Committee Meeting

<b>MAY 2022</b>			
*	4	WED-Noon	Legislative Committee Meeting
*	4	WED -5:45pm	Board Leadership Meeting
	17	TUES	BUDGET VOTE
	25	WED	MCSBA Annual Meeting
	30	MON	Holiday (Office Closed) Memorial Day

<b>JUNE 2022</b>			
*	11	SAT-7:30am	New Board Member Training

\* Meeting held at the DoubleTree Inn, 1111 Jefferson Rd., Rochester 14623, (475-1510)



# 10 OLD BUSINESS



# 11 OTHER ITEMS OF BUSINESS



# 12 EXECUTIVE SESSION



# 13 ADJOURNMENT

