



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 (2027)
David Howlett (2025)
Daniel Legault (2026)
Robert Lewis (2023)
Kathy Robertson (2024)
Michael Turbeville (2023)

June 20, 2023

5 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 20, 2023
Regular Meeting 5 p.m.
Hill School Cafetorium

Retiree Reception (4:30 p.m.)

Call to Order
Pledge to the Flag
Fire Exits

Motion to Approve the Order of the Agenda

Approval of Minutes

- June 6, 2023 - Regular Board Meeting Minutes

Board Presentations:

- Full-Day UPK Presentation and Celebration – Sean Bruno, Superintendent
- Athletic Presentation and Celebration (6 p.m.) – Todd Haggren, Athletic Director

Communications – Public Comments:

Members of the audience wishing to speak must sign in no later than 4:55 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	April 19, 2023 6 p.m.	TBD	Mr. Gerald Maar (BCSD Liaison)
MCSBA Information Exchange	April 19, 2023 Noon	TBD	Member Robertson



Brockport Central School District

40 Allen Street, Brockport, New York 14420-2296

MCSBA Board Leadership Meeting	May 3, 2023 5:45 p.m.	TBD	President Carbone
MCSBA Labor Relations Committee	May 3, 2023 Noon	TBD	Member Turbeville Superintendent Bruno
MCSBA Legislative Committee	May 3, 2023 Noon	TBD	President Carbone
MCSBA Executive Committee	April 26, 2023 5:45 p.m.	TBD	President Carbone Superintendent Bruno
Diversity, Equity, and Inclusion (DEI) Committee	April 26, 2023 4 p.m.	TBD	President Carbone Vice President Harradine Member Robertson Superintendent Bruno

1. New Business

None

2. Policy Development – second reading:

- 2.1 2023-24 District Code of Conduct
- 2.2 7420 Interscholastic Athletics/Philosophy of Athletics
- 2.3 8430 Independent Study
- 2.4 7226 Minimum Standard for Grades 9-12

3. Instructional Planning & Services

- 3.1 Verbal – Rachel Kluth, Ed.D., Assistant to the Superintendent for Secondary Instruction
- 3.2 Approval of *For Everyone*, by Jason Reynolds for the high school One School, One Book initiative
- 3.3 Verbal – Lynn Carragher, Assistant to the Superintendent for Inclusive Education and Instruction
- 3.4 Approval of CSE Recommendations (3.4.1-3.4.8)
 - 3.4.1 On March 21, April 13, May 18, 26, 31, June 1, 5, 2023, the District Committee on Special Education reviewed students and made recommendations for placement.
 - 3.4.2 On April 13, May 2, 17, 18, 24, 25, 30, 31, June 1, 2, 6, 7, 8, 2023, the District Subcommittee on Special Education reviewed students and made recommendations for placement.
 - 3.4.3 On May 12, 2023, the Committee on Preschool Special Education reviewed students and made recommendations for placement.
 - 3.4.4 On May 26, June 5, 2023, the Ginther Subcommittee on Special Education reviewed students and made recommendations for placement.
 - 3.4.5 On May 8, 12, 15, 16, 22, 23, 25, 26, 31, 2023, the Barclay Subcommittee on Special Education reviewed students and made recommendations for placement.
 - 3.4.6 On June 9, 2023, the Hill Subcommittee on Special Education reviewed students and made recommendations for placement.
 - 3.4.7 On April 26, May 25, 26, 30, 31, June 9, 2023, the Oliver Subcommittee on Special Education reviewed students and made recommendations for placement.
 - 3.4.8 On April 13, 25, June 6, 2023, the High School Subcommittee on Special Education reviewed students and made recommendations for placement.



Brockport Central School District

40 Allen Street, Brockport, New York 14420-2296

4. Personnel

CERTIFIED

4.1 Appointments

- 4.1.1 Melanie Garber, to be appointed as a one-year Instructional Coach at Oliver Middle School effective September 5, 2023 through June 30, 2024. Professional certificates in Math Grades 7-12, Childhood Education Grades 1-6, Students with Disabilities Grades 7-12 and Gifted Education. Annual salary \$53,504.
- 4.1.2 Nathanael Scott, to be appointed as a Social Studies Teacher at the High School effective September 5, 2023. Covid-19 certificate in Social Studies Grades 7-12. Probationary period September 5, 2023 through September 4, 2027. 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 \$41,718.
- 4.1.3 Ryan Lanigan, to be appointed as the Assistant Superintendent for Instruction effective July 20, 2023. Permanent certificates as a School District Administration and Physical Education. Probationary period July 20, 2023 through July 19, 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 \$ 165,000 (prorated \$156,750).
- 4.1.4 Ashley Homan, to be appointed as a Literacy Teacher at the High School effective September 5, 2023. Professional certificates in ELA Grades 7-12, ELA Grades 5-9, and Students with Disabilities Grades 7-12. Pending certificate in Literacy. Probationary period September 5, 2023 through September 4, 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 is \$50,030.

4.2 Resignations

- 4.2.1 Bryon Rockow, Health Teacher at Oliver Middle School, to resign effective June 22, 2023.
- 4.2.2 Margaret Johansen, LOTE Teacher at Oliver Middle School, to resign effective June 13, 2023.

4.3 Substitutes

- 4.3.1 Magdalene Hantho
- 4.3.2 Ryan McNally

4.4 Teacher Immersion Fellowship Program Participants

- 4.4.1 None

4.5 Leaves of Absence

- 4.5.1 Melanie Garber, to request a leave of absence as a Math Teacher effective September 5, 2023 through June 30, 2024 pending board approval as an Instructional Coach at Oliver Middle School.

4.6 Other

- 4.6.1 **UPDATE**, Stacey Snyder, School Food Service Director, change from a provisional appointment to a probationary appointment, effective June 5, 2023. Probationary period begins on June 5, 2023 through June 4, 2024.
- 4.6.2 Creation of one (1) Cyber Security Coordinator.
- 4.6.3 MichaelAnn Pentz, to be appointed as the Extended School Year Special Education Teacher effective July 10, 2023 through August 18, 2023 at \$42.00 per hour.



Brockport Central School District

40 Allen Street, Brockport, New York 14420-2296

CLASSIFIED

4.7 Appointments

- 4.7.1 Aaron Mesiti, to be appointed as a probationary Driver-Messenger in the CEPACS Department effective June 26, 2023. Rate is set at \$14.50 per hour. Probationary period begins on June 26, 2023 and ends on June 25, 2024. (Pending fingerprint clearance.)
- 4.7.2 Stephanie Poplaski, to be appointed as a probationary Teacher Aide at Barclay School effective September 5, 2023. Rate is set at \$15.00 per hour. Probationary period begins on September 5, 2023 and ends on September 4, 2024.
- 4.7.3 Heather Pimm, to be appointed as a probationary Nurse Aide at Barclay School effective September 5, 2023. Rate is set at \$15.00 per hour. Probationary period begins on September 5, 2023 and ends on September 4, 2024. (Pending fingerprint clearance.)
- 4.7.4 Robert Hedrick, to be appointed as a probationary Bus Driver in the Transportation Department effective September 5, 2023. Rate is set at \$21.00 per hour. Probationary period begins September 5, 2023 and ends on September 4, 2024.

4.8 Resignations

- 4.8.1 Emily Banks, School Aide/Cafeteria Monitor, Hill School, resigning effective June 22, 2023.

4.9 Substitutes

- 4.9.1 Emily Banks, School Aide
- 4.9.2 Bella Bruno, CEPACS, Student Helper
- 4.9.3 Tyler Harris, CEPACS, Student Helper
- 4.9.4 Victoria Frederick, CEPACS, Student Helper
- 4.9.5 Nicolas Rugari, CEPACS, Student Helper
- 4.9.6 Rhett Breslawski, CEPACS, Student Helper
- 4.9.7 Kim Pero, Summer Painter
- 4.9.8 Ryan Davis, Summer Painter
- 4.9.9 Deborah Coffey, Summer Painter
- 4.9.10 Jessica Shear-Michaels, Summer Painter
- 4.9.11 Kim Martin, Summer Painter
- 4.9.12 Peter Major, Summer Painter
- 4.9.13 Jeremy Shuman, Summer Cleaner
- 4.9.14 Amanda Shaffer, Summer Cleaner
- 4.9.15 Jayson DelaCruz, Summer Cleaner
- 4.9.16 Robin Wheeler, Summer Cleaner
- 4.9.17 Valerie Burroughs, Summer Cleaner
- 4.9.18 Otis Chappell, Bus Attendant (training for CDL)
- 4.9.19 Vitalie Jomir, Summer Painter
- 4.9.20 Zachary Richards, Summer Cleaner, pending fingerprint clearance
- 4.9.21 Ava Montague, Student Cleaner
- 4.9.22 Bruce Finchley, Bus Attendant, pending fingerprint clearance
- 4.9.23 Calvin Cavagnaro, Summer Cleaner, pending fingerprint clearance
- 4.9.24 Bridget Moyer, Summer Cleaner
- 4.9.25 Ben Poitras, Summer Cleaner
- 4.9.26 Jaslyn Angel, Summer Cleaner, pending fingerprint clearance
- 4.9.27 Laura Bishop, Summer Cleaner, pending fingerprint clearance
- 4.9.28 Robert Hedrick, Bus Driver

4.10 Volunteers

- 4.10.1 Kelly Broskin
- 4.10.2 Rosa Davila



Brockport Central School District

40 Allen Street, Brockport, New York 14420-2296

- 4.10.3 Samantha Evertson
- 4.10.4 Benjamin Folk
- 4.10.5 Danielle Gorman
- 4.10.6 Charles King
- 4.10.7 Christopher Lyons
- 4.10.8 Debby Maar
- 4.10.9 Megan Matthews
- 4.10.10 Holly Moran Carpenter
- 4.10.11 Marci Reynolds
- 4.10.12 Melissa Siple
- 4.10.13 Ava Underwood
- 4.10.14 Jamie White
- 4.10.15 Angela Yockel
- 4.10.16 Shawna Benson
- 4.10.17 Zachary Losee

4.11 College Participants

None

4.12 Leaves of Absence

None

4.13 Other

- 4.13.1 Creation of one (1) Food Service Helper position, 4.00 hours per day, 10 months per year.
- 4.13.2 – 4.13.4 The following staff have been appointed to the Sports Study Hall at the High School (at their current regular hourly rate) for the 2023-2024 school year.
 - 4.13.2 Lori Kohr (Regular)
 - 4.13.3 Shannon Caton (Substitute)
 - 4.13.4 Janice Bradt (Substitute)

5. Financial

- 5.1 Verbal – Jill Reichhart, Director of Finance
- 5.2 PTSA Donation of \$839 for Barclay School PBIS
- 5.3 Funding of Reserve Funds for year ending June 30, 2023

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

- 6.1 Verbal – Darrin Winkley, Assistant Superintendent for Business
- 6.2 Excess Equipment

7. Human Resources

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

8. Report of the Superintendent of Schools

- 8.1 Verbal – Sean C. Bruno, Superintendent of Schools
 - Environmental Policy Presentation

9. Board Operations

- 9.1 2022-23 Board of Education Meeting Schedule
- 9.2 2023-24 Budget Development Calendar
- 9.3 2022-23 MCSBA Calendar



Brockport Central School District

40 Allen Street, Brockport, New York 14420-2296

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.

14. Adjournment

Next Board of Education Meeting:

Friday, July 14, 2023 (Reorganization Meeting), at 5 p.m., District Board Room

**BROCKPORT CENTRAL SCHOOL
BOARD OF EDUCATION
June 6, 2023**

These are the minutes of the Regular Board Meeting held on June 6, 2023. The meeting was called to order at 6:03 p.m. by President Carbone.

The following Board Members were in attendance:

Terry Ann Carbone, President
Jeffrey Harradine, Vice President
David Howlett, Board Member
Daniel Legault, 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 and Instruction
Jerilee Gulino, Assistant Superintendent for Human Resources
Rachel Kluth, Ed.D., Assistant to the Superintendent for Secondary Instruction
Deb Moyer, District Clerk
Kathleen Jaccarino
Shelby Cintron
Kristina Decosse
Ann-Marietta
David Resseguie
Lauren Combo
Janice Waeghe
Dave Stroup
Kendra Zaffuto
Jerrod Roberts
Malissa Cavalieri
Dave Iacchetta
Michael Pincelli

Excused:

Darrin Winkley, Assistant Superintendent for Business
Jill Reichhart, Treasurer and Finance Director

ORDER OF THE AGENDA

Ms. Robertson moved, seconded by Mr. Lewis, the Board of Education approved the order of the agenda. The motion carried 7-0.

MINUTES

Mr. Legault moved, seconded by Mr. Turbeville, the Board of Education approved the May 16, 2023, Regular Board Meeting Minutes. The motion carried 7-0.

Ms. Robertson moved, seconded by Mr. Legault, the Board of Education approved the May 16, 2023, Annual Meeting and Election Minutes. The motion carried 7-0.

BOARD PRESENTATIONS

- Dr. Kluth introduced the high school book presentation of *For Everyone*, by Jason Reynolds. Michael Pincelli, High School Principal; Jennifer Cropo, High School Instructional Coach; and Kathy Jaccarino, High School Librarian, K-12 Department Chair shared their proposal for continuation of the One School, One Book initiative and discussed benefits of collectively engaging in a single book, which strengthens the overall sense of belonging to a school community and promotes literacy.
- Sean Bruno, Superintendent; Jerilee Gulino, Assistant Superintendent for Human Resources and the Board of Education recognized tenure recipients and held a reception in their honor following Personnel.

COMMUNICATION – PUBLIC COMMENTS

None

BOARD REPORTS

- None

1. New Business

Mr. Lewis moved, seconded by Mr. Turbeville, the Board of Education approved holding the reorganization meeting for the 2023-24 school year on July 14, 2023.

2. Policy Development

The Board of Education reviewed the following first-read policies.

- 2.1 2023-24 District Code of Conduct
- 2.2 7420 Interscholastic Athletics/Philosophy of Athletics
- 2.3 8430 Independent Study
- 2.4 7226 Minimum Standard for Grades 9-12

3. Instructional Planning & Services

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

- Dr. Kluth and Mr. Bruno provided an update on ThoughtExchange, which is being rolled out to the community this week. Feedback from the anonymous survey tool will be considered when setting goals this summer for the upcoming year. Administrators will review data during their Summer Institute.

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

- Ms. Carragher congratulated special Olympic athletes who participated Friday. Three districts participated and it was nicely organized.

3.3 Mr. Howlett moved, seconded by Mr. Lewis, the Board approved Consent Items (CSE) 3.3.1-3.3.8. The motion carried 7-0.

- 3.3.1 On May 5, 8, 10, 15, 16, and 18, 2023, the District Committee on Special Education reviewed students and made recommendations for placement.
- 3.3.2 On April 24, 25, 26, May 8, 9, 10, 11, 15, 17, 23, 2023, the District Subcommittee on Special Education reviewed students and made recommendations for placement.
- 3.3.3 On March 7, 24, 31, April 11, 13, 14, 21, 27, May 18, and 19, 2023, the Committee on Preschool Special Education reviewed students and made recommendations for placement.
- 3.3.4 On April 25, May 1, 4, and 11, 2023, the Ginther Subcommittee on Special Education reviewed students and made recommendations for placement.
- 3.3.5 On May 12, 15, and 30, 2023, the Barclay Subcommittee on Special Education reviewed students and made recommendations for placement.
- 3.3.6 On April 27, and May 1, 2023, the Hill Subcommittee on Special Education reviewed students and made recommendations for placement.
- 3.3.7 On April 26, 27, May 9, 10, 12, 15, and 19, 2023, the Oliver Subcommittee on Special Education reviewed students and made recommendations for placement.
- 3.3.8 On April 12, May 11, and 24, 2023, the High School Subcommittee on Special Education

reviewed students and made recommendations for placement.

4. Personnel

Mr. Howlett moved, seconded by Mr. Turbeville, the Board approved Personnel items 4.1-4.13. The motion carried 7-0.

CERTIFIED

4.1 Appointments

- 4.1.1 Kristin Barber, to be appointed as a one year Instructional Coach at Ginther School effective September 5, 2023 through June 30, 2024. Permanent certificate in Nursery, Kindergarten, Grades 1-6 and a professional certificate in Literacy Birth – Grade 6. Annual salary \$66,784.
- 4.1.2 Amber Nellett, to be appointed as a Music Teacher at Barclay School effective September 5, 2023. Initial certificate in Music. Probationary period September 5, 2023 through September 4, 2027. 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 \$45,314.
- 4.1.3 Sophie DePalma, to be appointed as a Speech Teacher effective September 5, 2023 through June 30, 2024. Pending certificate in Speech and Language Disabilities. Probationary period September 5, 2023 through September 4, 2027. 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 \$42,700.
- 4.1.4 Jamie Thomas, to be appointed as a part time (0.3 FTE) Physical Therapist effective September 11, 2023. Annual salary \$43,554 (prorated \$12,805). (pending fingerprint clearance)
- 4.1.5 Sarah Luteyn, to be appointed as a long-term substitute Literacy Teacher at Ginther School effective September 5, 2023 through June 30, 2024. Covid-19 certificates in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6. Annual salary \$41,718.
- 4.1.6 Sarah Saverino, to be appointed as a long-term substitute Literacy Teacher at Ginther School effective September 5, 2023, through June 30, 2024. Professional certificates in Literacy Birth – Grade 6 and Childhood Education Grades 1-6. Annual salary \$43,554.
- 4.1.7 Amanda Eggleton, to be appointed as a School Social Worker at the High School effective September 5, 2023. Provisional certificate as a school social worker. Probationary period September 5, 2023 through September 4, 2027. 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 \$46,220.
- 4.1.8 Jeffrey Taylor, to be appointed as a Special Education teacher at the High School effective September 5, 2023. Professional Certificates in Students with Disabilities Grades 7-12 and Social Studies Grades 7-12. Probationary period September 5, 2023 through September 4, 2027. 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 \$55,224.

4.2 Resignations

- 4.2.1 Sophie DePalma, to resign as a long-term substitute Speech Teacher at Barclay School pending approval as a Speech Teacher effective September 5, 2023.
- 4.2.2 Peggy Jenkins, Literacy Teacher at Ginther School to resign for the purpose of retirement effective July 1, 2023.
- 4.2.3 Kerry Gant, Social Studies Teacher at the High School to resign effective June 30, 2023.
- 4.2.4 Jared Strong, Science Teacher at the High School to resign effective June 30, 2023.

4.3 Substitutes

- 4.3.1 Kelsey Williams
- 4.3.2 Rene Lyst

- 4.3.3 Kelsey Zehr
- 4.3.4 Liam Fitzpatrick

4.4 Teacher Immersion Fellowship Program Participants

- 4.4.1 None

4.5 Leaves of Absence

- 4.5.1 Kristin Barber, to request a leave of absence as a Literacy Teacher at Ginther School effective September 5, 2023 through June 30, 2024, pending approval as an Instructional Coach at Ginther.
- 4.5.2 Emily Milazzo, to request an unpaid leave of absence as a Literacy Teacher at Ginther School effective September 5, 2023 through June 30, 2024.

4.6 Other

4.6.1 – 4.6.7 Tenure to Board for approval

	Name	Start of Probation	Eligible Date for Tenure	Tenure Area	Location
4.6.1	Marissa Cavaliere	7/8/2019	7/7/2023	Counselor	OMS
4.6.2	Lauren Combo	7/23/2019	7/22/2023	Assistant Principal	Hill
4.6.3	David Iacchetta	7/3/2019	7/2/2023	Assistant Principal	High
4.6.4	Meagan Lane	9/2/2020	9/1/2023	Special Education	High
4.6.5	Michael Pincelli	8/17/2020	8/16/2023	Principal	High
4.6.6	Gilliam Pompili	9/2/2020	9/1/2023	Music	Hill
4.6.7	Kendra Zaffuto	9/3/2019	9/2/2023	Reading	OMS

- 4.6.8 Creation of a 1.0 FTE Literacy Teacher.
- 4.6.9 Creation of a 0.8 FTE Business Teacher.
- 4.6.10 Creation of a 1.0 FTE Special Education Teacher
- 4.6.11 KristiAnn Widrick, to be appointed as a substitute K-6 Literacy/Math Summer School Teacher effective July 17, 2023 through August 10, 2023 at \$42.00 per hour.
- 4.6.12 Brittany Moorhead, to be appointed as the Extended School Year Special Education Teacher effective July 10, 2023 through August 18, 2023 at \$42.00 per hour.
- 4.6.13 Nicole Taylor, to be appointed as the Extended School Year Occupational Therapist effective July 10, 2023 through August 18, 2023 at \$42.00 per hour.
- 4.6.14 Jeannine Limbeck, to be appointed as the K-6 Literacy/Math Summer School Principal for the summer 2023 session effective June 7, 2023 through August 10, 2023. Salary \$5,000.

CLASSIFIED

4.7 Appointments

None

4.8 Resignations

- 4.8.1 Laura DiClemente, Teacher Aide, Hill School, resigning for the purpose of retirement effective June 23, 2023.
- 4.8.2 Mark Dunshie, Bus Driver, Transportation Department, resigning effective June 30, 2023.

4.9 Substitutes

- 4.9.1 Jenna Rivera, Summer Cleaner
- 4.9.2 Ethan Kenney, Security
- 4.9.3 Olivia Ferris, Summer Cleaner
- 4.9.4 Cole Davis, Student Cleaner
- 4.9.5 Kristina Irene, Student Cleaner

4.10 Volunteers

- 4.10.1 David Collier
- 4.10.2 Brittanylee Forte
- 4.10.3 Kaylynn Greer
- 4.10.4 Patricia Hendrickson
- 4.10.5 Harry Love
- 4.10.6 Scott Maar
- 4.10.7 Dawn McGinnity
- 4.10.8 Kevin Mickle
- 4.10.9 Tayler Mitchell
- 4.10.10 Mandi Noah
- 4.10.11 Julie Prest
- 4.10.12 James Rowe
- 4.10.13 Randi Swan
- 4.10.14 Luke Townsend
- 4.10.15 Laurie Weir
- 4.10.16 Joshua Zinkievich
- 4.10.17 Samuel Bonisteel
- 4.10.18 Joan Harradine
- 4.10.19 Jessica Horn
- 4.10.20 Stephen Mesiti
- 4.10.21 Matthew Prest
- 4.10.22 Jodi Westurn

4.11 College Participants

None

4.12 Leaves of Absence

None

4.13 Other

- 4.13.1 – 4.13.14 The following staff have been appointed to the Summer School Program at Hill School (at their current regular hourly rate) effective July 13, 2023 through August 10, 2023.
- 4.13.1 Nicole Cring (Regular Clerical)
 - 4.13.2 Catherine Metz (Substitute Clerical)
 - 4.13.3 Jennifer Wilson (Substitute Clerical)
 - 4.13.4 Kristina Dodd (Regular Teacher Aide)
 - 4.13.5 Tanya Grugnale (Regular Teacher Aide)
 - 4.13.6 BonnieLou Haymon (Regular Teacher Aide)
 - 4.13.7 Angela Abram (Regular Teacher Aide)
 - 4.13.8 Courtney Hill (Regular Teacher Aide)
 - 4.13.9 Janice Brandt (Regular Teacher Aide).
 - 4.13.10 Mackenzie Edlund (Regular Teacher Aide)
 - 4.13.11 Catherine Raleigh (Substitute Teacher Aide)
 - 4.13.12 Laura Strong (Substitute Teacher Aide)
 - 4.13.13 Carson Daly (Substitute Teacher Aide)
 - 4.13.14 Anna Wojtas (Substitute Teacher Aide)
 - 4.13.15 Beth Hoyt (Regular Teacher Aide)
 - 4.13.16 Lisa Kennedy, Extended School Year Teacher Aide (current regular hourly rate)

5. Financial

- 5.1 Verbal – Jill Reichhart, Director of Finance
 - None (excused)

Mr. Legault moved, seconded by Mr. Turbeville, the Board approved Financial items 5.2-5.9. The motion carried 7-0.

5.2 Whereas, the Brockport PTSA is donating \$1,000.00 for the sole and express purpose of providing financial support for Oliver Middle & High School PBIS (\$500.00 per school).

RESOLVED, that the Board of Education accept the generous donation to support funds Oliver Middle & High School PBIS (\$500.00 per school).

5.3 Whereas, the Brockport BEST Foundation is donating \$1,500.00 for the sole and express purpose of providing financial support for the PBIS Speaker. Funds should be utilized prior to the end of the 2022-2023 school year.

RESOLVED, that the Board of Education accept the generous donation to support funds for the PBIS Speaker.

5.4 RESOLVED, that the Board of Education approve the Financial Statements of Extraclassroom Activity Funds for the Hill School, Oliver Middle School and the High School for April 2023.

5.5 RESOLVED, that the Board of Education approve the Treasurer’s Report for the month of April 2023, as submitted and prepared by District Treasurer, Jill Reichhart.

5.6 RESOLVED, that the Board of Education approve the Financial Report for the month of April 2023, as submitted and prepared by District Treasurer, Jill Reichhart.

5.7 WHEREAS, the Custodial Supplies Bid for 2023-2024 was opened on May 18, 2023 at 11:00 a.m. The bid was advertised in the Daily Record and Rochester Business Journal and four (4) companies responded. The following is a list of successful bidders for the 2023-2024 school year.

Award Vendor	Award Total
Corr Distributors, Inc.	\$ 32,535.13
Dobmeier Janitor Supply Inc.	\$ 29,373.92
Hill & Marks, Inc.	\$ 1,754.25
Staples	\$ 135.34
Grand Total	\$ 63,798.64

RESOLVED, that the Board of Education approve the successful bidders, as listed, to furnish Custodial Supplies for the 2023-2024 school year, total amount of expenditure \$63,798.64.

5.8 WHEREAS, the Physical Education Bid for 2023-2024 was opened on May 18, 2023 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 2023-2024 school year. Purchases for the Physical Education Equipment and Supplies will also be made from the BOCES Cooperative Bid.

Vendor	Amount
Gopher Sport	\$ 10,985.69
Laux Sporting Goods	\$ 2,814.94
Pyramid School Products	\$ 171.33
US Games	\$ 3,359.81
TOTAL	\$ 17,331.77

RESOLVED, that the Board of Education approve the successful bidders, as listed, to furnish the Physical Education Bid for the 2023-2024 school year, for the total amount of expenditure of \$17,331.77.

5.9 WHEREAS, the Interscholastic Athletic Bid for 2023-2024 was opened on May 18, 2023 at 2:00 p.m. The bid was advertised in the Daily Record and Rochester Business Journal and seven (7) companies responded. Following are the successful bidders for the 2023-2024 school year. Purchases for the Interscholastic Athletic Equipment and Supplies will also be made from the BOCES Cooperative Bid.

Vendor	Amount
BSN Sports, LLC	\$ 11,063.99
Jim Dalberth Sporting Goods	\$ 774.70

Laux Sporting Goods	\$ 3,073.64
Medco Supply	\$ 1,021.03
Riddell	\$ 272.70
Varsity Spirit Fashions & Supplies LLC	\$ 101.97
TOTAL	\$ 16,308.03

RESOLVED, that the Board of Education approve the successful bidders, as listed, to furnish the Interscholastic Athletic Bid for the 2023-2024 school year, for the total amount of expenditure of \$16,308.03.

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

- 6.1 Verbal – Darrin Winkley, Assistant Superintendent for Business
- None (excused)

7. Human Resources

- 7.1 Verbal – Jerilee Gulino, Assistant Superintendent for Human Resources
- None

8. Report of the Superintendent of Schools

- 8.1 Verbal – Sean C. Bruno, Superintendent of Schools
- None
- 8.2 Mr. Lewis moved, seconded by Mr. Turbeville, RESOLVED, that the Board of Education approves the terms and conditions for the Executive Director of Operations. The motion carried 7-0.

9. Board Operations

- 9.1 2022-23 Board of Education Meeting Schedule
- 9.2 2023-24 Budget Development Calendar
- 9.3 2022-23 MCSBA Calendar

10. Old Business

- 10.1 Mr. Lewis moved, seconded by Ms. Robertson, RESOLVED, that the Board of Education approved the amended 2022-23 Board meeting schedule. The motion carried 7-0.
- 10.2 Ms. Robertson moved, seconded by Mr. Turbeville, RESOLVED, that the Board of Education approved the amended 2023-24 Board meeting schedule. The motion carried 7-0.

11. Other Items of Business

None

12. Round Table

- Mr. Legault mentioned the tenure staff recognition ceremony was a nice occasion and it was nice to see family members present. He wished everyone well.
- Mr. Turbeville also commented on the tenure ceremony.
- Mr. Howlett provided an update on the Alumni Association dinner. The last count was 179 attendees expected, thanks to the gracious donations by many people. The Alumni Association provided three dinners for every family of scholarship winners as well as three \$500 scholarships. He is excited to celebrate seniors.
- Mr. Lewis thanked Mr. Bruno and Dr. Kluth for attending the Eagle Scout ceremony over the weekend.
- Ms. Robertson shared she visited the Hill School for STEAM Day and it was a great event.
- Ms. Carbone shared she attended the high school awards night and it was a lovely event. She looks forward to the Scholarship evening and Alumni Association dinner.

13. Executive Session

13.1 Mr. Howlett moved, seconded by Ms. Robertson, RESOLVED the Board of Education adjourn the meeting at 7:02 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. The motion carried 7-0.

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

Mr. Howlett moved, seconded by Mr. Robertson, the Board adjourned executive session and entered into regular session at 9 p.m. The motion carried 7-0.

14. Adjournment

14.1 Mr. Turbeville moved, seconded by Mr. Harradine, the Board adjourned the meeting at 9 p.m. The motion carried 7-0.

Prepared by:

Debra Moyer, District Clerk

Date

PRESENTATIONS TO THE BOARD



COMMUNICATIONS



1.0 NEW BUSINESS



2.0 POLICY





BROCKPORT CENTRAL
SCHOOL DISTRICT

CODE OF CONDUCT

2023 - 2024



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, veteran status or other status protected by law.

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 Gulino, Assistant Superintendent for Human Resources,

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.bcs1.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 20, 2023

Dear Brockport students, parents/guardians and essential partners,

Each year the Brockport Central School District reviews its Code of Conduct to verify we are in compliance with federal, state and local regulations. This document has been updated for the 2023-24 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 supportive and positive learning environment.

I encourage you to review the Code of Conduct with your child to better understand school rules and requirements. 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



Brockport Central School District Central Office Team

Sean C. Bruno

Superintendent of Schools
(585) 637-1810
sean.bruno@bcs1.org

Lynn Carragher

Assistant Superintendent for Inclusive Education and
Instruction
(585) 637-1856
lynn.carragher@bcs1.org

Jerilee Gulino

Assistant Superintendent for Human Resources
(585) 637- 1915
jerilee.gulino@bcs1.org

TBD

Assistant Superintendent for Instruction
(585) 637-1818
[email:](#)

Darrin Winkley

Assistant Superintendent for Business
(585) 637-1820
darrin.winkley@bcs1.org

Jill Reichhart

Director of Finance/District Treasurer
(585) 637-1820
jill.reichhart@bcs1.org

Principals and Assistant Principals

GINTHER ELEMENTARY SCHOOL

Randall Yu, Principal

Kelly Keenan, Assistant Principal

(585) 637-1830

randall.yu@bcs1.org

kelly.keenan@bcs1.org

BARCLAY ELEMENTARY SCHOOL

Scott Morrison, Principal

Alana Roberts, Assistant Principal

(585) 637-1840

scott.morrison@bcs1.org

alana.roberts@bcs1.org

FRED W. HILL SCHOOL

Tina Colby, Principal

Lauren Combo, Assistant Principal

(585) 637-1850

tina.colby@bcs1.org

lauren.combo@bcs1.org

OLIVER MIDDLE SCHOOL

Jerrod Roberts, Principal

Michelle Guerrieri, Assistant Principal

Matthew Hennard, Assistant Principal

(585) 637-1860

jerrod.roberts@bcs1.org

michelle.guerrieri@bcs1.org

Matthew.hennard@bcs1.org

BROCKPORT HIGH SCHOOL

Michael Pincelli, Principal

Orlando Benzan, Assistant Principal

Michael Bourne, Assistant Principal

David Iacchetta, Assistant Principal

(585) 637-1870

michael.pincelli@bcs1.org

orlando.benzan@bcs1.org

michael.bourne@bcs1.org

david.iacchetta@bcs1.org

Coordinators, Directors and Supervisors

Rachel Kluth, Ed. D.

Executive Director of Operations
(585) 637-1806

rachel.kluth@bcs1.org

Brandon Broughton

Director of Learning and Staff Development
(585) 637-1818

brandon.broughton@bcs1.org

Todd Hagreen

Director of Athletics, Physical Education & Health
(585) 637-1836

todd.hagreen@bcs1.org

Christian Hansen

Director of Facilities
(585) 637-1887

christian.hansen@bcs1.org

Jeffery Phillips

Director of Security
(585) 637-1987

jeffrey.phillips@bcs1.org

Paulette Reddick

Coordinator of Inclusive Education
(585) 637-1856

paulette.reddick@bcs1.org

Anthony Smith

Director of Technology
(585) 637-1890

anthony.smith@bcs1.org

Stacey Snyder

Director of Food Services
(585) 637-1846

stacey.snyder@bcs1.org

Table of Contents

Computer Networks and Student Devices	8
Dignity for All Students Act.....	10
Dignity Act Coordinator	11
Training	13
Reports and Investigations of Harassment, Bullying and Discrimination	13
Disciplinary Consequences and Remediation	13
Prohibition of Retaliatory Behavior	14
Dissemination, Monitoring, Review and Reporting.....	14
Discipline Code	15
Discipline Procedures.....	17
Alcohol and Other Drug Violations	19
Dress Code.....	20
Drug, Alcohol and Tobacco Use.....	21
Educational Records	23
Equal Educational Opportunity Rights	24
Essential Partners	25
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 Rights	35
Students’ Rights and Responsibilities	36
Students with Disabilities – Discipline	37
Manifestation Review	41
Supporting a Positive School Climate.....	44
Types of Restorative Practices/Approaches.....	46
Transportation	47
School Bus Conduct: Suspension	47

Appendix

I. Definitions..... 48

II. Frequently Asked Questions..... 52

III. School Safety and Educational Climate (SSEC) – Glossary 53

IV. Suspension Hearing and Appeal Process..... 59

V. References 59



Computer Networks and Student Devices

Reference: 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 and are otherwise in accordance with Board Policies and school rules.

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.

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 required 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, sexual orientation or other protected characteristics.
- 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) Not 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

Reference: 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.

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, including such conduct based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or other protected category 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/or 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), sex and other protected status. 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

Jerilee Gulino, Assistant Superintendent for
Human Resources
(585) 637-1813
jerilee.gulino@bcs1.org

Ginther School

Kelly Keenan, Assistant Principal
(585) 637-1830
kelly.keenan@bcs1.org

Barclay School

Alana Roberts, Assistant Principal
(585) 637-1840
alana.roberts@bcs1.org

Fred W. Hill School

Lauren Combo, Assistant Principal
(585) 637-1850
lauren.combo@bcs1.org

Oliver Middle School

Michelle Guerrieri, Assistant Principal
(585) 637-1865
michelle.guerrieri@bcs1.org

Brockport High School

Michael Pincelli, Principal
(585) 637-1877
michael.pincelli@bcs1.org

Transportation

Rachel M. Kluth, Ed. D.
(585) 637-1806
rachel.kluth@bcs1.org

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 verifying 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, sexes and otherwise.

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.

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 requirements

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
- 2.13 Public Space Misbehavior (including but not limited to accessing school property for a purpose other than its intended purpose)
- 2.14 Using a non-threatening item in a threatening posture to simulate a violent action

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
- 3.01 b Creating a hazardous or physically offensive condition (e.g., horse play, rough housing) that results in physical injury
- 3.02 a Altercation – Verbal
- 3.02b Altercation – Physical
- 3.03 Threats/Extortion – Excluding Cyberbullying (5a)
- 3.04 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)
- 3.10 a 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)
- 3.10 b 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)
- 3.11 a 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)
- 3.11 b All forms of physical harassment/bullying against cultural, religious and ethnic groups and including that which promote homophobia, sexism or racism – Cyberbullying (5b) (DASA)
- 3.12 a Verbal Sexual Harassment – excluding Cyberbullying (5a) (DASA)
- 3.12 b Verbal Sexual Harassment – Cyberbullying (5b) (DASA)
- 3.13 Physical Sexual Harassment (5a) (DASA)
- 3.15 Selling, distributing, possessing or accessing obscene materials
- 3.14 Unsafe driving
- 3.15 Bomb threat, even if later determined to be a hoax (6)

- 3.16 False alarm (7)
- 3.17 Hazing
- 3.18 Arson – The act of deliberately setting fire to property
- 3.19 Gang-related activity, including soliciting others for gang membership
- 3.20 Using hate speech through verbal, written or electronic means
- 3.21 Knowingly and intentionally damages or destroys the personal property of a teacher, administrator or other district employee
- 3.22 Knowingly and intentionally damages or destroys school property (based upon the severity of the damage)

4. Violent Behaviors (School Violence Index)

- 4.01a Assault with physical injury (1a)(2a)
- 4.01b Assault with serious physical injury (1b)
- 4.02a Sexual Offenses – Forced
- 4.02b Sexual Offenses – Other (2b)
- 4.03a Selling, distributing, using or possessing weapons, destructive devices or other dangerous instruments; routine security checks (4a)
- 4.03b Selling, distributing, using or possessing weapons, destructive devices or other dangerous instruments; weapons possessed under other circumstances (4b)

Discipline Procedures

The Superintendent and/or designee, including all building administrators and directors, are responsible for identifying student behavior in conflict with the responsibilities of the Student Conduct Code. To safeguard 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 practice 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 practice, 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 in accordance with policy and legal requirements
- 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 engages in behavior including but not limited to the following:

- Damages or destroys the personal property of a teacher, administrator, other district employee, or any person
- Damages or destroys school property (based upon the severity of the damage).
- An act that is substantially disruptive to the educational process, such that managing the disruption interferes with or diminishes the authority of school personnel.

Violent acts: minimum five full school days out-of-school suspension for a student who engages in behavior including but not limited to the following :

- 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

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.

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 must 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 must **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;
- 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

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

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.

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 the following supports for students including but not limited to, Genesee Valley Mental Health Services, Social Workers, Delphi Prevention Counselor, and the Brockport Mental Health Team. 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
- May include 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, possess, sell, or distribute 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

Reference: 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, the Dignity for All Students Act and other applicable laws.

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, Psychologists, Social Workers and Mental Health Staff 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;
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; and
5. facilitate parent conferences.

C. Athletic Coaches shall:

1. maintain appropriate student behavior and a climate of mutual respect and dignity on and off the field and throughout their schools at all times. Athletics 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. know school policies and rules and enforce them in a fair and consistent manner;
4. exhaust 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 student and the parents/guardians to attempt to resolve the problem. If this is unsuccessful, athletic coaches need to seek further assistance from the Director of Athletics and/or administration; and
5. work with students to understand their behavior and to reinforce appropriate behavior.



D. 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 verify appropriate student behavior and a conducive educational climate;
3. contact and involve parents/guardians in the resolution of a problem related to their child;
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.

E. Other School Staff shall:

1. interact with all students in alignment with the District's Core Beliefs (see inside front cover);
2. uphold the Code of Conduct;
3. report violations to school authorities; and
4. act as role models for students at all times, on or off school property.

F. 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 verify 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 required 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, sex or otherwise;
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. Depending on the facts and circumstances, the individual may also be temporarily prohibited from accessing district property.
- 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 generally 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 or the District-wide Dignity Act Coordinator. 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 verifying that the rights and integrity of all concerned are protected.

Any questions or concerns regarding individual right violations should follow the Board of Education Policy by contacting a DASA Coordinator or a Building or District Administrator.

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;
- 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 conference with the student and others involved. Within two school days of the conclusion of this conference 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

Reference: 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

Reference: 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)

Reference: 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 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.

When a student has been suspended and is of compulsory attendance age, immediate steps shall be taken to provide alternative instruction which is of an equivalent nature to that provided in the student's regularly scheduled classes.

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

Reference: 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 will receive written notice 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.

When a student has been suspended and is of compulsory attendance age, or if the student has an individualized education program or a Section 504 Plan, immediate steps shall be taken to provide alternative instruction which is of an equivalent nature to that provided in the student's regularly scheduled classes.

Search, Seizure and Student Privacy Rights

Reference: 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 student with a disability means a student who falls within one of the classifications set forth in the Individuals with Disabilities Education Act (IDEA) and Section 200.1 (zz) of the Commissioner of Education regulations, and who, because of such classification, needs special education or related services. This also includes students who qualify as a student with a disability pursuant to Section 504 of the Rehabilitation Act, and who, because of such qualification, need a Section 504 Plan.
- b) A suspension means a suspension pursuant to NYS ED Law s/s 3214.
- c) 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.
- d) 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 and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior, except when such short-term suspension will result in a change in placement as identified below.

The Superintendent may suspend a student with a disability up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (1) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior. Such suspension cannot be determined to result in a change in placement as identified below. Students with disabilities who are suspended for more than five consecutive schools days pursuant to a finding of guilt at a Superintendent's hearing shall be entitled to a manifestation determination review ("MDR") at the second phase of that hearing. Should a manifestation be found at that MDR, the student is entitled to return to school immediately, even if the student has not served the full period of suspension.

The Superintendent or Principal may order additional suspensions of not more than five consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

When a student with a disability is found guilty at a long-term suspension hearing and the misconduct is determined to be a manifestation of the student's disability by the MDR team, the Superintendent may order the placement of a student with a disability in an IAES to be determined by the CSE for the same amount of time that a student without a disability would be subject to discipline, but not more than forty-five (45) days, if the student inflicts serious bodily injury, carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the same of a controlled substance while at school or a school function.

1. "Serious bodily injury" means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
2. "Weapon" means the same as "dangerous weapon" under 18 U.S.C. § 930(g)(w) which include "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 ½ inches in length."
3. "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
4. "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act of any other federal law.

Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his/her current educational placement poses a risk of harm to the student or others. Placement in an IAES by an impartial hearing officer would require the District to first initiate an impartial due process hearing. Placement in an IAES for an impartial hearing officer does not require student disciplinary proceedings.

Change of Placement Rule

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

1. for more than 10 consecutive school days; or

2. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the nature of the conduct/behavior that resulted in suspension or removal, the length of each suspension or removal, the total amount of time the student is removed and/or the proximity of the suspensions or removals to one another.

School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal (as described above, based on the nature of the conduct/behavior for each suspension/removal, the length of each suspension/removal, the total amount of time the student is removed, and the proximity of the suspensions or removals to one another) unless a manifestation determination review is first conducted and no manifestation is found according to the procedures below.

However, the District may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the MDR has determined that the behavior was not a manifestation of the student's disability. Students whose behavior was determined to be a manifestation of their disability may be placed in an IAES by the Superintendent according to the requirements provided above when their behavior involves serious bodily injury, weapons, illegal drugs, or controlled substances. Students may also be placed in an IAES by an impartial hearing officer as a result of an impartial due process hearing according to the procedures provided above when the student's current educational placement poses a risk of harm to the student or others.

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.

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, the district will provide alternative instruction to students with disabilities on the same basis as non-disabled students.
2. 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. When necessary, the Committee on Special Education or Section 504 Team will convene to determine the appropriate services to be provided during a suspension or removal.

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

An expedited due process hearing shall be conducted in the manner specified by the Regulations of the Commissioner of Education incorporated into this policy, if:

1. The District requests such a hearing 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/her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his/her current educational placement during such proceedings.
2. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - a. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.
3. The District shall arrange for the expedited due process hearing according to the following time period, unless the parent and the District mutually agree in writing to waive the resolution meeting or agree to use mediation:

- a. A resolution meeting shall occur within seven (7) days of receiving notice of the due process complaint.
- b. The expedited due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) days of receipt of the due process complaint.
- c. The expedited due process hearing shall occur within twenty (20) school days of the date the complaint requesting the hearing is filed.
- d. The impartial hearing officer shall make a determination within ten (10) school days after the hearing.

No extension to an expedited impartial hearing timeline may be granted.

Referral to Law Enforcement and Judicial Authorities

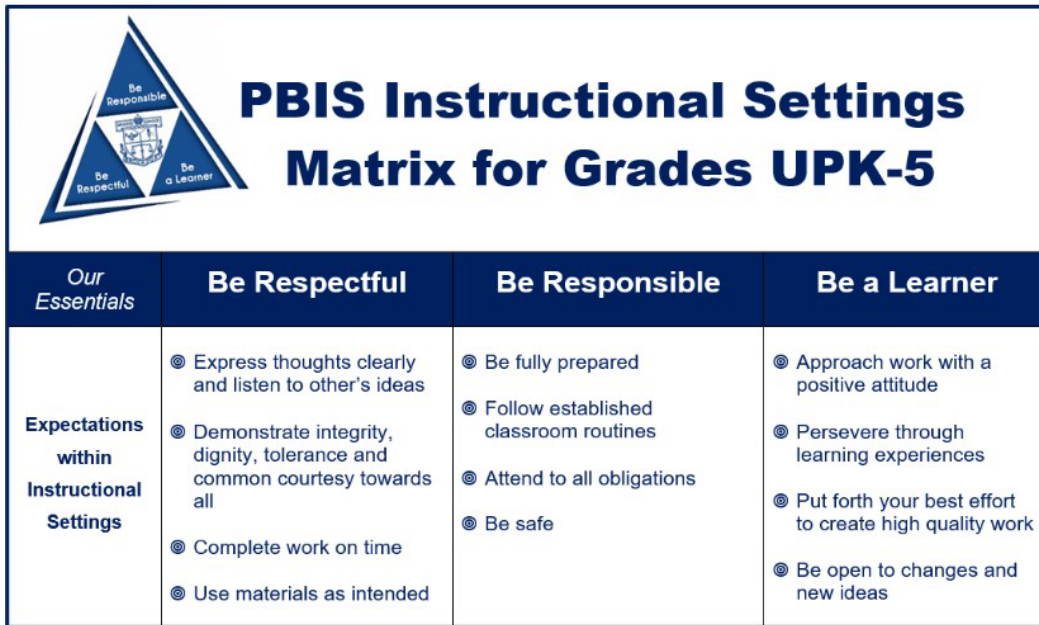
Consistent with its authority under applicable law and regulations, the district will report a crime committed by a student with a disability to appropriate law enforcement and judicial authorities. In such an instance, The Superintendent will ensure that copies of the special education and disciplinary 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.

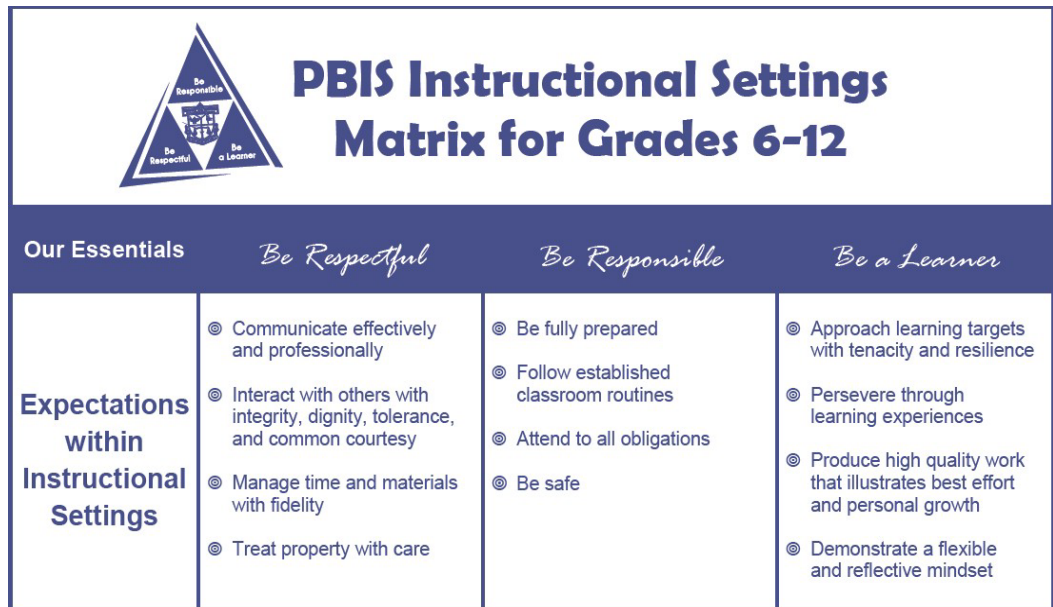
The Brockport Central School District PBIS Expectations across UPK-12 schools are:

- Be Respectful
- Be Responsible
- Be a Learner



PBIS Instructional Settings Matrix for Grades UPK-5

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



PBIS Instructional Settings Matrix for Grades 6-12

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

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

Reference: 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 provide for your child's safety when on the bus.

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

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

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, may 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 (The following terms shall be defined as set forth below, except as otherwise defined by law or regulation.)

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.

Substantially 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.

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 or Behavior: 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, or otherwise meets the definition of violent pupil under New York Education Law Section 3214.

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 10 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) The following definitions apply, unless otherwise prohibited by law.

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:

- | | |
|--|--|
| <ul style="list-style-type: none">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; | <ul style="list-style-type: none">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; orxi. 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. [\(2\)](#) 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.*

- i. **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.
- ii. **Repetition:** Bullying typically repeated, occurring more than once or having the potential to occur more than once.
- iii. **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.

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

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

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

11. 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: Suspension and Appeal Process

Students may appeal short-term and long-term suspensions.

Any appeal of a short-term suspension must be submitted to the Superintendent within (10) business days, absent extraordinary circumstances.

Any appeal of a long-term suspension 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

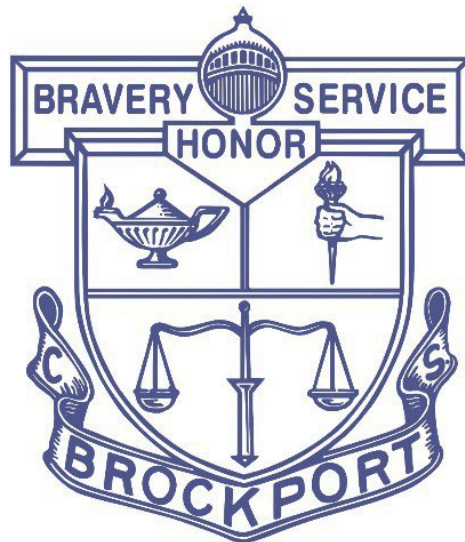
New York State Education Department:

[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.

7420 - Interscholastic Athletics/Philosophy of Athletics

Last Updated Date: 12/18/2018

Adoption Date: 08/24/1972

Revision History: 1/23/1974; 5/11/76; 5/78; 7/19/94; 6/20/00; 4/06/04; 1/5/16; 12/18/18

The Board of Education believes that all students should have the opportunity to participate in some form of interscholastic or intramural athletic competition.

The Board believes that athletic competition provides opportunities for students to grow physically and intellectually through their experience in self-discipline and their contributions to a team effort. The actual competition is believed to be the culmination of many aspects of athletic instruction.

The teaching of basic fundamentals, rules and conditioning as well as the fostering of a healthy attitude toward competition are felt to be the primary and essential goals in athletic instruction.

It is recognized that a well-organized and well-conducted athletic program is a potent factor in the morale of a high school student body and an important phase of good community-school relations. Too great an emphasis on winning contests is harmful to the development of good attitudes among students and the public. The Board believes that students should develop a positive attitude toward both winning and losing. A gracious winner and a good loser are both important goals to the educational aspect of athletics. To this end the Board recognizes that the various athletic levels have differing goals. The following deals with each tier of the District's total athletic program:

Intramurals

Intramurals will be operated as a recreational program with maximum participation a desired outcome.

Modified B

This program of competitive sports focuses on the fundamentals of the game, rules, training and basic skills. No emphasis is placed on winning and maximum participation is desired. Participants will play an equal amount of time.

Freshman/Modified A

This program is similar to the modified program in that basic skill development is stressed. The participant should become versed in the rules of the game. It is recognized that every effort will be made to play participants equally in all contests.

Junior Varsity

The junior varsity level of competition is the program where increased emphasis is placed upon team play, physical conditioning and refinement of basic skills. Winning at the junior varsity level is considered important and participants should be taught how to cope with losing and crowd influence during contests. An attempt will be made to play all participants. It is recognized, however, that they may not all play equally.

Varsity

The varsity level of athletic competition is the culmination of the high school athletic program. Team play, sportsmanship, individual physical ability, motivation and mental attitude are very important aspects of competition at the varsity level. The team definitely plays to win the contest but varsity contestants should accept the fact that important lessons are to be learned from losing. It is recognized that not all participants play in every contest.

Athletic Placement Process for Interscholastic Athletic Programs (APP)

The APP is a method for evaluating students who want to participate in sports at higher or lower levels, consistent with their physical and emotional maturity, size, fitness level, and skills. The Board approves the use of the APP for all secondary school interscholastic team members. The Superintendent will implement procedures for the APP, and will direct the athletic director to maintain records of students who have successfully completed the APP.

Student Athletic Injuries

No student should be allowed to practice or play in an athletic contest if he/she is suffering from an injury. The diagnosis of and prescription of treatment for injuries is strictly a medical matter and should under no circumstances be considered within the province of the coach. A coach's responsibility is to see that injured players are given prompt and competent medical attention, and that all details of the Athletic Trainer or a doctor's instructions concerning the student's functioning as a team member are carried out. No student will be allowed to practice or compete if there is a question whether he/she is in adequate physical condition.

A physician's certificate is required before an athlete is permitted to return to practice or competition. Student athletes who suffer a concussion must complete the Return to Play concussion protocol before they are allowed to compete.

Athletic Program - Safety

The District will take reasonable steps to see that physical risks to students participating in the interscholastic athletic program shall be kept at a minimum by:

- a. Requiring medical examinations of participants;
- b. Obtaining certificated officials to coach all varsity, junior varsity, and modified games;
- c. Ensuring that equipment is both safe and operative within approved guidelines;
- d. Scheduling a reasonable number of interscholastic contests at appropriate times and locations.

Overnight Athletic Trips

Overnight Athletic Trips include local or out-of-state trips (excluding post season contests) which require that students obtain overnight accommodations. All overnight trips will require the approval of the Board prior to the commencement of any fundraising. Final approval for overnight trips will require: (a) an itinerary, (b) a statement of how the trip is funded, (c) a list of the Board approved chaperones at least three (3) weeks prior to the trip.

The Superintendent shall prepare procedures for the operation of overnight athletic trips. Regardless of the fiscal support for field trips, the rules of the District for approval and conduct of such trips shall apply.

Policy References:

8 New York Code of Rules and Regulations (NYCRR) Section 135

8430 - Independent Study**Last Updated Date:** 04/06/2021**Adoption Date:** 07/19/1994**Revision History:** 10/17/1995; 6/20/00; 7/20/04; 4/6/21

Independent study, for credit, may be available to meet special individual needs of students in grades nine (9) through twelve (12) in those subject areas approved by the high school principal. Credit shall be granted as noted in the approved Program Studies Guide.

Policy References:

8 New York Code of Rules and Regulations (NYCRR) Section 100.5(d)(1)

7226 - Minimum Standard for Grades 9-12

Last Updated Date: 03/15/2022

Adoption Date: 10/22/2015

Revision History: 3/15/16; 2/26/19; 3/15/22

The Board of Education requires each student in grades 9 through 12 to be enrolled in 6 ½ credits each school year.

The Board acknowledges that the 6 ½ credit minimum requirement may not be feasible in particular circumstances. Each individual case will be referred to the Principal for consideration and final determination. This process will involve consultation with the Superintendent and their designee.

3.0 INSTRUCTION PLANNING AND SERVICES



Rachel Kluth, Ed.D.
Assistant to the Superintendent for Secondary Education

Michael Pincelli
Brockport High School Principal

SUBJECT: Textbook Approval

Submitted to the Board of Education for their approval:

For Everyone, by Jason Reynolds for One School, One Book for the High School

Motion by Seconded by

RESOLVED, that the Board of Education approve the book, *For Everyone*, by Jason Reynolds for One School, One Book for the High School.

TO: Sean Bruno

FROM: Lynn Carragher, Paulette Reddick, and Betsy Fitzpatrick

RE: Placements for Students with Disabilities

DATE: June 16, 2023

For June 20, 2023 Board of Education Meeting

- 3.4.1 On March 21, April 13, May 18, 26, 31, June 1, 5, 2023, the District Committee on Special Education reviewed students and made recommendations for placement.
- 3.4.2 On April 13, May 2, 17, 18, 24, 25, 30, 31, June 1, 2, 6, 7, 8, 2023, the District Subcommittee on Special Education reviewed students and made recommendations for placement.
- 3.4.3 On May 12, 2023, the Committee on Preschool Special Education reviewed students and made recommendations for placement.
- 3.4.4 On May 26, June 5, 2023, the Ginther Subcommittee on Special Education reviewed students and made recommendations for placement.
- 3.4.5 On May 8, 12, 15, 16, 22, 23, 25, 26, 31, 2023, the Barclay Subcommittee on Special Education reviewed students and made recommendations for placement.
- 3.4.6 On June 9, 2023, the Hill Subcommittee on Special Education reviewed students and made recommendations for placement.
- 3.4.7 On April 26, May 25, 26, 30, 31, June 9, 2023, the Oliver Subcommittee on Special Education reviewed students and made recommendations for placement.
- 3.4.8 On April 13, 25, June 6, 2023, the High School Subcommittee on Special Education reviewed students and made recommendations for placement.

We are forwarding this document to you for your information.

CMA Date	CMA BOE Date	CMA Committee	CMA Reason	School	ID#	Grade	CR Decision /Status	CR Disability
5/8/2023	6/20/2023	SubCSE	Annual Review	Barclay	559783	3	Classified	Speech or Language Impairment
5/12/2023	6/20/2023	SubCSE	Annual Review	Barclay	559865	3	Classified	Autism
5/12/2023	6/20/2023	SubCSE	Annual Review	Barclay	559595	3	Classified	Speech or Language Impairment
5/12/2023	6/20/2023	SubCSE	Annual Review	Barclay	560244	3	Classified	Other Health Impairment
5/12/2023	6/20/2023	SubCSE	Annual Review	Barclay	559322	3	Classified	Other Health Impairment
5/12/2023	6/20/2023	SubCSE	Annual Review	Barclay	211669	3	Classified	Speech or Language Impairment
5/15/2023	6/20/2023	SubCSE	Annual Review	Barclay	211513	4	Classified	Speech or Language Impairment
5/15/2023	6/20/2023	SubCSE	Annual Review	Barclay	210408	4	Classified	Learning Disability
5/15/2023	6/20/2023	SubCSE	Annual Review	Barclay	560796	4	Classified	Learning Disability
5/15/2023	6/20/2023	SubCSE	Annual Review	Barclay	210956	4	Classified	Speech or Language Impairment
5/15/2023	6/20/2023	SubCSE	Annual Review	Barclay	560303	4	Classified	Speech or Language Impairment
5/15/2023	6/20/2023	SubCSE	Annual Review	Barclay	559195	4	Classified	Other Health Impairment
5/15/2023	6/20/2023	SubCSE	Annual Review	Barclay	559634	4	Classified	Speech or Language Impairment
5/15/2023	6/20/2023	SubCSE	Annual Review	Barclay	560596	4	Classified	Other Health Impairment

5/15/2023	6/20/2023	SubCSE	Annual Review	Barclay	212200		4	Classified	Speech or Language Impairment
5/15/2023	6/20/2023	SubCSE	Annual Review	Barclay	212203		4	Classified	Speech or Language Impairment
5/15/2023	6/20/2023	SubCSE	Annual Review	Barclay	212460		4	Classified	Other Health Impairment
5/16/2023	6/20/2023	SubCSE	Annual Review	Barclay	212207		4	Classified	Speech or Language Impairment
5/16/2023	6/20/2023	SubCSE	Annual Review	Barclay	559868		4	Classified	Learning Disability
5/16/2023	6/20/2023	SubCSE	Annual Review	Barclay	212321		4	Classified	Autism
5/18/2023	6/20/2023	CSE	Initial Eligibility Determination Meeting	Barclay	212110		2	Classified No Services	Learning Disability
5/22/2023	6/20/2023	SubCSE	Annual Review	Barclay	560669		1	Classified	Autism
5/22/2023	6/20/2023	SubCSE	Reevaluation/Annual Review	Barclay	559573	Kdg.		Classified	Autism
5/22/2023	6/20/2023	SubCSE	Annual Review	Barclay	559802		1	Classified	Other Health Impairment
5/22/2023	6/20/2023	SubCSE	Annual Review	Barclay	211282		3	Classified	Autism
5/22/2023	6/20/2023	SubCSE	Annual Review	Barclay	560245		2	Classified	Autism
5/23/2023	6/20/2023	SubCSE	Amendment - Agreement No Meeting	Barclay	211914		2	Classified	Multiple Disabilities
5/23/2023	6/20/2023	SubCSE	Annual Review	Barclay	210184		2	Classified	Speech or Language Impairment
5/23/2023	6/20/2023	SubCSE	Annual Review	Barclay	211435		3	Classified	Speech or Language Impairment

5/23/2023	6/20/2023	SubCSE	Annual Review	Barclay	211435	3	Classified	Speech or Language Impairment
5/23/2023	6/20/2023	SubCSE	Annual Review	Barclay	212471	4	Classified	Learning Disability
5/23/2023	6/20/2023	SubCSE	Annual Review	Barclay	559394	3	Classified	Speech or Language Impairment
5/25/2023	6/20/2023	SubCSE	Annual Review	Barclay	211717	4	Classified	Speech or Language Impairment
5/26/2023	6/20/2023	SubCSE	Annual Review	Barclay	211816	3	Classified	Learning Disability
5/26/2023	6/20/2023	SubCSE	Annual Review	Barclay	212394	4	Classified	Other Health Impairment
5/26/2023	6/20/2023	SubCSE	Annual Review	Barclay	211148	4	Classified	Learning Disability
5/31/2023	6/20/2023	CSE	Annual Review	Barclay	560350	3	Classified	Learning Disability
5/31/2023	6/20/2023	CSE	Annual Review	Barclay	559093	2	Classified	Other Health Impairment
5/31/2023	6/20/2023	SubCSE	Annual Review	Barclay	559826	2	Classified	Speech or Language Impairment
5/31/2023	6/20/2023	SubCSE	Annual Review	Barclay	559093	2	Classified	Other Health Impairment
5/31/2023	6/20/2023	SubCSE	Annual Review	Barclay	559300	2	Classified	Speech or Language Impairment
4/13/2023	6/20/2023	CSE	Annual Review	BHS		10	Classified	Other Health Impairment
4/13/2023	6/20/2023	SubCSE	Reevaluation/Annual Review	BHS	212620	9	Classified	Learning Disability
4/25/2023	6/20/2023	SubCSE	Annual Review	BHS	559996	12	Classified PP in Other Public School District	Other Health Impairment

6/6/2023	6/20/2023	SubCSE	Annual Review	BHS	998541	12	Classified	Other Health Impairment
4/19/2023	6/20/2023	SubCSE	Annual Review	BOCES 1 District Based	560755	8	Classified	Intellectual Disability
3/21/2023	6/20/2023	CSE	Reevaluation/Annual Review	BOCES II Program Elementary	559501	8	Classified	Autism
6/6/2023	6/20/2023	SubCSE	Annual Review	BOCES II Program Elementary	211217	7	Classified	Emotional Disturbance
6/6/2023	6/20/2023	SubCSE	Annual Review	BOCES II Program Elementary	560209	4	Classified	Other Health Impairment
5/24/2023	6/20/2023	SubCSE	Annual Review	BOCES II Program MS/HS		11	Classified	Autism
5/24/2023	6/20/2023	SubCSE	Annual Review	BOCES II Program MS/HS	997059	12	Classified	Autism
5/24/2023	6/20/2023	SubCSE	Annual Review	BOCES II Program MS/HS	993842	12+	Classified	Orthopedic Impairment
5/24/2023	6/20/2023	SubCSE	Annual Review	BOCES II Program MS/HS	997453	12	Classified	Other Health Impairment
5/30/2023	6/20/2023	SubCSE	Annual Review	BOCES II Program MS/HS	996983	12	Classified	Other Health Impairment
6/6/2023	6/20/2023	SubCSE	Annual Review	BOCES II Program MS/HS	994518	Post Graduate	Classified	Autism
6/2/2023	6/20/2023	SubCSE	Annual Review	Crestwood Children's Center Day Treatment	560465	8	Classified	Emotional Disability
6/2/2023	6/20/2023	SubCSE	Annual Review	Crestwood Children's Center Day Treatment	211872	6	Classified	Other Health Impairment

6/2/2023	6/20/2023	SubCSE	Annual Review	Crestwood Children's Center Day Treatment	211873	6	Classified	Other Health Impairment
6/2/2023	6/20/2023	SubCSE	Annual Review	Crestwood Children's Center Day Treatment	559560	1	Classified	Other Health Impairment
6/2/2023	6/20/2023	SubCSE	Reevaluation/Annual Review	Crestwood Children's Center Day Treatment	560488	2	Classified	Other Health Impairment
5/26/2023	6/20/2023	SubCSE	Annual Review	Ginther	560012	1	Declassified Support Services	Speech or Language Impairment
6/5/2023	6/20/2023	CSE	Annual Review	Ginther	560129	1	Classified	Other Health Impairment
6/5/2023	6/20/2023	SubCSE	Annual Review	Ginther	559531	1	Classified	Autism
5/25/2023	6/20/2023	SubCSE	Annual Review	HCC Halpern Education Center	210640	7	Classified	Other Health Impairment
5/26/2023	6/20/2023	CSE	Initial Eligibility Determination Meeting	Hill	561177	4	Classified No Services	Speech or Language Impairment
5/26/2023	6/20/2023	CSE	Annual Review	Hill	210770	4	Classified	Learning Disability
5/26/2023	6/20/2023	CSE	Initial Eligibility Determination Meeting	Hill	559943	4	Ineligible	
6/1/2023	6/20/2023	CSE	Initial Eligibility Determination Meeting	Hill	211408	5	Classified No Services	Other Health Impairment
6/9/2023	6/20/2023	SubCSE	Annual Review	Hill	210975	5	Classified	Speech or Language Impairment

5/30/2023	6/20/2023	SubCSE	Requested Review	Mary Cariola Children's Center	561251	12+	Classified	Autism
6/8/2023	6/20/2023	SubCSE	Annual Review	Mary Cariola Children's Center	560673		3 Classified	Autism
6/8/2023	6/20/2023	SubCSE	Annual Review	Mary Cariola Children's Center	212706		3 Classified	Multiple Disabilities
6/8/2023	6/20/2023	SubCSE	Annual Review	Mary Cariola Children's Center	210763		3 Classified	Multiple Disabilities
6/8/2023	6/20/2023	SubCSE	Annual Review	Mary Cariola Children's Center	212730		2 Classified	Multiple Disabilities
6/8/2023	6/20/2023	SubCSE	Annual Review	Mary Cariola Children's Center	211993		4 Classified	Autism
6/8/2023	6/20/2023	SubCSE	Annual Review	Mary Cariola Children's Center	211993		4 Classified	Autism
6/1/2023	6/20/2023	SubCSE	Requested Review	Norman Howard School	997177		11 Classified	Autism
6/7/2023	6/20/2023	SubCSE	Annual Review	Norman Howard School	560059		9 Classified	Learning Disability
6/7/2023	6/20/2023	SubCSE	Annual Review	Norman Howard School	210972		8 Classified	Learning Disability
4/26/2023	6/20/2023	SubCSE	Annual Review	OMS	211244		6 Classified	Autism
4/26/2023	6/20/2023	SubCSE	Annual Review	OMS	211186		6 Classified	Learning Disability
5/25/2023	6/20/2023	SubCSE	Annual Review	OMS	210211		7 Classified	Autism
5/26/2023	6/20/2023	SubCSE	Annual Review	OMS	210885		6 Classified	Autism
5/30/2023	6/20/2023	SubCSE	Annual Review	OMS	210977		6 Classified	Speech or Language Impairment
5/30/2023	6/20/2023	SubCSE	Annual Review	OMS	559741		6 Classified	Autism
5/31/2023	6/20/2023	SubCSE	Annual Review	OMS	999801		7 Classified	Multiple Disabilities

5/31/2023	6/20/2023	SubCSE	Annual Review	OMS	210852	8	Classified	Other Health Impairment
6/9/2023	6/20/2023	SubCSE	Annual Review	OMS	560061	7	Classified	Other Health Impairment
5/12/2023	6/20/2023	CPSE	Reevaluation CPSE to CSE Review	Preschool Itinerant Services Only	560722	Preschool	Classified Preschool	Preschool Student with a Disability
4/13/2023	6/20/2023	SubCSE	Reevaluation/Annual Review	Student is Parentally Placed in a Nonpublic School	210516	6	Classified PP Within District Dual Enrollment	Learning Disability
4/13/2023	6/20/2023	SubCSE	Annual Review	Student is Parentally Placed in a Nonpublic School	211302	5	Classified PP Within District Dual Enrollment	Other Health Impairment
5/17/2023	6/20/2023	SubCSE	Annual Review	Student is Parentally Placed in a Nonpublic School	998108	12	Classified PP NR Within District Dual Enrollment	Other Health Impairment
5/17/2023	6/20/2023	SubCSE	Annual Review	Student is Parentally Placed in a Nonpublic School	211634	12	Classified PP NR Within District Dual Enrollment	Autism
5/24/2023	6/20/2023	SubCSE	Annual Review	Student is Parentally Placed in a Nonpublic School	560368	Kdg.	Declassified Support Services	Other Health Impairment
5/31/2023	6/20/2023	SubCSE	Requested Review	Student is Parentally Placed in a Nonpublic School	210301	8	Classified PP NR Within District Dual Enrollment	Learning Disability
5/2/2023	6/20/2023	SubCSE	Annual Review	The Kessler Center	210352	7	Classified	Autism

5/18/2023	6/20/2023	SubCSE	Annual Review	Villa of Hope School	210832	9	Classified	Other Health Impairment
-----------	-----------	--------	---------------	----------------------	--------	---	------------	-------------------------

4.0 CERTIFIED PERSONNEL



BROCKPORT CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION MEETING

June 20, 2023

PERSONNEL AGENDA – CERTIFIED

Office of the Superintendent of Schools
Board Meeting of June 20, 2023

Sean C. Bruno
Superintendent of Schools

Jerilee Gulino
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 Melanie Garber, to be appointed as a one-year Instructional Coach at Oliver Middle School effective September 5, 2023 through June 30, 2024. Professional certificates in Math Grades 7-12, Childhood Education Grades 1-6, Students with Disabilities Grades 7-12 and Gifted Education. Annual salary \$53,504.
- 4.1.2 Nathanael Scott, to be appointed as a Social Studies Teacher at the High School effective September 5, 2023. Covid-19 certificate in Social Studies Grades 7-12. Probationary period September 5, 2023 through September 4, 2027. 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 \$41,718.
- 4.1.3 Ryan Lanigan, to be appointed as the Assistant Superintendent for Instruction effective July 20, 2023. Permanent certificates as a School District Administration and Physical Education. Probationary period July 20, 2023 through July 19, 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 \$ 165,000 (prorated \$156,750).
- 4.1.4 Ashley Homan, to be appointed as a Literacy Teacher at the High School effective September 5, 2023. Professional certificates in ELA Grades 7-12, ELA Grades 5-9, and Students with Disabilities Grades 7-12. Pending certificate in Literacy. Probationary period September 5, 2023 through September 4, 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 is \$50,030.

4.2 Resignations

- 4.2.1 Bryon Rockow, Health Teacher at Oliver Middle School, to resign effective June 22, 2023.
- 4.2.2 Margaret Johansen, LOTE Teacher at Oliver Middle School, to resign effective June 13, 2023.

4.3 Substitutes

- 4.3.1 Magdalene Hantho
- 4.3.2 Ryan McNally

4.4 Teacher Immersion Fellowship Program Participants

- 4.4.1 None

4.5 Leaves of Absence

- 4.5.1 Melanie Garber, to request a leave of absence as a Math Teacher effective September 5, 2023 through June 30, 2024 pending board approval as an Instructional Coach at Oliver Middle School.

4.6 Other

- 4.6.1 **UPDATE**, Stacey Snyder, School Food Service Director, change from a provisional appointment to a probationary appointment, effective June 5, 2023. Probationary period begins on June 5, 2023 through June 4, 2024.
- 4.6.2 Creation of one (1) Cyber Security Coordinator.
- 4.6.3 MichaelAnn Pentz, to be appointed as the Extended School Year Special Education Teacher effective July 10, 2023 through August 18, 2023 at \$42.00 per hour.

4.0 CLASSIFIED PERSONNEL



BROCKPORT CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION MEETING

JUNE 20, 2023

PERSONNEL AGENDA – CLASSIFIED

Office of the Superintendent of Schools
Board Meeting of June 20, 2023

Sean C. Bruno
Superintendent of Schools

Jerilee Gulino
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 Aaron Mesiti, to be appointed as a probationary Driver-Messenger in the CEPACS Department effective June 26, 2023. Rate is set at \$14.50 per hour. Probationary period begins on June 26, 2023 and ends on June 25, 2024. (Pending fingerprint clearance.)
- 4.7.2 Stephanie Poplaski, to be appointed as a probationary Teacher Aide at Barclay School effective September 5, 2023. Rate is set at \$15.00 per hour. Probationary period begins on September 5, 2023 and ends on September 4, 2024.
- 4.7.3 Heather Pimm, to be appointed as a probationary Nurse Aide at Barclay School effective September 5, 2023. Rate is set at \$15.00 per hour. Probationary period begins on September 5, 2023 and ends on September 4, 2024. (Pending fingerprint clearance.)
- 4.7.4 Robert Hedrick, to be appointed as a probationary Bus Driver in the Transportation Department effective September 5, 2023. Rate is set at \$21.00 per hour. Probationary period begins September 5, 2023 and ends on September 4, 2024.

4.8 Resignations

- 4.8.1 Emily Banks, School Aide/Cafeteria Monitor, Hill School, resigning effective June 22, 2023.

4.9 Substitutes

- 4.9.1 Emily Banks, School Aide
- 4.9.2 Bella Bruno, CEPACS, Student Helper
- 4.9.3 Tyler Harris, CEPACS, Student Helper
- 4.9.4 Victoria Frederick, CEPACS, Student Helper
- 4.9.5 Nicolas Rugari, CEPACS, Student Helper
- 4.9.6 Rhett Breslawski, CEPACS, Student Helper
- 4.9.7 Kim Pero, Summer Painter
- 4.9.8 Ryan Davis, Summer Painter
- 4.9.9 Deborah Coffey, Summer Painter
- 4.9.10 Jessica Shear-Michaels, Summer Painter
- 4.9.11 Kim Martin, Summer Painter
- 4.9.12 Peter Major, Summer Painter
- 4.9.13 Jeremy Shuman, Summer Cleaner
- 4.9.14 Amanda Shaffer, Summer Cleaner
- 4.9.15 Jayson DelaCruz, Summer Cleaner
- 4.9.16 Robin Wheeler, Summer Cleaner
- 4.9.17 Valerie Burroughs, Summer Cleaner
- 4.9.18 Otis Chappell, Bus Attendant (training for CDL)

- 4.9.19 Vitalie Jomir, Summer Painter
- 4.9.20 Zachary Richards, Summer Cleaner, pending fingerprint clearance
- 4.9.21 Ava Montague, Student Cleaner
- 4.9.22 Bruce Finchley, Bus Attendant, pending fingerprint clearance
- 4.9.23 Calvin Cavagnaro, Summer Cleaner, pending fingerprint clearance
- 4.9.24 Bridget Moyer, Summer Cleaner
- 4.9.25 Ben Poitras, Summer Cleaner
- 4.9.26 Jaslyn Angel, Summer Cleaner, pending fingerprint clearance
- 4.9.27 Laura Bishop, Summer Cleaner, pending fingerprint clearance
- 4.9.28 Robert Hedrick, Bus Driver

4.10 Volunteers

- 4.10.1 Kelly Broskin
- 4.10.2 Rosa Davila
- 4.10.3 Samantha Evertson
- 4.10.4 Benjamin Folk
- 4.10.5 Danielle Gorman
- 4.10.6 Charles King
- 4.10.7 Christopher Lyons
- 4.10.8 Debby Maar
- 4.10.9 Megan Matthews
- 4.10.10 Holly Moran Carpenter
- 4.10.11 Marci Reynolds
- 4.10.12 Melissa Siple
- 4.10.13 Ava Underwood
- 4.10.14 Jamie White
- 4.10.15 Angela Yockel
- 4.10.16 Shawna Benson
- 4.10.17 Zachary Losee

4.11 College Participants

None

4.12 Leaves of Absence

None

4.13 Other

- 4.13.1 Creation of one (1) Food Service Helper position, 4.00 hours per day, 10 months per year.
- 4.13.2 – 4.13.4 The following staff have been appointed to the Sports Study Hall at the High School (at their current regular hourly rate) for the 2023-2024 school year.
- 4.13.2 Lori Kohr (Regular)
- 4.13.3 Shannon Caton (Substitute)
- 4.13.4 Janice Bradt (Substitute)

5.0 FINANCIAL



Sean C. Bruno
Superintendent

Jill Reichhart
District Treasurer and Director of Finance

SUBJECT: PTSA Donation

Whereas, the Brockport PTSA is donating \$839.00 for the sole and express purpose of providing financial support for Barclay School PBIS.

Recommendation: Motion bySeconded by.....

RESOLVED, that the Board of Education accept the generous donation to support funds for Barclay School PBIS.

Sean C. Bruno
Superintendent

Jill Reichhart
Director of Finance

SUBJECT: Funding of Reserve Funds for year ending June 30, 2023.

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 2022-2023 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 2022-2023 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 \$600,000 from undesignated, unappropriated fund balance from the 2022-2023 fiscal year.

Based on the recommendation of the Superintendent of Schools, we recommend funding the 2023 Bus Purchase Capital Reserve Fund, as authorized by Education Law Section 3651, up to \$7,300,000 from undesignated, unappropriated fund balance from the 2022-2023 fiscal year.

Based on the recommendation of the Superintendent of Schools, we recommend funding the 2023 Building Capital Reserve Fund, as authorized by Education Law Section 3651, up to \$14,700,000 from undesignated, unappropriated fund balance from the 2022-2023 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 \$600,000, the 2023 Bus Purchase Capital Reserve Fund up to an additional \$7,300,000 and the 2023 Building Capital Reserve Fund up to an additional \$14,700,000 from undesignated, unappropriated fund balance from the 2022-2023 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 it.

Residential Construction Building 8' x 12' Shed

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

Recommendation: Motion bySeconded 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

Board of Education
2022-2023 Meeting Schedule

Day	Date	Time/Location/Notes
Tuesday	July 12, 2022*	Reorganization Meeting 5 p.m. - District Office Board Room
Tuesday	July 19, 2022*	5 p.m. - District Office Board Room
Tuesday	August 2, 2022*	5 p.m. - District Office Board Room
Tuesday	August 16, 2022*	5 p.m. - District Office Board Room
Tuesday	September 6, 2022	6 p.m. - District Office Board Room
Tuesday	September 20, 2022	6 p.m. - District Office Board Room
Tuesday	October 4, 2022	6 p.m. - District Office Board Room
Tuesday	October 18, 2022	6 p.m. - District Office Board Room
Tuesday	November 1, 2022	6 p.m. - District Office Board Room
Tuesday	November 15, 2022	6 p.m. - District Office Board Room
Tuesday	December 6, 2022	6 p.m. - District Office Board Room
Tuesday	December 20, 2022	6 p.m. - District Office Board Room
Tuesday	January 3, 2023	6 p.m. - District Office Board Room
Tuesday	January 17, 2023	6 p.m. - District Office Board Room
Tuesday	February 7, 2023	6 p.m. - District Office Board Room
Monday	March 7, 2023	6 p.m. - District Office Board Room
Tuesday	March 28, 2023*	6 p.m. - District Office Board Room
Tuesday	April 18, 2023	6 p.m. - District Office Board Room
Tuesday	May 2, 2023	5:30 p.m. Budget Public Hearing 6 p.m. Board Meeting Hill School Cafetorium
Tuesday	May 16, 2023*	7 p.m. - District Office Board Room (Budget Vote)
Tuesday	June 6, 2023	6 p.m. - Hill School Cafetorium
Tuesday	June 20, 2023	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 ().*

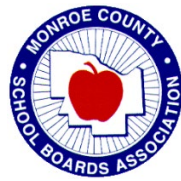
Note: Meetings are subject to change. Updated information will be posted on the District's website at www.bcs1.org.

Board of Education Approved: May 3, 2022

**BROCKPORT CENTRAL SCHOOL
BUDGET DEVELOPMENT CALENDAR
2023-2024 BUDGET**

Date	Activity
September 6, 2022	Regular Board Meeting
September 14, 2022	BUDGET COMMITTEE MEETING
September 20, 2022	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 4, 2022	Regular Board Meeting
October 12, 2022	BUDGET COMMITTEE MEETING
October 18, 2022	Regular Board Meeting
November 1, 2022	Regular Board Meeting
November 9, 2022	BUDGET COMMITTEE MEETING
November 15, 2022	Regular Board Meeting
December 6, 2022	Regular Board Meeting
December 14, 2022	BUDGET COMMITTEE MEETING
December 20, 2022	Regular Board Meeting
January 3, 2023	Regular Board Meeting
January 11, 2023	BUDGET COMMITTEE MEETING
January 17, 2023	Regular Board Meeting
January 25, 2023	BUDGET COMMITTEE MEETING
February 7, 2023	Regular Board Meeting – (Draft budget)
February 15, 2023	BUDGET COMMITTEE MEETING
March 1, 2023	BUDGET COMMITTEE MEETING
March 7, 2023	Regular Board Meeting – (presentation of proposed 2023-2024 budget)
March 22, 2023	BUDGET COMMITTEE MEETING (IF NEEDED)
March 28, 2023	Regular Board Meeting – (adopt 2023-2024 budget & publish first budget legal notice)
April 12, 2023	BUDGET COMMITTEE MEETING
April 17, 2023	Last day to file nominating petition for Board candidates
April 18, 2023	Regular Board Meeting
May 2, 2023	Regular Board Meeting – Budget Hearing at 5:30 p.m.
May 10, 2023	BUDGET COMMITTEE MEETING
May 16, 2023	Budget Vote and Election – 6:00 a.m. – 9:00 p.m.
June 6, 2023	Regular Board Meeting
June 14, 2023	BUDGET COMMITTEE MEETING
June 20, 2023	Regular Board Meeting

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



MCSBA 2022 - 2023 CALENDAR

JULY 2022			
	4	MON	Holiday (Office Closed) Independence Day
	14	THUR	NYSSBA Summer Law Conference, Hilton Garden Inn
*	26	TUES-8:00 am	Half Day District Clerk's Conference

AUGUST 2022			
*	10	WED-Noon	Steering Committee

SEPTEMBER 2022			
	5	MON	Holiday (Office Closed) Labor Day
*	7	WED-Noon	Legislative Committee Meeting
	7	WED-5:45pm	Board Leadership Meeting (Eastside Location)
*	14	WED	Information Exchange Committee
	18-20	SUN-TUES	NYSCOSS, Saratoga Springs, NY
*	21	WED-Noon	Labor Relations Committee Meeting
*	22	THUR-8:00am	MCSBA Fall Law Conference
	23	FRI	NYSSBA Board Officer's Academy, Rochester

OCTOBER 2022			
*	5	WED-Noon	Legislative Committee Meeting
	5	WED-5:45pm	Executive Committee Meeting
	6	THURS	NYSSBA District Clerk Workshop
	10	MON	Holiday (Office Closed) Indigenous Peoples' Day
*	12	WED-Noon	Information Exchange Committee Meeting
*	15	SAT-7:30am	MCSBA Finance Conference
	17-21	MON-FRI	Board Member Recognition Week
*	19	WED-Noon	Labor Relations Committee Meeting
	27-29	THURS-SAT	NYSSBA Convention - Syracuse

NOVEMBER 2022			
*	2	WED-Noon	Legislative Committee Meeting
*	2	WED-4:00PM	Association Social Hour for All MCSBA Members
*	2	WED-5:45 pm	Board Leadership Meeting (Westside Location)
	6	SUN	Daylight Savings Time
*	9	WED-Noon	Information Exchange Committee Meeting
	9	WED -4:00pm	Steering Committee Meeting - ZOOM
	11	FRI	Holiday (Office Closed) Veterans Day
*	16	WED-Noon	Labor Relations Committee Meeting
	24-25	THUR-FRI	Holiday (Office Closed) Thanksgiving
*	30	WED-Noon	Legislative Committee Meeting
	30	WED-5:45pm	Executive Committee Meeting

DECEMBER 2022			
	5	MON	MCSBA Zoom with Legislators
*	6	THUR-8:30am	District Clerks Conference
	22-23	THURS-FRI	Holiday (Office Closed) Christmas
	30	FRI	Holiday (Office Closed) New Year's

JANUARY 2023			
	2	MON	Holiday (Office Closed) New Year's
*	4	WED-Noon	Legislative Committee Meeting
*	11	WED-Noon	Information Exchange Committee Meeting
	16	MON	Holiday (Office Closed) Martin Luther King
*	18	WED-Noon	Labor Relations Committee Meeting
*	25	WED-Noon	Steering Committee Meeting

FEBRUARY 2023			
*	1	WED - Noon	Legislative Committee Meeting
*	4	SAT-8:30 am	MCSBA Legislative Breakfast
*	8	WED-Noon	Information Exchange Committee Meeting
*	15	WED-Noon	Labor Relations Committee Meeting
	15	Wed-5:45pm	Executive Committee Meeting - Zoom
	20	MON	Holiday (Office Closed) President's Day
	20-24	MON-FRI	Winter Recess

MARCH 2023			
*	1	WED-Noon	Legislative Committee Meeting
	1	WED-5:45pm	Board Leadership Meeting (Eastside Location)
	8-9	WED-THURS	MCSBA Albany 2-day Advocacy Trip
	12	SUN	Daylight Savings Time
*	15	WED-Noon	Information Exchange Committee
*	22	WED-Noon	Labor Relations Committee Meeting
*	23	THUR-8:30am	District Clerks Conference
*	25	SAT	Prospective Candidate Seminar
*	29	WED-Noon	Steering Committee Meeting

APRIL 2023			
	2-4	SAT-MON	NSBA Annual Conference, Orlando, FL
	7	FRI	Holiday (Office Closed) Good Friday
	3-7	MON-FRI	Spring Break
*	12	WED-Noon	Legislative Committee Meeting
	12	WED	Monroe 2-Orleans BOCES Annual Meeting
	13	THURS	Monroe One BOCES Annual Meeting
*	19	WED-Noon	Information Exchange Committee Meeting
*	26	WED-Noon	Labor Relations Committee Meeting
	26	WED- 5:45pm	Executive Committee Meeting
*	27	THUR-8:00am	MCSBA Spring Law Conference

MAY 2023			
*	3	WED-Noon	Legislative Committee Meeting
*	3	WED-4:00PM	Association Social Hour for All MCSBA Members
*	3	WED -5:45pm	Board Leadership Meeting (Westside Location)
	16	TUES	BUDGET VOTE
	24	WED	MCSBA Annual Meeting
	29	MON	Holiday (Office Closed) Memorial Day

JUNE 2023			
M	10	SAT-7:30am	New Board Member Training



DOUBLETREE
BY HILTON

* Meetings 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

