

**Clarence Central School District
Board of Education Internal Vote Procedures
Annual Reorganization Meeting**

1. The District Clerk will call the meeting to order and lead us in the Pledge of Allegiance.
2. The District Clerk will announce that the oath of office for the newly elected Board of Education trustees is on file.
3. The clerk will ask for nominees for President of the Board of Education. Any trustee may nominate either themselves or another trustee. (No seconds to these nominations are needed).
- 4A. If only one person is nominated the District Clerk will announce that if there are no objections he will cast one vote for (the nominated person) for president of the Board of Education for the school year.
- 4B. If there are two or more people nominated or if any trustee would like a vote the clerk will announce that although practicality dictated the taking of nominations, you may vote for any one of the seven trustee whether they were nominated or not. Should a trustee be absent, proxy votes are not allowed. You may abstain by placing a blank ballot in the vote folder. Voting continues until four votes are received by one trustee.
5. The same procedure would be followed to facilitate the election of the Vice President.
6. The District Clerk then turns the meeting over to the Board of Education President.

Clarence Central School District
Board of Education
Code of Conduct

Consistent with our dedication to children, learning and community, members of the Clarence Central School District Board of Education hereby adopt this Code of Conduct. In so doing, we state our belief that a code of conduct promotes public confidence in the schools and advances the attainment of district goals and thus we recognize:

- That we have been selected by our fellow citizens and entrusted with the authority and obligation to strive to provide all students of our community with equal opportunity for educational excellence.
- That the future welfare of our community, state and nation depends in large measure upon the quality of education we provide to fit the needs of every learner.
- That legally our authority is derived from the state which ultimately sets the parameters in which our service is conducted.
- That we must never neglect our personal obligations to our community and our legal obligations to the state, nor surrender these responsibilities to any other person, group, or organization; but that, beyond these, we have a moral and civic obligation to the nation which can remain strong and free only so long as public schools in the United States of America are kept free and strong.

In view of the foregoing considerations, it shall be our endeavor as school board members to:

- Devote time, thought, and study to the duties and responsibilities of being school board members as well as participate in training activities so that we may render effective, informed and creditable service.
- Regularly attend board meetings and take action after careful study of the issues facing the board and after full discussion at such meetings.
- Work with fellow school board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate of points at issue.
- Base decisions upon available facts in each situation; to base each vote upon honest conviction, un-swayed by partisan bias; thereafter, to abide by and uphold the final majority decision of the board.
- Communicate concerns and public reaction to board policies and school programs to the superintendent and other board members in a professional manner.
- Remember that as individuals, school board members have no legal authority outside the meetings of the board, and that this must be reflected in all expressions with staff, the local citizenry, and the media.
- Resist temptation and outside pressure to use our positions as school board members to benefit either ourselves or any other individual or agency apart from the total interest of our school district.
- Agree to honor our positions and the people who elected us by maintaining high ethical standards and by not engaging in any activity which presents a conflict of interest, or an appearance of impropriety.

- Publicly disclose the nature and extent of any interest we as school board members have in any proposed contract or agreement which comes before the board.
- Keep confidential matters pertaining to the schools, which are either legally required to be kept confidential and/or, if disclosed, would needlessly injure individuals or the schools.
- Follow the dictates of the state's Open Meetings Law.
- Recognize that the primary function of a school board is to establish policies (which are in conformity with applicable law and regulations) by which the schools are to be administered, but that the administration of the educational program and the conduct of school business shall be left to the superintendent of schools and his/her staff.
- Strive to procure, when the vacancy exists, the employment of a superintendent who is best qualified for the job and who represents the interests of our communities.
- Strive to build and exercise a relationship with the superintendent that is constructive and positive and which enables district staff to function as effectively as possible.
- Make decisions having received the recommendations of the superintendent in matters of employment or dismissal of school personnel.
- Welcome and encourage active involvement by citizens, including parents and organizations in board activities regarding establishing school policy and developing future plans.
- Finally, strive step by step toward ideal conditions for most effective school board service to our community, in the spirit of teamwork and devotion to public education in a manner which serves as a role model to our students and which demonstrates that school board service is the greatest instrument for preservation and perpetuation of our representative democracy.

Tricia Andrews

James Boglioli

Kym Cannizzaro

Michael Fuchs

Cindy Magera

Dennis Priore

Dawn Snyder

July, 2023

**Clarence Central School District
Board of Education
Reorganization Meeting**

CMS Auditorium
6:30 PM—Reorganization Meeting

Agenda – Monday, July 10, 2023

	REORGANIZATION MEETING	TYPE
I.	REORGANIZATION MEETING 1. The District Clerk will call the meeting to order for the Reorganization Meeting 2. Pledge of Allegiance 3. Administration of Oaths of Office—Tricia Andrews, Cindy Magera, & Dawn Snyder 4. Internal Election (BOE President and Vice President) 5. BOE Code of Conduct	Action Action Action Action Action
II.	PUBLIC SESSION CALL TO ORDER 1. Roll Call 2. Approval of Agenda 3. 2023-24 Appointments and Required Resolutions—see attached Reorganization Agenda	Action Action Action
III.	APPROVAL OF MINUTES 1. Meeting Minutes and Executive Session—June 12, 2023	Action
IV.	ANNOUNCEMENTS	
V.	CORRESPONDENCE	
VI.	UNFINISHED BUSINESS	
VII.	SUPERINTENDENT'S REPORT S1. Public Hearing—Code of Conduct S2. Public Hearing—District Wide Safety Plan	Informational Informational
VIII.	PUBLIC COMMENT SESSION	
IX.	FINANCE	
	F1. May Financials F2. Schedule of Bills & Check Warrant Report F3. Approval of Memorial Tree F4. Approval of Summer Community Education Stipends F5. Approval for Disposal of Outdated Textbooks	Action Action Action Action Action
X.	PERSONNEL	
	INSTRUCTIONAL P1. Resignations P2. Request for Leave of Absence P3. Amend Previous Board Action P4. Informational Item P5. Prior Appointments Approved by Superintendent P6. Appointments P7. Curriculum Writing Projects	Action Action Action Informational Action Action Action

Clarence Central School District Board of Education Reorganization Meeting

CMS Auditorium
6:30 PM—Reorganization Meeting

Agenda – Monday, July 10, 2023

	P8. Presentation Compensation P9. TOSA Summer Days P10. Summer School Appointments P11. Substitute Teacher List P12. Resolution	Action Action Action Action Action
	NON-INSTRUCTIONAL P13. Resignations P14. Prior Appointments Approved by Superintendent P15. Appointments P16. Substitutes	Action Action Action Action
XI.	SPECIAL NEEDS & STUDENT ACTIVITIES S1. Committee on Special Education Report S2. Committee on Pre-School Special Education Report S3. Appointment of CSE and CPSE Members 2023-24 S4. Approval of Impartial Hearing Officers 2023-24 S5. Appointment of Surrogate Parents 2023-24 S6. Appointment of Designees for Initial Evaluation Referrals 2023-24	Action Action Action Action Action Action
XII.	BOARD DEVELOPMENT/POLICY B1. Board Committee Membership B2. ECASB 2023-24 Team Appointments and Board Liaisons B3. Field Trip—AOBF to Orlando, Florida—January 23–26, 2024 B4. Policy First Read-Policy 6110 Code of Ethics for Board Members and All District Personnel B5. Policy First Read-Policy 6121 Sexual Harassment in the Workplace	Informational Action Action Informational Informational
XIII.	COMMITTEE OF THE WHOLE/ITEMS OF INFORMATION I. Schedule of Meetings	Informational
XIV.	EXECUTIVE SESSION To discuss personnel matter	Action

CLARENCE CENTRAL SCHOOL DISTRICT
MEMORANDUM

Business Office

TO: Board of Education

FROM: Dr. Patricia E. Grupka

DATE: June 12, 2022

RE: 2023-24 Annual Reorganization Meeting Agenda DRAFT

The following annual appointments are recommended to the Board of Education:

<u>Appointment</u>	<u>Recommendation</u>	<u>Compensation</u>
Architect	Kideney Architects, P.C.	Per project charge
Attorneys	Hodgson, Russ Attorney LLP	Hourly Rate
	Harris Beach Attorneys	Hourly Rate
	Webster Szanyi, LLP	Hourly Rate
Audit Committee	Michael Fuchs	None
	Dennis Priore	None
	Dawn Snyder	None
Census Administrator	Dr. Patricia E. Grupka	Included in total salary
Clerk	Megan Sutton	\$6,000 Stipend
Deputy Clerk	Dr. Patricia E. Grupka	Included in total salary
Confidential Stipends	Based on longevity	0-2 years \$3,100 3-5 years \$3,600 6-8 years \$4,100 9-11 years \$4,600 12-14 years \$5,100 15-17 years \$5,600 18-20 years \$6,100 21-23 years \$6,600 24 + years \$7,100
Depository Banks	M & T Trust Company	\$40,000,000.00 Limit
	Chase Bank	\$40,000,000.00 Limit
Dignity for All Student Act Coordinators	Heidie Buffamonte	None
	Kevin Barrett	None
	Rob Boccaccio	None

	Keith Kuwik	None
	Ashley Dreibelbis	None
	Daniel Fox	None
	Andy Steger	None
	Jenna Arroyo	None
External Auditor	Lumsden & McCormick, LLP	\$24,500 plus expenses
Extra-classroom Activity		
Fund Officers		
• Chief Faculty Counselor	Kenneth J. Smith (CHS)	
	Ashley Dreibelbis (CMS)	
• Central Treasurer	Kathy Lorenz (CHS)	
	Tammy Derkovitz (CMS)	
Financial Advisors	Municipal Solutions, Inc.	Per project charge
Impartial Hearing Officers	Travel compensation rate per hour cannot exceed the rate established by The Commissioner of Education	\$2,000.00 limit
Internal Auditor	Tronconi Segarra & Associates	As Per Contract
Internal Claims Auditor	Denise Kolber	\$10,000/Year
Liability Insurance Carrier	New York Schools Insurance Reciprocal (NYSIR)	Annual Premium:
Liaison for Homeless Students		
	Evan Varhatian	None
	Mary Jo Dunkle	None
Medicaid Compliance Officer	Mary Jo Dunkle	None
Newspaper	Clarence Bee	None
Nursing Services Provider	Supplemental Health Care	As per contract
Payroll Certification Officers		
• Instructional	Robert Michel and Dr. Patricia Grupka	
• Non-Instructional	Robert Michel and Dr. Patricia Grupka	
Petty Cash Officers		
• Clarence Center	TBD	\$100
• Maintenance & Operations	Brian Logel	\$100
• CHS	Kenneth J. Smith	\$100
• Harris Hill	Rob Boccaccio	\$100
• Ledgerview	Keith Kuwik	\$100
• Business Office	Dr. Patricia Grupka	\$100

• CMS	Ashley Dreibelbis	\$100
• Transportation	Linda Forster	\$100
• Sheridan Hill	Jenna Arroyo	\$100
• Athletics	Jason Lehmbeck	\$100
Physician	Dr. Jason Matuszak	\$1,200/month
Nurse Practitioner	Kelly Naab	\$1,200/month
Athletic Trainer	Excelsior Orthopedics	\$35.00 per hour
Purchasing Agent	Dr. Patricia E. Grupka	Included in total salary
Records Access Officer	Dr. Patricia E. Grupka	Included in total salary
Recycling and trash removal	Waste Management	As per bid
Tire Bid	McCarthy Tire Hurtubise Tire Preischel Brothers	As per bid
Sexual Harassment Compliance Officers	Robert Michel (for employees) Kristin Overholt (for students)	Included in total salary Included in total salary
School Security	Allied Universal	\$29.95 per hour
Student Insurance	AIG/National Union Fire of Pittsburg	Annual fee \$14,380
Tax Collector	Town of Newstead	One percent fee (for Newstead only)
Title IX Compliance Officer	Kristin Overholt TBD - HS Assist Principal Julie Mampe Elizabeth Chelus Ashley Dreibelbis Robert Michel	Included in total salary
Treasurer	Janice Stoll	Included in total salary
Deputy Treasurer	Sharon Karl	Included in total salary
Transportation Contracts	WNY bus Co.	as Per Attached
Transportation Physicals	WNY Immediate Care	As per Bid
Workers Comp Carrier	Public Employer Risk Management Association, Inc. (PERMA) (Agent: Willis Towers Watson)	Annual Premium: \$551,384

Required Resolutions

1. Attendance at Educational Conferences

WHEREAS,

It is considered to be a part of the duties of a member of the board, officer, or employee of the school district to attend educational conferences when so authorized.

Now be it RESOLVED,

That the Board of Education delegate to the Superintendent of Schools the power to authorize any member of the Board, officer, or employee of the school district to attend, at school district expense, any official or unofficial convention or conference of school board members, school district officers, or employees, to attend any workshop, institute, or school conference conducted for the betterment of teaching or administration of school affairs, if believed to be of benefit to the school district; providing that funds sufficient to cover such expenses shall have been provided for and are currently in the budget; and that the Superintendent of Schools shall report regularly to the Board the conferences to which he has authorized attendance.

2. Resolution Regarding Board of Education Policy

WHEREAS,

The Board of Education must, on an annual basis, show evidence of its Practices, Policies, and Code of Ethics.

Now, therefore, be it RESOLVED,

That the Board of Education approve all existing policies contained in the District's policy manual, which includes the Board of Education Code of Ethics.

3. Resolution Regarding Determination of Student Residency

WHEREAS,

Pursuant to the Regulations of the Commissioner of Education of the State of New York (8 NYCRR Section 100.2)(y), the Board of Education or its designee is given the power to determine whether a child is entitled to attend the schools of the District and it is the intention of the Board of Education to appoint the Superintendent of Schools as its designee to determine student residency,

Now, therefore, be it RESOLVED,

That the Board of Education hereby appoints and designates the Superintendent of Schools as its designee to determine student residency pursuant to the Regulations of the Commissioner of Education of the State of New York (8 NYCRR 100.2)(y).

4. Resolution Regarding Investment of District Funds

WHEREAS,

The Board of Education is responsible for the investment of funds as provided by the Education Law and the requirements of said Law,

WHEREAS,

The Board of Education is responsible for determining whether collateral pledged for school accounts as provided by the Education Law meets the requirements of said Law.

Now, therefore be it RESOLVED,

That the Treasurer of the District is authorized to invest school district funds in accordance with the Law.

Be it further RESOLVED,

That the Treasurer of the District is authorized to approve the sufficiency of collateral offered as security for deposits or investments of District Funds or Extra-classroom Funds made according to Law.

5. Resolution Regarding Appointment of Hearing Officers

WHEREAS,

The Board of Education of the Clarence Central School District from time to time receives requests to hold hearings pursuant to either section 71 or 73 of the Civil Service Law; and

WHEREAS,

The Board of Education has determined that when requested, hearings held pursuant to either Civil Service Law Section 71 or 73 shall be conducted by an impartial hearing officer;

Now therefore be it RESOLVED,

That the Board of Education does hereby appoint Kristen Coons, Esq. and Amanda Dermott, Esq. of Erie 1 BOCES Labor Relations Services as its designated impartial hearing officers under Civil Service Law Section 71 and 73 for the purpose of conducting such hearings as may be necessary under those statutes for the duration of the 2023-2024 fiscal year; and

Be it further RESOLVED,

That Kristen Coons, Esq. and Amanda Dermott, Esq., as applicable, is to make a record of each such hearing which, together with his/her written findings of fact and recommendations on each matter, shall be referred to the Board of Education for review and decision, and be it further resolved that Erie 1 BOCES Labor Relations Service be paid its usual and customary fee for services rendered in these matters.

6 Resolution to fill Vacancies Pending Formal Appointment

Whereas,

The Clarence School District board of education authorizes the Superintendent of Schools for the 2023-2024 school year to employ temporary, part time, per-diem or substitute personnel and to temporarily fill vacant positions pending consideration and formal appointment by the Board of Education at the next Board of Education meeting

7. **Resolution Regarding Investment of Extra-Classroom Activity Funds**

WHEREAS,

The Board of Education has the power and the duty to authorize the investment of portions of the Extra-Classroom Fund in the time deposits, certificates of deposit, savings accounts or Federal Credit Union Accounts, providing that said portions be available when required for authorized expenditures and,

Be it further RESOLVED,

That all earnings from such investments be placed in the Extra-Classroom Activity Fund.

8. **Resolution to Transfer of Funds within Budget Categories**

WHEREAS,

The Board of Education has the power and duty to make transfers between and within functional unit appropriations for teachers' salaries and ordinary contingent expenses, and as the Board of Education may, by resolution, authorize the Superintendent of Schools or Assistant Superintendent for Finance and Operations to make transfers.

Now, therefore be it RESOLVED,

That the Superintendent of Schools or Assistant Superintendent for Finance and Operations shall have the authority to make budgetary transfers between and within functional unit appropriations for teachers' salaries and ordinary contingent expenses up to \$100,000 without prior board approval.

9. **Resolution Regarding Impartial Hearings**

WHEREAS,

The Board of Education seeks to authorize certain individuals to appoint an Impartial Hearing Officer if the Board does not have a regular meeting scheduled on a day when an appointment needs to be made.

Now, therefore be it RESOLVED, The Board of Education hereby authorizes the Board President or Vice-President to appoint an Impartial Hearing Officer when the Board does not have a regular meeting scheduled on a day when an appointment of an impartial hearing officer needs to be made.

10. **Mentor Plan**

Be it RESOLVED,

That the Board of Education adopts the attached Mentor Plan for the 2023-24 school year.

11. Professional Development Plan

Be it RESOLVED, That the Board of Education adopts the attached Professional Development Plan for the 2023-24 school year.

12. Technology Plan

Be it RESOLVED, That the Board of Education adopts the attached Technology Plan for the 2023-24 school year.

Other Required Action

1. Board of Education Meeting Dates

See attached schedule

2. Mileage Reimbursement

Rate as per IRS guidelines. Currently \$.655 cents/mile for the 2023 calendar year.

3. Non-Resident Tuition

• Elementary (K-6) Gen Ed	\$9,994
• Secondary (7-12) Gen Ed	\$13,818
• Elementary (K-6) SWD	\$27,487
• Secondary (7-12) SWD	\$31,311

Clarence Central School District



Mentor Plan 2023-2024

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Introduction

Tradition, innovation, and teamwork are hallmarks of the Clarence Central School District, but key to our success is a competent, talented, and dedicated faculty. Thanks in large part to our teachers, Clarence is a recognized leader in meeting and, in many cases exceeding, the learning standards and graduation requirements established by the New York State Board of Regents.

The Clarence Central School District is dedicated to providing our students with an excellent education. Our district vision, "Together We Make Learning a Way of Life," calls attention to the sense of partnership and the shared responsibility of parents, students, educators, and the community needed to achieve this goal.

The Clarence Mentor Committee convened to revise the District Mentor Plan in the Winter of 2017. The committee recognizes the need for a comprehensive mentoring program that supports the needs of new teachers not just in the initial year of instruction, but throughout the entire induction period. The Mentor Plan was designed to establish a dynamic and effective mentoring program and to serve as a resource for all teachers and administrators.

District Mentor Plan Philosophy

We believe a successful mentoring/induction plan:

- provides interns with explicit differentiated expectations, training in those expectations, and coaching/ feedback to implement and master techniques related to those expectations.
- involves all members of the educational community.
- enhances recruitment and retention of newly-hired teachers.
- provides a structured system for teachers to gain new ideas, share their experiences, and seek advice.
- provides an atmosphere where peers can examine classroom procedures and teaching methods in pursuit of continuous improvement.
- contributes to student success through the use of best practice instructional methods.
- promotes the restructuring of schools by establishing norms for professional interactions and the work of educators.
- promotes multiple instructional strategies based on student achievement level, skill of application by the teacher, and contextual factors.
- promotes the development of a common vocabulary relative to effective teaching practices.
- respects the confidential nature of the relationship between teachers participating in the mentoring program as essential to its success. It is incumbent upon all members of the school community, especially those integrally involved in the program, to respect the privileged nature of the mentor-intern relationship.
- creates mentor and intern activities separate and distinct from the teacher evaluation process.

Mentor Program Goals

Interns

- Consistently plan and deliver effective, sound, and fundamental lessons/instruction
- Develop confidence in classroom strategies and behaviors
- Be able to verbalize a clear understanding of effective teaching and learning
- Assess student learning and adjust as needed
- Confidently practice strong classroom management skills
- Clearly enjoy being with students
- Have a clear understanding of what it means to be a Clarence teacher
- Be an integral part of the Clarence Professional Learning Community
- Feel valued and supported by the entire school community
- View mentoring as a positive experience
- Understand the commitment needed to be a professional educator
- Become more comfortable with the Annual Professional Performance Review and the teacher evaluation process

Mentors

- Provide and maintain a high level of confidentiality at all times
- Model and encourage professionalism
- Provide guidance on state and federal mandates (APPR, CTLE, DASA, etc.)
- Model a variety of teaching techniques for the Intern
- Provide coaching, feedback, and professional support
- Assist the Intern with the use of district software and instructional technology
- Assist the Intern in the creation and review of lesson plans that follow the New York State Learning Standards and Marzano Framework for Teaching
- Model and encourage communication with parents, colleagues, and the school community
- Provide information about school culture and climate and clarify information about policies and procedures for the specific buildings in which they teach

Who Shall Be Mentored?

All teachers in their first four years will be part of the Mentoring Program.

During the 2023-24 school year, individual mentors will be assigned to:

- Newly hired first-year probationary teachers.
- Newly hired long-term substitute teachers who will be teaching in the district for at least half the year.

Second, third, and fourth year non-tenured teachers will continue to be supported through district and building-based activities as part of the induction process. These teachers will not be paired with a mentor unless deemed necessary by the building principal at the conclusion of the first year of teaching.

ELEMENTS OF THE MENTORING PROGRAM

Mentor Selection & Matching Process

The mentor selection process and training will be coordinated by the Assistant Superintendent for Curriculum and Instruction. As a guideline for identification and selection, a description of the qualifications and characteristics of the ideal Clarence mentor has been developed.

General Professional Qualifications

- Tenured Clarence faculty member with a minimum of three years of successful teaching service
- Reflective practitioner with a history of teaching excellence
- Knowledge of current pedagogy and effective instructional practices
- Ability to work with adults and provide tactful, constructive feedback
- Willingness to devote regularly scheduled time for intern development
- Viewed by peers as professional and competent
- Participant in school-based and/or district-wide activities and programs
- Ability to maintain confidentiality

Characteristics of Effective Mentors

Attitude and Character <ul style="list-style-type: none">• Primary motivation is a love of the profession and a desire to give back• Possesses a clear understanding of the Clarence philosophy of teaching and learning• Willing to be a role model for other teachers• Exhibits strong commitment to the teaching profession• Willing to advocate on the behalf of colleagues• Willing to receive training to improve mentoring skills• Reflective and able to learn from experiences• Eager to share information and ideas with colleagues• Resilient, flexible, persistent, and open-minded• Exhibits good humor and resourcefulness	Professional Competence and Experience <ul style="list-style-type: none">• Regarded by colleagues as an outstanding teacher• Has excellent knowledge of pedagogy and subject matter• Has confidence in his/her own instructional skills• Demonstrates excellent classroom management skills• Feels comfortable being observed by other teachers• A meticulous observer of classroom practice• Collaborates well with other teachers and administrators• Willing to learn new teaching strategies to share with and model for new teachers• Can model expected practice• Can verbalize teaching/learning expectations
Communication Skills <ul style="list-style-type: none">• Able to articulate effective instructional strategies• Listens attentively• Asks questions that prompt reflection and understanding• Provides feedback in positive/productive ways• Conveys enthusiasm and a passion for teaching• Discreet and maintains confidentiality• Practices effective principles of feedback	Interpersonal Skills <ul style="list-style-type: none">• Able to maintain a trusting professional relationship• Approachable; easily establishes rapport with others• Exhibits patience• Expresses care to support others emotionally and professionally

Identification of Potential Mentors

The District will create a pool of eligible mentors. To become an eligible mentor, interested teachers must complete the following tasks:

- Submit a letter of interest to Assistant Superintendent for Curriculum and Instruction that highlights the candidate's qualifications.
- Submit a letter of recommendation from an administrator or colleague.
- Participate in an interview conference with the Assistant Superintendent for Curriculum and Instruction and the Mentor Liaison.

Mentor Training

All eligible mentors must complete a one-time, **two-hour introductory mentor training** provided by the Curriculum Office. This training will be compensated time as per § 6.02 of the CBA.

Paired mentors will make every effort to attend the **summer training session during New Teacher Orientation** with matched interns. If unavailable, the paired mentor will coordinate with the Mentor Liaison for a substitute to attend the summer training session. The substitute will be compensated as per §6.02 of the CBA.

In order to remain eligible, mentors must attend a total of **9** hours of approved professional development training every three years. Training opportunities will be available through the Clarence Professional Development Catalog. Unpaired mentors will be invited to attend meetings during unpaired years and accept intern observations of classrooms and instruction.

Matching Mentors & Interns

A team including the Assistant Superintendent for Curriculum and Instruction, Mentor Liaison, and building principal will match interns and mentors. Mentors and interns will be matched based upon the following criteria:

- Common building
- Common certification
- Common teaching assignment

It is the intent of the Mentor Program to create matched pairs based upon the greatest number of criterion matches. The team will also give consideration to the needs of interns and the specific talents/resources of the mentors.

Role and Responsibilities of the Mentor

Clarence mentor teachers will work in a collegial role to provide guidance and support to probationary teachers in their first full year of teaching in Clarence and to regular substitutes appointed for one full semester or longer. The confidentiality of information obtained by the mentors in their work with first year teachers must be maintained. Board of Education Policy 6110, *Code of Ethics for All District Personnel*, covers the issue of confidential information.

The responsibilities of the Mentor include, but are not limited to:

- Meet with the Intern a minimum of 6 hours prior to the start of the school year.
- As part of the 6 hours of meeting time required prior to the start of the school year, attend new teacher summer orientation with your Intern.

- Meet with each intern a minimum of 2 hours per month before or after school to discuss the following activities:
 - Lesson design feedback/co-planning
 - Instructional Framework (Marzano)
 - Assessment design/analysis
 - Classroom management strategies/case studies
 - Relationship building
 - Routines and procedures
 - Individual needs and possible resources
- Observe the Intern's classroom a minimum of two times. The observation should include conferencing with the intern to debrief, coach, and provide feedback.
- Participate in a minimum of three district meetings with all Interns and Mentors.
- Submit Mentor Log entries on a monthly basis to the designated electronic recordkeeping form in the district professional development management system (My Learning Plan).

Roles and Responsibilities of the Intern

For those seeking a professional certificate, New York State requires a full year of mentored experience for all candidates in their first year of teaching.

All teachers new to the district need to attend New Teacher Orientation and Marzano Teaching Framework Training.

All interns have responsibilities within the Mentor Program as part of the Clarence Professional Development Plan.

Interns in their first-year teaching experience will participate in the following ways:

- Participate in a minimum of 3 districtwide meetings with all Interns and Mentors (these meetings WILL NOT count toward the 20 hours per year minimum requirement).
- Attend workshops and programs designed for Interns as need and interest dictates.
- Be proactive in choosing options provided by the Mentor such as in-service training, resources, and observation experiences, based on perceived need.
- Commit to reflection and self-evaluation with respect to his/her role as an educator.
- Complete program evaluation forms at the end of the school year for review by the Mentor Liaison (Appendix I).
- Become well-versed in all applicable NYS/district curricula as well as district procedures, policies, district software, and instructional technology.
- Meet with Mentor a minimum of **6** hours prior to the start of the school year (Appendix I) and monthly from September through June for a minimum yearly total of **20** hours.
- Document two release days to engage in mentoring. These can include, but are not limited to:
 - lesson planning, peer coaching, and/or team teaching
 - visiting other classrooms or programs or collecting and analyzing data
 - work with his/her Mentor to set personal goals for the year based upon needs identified by the reflection, discussion, and feedback from observations
 (This requirement may be met by utilizing full or half day release sessions)

- Complete a monthly log to document ALL meeting times in the district professional development management system (i.e. *My Learning Plan*).

Interns in their second-year teaching experience will participate in the following ways:

- Participate in a minimum of 3 districtwide meetings with all Interns and Mentors.
- Attend workshops and programs from the District Professional Development Catalog designed for Interns as need and interest dictates.
- Set personal goals for the year based upon needs identified by the reflection, discussion, and feedback from observations.
- Log professional development opportunities and reflection on professional practice on a bi-monthly basis to the designated electronic recordkeeping form in the district professional development management system (*My Learning Plan*).

Interns in their third-year teaching experience will participate in the following ways:

- Participate in a minimum of 3 districtwide meetings with all Interns and Mentors.
- Attend workshops and programs from the District Professional Development Catalog designed for Interns as need and interest dictates.
- Set personal goals for the year based upon needs identified by the reflection, discussion, and feedback from observations.
- Log professional development opportunities and reflection on professional practice on a bi-monthly basis to the designated electronic recordkeeping form in the district professional development management system (*My Learning Plan*).

Confidentiality

Confidentiality and trust are critical factors in maintaining the integrity of the Mentor-Intern relationship and of the Mentoring Program itself. To assure confidentiality is maintained, the following measures will be taken:

Mentor training sessions will stress the importance of confidentiality in the Mentor-Intern relationship to build trusting, supportive relationships between Mentors and Interns.

Data collected by the Mentor during peer coaching sessions shall not be shared with anyone without the express consent of the Intern, nor may it be used at any time for evaluation of teacher performance. Evaluation of teaching performance for the purpose of tenure or retention shall be based solely on the district's Annual Professional Performance Review (APPR).

The Mentor Liaison will meet with all stakeholders to explain the Mentor Program and the role confidentiality plays in maintaining a viable Mentor-Intern relationship.

Concerns noted by an administrator regarding the Intern's skill, knowledge, or performance should be discussed directly with the Intern, who may choose to share them with the Mentor.

Mentor/Intern Relationship

Effective mentoring programs are built upon the quality of the relationship between the Mentor and the Intern. This plan recognizes the significance of that relationship as well as the possibility that matches between mentors and interns may not prove beneficial to one or both parties and, thus, need changing. In these cases, either the Mentor or the Intern can initiate action for change by approaching the Mentor Liaison. The Mentor Liaison will work with both participants to remedy any issues interfering with the effectiveness of the relationship. Should differences prove irreconcilable, the Mentor Liaison will work with the Assistant Superintendent for Curriculum and Instruction and the building principal to facilitate the change process and new Mentor match.

Mentoring Activities

In working with new teachers, mentors will focus on the components of professional practice in both the Marzano Art and Science of Teaching Framework model and the New York State Teaching Standards.

New Teacher Orientation

The 3-day orientation training prior to the start of the school year for interns will focus on the following components of the Teaching Framework and New York State Standards:

- Welcome and Introduction to the Clarence Central School District
- New Teacher Handbook and Intern Responsibilities
- Annual Professional Performance Review
- Introduction and Overview of the Marzano Art and Science Teaching Framework:
 - **Domain 1: Classroom Strategies and Behaviors**
 - **Domain 2: Planning and Preparation for Instruction**
 - **Domain 3: Reflecting on Teaching**
 - **Domain 4: Collegiality and Professionalism**

Year 1

Mentors will assist new teachers in preparing for their annual professional performance review. As part of that preparation and follow-up, mentors will offer opportunities for interns to observe quality teaching. Mentors will also observe their intern(s) twice and provide feedback.

Mentors will meet with intern(s) on a regular basis throughout the first full year (or term of appointment for regular substitutes appointed for one full semester or longer) and log activities in the District electronic recordkeeping professional development management system (My Learning Plan) as required under Section VII- Mentoring Activities.

Mentors will encourage regular reflection on the part of the Intern on the practice of teaching.

Year 2

Second year interns will continue to work on engagement strategies and cooperative learning practices in the classroom. Focus for year two interns should be based on the structures of Marzano domain 1, which address classroom strategies and behaviors. In addition, interns should continue to explore technology integration in the classroom. Successful integration of technology allows students to feel actively engaged in projects when technology tools are a seamless part of the learning process. Another area of focus for second year interns is meeting the needs of Special Education Students. Implementing and following IEP documents is integral to the success of any classroom.

Year 3

Third year Interns will continue to work on engagement strategies and cooperative learning practices in the classroom. Focus for year three interns should be based on the structures of Marzano domain 1, which address classroom strategies. In addition, interns should continue to explore technology integration in the classroom. Successful integration of technology allows students to feel actively engaged in projects when technology tools are a seamless part of the learning process. A further area of focus for third year interns is meeting the needs of Special Education Students. Implementing and following IEP documents is integral to the success of any classroom.

Documentation

It is understood that guiding and supporting a new teacher requires a significant commitment of time on the part of the Mentor. Mentors will be required to keep a log of all mentoring activities and the number of clock hours of mentoring provided to each new teacher assigned to them. This log will be maintained in compliance with state documentation requirements and district recordkeeping procedures.

A minimum of **20** clock hours (from August-June) of “face to face” Mentor-Intern meetings, in addition to scheduled release time hours (if requested) must be provided and logged in the district professional development management system (i.e. My Learning Plan) for each intern during the first full year of teaching. District-wide meetings WILL NOT count toward the twenty-hour total. Mentor-provided orientation activities which take place prior to the start of the teacher work year CAN be included in this total.

Role and Responsibilities of the Building Principal

The building principal is key to a successful mentoring program. The principal will recommend mentors who meet the criteria as outlined in the program. The administrator responsible for the evaluation of the Intern, as well as the Mentor Liaison and the Assistant Superintendent for Curriculum and Instruction, will reach consensus on final Mentor/Intern matching. The building principal will, in conjunction with the Mentor Liaison, assist and facilitate release time for the Mentor and Intern. It is the principal's responsibility to maintain confidentiality with the Mentor/Intern pair. The principal will utilize the Marzano annual review process and complete observations in a timely manner to enable the Intern to benefit from constructive feedback and facilitate the Intern's professional growth.

Additionally, to support new teachers, the principal will:

- carefully consider each intern's teaching schedules to provide for an optimal chance of success.
- be cognizant of the tremendous time pressures placed on interns when recruiting extracurricular advisors and coaches.
- reduce extra duties when possible, to enable interns to focus on instruction.
- assist in providing interns with the resources they need.
- make interns feel welcome and make himself/herself available to address any questions or concerns.
- be available to meet, upon request, with Mentor/Intern pairs.
- attend new teacher orientation sessions when possible.

Time Allocation and Compensation

It is understood that mentoring requires a significant commitment of time. Optimally, the Mentor-Intern relationship will be one-to-one. No mentor will be assigned more than two interns in a given school year. Extraordinary circumstances should be brought to the attention of the Assistant Superintendent for Curriculum and Instruction for review.

When the appointment of interns occurs prior to the start of the school year, mentors are expected to meet with their assigned intern(s) prior to the start of the teacher calendar year to provide a comprehensive orientation to the district and to the school(s) where the new teacher is assigned. When the appointment occurs after the start of the school year, the orientation activities must take place as soon as possible after that appointment.

Mentors are expected to meet with their assigned intern(s) on a regular basis throughout the year during a planning period or at a time outside of assigned teaching responsibilities. If possible, common planning time will be considered to facilitate this process.

Each mentor will have up to a total of 20 hours of release time, with a substitute provided as needed, to observe classroom instruction, participate in training, or for mentoring activities with their intern(s) that can only take place during the regular work day. This release time will be planned collaboratively with the building principal.

Mentors are to assist interns to plan and schedule observations, visitations, etc. that occur during the regular school day. When this involves release time for the intern, the dates and times will be planned collaboratively with the building principal.

Mentors will receive a stipend for each intern they serve. It is understood that this stipend will be prorated for a partial year of service. If a mentor assists more than one intern in a given year, the stipend for the additional intern will be at a lesser rate since many mentoring activities are carried out in small groups. This stipend will be paid in accordance with the Negotiated Agreement with the Clarence Teachers' Association.

CBA Mentor Stipend

- As per collective bargaining agreement

Program Coordination

The Clarence Mentor-Intern Program will be administered by the Assistant Superintendent for Curriculum and Instruction.

On an annual basis, a Clarence mentor teacher will be appointed to serve in a Mentor Liaison role in collaboration with the Assistant Superintendent for Curriculum and Instruction. This role will include, but not limited to, such duties as planning professional development activities, communicating with mentors, serving as a liaison with external groups or organizations that focus on mentoring issues, and assisting in the preparation of materials used in the district program.

The Role and Responsibilities of the Mentor Liaison

- Facilitates 3 districtwide meetings with all Interns and Mentors with the Assistant Superintendent for Curriculum and Instruction
- Meets all qualifications of a Mentor
- Participates in training necessary for role as Mentor Liaison
- Contributes to the development of the District Professional Development Plan
- Works collaboratively with administration to identify and select Mentors
- Assists administration in planning and implementing the New Teacher Orientation
- Provides in-service training/workshops to Mentors or arranges such support with trainers
- Provides materials to Mentors and Interns to familiarize them with program components and expectations
- Works with administrators to facilitate release time for Mentors and Interns
- Meets with each Mentor/Intern pair in the NYS Mentor-Teacher Internship Program
- Oversees the use of Mentor/Intern meeting and release time, as reported in the District electronic record-keeping system (My Learning Plan). Initially/Professionally certified teachers' documentation will be submitted to the personnel office as required by SED.
- Attends building support group meetings as needed
- Facilitates a support group/training for Mentors
- Establishes criteria for program evaluation
- Evaluates program annually (all stakeholders) and reviews feedback to determine program modifications/direction and future program goals
- Summarizes and reports results of annual program evaluation to all stakeholders as well as central administration and the Board of Education
- Reviews Mentor plan annually with the Mentor Committee and revises/updates as necessary
- Summarizes and submits attendance for in-service compensation for all Interns to district office annually

The stipend for this role will be paid in accordance with the Negotiated Agreement with the Clarence Teachers' Association (See Section IX. Time Allocation and Compensation)

Program Evaluation

A primary goal of the Clarence Central School District's Professional Development Plan is to develop and implement strategies to enhance quality of instruction. This is accomplished through consistent evaluation of the Intern in conjunction with an effective Mentor Program. A formalized mentoring program properly and continuously evaluated helps to ensure quality teaching and instructional continuity by retaining talented teachers. Retention is most often achieved when new teachers are supported in their role as independent educators, feel valued by their colleagues and supervisors, and are given guidance and specific feedback which enables professional growth. While Mentor Programs are primarily designed to meet the needs of the Intern, a well-run program also benefits Mentors. Past experience indicates that Mentors, as well as Interns, derive benefits and experience professional growth as well as a feeling of satisfaction from the Mentor-Intern relationship. Through ongoing assessment, the district will evaluate the benefit of the program to Mentors and Interns, the effectiveness of the program as a whole, and the impact of the program on all stakeholders in the following ways:

- Mentors and interns will participate in an evaluation process at the conclusion of the year at which time they will be encouraged to provide a critical assessment of the program in writing to the Mentor Liaison. This assessment will be used to evaluate the program in general, make necessary program changes if warranted, and provide direction for the following year's program.
- Data will be collected to assess the effectiveness of training workshops that were derived and developed out of the expressed needs of the Mentors and Interns (e.g. District/building level-specific technology support; teacher certification issues or classroom management workshops) as well as those scheduled by the Mentor Liaison.
- Feedback will be sought by the Mentor Liaison from administrators, Mentors, and Interns to determine the effectiveness of scheduling and release time in an attempt to maintain continuity of instruction for students.
- The Assistant Superintendent for Curriculum and Instruction will meet with the Mentor Liaison in October and June concerning the effectiveness of the program.
- The Mentor Liaison will evaluate the program in consultation with the Curriculum Team with a focus on program effectiveness, efficiency of Mentor recruitment procedures as outlined in the Mentor plan and overall program management.
- Formal evaluation of the program will be distributed to District Leadership and all active mentors.
- The Mentor Liaison may conduct individual exit interviews when Interns and/or non-tenured teachers leave the district. If this is not feasible, a completed exit interview form will be requested from those leaving the district.

Appendix A

Suggested Mentor/Intern Activities

New Teacher Courses in the District Professional Development Catalog

Year 1

Teacher Success Series Workshops (based on the Marzano Framework) (Marzano Domain 1)

Observations and Evaluations (Marzano Domain 1)

Classroom Management (Marzano Domain 1)

Years 2 and 3

Engagement Strategies/Cooperative Learning Structures (Marzano Domain 1)

Technology Integration (Marzano Domain 2)

Meeting Needs of Special Education Students (Marzano Domain 2)

Appendix B

Marzano Art and Science Teaching Framework and New York State Learning Standards Alignment

Domain 1: Classroom Strategies and Behaviors

Design Question 1: Communicating Learning Goals and Feedback

Design Question 2: Helping Students Interact with New Knowledge

Design Question 3: Helping Students Practice and Deepen New Knowledge

Design Question 4: Helping Students Generate and Test Hypotheses

Design Question 5: Engaging Students

Design Question 6: Establishing Rules and Procedures

Design Question 7: Recognizing Adherence to Rules and Procedures

Design Question 8: Establishing and Maintaining Effective Relationships with Students

Design Question 9: Communicating High Expectations for All Students

New York State Teaching Standards (Aligned to Marzano Art and Science of Teaching Domain 1)

NYS Teaching Standard 1.3- Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

NYS Teaching Standard 2.1- Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, [and] structures and current developments within their discipline(s).

NYS Teaching Standard 2.2- Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts.

NYS Teaching Standard 2.3- Teachers use a broad range of instructional strategies to make subject matter accessible.

NYS Teaching Standard 2.4- Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

NYS Teaching Standard 2.5- Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

NYS Teaching Standard 3.1- Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards driven instruction that motivates and engages students in learning.

NYS Teaching Standard 3.2- Teachers communicate clearly and accurately with students to maximize their understanding and learning.

NYS Teaching Standard 3.3- Teachers set high expectations and create challenging learning experiences for students.

NYS Teaching Standard 3.4- Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.

NYS Teaching Standard 3.5- Teachers engage students in the development of multi - disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

NYS Teaching Standard 3.6- Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

Domain 2: Planning and Preparing for Instruction

Planning and Preparing for Lesson and Units

Planning and Preparing for the Needs of English Language Learners

Planning and Preparing for Needs of Students Receiving Special Education

Planning and Preparing for Needs of Students Who Lack Support for Schooling

Planning and Preparing for Use of Resources and Technology

New York State Teaching Standards (Aligned to Marzano Art and Science of Teaching Domain 2)

NYS Teaching Standard 1.1- Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

NYS Teaching Standard 1.2- Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

NYS Teaching Standard 1.4- Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

NYS Teaching Standard 1.6- Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

NYS Teaching Standard 2.6- Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

NYS Teaching Standard 4.3- Teachers manage the learning environment for the effective operation of the classroom.

NYS Teaching Standard 4.4- Teachers organize and utilize available resources (e.g. physical space, time, technology) to create a safe and

productive learning environment.

NYS Teaching Standard 5.5- Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

Domain 3: Reflecting on Teaching

Developing and Implementing a Professional Growth Plan

Evaluating Personal Performance

New York State Teaching Standards (Aligned to Marzano Art and Science of Teaching Domain 3)

NYS Teaching Standard 5.1- Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth.

NYS Teaching Standard 5.2- Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

NYS Teaching Standard 5.3- Teachers communicate information about various components of the assessment system.

NYS Teaching Standard 5.4- Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly.

NYS Teaching Standard 7.1- Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

NYS Teaching Standard 7.2- Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.

NYS Teaching Standard 7.3- Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

NYS Teaching Standard 7.4- Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

Promoting District and School Development

Promoting Exchange of Ideas and Strategies

New York State Teaching Standards (Aligned to Marzano Art and Science of Teaching Domain 4)

NYS Teaching Standard 4.1- Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

NYS Teaching Standard 4.2- Teachers create an intellectually challenging and stimulating learning environment.

NYS Teaching Standard 6.1- Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

NYS Teaching Standard 6.2- Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

NYS Teaching Standard 6.3- Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

NYS Teaching Standard 6.4- Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

NYS Teaching Standard 6.5- Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

Appendix C

Mentor Program Reflective Practitioner Survey

Role:

☐

Mentor

☐

Intern

SUPPORTING BEGINNING TEACHERS

Traditionally, beginning teachers transition through five phases during their first year of teaching, including the following: (1) anticipation, (2) survival, (3) disillusionment, (4) rejuvenation, and (5) reflection. Awareness of the phases can help school leaders and mentors provide appropriate support for beginning teachers and reduce teacher attrition. (Boogren, 2018).

ANTICIPATION PHASE - PREPARATION & PHYSICAL SUPPORT PRIOR TO AND DURING THE FALL OF THE ACADEMIC YEAR

Physical support involves helping new teachers with the practical or logistical aspects of teaching, such as organizing the classroom, gathering supplies, learning school policies, and navigating the school building.

1. The most **beneficial** aspect of the Mentor Program in supporting new teachers in the ANTICIPATION phase:
2. An **improvement** to the Mentor Program in supporting new teachers in the ANTICIPATION phase:

SURVIVAL PHASE - INSTRUCTIONAL SUPPORT IN CLASSROOM INSTRUCTION & MANAGEMENT

Instructional support involves coaching new teachers in planning and preparing lessons/units and developing classroom strategies and behaviors.

1. The most **beneficial** aspect of the Mentor Program in supporting new teachers in the SURVIVAL phase:
2. An **improvement** to the Mentor Program in supporting new teachers in the SURVIVAL phase:

DISILLUSIONMENT PHASE - COLLEGIAL AND PROFESSIONAL SUPPORT

Support in the disillusionment phase may require strategies to address any of the four domains in the art and science of teaching framework. Mentors assist in promoting a positive environment, problem-solving, and identifying resources helpful to new teachers.

1. The most **beneficial** aspect of the Mentor Program in supporting new teachers in the DISILLUSIONMENT phase:
2. An **improvement** to the Mentor Program in supporting new teachers in the DISILLUSIONMENT phase:

REFLECTION/ REJUVENATION PHASES - SUPPORT FOR GOAL SETTING AND PRACTICES OF LIFELONG LEARNING

Support in the reflection and rejuvenation phases includes opportunities for professional reflection, celebration of successes, and end-of-the year activities to assess the new teacher's growth and learning.

1. The most **beneficial** aspect of the Mentor Program in supporting new teachers in the REFLECTION/REJUVENATION phases:
2. An **improvement** to the Mentor Program in supporting new teachers in the REFLECTION/REJUVENATION phases:

CLARENCE MENTOR PROGRAM GOALS

Please assess the extent to which the articulated goals of the Clarence Mentor Program describe your experiences and final assessment as a Mentor or Intern during the 2022-2023 academic year. Use the following scale:

- 5 - STRONGLY AGREE
- 4 - AGREE
- 3 - SOMEWHAT AGREE
- 2 - SOMEWHAT DISAGREE
- 1 - DISAGREE

My Intern can / As an Intern, I

- Consistently plan and deliver effective, sound, and fundamental lessons/instruction
- Am confident in myself, my practices, and my place in the classroom
- Verbalize a clear understanding of effective teaching and learning
- Assess student learning and make adjustments as needed
- Confidently practice strong classroom management skills
- Clearly enjoy being with students
- Have a clear understanding of what it means to be a Clarence teacher
- Am an integral part of the Clarence Professional Learning Community
- Feel valued and supported by the entire school community
- View mentoring as a positive experience
- Understand the commitment needed to be a professional educator
- Am comfortable with the Annual Professional Performance Review and the teacher evaluation process

My Mentor does / As a Mentor, I

- Provide and maintain a high level of confidentiality at all times
- Model and encourage professionalism
- Provide guidance on state and federal mandates (APPR, CTLE, DASA, etc.)
- Model a variety of teaching techniques for the Intern
- Provide coaching, feedback, and professional support

- Assist the Intern with the use of district software and instructional technology
- Assist the Intern in the creation and review of lesson plans that follow the New York State Learning Standards and Marzano Framework for Teaching
- Model and encourage communication with parents, colleagues, and the school community
- Provide information about school culture and climate and clarify information about policies and procedures for the specific buildings in which they teach

CLARENCE MENTOR PROGRAM REQUIREMENTS

Mentors and interns significantly invested in the program through a summer and monthly commitment of time, district-wide meetings, logs, and observations.

Please finish with final suggestions regarding the requirements of the program, using one or more of the following prompts:

The most valuable part of the mentoring program is . . .
I benefited most from . . .

Other thoughts I have about this experience . . .
An idea I have to improve the program is . . .

Clarence Central School District Professional Learning Plan 2023-2024



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2023-24 Clarence Central School District Leadership and Committees

Board of Education

Michael Fuchs
James Boglioli
Tricia Andrews
Kym Cannizarro
Cindy Magera
Dennis Priore
Dawn Snyder

Administrative Council

Matthew Frahm, Ed.D. – Superintendent
TBD – Director of Special Education
Mary Jo Dunkle – Interim Director of Special Education
Jill Sengbusch – Assistant Director of Special Education (Elementary)
Robert Michel – Assistant Superintendent for Human Resources
Kristin Overholt, Ed.D. – Assistant Superintendent for Curriculum and Instruction
Kathryn Greene – Director of Curriculum
Jason Lehmbeck – Director of Health, Physical Education, and Athletics
Kenneth Smith – Building Principal, Clarence High School
Julie Mampe – Assistant Principal, Clarence High School
TBD – Assistant Principal, Clarence High School
Ashley Dreibelbis – Building Principal, Clarence Middle School
Elizabeth Chelus – Assistant Principal, Clarence Middle School
Matthew Lauer – Assistant Principal, Clarence Middle School
Jenna Arroyo – Building Principal, Sheridan Hill Elementary
Robert Boccaccio – Building Principal, Harris Hill Elementary
Heidie Buffomante – Building Principal, Clarence Center Elementary
Keith Kuwik – Building Principal, Ledgeview Elementary

Curriculum Team

Kristin Overholt, Ed.D. – Assistant Superintendent for Curriculum and Instruction
Kathryn Greene – Director of Curriculum
Kate Celej – Teacher on Special Assignment, District Office
Gretchen Doktor – Teacher on Special Assignment, District Office
Melissa Graham – Teacher on Special Assignment, District Office
Rosalyn Vasi – Teacher on Special Assignment, District Office
TBD – Teacher on Special Assignment, District Office

Strategic Planning Committee

Paul Ameis, Parent Member
Tricia Andrews, Board of Education
Chelsey Bieler, Teacher CHS
Kate Celej, TOSA
Beth Chelus, CMS AP
Dan Denecke, Teacher LV
Thomas Dolata, Community Member
Elizabeth Dunne, CTA President
Matthew Frahm, Superintendent
Maria Frankowski, Teacher CMS
Michael Fuchs, Board of Education
Kathryn Greene, Director of Curriculum
Ramona Hales, Support Staff
James Hirt, Community Member *
Katie Kaufman, Support Staff
Nancy Kitchen, Community Member *
Michelle Layer, Teacher CC
Amy Leach, Parent Member
Kim McClaren, Teacher SH
Julie McCullough, Community Member
Clara Mehserle-Abbey, Parent Member
Rob Michel, Administration
Craig Miller, Teacher SH
Joe Moronski, Support Staff
Mary Pat Nichols, Teacher CHS
Kristin Overholt, Administration
Bob Raineri, Technology
Lauren Rittling, Teacher HH
Jennie Rook, Teacher CMS
Ken Smith, Administration
Ryan Smith, Parent Member
Dawn Snyder, Board of Education
Lou Vitello, Teacher CHS
Lori White, Parent Member
TBD, Student Representative
TBD, Student Representative
TBD, Student Representative
TBD, Student Representative

* Member has served since committee's inception in 1993

Professional Learning Mission

The Clarence Central School District recognizes that quality professional learning is valuable and important to improve instruction and learning. In order to fully achieve its mission “to produce independent, lifelong learners who are responsible, contributing members of a diverse society,” it is essential that the district promote and assure ongoing development and growth of its professional staff.

The Clarence Central School District Professional Learning Plan is the result of the facilitated work of various committees of teachers, administrators, and community members including the Curriculum Department, Administrative Council, and the District Strategic Planning Committee. These committees considered current research and literature, as well as district teacher input in its development. The plan is intended to inform and direct professional development planning and implementation in the district.

Section 100.2(dd) of the Regulations of the Commissioner of Education requires that each school district create and implement a plan for professional learning by September 1 of each school year. The Clarence Central School District Continuing Teacher and Leader Education Plan (CTLE) is aligned to the District’s goals for student performance and the District’s Professional Learning Plan, pursuant to Section 100.2(dd) of the Regulations.

The Clarence Central School District includes in its vision for systemic development the concept of continuous improvement. Continuous improvement is the overarching goal for professional learning that must be the driving force for improved teaching and learning. This Professional Learning Plan is designed to assure all teaching staff has the opportunity to strengthen and develop their pedagogical skills and content knowledge within a collaborative professional culture.

Each year the District Superintendent, Administrative Council, Curriculum Team, and Strategic Planning Committee define the professional learning goals for the following year. Needs are identified through analysis of instructional program reviews and teacher surveys.

For the 2023-24 school year, the priority is that all professional learning facilitates our faculty’s growth in their ability to:

- align and implement curriculum to New York State/Next Generation Learning Standards
- provide instruction, based on the Standards, that promotes meaningful learning in a safe environment
- utilize technology in a digitally-rich environment that enhances student engagement, problem solving, collaboration, and critical thinking
- accurately assess student achievement of standards-based learning outcomes
- systematically think about and learn from their experiences, including opportunities for reflection
- incorporate social-emotional learning practices into the K-12 classroom and school environments
- develop learning environments that meet the needs of culturally and linguistically diverse learners.

Marzano Art and Science Teaching Framework and New York State Learning Standards

The following district priorities have been the focus of our district's professional learning and align with the four domains of the Marzano Art and Science Teaching Framework:

Domain 1: Classroom Strategies and Behaviors

Design Question 1: Communicating Learning Goals and Feedback

Design Question 2: Helping Students Interact with New Knowledge

Design Question 3: Helping Students Practice and Deepen New Knowledge

Design Question 4: Helping Students Generate and Test Hypotheses

Design Question 5: Engaging Students

Design Question 6: Establishing Rules and Procedures

Design Question 7: Recognizing Adherence to Rules and Procedures

Design Question 8: Establishing and Maintaining Effective Relationships with Students

Design Question 9: Communicating High Expectations for All Students

New York State Teaching Standards

NYS Teaching Standard 1.3- Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

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NYS Teaching Standard 3.4- Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.

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NYS Teaching Standard 3.6- Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

Domain 2: Planning and Preparing for Instruction

Planning and Preparing for Lesson and Units

Planning and Preparing for the Needs of English Language Learners

Planning and Preparing for Needs of Students Receiving Special Education

Planning and Preparing for Needs of Students Who Lack Support for Schooling

Planning and Preparing for Use of Resources and Technology

New York State Teaching Standards

NYS Teaching Standard 1.1- Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

NYS Teaching Standard 1.2- Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

NYS Teaching Standard 1.4- Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

NYS Teaching Standard 1.6- Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

NYS Teaching Standard 2.6- Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

NYS Teaching Standard 4.3- Teachers manage the learning environment for the effective operation of the classroom.

NYS Teaching Standard 4.4- Teachers organize and utilize available resources (e.g. physical space, time, technology) to create a safe and productive learning environment.

NYS Teaching Standard 5.5- Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

Domain 3: Reflecting on Teaching

Developing and Implementing a Professional Growth Plan

Evaluating Personal Performance

New York State Teaching Standards

NYS Teaching Standard 5.1- Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth.

NYS Teaching Standard 5.2- Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

NYS Teaching Standard 5.3- Teachers communicate information about various components of the assessment system.

NYS Teaching Standard 5.4- Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly.

NYS Teaching Standard 7.1- Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

NYS Teaching Standard 7.2- Teachers set goals for and engage in ongoing professional learning needed to continuously improve teaching competencies.

NYS Teaching Standard 7.3- Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

NYS Teaching Standard 7.4- Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

Promoting District and School Development

Promoting Exchange of Ideas and Strategies

New York State Teaching Standards

NYS Teaching Standard 4.1- Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

NYS Teaching Standard 4.2- Teachers create an intellectually challenging and stimulating learning environment.

NYS Teaching Standard 6.1- Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

NYS Teaching Standard 6.2- Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

NYS Teaching Standard 6.3- Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

NYS Teaching Standard 6.4- Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

NYS Teaching Standard 6.5- Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

Professional Learning Focus Areas for the Clarence Central School District

The District will focus on professional learning opportunities in **Curriculum Design and Instructional Practice, Technology Integration, Data and Assessment, Mentor/Intern Program** through both K-12 district-wide staff development and embedded classroom learning experiences. Research shows the most effective model to provide professional learning is one where teachers learn in a cohort group, have the opportunity to try out what they are learning, and provide feedback to one another. The Professional Learning Community model embraces this mindset. The Curriculum team, consisting of the Assistant Superintendent for Curriculum and Instruction, the Director of Accountability and Assessment, and a Teacher on Special Assignment (TOSA), will specifically focus on providing a coaching and mentoring model to teachers, and will be essential in assessing the needs, prioritizing those needs, and creating innovative solutions to help better assist teachers in their professional growth. Clarence has implemented this framework with our Teachers on Special Assignment to support teachers and encourage them to evolve their overall instructional practice. This has resulted in a culture where teachers share best practice and learn from one another. The Curriculum Team will also provide facilitation to 51 district Department Chairpersons. This team of teachers will meet monthly at both the building and district levels to discuss topics related to the areas of focus for professional learning, as previously mentioned, and carry out the facilitation of these efforts in each of their respective buildings. The Curriculum and Building Leadership Teams will have a shared role in working with Department Chairs in leading the development, organization, planning, and execution of these opportunities for faculty and staff based on the needs of our students.

CTLE credit will be granted for the following professional learning activities.

Curriculum Design and Instructional Practice

- Implement district-wide overarching transfer goals and essential skills in content areas (Grades K-12)
- Utilize Understanding by Design methodology to write unit-based curriculum in Grades K-12 content areas and Grades K-12 special areas
- Provide ongoing and collaborative Lucy Calkins Reading and Writing Units of Study training (Grades K-6)
- Provide ongoing and collaborative Envisions 2.0 training (Grade K-5)
- Provide ongoing and collaborative New York State Science Learning Standards training (Grades K-5)

Technology Integration

- Schoology Implementation Team furthers the use, support, and education of blended learning by utilizing a Learning Management System as an instructional tool as well as a vehicle for teacher professional learning (Grades K-12)
- Technology-focused staff development days to further technology integration in the classroom and increase the capacity of technology utilization for all teachers and students

Multi-tiered System of Supports (MTSS)

- In response to students' academic, social-emotional, and behavioral needs, MTSS teams monitor data systems for the purpose of providing appropriate interventions and courses of action for students at both Elementary and Secondary levels
- Continued focus of Data Team structure and continued support of the MTSS Teams at each building through the BOCES District data coordinator and Teachers on Special Assignment
- Continued development of Schoology as a repository for administrators and teachers to glean performance data for the development of building-wide goals and targeted professional learning

Social-Emotional Learning

- Engage in ongoing, high-quality professional learning that supports staff in developing practices that prioritize and promote SEL in the classroom
- Faculty and staff will engage in learning activities (workshops, conferences, webinars) that relate to implementing SEL in their daily instructional practices

Culturally Responsive Pedagogy

- Continuously learn about implicit bias, with attention to identifying and challenging one's own biases, and identifying and addressing implicit bias in the school community
- Use professional learning activities as opportunities to better acquaint oneself with the diverse communities in which our students live
- Set professional goals related to culturally responsive practices
- Engage in inquiry groups and professional learning communities with peers and mentors

Mentor Program

The Teacher and Administrator Mentor Program, facilitated by the Assistant Superintendent of Curriculum and Instruction and Mentor Liaison, will be implemented in the 2023-24 school year. Effective December 31, 2019 (not retroactive), educators acting as a mentor to a new classroom teacher as part of a school district or BOCES' mentoring program may earn credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may earn credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period. The mentor program includes:

- include a pool of 70 mentor teachers from the district who are trained to mentor first year teachers and regular substitutes (appointed for one full semester or longer) in a collegial role by providing guidance and support
- provide interns with explicit, differentiated expectations that include training and coaching in implementing and mastering techniques related to those expectations
- involve all members of the educational community
- enhance recruitment and retention of newly-hired teachers
- continue to provide a structured system for teachers to gain new ideas, share their experiences, and seek advice
- create an atmosphere where peers can examine classroom procedures and teaching methods in pursuit of continuous improvement
- restructure schools by maintaining norms for professional interactions and the work of educators
- educate on multiple instructional strategies based on student achievement level, skill of application by the teacher, and contextual factors
- provide a reflective atmosphere where peers can examine classroom procedures and teacher methods in pursuit of continuous improvement
- continue the development of a common vocabulary relative to effective teaching practices
- respect the confidential nature of the relationship between teachers participating in the mentoring program as essential to its success
- create mentor and intern activities separate and distinct from the teacher evaluation process.

The District will utilize in-district teacher experts, Erie 1 BOCES, Western New York Teacher Center, and out of district consultants to provide these trainings. These individuals are identified on the 2023-24 Professional Learning Schedule (pages 14-15).

Mentor Program:

- Summer Training Session
- Mentoring Activities for Probationary Teachers
- Three Classroom Visitations with the Mentor Teacher
- Regular Meetings with Mentor

Professional Development Opportunities

Faculty and Staff At-large

- Four Superintendent's conference days
- Monthly faculty meetings
- Weekly elementary and secondary grade level/course meetings
- Professional learning team meetings
- Monthly Team Leader and Department Chair meetings (alternating districtwide and school-based)
- Release days provided to staff throughout the 2023-24 school year for teachers to draft, implement, and refine curriculum for Reader's/Writer's Workshop (grade K-5), New York State Science Learning Standards, New York State Social Studies Standards, New York State Next Generation Mathematics and English Language Arts Learning Standards, and Technology integration (See attached Clarence Professional Learning Schedule)

English as a New Language (ENL) Teachers:

For teachers with a professional certificate title of English to Speakers of Other Languages (all grades), a minimum of 50 percent of the required professional learning clock hours (100 every 5 years) will be in language acquisition aligned with the core content area of instruction, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

When a waiver is not granted, the language requirement for all certificate holders is as follows:

- **Other teachers, school building leaders, and school district leaders.** All other Professional teacher, School Building Leader, and School District Leader certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.
- **School district business leaders.** School district business leaders (SDBLs) who hold the Professional SDBL certificate would complete a minimum of 15 percent of the required CTLE clock hours dedicated to the needs of ELLs and Federal, State, and local mandates for ELLs.
- **Teaching Assistants - Level III.** Teaching Assistant Level III certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition, addressing the needs of ELLs and integrating language and content instruction for such ELLs.

Additional Voluntary Activities:

- Conferences/Workshops
- After School Technology Workshops
- Timeout for Teachers (Data, Technology, SEL, Science support)
- Webinars on Schoology
- Graduate Classes
- Model Schools staff development at BOCES
- Curriculum Development
- Summer Curriculum Training Workshops

Evaluation of Professional Learning

The Curriculum Department and District Department Chairs will survey teachers annually in order to inform the revision process of the Professional Learning Plan and to seek input on the professional learning priorities for the following year. The following process will be used:

- Measure the learning plan and professional learning opportunities accomplished against the Professional Learning Rubric from NYSED website.
- Design needs and feedback surveys on Google Forms and distribute to all stakeholders.
- Surveys returned to TOSAs and curriculum committees for review and shared with all staff.
- Curriculum Office and Department Chairs revise the Professional Learning Plan based upon teacher input.
- Utilize survey data to develop the following year's Professional Learning Plan and offerings.

2023-2024 Contracted Professional Development Providers

The following is a list of contracted entities or individuals that will provide CTLE on behalf of the Clarence Central School District. Individuals are grouped by Professional Learning Focus area and appear in the 2023-24 Professional Learning Schedule.

Curriculum Design and Instructional Practice

American Foundation for Suicide Prevention - Social-Emotional
Amy Close, LMHC - Social-Emotional Learning
Anna Shurmatz (Shurmatz Counseling) - Social-Emotional Learning
Annmarie Legge, MS, LMHC - Social-Emotional Learning
Best Self - Social-Emotional
BOCES 4 Science - New York State Learning Standards
Clarence Teachers (Department Chairs and Teachers on Special Assignment (TOSA))
Crisis Services - Social-Emotional
Dr. Jevon Hunter- Culturally Responsive Pedagogy
Dr. Julie Causton - Inclusive Practices
Dr. Teresa Lawrence - Mentor Program
Dr. Tina Boogren (Learning Sciences) - Supporting Beginning Teachers
Erie County Restorative Justice Coalition - Social-Emotional
Ethan Chase (Be Embodied) - Social-Emotional Learning
Family Justice Center - Social-Emotional
GLYS of WNY - Social-Emotional Learning
Horizon Health Services - Social-Emotional
IXL - 6-8 Math and ELA Intervention
IXL - K-5 Math Instruction
Jenna Guadagna-Gray - Social-Emotional Learning
Jenna Mancini Rufa - Inclusive Practices
Kagan Publishing and Professional Development- Cooperative Learning Strategies
Katrina Davino - Units of Study Literacy Institute
Kristin Adduci, LMHC - Social-Emotional Learning

Leader in Me - Social Emotional Learning
Learning Sciences - Marzano Art and Science of Teaching Framework Training
Lizzie Hetzer - Units of Study Literacy Institute
Michael Nemeti (Envision Wellness) - Social-Emotional Learning
Nicole Cornell, LMHC - Social-Emotional Learning
Pearson Education - Math Program Training
Phonics First - Phonics
RBERN West at Erie 1 BOCES for ENL and co-teaching training
Reflex - Math Fact Fluency
Scott Ruppert - Social-Emotional Learning
Stacie Dziwulski (Mental Health Advocates of WNY) - Social-Emotional Learning
Teachers College - Reading, Writing, and Phonics Units of Study
Tommy McClam- Culturally Responsive Pedagogy
Words Their Way - Phonics

Technology Integration

Clarence Teachers- Teacher Leaders and Teachers on Special Assignment (TOSA)
Schoolology Training Team- Learning Management System
Google EdTech Team- Technology Implementation
SeeSaw Training Team - Learning Management System

Data and Assessment

Powerschool - Performance Matters, Unified Insights
Renaissance Learning - ELA and Math; Response to Intervention
Erie 1 BOCES Data Coordinator - Trainings aligned with District professional learning goals

Professional Learning Schedule 2023-24 School Year

- [Book Study] City Kid by Mary MacCracken
- [Book Study] Educator Bandwidth: How To Reclaim Your Energy, Passion & Time
- [Book Study] Just Another Kid: Six Kids Deemed Unreachable (Author: Torey Hayden)
- [Book Study] Somebody Else's Kids
- [Book Study] Teaching with the HEART in Mind
- A Closer Look at Canva
- Accessibility Tips and Tricks
- Advanced Canva
- Advanced Digital Storytelling with WeVideo
- Advanced Flipgrid
- Advanced Google Apps for Education (Workplace)
- Advanced Kami
- Advanced Screencasting and the Flipped Classroom
- Advanced Sketchnoting
- Best Practices for Assessing in an Online Schoology Course
- Bookshare 101
- Chromebooks, Cell Phones, & Tablets in the Classroom
- Create Multimedia Project with LucidPress
- Creating Lesson Videos
- Digital Storytelling with WeVideo
- Enhancing Instruction with Embeddable Content
- enVisionMath 2024 Training
- enVisionMath 2024 Training (asynchronous)
- First In Math Student Resources
- Flipgrid - Work with Your Students Outside of the Classroom
- Gamification of Your Classroom
- Go Beyond Slides & Power Point with Canva
- Going Paperless with Kami
- Going Paperless with Schoology & Turnitin
- Google Earth: Features and Use in the Classroom
- Google Keep Note Taking and Research Tools
- Google Slides: Using Them as a Teacher and with Students
- Google Suite Integration For Intermediate Schoology Users
- Goosechase Interactive Scavenger Hunts & Discussion Tools
- Grading in Schoology at the Secondary Level
- How to Read an IEP
- Instructional Design Part 1 - Instructional Design, Differentiated Instruction, & Needs Analysis
- Instructional Design Part 2 - Instructional Design Decisions & Instructional Strategies
- Instructional Design Part 3 - Instructional Design Evaluation & Improvement
- Interactive Class Discussions with Padlet
- Introduction to Chromebooks
- Introduction to Google Apps for Education (Workplace)

- Kami: Using Its Features and Creating Assignments
- Making the Most of Edpuzzle
- Microsoft 365 Lists & To Do
- Microsoft 365 Model Team Project
- Microsoft 365 One Note & Classroom Notebook
- Microsoft 365 Planner - Team Building, Collaboration, & Project Management
- Microsoft 365 Stream - Screencasting with a Twist
- Microsoft 365 Visio - Mind Mapping Made Easy
- Microsoft 365 Whiteboard
- Mind Mapping with Mindmeister and LucidChart
- Miro Whiteboard, Mindmapping, and Diagramming
- New Literacy Strategies
- Organizing Your Schoology Page (Basic Structures) for Secondary (6-12)
- Project Based Learning Strategies
- Q-A-R: Question Answer Relationships
- Question Investigation Trails
- Read & Write for Google
- Screencasting Basics and the Flipped Classroom
- Sketchnoting - Empower Student Creativity and Retention
- Social Media in the Classroom with Schoology Advanced Techniques
- Social Media in the Classroom with Schoology Basic Techniques
- Successfully engage students with NYSED Required Science Investigations
- Summer 2023 Curriculum Development and Writing
- Syllabication Part 1
- Syllabication Part 2: Using Greek and Latin Roots to Grow Vocabulary and Improve Decoding
- Syllabication for Elementary School Teachers
- TEC Variety Part 1
- TEC Variety Part 2
- Tech Tools for Common Core Close Reading of Text
- Understanding ADHD
- Understanding Autism
- Understanding Learning Disabilities: Reading and Writing Specific
- Using Google Sites in the Classroom
- Using the Schoology App
- Using the Summary Heuristic Model as a Tool for Inquiry-Based Learning
- Virtual Reality in the Classroom
- Whiteboarding with Ziteboard and Jamboard

Continuing Teacher and Leader Effectiveness (CTLE) Application Attestation

Pursuant to Section 80-6 of the Regulations of the Commissioner of Education, the Continuing Teacher and Leader Education (CTLE) to be provided in the Clarence Central School District professional learning plan:

will be presented by professional developers who have demonstrated their competence to offer the coursework or training and activities; and

pursuant to both the new law and the Regulations, acceptable CTLE “shall mean activities designed to improve the teacher or leader’s pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and be closely aligned to district goals for student performance which meet the standards prescribed by regulations of the Commissioner.”

The coursework or training will be conducted through use of a various instructional methods which, at a minimum:

1. will expand educators’ content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assesses student progress;
2. is research-based and provides educators with opportunities to analyze, apply, and engage in research;
3. is designed to ensure that educators:
 1. have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment;
 2. have the knowledge and skill to meet the diverse needs of all students;
 3. have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students;
 4. have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children’s education;
4. uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, monitor student progress, and help sustain continuous professional growth;
5. promotes technological literacy and facilitates the effective use of all appropriate technology; and
6. evaluates using multiple sources of information to assess its effectiveness in improving professional practice and student learning.
7. provides CTLE Certificate of Completion for district professional development opportunities (see the last page of this document) and will maintain records for all CTLE activities for 8 years.

Professional certificate holders in classroom teaching, educational leadership (school building/district leader, school district business leader) and Teaching Assistants Level III, are subject to 100 hours of acceptable CTLE activities, every five-year registration period, in the areas of content, pedagogy, and language acquisition.

Professional Responsibilities

Educators subject to CTLE must maintain CTLE records and documentation for at least three years from the end of the registration period in which they completed the CTLE. Educators will not send documentation of their CTLE clock hours to the Department for the re-registration process. However, their CTLE documentation must be available upon request by the Department.

Clarence Central School District

Clarence, NY 14031

Phone:

Email: MFrahm@clarenceschools.org

(Authorized Provider #: 203)

This certifies that
(DOB: , SSN: has

successfully completed the following course/activity:

CCSD Opening Day Mini Conference

This started on and was completed on

Hours - Professional Development (CTLE)

Category - Pedagogy

I certify that the individual listed completed the CTLE
cited pursuant to Subpart 80-6 of the Regulations of
the commissioner of Education



KRISTIN OVERHOLT

Assistant Superintendent for Curriculum and Instru

Printed on 10/14/2022

CLARENCE CENTRAL SCHOOL DISTRICT



District Technology Plan

July 2023 – June 2024

9625 Main Street

Clarence, NY 14031

Phone: 716-407-9100

Board of Education Approval: July __, 2023

Contact:

Robert Raineri

Director of Technology

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Plan URL: <https://www.clarenceschools.org/Page/108>

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INTRODUCTION

The Clarence School District is located in the Town of Clarence in northeastern Erie County. Our offices are located in the High School at the intersection of Main Street and Gunnville Road.

The district has four elementary schools, a middle school, and a high school. More than 380 teachers provide classroom instruction to 5,000 students across the District. Approximately 5% of the student population receives a free or reduced lunch.

The technology plan is in its sixth revision and conforms to the District's overall mission: "to produce independent, lifelong learners who are responsible, contributing members of a diverse society." The plan is available for viewing through the District website or upon request in our District Office.

The committee responsible for this revision of the plan is shown in the table below:

District Technology Committee	
Name	Position
Amy Ratajczak	Speech
Andrea Benkovich	Grade 4 — LV
Andrew Johnston	Librarian — CHS
Benjamin Lathan	Microcomputer Specialist
Brian Schmidt	Business — CHS
Charles Kohler	Tech Ed — MS
Dawn Snyder	Board of Education Member
Deborah Wehrlin	Science — MS
Elizabeth Chelus	Assistant Principal — CMS
Elizabeth Dunne	CTA Union Leader
Kate Greene	Teacher
Matt Frahm	Superintendent
George Gilham	Art — CHS
Heather Hartmann	Business — CHS
Jason Urbanek	Technology Education — CHS
Jessica Bork	Librarian — MS
Jon Brennan	Community/Business Rep
Kate Celej	TOSA
Katherine Lucia	LOTE — MS
Kathryn Wright	Science — MS
Kelly Barone	LOTE — MS
Kenneth Smith	Principal — CHS

Kimberly Zabel	Grade 5 — CC
Kristin Overholt	Assistant Superintendent
Mari-Jo Gregor	Librarian — LV
Mary Schnitter	Grade 5 — HH
Matt Stock	Parent — IT Specialist
Matthew Andrews	Social Studies—CHS
Michael Jacobson	Microcomputer Specialist
Michelle Layer	Grade 5 — CC
Paul Cary	Grade 6 — CMS
Robert Raineri	Sr Microcomputer Specialist
Ronald Kotlik	Social Studies — CHS
Rosalyn Vasi	Grade 2 — SH
Scott Gretch	Art — HH
Steven Duquette	Community Representative
Thomas Maroney	Technology Education — CHS
Tricia Andrews	Board of Education Member

TECHNOLOGY PHILOSOPHY

The Clarence Central School District believes that technology is integrated across the curriculum. We believe technology can motivate students and enhance learning. Technologically literate students will be able to navigate in a digital world.

Information literacy and information technology are basic skills all Clarence students need to have by the time they graduate. The ability to navigate information is of critical importance for students today who are living and learning in an information society and who, as citizens of tomorrow, will be earning a living in an information-based workplace.

TECHNOLOGY VISION STATEMENT

The CCSD is committed to accomplishing its mission to prepare lifelong learners who are ethical and responsible digital citizens.

CCSD members will be able to use technology to retrieve and manage information, communicate in a variety of modes, solve problems creatively, think critically, remain flexible and continue to learn. CCSD members will be self-directed citizens able to thrive in a rapidly changing world.

The CCSD is committed to providing state-of-the-art technology hardware and an effective support system to maintain equipment and respond to our users.

To transform the Clarence philosophy and vision into reality for students, the following conditions are necessary:

A Learning Environment in which all involved will have:

- access to convenient and easy-to-use global communications and technological resources,
- the technological tools to demonstrate and enhance learning across all disciplines,
- opportunities to improve themselves and the world around them through the use of technology,
- challenges to develop their critical and creative thinking to the fullest potential,
- opportunities for the active construction of meaning, reflection, and deep levels of understanding.

Students who will:

- collaborate with others to process information and ideas to solve problems,
- become lifelong learners who can access, manage, analyze and communicate information through a wide variety of sources,
- use technology to enhance creativity and productivity,
- make decisions concerning the uses of technology that are morally and ethically sound,
- be self-directed and motivated to learn, utilizing the technology as a “tool” for lifelong learning and personal development,
- strategize to get needed data and find answers using resources to solve problems that they encounter.

Staff members who will:

- become proficient through professional development opportunities in the use of technology to develop learning opportunities for students, manage information, integrate curriculum, and collaborate with colleagues in a learning community,
- be self-directed and motivated to learn, utilizing technology as a tool for lifelong learning and personal development,
- develop lesson activities and assessments that incorporate student use of technology in order to demonstrate learning standards,
- have access to the necessary resources for technology, which will include the implementation of technology.

Community members who will:

- have access to communications that will connect the school, home, and community,
- have the educational opportunities to enhance lifelong learning through the use of technology in the schools,
- benefit from students prepared as self-directed citizens and technologically competent workers.

TECHNOLOGY PLAN: KEY COMPONENTS

The Technology Committee identified three key components of the revised technology plan. The key components are:

- 1) **Teaching and Learning Infrastructure:** refers to the use of technology to support students and their demonstration of the learning standard mastery:
 - curriculum and assessment design,
 - lesson planning,
 - best instructional models,
 - hands-on tasks,
 - products that demonstrate knowledge and skills,
 - technology for data management and analysis.

The teaching and learning component is at the heart of the district's purpose and mission. This key component includes the knowledge and skill necessary to use technology ethically. This component would include the practice of ethical standards when using technology and respect for the principles of intellectual freedom and property rights.

The component also includes professional development. It is imperative that teachers and staff members receive high-quality, ongoing training to utilize technology in support of the teaching and learning process. The professional development component includes all the strategies necessary to train staff, as well as a description of the essential skills that must be acquired to be technologically literate.

Also included are the hardware and software necessary to support teaching and learning in the school district. It considers the potential configurations of hardware at each level, whether it is a computer lab, clusters of computers or other devices in a classroom, wireless carts of laptops, tablet computers, or stand-alone machines. The component also recognizes the importance of the Internet as a means for delivering content to support the processes of teaching and learning.

2) **Professional Development Plan:** refers to the plan for educators and administrator's attainment of the instructional technology vision such as:

- My Learning Plan Courses,
- Technology Trainings by IT Staff,
- Timeout for Technology Sessions,
- Coaching and Mentoring by Curriculum Team

Through the purchases of mobile devices within the classroom, we provide another avenue for students to communicate and collaborate in the learning process. Access to information is vital to the success of students, teachers, administrators and parents. Web-based applications and online learning communities (i.e. Schoology) open a window for all stakeholders to enter the District's learning environment in a safe and secure manner. Administrators, teachers, parents and students are able to access this environment for multiple purposes including access to coursework, District and building information and to participate in a District-wide virtual learning community.

The District will focus professional development opportunities around technology integration in numerous ways, including K-12 District-wide staff development and embedded classroom learning experiences. The Curriculum team will act in a lead role in the development, planning, and execution of these opportunities for faculty and staff based on the needs of our District stakeholders. The Curriculum team, consisting of the Assistant Superintendent of Curriculum and Instruction, the Director of Curriculum, and four Teachers on Special Assignment, will have a specific focus on providing a coaching and mentoring model to teachers and will be essential in assessing the needs, prioritizing those needs and creating innovative solutions to help better assist teachers in their professional growth within technology integration. The Curriculum Team will also provide facilitation to a now expanded District Department Chairpersons that will consist of 47 elementary and secondary teachers to provide guidance and further support in the implementation of these technology initiatives across the District.

3) **Technical Infrastructure:** is inclusive of everything that is needed to make the technology work, such as:

- electronic backbone for the school district wide-area,
- routers and switches that connect the network,
- wireless, wiring, and connectivity protocols,
- servers and software,
- security systems, backup systems, and firewall
- dual broadband connections to the internet

Each key component of the technology plan delineates a series of goals and action steps that define activities to be accomplished, the time frame by which the activities will be accomplished, the budgeted funds for each activity, and how each goal will be evaluated. The technology plan contains six major goals, which are listed below along with the key component to which they relate:

DISTRICT GOALS, NYSED GOALS, AND ACTION PLAN

Key Component: Teaching & Learning Infrastructure

Goal 1: Cultivate a technology-rich environment to support and enhance teaching and learning.

Goal 2: Students use technology regularly to demonstrate learning and communicate in a digital world.

Goal 3: All students and educators will have access to a robust and comprehensive infrastructure when and where they need it for learning.

Key Component: Technical Infrastructure

Goal 4: The learning and technical infrastructure is accessible and equitable throughout the district and addresses evolving needs of all stakeholders.

Key Component: Professional Development

Goal 5: An enhanced professional development system exists for all teachers to foster growth and continuous improvement of technology integration.

All technology related purchases must be approved at a central office level. Individual buildings and/or teachers cannot make purchases related to technology without properly vetting the purchase for compatibility with existing systems and adherence to the Technology Plan goals.

CCSD and NYSED Instructional Technology Goals Crosswalk				
	CCSD Goal	NYSED Goal	Targeted Population	Action Plan
Goal 1	Cultivate a technology-rich environment to support and enhance teaching and learning.	Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning.	All Teachers, Staff, and Students	Utilize digital content management tools (e.g., Schoology) to support instructional, assessment, and curriculum design practices.
				Utilize digital tools to communicate, collaborate, design, plan and reflect on teaching and learning.
				The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
				Utilize digital tools to promote positive interactions and exchange ideas and strategies between teachers, students, and parents.
				Evaluate current technologies and district-wide software systems to coordinate the budgeting process.
Goal 2	Students use	Provide access to relevant and	All Students	Evaluate and collect exemplary models of innovative technology ideas/practice.

	technology regularly to demonstrate learning and communicate in a digital world.	rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.		<p>Working towards common assessments in every course that includes the integration of essential technology skills.</p> <p>Create learning tasks/activities that include the mandatory integration of essential technology skills in unit design.</p> <p>Utilize digital tools to communicate, collaborate, design, plan and reflect on teaching and learning.</p>
Goal 3	All students and educators will have access to robust and comprehensive digital resources when and where they need it for learning.	Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences.	All Teachers, Staff, and Students	<p>Maintain different mobile platforms to provide flexibility for technology and usage.</p> <p>Ensure equitable distribution of technology resources across the six schools in the district.</p> <p>Support cloud-based and virtual systems that allow students and teachers to access and use digital resources remotely.</p> <p>Evaluate annually the effectiveness of student learning software and digital resources.</p>
Goal 4	The learning and technical infrastructure is accessible and equitable throughout the district and addresses evolving needs of all stakeholders.	Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.	All Teachers, Staff, and Students	<p>The infrastructure and installed base of equipment is regularly monitored, repaired, and replaced when necessary.</p> <p>A technology support system exists that addresses user needs and maintains the infrastructure.</p> <p>The technical infrastructure delivers reliable, fast, and secure access to applications, platforms, and the Internet.</p> <p>All grade levels and departments have access to mobile devices sufficient to meet targeted learning goals.</p>
Goal 5	An enhanced professional development system exists for all teachers to foster growth and continuous improvement of technology integration.	Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.	All Teachers, Staff, and Students	<p>Include technology professional development opportunities that relate to data collection and analysis using technology.</p> <p>Professional development consisting of virtual, blended, and face-to-face learning communities will be available.</p> <p>Educators will be supported by technology that connects them to people, data, content, resources, expertise, and learning experiences.</p> <p>The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.</p>

SUGGESTED TECHNOLOGY INTEGRATED CURRICULUM

Prior to the Completion of Grade 2 students will:

- Use devices to successfully operate computers, tablets, and other technologies
- Use OPAC to locate a book for independent reading
- Demonstrate an ability to log into the network with a personal ID, run network software, and respect the privacy of all other users by only using their personal ID
- Practice responsible use of appropriate technology and curriculum-related software
- Understand and practice safe Internet usage
- Communicate technology ideas using developmentally appropriate and accurate terminology
- Publish different forms of writing using digital tools and media-rich resources

Prior to the completion of Grade 5 students will:

- Practice responsible use of appropriate technology and curriculum-related software
- Research, collect data, and create a curriculum-related multimedia project
- Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support
- Communicate about technology using developmentally appropriate and accurate terminology
- Use technologies (i.e. calculators, data collection probes, videos, educational software, Internet) for research, problem-solving, self-directed learning, and collaborative learning activities
- Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources

Prior to the completion of Grade 8 students will:

- Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum
- Design, develop, publish, and present products (e.g., web pages, videos, etc.) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom
- Select and use appropriate tools and technology resources to collaboratively accomplish a variety of tasks and solve problems
- Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources while working on solutions to real-world problems
- Practice and demonstrate exemplary digital citizenship principles as a part of all Internet research and technology-based classroom projects
- Use of technology as part of classroom instruction and Internet research to enhance learning

Prior to the completion of Grade 12 students will:

- Make informed choices among technology systems, resources, and services to meet the need for collaboration, research, publication, communication, and productivity
- Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning

- Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works
- Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information when selecting, acquiring, and citing resources
- Demonstrate understanding of human, cultural, and societal issues related to technology
- Select digital tools and resources for use in real-world tasks and justify their selection based on their efficiency and effectiveness
- Employ curriculum-specific simulations to practice critical-thinking processes
- Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources

TECHNOLOGY ACCESS FOR ALL STUDENTS AND TEACHERS

The district will continue to provide support for students with special needs and students requiring assistive technology as a part of their educational program. A continuing cooperative effort between the District Special Education Department and the District Technology Department will be maintained to ensure all students and teachers will have their technology needs met in the most effective way possible. An adaptive technology liaison from special education will work with an identified technology support person to develop solutions for students on an individual basis. The student's Individual Education Program will be used as a guideline. Services of this type include:

- Specially configured software
- Document Scanning
- Use of adaptive devices
- Special laptop-based applications

Student-based solutions continue to be reviewed on a regular basis. The adaptive technology liaison will attend monthly technology department meetings to discuss solutions being developed for specific students and special application areas.

The district will identify assistive technology devices and assistive technology services necessary to facilitate the success and independence of students with disabilities in academic, social, communication, occupational, and recreational activities.

The use of assistive technology addresses students' barriers to learning and can reduce a student's reliance on parents, siblings, friends, and teachers, helping them to transition into adulthood. Assistive technology for individuals with sensory, mobility, cognitive, and learning disabilities should provide them with the independence to compete effectively with peers while in school and in the working world.

Examples of assistive technology devices include:

- Wheelchairs, scooters, walkers, canes, crutches, prosthetic devices, and orthotic devices;
- Computer software and hardware such as voice recognition programs, screen readers, and enlargement applications;
- Talking book readers;

- Automatic page-turners, book holders, and adapted pencil grips;
 - Ramps, automatic door openers, grab bars, wider doorways, and adaptive switches.
- Examples of assistive technology services include:
- Assistive technology evaluations;
 - Purchasing or leasing assistive technology devices;
 - Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing assistive technology devices;
 - Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
 - Training or technical assistance for the individual with a disability or, if appropriate, that individual's family;
 - Training or technical assistance for professionals, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that person.

EVALUATION

A district-level technology committee made up of representatives from each of the buildings, the Technology Support Office, and Curriculum Office will monitor and evaluate the technology plan. The committee, chaired by the Superintendent of Schools, will meet on a bi-monthly basis to review progress on each of the action plans.

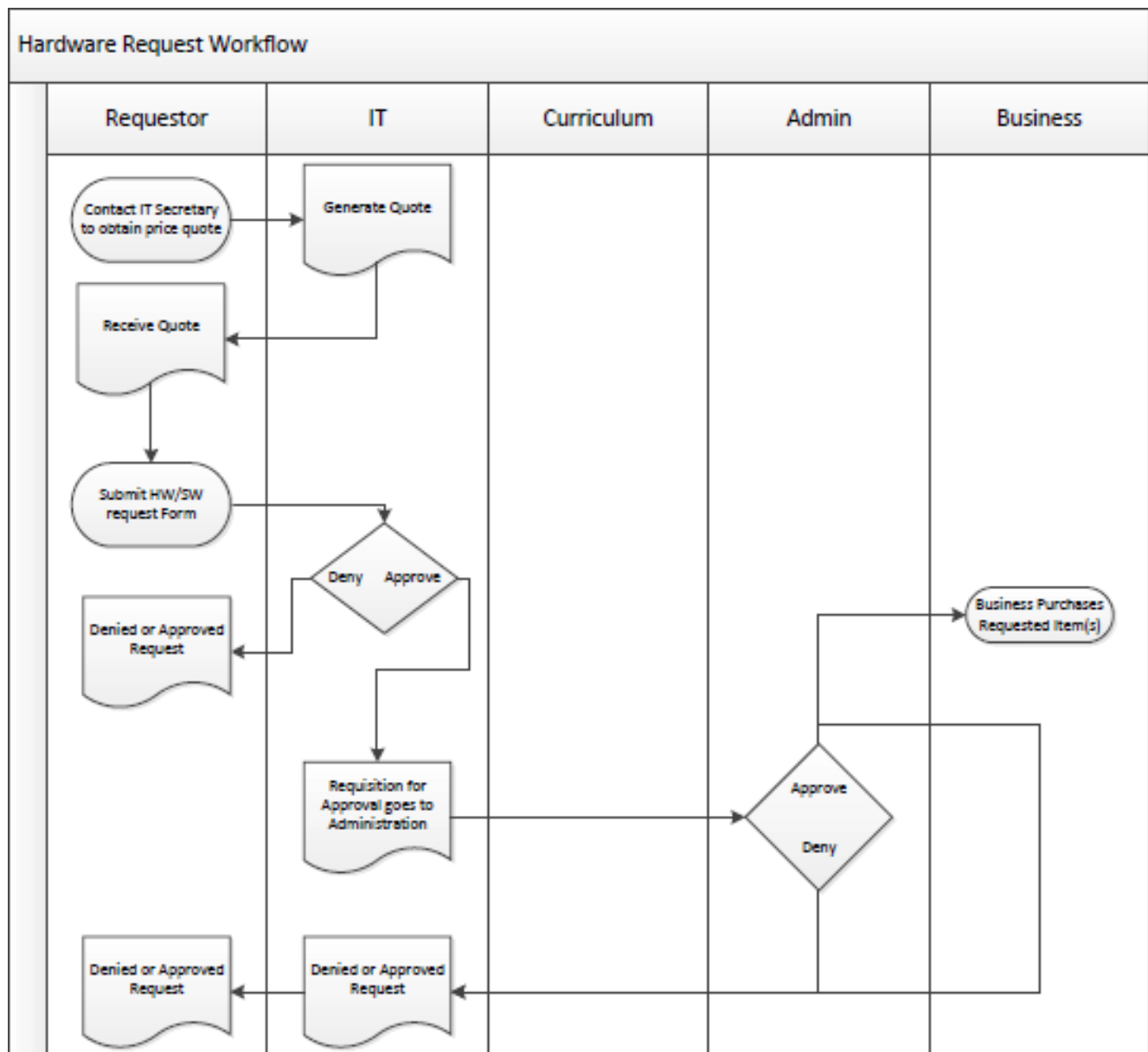
The committee will use a variety of tools to evaluate progress in each of the goal areas. These will include but are not limited to:

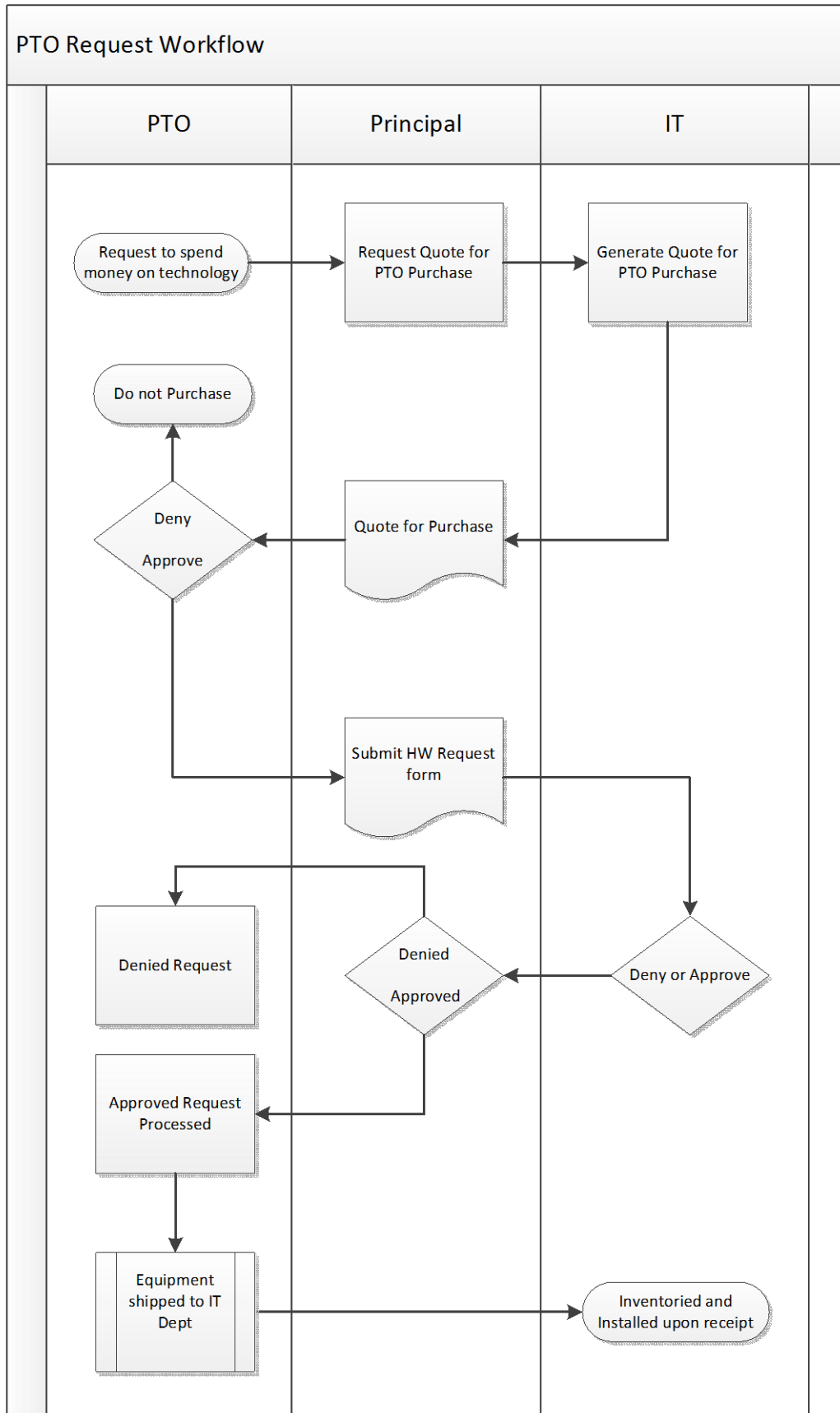
- District technology surveys (staff survey done annually)
- Solicited feedback from community participation on planning teams
- Staff Survey Results
- Faculty best practices
- Technology In-service enrollments and exit surveys

Appendix A: Technology Purchase Form

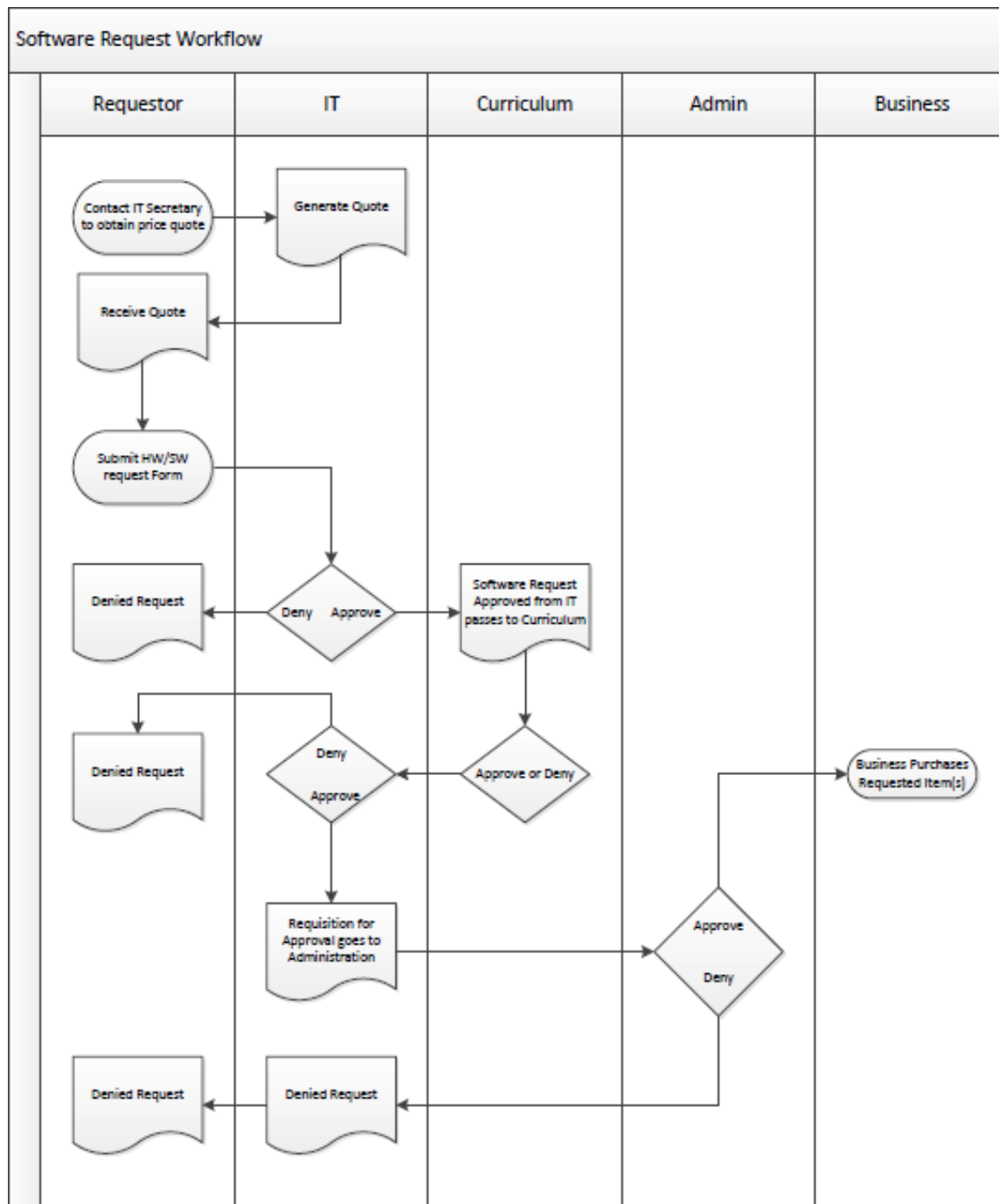
Information Technology Hardware/Software Request		
*** Quote Required for processing ***		
Name of Requestor:		Building: Funding: <input type="checkbox"/> Building <input type="checkbox"/> District <input type="checkbox"/> PTO Purchase <input type="checkbox"/> Grant
Department:		Phone Number:
Desired Installation Date:		Request Date:
Primary User: Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Other <input type="checkbox"/>		
Type of Purchase (check 1): Desktop <input type="checkbox"/> Laptop <input type="checkbox"/> Printer <input type="checkbox"/> Software <input type="checkbox"/> Projector <input type="checkbox"/> Whiteboard <input type="checkbox"/> Peripheral <input type="checkbox"/> Other <input type="checkbox"/>		Type of Request (check 1): New <input type="checkbox"/> Renewal <input type="checkbox"/> Upgrade <input type="checkbox"/> Replacement <input type="checkbox"/> Other <input type="checkbox"/>
Description:		
Location of product installation:		
Quantity Requested:	Unit Cost:	Total Cost:
How will the product be used and how does it fit into the goals of the current technology plan?		
(FOR SOFTWARE REQUESTS)		
License Type: Subscription <input type="checkbox"/> One time purchase <input type="checkbox"/> Other <input type="checkbox"/>		License Term: 1 year <input type="checkbox"/> 2 years <input type="checkbox"/> 3 years <input type="checkbox"/> Other <input type="checkbox"/>
<input type="checkbox"/> Approved <input type="checkbox"/> Denied		
Authorization Signatures		
Building Administrator:	Name: Signature:	Date:
Technology:	Name: Signature:	Date:
Curriculum: (Software Requests)	Name: Signature:	Date:
Superintendent or designee:	Name: Signature:	Date:

Appendix B: Hardware Request Workflow





Appendix C: Software Request Workflow



Appendix D: Acceptable Use of Technology Policy

SUBJECT: ACCEPTABLE USE POLICY AND USE OF EMAIL IN THE DISTRICT

Technology resources are available to students, employees and the Board in the Clarence Central School District. These resources include software delivered via the District local area network, (LAN), as well as the Internet. We are pleased to provide this access to students, employees and Board Members and believe telecommunications and other technological resources offer vast and unique opportunities to the community. The main use of District equipment is for school related purposes. Personal use may be permitted as long as there is no disruption to District operations or mission.

Generally, the same standards for acceptable staff conduct that apply to any aspect of job performance will also apply to use of the District's technology systems. Employees and Board Members are expected to communicate in a professional manner consistent with applicable District policies and regulations governing the behavior of school staff.

This policy does not attempt to articulate all required and or acceptable uses of the District's technology systems, nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate staff conduct and uses, as well as prescribed behavior.

District staff and students will also adhere to the laws, policies, and rules governing computers including, but not limited to copyright laws, rights of software publishers, license agreements, and rights of privacy created by federal and state law.

Staff and student data files and electronic storage areas will remain District property, subject to District control and inspection. The Superintendent or his or her designee may access all such files and communications to ensure system integrity and compliance with requirements of this policy and accompanying regulations. **Staff and students should NOT expect that information stored on the District's computer system will be private. Information may be reviewed without prior notice.**

The use of computers is not only of value to schools but is becoming a necessity in working with students and other aspects of schooling. Various work responsibilities result in access to information sources such as software programs, Internet access and the District's computer network. Access and authorization to information and equipment carry a corresponding responsibility for appropriate use. Access should be primarily for educational and professional activities.

Employees represent the Clarence Central School District and are using a non-private network.

The following is a list of general expectations of all Clarence employees and students.

General Expectations

We expect all employees and students of the Clarence Central School District will:

- 1) Be familiar with building procedures and rules for computer and Internet use.
Employees will abide by expectations contained herein.
- 2) Be responsible for the security of their computer equipment, files and passwords.
- 3) Promptly notify their immediate supervisor of security problems.

- 4) Treat student records with confidentiality and not release or share information except as authorized by Federal and State law.
- 5) Follow acceptable etiquette, which includes:
 - A. Being polite.
 - B. Using appropriate language.

We expect that all employees and students of the Clarence Central School District **will not**:

- 1) Go beyond their authorized access to the District network or other computer equipment or software, including the files or accounts of others.
- 2) Disrupt or attempt to damage or disrupt any computer system, system performance, or data. This includes the propagation of computer viruses and use of the Internet to make unauthorized entry to any other Internet source.
- 3) Use District hardware or software to engage in any illegal act.
- 4) Access or transmit inappropriate items such as pornographic or obscene material, or material that is profane, lewd, rude, inflammatory, or material that contains threatening or disrespectful language.
- 5) Use potentially damaging, dangerous or disruptive material.
- 6) Engage in personal or generalized harassment.
- 7) Transmit false or defamatory information.
- 8) Be involved in plagiarism.
- 9) Be involved in malicious activities or downloading or transmitting copyrighted material.
- 10) Solicit personal information with the intent of using it to cause emotional or physical harm.
- 11) Use District technology for private business purposes or excessive personal use. No personal use of District technology is permitted that would compromise the District's information technology systems, violate the District's mission, its policies and regulations; violate any State or Federal laws or regulations; interfere with the employee's job requirements or diminish student instructional time.
- 12) Download and install unauthorized software programs.

When Staff is Working with Students

- 1) All computer use by students requires supervision.
- 2) All student Internet use requires supervision.
- 3) Enforce all aspects of rules governing students.

E-mail and Other User Generated Electronic Files

- 1) **Employees and students should not have an expectation of privacy.** The Superintendent of Schools (or designee) has the right of access to all e-mail sent or received. In the event of the Clarence Central School District being involved in any legal proceedings, any relevant e-mail recordings (including Internet e-mail), or other electronic files stored on District equipment may be disclosed.
- 2) Every user is responsible for all e-mail originating from his or her user ID (e-mail address). Forgery or attempted forgery of electronic mail is prohibited. The District e-mail standard is the only allowable e-mail system to be used.
- 3) Attempts to read, delete, copy or modify the e-mail of other users are prohibited.

Verification of Employee Understanding

All staff must acknowledge and agree to abide by all regulations, organizational policies, guidelines, and procedures that govern computer network, Internet, and information use.

Assumption of Risk

The Clarence Central School District makes no guarantees of any kind, whether expressed or implied, for services provided and is not responsible for any damages suffered while on the system. This includes loss of data and inaccurate or poor-quality information obtained from the system. Furthermore, while use of private devices is acceptable, the owner assumes all the risk for damage, loss or corruption of data.

Web Pages

An exciting innovation in technology is the opportunity for teachers and staff to create teacher Web pages. The Board and the administration encourage the development of Web pages by teachers and staff in order to provide information to parents, students and the community about classroom and student activities as well as instructional resources. To be considered authorized by the Clarence Central School District, Web pages must be developed in accordance with this regulation using resources provided by, and hosted on sites provided by, the Clarence Central School District.

The following guidelines apply to all Web pages developed by Clarence Central School District students and staff and housed within Clarence Central School District's realm of ownership. All information must be in compliance with Clarence Central School District policies, regulations, and Web standards.

Content Integrity

- 1) All subject matter on the Web pages and their links must relate to:
 - A. Curriculum and instruction.
 - B. Clarence Central School District authorized activities and services.
 - C. Information about the Clarence Central School District or its mission.
- 2) Safety – Information about students and staff posted on a teacher Web page should be general in nature. Do not use students' full names on the Web. Also, do not give specific locations and times when listing a field trip or activity. Remember that this information is public for anyone to access.
- 3) Always refer to our organization by using the proper name, the Clarence Central School District.
- 4) To reduce the possibility of spam, use broken e-mail addresses that do not automatically create a link.
- 5) Confidential information regarding students, staff, or the organization may not be posted on Web pages.
- 6) Treat your audience with respect. Avoid any objectionable language and use proper grammar and spelling at all times.

Copyright Information

- 1) Generally, you cannot post a copy of any copyrighted materials on your website without the copyright owner's permission. Merely acknowledging the source of the copyrighted material is *not* a substitute for obtaining this permission. Materials that may be subject to copyright include photographs, logos, music, videos, cartoons, drawings, paintings, graphs, charts, animation, articles, and other Web pages.
- 2) Students and staff should assume that any such materials, even if found on the Internet and in the absence of the © symbol or other copyright notice, are subject to copyright.
- 3) Under certain limited circumstances, teachers are authorized to use portions of copyrighted works in traditional classroom settings under the doctrine of "fair use," without specific permission. However, a copy of a copyrighted work placed by a teacher on a website is less likely to be seen as a "fair use" of that work. Therefore, reliance on a website using "fair use" doctrine should be avoided.
- 4) Generally, links to copyrighted resources available elsewhere online may be created as long as the link merely directs the user to another site and does not cause a copy of the copyrighted work to be created and stored on Clarence Central School District sites or servers. Include the link disclaimer language. Framing (displaying another site's Web page within our Clarence Central School District Web page design) is not permitted. Your link must cause a separate Web page to appear.
- 5) Students are the copyright owners of their own work. You must get the written permission of the student, as well as his or her parent, to post a copy of a student's work on your Web page.

Additional Guidelines for the Use of Photos and Images

- 1) Student photographs, video, audio recordings, or electronic images may be used without prior consent in order to publicize or promote a school district program. If a parent or guardian wishes to refuse permission for the use of a child's photograph, video or audio recording, or electronic images in District publications, media releases, or the District Web site, they must notify the Superintendent of Schools or building principal in writing by September 30 in each academic year.
- 2) When uploading a file containing an approved photo, please make certain the file name does not list student names (ex.: SallyMae.jpg). If it does, please re-save the photo using another generic description then upload onto the Web. Students' names could be inadvertently shared, accessed as part of the image's code, if not corrected.
- 3) Photos of individual students or staff are not recommended for security reasons. Group pictures make it harder to identify a specific person in the photo.
- 4) When using the Clarence Central School District logo, use only the standard logo and do not modify it in any way. When using the logo of another organization (ex.: SkillsUSA), you must get permission in writing first.
- 5) You may only use images on your Web page with the permission of the copyright owner, unless the image is from a source that specifically grants permission for such use. You cannot scan material from a book and paste it onto your Web page. Handouts created by anyone but you cannot be posted on the Web page. Clip art may be used if from a source that grants permission for such use.

Social Media

The School District recognizes the value of teacher and professional staff inquiry, investigation and communication using new technology tools to enhance student learning experiences. The School District also realizes its obligations to teach and ensure responsible and safe use of these new technologies. Social media, including social networking sites, have great potential to connect people around the globe and enhance communication. Therefore, the Board of Education encourages technologies to supplement the range of communication and educational services.

For purposes of this Policy, the definition of public social media networks or Social Networking Sites (SNS) are defined to include: Web sites, Web logs (blogs), wikis, social networks, online forums, virtual worlds, and any other social media generally available to the school district community, which do not fall within the District's electronic technology network. The definition of District approved password-protected social media tools are those that fall within the District's electronic technology network or which the District had approved for educational use. Within these internal forums, the District has greater authority and ability to protect minors from inappropriate content and can limit public access within these internal forums.

However, personal use of these media during District time or on District-owned equipment is prohibited. In addition, employees are encouraged to maintain the highest levels of professionalism. They have responsibilities for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting and compliance with all applicable District Policies and Regulations.

Applicable Policy and Regulation

All development and use of Web pages and communication tools will be subject to other applicable Clarence Central School District policies and regulations regarding the use and development of instructional materials.

Enforcement

The Superintendent shall be responsible for the enforcement of this policy. Violations of the policy shall be dealt with in accordance with applicable laws, regulations and employee contracts.

Adopted: 6/11/2018

Appendix E: Internet Safety/Content Filtering Policy

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY

In compliance with the Children's Internet Protection Act (CIPA) and Regulations of the Federal Communication Commission (FCC), the District will ensure the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. These technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. The District will provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response. Further, appropriate monitoring of online activities of minors, as determined by the building or program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate instructional materials and activities to enhance the school's programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minor to inappropriate matter on the Internet may include, but will not be limited to, the following guidelines:

- a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail, chat rooms, as well as social networking websites, may be blocked as deemed necessary to ensure the safety of students;
- b) Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;
- c) In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and
- d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students.

(Continued)

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING (Cont'd)

The determination of what is “inappropriate” for minors will be determined by the District and/or designated school official(s). It is acknowledged that the determination of “inappropriate” material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms “minor,” “child pornography,” “harmful to minors,” “obscene,” “technology protection measure,” “sexual act,” and “sexual contact” will be as defined in accordance with CIPA and other applicable laws or regulations as may be appropriate.

Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the District.

The District will provide certification, pursuant to the requirements of CIPA, to document the District’s adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking or filtering of access to certain material on the Internet) for all District computers with Internet access.

Internet Safety Instruction

In accordance with New York State Education Law, the District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner will provide technical assistance in the development of curricula for this course of study which will be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet.

Under the Protecting Children in the 21st Century Act, students will also be educated on appropriate interactions with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response.

Access to Inappropriate Content/Material and Use of Personal Technology of Electronic Devices

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students.

Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student’s own personal technology or electronic device on school grounds or at school events.

(Continued)

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING (Cont'd)

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

Notification/Authorization

The District's Acceptable Use Policy will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Safety/Internet Content Filtering Policy prior to Board adoption. Additional public notice and a hearing or meeting is not necessary when amendments are made to the Internet Safety Policy in the future.

The District's Internet Safety/Internet Content Filtering Policy must be made available to the FCC upon request. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of this policy as well as any other District policies relating to the use of technology.

The Internet Safety/Internet Content Filtering Policy is required to be retained by the school for at least five (5) years after the funding year in which the policy was relied upon to obtain E-rate funding.

47 USC §§ 254(h) and 254(1)
47 CFR Part 54
Education Law § 814

NOTE: Refer also to Policy #7315 – Student Acceptable Use Policy
#7316 – Student Use of Personal Technology
District Code of Conduct

Appendix F: Current Inventory

Category	Quantity
Access Point	511
Cart	42
Chromebook	4344
Chromebox	53
Desktop	212
Display	434
Document Camera	232
DVD Player	2
DVD VHS Combo Player	14
EPSON Brightlink	253
IA Display	2
IAWB Physical Board	8
Laptop	1556
LaserDisc Player	1
Monitor	11
Network Extender	9
Peripheral	148
Phone	643
Printer	241
Projector	111
Scanner	140
Sound Equipment	29
Switch/Router	169
Tablet	689
Thin Client	431
UPS	19
VHS Player	4
Video Camera	12
Webcam	17

Appendix G: Privacy And Security For Student Data And Teacher And Principal Data

SUBJECT: PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA

The District is committed to maintaining the privacy and security of student data and teacher and principal data and will follow all applicable laws and regulations for the handling and storage of this data in the District and when disclosing or releasing it to others, including, but not limited to, third-party contractors. The District adopts this policy to implement the requirements of Education Law Section 2-d and its implementing regulations, as well as to align the District's data privacy and security practices with the National Institute for Standards and Technology Framework for Improving Critical Infrastructure Cybersecurity (Version 1.1).

Definitions

As provided in Education Law Section 2-d and/or its implementing regulations, the following terms, as used in this policy, will mean:

- a) "Breach" means the unauthorized acquisition, access, use, or disclosure of student data and/or teacher or principal data by or to a person not authorized to acquire, access, use, or receive the student data and/or teacher or principal data.
- b) "Building principal" means a building principal subject to annual performance evaluation review under the provisions of Education Law Section 3012-c.
- c) "Classroom teacher" means a teacher subject to annual performance evaluation review under the provisions of Education Law Section 3012-c.
- d) "Commercial or marketing purpose" means the sale of student data; or its use or disclosure for purposes of receiving remuneration, whether directly or indirectly; the use of student data for advertising purposes, or to develop, improve, or market products or services to students.
- e) "Contract or other written agreement" means a binding agreement between an educational agency and a third-party, which includes, but is not limited to, an agreement created in electronic form and signed with an electronic or digital signature or a click-wrap agreement that is used with software licenses, downloaded, and/or online applications and transactions for educational technologies and other technologies in which a user must agree to terms and conditions prior to using the product or service.
- f) "Disclose" or "disclosure" means to permit access to, or the release, transfer, or other communication of personally identifiable information by any means, including oral, written, or electronic, whether intended or unintended.
- g) "Education records" means an education record as defined in the Family Educational Rights and Privacy Act and its implementing regulations, 20 USC Section 1232g and 34 CFR Part 99, respectively.

(Continued)

- h) "Educational agency" means a school district, board of cooperative educational services (BOCES), school, or the New York State Education Department (NYSED).
- i) "Eligible student" means a student who is eighteen years or older.
- j) "Encryption" means methods of rendering personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons through the use of a technology or methodology specified or permitted by the Secretary of the United States Department of Health and Human Services in guidance issued under 42 USC Section 17932(h)(2).
- k) "FERPA" means the Family Educational Rights and Privacy Act and its implementing regulations, 20 USC Section 1232g and 34 CFR Part 99, respectively.
- l) "NIST Cybersecurity Framework" means the U.S. Department of Commerce National Institute for Standards and Technology Framework for Improving Critical Infrastructure Cybersecurity (Version 1.1). A copy of the NIST Cybersecurity Framework is available at the Office of Counsel, State Education Department, State Education Building, Room 148, 89 Washington Avenue, Albany, New York 12234.
- m) "Parent" means a parent, legal guardian, or person in parental relation to a student.
- n) Personally identifiable information (PII)," as applied to student data, means personally identifiable information as defined in 34 CFR Section 99.3 implementing the Family Educational Rights and Privacy Act, 20 USC Section 1232g, and, as applied to teacher or principal data, means personally identifying information as this term is defined in Education Law Section 3012-c(10).
- o) "Release" has the same meaning as disclosure or disclose.
- p) "Student" means any person attending or seeking to enroll in an educational agency.
- q) "Student data" means personally identifiable information from the student records of an educational agency.
- r) "Teacher or principal data" means personally identifiable information from the records of an educational agency relating to the annual professional performance reviews of classroom teachers or principals that is confidential and not subject to release under the provisions of Education Law Sections 3012-c and 3012-d.
- s) "Third-party contractor" means any person or entity, other than an educational agency, that receives student data or teacher or principal data from an educational agency pursuant to a contract or other written agreement for purposes of providing services to the educational agency, including but not limited to data management or storage services, conducting studies for or on behalf of the educational agency, or audit or evaluation of publicly funded programs. This term will include an educational partnership organization that receives student and/or teacher or principal data from a school district to carry out its

(Continued)

responsibilities pursuant to Education Law Section 211-e and is not an educational agency, and a not-for-profit corporation or other nonprofit organization, other than an educational agency.

- t) "Unauthorized disclosure" or "unauthorized release" means any disclosure or release not permitted by federal or state statute or regulation, any lawful contract or written agreement, or that does not respond to a lawful order of a court or tribunal or other lawful order.

Data Collection Transparency and Restrictions

As part of its commitment to maintaining the privacy and security of student data and teacher and principal data, the District will take steps to minimize its collection, processing, and transmission of PII. Additionally, the District will:

- a) Not sell PII nor use or disclose it for any marketing or commercial purpose or facilitate its use or disclosure by any other party for any marketing or commercial purpose or permit another party to do so.
- b) Ensure that it has provisions in its contracts with third-party contractors or in separate data sharing and confidentiality agreements that require the confidentiality of shared student data or teacher or principal data be maintained in accordance with law, regulation, and District policy.

Except as required by law or in the case of educational enrollment data, the District will not report to NYSED the following student data elements:

- a) Juvenile delinquency records;
- b) Criminal records;
- c) Medical and health records; and
- d) Student biometric information.

Nothing in Education Law Section 2-d or this policy should be construed as limiting the administrative use of student data or teacher or principal data by a person acting exclusively in the person's capacity as an employee of the District.

Chief Privacy Officer

The Commissioner of Education has appointed a Chief Privacy Officer who will report to the Commissioner on matters affecting privacy and the security of student data and teacher and principal data. Among other functions, the Chief Privacy Officer is authorized to provide assistance to educational agencies within the state on minimum standards and best practices

(Continued)

associated with privacy and the security of student data and teacher and principal data.

The District will comply with its obligation to report breaches or unauthorized releases of student data or teacher or principal data to the Chief Privacy Officer in accordance with Education Law Section 2-d, its implementing regulations, and this policy.

The Chief Privacy Officer has the power, among others, to:

- a) Access all records, reports, audits, reviews, documents, papers, recommendations, and other materials maintained by the District that relate to student data or teacher or principal data, which includes, but is not limited to, records related to any technology product or service that will be utilized to store and/or process PII; and
- b) Based upon a review of these records, require the District to act to ensure that PII is protected in accordance with laws and regulations, including but not limited to requiring the District to perform a privacy impact and security risk assessment.

Data Protection Officer

The District has designated its IT Coordinator to serve as the District's Data Protection Officer.

The Data Protection Officer is responsible for the implementation and oversight of this policy and any related procedures including those required by Education Law Section 2-d and its implementing regulations, as well as serving as the main point of contact for data privacy and security for the District.

The District will ensure that the Data Protection Officer has the appropriate knowledge, training, and experience to administer these functions. The Data Protection Officer may perform these functions in addition to other job responsibilities. Additionally, some aspects of this role may be outsourced to a provider such as a BOCES, to the extent available.

District Data Privacy and Security Standards

The District will use the National Institute for Standards and Technology Framework for Improving Critical Infrastructure Cybersecurity (Version 1.1) (Framework) as the standard for its data privacy and security program. The Framework is a risk-based approach to managing cybersecurity risk and is composed of three parts: the Framework Core, the Framework Implementation Tiers, and the Framework Profiles. The Framework provides a common taxonomy and mechanism for organizations to:

- a) Describe their current cybersecurity posture;
- b) Describe their target state for cybersecurity;
- c) Identify and prioritize opportunities for improvement within the context of a continuous and repeatable process;

(Continued)

- d) Assess progress toward the target state; and
- e) Communicate among internal and external stakeholders about cybersecurity risk.

The District will protect the privacy of PII by:

- a) Ensuring that every use and disclosure of PII by the District benefits students and the District by considering, among other criteria, whether the use and/or disclosure will:
 - 1. Improve academic achievement;
 - 2. Empower parents and students with information; and/or
 - 3. Advance efficient and effective school operations.
- b) Not including PII in public reports or other public documents.
- c) The District affords all protections under FERPA and the Individuals with Disabilities

Education Act and their implementing regulations to parents or eligible students, where applicable.

Third-Party Contractors

District Responsibilities

The District will ensure that whenever it enters into a contract or other written agreement with a third-party contractor under which the third-party contractor will receive student data or teacher or principal data from the District, the contract or written agreement will include provisions requiring that confidentiality of shared student data or teacher or principal data be maintained in accordance with law, regulation, and District policy.

In addition, the District will ensure that the contract or written agreement includes the third-party contractor's data privacy and security plan that has been accepted by the District.

The third-party contractor's data privacy and security plan must, at a minimum:

- a) Outline how the third-party contractor will implement all state, federal, and local data privacy and security contract requirements over the life of the contract, consistent with District policy;
- b) Specify the administrative, operational, and technical safeguards and practices the third-party contractor has in place to protect PII that it will receive under the contract;
- c) Demonstrate that the third-party contractor complies with the requirements of 8 NYCRR Section 121.3(c);

(Continued)

- d) Specify how officers or employees of the third-party contractor and its assignees who have access to student data or teacher or principal data receive or will receive training on the laws governing confidentiality of this data prior to receiving access;
- e) Specify if the third-party contractor will utilize subcontractors and how it will manage those relationships and contracts to ensure PII is protected;
- f) Specify how the third-party contractor will manage data privacy and security incidents that implicate PII including specifying any plans to identify breaches and unauthorized disclosures, and to promptly notify the District;
- g) Describe whether, how, and when data will be returned to the District, transitioned to a successor contractor, at the District's option and direction, deleted or destroyed by the third-party contractor when the contract is terminated or expires; and
- h) Include a signed copy of the Parents' Bill of Rights for Data Privacy and Security.

Third-Party Contractor Responsibilities

Each third-party contractor, that enters into a contract or other written agreement with the District under which the third-party contractor will receive student data or teacher or principal data from the District, is required to:

- a) Adopt technologies, safeguards, and practices that align with the NIST Cybersecurity Framework;
- b) Comply with District policy and Education Law Section 2-d and its implementing regulations;
- c) Limit internal access to PII to only those employees or subcontractors that have legitimate educational interests (i.e., they need access to provide the contracted services);
- d) Not use the PII for any purpose not explicitly authorized in its contract;
- e) Not disclose any PII to any other party without the prior written consent of the parent or eligible student:
 - 1. Except for authorized representatives of the third-party contractor such as a subcontractor or assignee to the extent they are carrying out the contract and in compliance with law, regulation, and its contract with the District; or
 - 2. Unless required by law or court order and the third-party contractor provides a notice of the disclosure to NYSED, the Board, or the institution that provided the information no later than the time the information is disclosed, unless providing notice of the disclosure is expressly prohibited by law or court order;

(Continued)

- f) Maintain reasonable administrative, technical, and physical safeguards to protect the security, confidentiality, and integrity of PII in its custody;
- g) Use encryption to protect PII in its custody while in motion or at rest; and
- h) Not sell PII nor use or disclose it for any marketing or commercial purpose or facilitate its use or disclosure by any other party for any marketing or commercial purpose or permit another party to do so.

Where a third-party contractor engages a subcontractor to perform its contractual obligations, the data protection obligations imposed on the third-party contractor by law and contract apply to the subcontractor.

Cooperative Educational Services through a BOCES

The District may not be required to enter into a separate contract or data sharing and confidentiality agreement with a third-party contractor that will receive student data or teacher or principal data from the District under all circumstances.

For example, the District may not need its own contract or agreement where:

- a) It has entered into a cooperative educational service agreement (CoSer) with a BOCES that includes use of a third-party contractor's product or service; and
- b) That BOCES has entered into a contract or data sharing and confidentiality agreement with the third-party contractor, pursuant to Education Law Section 2-d and its implementing regulations, that is applicable to the District's use of the product or service under that CoSer.

To meet its obligations whenever student data or teacher or principal data from the District is received by a third-party contractor pursuant to a CoSer, the District will consult with the BOCES to, among other things:

- a) Ensure there is a contract or data sharing and confidentiality agreement pursuant to Education Law Section 2-d and its implementing regulations in place that would specifically govern the District's use of a third-party contractor's product or service under a particular CoSer;
- b) Determine procedures for including supplemental information about any applicable contracts or data sharing and confidentiality agreements that a BOCES has entered into with a third-party contractor in its Parents' Bill of Rights for Data Privacy and Security;
- c) Ensure appropriate notification is provided to affected parents, eligible students, teachers, and/or principals about any breach or unauthorized release of PII that a third-party contractor has received from the District pursuant to a BOCES contract; and

(Continued)

- d) Coordinate reporting to the Chief Privacy Officer to avoid duplication in the event the District receives information directly from a third-party contractor about a breach or unauthorized release of PII that the third-party contractor received from the District pursuant to a BOCES contract.

Click-Wrap Agreements

Periodically, District staff may wish to use software, applications, or other technologies in which the user must "click" a button or box to agree to certain online terms of service prior to using the software, application, or other technology. These are known as "click-wrap agreements" and are considered legally binding "contracts or other written agreements" under Education Law Section 2-d and its implementing regulations.

District staff are prohibited from using software, applications, or other technologies pursuant to a click-wrap agreement in which the third-party contractor receives student data or teacher or principal data from the District unless they have received prior approval from the District's Data Privacy Officer or designee.

The District will develop and implement procedures requiring prior review and approval for staff use of any software, applications, or other technologies pursuant to click-wrap agreements.

Parents' Bill of Rights for Data Privacy and Security

The District will publish its Parents' Bill of Rights for Data Privacy and Security (Bill of Rights) on its website. Additionally, the District will include the Bill of Rights with every contract or other written agreement it enters into with a third-party contractor under which the third-party contractor will receive student data or teacher or principal data from the District.

The District's Bill of Rights will state in clear and plain English terms that:

- a) A student's PII cannot be sold or released for any commercial purposes;
- b) Parents have the right to inspect and review the complete contents of their child's education record;
- c) State and federal laws protect the confidentiality of PII, and safeguards associated with industry standards and best practices, including but not limited to encryption, firewalls, and password protection, must be in place when data is stored or transferred;
- d) A complete list of all student data elements collected by the state is available for public review at the following website <http://www.nysed.gov/student-data-privacy/student-data-inventory> or by writing to the Office of Information and Reporting Services, New York State Education Department, Room 865 EBA, 89 Washington Avenue, Albany, New York 12234; and

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- e) Parents have the right to have complaints about possible breaches of student data addressed. Complaints should be directed in writing to Privacy Complaint, Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, New York 12234. Complaints may also be submitted using the form available at the following website <http://www.nysed.gov/student-data-privacy/form/report-improper-disclosure>.

The Bill of Rights will also include supplemental information for each contract the District enters into with a third-party contractor where the third-party contractor receives student data or teacher or principal data from the District. The supplemental information must be developed by the District and include the following information:

- a) The exclusive purposes for which the student data or teacher or principal data will be used by the third-party contractor, as defined in the contract;
- b) How the third-party contractor will ensure that the subcontractors, or other authorized persons or entities to whom the third-party contractor will disclose the student data or teacher or principal data, if any, will abide by all applicable data protection and security requirements, including but not limited to those outlined in applicable laws and regulations (e.g., FERPA; Education Law Section 2-d);
- c) The duration of the contract, including the contract's expiration date, and a description of what will happen to the student data or teacher or principal data upon expiration of the contract or other written agreement (e.g., whether, when, and in what format it will be returned to the District, and/or whether, when, and how the data will be destroyed);
- d) If and how a parent, student, eligible student, teacher, or principal may challenge the accuracy of the student data or teacher or principal data that is collected;
- e) Where the student data or teacher or principal data will be stored, described in a manner as to protect data security, and the security protections taken to ensure the data will be protected and data privacy and security risks mitigated; and
- f) Address how the data will be protected using encryption while in motion and at rest.

The District will publish on its website the supplement to the Bill of Rights (i.e., the supplemental information described above) for any contract or other written agreement it has entered into with a third-party contractor that will receive PII from the District. The Bill of Rights and supplemental information may be redacted to the extent necessary to safeguard the privacy and/or security of the District's data and/or technology infrastructure.

Right of Parents and Eligible Students to Inspect and Review Students' Education Records

Consistent with the obligations of the District under FERPA, parents and eligible students have the right to inspect and review a student's education record by making a request directly to the District in a manner prescribed by the District.

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The District will ensure that only authorized individuals are able to inspect and review student data. To that end, the District will take steps to verify the identity of parents or eligible students who submit requests to inspect and review an education record and verify the individual's authority to do so.

Requests by a parent or eligible student for access to a student's education records must be directed to the District and not to a third-party contractor. The District may require that requests to inspect and review education records be made in writing.

The District will notify parents annually of their right to request to inspect and review their child's education record including any student data stored or maintained by the District through its annual FERPA notice. A notice separate from the District's annual FERPA notice is not required.

The District will comply with a request for access to records within a reasonable period, but not more than 45 calendar days after receipt of a request.

The District may provide the records to a parent or eligible student electronically, if the parent consents. The District must transmit the PII in a way that complies with laws and regulations. Safeguards associated with industry standards and best practices, including but not limited to encryption and password protection, must be in place when education records requested by a parent or eligible student are electronically transmitted.

Complaints of Breach or Unauthorized Release of Student Data and/or Teacher or Principal Data

The District will inform parents, through its Parents' Bill of Rights for Data Privacy and Security, that they have the right to submit complaints about possible breaches of student data to the Chief Privacy Officer at NYSED. In addition, the District has established the following procedures for parents, eligible students, teachers, principals, and other District staff to file complaints with the District about breaches or unauthorized releases of student data and/or teacher or principal data:

- a) All complaints must be submitted to the District's Data Protection Officer in writing.
- b) Upon receipt of a complaint, the District will promptly acknowledge receipt of the complaint, commence an investigation, and take the necessary precautions to protect PII.
- c) Following the investigation of a submitted complaint, the District will provide the individual who filed the complaint with its findings. This will be completed within a reasonable period of time, but no more than 60 calendar days from the receipt of the complaint by the District.
- d) If the District requires additional time, or where the response may compromise security or impede a law enforcement investigation, the District will provide the individual who

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filed the complaint with a written explanation that includes the approximate date when the District anticipates that it will respond to the complaint.

These procedures will be disseminated to parents, eligible students, teachers, principals, and other District staff.

The District will maintain a record of all complaints of breaches or unauthorized releases of student data and their disposition in accordance with applicable data retention policies, including the Records Retention and Disposition Schedule ED-1 (1988; rev. 2004).

Reporting a Breach or Unauthorized Release

The District will report every discovery or report of a breach or unauthorized release of student data or teacher or principal data within the District to the Chief Privacy Officer without unreasonable delay, but no more than ten calendar days after the discovery.

Each third-party contractor that receives student data or teacher or principal data pursuant to a contract or other written agreement entered into with the District will be required to promptly notify the District of any breach of security resulting in an unauthorized release of the data by the third-party contractor or its assignees in violation of applicable laws and regulations, the Parents' Bill of Rights for Student Data Privacy and Security, District policy, and/or binding contractual obligations relating to data privacy and security, in the most expedient way possible and without unreasonable delay, but no more than seven calendar days after the discovery of the breach.

In the event of notification from a third-party contractor, the District will in turn notify the Chief Privacy Officer of the breach or unauthorized release of student data or teacher or principal data no more than ten calendar days after it receives the third-party contractor's notification using a form or format prescribed by NYSED.

Investigation of Reports of Breach or Unauthorized Release by the Chief Privacy Officer

The Chief Privacy Officer is required to investigate reports of breaches or unauthorized releases of student data or teacher or principal data by third-party contractors. As part of an investigation, the Chief Privacy Officer may require that the parties submit documentation, provide testimony, and may visit, examine, and/or inspect the third-party contractor's facilities and records.

Upon the belief that a breach or unauthorized release constitutes criminal conduct, the Chief Privacy Officer is required to report the breach and unauthorized release to law enforcement in the most expedient way possible and without unreasonable delay.

Third-party contractors are required to cooperate with the District and law enforcement to protect the integrity of investigations into the breach or unauthorized release of PII.

Upon conclusion of an investigation, if the Chief Privacy Officer determines that a third-party contractor has through its actions or omissions caused student data or teacher or principal

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data to be breached or released to any person or entity not authorized by law to receive this data in violation of applicable laws and regulations, District policy, and/or any binding contractual obligations, the Chief Privacy Officer is required to notify the third-party contractor of the finding and give the third-party contractor no more than 30 days to submit a written response.

If after reviewing the third-party contractor's written response, the Chief Privacy Officer determines the incident to be a violation of Education Law Section 2-d, the Chief Privacy Officer will be authorized to:

- a) Order the third-party contractor be precluded from accessing PII from the affected educational agency for a fixed period of up to five years;
- b) Order that a third-party contractor or assignee who knowingly or recklessly allowed for the breach or unauthorized release of student data or teacher or principal data be precluded from accessing student data or teacher or principal data from any educational agency in the state for a fixed period of up to five years;
- c) Order that a third-party contractor who knowingly or recklessly allowed for the breach or unauthorized release of student data or teacher or principal data will not be deemed a responsible bidder or offeror on any contract with an educational agency that involves the sharing of student data or teacher or principal data, as applicable for purposes of General Municipal Law Section 103 or State Finance Law Section 163(10)(c), as applicable, for a fixed period of up to five years; and/or
- d) Require the third-party contractor to provide additional training governing confidentiality of student data and/or teacher or principal data to all its officers and employees with reasonable access to this data and certify that the training has been performed at the contractor's expense. This additional training is required to be performed immediately and include a review of laws, rules, and regulations, including Education Law Section 2-d and its implementing regulations.

If the Chief Privacy Officer determines that the breach or unauthorized release of student data or teacher or principal data on the part of the third-party contractor or assignee was inadvertent and done without intent, knowledge, recklessness, or gross negligence, the Chief Privacy Officer may make a recommendation to the Commissioner that no penalty be issued to the third-party contractor.

The Commissioner would then make a final determination as to whether the breach or unauthorized release was inadvertent and done without intent, knowledge, recklessness or gross negligence and whether or not a penalty should be issued.

Notification of a Breach or Unauthorized Release

The District will notify affected parents, eligible students, teachers, and/or principals in the most expedient way possible and without unreasonable delay, but no more than 60 calendar days after the discovery of a breach or unauthorized release of PII by the District or the receipt of

(Continued)

a notification of a breach or unauthorized release of PII from a third-party contractor unless that notification would interfere with an ongoing investigation by law enforcement or cause further disclosure of PII by disclosing an unfixed security vulnerability. Where notification is delayed under these circumstances, the District will notify parents, eligible students, teachers, and/or principals within seven calendar days after the security vulnerability has been remedied or the risk of interference with the law enforcement investigation ends.

Notifications will be clear, concise, use language that is plain and easy to understand, and to the extent available, include:

- a) A brief description of the breach or unauthorized release, the dates of the incident and the date of discovery, if known;
- b) A description of the types of PII affected;
- c) An estimate of the number of records affected;
- d) A brief description of the District's investigation or plan to investigate; and
- e) Contact information for representatives who can assist parents or eligible students that have additional questions.

Notification will be directly provided to the affected parent, eligible student, teacher, or principal by first-class mail to their last known address, by email, or by telephone.

Where a breach or unauthorized release is attributed to a third-party contractor, the third-party contractor is required to pay for or promptly reimburse the District for the full cost of this notification.

Annual Data Privacy and Security Training

The District will annually provide data privacy and security awareness training to its officers and staff with access to PII. This training will include, but not be limited to, training on the applicable laws and regulations that protect PII and how staff can comply with these laws and regulations. The District may deliver this training using online training tools. Additionally, this training may be included as part of the training that the District already offers to its workforce.

Notification of Policy

The District will publish this policy on its website and provide notice of the policy to all its officers and staff.

Education Law § 2-d
8 NYCRR Part 121

Appendix H: Student Device Replace Cycle

Student devices will be refreshed/distributed annually in Kindergarten, 5th and 9th Grade

	3100		3110		31xx	3100 EOL			3110 EOL	31xxX
	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	
K	2034	2035	2036	2037	2038	2039	2040	2041	2042	
1	2033	2034	2035	2036	2037	2038	2039	2040	2041	
2	2032	2033	2034	2035	2036	2037	2038	2039	2040	
3	2031	2032	2033	2034	2035	2036	2037	2038	2039	
4	2030	2031	2032	2033	2034	2035	2036	2037	2038	
5	2029	2030	2031	2032	2033	2034	2035	2036	2037	
6	2028	2029	2030	2031	2032	2033	2034	2035	2036	
7	2027	2028	2029	2030	2031	2032	2033	2034	2035	
8	2026	2027	2028	2029	2030	2031	2032	2033	2034	
9	2025	2026	2027	2028	2029	2030	2031	2032	2033	
10	2024	2025	2026	2027	2028	2029	2030	2031	2032	
11	2023	2024	2025	2026	2027	2028	2029	2030	2031	
12	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Carts				240						

BOARD OF EDUCATION

2023-2024 Planning Calendar (DRAFT)

JULY			
7.10.23	5:30 PM 6:30 PM	CMS Auditorium	BOE/Cabinet Dinner Annual Reorganization Meeting
AUGUST			
8.14.23	5-8 PM	Conference Room B	BOE Summer Retreat
8.21.23	5:00 PM 6:00 PM	CMS Auditorium	Joint Meeting with Town of Clarence Regular Meeting
SEPTEMBER – Policy Committee and Finance & Audit Committee			
9.12.23	6:00 PM	CMS Auditorium	Regular Meeting
9.25.23	6:00 PM	CMS Auditorium	Regular Meeting
OCTOBER – Facilities Committee			
10.16.23	6:00 PM	CMS Auditorium	9 AM Building Tour of High School Regular Meeting
10.26-28.23		NYSSBA 2023—Annual Convention	Buffalo, NY
10.30.23	6:00 PM	CMS Auditorium	Regular Meeting
NOVEMBER – Policy Committee and Facilities Committee			
11.14.23	6:00 PM	CMS Auditorium	9 AM Building Tour of Middle School Regular Meeting
DECEMBER – Finance & Audit Committee			
12.11.23	6:00 PM	CMS Auditorium	8 AM Building Tour of Clarence Center Regular Meeting
12.21.23	6:00 PM		BOE/Cabinet Dinner
JANUARY – Policy Committee and Facilities Committee			
1.8.24	6:00 PM	CMS Auditorium	8 AM Building Tour of Harris Hill Regular Meeting
1.20.24	8:30-12 PM	Conference Room B	BOE Winter Retreat
1.22.24	6:00 PM	CMS Auditorium	Regular Meeting & Budget Study Session 1
1.31.24	5:30-7:30 PM	CHS Library	Teacher Forum
FEBRUARY – Finance & Audit Committee			
2.12.24	6:00 PM	CMS Auditorium	8 AM Building Tour of Ledgeview Regular Meeting & Budget Study Session 2
MARCH – Policy Committee and Finance & Audit Committee			
3.4.24	6:00 PM	CMS Auditorium	8 AM Building Tour of Sheridan Hill Regular Meeting
3.18.24	6:00 PM	CMS Auditorium	Regular Meeting & Budget Study Session 3
3.27.24	5:30-7:30 PM	CHS Library	CSEA Forum
APRIL – Facilities Committee			
4.16.24	6:00 PM	CMS Auditorium	Regular Meeting—Budget Adoption Erie 1 Budget Vote and Election
4.24.24	2:45-4:15 PM	CHS Library	Student Forum
MAY			
5.1.24	6:00 PM	Orazio's	Volunteer Recognition Dinner
5.13.24	6:00 PM	CMS Auditorium	Regular Meeting—Budget Public Hearing
5.20.24	5:00 PM	CHS Cafeteria	Student Recognition Ceremony
5.21.24	7 AM – 9 PM	CHS Gymnasium	Annual Budget Vote & BOE Election
JUNE			
6.10.24	4:30 PM 7:00 PM	Santora's CMS Auditorium	Tenure/Retiree Reception Regular Meeting
6.29.24	10:00 AM	CHS Stadium	CHS Class of 2024 Commencement
JULY			
7.8.24	6:00 PM	CMS Auditorium	Annual Reorganization Meeting (Tentative)

Data Area: Official

Data Timestamp: 07/06/2023 13:29:02.000224

District Name: CLARENCE CSD

State Aid: 2022-
2023

District Code: 140801

Today's Date: 07/06/2023

**ESTIMATED NONRESIDENT TUITION REPORT (NRT EST)
FOR 2022-23 SCHOOL YEAR ATTENDANCE**[Glossary](#)

The nonresident tuition rates below are estimated rates for billing during the 2022-23 school year. When the actual 2022-23 nonresident tuition rates are available in the 2023-24 school year, refunds or additional charges are to be made in accordance with Section 174.2 (a) (6) of the Regulations of the Commissioner of Education.

TUITION CHARGE FOR REGULAR EDUCATION STUDENTS BASED ON NET COST PER STUDENT:

HALF DAY K TUITION FOR REGULAR EDUCATION PUPIL	(ENT 81)	0
FULL DAY K-6 TUITION FOR REGULAR EDUCATION PUPIL	(ENT 82)	10,181
GRADE 7-12 TUITION FOR REGULAR EDUCATION PUPIL	(ENT 83)	14,450

TUITION FOR STUDENTS WITH DISABILITIES WHO ARE ELIGIBLE FOR PUBLIC EXCESS COST AID:

HALF DAY K TUITION FOR SPECIAL EDUCATION PUPIL	(ENT 85)	0
FULL DAY K-6 TUITION FOR SPECIAL EDUCATION PUPIL	(ENT 86)	27,653
GRADE 7-12 TUITION FOR SPECIAL EDUCATION PUPIL	(ENT 87)	31,922

**NONRESIDENT TUITION WORKSHEET FOR IN-DISTRICT PROGRAMS (NOT BOCES)
ESTIMATED****NET ALLOWABLE EXPENDITURES/APPROPRIATIONS**

1	TOTAL GENERAL FUND APPROPRIATIONS	(ST-3 SCH A4C [AT9999.0] PROJECTED ENT 463)	90,671,018
2	MINUS SPECIAL SCHOOLS - SUPERVISION	(ST-3 SCH A4B [A2040.0] PROJECTED ENT 155)	235,000
3	MINUS SPECIAL SCHOOLS - TEACHING	(ST-3 SCH A4B [A2330.0] PROJECTED ENT 230)	162,075
4	MINUS SPECIAL SCHOOLS - PUPIL PERSONNEL SERVICES (PPS)	(ST-3 SCH A4B [A2830.0])	0

		PROJECTED ENT 300)	
5	MINUS PUPIL TRANSPORTATION	(ST-3 SCH A4C [AT5599.0] PROJECTED ENT 345)	5,270,520
6	MINUS COMMUNITY SERVICES	(ST-3 SCH A4C [AT8099.0] PROJECTED ENT 373)	0
7	MINUS PUBLIC LIBRARY - GENERAL FUND DEBT SERVICE EXPENSE	(NYSED FS ST-3 CALC ENT 179 EST)	0
8	MINUS GENERAL FUND PRINCIPAL EXPENSE FOR PURCHASE OF BUSES	(NYSED FS ST-3 CALC ENT 168 EST)	0
9	MINUS GENERAL FUND INTEREST EXPENSE FOR PURCHASE OF BUSES	(NYSED FS ST-3 CALC ENT 169 EST)	0
10	MINUS TUITION EXPENSE - SWD	(NYSED FS ST-3 CALC ENT 280 EST)	2,860,000
11	MINUS EXPENSE TO BOCES - SWD	(ST-3 SCH A4B [A2250.49] PROJECTED ENT 196)	1,176,815
12	MINUS TOTAL INTERFUND TRANSFERS FROM THE GENERAL FUND OTHER THAN SCHOOL CONSTRUCTION	(NYSED FS ST-3 CALC ENT 283 EST)	0
13	MINUS TUITION PAYMENTS TO OTHER PUBLIC SCHOOLS IN NYS	(ST-3 SCH A4B PROJECTED ENT 181 + ST-3 SCH A4B PROJECTED ENT 182)	0
14	MINUS REVENUES FROM TEXTBOOK CHARGES (INDIVIDUALS)	(ST-3 SCH A3 [A1330] PROJECTED ENT 18)	
15	MINUS REVENUES FROM OTHER STUDENT FEES AND CHARGES	(ST-3 SCH A3 [A1335] PROJECTED ENT 19)	
16	MINUS REVENUES FROM ADMISSIONS (FROM INDIVIDUALS)	(ST-3 SCH A3 [A1410] PROJECTED ENT 20)	6,000
17	MINUS REVENUES FROM OTHER CHARGES FOR SERVICES (INDIVIDUALS)	(ST-3 SCH A3 [A1489] PROJECTED ENT 22)	

18	MINUS REVENUES FROM DATA PROCESSING FOR OTHER DISTRICTS AND GOVERNMENTS	(ST-3 SCH A3 [A2228] PROJECTED ENT 23)	
19	MINUS REVENUES FOR SERVICES TO BOCES (NOT TRANSPORTATION)	(ST-3 SCH A3 [A2235] PROJECTED ENT 26)	
20	MINUS REVENUES FOR HEALTH SERVICES TO OTHER DISTRICTS	(ST-3 SCH A3 [A2280] PROJECTED ENT 27)	70,000
21	MINUS REVENUES FROM SERVICES TO OTHER GOVERNMENTS, NARCOTICS PROGRAMS	(ST-3 SCH A3 [A2290] PROJECTED ENT 28)	
22	MINUS REVENUES FROM NARCOTIC CONTROL SERVICES FOR BOCES	(ST-3 SCH A3 [A2291] PROJECTED ENT 29)	
23	MINUS REVENUES FROM YOUTH SERVICES FOR OTHER GOVERNMENTS	(ST-3 SCH A3 [A2350] PROJECTED ENT 44)	
24	MINUS OTHER MISC REVENUES	(ST-3 SCH A3 [A2389] PROJECTED ENT 47)	
25	MINUS OTHER MISC REVENUES - DISTRICTS IN OTHER STATES	(ST-3 SCH A3 [A2395] PROJECTED ENT 51)	
26	MINUS TOTAL REVENUES FROM USE OF MONEY AND PROPERTY	(ST-3 SCH A3 [AT2499] PROJECTED ENT 64)	212,000
27	MINUS TOTAL REVENUES FROM SALE OF PROPERTY AND COMPENSATION FOR LOSS	(ST-3 SCH A3 [AT2699] PROJECTED ENT 76)	33,000
28	PLUS REVENUES FROM SALE OF TRANSPORTATION EQUIPMENT	(ST-3 SCH A3 [A2666] PROJECTED ENT 70)	
29	PLUS REVENUES FROM INSURANCE RECOVERIES - TRANSPORTATION RELATED	(ST-3 SCH A3 [A2680] PROJECTED ENT 72)	15,000
30	MINUS REFUNDS FOR BOCES AIDED SERVICES	(ST-3 SCH A3 [A2701]	276,000

		PROJECTED ENT 78)	
31	MINUS REFUNDS OF PRIOR YEARS EXP - OTHER - NOT TRANSPORTATION	(ST-3 SCH A3 [A2703] PROJECTED ENT 81)	
32	MINUS GIFTS AND DONATIONS	(ST-3 SCH A3 [A2705] PROJECTED ENT 83)	
33	MINUS OTHER UNCLASSIFIED REVENUES	(ST-3 SCH A3 [A2770] PROJECTED ENT 87)	
34	MINUS INTERFUND TRANSFERS TO GEN FUND (INDIRECT COSTS)	(FORM FB PROJECTED ENT 173)	
35	MINUS FEDERAL AIDS	(ST-3 SCH A3 [A4289] PROJECTED ENT 117)	
36	MINUS MEDICAID ASSISTANCE - SCHOOL AGE - SCHOOL YEAR PROGRAMS	(ST-3 SCH A3 [A4601] PROJECTED ENT 118)	428,232
37	MINUS PAYMENTS TO CHARTER SCHOOLS	(NYSED FS ST-3 CALC ENT 284 EST)	22,552
38	NET ALLOWABLE APPROPRIATIONS	(ENT 1 - (SUM ENTS 2 THRU 27) - (SUM ENTS 30 THRU 37) + (SUM ENTS 28 THRU 29)	79,933,824
GRADE LEVEL PRORATIONS OF EXPENSE BASED ON SALARIES:			
39	NOT USED		
40	TOTAL SPECIAL EDUCATION SALARIES - TEACHERS	(ST-3 SCH A4B [A2250.15] PROJECTED ENT 187)	4,855,000
41	PRE-K TEACHER SALARIES	(ST-3 SCH A4B [A2110.10] PROJECTED ENT 171)	0
42	HALF DAY K TEACHER SALARIES	(ST-3 SCH A4B [A2110.11] PROJECTED ENT 172)	
43	FULL DAY K - 6 TEACHER SALARIES	(ST-3 SCH A4B [A2110.12] PROJECTED ENT	11,540,000

		173 + ST-3 SCH A4B [A2110.12] PROJECTED ENT 174)	
44	GRADES 7 - 12 TEACHER SALARIES	(ST-3 SCH A4B [A2110.13] PROJECTED ENT 175)	14,361,000
45	CAREER ED TEACHER SALARIES	(ST-3 SCH A4B [A2280.15] PROJECTED ENT 209)	0
46	TOTAL SECONDARY SCHOOL SALARIES - TEACHERS	(ENT 44 + ENT 45)	14,361,000
47	TOTAL TEACHER SALARIES FOR PRORATION	(SUM ENTS 40 THRU 43 + ENT 46)	30,756,000
48	DECIMAL PORTION OF SALARIES IN SPECIAL EDUCATION	(ENT 40 / ENT 47)	0.15785
49	DECIMAL PORTION OF SALARIES IN HALF DAY K	(ENT 42 / ENT 47)	0.00000
50	DECIMAL PORTION OF SALARIES IN FULL DAY K - 6	(ENT 43 / ENT 47)	0.37521
51	DECIMAL PORTION OF SALARIES IN SECONDARY SCHOOLS	(ENT 46 / ENT 47)	0.46693
52	NET ALLOWABLE COST FOR SPECIAL EDUCATION	(ENT 48 * ENT 38, ROUND)	12,617,555
53	NET ALLOWABLE COST FOR HALF DAY K	(ENT 49 * ENT 38, ROUND)	0
54	NET ALLOWABLE COST FOR FULL DAY K-6	(ENT 50 * ENT 38, ROUND)	29,991,971
55	NET ALLOWABLE COST FOR SECONDARY SCHOOLS	(ENT 51 * ENT 38, ROUND)	37,323,501
STATE AID:			
56	TOTAL STATE AID	(ST-3 SCH A3 [AT3999] PROJECTED ENT 113)	25,440,484
57	MINUS LOSS OF PUBLIC UTILITY VALUATION	(ST-3 SCH A3 [A3017] PROJECTED ENT 91)	
58	NET STATE AID	(ENT 56 - ENT 57)	25,440,484
59	2022-23 TRANSPORTATION AID	(TRA ENT 174)	3,285,231
60	2022-23 CAREER EDUCATION AID BIG 5 CITIES AND BOCES NONCOMPONENTS	(GEN ENT 12)	0
61	2021-22 TOTAL POSSIBLE HOURS OF SUMMER SCHOOL ATTENDANCE	(FORM A ENT 71B)	18,228
62	WEIGHTED SUMMER SCHOOL ADM	((ENT 61 / 90) * .12)	24.30
63	2022-23 FOUNDATION AID PER PUPIL	(GEN ENT 115)	3,145.64
64	CALCULATED SUMMER SCHOOL AID	(ENT 62 * ENT 63, ROUND)	76,439

65	TUITION FOR STUDENTS WITH DISABILITIES (CHAPTER 47, 66 AND 721)	(ST-3 SCH A3 [A3104] PROJECTED ENT 101)	100,470
66	NOT USED		
67	2022-23 EXCESS COSTS AID (INCLUDES 2223 PUBLIC EXCESS COST AID SETASIDE, 2223 PUBLIC EXCESS HIGH COST AID, 2223 PUBLIC EXCESS SUPPLEMENTAL AID AND 2223 PRIVATE EXCESS COST AID)	(ST-3 SCH A3 [A3101] PROJECTED ENT 95)	4,409,618
68	NET ALLOWABLE AID	(ENT 58 - ENT 59 - ENT 60 - ENT 64 - ENT 65 - ENT 67, MIN 0)	17,568,726

AIDABLE PUPIL UNITS FOR PRORATING AIDS BY GRADE LEVEL:

69	2021-22 HALF DAY K AIDABLE PUPIL UNITS	(FORM A SCH A4 ENT 25)	0.00
70	2021-22 FULL DAY K - 6 AIDABLE PUPIL UNITS	(FORM A SCH A4 ENT 26 + FORM A SCH A4 ENT 27 + DUAL ENR SCH B PART V ENT 1)	2,102.41
71	2021-22 GRADES 7 - 12 AIDABLE PUPIL UNITS	(FORM A SCH A4 ENT 28 + DUAL ENR SCH B PART V ENT 2)	1,956.20
72	TOTAL AIDABLE PUPIL UNITS FOR PRORATING	(SUM ENTS 69 THRU 71)	4,058.61

PRORATA STATE AID BY GRADE LEVEL:

73	AID FOR HALF DAY K	(ENT 68 * (ENT 69 / ENT 72), ROUND)	0
74	AID FOR FULL DAY K-6	(ENT 68 * (ENT 70 / ENT 72), ROUND)	9,100,817
75	AID FOR GRADES 7-12	(ENT 68 * (ENT 71 / ENT 72), ROUND)	8,467,910
76	NOT USED		

NET COST PER GRADE LEVEL:

77	NET COST FOR HALF DAY K	(ENT 53 - ENT 73, MIN 0)	0
78	NET COST FOR FULL DAY K-6	(ENT 54 - ENT 74, MIN 0)	20,891,154
79	NET COST FOR GRADES 7-12	(ENT 55 - ENT 60 - ENT 75, MIN 0)	28,855,591
80	NET COST FOR K-12 SPECIAL EDUCATION LESS 2223 PUBLIC SUPPLEMENTAL EXCESS COST AID AND 2223 PUB SETASIDE	(IF SUM OF ENTS 41 THRU 45 = 0, THEN (ENT 52 - (2022-23 PUB ENT 9 + 2022-23 PUB ENT 12) - SUM	8,962,399

ENTS 73 THRU
75)),

ELSE (ENT 52 -
(2022-23 PUB ENT
9 + 2022-23 PUB
ENT 12)))

TUITION CHARGE FOR REGULAR EDUCATION STUDENTS BASED ON NET COST PER STUDENT:

81	NET COST PER HALF DAY K STUDENT	((ENT 77 / FORM A SCH A4 PROJECTED ENT 25) * 2 , ROUND)	0
82	NET COST PER FULL DAY K-6 STUDENT	(ENT 78 / (FORM A SCH A4 PROJECTED ENT 26 + FORM A SCH A4 PROJECTED ENT 27 + DUAL ENR SCH B PART V FORM A SCH A4 PROJECTED ENT 1), ROUND)	10,181
83	NET COST PER GRADE 7-12 STUDENT	(ENT 79 / (FORM A SCH A4 PROJECTED ENT 28 + DUAL ENR SCH B PART V FORM A SCH A4 PROJECTED ENT 2), ROUND)	14,450

TUITION FOR STUDENTS WITH DISABILITIES (SWD) WHO ARE ELIGIBLE FOR PUBLIC EXCESS COST AID:

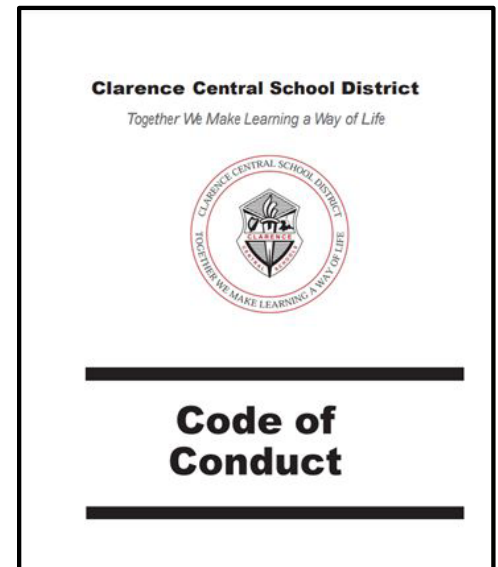
84	NET COST PER STUDENT WITH DISABILITIES	(ENT 80 / (NYSED FS ST-3 CALC ENT 282 EST + 1.41 * DUAL ENR SCH B PART V PROJECTED ENT 6))	12,390.81
85	HALF DAY K STUDENT WITH DISABILITIES	(IF ENT 81 > 0, ENT 81 + (1.41 * .5 * ENT 84), ROUND)	0
86	FULL DAY K-6 STUDENT WITH DISABILITIES	(ENT 82 + (1.41 * ENT 84), ROUND)	27,653
87	GRADE 7-12 STUDENT WITH DISABILITIES	(ENT 83 + (1.41 * ENT 84), ROUND)	31,922

CLARENCE CENTRAL SCHOOL DISTRICT

Together We Make Learning A Way Of Life

Code of Conduct Review

July 10, 2023 BOE Meeting





Purpose and Responsibilities

Each public school must adopt and enforce a Code of Conduct for the maintenance of order on school property and at school functions.

Samples Responsibilities

- *Provisions regarding conduct, dress, and language*
- *Provisions prohibiting harassment, bullying, and/or discrimination*
- *Standards and procedures to assure safety and security*
- *Disciplinary measures and interventions for Code of Conduct violations*





Together We Make Learning A Way Of Life

Code of Conduct Review Process

- *Codes of Conduct must be developed and/or revised with input from students, teachers, administrators, etc.*
- *Districts must make public their Codes of Conduct*
- *Typical Sequence:*
 - *Code of Conduct is reviewed*
 - *Revised information is posted on the website*
 - *Presentation and Public Hearing are held*
 - *Adoption by the Board of Education*

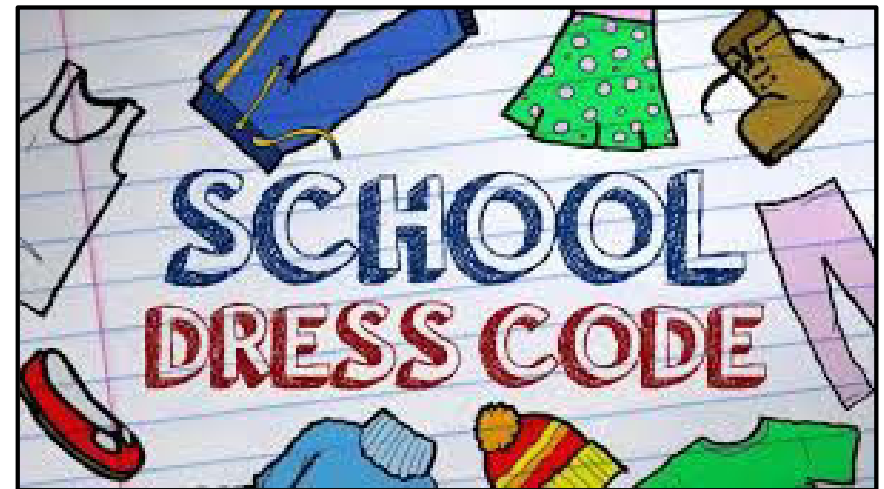




Together We Make Learning A Way Of Life

Student Dress Code

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other District personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.





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Student Dress Code Review Process

- *Ad hoc review by committee of mixed stakeholders*
- *Student, staff, and family feedback collected and reviewed*
- *Input from school attorney on final language revisions*
- *Final language for Board of Education adoption*
- *Ongoing communication and consistent application of the Student Dress Code*





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A student's dress, grooming, and appearance, including accessories, hair style/color, jewelry, make-up and nailsetc., shall:

1. Be safe, appropriate and not substantially disrupt or interfere with the educational process. Extremely brief garments and see-through garments are not appropriate.
2. Ensure that underwear is covered with outer clothing.
3. Include fFootwear is required at all times. Footwear that may be-is a safety hazard will not be allowed.
4. Specific dress requirements may be required by the District for students participating in activities in which clothing and accessories (i.e.-and long baggy clothes, jewelry) may be a safety or health concern, such as science laboratories, physical education and interscholastic athletics.
5. Not include items that present a threat to the student's, or another student's, health or safety.
6. Not include the wearing of hats in the classroom except for a medical or religious purpose or unless otherwise authorized by the school.
7. Not include items that are lewd, vulgar, obscene, suggestive (of a sexual nature), libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or

disabilitydisability or any other protected class under federal, state, or local law.

8. Not promote and/or endorse the use of alcohol, tobacco, smoking paraphernalia or illegal drugs/substances and/or encourage other illegal or violent activities.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any staff member who believes a student to be in violation of the dress code should report the student to a building administrator. The determination as to whether a student is in violation of any portion of the dress code will be at the sole discretion of building administration. Building administrators have the authority to require a student to change, cover, remove, replace or modify his/her/their attire should the administrator deem the attire inappropriate-under to violate the dress code. Any student who refuses an administrator's directive relating to his/her/their attire, to do so, or who repeatedly violates the dress code, may be subject to disciplinary action, up to and including out-of-school suspension.

Each building principal or his/her/their designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and whenever a revision to the dress code is made during the school year.



Together We Make Learning A Way Of Life

ANY
QUESTIONS?



Clarence Central School District

Together We Make Learning a Way of Life



Code of Conduct

CCSD CODE OF CONDUCT

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I. INTRODUCTION

Appropriate behavior in public settings is a requirement of life for members of any society. Public schools are instruments of society. Their purpose is to educate children and young adults of that society to become responsible, contributing members of the community.

It is our belief that proper and appropriate behavior and a safe, orderly, predictable environment are essential to the success of a school. To that end, it is our obligation to encourage, teach, and promote self-discipline, personal responsibility, dignity, and a respect for the rights and property of others.

It is the duty of the school district to formulate a Code of Conduct that serves to educate and protect all members of the school community. This code should state appropriate behavior and fair consequences for inappropriate behavior. This code should conform to the standards and beliefs of the state and the community in which we live. It should address the major areas of appropriate student conduct as well as include flexibility that recognizes the differences in every situation. It should allow for an interpretation of the rules by an administrator that is appropriate to each situation at all grade levels. This code should encourage the creation of an optimal environment for teaching and learning.

It is the responsibility of the school board to interpret the values and standards of the community that should be reflected in the schools. It is the responsibility of the superintendent to implement the policies established by the board of education within the guidelines of State Education Law. It is the responsibility of each building principal to provide a climate in his/her building that encourages learning. It is the responsibility of each teacher, as the primary representative of the district with his/her students, to provide a safe, fair and orderly classroom environment. It is the responsibility of each student to conduct himself/herself with dignity, self-discipline, and respect for the values of society and its members.

Unless otherwise indicated, this code applies to all students, school personnel, parents, and other visitors when on school property or attending a school function. As a guideline, the code may not cover every situation that occurs, every degree of behavior, or every variation in every given disciplinary encounter. It is noted that any behavior that is illegal, which interferes with the learning of others, or that compromises the safety of any member of the school community is considered a violation of the code, whether or not specified in the code.

It is the desire of the Board of Education of the Clarence Central School District that this Code of Conduct clarifies and encourages appropriate behavior, helps ensure the safety and security of all members of the school community, and promotes an educational climate that advances teaching and learning.

II. DEFINITIONS

For purposes of this code, the following definitions apply:

- **Disability** means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment.
- **Disruptive student** means an elementary or secondary student under the age of 21 who is substantially disruptive to the educational process or substantially interferes with the teacher's authority in the classroom.
- **Employee** means any person receiving compensation from a school district or employee of a contracted service provided or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article give of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.
- **Gender** means actual or perceived sex and includes a person's gender identity or expression.
- **Harassment** means the creation of a hostile environment by conduct or by verbal 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 wellbeing; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal 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.
- **Bullying** means unwanted aggressive behavior that involves a real or perceived imbalance of power. The behavior is repeated, or has the potential to be repeated, over time.
- **Parent** means parent, guardian, or person in a parental relation to a student.
- **Sexual orientation** means actual or perceived heterosexuality, homosexuality, or bisexuality.

- **School bus** means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers, and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.
- **School property** means in or within any building, structure, athletic playing field playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law §142.
- **Slander** means the action or crime of making a false spoken statement damaging to a person's reputation.
- **School function** means any school-sponsored extracurricular event or activity.
- **Violent student** means a student under the age of 21 who:
 1. Commits an act of violence upon a school employee, or attempts to do so.
 2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at a school function, or attempts to do so.
 3. Possesses, while on school property or at a school function, a weapon.
 4. Displays, while on school property or at a school function, what appears to be a weapon.
 5. Threatens, while on school property or at a school function, to use a weapon.
 6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
 7. Knowingly and intentionally damages or destroys school district property.
 8. Knowingly and intentionally uses social media to threaten or cause harm to an individual or group of students.
- **Weapon** means a firearm as defined in 18 USC §921 for purposes of the Gun Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

III. STUDENT RIGHTS AND RESPONSIBILITIES

With every right comes a responsibility.

It is the student's right:

- 1) To attend school in the district in which one's parent or legal guardian resides. →
- 2) To expect that school will be a safe, orderly and purposeful place for all students to gain an education and to be treated fairly. →
- 3) To be respected as an individual. →
- 4) To express one's opinions verbally or in writing. →
- 5) To dress in such a way as to express one's personality. →
- 6) To be afforded equal and appropriate educational opportunities. →
- 7) To take part in all school activities on an equal basis regardless of race, color creed, religion, religious practice, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability. →
- 8) To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems. →
- 9) To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity. →

It is the student's responsibility:

- To attend school daily, regularly and on time, perform assignments, and strive to do the highest quality work possible and be granted the opportunity to receive a good education.
- To be aware of all rules and expectations regulating student's behavior and conduct oneself in accordance with these guidelines.
- To respect one another and to treat others in the manner that one would want to be treated.
- To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict, the rights and privileges of others.
- To dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting.
- To be aware of available educational programs in order to use and develop one's capabilities to their maximum.
- To work to the best of one's ability in all academic and extracurricular activities and conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
- To be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate.
- To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.

IV. ROLE OF ESSENTIAL PARTNERS

Expectations for member groups of the school community include, but are not limited to:

A. Parents

All parents are expected to:

1. Recognize that the education of their child is a joint responsibility of parents and the school community.
2. Send their child to school ready to participate, contribute, and learn.
3. Ensure their child attends school regularly and arrives on time.
4. Ensure absences are minimal and for reasons that are legally excusable.
5. Ensure their child is dressed and groomed in a manner consistent with the student dress code and conducive to learning.
6. Work collaboratively with teachers and administrators to teach their child that in a democratic society, appropriate rules are required to maintain a safe and orderly environment.
7. Know school rules and help their child understand them.
8. Convey to their child a supportive attitude toward education and the district.
9. Build good relationships with teachers, other parents, and their child's friends.
10. Assist their child in dealing with peer pressure. Work collaboratively with teachers and administrators to teach their child about the ramifications of destructive peer pressure and teasing.
11. Inform school officials of changes in the home environment that may affect student conduct or performance.
12. Provide a place for study. Ensure that homework assignments are completed, and assist their child in learning the skills necessary to be organized, prepared learners.
13. Encourage their child to participate in extracurricular activities and offer support in that endeavor.
14. Model behavior that is free from harassment or discrimination.
15. Exemplify conduct that fosters civility, kindness, and acceptance towards all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

B. Teachers

All district teachers are expected to:

1. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Continue with professional growth and learning; gain expertise with new techniques and content materials.
6. Model and conform to guidelines stipulated in Section V, Student Dress Code.
7. Maintain a learning environment that is free from harassment and/or discrimination.

Communicate to students and parents information about:

8. Provide course objectives and requirements
9. Provide marking/grading procedures
10. Provide assignment deadlines
11. Provide expectations for students
12. Provide classroom discipline
13. Communicate regularly with students, parents, and other teachers concerning academic growth, achievement, and student progress.

C. Student Support Service Personnel

All district school counselors and school psychologists are expected to:

1. Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
2. Regularly review with students their educational progress and provide information about career planning.
3. Provide information to assist students in need of academic support services.
4. Encourage students to benefit from the curriculum and extracurricular programs.
5. Arrange meetings with groups of students who may be involved with conflict in order to solve and mediate problems.
6. Support educational and academic goals.
7. Know school rules, abide by them and enforce them in a fair and consistent manner.

8. Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
9. Maintain confidentiality about all personal information and educational records concerning students and their families.
10. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary or requested, as a way to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.
11. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
12. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

D. Other School Staff

1. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
2. Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
3. Assist in promoting a safe, orderly and stimulating school environment.
4. Maintain confidentiality about all personal information and educational records concerning students and their families.
5. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
6. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

E. Dignity for All Students Act Coordinators (DACs)

All district Dignity Act Coordinators (at least one per building) are expected to:

1. Serve as the lead person responsible for facilitating implementation of DASA.
2. Participate in required training in order to respond to human relations in the areas of actual and/or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and gender.
3. Be accessible to students and other staff for consultation and guidance as needed relative to the Dignity for All Students Act.
4. Accept reports regarding violations and conduct investigations as appropriate.

F. Principals/District Administrators

All district principals and administrators are expected to:

1. Promote a safe, orderly, and stimulating school environment that supports teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and/or approach the principal for redress of grievances.
3. Evaluate instructional programs and personnel on a regular basis.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Support and encourage an active Parent Teacher Organization in order to work together for the benefit of children.
7. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

G. Superintendent

The Superintendent is expected to:

1. Promote a safe, orderly, and stimulating school environment that supports active teaching and learning.
2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the Board of Education about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

H. Board of Education

The Board of Education is expected to:

1. Collaborate with student, teacher, administrator, parent organizations, school safety personnel, and other school personnel to develop a code of conduct that clearly defines expectations for the behavior of students, district personnel, and visitors on school property and at school functions.
2. Adopt and review, at least annually, the district's code of conduct in order to evaluate its effectiveness, fairness, and consistency of implementation.
3. Conduct Board of Education meetings in a professional, respectful, courteous manner, thus leading by example.
4. Adopt policies to provide students with a school environment free of harassment and/or discrimination.
5. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

V. STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming, and appearance, including ~~accessories, hair-style/color, jewelry, make-up, and nails~~, shall:

1. Be safe, appropriate and not ~~substantially~~ disrupt or interfere with the educational process. ~~Extremely brief garments and see-through garments are not appropriate.~~
- ~~2. Recognize that extremely brief garments such as short skirts and shorts, tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), and see-through garments may not be appropriate.~~
2. Ensure that underwear is ~~completely~~ covered with outer clothing.
3. ~~Include~~ Footwear is required at all times. Footwear that ~~may be~~ is a safety hazard will not be allowed.
4. Specific dress requirements may be required by the District for students participating in activities in which clothing and accessories (i.e. long baggy clothes, jewelry) may be a safety or health concern, such as science laboratories, physical education and interscholastic athletics.
5. Not include items that present a threat to the student's, or another student's, health or safety.
6. Not include the wearing of hats ~~or headwear~~ in the classroom except for a medical or religious purpose ~~or unless otherwise authorized by the school.~~
7. Not include items that are ~~lewd~~, vulgar, obscene, ~~suggestive (of a sexual nature)~~, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, ~~or~~ disability ~~or any other protected class under federal, state, or local law.~~
8. Not promote and/or endorse the use of alcohol, tobacco, ~~smoking paraphernalia~~ or illegal drugs/~~substances~~ and/or encourage other illegal or violent activities.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any staff member who believes a student to be in violation of the dress code should report the student to a building administrator. The determination as to whether a student is in violation of any portion of the dress code will be at the sole discretion of building administration. Building administrators have the authority to require a student to change, cover, remove, replace or modify his/her/their attire should the administrator deem the attire to violate the dress code. Any student who refuses an administrator's directive relating to his/her/their attire, ~~to do so~~ or who repeatedly violates the dress code, may be subject to disciplinary action, up to and including out-of-school suspension. ~~shall be subject to discipline up to and including in-school suspension for the day.~~ ~~Any student who repeatedly fails to comply with the dress code shall be subject to further discipline up to and including out-of-school suspension.~~

Each building principal or his/her/their designee shall be responsible for informing all students and ~~their~~ parents of the student dress code at the beginning of the school year and ~~whenever a~~ ~~any~~ revisions to the dress code is made during the school year.

VI. STUDENT USE OF ELECTRONIC DEVICES

Students are prohibited from using or having on or in an operational mode any paging device, mobile telephone, cellular telephone, laser pointer or pen or any other type of telecommunication or imaging device during instructional time, except as expressly permitted in connection with authorized use in classrooms. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. This includes, but is not limited to, taking unauthorized photos of others and/or social media postings. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten others. This type of harassment is generally referred to as cyberbullying. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the District *Code of Conduct* that may be applicable to the circumstances involved. Any electronic device that is permitted on school property is encouraged to be kept on the person and in a concealed manner. Building principals will develop guidelines for the acceptable use of electronic/telecommunication devices that are appropriate for each building.

VII. PROHIBITED STUDENT CONDUCT

The Board of Education expects all students to conduct themselves in an appropriate and civil manner and to show proper regard, dignity, and respect for the rights and welfare of others, including students, district personnel, and members of the school community. The Board of Education also expects proper care of school facilities and equipment.

The best discipline is self-imposed. Students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board of Education recognizes the need to make its expectations for student conduct specific and clear. These rules of conduct focus on safety and respect for the rights and property of others. Students who do not accept responsibility for their own behavior and violate these school rules will be required to accept the penalties for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

A. Engage in conduct that is disorderly.

Examples of disorderly conduct include, but are not limited to:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar, or abusive.
4. Obstructing vehicular or pedestrian traffic.

5. Engaging in any willful act that disrupts the normal operation of the school community.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
7. Misusing computer/electronic communications, including any unauthorized use of computers, software, or Internet/intranet account; accessing inappropriate web sites; any other violation of the district's acceptable use policy; or evading the District's content filter; using an outside wireless network.
8. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).
9. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

B. Engage in conduct that is insubordinate.

Examples of insubordinate conduct include, but are not limited to:

1. Failure to comply with the reasonable directions of teachers, school administrators, and other school employees in charge of students, or otherwise demonstrating disrespect.
2. Excessive tardiness or absenteeism.
3. Leaving school without permission.
4. Skipping detention.

C. Engage in conduct that is disruptive.

Examples of disruptive conduct include, but are not limited to:

- 1) Failing to comply with the reasonable directions of teachers, District administrators or other District employees or otherwise demonstrating disrespect.
- 2) Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior as per District Code of Conduct.

D. Engage in conduct that is violent.

Examples of violent conduct include:

1. Committing or attempting to commit an act of violence, such as hitting, kicking, punching, or scratching any person who is lawfully on school property.

2. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
3. Displaying what appears to be a weapon.
4. Threatening to use any weapon.
5. Intentionally damaging or destroying the personal property of other students, teachers, administrators, other district employees, or any person who is lawfully on school property.
6. Intentionally damaging or destroying school district property.
7. Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.
8. Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.

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

Examples of such conduct include, but are not limited:

1. Lying to school personnel.
2. Stealing the property of other students, school personnel, or any other person lawfully on school property or attending a school function.
3. Defaming others. This includes making a false or privileged statement or representation about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
4. Bullying or cyber bullying. "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
5. Discriminating or harassing any student or staff member that creates a hostile environment by conduct or by verbal threats, intimidation or abuse, of such a severe nature that: (a) has or would have the effect of reasonably interfering with a student's education performance, opportunities or benefits, or mental, emotional and/or physical well-being; or (b) reasonably causes or would reasonably be

expected to cause a student to fear for his or her physical safety. Such conduct shall include, but is not limited to threats, intimidation or abuse based on a person's actual or perceived race, color, weight, physical stature, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex.

6. Sexual Harassment. This includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
7. Intimidation. This includes engaging in actions or expressing statements that put an individual in fear of bodily harm.
8. Hazing. This includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school sponsored activity, organization, club, or team.
9. Selling, using, or possessing obscene material.
10. Using vulgar or abusive language, cursing, or swearing.
11. Smoking or possession of any product including the use of e-cigarettes, atomizers or any other similar device whether or not nicotine is present.
12. Possessing, consuming, selling, distributing, or exchanging alcoholic beverages or illegal substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
13. Inappropriately using or sharing prescription and over-the-counter drugs or medications.
14. Gambling.
15. Exposing parts of the body that are considered private in a manner that could be interpreted to be lewd or indecent.
16. Sexual activity – including inappropriate behavior of a sexual nature, such as indecent exposure, forcible or consensual sexual contact, sexual intercourse, oral sex, or possession of sexually explicit material of any kind on school property, on a school bus, or at a school function.
17. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

~~F. Engage in any conduct that endangers the safety, health, or welfare of others during the COVID-19 pandemic.~~

~~Examples of such conduct include, but are not limited:~~

- ~~1. Not wearing a mask as directed.~~
- ~~2. Failing to observe social distancing requirements.~~
- ~~3. Vandalizing signs, physical barriers, or sanitation stations designed to protect the safety and welfare of the school population.~~
- ~~4. Failing to follow instructions involving common spaces (i.e. halls, lunch rooms, bathrooms).~~
- ~~5. Failure to observe the live conferencing guidelines as outlined in the student handbook.~~
- ~~6. Threaten to infect another by physical means or transmission of bodily fluids.~~

G. Engage in misconduct while on a school bus.

Students are required to conduct themselves on a school bus in a manner consistent with established standards. Excessive noise or actions like pushing, shoving, harassment, discrimination, and fighting will not be tolerated.

H. Engage in any form of academic misconduct.

Examples of academic misconduct include, but are not limited to:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Assisting another student in any of the above actions.
6. Use or possession of an electronic device to promote or aid any of the aforementioned forms of academic misconduct.

I. Misuse Electronic/Telecommunication Devices

Any use of telecommunication devices anywhere in school buildings during normal school hours without administrative approval is prohibited. Telecommunication devices shall include, but not be limited to cellular telephones, wearable devices, tablets and walkie talkies.

J. Misuse Technology

Students are required to follow all regulations stipulated in the District Acceptable Use

VIII. REPORTING VIOLATIONS

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the building principal, or designee. Any student observing a student possessing a weapon, alcohol, or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee, or the superintendent.

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair, and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol, or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The building principal or designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

IX. DIGNITY FOR ALL STUDENTS

The District seeks to create an environment free of harassment, bullying, and discrimination, to foster civility in its schools, and to prevent conduct which is inconsistent with its educational mission. This District, therefore, prohibits all forms of harassment and bullying of students by employees or other students on school property and at school functions. The District further prohibits discrimination against students, including, but not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or other students on school property and at school sponsored activities and events that take place at locations off school property. In addition, other acts of harassment, bullying, and/or discrimination which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline or other corrective action.

Dignity Act Coordinator

In each of its schools, the District will designate at least one employee holding such licenses and/or certifications as required by the Commissioner to serve as the Dignity Act Coordinator(s) (DAC). Each DAC 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 (including gender identity or expression), and sex. Training will also be provided for DACs which addresses: the social patterns of harassment, bullying, and discrimination, including, but not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex; the identification and mitigation of harassment, bullying, and discrimination; strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings. All DAC appointments will be approved by the Board.

All employees of the Clarence Central School District must attend a session or complete online training to be in compliance with the Dignity for All Students Act (DASA). Please contact your Building's Main Office to get in touch with your DASA coordinator. The DASA coordinators for the ~~2023-24 2020-21~~ school year are listed below.

~~Christine Berry~~ — ~~Sheridan Hill Elementary~~ — ~~407-9250~~

Heidie Buffamonte ~~Colleen Coggins~~ Clarence Center Elementary 407-9150

~~Kevin Barrett~~ — ~~High School~~ — ~~407-9020~~

Julie Mampe High School 407-9020

Rob Boccaccio ~~Margaret Aldrich~~ Harris Hill Elementary 407-9175

Keith Kuwik Ledgeview Elementary 407-9275

Ashley Dreibelbis Middle School 407-9200

Daniel Fox Middle School 407-9200

Andy Steger High School 407-9020

Jenna Arroyo Sheridan Hill Elementary 407-9250

X. DISCIPLINARY PENALTIES, PROCEDURES, AND REFERRALS

Discipline is most effective when it deals directly with the problem at the time and place it occurs in a fair and impartial manner. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action,

school personnel authorized to impose disciplinary penalties will consider the following:

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. If the conduct of a student is related to a disability or suspected disability, the procedures in Section X of the Code of Conduct must be followed.

A. Penalties

Students who are found to have violated the district's Code of Conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Oral warning: any member of the district staff.
2. Written warning: bus drivers, hall and lunch monitors, coaches, guidance, counselors, teachers, administrators, superintendent.
3. Written notification to parent: bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, administrators, superintendent.
4. Detention: teachers, administrators, superintendent.
5. Suspension from transportation: director of transportation, administrators, superintendent.
6. Suspension from athletic participation: coaches, administrators, superintendent.
7. Suspension from social or extracurricular activities: activity advisor, administrators, superintendent.
8. Suspension of other privileges: administrators, superintendent.
9. In-school suspension: administrators, superintendent.
10. Removal from classroom by teacher: teachers, administrators.
11. Short-term (five days or less) suspension from school: principal, superintendent, Board of Education.
12. Long-term (more than five days) suspension from school: principal, superintendent, Board of Education.
13. Referral to law enforcement: principal, superintendent, Board of Education.

14. Permanent suspension from school: superintendent, Board of Education.

B. Procedures

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

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

1. Detention

Teachers, principals, and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the attention of the building principal. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal, the superintendent, or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

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

3. Suspension from athletic participation, extracurricular activities, and other privileges

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

4. In-school suspension

The Board of Education recognizes the school must balance the need of students to attend school and the need for order in the classroom in order to establish an environment conducive to learning. As such, the Board of Education authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in “in-school suspension.”

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

5. Teacher disciplinary removal of disruptive students

A student’s behavior can affect a teacher’s ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student’s behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom in order to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term “time-out” in an elementary classroom or in an administrator’s office; (2) sending a student into the hallway briefly; (3) sending a student to the principal’s office for the remainder of the class time only; (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

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

A classroom teacher may remove a disruptive student from class for up to two days (including the initial day the student was removed). The removal from class applies to the class of the removing teacher only. A day in the middle and high schools is defined as up to 1 (one) period for each day. In the elementary setting, it is defined as up to 1 (one) hour for each day.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation of why he or

she is being removed and an opportunity to explain his or her version of the relevant events before said student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours.

The teacher must complete a district-established disciplinary removal form and meet with the principal or designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form.

If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal (or the principal's designee) and the teacher to discuss the reasons for the removal.

The written notice must be provided in some manner that is reasonably calculated to assure receipt of the notice at the last known address of the parents within 24 hours of the student's removal. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The principal may (and in most cases should) require the teacher who ordered the removal to attend the informal conference.

If at the informal conference the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal conference must be held within 48 hours of the student's removal. The timing of the informal conference may be extended by mutual agreement of the parent and principal.

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

- a. The charges against the student are not supported by substantial evidence.
- b. The student's removal is otherwise in violation of law, including the district's Code of Conduct.

- c. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

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

Any disruptive student removed from the classroom by the classroom teacher shall be offered an equivalent educational program until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal, assistant principal, or the chairperson of the Committee on Special Education (or designee) that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from school

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health, or welfare of others. The Board of Education retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals.

Any staff member may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referrals warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short-term (5 days or less) suspension from school

When the superintendent or principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student verbally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents in writing that the student may be suspended from school. The written notice must be sent within 24 hours of the decision to propose suspension to the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

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

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

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent’s decision, they must file a written appeal to the Board of Education with the district clerk within 10 business days of the date of the superintendent’s decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board of Education may be appealed to the Commissioner within 30 days of the decision.

b. Long-term (more than 5 days) suspension from school

When the superintendent or building principal determines that a suspension of more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing, the student shall have the right to be represented by counsel, the right to question witnesses against him or her, and the right to present witnesses and other evidence on his or her behalf.

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

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

c. Permanent suspension

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

C. Minimum Periods of Suspension**1. Students who bring a weapon to school.**

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

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

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

2. Students who commit a violent act other than bringing a weapon to school.

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

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

Any student, except a disabled student as defined in Section X of this Code of Conduct, who is repeatedly substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. (See Section X regarding students with a disability.) For purposes of this Code of Conduct, "is repeatedly substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by a teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's

parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling - The Guidance Office shall assist with all referrals of students to counseling and/or to the Family Support Center.
2. PINS Petitions - The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
 - a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
 - b. Engaging in an ongoing or continual course of conduct that makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
 - c. Knowingly and unlawfully possesses an illegal substance in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.
3. Juvenile Delinquents and Juvenile Offenders

The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- a. Any student under the age of 16 who is found to have brought a weapon to school; or
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20(42).

The superintendent is required to refer a student aged 16 and older or a student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

XI. ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student.

XII. DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board of Education also recognizes that students with disabilities are entitled to certain procedural protections whenever school authorities intend to impose discipline upon them. The Board of Education is committed to ensuring that the procedures followed for suspending, removing, or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state laws and regulations.

While there are no formal disciplinary procedures in place, it is critical that parents and educators realize the importance of communication and information relationships in resolving discipline issues. The formal discipline process is often unnecessary when parents, educators, and students have the opportunity to develop cooperative partnerships. Collaborative discussions of this type often lead to creative and student-specific solutions that support appropriate behavior and educational achievement. If parents or school officials believe that a student's placement is not appropriate, they should work together through the Committee on Special Education (CSE) to recommend an appropriate change.

Collaborative and cooperative partnerships among parents, educators, and students are more likely to result in support of appropriate changes to the placement of a student with a disability where such change will meet the needs of the student, will result in improved learning for the student, and will ensure a safe environment.

A. Authorized Suspensions or Removals of Students with Disability

1. For purposes of this section of the Code of Conduct, the following definitions apply:
 - **A suspension** means a suspension pursuant to Education Law §3214.
 - **A removal** means the 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 or herself or others.
 - **An IAES** means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, 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 that precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. The Board of Education, superintendent of schools, or a building principal 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.
 - b. The superintendent may order the placement of a student with a disability into an IAES, another setting, or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same 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.
 - c. The superintendent may order additional suspensions of not more than 10 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.
 - d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE) for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student 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 sale of a controlled substance while at school or a school function.
 - 1) **Weapon** means the same as “dangerous weapon” under 18 USC §930(g)(w), which includes “a weapon, devise, 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 1/2 inches in length.
 - 2) **Controlled substance** means a drug or other substance identified in certain provisions of the federal provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

3) **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 or any other federal law.

3. 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 or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 - a. For a period more than 10 consecutive school days; or
 - b. 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 accumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed, and the proximity of the suspensions or removals to one another.
2. 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 or suspension or removal.

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 CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

1. The district's Committee on Special Education shall:
 - a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a
 - b. student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in

placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs, or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs, or controlled substances or because maintaining the student in his or her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
 - c. Track suspensions of all students with disabilities and meet to discuss behavioral interventions when a student reaches the seventh day of suspension.
- 2. The parents of a student who is facing disciplinary action, but who has not yet been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, may have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that the child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
 - a. The superintendent, building principal, or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
 - b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district

either:

- 1) conducted an individual evaluation and determined that the student is not a student with a disability; or
- 2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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 a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for misconduct involving weapons, illegal drugs, or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.

The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a

disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.

7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 - a. 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 or her current educational placement, or during the pendency of due process hearings where the school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
 - b. 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.
- 1) 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 the 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.
- 2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to Law Enforcement and Judicial Authorities

In accordance with the provisions of IDEA and its implementing regulations:

1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

F. Overview Steps in the Disciplinary Process

Any administrator who needs to discipline a student with a disability is required to adhere to the overview steps in the disciplinary process as specified in §3214 and §4403 of the Education Law and Parts 100, 200, and 201 of the Regulations of the Commissioner of Education. District administrators shall seek guidance from the Special Education Office regarding discipline procedures.

XIII. CORPORAL PUNISHMENT

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher, or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers, and duties, if that student has refused to refrain from further disruptive acts.

The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

XIV. STUDENT SEARCHES AND INTERROGATIONS

The Board of Education is committed to ensuring a safe and orderly atmosphere on school property and at school functions. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district Code of Conduct. Students are not entitled to any sort of “Miranda”-type warning before being questioned by school officials, nor are school officials required to contact a student’s parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board of Education authorizes the superintendent, building administrators, the school nurse, and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated a law or the district Code of Conduct.

An authorized school official may conduct a search of a student’s belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student’s belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating is related to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student’s belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched. A Student’s refusal to be searched, refusal to have his/her belongings searched, or refusing the administration of an Alco-Sensor test may be used against the Student by the District. Thus, the information that gave rise to the search of the Student will be considered true and accurate (and the Student will be considered to have admitted to and be guilty of the alleged conduct). The Student will then be subject to disciplinary consequences. Additionally, in any extracurricular circumstance (e.g. competing in or attendance at a sporting event, dance), the Student’s refusal will lead to his/her exclusion from the extracurricular activity that day/evening or into the future, as the District so determines.

A. Student Lockers, Desks, and other School Storage Places

The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks, and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks, and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age, and grade of student searched.
2. Reasons for the search.
3. Name of any informants(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what item(s) were found).
10. Disposition of items found.
11. Time, manner, and results of parental notification.

The building principal or the principal's designee shall be responsible for the custody, control, and disposition of any illegal or dangerous item taken from a student.

The principal or designee shall clearly label each item taken from the student and retain control of the item(s) until the item(s) is turned over to the police. The principal or designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

C. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a

school function; or

3. Been invited by school officials.

Before police officials are permitted to question or search any student, the building principal or designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

D. Use of the School Resource Officer (SRO)

The SRO will not interrogate students without parent's permission or presence

The SRO will work with the administrators to create questions for students under investigation

The SRO will be the liaison between law enforcement and the school

The School will always report potential criminal activity to law enforcement

Law enforcement will communicate with the SRO regarding investigative processes.

E. Child Protection Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to the building principal or designee. The principal or designee shall set the time and place of the interview. The principal or designee will decide if it is necessary and appropriate for a school official to be present during the interview; this will depend on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview.

No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger or abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger or abuse, the worker may remove the student without a court order and without the parent's consent.

XV. VISITORS TO THE SCHOOLS

The Board of Education encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers, and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors during the school day, must report to the door monitor upon arrival at the school. They will be required to register with a driver's license and will be issued a visitor badge that must be worn at all times.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s) and principal, so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

XVI. PUBLIC CONDUCT ON 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** on school property or attending a school function.

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

Schools are challenged to instill pride in sportsmanlike behavior among spectators. The greatest peril to interscholastic athletics is overzealous fans. School leaders must establish procedures for regularly communicating messages on sportsmanship to spectators. Spectators should be put on notice that administrators will not tolerate improper behavior from any fans, students, graduates, parents, or residents of the community. Spectators should be considered as members of the team to promote sportsmanship.

It is recommended that spectators:

1. Know and demonstrate the fundamentals of sportsmanship. Spectators are to keep in mind that they are at a contest to support and cheer for the team and to enjoy the competition. They are not there to intimidate or ridicule the other team and its fans.
2. Learn the rules of the game to understand and appreciate why certain situations take place.
3. Show proper respect for officials, coaches, cheerleaders, and contestants as guests in the community, and extend all courtesies toward them.
4. Understand that attending a sporting event is a privilege. It is not a license to verbally attack others or to become obnoxious.

The display of good sportsmanship promotes a positive image of a school and community.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee, or any person lawfully on school property. This includes 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, threaten, harass, bully or discriminate against any person on the basis of a person's actual or perceived race, color, weight, physical stature, national origin, ethnic group, religion, religious practices, gender, sex, sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations, or other restrictions on vehicles.
9. Possess, consume, sell, distribute, or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Smoke or use any tobacco product on school property or grounds.
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 school district.
12. Loiter on or about school property.
13. Gamble on school property or at a school functions.
14. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
15. Willfully incite others to commit any of the acts prohibited by his code.
16. Violate any federal or state statute, local ordinance, or Board of Education policy while on school property or while at a school function.

B. Penalties

Persons who violate this code shall be subject to the following penalties:

1. Visitors/Spectators. Their authorization, if any, to be on school grounds or at the school function shall be suspended and they shall be directed to leave the premises. The length of said suspension shall be determined by the severity of the violation and the violator will receive written notice of the District's determination. If they refuse to leave, they shall be subject to ejection by designated security or law enforcement officials.
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-and or any other legal rights 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 disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights they may have.
5. Faculty/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 or designee shall be responsible for enforcing the conduct required by this Code of Conduct.

When the building principal or designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat or 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.

The district shall 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.

XVII. DISSEMINATION AND REVIEW

The Board of Education will work to ensure that the community is aware of this Code of Conduct by:

1. Providing copies of a summary of the code to all students at a general assembly in an age-appropriate, plain language version, held at the beginning of each school year.
2. Making copies of the code available to all parents at the beginning of the school year.
3. Making a copy of the Code of Conduct available to all parents of district students before the beginning of the school year upon request.

4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
6. Making copies of the code available for review by students, parents, and other community members.
7. Posting the Code of Conduct on the District website, www.clarenceschools.org, for access by parents, students, and community members.

The Board of Education will sponsor an in-service education program for all district staff members to ensure the effective implementation of the Code of Conduct. The superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

The Board of Education will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board of Education will consider how effective the code's provisions have been and whether the code has been fairly and consistently applied.

Before adopting any revisions to the code, the Board of Education will hold at least one public hearing at which school personnel, parents, students, and any other interested party may participate.

This Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

<i>Board of Education adoption:</i>	<i>June 11, 2001</i>
<i>Effective date:</i>	<i>July 1, 2001</i>
<i>Revision adopted:</i>	<i>June 14, 2010</i>
<i>Revision adopted:</i>	<i>June 11, 2012</i>
<i>Revision adopted:</i>	<i>July 10, 2013</i>
<i>Revision adopted:</i>	<i>March 14, 2016</i>
<i>Revision adopted:</i>	<i>June 12, 2017</i>
<i>Revision adopted:</i>	<i>June 11, 2018</i>
<i>Revision adopted:</i>	<i>July 15, 2019</i>
<i>Revision adopted:</i>	<i>June 1, 2020</i>
<i>Revision adopted:</i>	<i>August 24, 2020</i>



Clarence Central School District Safety Plan

PUBLIC HEARING

JULY 10, 2023

District-Wide vs. Building Wide Safety Plans

District-wide School Safety Plans Provide broad concepts, policies and procedures.

District-wide plans outline strategies rather than provide details.

District-wide plans, approved by the Board of Education are open for public review.

VS

Building-level Emergency Response Plans Provide detail specific response strategies and detailed plans to show how school personnel and students will respond to an emergency in their building.

Details about evacuation and where students reassemble are included. Building-level plans are confidential. They are protected from disclosure under Article 6 of the Public Officers Law

DISTRICT-WIDE SAFETY PLAN COMPONENTS

- General Considerations and Planning
- Risk Reduction/Prevention and Intervention/Early Detection
- Response
- Recovery
- Code of conduct
- Special Patrol Officer Agreement
- Pandemic Influenza Planning-
 - New this year: Remote Learning and Technology plans

District Wide Safety Plan Guidelines

Action	Timeline
District Side Safety Team Meets to Review Response Plans provides feedback and recommendations	Ongoing – feedback provided at regular meetings
School Board has at least one public hearing on District-Wide School Safety Plan	July 10, 2023
School Board establishes 30-day public comment period, District-Wide School Safety Plan posted on website	Beginning July 10, 2023
School Board adopts District-Wide School Safety Plan	August 21, 2023
Building-Level Emergency Response Plans entered into SED Business Portal (State Police filing)	October 1, 2023

Building Level Safety Plan Guidelines

ACTION	Timeline
Building-Level Emergency Response Teams reviews Building-Level Emergency Response Plans provides feedback and recommendations	Ongoing- feedback provided at regular meetings
School Board adopts Building-Level Emergency Response Plans August	August 21, 2023
Building-Level Emergency Response Plans entered into SED Business Portal (State Police filing)	October 1, 2023
Building-Level Emergency Response Plan filed with local police	October 1, 2023

CLARENCE CENTRAL SCHOOL DISTRICT

DISTRICT WIDE SAFETY PLAN

DRAFT

UPDATED: May 11, 2023

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**SECTION 1000: GENERAL CONSIDERATIONS and PLANNING
GUIDELINES**

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INTRODUCTION

The Safe Schools Against Violence in Education Act (SAVE) was passed by the New York State Legislature and signed into law by Governor Pataki on July 24, 2000. Project SAVE culminates the work of the Task Force on School Violence chaired by Lieutenant Governor Donohue. The Task Force consisted of a broad range of qualified people from all parts of the state including students, parents, teachers, school administrators, law enforcement experts, business leaders, mental health professionals and local elected officials. From its inception in January 1999, the Task Force sought information concerning the best school violence prevention and intervention practices in the state and the nation. Ten public hearings were held throughout the state, providing a rich array of recommendations from local communities about ways to ensure the safety of New York's students. The Task Force's final report, *Safer Schools for the 21st Century*, contained a series of recommendations intended to reduce incidents of violence in schools and strengthen schools' capacities for responding to emergencies that could affect the health and safety of children.

The New York State Board of Regents approved amendments to the Regulations of the Commissioner of Education as emergency measures in November 2000 to ensure compliance with the new legislation. The revised regulations in Section 155.17 of the Commissioner's Regulations contain the requirements for schools concerning school safety plans. A major component of SAVE is the development of school safety plans at the district and at the school building levels. At the district level, the new *District-Wide School Safety Plan* replaces the current school emergency management plan that is required for all districts. At the school building level, a newly required *School Building Emergency Response Plan* must be prepared for each school building in the state. Together, these plans are intended to provide the means for each school district and all the buildings in the district to respond to acts of violence and other disasters through prevention, intervention, emergency response, and management.

A. PURPOSE

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

B. DISTRICT-WIDE SAFETY TEAM MEMBERS

The Clarence Central School District has created a District-Wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel.

School Nurse

Director of Facilities

Administrator/Director of Health, Physical Education & Athletics

BOCES Safety Risk Management Coordinator

Business Administrator

District Medical Directors

Director of Family Resource Center

Senior Microcomputer Technical Support Specialist

NYSIR (Insurance Company representative)

Clarence Emergency Coordinator

Willis Insurance Agent representative

CTA representative

CSEA representative

CAA representative

Transportation Department representative

PERMA Insurance (Worker's Compensation carrier representative)

Principals/Administrators

Teachers

Community Members / Parents

Front Door Security Monitors

S.R.O.'s

Law enforcement officers

C. CONCEPT OF OPERATIONS

- The District-Wide School Safety Plan shall be directly linked to the individual Building-Level Emergency Response Plans for each school building. Protocols reflected in the District-Wide School Safety Plan will guide the development and implementation of individual Building-Level Emergency Response Plans.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Efforts may be supplemented by county and state resources through existing protocols.

D. PLAN REVIEW AND PUBLIC COMMENT

- This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before September 1 of each year.
- Pursuant to Commissioner's Regulation 155.17(e)(3), this plan was formally adopted by the Clarence Central Board of Education in 2001 after a 30 day public comment period. While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- A copy of the District-Wide School Safety Plan and any amendments were submitted to the New York State Education Department within 30 days of adoption. Building-Level Emergency Response Plans must be filed with the State Police and local law enforcement within 30 days of adoption, but no later than October 15 each year. Beginning in the 2017-18 school year, plans must be entered in the Safe Schools application on the State Education Department Business Portal.

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with local and county emergency responders and prepared-
ness officials

BUILDING SAFETY AND SECURITY

General

- School safety assessment –a strategic evaluation and facilities audit to identify emerging and potential school safety problems, consisting of:
 - A building safety audit conducted with law enforcement, (School Safety Audit Checklist) Note: not included with this plan.
 - Ongoing Emergency Drills (evacuation, lockdown, shelter in place and hold in place drills) in accordance with NYS Education Law §§ 807
 - Annual Fire Inspections in accordance with NYS Education Law §§ 807-A
 - Building Safety Inspections conducted by NYSIR
 - Each Building and District Safety Team are trained each year by a group headed by the using the Incident Command System (ICS).

A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES

GUIDELINES

When developing a specific list of potential sites for emergencies, *at the building level*, there are many variables that could serve as a catalyst or provide the environment for an emergency to take place at that site. Sites that have these variables or environment have been considered in the following list:

ON-SITE

- various chemical storage areas
- welding/hot work area
- indoor vehicle transportation areas
- compressed gas storage areas
- paint spray booths
- areas of student congregation
- student/teacher/administrator conference area
- swimming pool filter area
- athletic fields
- playground areas

OFF-SITE

- major highways (chemical transport)
- airport (flight path)
- railroad
- certain industrial sites (refineries, etc)
- creeks

This list can be used as a guideline to help assist in the development of the building level site of potential emergencies. It may not be all-inclusive.

A. IDENTIFICATION OF SITES OF POTENTIAL EMERGENCIES

LOCATIONS

OFF-SITE

BUILDING	SITE	MATERIAL
Buffalo Crushed Stone	8615 Wehrle Drive, Williamsville, NY 14221	Explosives
Additional Sites	Route 5 (Main Street) & Gunville	Various vehicles transporting various hazard materials/may be a potential hazard for HS, HH and SH Elementary
Various Fuel Stations	Wilson Farms, Red Apple Sunoco Station/Clarence Center Speedway Station/Sheridan Hill	Petroleum products
Buffalo Niagara International Airport	Genesee Street, Cheektowaga	Potential "Glide Path"

**B. PLANS FOR TAKING THE FOLLOWING ACTIONS IN
RESPONSE TO AN EMERGENCY WHERE APPROPRIATE**

EMERGENCY CLOSINGS

In the event it is necessary to close school for the day due to inclement weather or other emergency reasons, announcement thereof shall be made over local radio and television stations designated by the Board of Education.

Additionally, the school's emergency alert notification system will send phone calls, texts and emails to parents and guardians. Further information on building closures and other alerts can be accessed by calling the district hotline at (716) 407-9129. Information on bus emergencies can be obtained by calling (716) 407-9098.

When school is closed, all related activities, including athletic events and student activities, will ordinarily be suspended for that day and evening.

The attendance of personnel shall be governed by their respective contracts.

EARLY DISMISSAL RECOMMENDATIONS

In the event of an imminent emergency that requires specific **EARLY DISMISSAL** procedures, they are as follows:

The EARLY DISMISSAL procedure will be implemented when a situation such as heavy snow warning, etc. is imminent. This would occur at any time of the day after the children are on their way to school, or while school is in session. The district order would be given by the superintendent of the school district.

1. Contact each district's transportation department to provide for go home procedure.
 - a. Teachers and students return to homeroom.
 - b. Attendance of all students should be taken by teachers.
 - c. Names of students not accounted for should be referred to office.
 - d. Teachers and students should remain in place until directions for dismissal are given.
 - e. Good conduct and discipline standards are to be enforced.
 - f. Special considerations should be given to:
 1. Students with special needs – contact transporting agency
 2. Student drivers dismissed to go home if situation permits
 3. Day care children – notify parents to pick up children
2. Information for reason of early dismissal may be shared with teachers and students as deemed necessary.
3. Information:
 - a. Explanation of situation
 - b. What is being done
 - c. Anticipation of length of time
4. Communication with parents or media as necessary.

EVACUATION RECOMMENDATIONS

In the event of an imminent emergency that requires specific **EVACUATION** procedures, they are as follows:

1. The central office, emergency coordinator or building administrator, upon realization or notification from a public official (fire chief, police officer, local or county disaster official), of a natural or man-made disaster will notify one another of the impending emergency and inform each other of the current situation.
2. Contact with local fire or police will be made by the building administrator.
3. The building administrator will inform his/her staff of the decision to evacuate and where the building population will be evacuated to.

Items to consider for evacuation:

- a. Total accountability of students and staff
- b. Students and staff with special needs
- c. Transportation – District
- d. Time of travel and length of stay – temporary
- e. Notification of parents/guardians
- f. If short term sheltering is necessary, notify the site(s) the occupants will be taken to.

NOTE: Standard fire evacuation procedures may be used.

4. Building office staff should secure pertinent resource information such as emergency cards, computer data disks with student information, etc. Teachers should carry plan book or class registers.
5. Transportation needs.
6. Students should prepare for evacuation **AS TIME PERMITS**
 - a. Coats, lunches, books
 - b. Consideration to walkers and students with cars

HOLD IN PLACE/SHELTER IN LOCATIONS

Shelter in Place

There are times when it is necessary to move the school population to a single or multiple location(s) in the school building. This is called a “Shelter in Place”. In most cases, a shelter in place is conducted when there is a threat of or actual weather related incident or a bomb threat.

Hold in Place/Shelter in Locations Objectives

- To minimize injury death.
 - To locate and contain any device or weather damage.
 - To facilitate emergency responses.
 - To establish safe routes and designated areas.
1. The Hold/Shelter in Place procedure may be implemented in two ways:
 - a. HOLD in place:
 - Teachers and students remain in assigned rooms.
 - All students should be accounted for roll-call by teachers.
 - Names of students not accounted for should be referred to attendance officer.
 - Teachers and students should remain in place until either given further directions or released by building administrator.
 - Good conduct and discipline standards are to be enforced.
 - b. SHELTER in location(s):
 - Teachers and students will be given directions as to where to assemble.
 - Movement of students to locations should be done in a quiet, orderly fashion.
 - Students should be accounted for by roll-call by teachers.
 - Names of students not accounted for should be referred to attendance officer.

NOTE: Use central locations during non-weather emergencies or when occupants are not in danger of structural failure.
 2. Superintendent notification.
 3. Information about the situation should be shared with teachers and students as deemed fit. This should be done by best communication method.
 4. Information:
 - a. Spoken in a calm, controlled manner.
 - b. Explain the situation.
 - c. What is being done.
 - d. Anticipation of the length of time.
 5. Communications with parents or media may be necessary.
 6. Dismissal or evacuation procedures should be done in an orderly manner (if necessary).

LOCKDOWN

In the event of an imminent emergency that requires specific **LOCKDOWN** procedures, they are as follows:

The lockdown procedures will be implemented when the building administrator has become aware of a situation in which students and staff should be kept in locked rooms within the school building. These procedures may be implemented as a result of an intruder in the building, hostage situation or a biological threat. Lockdown may be activated at any time of the day and will affect the entire building.

Lockdown-Procedures:

- **Lockdown** will be announced by intercom, public address system, or otherwise. Do not use codes. **Call 911 and report your situation. Consider a lockout for adjacent school buildings as well.**
- **Immediately** gather students from hallways and areas near your room into your classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- **Lock** Classroom door(s) and have students take a seated position on the floor next to the wall out of view from the door window. Stay out of sight.
- **Do Not** cover window.
- **Leave** the window blinds and lights as they are.
- **Document and Attend** to any injuries as well as possible.
- **No One** should be allowed to enter or leave a classroom or office under any circumstances.
- **Do not answer or communicate through your locked door.**
- **Do not allow anyone into your 'secured' area.**
- **Do not answer a classroom telephone.**
- **Do not respond to a Fire Alarm unless imminent signs of fire are observed. Doing so could compromise the safety of those already secured.**
- **Do Not** talk within your secured area, except only as absolutely necessary.
- **Do Not** respond to the intercom, public address system, or other announcements.
- **Take Attendance** – include additions. Missing students' last known locations should be noted. Keep this record for when you are released from the lockdown.
- **Lockdown will end ONLY when you are physically released from your room by emergency responders or other authority.***

*Responding law enforcement should have master key to conduct the release.

LOCKOUT

A “Lockout” is the response to an actual or potential threat from outside the school building. An example of such a threat might be an escaped fugitive, custodial interference, or a disgruntled employee or spouse. Where the situation warrants, the school faculty, staff, and students are aware of – but not disrupted by such a response being activated. Consequently, the school day continues as normal except for the termination of all outside activities. In some cases, the details of a lockout do not need to be shared with the students to protect the identity of the individuals involved and minimize disruption to the school.

Lockout Objectives

- To keep any threat of violence or dangerous incident out of the school building.
- To promote minimal disruption to the education process when there is a potential or actual incident outside the school building.

Lockout Procedures:

- Lockout will be announced by intercom, public address system, or otherwise. Use plain language to announce the lockout.
- If a school is in lockout because they were notified by police of a local situation, there is no need to call to advise police of the lockout. However, the school should keep the police advised of any change in status to your building.
- If the school is initiating the lockout due to a situation or potential incident discovered at the school, they should advise police of your lockout and what you may be anticipating.
- Lock all exterior doors and windows.
- All outside activities are terminated.
- Entry to the building is gained only on a one-on-one basis, and only through a locked and monitored door.
- Classes otherwise continue as normal.
- Lockout is lifted when the external threat is resolved. Notification of such resolution may be through any means appropriate for the respective building.
- Upon resolution of an incident and termination of the lockout, contact police to advise them of such.

IN THE EVENT THAT EVACUATION IS NECESSARY, THE FOLLOWING SITES WILL BE USED:

*Sensitive Information has been removed

OFF-CAMPUS

EVACUATING SITE	APPROXIMATE # OF STUDENTS & STAFF	RECEIVING SITE & # THAT CAN BE SHELTERED HERE
High School	*	*
Middle School	*	*
Clarence Center	*	*
Harris Hill	*	*
Ledgeview	*	*
Sheridan Hill	*	*

ON-CAMPUS

IN THE EVENT THAT SHELTERING ON-CAMPUS IS NECESSARY, THE FOLLOWING SITES WILL BE USED:

Every building plan addresses all available locations such as cafeterias, gyms, auditoriums and libraries when classrooms must be evacuated.

FACILITIES AGREEMENTS

STATEMENT

Clarence Central School has adopted agreements with state, county, and other agencies as appropriate for the use of school district building facilities and vehicles during a period of natural or man-made disaster, Facility Agreements with local public and private agencies for use of their facilities on a short-term basis to house staff and students have been arranged.

Arrangements for school building facilities to be used as disaster shelters are coordinated through the Greater Buffalo Chapter, American Red Cross, Department of Emergency Services. These shelter agreements authorize their use of the building facilities for any natural or man-made disaster. The use of the building facilities is not restricted to only school district staff and students, but for any group as the need and location arises.

Notification of facility use will be made by:

1. School requesting the Red Cross to provide sheltering facilities as dictated by the emergency.
2. Local, county or state agency requested the Red Cross to provide sheltering facilities as dictated by the emergency.

The Red Cross will staff the shelter and will supply materials and food as needed. If school district supplies are drawn upon during the time of the disaster, or if the building becomes damaged as a result of use or misuse, then the Red Cross will reimburse the school district.

Clarence Central School District

AGREEMENT

As a response to a natural or man-made disaster,

Zion Lutheran Church

Hereby agrees that its facilities located at:

9535 Clarence Center Road

Clarence Center, New York 14032

may be used as a temporary shelter of students attending one or more schools belonging to the Clarence Central School District.

In consideration for the granting of such permission, the Clarence Central School District agrees that the following conditions shall prevail:

- a. Notification will be given prior to student arrival.
- b. Students will be supervised by district personnel.
- c. Transportation will be notified to pick up students as soon as possible at your location.

Signature

Dr. Patricia Grupka
Assist Supt for Finance and Admin.

Date

Signature

Rev. Roger W. Griffiths, Jr

Date

SCHOOL DISTRICT PERSONNEL

TITLE	NAME	WORK
<i>Superintendent:</i>	Dr. Matthew Frahm	407-9102
<i>President, Board of Education:</i>	Michael Fuchs	407-9102
<i>Business Administrator:</i>	Dr. Patricia Grupka	407-9013
<i>Vice President, Board of Education</i>	James Boglioli	407-9102
<i>Director of Facilities:</i>	Brian Logel	407-9131
<i>AHERA Designee:</i>	Dr. Patricia Grupka	407-9013
<i>Principal(s)/Bldg.:</i>	Ken Smith/High School Ashley Dreibelbis/Middle School Heidi Buffamonte/Clarence Center Robert Boccaccio/Harris Hill Keith Kuwik/Ledgeview Jenna Arroyo/Sheridan Hill	407-9023 407-9206 407-9150 407-9175 407-9275 407-9250
<i>Head Custodian:</i>	Jeff Nowicki	407-9134
<i>Sr. Custodians:</i>	Scott Fitzgerald/High School Joe Moronski/High School John Overholt/Middle School Rachel Welton/Middle School	407-9099 407-9099 407-9226 407-9226
<i>Custodians:</i>	David Stang/Ledgeview John Rumunno/Ledgeview Bill Kufel/Middle School Mike Stoness/Sheridan Hill Mark Zaidel/Harris Hill Chris Cozzarin/Harris Hill Tim Schenk/Clarence Ctr. John Mergehagen/High School	407-9296 407-9296 407-9253 407-9253 407-9176 407-9176 407-9155 407-9099
<i>Transportation Supervisor:</i>	Linda Forster	407-9500
<i>School Nurse:</i>	Barbara Ritchie/High School Hannah Schutt/Middle School Lynn Poitras/Clarence Ctr. Elizabeth Connolly/Harris Hill TBD/Ledgeview Rudy Huling/Sheridan Hill Hana Muller/Nativity	407-9029 407-9223 407-9152 407-9181 407-9280 407-9256 633-1531

Qualified School Medical Personnel: Each building has individuals that are trained and certified in the areas of first aid, first responder, CPR and AED use.

COMMUNICATION RECOMMENDATIONS

Within Buildings

1. Use of the public address system by an administrator or his/her delegate to provide information and/or direction to staff and students.
2. If unable to use electricity or public address system failure:
 - a. If there is NO time problem, an administrator or designee may walk through the building and inform faculty, staff and students of information and directions.
 - b. Use of a personnel delegate to communicate messages from chief administrator in charge to each floor and wing of the building. There should be as few persons as possible responsible to carry messages by word-of-mouth, as the more people used, the greater the chance of students and staff receiving misinformation.
 - c. The use of strategically located portable 2-way radios/cellular phones may be used throughout the building to help speed communications and relay information using fewer persons.
 - d. Communications may be made easier if students were collected in a centralized location (auditorium, gymnasium, etc.) rather than individual classrooms.

NOTE: In case of electrical system failure, public telephones may still be operational.

Between Buildings

1. Public Telephone – use a designated extension or private line may be kept clear for emergency information between building administrators or their delegates.
2. Portable 2-way radios may be used for communication if buildings are within range of each other. Cellular phones are another option.
3. Better 2-way radio communication may be made by use of a school bus or other school district vehicle operating on the same frequency.

RECOMMENDATIONS:

1. Each school should have at least two dependable portable radios/cellular phones which have a battery back-up system with extra batteries that may be used in an emergency.
2. Each school should have at least one dependable scanner which can be programmed to emergency information frequencies (weather, police, fire). This scanner should have a battery back-up system with extra batteries.
3. Each school district should have access to a minimum of two (2) cellular phones.

PUPIL TRANSPORTATION

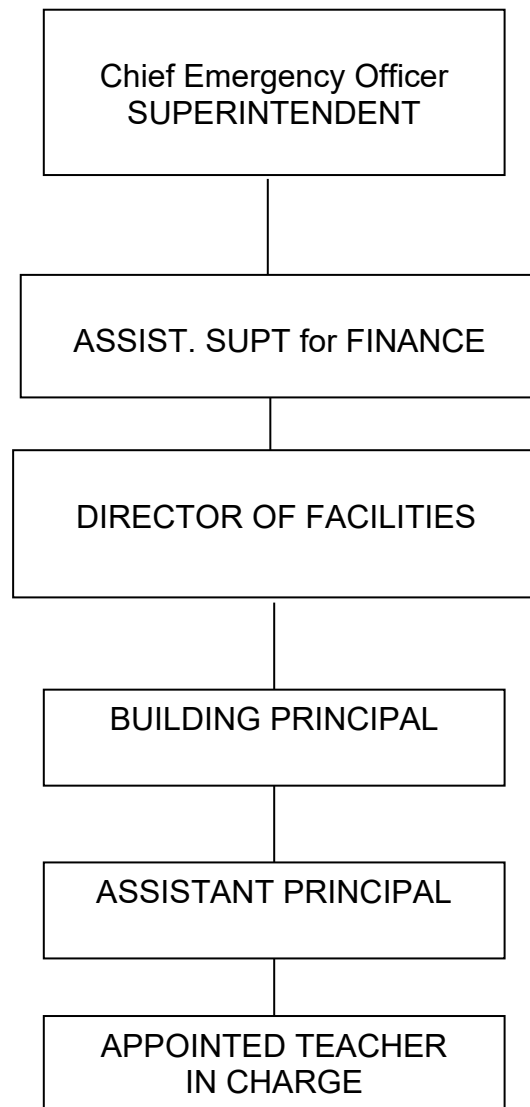
Buses

Sensitive Information has been removed

VEHICLE INVENTORY
Provided by Director of Facilities

Sensitive Information has been removed

D. CHAIN OF COMMAND



VARIATIONS OF EMERGENCIES AND CHAIN OF COMMAND

There are three variations of emergencies which may present themselves to a school district:

1. Emergency situation within the school district is managed by the Superintendent, unless authority is shifted to the District Emergency Coordinator.

In this situation, the Superintendent or Emergency Coordinator is in control, and makes their own decisions to remediate the situation.

2. Emergency incident within the school district which requires the assistance of an outside agency.

When the Fire Department is called by the school district, then the fire chief or ranking officer is in charge. The school district planning committee should then act as a resource and coordinating agency within the school district.

When a law enforcement agency is called by the school district, the building administrator remains in charge. However, the law enforcement agency's recommendations should be fully complied with.

3. Emergency incident at local, county, state or national level where notification of the school district of the emergency is done from outside sources.

In the event of a large-scale emergency, the outside coordinating agency (most likely the county) will be in charge and again the school district emergency coordinator and planning committee will act as a resource and coordinating agency within the school district.

SCHOOL DISTRICT EMERGENCY COMMAND/RESOURCE CENTER

Primary Location:

District Office
9625 Main Street
Clarence, NY 14031

First Alternate Location:

Buildings & Grounds Building
Behind High School
9625 Main Street
Clarence, NY 14031

Second Alternate Location:

Clarence Middle School
10150 Greiner Road
Clarence, NY 14031

DUTIES OF DISTRICT-WIDE INCIDENT COMMAND AND OPERATIONS STAFF

Incident Commander (IC)/Chief Emergency Officer (<i>Superintendent</i>)	Develop Incident Action Plan (IAP). Has overall responsibility at the incident or event. Sets objectives and priorities based on agency direction.
Deputy Incident Commander (<i>Business Administrator</i>)	Supports the Incident Commander in any capacity needed. For long term or large-scale incidents, may act as Incident Commander during break periods/ rest periods.
Public Information Officer (PIO) (<i>Superintendent/Designee</i>)	Is the primary point of contact during an incident. Will work in conjunction with law enforcement and emergency services and public information officer at press briefings. <u>ALL</u> media contact will be through this individual.
Liaison Officer (<i>Director of Facilities, Building Principal</i>)	Will be the agency representative with outside agencies responding to the emergency event. Keeps Incident Commander informed of situation status.
Operations Officer (<i>Building Principal, Director of Facilities</i>)	Develops tactical organization and directs all resources to carry out the Incident Action Plan (IAP).
Logistics Officer (<i>Director of Facilities, Building Principal</i>)	Provides resources and all other services needed to support the incident.
Planning Officer (<i>Superintendent/Designee</i>)	Develops the Incident Action Plan to accomplish the objectives. Collects and evaluates information, maintains status of assigned resources.
Finance/Administration (<i>Business Official</i>)	Monitors costs related to the incident/event. Provides accounting, procurement, time recording, cost analysis and overall fiscal guidance for the incident/event.

BUILDING LEVEL RESPONSE TEAM ROLES DEFINED

Primary Operations Administrator	Building Principal/Designee
Communications Liaison	Send and receive messages to and from outside personnel as needed by principal and other listed coordinators.
Emergency Services Liaison	Meet and coordinate first aid and other medical services.
Evacuation Site Coordinator	Sending site coordinator who will prepare to release the students to the new location and oversee the operations on this site until the main site is closed down and the Primary Operations Administrator arrives at the alternate site location.
Parent/Guardian Liaison	Handles all communications with parents and oversee the release of students after all attendance procedures are completed at the alternate site.
Site Management Attendance Coordinator	Assists in the attendance accounting for all students and adults at the alternate site before the release of any students. He/she will be assisted by the attendance personnel when they arrive from the primary site.
Transportation Coordinator(s)	Will receive and direct the buses when they enter the primary site to remove the students to the alternate site. The bus numbers and designations will be communicated to the primary site office or its alternate location for announcement to the teachers for dismissal and loading.
Mechanical Services Liaison	Assists the emergency services personnel locate key information and gain access to all parts of the primary site. He/she will secure the site after all intended personnel are relocated off the primary site.
Off-Site Emergency Coordinator(s)	Arrive at the alternate site before the arrival of the students and prepare the site for their arrival. Identify key areas which need to be opened and made ready. Make provisions for the other key personnel who will assist in the accounting and communication duties required to care for and later release the students to their parents. They will remain in charge of the alternate site until the arrival of the Primary Operations Administrator or the Evacuation Site Coordinator at which time they will support these personnel in their duties.
Other Personnel	Will assist in the accounting process and maintenance of order.

PUBLIC INFORMATION/ MEDIA NOTIFICATION PLAN

As media personnel arrive to cover a story, they should be directed to a media staging/reception area and should not be allowed to interview students without expressed permission.

Media Site Selection

Several factors should be considered when selecting a site to which the media can go and from which information will be dispensed:

Physical Space:	Select a room or area that will accommodate a media conference attended by several news agencies and school support staff.
Containment:	Ensure the site does not permit access by the media to the Command Post or student population.
Necessary Accommodations:	Choose a location that permits direct access to rest rooms and telephones and has sufficient electrical outlets and space for equipment.

Dissemination of Information

The Superintendent of Schools, or designee, will act as the Public Information Officer (P.I.O.) or Media Coordinator to work with the media during a crisis. The individual assigned this duty assumes responsibility for organizing the details.

During the crisis the Public Information Officer, P.I.O./Media Coordinator should greet reporters, direct them to the media staging area where they will be provided a news conference or press release.

Recommended Policy

The School District Superintendent will assign the P.I.O. or Media Coordinator for the district.

If there is a police or emergency service presence, release of information will be coordinated with the information officers from those agencies.

The P.I.O. for police, emergency services, and the school district will act as liaison to the media and coordinate press conferences and media deadlines.

Confidentiality and privacy issues regarding the identity of juveniles, staff members, and their involvement in a particular situation must be monitored very closely to prevent unauthorized disclosure of information.

The school district, police, and emergency services have an obligation to keep the media aware of significant developments as long as the investigation, actions, and/or locations are not compromised, or parents/spouses are not unnecessarily alarmed.

Announcing to the media that only one person will be releasing information usually will prevent attempts to obtain information by circumventing the authorized channels.

If an arrest results from the situation, the police agency should coordinate this announcement through the school district spokesman and school superintendent so necessary steps can be taken by the school to prepare the faculty, students, and parents.

Tips for the P.I.O.

Ensure all media inquiries are routed to one person or office.

Prepare an official statement about the crisis and action being taken. Include information to answer the basic who, what, when, where, why, and how questions.

Do not reveal names of students or employees involved in the incident, without prior approval from the responding police, emergency services, and the school's legal department.

When responding to the media, use the prepared official statement as your guide.

Distribute the prepared statements to teachers, staff, and students, and ensure that they are given accurate and consistent information.

P.I.O. Guidelines

Be brief.

Avoid providing superfluous information or using professional jargon.

Do not appear to be concerned mainly about the school's reputation.

Anticipate questions, especially on potentially controversial issues.

Keep calm. Show sensitivity to the seriousness of the matter, but do not overreact.

Answer one question at a time and answer only the question that is asked.

Do not treat anything as "off the record."

As official spokesperson, do not hesitate to say, "I don't know" or "I will have to get back to you."

Do not reply "no comment." This infers that information is being withheld.

Ignore abrasive comments made by reporters and maintain a professional attitude.

Provide updates to the media as events unfold, even after the initial crisis is handled.

Remember to follow up when information is available; bear in mind that the public has a right to know and understand what has happened.

E. PROCEDURES FOR ANNUAL MULTI-HAZARD SCHOOL TRAINING FOR STAFF AND STUDENTS

The Clarence Central School District will ensure that Annual Multi-Hazard Training is made available to staff and students. The annual submission to NYSED of the school district's PDP (Professional Development Plan) will include allocated training blocks for anti-violence and multi-hazard training. Students and staff members will receive written information at the beginning of the regular school year summarizing the schools basic hazard plans and the availability of additional information and participation for those who desire. The Clarence Central School District will work cooperatively with emergency management and law enforcement officials to ensure training is effective and appropriate, as well as consistent with local municipal disaster plans.

Additional examples of training or awareness refreshers that may be performed include:

- Evacuation Procedures
- Hold In Place/Sheltering Procedures
- Lockdown Procedures
- Lockout Procedures
- Medical/AED Emergencies Refreshers
- Emergency Response Team Instruction or Rehearsal
- Communication Training & Validation
- Transportation Emergencies
- Public Information Scenarios
- Early Dismissals/Non-Scheduled Parental Release
- Reviewing the Roles & Responsibilities of the Emergency Chain of Command Implementation

F. PROCEDURES FOR THE REVIEW AND CONDUCT OF DRILLS AND OTHER EXERCISES TO TEST THE COMPONENTS OF THE PLAN.

The Clarence Central School District, in coordination with local and county emergency responders, will conduct and review drills that are components of the Comprehensive District Wide Multi-Hazard Plan. The Clarence Central School District will annually prioritize and schedule drills in conjunction with local and county officials. At the completion of any scheduled drill, the Clarence Central School District and local and county emergency responders will conduct an after action review of the sequence of events, and will update the Multi-Hazard Plan to reflect lessons learned.

After Action Reviews (AAR) should include perspectives from representatives of all exercise participants, with emphasis on community responders and subject matter experts. A properly conducted AAR will seek to document three important aspects of the event/training. The three aspects should include:

1. What went well? Positive reflections of the good things that happened (things to reinforce).
2. What needs improvement? Reflections upon the things that will require additional improvement and practice.
3. Identify the important issues or key aspects of any given event or drill. Individuals should be encouraged to offer a potential course of action when identifying deficiencies.

Events that should be reviewed for lessons learned may include:

- Evacuation / Fire Drills
- Sheltering Drills
- Lockdown Drills
- Lockout Drills
- Medical / AED Emergencies Refreshers
- Emergency Response Team Instruction or Rehearsal
- Communication Checks / Validation
- Transportation Emergencies
- Public Information Releases (Actual or Notional)
- Early Dismissals / Non-scheduled Parental Releases
- Any event that requires the deployment of local emergency response personnel (i.e. Fire Alarm, Ambulance Call, Arrest on Campus).

SECTION 3000: **RESPONDING TO THREATS AND ACTS OF VIOLENCE**

A. Identification of appropriate responses to emergencies,
including protocols for responding to:

Building Related

• Emergency Utility Shut-Offs	3101
• Loss of Power	3102
• Natural Gas Leak	3103
• Heating System Failure	3104
• Loss of Building	3105
• Sewage System Failure	3106
• Water System Failure	3107

Natural Disasters

• Storm-Snow/Ice	3120
• Storm-Thunder/Lightning	3121
• Tornado	3122
• Take Cover Plan	3122
• Earthquake	3123
• Flood	3124

Environmental

• Airborne Gases	3130
• Asbestos Fiber Release Episode	3131
• Asbestos Response Team	3131
• Explosion	3132
• Oil/Gasoline/Hazardous Material	3133
• Fire	3134
• Carbon Monoxide Release	3135

Civil Disturbances

• Bomb Threat	3140
• Biological Release Threat (Telephone)	3141
• Telephone Threat Form	3142
• Biological Release Threat (Letter/Package)	3143
• Hostage	3144
• Intruder	3146
• Threats of Violence	3147
• Acts of Violence	3148
• NYS Police Threat Assessment Model (2007)	3149

SECTION 3000: RESPONDING TO THREATS AND ACTS OF VIOLENCE - CONTINUED

Medical Emergencies/Mental Health Response

- General Guidelines for Medical Emergencies/Mental Health Response3150
- School Bus Accident and/or Fire3151

B. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal

- Parent(s)/Spouse(s) Notification and3200
Reception Center Plan
- Threats of Violence: Notification Memo.....3205
To Parent(s)/Guardian(s)
- Emergency Closing3210
- Delayed Plan.....3210
- Early Dismissal Plan3210

EMERGENCY UTILITY SHUT-OFFS***Sensitive information has been removed**

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off.

HIGH SCHOOL	
	<u>LOCATION OF SHUT OFF</u>
<i>NATURAL GAS:</i>	*
<i>ELECTRIC:</i>	*
<i>WATER:</i>	*
<i>AIR HANDLING UNIT:</i>	*
NOTE:	

EMERGENCY UTILITY SHUT-OFFS

*Sensitive information has been removed

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off.

MIDDLE SCHOOL	
	<u>LOCATION OF SHUT OFF</u>
NATURAL GAS:	*
ELECTRIC:	*
WATER:	*
AIR HANDLING UNIT:	*
NOTE:	

EMERGENCY UTILITY SHUT-OFFS

*Sensitive information has been removed

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off.

CLARENCE CENTER SCHOOL	
	<u>LOCATION OF SHUT OFF</u>
NATURAL GAS:	*
ELECTRIC:	*
WATER:	*
AIR HANDLING UNIT:	*
NOTE:	

EMERGENCY UTILITY SHUT-OFFS

*Sensitive information has been removed

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off.

HARRIS HILL SCHOOL	
	<u>LOCATION OF SHUT OFF</u>
NATURAL GAS:	*
ELECTRIC:	*
WATER:	*
AIR HANDLING UNIT:	*
NOTE:	

EMERGENCY UTILITY SHUT-OFFS

*Sensitive information has been removed

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off.

SHERIDAN HILL SCHOOL	
	<u>LOCATION OF SHUT OFF</u>
NATURAL GAS:	*
ELECTRIC:	*
WATER:	*
AIR HANDLING UNIT:	*
NOTE:	

EMERGENCY UTILITY SHUT-OFFS

In the event of certain emergencies, there may be reason to shut off all or selected utilities. Administrators and certain other staff members should be familiar with locations and the manner of how to shut each utility off.

LEDGEVIEW SCHOOL	
	<u>LOCATION OF SHUT OFF</u>
NATURAL GAS:	*
ELECTRIC:	*
WATER:	*
AIR HANDLING UNIT:	*
NOTE:	

Response Action:Person(s) Responsible

- | | |
|---|---------------------------------|
| 1. Upon discovery or detection of an electrical system failure: <ul style="list-style-type: none">a. Sound fire alarm if there is any question as to the safety of the building occupantsb. Notify head of Building Maintenancec. Notify Supt. of Buildings & Grounds or Director of Facilities | 1. First person on the scene. |
| 2. Notify Building Administrator | 2. Head of Building Maintenance |
| 3. Evaluate problem insofar as possible | 3. Director of Facilities |
| 4. Notify Superintendent | 4. Building Administrator |
| 5. Curtail or cease building operations, as appropriate: <ul style="list-style-type: none">a. Hold at Schoolb. Early Dismissalc. Evacuated. Resume Normal Activitye. Make proper notifications | 5. Building Administrator |
| 6. Evaluate problem and commence appropriate <u>remedial</u> action | 6. Director of Facilities |
| 7. Termination of Contingency:
Notify staff, parents, and students | 7. Superintendent |

Comments:

Response Action:Person(s) Responsible

- | | |
|---|---------------------------------|
| 1. Upon discovery or detection of a gas leak notify Head of Building Maintenance | 1. First person on the scene |
| 2. Evaluate the problem insofar as possible shut off gas supply if prudent and wise | 2. Head of Building Maintenance |
| 3. Director of Facilities | 3. Head of Building Maintenance |
| 4. Notify Building Administrator | 4. Director of Facilities |
| 5. Notify Superintendent | 5. Building Administrator |
| 6. Curtail or cease building operations as appropriate:
a. Shelter at School
b. Early Dismissal
c. Evacuate
d. Resume Normal Activity
e. Make proper notifications | 6. Building Administrator |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action | 7. Director of Facilities |
| 8. Termination of Contingency:
Notify staff, parents, and students | 8. Superintendent |

Comments:

Response ActionPerson(s) Responsible:

- | | |
|---|---------------------------------------|
| 1. Upon discovery or detection of heating system failure notify Head of Building Maintenance | 1. First on scene |
| 2. Notify Supt. of Buildings & Grounds or Director of Facilities | 2. Head of Building Maintenance |
| 3. Notify Building Administrator | 3. Director of Facilities |
| 4. Evaluate problem insofar as possible Administrator | 4. Director of Facilities or Building |
| 5. Notify Superintendent | 5. Building Administrator |
| 6. Curtail or cease building operations as appropriate:
a. Shelter at School
b. Early Dismissal
c. Evacuate
d. Resume Normal Activity
e. Make proper notifications | 6. Building Administrator |
| 7. Evaluate problem and commence appropriate <u>remedial</u> action | 7. Director of Facilities |
| 8. Termination of Contingency: Notify staff, parents, and students | 8. Superintendent |

Comments:

Response Action:Person(s) Responsible:

- | | |
|--|--|
| 1. Relocate Education Program(s) displaced by an emergency which renders all or parts of a building unusable for school | 1. Building Administrator, Superintendent |
| 2. Establish remedial response, as appropriate for the day incident occurred <ol style="list-style-type: none">Hold at SchoolEarly DismissalEvacuateResume normal activity | 2. Building Administrator Superintendent |
| 3. Revise pupil transportation system as necessary | 3. Superintendent, Building Administrator, Transportation Supervisor |
| 4. Notify school districts of any changes | 4. Superintendent |
| 5. Notify staff, parents, and students | 5. Superintendent |
| 6. <u>Recovery</u> <ol style="list-style-type: none">Assess damage, cause, effect, remediationCleanup; following insurance company concurrenceAscertain insurance settlement, if anyDevelop architectural/engineering solutions as neededDevelop instructions to contractors - plans and specifications; bid procedures; if not a formally declared emergencyProgress with work in accordance with procedures for any public capital project. | 6. Board of Education Superintendent; Director of Facilities; Business Administrator |

Comments:

Response Action:

1. Upon discovery or detection of a sewer system failure, notify the Head of Building Maintenance
2. Notify Director of Facilities
3. Evaluate problem insofar as possible
4. Notify Building Administrator
5. Notify Superintendent
6. Curtail or cease building operations, as appropriate:
 - a. Shelter at School
 - b. Early Dismissal
 - c. Evacuate
 - d. Resume normal activity
 - e. Make proper notifications
7. Evaluate problem and commence appropriate remedial action
8. Termination of Emergency
 - a. Notify staff, parent, and students
 - b. Resume building operation

Person(s) Responsible:

1. First at scene
2. Head of Building Maintenance
3. Head of Building Maintenance, Director of Facilities
4. Director of Facilities
5. Building Administrator
6. Building Administrator
7. Director of Facilities, Superintendent, Board of Education, Business Administrator
8. Superintendent

Comments:

Response Action:Person(s) Responsible:

- | | |
|--|---|
| 1. Upon discovery or detection of water failure notify Head of Building Maintenance | 1. First on scene |
| 2. Director of Facilities | 2. Head of Building Maintenance |
| 3. Evaluate problem insofar as possible. Commence established remedial response | 3. Director of Facilities
Head of Building Maintenance |
| 4. Notify Building Administrator | 4. Director of Facilities |
| 5. Notify Superintendent | 5. Building Administrator |
| 6. Curtail or cease building operations, as appropriate:
a. Shelter at School
b. Early Dismissal
c. Evacuate
d. Resume normal activity | 6. Superintendent |
| 7. Termination of Contingency
a. Notify staff, parents, and students
b. Resume building operation | 7. Superintendent |

Comments:

Response Action:Person(s) Responsible:

1. Monitor weather and road conditions
2. Close schools if conditions deteriorate.
3. Institute Go Home Plan
4. Notify parents via media and district's calling system

1. Superintendent
2. Superintendent
3. Superintendent
4. Superintendent

Comments:

Response Action:Person(s) Responsible:

1. Monitor the closeness and intensity of the storm

1. Building Administrator

2. Curtail all outdoor activities if conditions warrant

2. Building Administrator

3. Summon all persons into building(s)

3. Building Administrator; teachers

4. Termination of contingency

4. Building Administrator

Comments:

Response Action:Person(s) Responsible:

- | | |
|---|---|
| 1. Monitor any weather bureau tornado watch/warning | 1. Building Administrator, Superintendent |
| 2. If tornado is imminent, curtail all outdoor activities | 2. Building Administrators |
| 3. Summon all persons into building(s) | 3. Building Administrators |
| 4. If tornado is sighted in vicinity of school, institute "Take Cover" plan. | 4. Building Administrators; teachers |
| 5. Termination of contingency | 5. Building Administrator |
| 6. Recovery: if building is damaged, refer to contingency plans for a system failure | 6. Superintendent |
| 7. Curtail or cease building operations as appropriate:
a. Shelter at School
b. Early Dismissal
c. Evacuate
d. Resume normal activity | 7. Superintendent |

Comments:

1. In the event of imminent danger due to a natural or man-made disaster, the facility will be notified by phone or intercom. Staff and students will be notified to take cover.
2. Staff and students should be directed to the designated shelter areas. These could include: basements and hallways on the ground floor that are not parallel to the tornados path, which is usually from the southwest.
3. **Never** use gymnasium, auditorium, or other rooms with wide, free-span roofs.
4. Teachers and students **should know** their designated shelter areas.
5. Children in school rooms of weak construction, such as portable or temporary classrooms, should be escorted to sturdier buildings or to predetermined ditches, culverts, or ravines.
6. When staff and students are assembled in school basements, interior hallways or ditches, culverts or ravines they should assume the proper position. This position is everybody down; crouch on elbows and knees; and hands over back of head.
7. School Bus Drivers should be instructed to use the procedures stated in #5 and #6. If their bus is caught in the open and a tornado is approaching. They should be far enough away so the bus does not topple on them.

Response Action:Person(s) Responsible:

- | | |
|--|---|
| 1. Follow directions of county emergency announcements made on local radio. | 1. Superintendent |
| 2. Provide for the safety of staff and students. Activate shelter plan and recommendations for earthquake. | 2. Superintendent; Building Administrator |
| 3. Notify other school districts of pending problems and actions to be taken | 3. Director of Facilities |
| 4. Notify parents via media and District's calling system | 4. Superintendent |

Comments:

Response Action:Person(s) Responsible:

1. Monitor weather and road conditions,
contact local disaster coordinator

1. Superintendent

2. Curtail or cease building operations,
as appropriate:
a. Early Dismissal
b. Shelter at School
c. Evacuate
d. Resume normal activity

2. Superintendent

3. Notify parents via media and district's
calling system

3. Superintendent

Comments:

Response Action:Person(s) Responsible:

1. Notify Building Administrator
2. Notify 911 (Local Fire Department)
3. Implement Evacuation Plan.
Direction of evacuation depending
on wind direction.
4. Notify Superintendent

1. First person on the scene
2. Building Administrator
3. Building Administrator, Fire
Department
4. Building Administrator

Comments:

Response Action:Person(s) Responsible:

- | | |
|---|---------------------------|
| 1. Remove occupants from room, area, wing immediately. Isolate the area as soon as possible. | 1. First person on scene |
| 2. Notify Building Administrator
Notify Head of Building Maintenance and Supt. of Buildings & Grounds | 2. First person on scene |
| 3. Notify school district AHERA designee | 3. Building Administrator |
| 4. Shut down or modify air handling unit to restrict air movement. | 4. Building Maintenance |
| 5. Contact Asbestos Response Team (see next page) | 5. AHERA Designee |
| 6. Lock and secure room in closed condition. | 6. AHERA Designee |
| 7. If possible, duct tape perimeter of door | 7. AHERA Designee |
| 8. Post signs to prevent entry by unauthorized persons, if needed | 8. AHERA Designee |
| 9. Curtail or cease building operations, as appropriate
a. Evacuate
b. Early Dismissal | 9. Building Administrator |
| 10. Contact Erie 1 BOCES Safety Risk Management for assistance in coordinating air sampling (TEM) | 10. AHERA Designee |
| 11. After receiving sampling results, determine if there was a fiber migration throughout the building. If air sampling shows a migration, plan strategy. If no fiber migration took place, resume normal activity for next day.
Maintain security of the release area. | 11. Superintendent |
| 12. Make proper notifications. | 12. Superintendent |

Comments:

AHERA Designee

Name: Brian Logel

Phone Number - Work: 407-9131

Accredited Handlers

Brian Logel, Supervisor
Joseph Moronski, Handler
TBD, Handler

Equipment Location:

Buildings & Grounds Building

Response Action:Person(s) Responsible:

- | | |
|--|---------------------------|
| 1. Upon occurrence of an explosion in a building:
a. Activate fire alarm
b. If fire alarm is inoperative notify Building Administrator by runner | 1. First person on scene |
| 2. Curtail or cease building operations:
a. Evacuate
b. Sheltering | 2. Building Administrator |
| 3. Summon fire department | 3. Building Administrator |
| 4. Notify Superintendent | 4. Building Administrator |
| 5. Upon their arrival, advise fire department of the situation and follow their instructions | 5. Building Administrator |
| 6. Termination of Emergency | 6. Fire department |
| 7. Resume, curtail or cease building operation, as appropriate | 7. Superintendent |
| 8. Make proper notifications | 8. Superintendent |

Comments:

Response Action:Person(s) Responsible:

- | | |
|---|---------------------------|
| 1. Upon the discovery or detection of an oil/gasoline spill on school property:
a. Notify Director of Facilities
b. Notify Building Administrator | 1. First person on scene |
| 2. Evaluate the problem insofar as possible
a. Stop source of spill if possible
b. Commence established remedial response | 2. Director of Facilities |
| 3. Notify the local fire department and follow their instructions | 3. Director of Facilities |
| 4. Within 2 hours of discovery of leak or spill the DEC <u>must</u> be contacted
DEC Hotline: 1-800-457-7362 | 4. Director of Facilities |
| 5. Notify Superintendent | 5. Building Administrator |
| 6. Contact Erie 1 BOCES, Safety Risk, if necessary | 6. Superintendent |
| 7. Curtail or cease building operation, as appropriate:
a. Early Dismissal
b. Evacuate
c. Resume normal activity | 7. Superintendent |
| 8. Make proper notifications | 8. Superintendent |

Comments:

Response Action:Person(s) Responsible:

- | | |
|--|---|
| 1. Upon discovery or detection of smoke or fire or evidence thereof sound fire alarm immediately | 1. First person(s) on scene |
| 2. Evacuate the building | 2. Building Administrator |
| 3. Summon Fire Department Administrator/Designee | 3. Building |
| 4. Upon arrival, advise Fire Department of the situation and follow their instructions | 4. Building Administrator |
| 5. Notify Superintendent | 5. Building Administrator |
| 6. Termination of emergency | 6. Fire Department |
| 7. Resume, curtail or cease building operation, as appropriate <ol style="list-style-type: none">EvacuateEarly DismissalResume normal activity | 7. Superintendent |
| 8. Make proper notifications | 8. Superintendent, Building Administrator |

Comments:

CARBON MONOXIDE RELEASE**CARBON MONOXIDE DETECTOR ALARM****RESOURCES****Call 911 for all emergencies**

SCHOOL DISTRICT	COMMUNITY
<ul style="list-style-type: none"> ▪ Building Evacuation Plan ▪ Community Notification Plan ▪ Media Plan ▪ School Cancellation Plan ▪ Alternative Sheltering Plan 	<ul style="list-style-type: none"> ▪ Local Fire Department(s) ▪ Gas Supplier –National Fuel ▪ Town Emergency Coordinator ▪ Erie County Health Department

RESPONSE ACTION GUIDELINES	AUTHORITY
1. Upon hearing a CO detector alarm, notify the Building Principal	School Staff
1A. Principal notifies Director of Facilities/Maintenance	Principal
2. Principal activates the building incident command team and establishes a command post. Director of Facilities reports alarm level to principal	Incident Commander (Principal or designee)
3. *Evacuate the building or relocate affected section(s) of the building to alternate areas of the building not affected by the alarm according to CO levels. Do not use the fire alarm system for evacuation notification. Use the PA system to provide instruction to staff and students.	Incident Commander (Principal & team determine response - evacuate or relocate)
4. Relocate the command post outdoors if evacuating	Incident Commander
5. In consultation with fire or utility personnel, determine whether to implement the School Cancellation Plan.	Liaison Officer Incident Commander
6. Implement Community Notification and Media Plan if necessary.	Public Information Officer
7. Activate Aftermath and Recovery Plan and resume normal operations when it is safe to do so.	Superintendent

***CO DETECTOR POTENTIAL EXPOSURE LEVELS**

An **ALERT- 4 RED LED FLASHES/minute-** indicates the presence of CO at a 10ppm level – mute device and check area for potential sources

A **LOW LEVEL ALARM- 4 BEEPS/FLASHING RED LED per minute-** indicates a CO level at a 15ppm level –mute device and check area for potential sources

A **MIDLEVEL ALARM – 4 BEEPS/FLASHING RED LED PER 5 SECONDS** -indicates a CO level of 25-50ppm (device can be muted for 5 minutes) -**EVACUATE AREA AND RELOCATE, CALL 911**

A **HIGHLEVEL ALARM → 4 BEEPS/FLASHING LED** (device cannot be muted) -indicates a CO level of 100-150-ppm or higher (device cannot be muted) -**EVACUATE BUILDING, CALL 91**

BOMB THREAT GUIDELINES

General

- A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received.
- The decision whether or not to evacuate is dependent upon information received in the threat, and how credible that information is.
- Two alternatives to evacuation are *compartmentalization* and *pre-clearance*.
- Compartmentalization relies on students remaining in their present locations while school administration and authorities assess and investigate the threat. Variations of compartmentalization – such as moving certain segments of the school population based upon new or developing information – can also be utilized in an effective response.
- Pre-clearance relies on anticipating a threat and conducting pre-clearance and security screening. (see page 3).

Receiving Bomb Threats

Written Threats

- Contact Police (911)
- Anyone receiving a written bomb threat must immediately notify the school building administrator.
- Handling of written bomb threat should be kept to an absolute minimum, since it may be used as evidence in a criminal investigation.
- Fingerprints may be taken from the note to help determine its source.
- A threat written on a bathroom wall, mirror, or stall should not be removed until it is viewed or documented (photographed) by law enforcement.

Telephone or Other Verbal Threats

- Contact Police (911)
- Anyone receiving a written bomb threat must immediately notify the school building administrator.
- The **NYSP Bomb Threat Instruction Card** should be placed next to telephones that are most likely to receive such calls.
- The bomb threat caller is the best source of information about a possible bomb.
- It is desirable that more than one person listens in on the call.
- Persons likely to receive a threatening call (switchboard) should receive special training and have a list of emergency agency telephone numbers available, as well as the telephone numbers of school officials to be immediately contacted.

BOMB THREAT GUIDELINES (Con't.)

- If possible, the telephone threat should be taped.
- Caller identification or other types of tracing devices should be considered.

Information to be asked of the caller includes:

- Where is the bomb located?
 - When will the bomb go off?
 - What does the bomb look like?
 - What kind of explosive is involved?
 - Why was the bomb placed?
 - What is your name? (The caller may be caught off guard and give you his or her name).
- Also note: time of call; language used by caller; gender; approximate age; speech characteristic (slow, fast, soft, disguised, intoxicated); noticeable background noise (music, motors running, street traffic).

Suspicious Packages

- Contact Police (911).
- Anyone receiving a suspicious package must immediately notify the school building administrator.
- Mail bombs can be contained in letters, books, and parcels of varying sizes, shapes, and colors.
- Letter bombs may feel rigid, appear uneven or lopsided, or are bulkier than normal.
- The container is irregularly shaped, asymmetrical, and has soft spots and bulges.
- There may be oil stains on the wrapper. The wrapper may emit a peculiar odor.
- The package may be unprofessionally wrapped and be endorsed with phrases such as "Fragile – Handle with Care," "Rush – Do Not Delay," "To Be Opened in the Privacy of ____," "Prize Enclosed," or "Your Lucky Day is Here."
- There may be cut and paste lettering on the address label.
- The package may have no postage or non-cancelled postage.
- The package may exhibit protruding wires, foil, string, or tape.
- The package may emit a buzzing or ticking noise.
- A suspect letter or package may arrive immediately before or after a telephone call from an unknown person asking if the item was received.

BOMB THREAT GUIDELINES (Con't.)

- o **Do not open** or squeeze the envelope or package.
- o **Do not pull** or release any wire, string, or hook.
- o **Do not** turn or shake the letter or package.
- o **Do not** put the letter or package in water or near heat.
- o **Do not** touch the letter or package, thereby compromising fingerprint evidence.
- o **Do** move people away from the suspected envelope or package.
- o **Do** notify the state and/or local police (911).
- o **Do activate your emergency plan for dealing with bombs.**

Investigating Bomb Threats

- Appropriate law enforcement agencies must be notified.
- Be aware of availability and limitations of specialized emergency services-including bomb squads, hazardous materials management, county, and state emergency management agencies.
 - o Be aware that law enforcement agencies generally do not initially send out bomb sniffing dogs.
 - o Bomb sniffing dogs have a limited time of efficiency so that their use is carefully considered.
- The school district administrator makes the decision regarding evacuation, continuation, or dismissal of school – first responders can assist and consult with them to make their decision (joint decision making – unified command).
- Police may enlist the assistance of the school faculty/staff who are familiar with the building and can recognize objects that do not belong or are out of place.
- Scanning does not involve touching or handling a suspect object.
- Once the incident has been resolved and no longer poses a danger, a full threat assessment inquiry should be conducted on the person making the threat if one is identified.

PRE-CLEARANCE AND SECURITY SCREENING IN LIEU OF EVACUATION (DURING TESTING)

- It is strongly recommended that school officials carefully coordinate this option in cooperation with local law enforcement officials.
- This option may only be implemented prior to the receipt of an actual bomb threat,

And

- Only after building and grounds have been “cleared” at the start of the day and continually monitored throughout the day.

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4 of 4

BOMB THREAT GUIDELINES (Con’t.)

- This option may be appropriate when a school reasonably anticipates the receipt of a bomb threat or if there is a particular concern over the possibility of a bomb threat. (During the administration of Regents examinations or during other school-wide events).

School Employee Involvement

- Schools may form teams of volunteers from administration, faculty, and staff to assist in sweeping a building or grounds for anything that looks out of place.
- Prior to an incident, school officials should make certain that people who volunteer in the school building, such as parents or other community members, are trained and aware of their responsibilities.
- School employees who volunteer or by job duty are assigned to assist, should have access to building keys, floor plans, and information about shut-off valves for heat, electricity, water, and ventilation (HVAC).

Response Action:Person(s) Responsible:

Upon notification of a Biological Release by telephone:

- | | |
|---|---|
| 1. The person receiving the call should gather as much information as possible by using the supplied "Telephone Threat Form." | 1. First to contact |
| 2. Upon completion of the telephone threat, the person receiving the call should attempt to immediately trace the call. | 2. First to contact |
| 3. Contact the building principal, if this happens in Central Office contact the Superintendent by telephone. | 3. First to contact |
| 4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet. | 4. Principal, Superintendent |
| 5. Notify Buildings & Grounds to shut down the HVAC units throughout the building. | 5. Principal, Superintendent |
| 6. Secure the building, do not allow entrance or exit from the building. Students and staff participating in outdoor activities should remain outdoors or take refuge in another building. | 6. Principal, Superintendent, Teachers, Staff |
| 7. Activate the Hold In Place plan
Curtail the following until an assessment is made by police, fire and local disaster coordinator:
a. Free movement throughout the building
b. Food preparation and distribution
c. Let staff and students know of the situation and how often they will be updated | 7. Principal, Superintendent Teachers, Staff |
| 8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and further action could be taken upon assessment. | 8. Police, Fire, Disaster Coordinator, Superintendent |

- | | |
|---|--------------------|
| 9. If the incident is ruled to be a false alarm, a note telling parents of the details could be processed and sent home for the parents to read. | 9. Superintendent |
| 10. If the incident escalates, arrangements should be made for the following:
1. Staging area for parents/guardians coming to the building to pick up their child/ children. Children will not be released until the incident is brought to closure, therefore, this area would be used to communicate with and calm parent/guardians.
2. Staging area for the media. Timely reports given to avoid inaccurate information. | 10. Superintendent |
| 11. Implement appropriate plan
a) Resume normal activity
b) Early dismissal | 11. Superintendent |

Comments:

TELEPHONE THREAT FORM

School Building: _____

Date: _____

Time: _____

Recall to best of knowledge exact words of caller:

Questions to be asked:

1. Where is the package located?

2. What does it look like?

3. What is in the package?

4. Why are you doing this?

5. What is your address?

6. What is your name?

Voice: Male _____ Child _____ Young _____

Female _____ Old _____ Middle Aged _____

Accent _____

Background noise? _____

Have you heard voice before? _____

Person receiving call? _____

Response Action:Person(s) Responsible:

Upon notification of a Biological Release
by letter or package:

- | | |
|---|---|
| 1. The person receiving the letter or package once opened do not handle or move it to another area. Using your "Good Samaritan" kit that was intended for blood and body fluid cleanup, use the towelette to wash your hands until you are cleared to leave the area. | 1. First to contact |
| 2. Secure the area, do not leave or let any one into the area. | 2. First to contact |
| 3. Contact the building principal, if this happens in Central Office contact the Superintendent by telephone. | 3. First to contact |
| 4. Call 911. Be specific in reporting the incident, location, how many are affected and where to meet. | 4. Principal,
Superintendent |
| 5. Notify Buildings & Grounds to shut down the HVAC units throughout the building. | 5. Principal,
Superintendent |
| 6. Secure the building, do not allow entrance or exit from the building. Students and staff participating in outdoor activities should remain outdoors or take refuge in another building. | 6. Principal,
Superintendent,
Teachers, Staff |
| 7. Activate the HOLD IN PLACE plan. Curtail the following until an assessment is made by police, fire and local disaster coordinator:
a. Free movement throughout the building
b. Food preparation and distribution
c. Let staff and students know of the situation and how often they will be updated | 7. Principal,
Teachers, Staff
Superintendent |
| 8. Upon arrival of the police, fire and local disaster coordinator the incident will be assessed and | 8. Police, Fire,
Disaster Co-ord |

further action could be taken upon assessment.

Superintendent

9. If the incident is ruled to be a false alarm, a note telling parents of the details could be processed and sent home for the parents to read.

9. Superintendent

10. If the incident escalates, arrangements should be made for the following:

10. Superintendent

- 1) Staging area for parents/guardians coming to the building to pick up their child/ children. Children will not be released until the incident is brought to closure, therefore, this area would be used to communicate with and calm parent/guardians.
- 2) Staging area for the media. Timely reports given to avoid inaccurate information.

11. Implement appropriate plan

11. Superintendent

- a) Resume normal activity
- b) Early dismissal

Comments:

Response Action:Person(s) Responsible:

- | | |
|---|-----------------------------------|
| 1. Identify hostage situation | 1. First person on scene |
| 2. Notify Building Administrator | 2. First person on scene |
| 3. Activate Lockdown Plan | 3. Principal |
| 4. Notify the local police and follow their instructions. | 4. Building Administrator |
| 5. Notify Superintendent | 5. Building Administrator |
| 6. Notify parents or spouse of hostage(s) | 6. Superintendent |
| 7. Termination of emergency | 7. Police, Building Administrator |
| 8. Make proper notifications | 8. Superintendent |

Comments:

Response Action:Person(s) Responsible:

- | | |
|--|------------------------------------|
| 1. Identify intruder | 1. First person on scene |
| 2. Notify Building Administrator | 2. First person on scene |
| 3. Activate the
Lockdown Plan | 3. Principal |
| 4. Confront intruder, if prudent and wise | 4. Building Administrator |
| 5. Escort intruder out of the building. Record
make, color and license plate number of vehicle | 5. Building Administrator |
| 6. If intruder refuses to leave, maintain surveillance.
If the intruder does leave but circumstances
lead you to expect trouble, summon the local
police. | 6. Building Administrator |
| 7. Advise police of situation and follow their
instructions | 7. Building Administrator |
| 8. Notify Superintendent | 8. Building Administrator |
| 9. Notify staff and students of incident | 9. Building Administrator |
| 10. Termination of Contingency | 10. Police, Building Administrator |

Comments:

Response Action:Person(s) Responsible:

- | | |
|--|---------------------------|
| 1. Assemble Threat Assessment Team.* | 1. Principal |
| 2. Inform building principal of implied threat or direct threat. | 2. First person on scene |
| 3. Determine level of threat with Superintendent/ Designee.* | 3. Principal/Designee |
| 4. Contact appropriate law enforcement agency, if necessary. | 4. Building Administrator |
| 5. Monitor situation, adjust response as appropriate. | 5. Building Administrator |

NOTE: *Refer to NYS Police Threat Assessment Model (2007)

Comments:

Additional Information on threat assessment is located in the New York State School Safety Guide

Response Action:Person(s) Responsible:

- | | |
|--|---------------------------|
| 1. Assemble Threat Assessment Team.* | 1. Principal |
| 2. If warranted, isolate the immediate area and evacuate if appropriate. | 2. First person on scene |
| 3. Inform Superintendent | 3. Principal/Designee |
| 4. If necessary, initiate lockdown procedure and contact law enforcement agencies. | 4. Building Administrator |
| 5. Monitor situation, adjust response as appropriate. If necessary, initiate Early Dismissal, Sheltering or Evacuation Procedures. | 5. Building Administrator |

NOTE: ***Refer to NYS Police Threat Assessment Model (2007)**

Comments:

Additional Information on threat assessment is located in the New York State School Safety Guide

New York State Police Threat Assessment Model, (2007)

Threat reported to principal

Assemble school threat assessment team

- Conduct threat assessment – assign a central point of contact
- Include School Resource Officer (SRO) if one exists, otherwise consult law enforcement
- Immediately ask “How much time do we have?”
- Decide how to handle a “student of concern” pending the outcome of the threat assessment (should allegations be unfounded)
- Revisit/revise threat assessment plan if necessary

Evaluate threat

- Utilize an “integrated systems approach” relying on information from all who have interaction with the student
- Consider facts that drew your attention to the student, situation, and target-obtain first-hand, specific accounts of the threat by interviewing recipients, witnesses, and student who made the threat-document/photograph/record all
- Establish/maintain contact with the student
- Obtain/consider information about the student-identifiers, background information, current life situation and circumstances
- Consider the circumstances in which the threat was made, student's intentions, motives, and target selection

Decide whether threat is clearly *transient* or *substantive*

- Is there information to suggest that this student is on the path to an attack?
- Has any pre-attack behavior been identified?
- Is the student engaging in behavior that indicates furthering a plan or building capacity for a violent attack?
- Consider whether the student *poses* a threat, or simply *made* a threat
- Has the student broken a law? —→ Contact law enforcement

Threat is clearly transient

Respond to transient threat

- School discipline, parent notification, and counseling

Threat is substantive or threat meaning is unclear

Decide whether substantive threat is plausible or imminent

Plausible

Respond to plausible threat

- Take immediate precautions to protect potential victims
- If threat involves a possible crime contact law enforcement
- Notify potential victim, and victim's parents/guardians (if victim is a student)
- Notify “student of concern's” parents/guardians
- Connect student to services and support systems
- Discipline student as appropriate

Imminent

Respond to imminent threat

- Immediately contact law enforcement
- Take immediate precautions to protect potential victims
- Execute appropriate emergency response (lockdown, lockout, shelter-in-place) if necessary
- Notify “student of concern's” parents/guardians
- Initiate mental health evaluation procedures
- Discipline student as appropriate
- Be cognizant of items of an evidentiary nature that may be needed in a possible criminal prosecution

Response Action:Person(s) Responsible:

- | | |
|--|---|
| 1. Summon help or request someone call for help | 1. First person on scene |
| 2. Identify the stricken person | 2. First person on scene, trained medical personnel |
| 3. Protect the injured or ill person from further injury | 3. First person on scene, trained medical personnel |
| 4. Comfort the victim and administer first aid, if necessary | 4. Trained medical personnel |
| 5. Access the need for further medical attention | 5. Trained medical personnel |
| 6. Notify Building Administrator | 6. Trained medical personnel |
| 7. Notify parent or guardian | 7. Building Administrator |

RECOMMENDATIONS:

In each case, the guiding principles are to provide appropriate emergency care until competent medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid is treatment such as will protect the life and comfort of the victim until authorized medical treatment is available or, in the case of a student, until the child is placed under the care of the parent or guardian.

Signed instructions for emergencies from parents, guardians and from school personnel should be on file in the school medical office and the school main office. These signed statements should include the name and age of the person (pupil or employee) name, address and telephone number where one or both parents may be reached at home and at work; name, address and telephone number of another person who has agreed to care for the child if the parent cannot be reached; name, address and telephone number of the family physician (or Christian Science practitioner), family dentist, and preferred hospital; written authorization from the parent for school personnel to call the physician or hospital in serious emergencies when the parent cannot be reached; religion of the victim; and any special condition which should require special handling.

A list of all students and staff having special medical problems such as hypersensitivity to allergens, diabetes, epilepsy, etc.

STUDENT MENTAL HEALTH EMERGENCY RESPONSE**GENERAL GUIDELINES**

1. Any teacher or staff member who has any reason to believe that a student may be a threat to him or herself, or who receives a report from any source that a student may be a threat to him or herself will immediately contact an administrator. The District will supervise the student until the student is released to a parent, guardian, or person in parental relation to the student, or an appropriate professional.
2. The administrator will immediately refer the matter to the Student Support Services Team and contact the parent, guardian, or person in parental relation to the student.
3. The SSST will conduct a lethality assessment and identify the appropriate action or actions to be taken based on the assessment results.

POTENTIAL FURTHER RESPONSE ACTIONS BY THE DISTRICT

1. Refer the parent, guardian, or person in parental relation to appropriate resources or agencies for support and assistance.
2. Secure permission from parent, guardian, or person in parental relation to share information or documents with the mental health care provider to further assist the student.
3. Provide support to the student. Assist him or her with re-entry.
4. If a parent, guardian, or person in parental relation refuses to respond to the child's threat to him or herself, the District may contact Child Protective Services or local law enforcement.
5. Complete any required paperwork, including any incident reports.
6. Maintain confidentiality as required by law or best practices.

Response Action:Person(s) Responsible:

- | | |
|--|---------------------------------|
| 1. Relocate pupils away from danger area | 1. School bus driver, students |
| 2. Render first aid to injured persons | 2. Qualified person(s) on scene |
| 3. If necessary, request emergency assistance.
Ambulance, fire department and/or police | 3. Qualified person(s) on scene |
| 4. Notify Building Administrator, if needed. Request spare vehicle to transport uninjured pupils | 4. School Bus Driver |
| 5. Identify the victims and where they are being transported to | 5. Qualified person(s) on scene |
| 6. Notify parents or spouse of the victims | 6. Building Administrator |
| 7. Complete School District Accident Report Forms | 7. School Nurse |

Comments:

PARENT(S)/SPOUSE(S) AND RECEPTION CENTER NOTIFICATION PLAN

Utilize telephone lists or television and radio media to notify parents and spouses of an emergency involving an occupied school facility.

Designate a reception center at a location away from the incident. Provide this information during the notification process.

Several factors should be considered when selecting a reception center. They are as follows:

Physical Space:	Select a site that will accommodate a large influx of people to include parents and/or spouses and district representatives.
Containment:	Ensure that the site does not permit access by the media and is isolated from the Incident Command Post (I.C.P.), Emergency Operation Center (E.O.C.), and student body.
Necessary Accommodations:	Select a location that permits direct access to rest rooms and telephones and allows for the serving of refreshments. Several rooms should be made available for grieving family members and counseling sessions.
Support Personnel/ Agencies:	If the situation warrants, station counselors, members of the clergy, medical personnel and Critical Incident Stress Debriefing Team at the reception center. A law enforcement/emergency services representative should be at the site also.
Dissemination of Information:	The Superintendent of Schools should assign, in advance, a staff member as the liaison/information specialist to work with the parents/spouses during a crisis. The individual assigned this duty must assume responsibility for arranging the details and providing accurate, up-to-date information regarding the incident.

EMERGENCY CLOSINGS

The superintendent is empowered to close the district schools, delay the opening, or to dismiss students early in the event of hazardous conditions, including weather, which threaten the safety of students.

In making the decision to close schools, either the superintendent or his/her designee shall consider many factors, including the following:

- 1) The availability of parent(s)/guardian(s) to receive the student at home in the event schools should be dismissed early.
- 2) The health and safety of students remaining in a school environment.
- 3) Weather conditions, both existing and predicted.
- 4) Driving and traffic conditions affecting public and private transportation facilities.
- 5) Continuance or discontinuance of the operations of business, commercial and professional people in the area.

Facts will be assembled from the appropriate agencies and organizations before any decisions are made. For example, the Highway Department, Police Department, Weather Bureau, transportation companies and other governmental agencies, as needed, will be called.

Following the decision, communications will begin for the total notification of the students and staff. Either the superintendent or his/her designee shall notify the public media. Employees should listen to broadcasts beginning at 6:00 o'clock a.m. Any employee who is doubtful about reporting should contact his/her immediate supervisor.

Delayed School Plan

When it appears likely that weather and/or street conditions will improve later in the morning, a "delayed school opening" announcement may be made to the public. Employees shall make an effort to report to their assignment at the regular starting time.

"A" Schedule (One hour delay in all school starting times):

All schools will begin one hour later than normal starting times and dismiss at regular time.

"B" Schedule (Two hour delay in all school starting times):

All schools will begin two hours later than normal starting times and dismiss at regular time.

EMERGENCY CLOSINGS – Continued

Early Dismissal School Plan

When a sudden, unanticipated emergency condition, including weather alert, arises after school has commenced, and it is deemed appropriate to close schools and offices, the following actions will be followed:

- 1) The media will be called and the public will be informed of the decision.
- 2) Schools will be dismissed with dismissal time arranged to parallel the arrival of buses. No staff member may leave his/her assignment until all students have left the building (unless authorized to do so by the principal).
- 3) Elementary students can be released to the custody of their parent/guardian or another designated adult.

Staff Assignments

The superintendent is responsible for the effective operation of the school district at all times. Under Education Law, Sections 1711 and 3012, the superintendent is empowered to require certain groups of employees to work while other employees are not required to work because the absence of students reduces the productivity of these employees.

When schools are officially closed for students due to inclement weather or other emergency conditions:

- 1) In general, school-based personnel will not report with the exception of the building plant operators, custodians, maintenance, and janitorial staff, as per negotiated agreement.
- 2) The Superintendent of Buildings and Grounds, the transportation supervisor and the superintendent will report to work, along with other designated employees.
- 3) Principals will remain responsible for security of their schools and for seeing that the building and grounds are made as ready as possible for school on the next scheduled day.

Parent/Guardian Notifications

Principals have the responsibility to urge parents/guardians to make plans for the emergency supervision of their children should an all-day closing, a delayed opening, or an early closing of school be necessary.

Radio announcements or telephone trees may be used to notify staff members.

EMERGENCY CLOSINGS - Continued

<u>Responsibility</u>	<u>Action</u>
Before School	
Superintendent/Designee	<ol style="list-style-type: none"> 1) Consults with highway officials or other agencies regarding road conditions and predicted weather patterns. 2) Makes decision as to closing. 3) If decision is to close, notifies: <ol style="list-style-type: none"> a. Radio stations b. Principals
During School	
Transportation Supervisor	<ol style="list-style-type: none"> 1) Consults with highway officials or other agencies regarding road conditions and predicted weather patterns. 2) Informs superintendent of adverse conditions.
Superintendent	<ol style="list-style-type: none"> 3) Makes decision as to closing.
Superintendent/Designee	<ol style="list-style-type: none"> 4) If decision is to close, notifies: <ol style="list-style-type: none"> a. Transportation Supervisor b. Radio and television stations c. Principals d. Staff and Students
Transportation Supervisor	<ol style="list-style-type: none"> 5) Notifies drivers and substitutes where Necessary. 6) Reschedules school pickups as soon as decision is made.

SECTION 4000: COMMUNICATION WITH OTHERS

A. Description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies

- Step-by-Step Procedures4100

B. Procedures for obtaining advice and assistance4200
from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law

C. A system for informing all educational agencies within a school district of a disaster.

- Statement.....4300

In the case of a school district, maintaining certain information about each educational agency located in the school district, including information on:

- School population,4305
- Number of staff,
- Transportation needs, and
- Business and home telephone numbers of key officials of each such educational agency.

A. IN THE EVENT OF AN EMERGENCY THAT REQUIRES THE ASSISTANCE OF EMERGENCY RESPONSE AGENCIES

STEP 1	Call 911
STEP 2	Give Specific Information to the 911 Dispatcher <ul style="list-style-type: none">• What type of emergency• Where – address, room, what floor• Who/how many are affected• Directions to access the scene
STEP 3	Local agencies, such as police, fire, ambulance, highway or public works, disaster coordinator will respond first
STEP 4	After assessing the emergency, LOCAL RESPONSE AGENCIES will contact county, state and federal agencies if additional assistance is necessary
STEP 5	Post incident response can be coordinated through local and county agencies. These could include the Red Cross, United Way Agencies and other local, county and state mental health resources.

- §29-a. Suspension of other laws
- §29-b. Use of civil defense forces in disasters
- §29-c. Radiological preparedness
- §29-d. Reports

HISTORY:

Add, L 1978, ch 640, § 3, eff Apr 1, 1979

CROSS REFERENCES:

This article referred to in §§ 20, 21; CLS Unconsolidated ch 131 § 20.

§ 20. Natural and man-made disasters; policy; definitions

1. It shall be the policy of the state that:
 - a. local government and emergency service organizations continue their essential role as the first line of defense in times of disaster, and that the state provide appropriate supportive services to the extent necessary;
 - b. local chief executives take an active and personal role in the development and implementation of disaster preparedness programs and be vested with authority and responsibility in order to insure the success of such programs;
 - c. state and local natural disaster and emergency response functions be coordinated in order to bring the fullest protection and benefit to the people;
 - d. state resources be organized and prepared for immediate effective response to disasters which are beyond the capability of local governments and emergency service organizations; and
 - e. state and local plans, organizational arrangements, and response capability required to execute the provisions of this article shall at all times be the most effective that current circumstances and existing resources allow.
2. As used in this article the following terms shall have the following meanings:
 - a. "disaster" means occurrence or imminent threat of wide spread or severe damage, injury, or loss of life or property resulting from any natural or man-made causes, including, but not limited to, fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, wind, storm, wave action, volcanic activity, epidemic, air contamination, blight, drought, infestation, explosion, radiological accident or water contamination.
 - b. "state disaster emergency" means a period beginning with a declaration by the governor that a disaster exists and ending upon the termination thereof.
 - c. "municipality" means a public corporation as defined in subdivision one of section sixty-six of the general construction law and a special district as defined in subdivision sixteen of section one hundred two of the real property tax law.
 - d. "commission" means the disaster preparedness commission created pursuant to section twenty-one of this article.
 - e. "emergency services organization" means a public or private agency, organization or group organized and functioning for the purpose of providing fire, medical, ambulance, rescue, housing, food or other services directed toward relieving human suffering, injury or loss of life or damage to property as a result of an emergency, including non-profit and governmentally-supported organizations, but excluding governmental agencies.
 - f. "chief executive" means:
 - (1) a county executive or manager of a county;
 - (2) in a county not having a county executive or manager, the chairman or other presiding officer of the county legislative body;
 - (3) a mayor of a city or village, except where a city or village has a manager, it shall mean such manager; and
 - (4) a supervisor of a town, except where a town has a manager, it shall mean such manager.

**C. IN THE EVENT OF AN EMERGENCY WITHIN THE
SUPERVISORY DISTRICT TERRITORIAL LIMITS, THE
SUPERINTENDENT, OR DESIGNEE, OF THE
CLARENCE CENTRAL SCHOOL DISTRICT WILL:**

- 1) Act as the chief communication liaison for the non-public Educational agencies listed on the following pages
- 2) Contact the Erie 1 BOCES District Superintendent
- 3) Offer resources that are available.

C. PERSONNEL FOR NON-PUBLIC SCHOOLS

Facility Name/Address/Phone: Ron Sajdak, Pastor	Nativity of the Blessed Virgin Mary School 8550 Main Street Williamsville, NY 14221 716-633-7441 632-8838 (Rectory)
Principal/Location/Phone:	Nicole Richard
Grades:	Prek – 8
Number of Students:	
Hours of School:	8:00am – 3:30pm
Districts:	Akron, Alden, Clarence, Lancaster, Pembroke, Williamsville
School Nurse:	Hana Muller 716-633-1531

SECTION 5000: PREVENTION AND INTERVENTION STRATEGIES

- A. Policies and procedures related to school building..... 5000
security, including, where appropriate, the use of
school safety officers and/or security devices or
procedures
- Safety/Security
- B. Procedures for the dissemination of informative materials 5100
regarding the early detection of potentially violent behaviors,
including, but not limited to:
- Board of Education Policies
 - Community Notification of Sex Offenders
 - Staff Development Training
 - Building Staff Meetings
 - Crisis Management
- C. Appropriate prevention and intervention strategies such as: 5200
- Collaborative agreements with local law enforcement officials (Memorandum)
 - Non-Violent conflict resolution training program
 - Peer mediation programs and youth
- D. Strategies for improving communication among students 5300
and between students and staff and reporting of potentially
violent incidents, such as the establishment of:
- Youth-run programs,
 - Peer mediation,
 - Conflict resolution,
 - Creating a forum or designating a mentor for students
 - Concerned with bullying or violence,
 - Establishing anonymous reporting mechanisms for school violence, and
 - Others based on district need
- E. Special Patrol Officer
Agreement.....5400

A.

- All Buildings have electronic door security systems. Each building locks all doors after student's morning arrival. The main door has a buzzer system that is operated by building monitor or the main officestaff.
- All Employees are required to wear picture Identification Badges.
- All building doors are numbered for emergency responders.

- . Procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:
 - Board of Education Policies
 - Community Notification of Sex Offenders
 - Staff Development Training
 - Building Staff Meetings
 - Crisis Management

C.

Appropriate prevention and intervention strategies such as:

- Collaborative agreements with local law enforcement officials (Memorandum)
- Non-Violent conflict resolution training program
- Peer mediation programs and youth

THE FOLLOWING RESOURCES ARE AVAILABLE FOR USE AT THE BUILDING LEVEL:

Clarence Central School District Tip Line
 Suicide Prevention Center of NYS
 Crisis Text line
 Lifelines Prevention, Intervention and Postvention
 Suicide Safety Training
 Conflict resolution through Mediation
 Restorative practices
 Skillsstreaming-The Adolescent
 Therapeutic Crisis Intervention
 Suicide Risk Screening
 Threat Assessment
 CARES team
 Clarence School District Family Support Center
 Project ACHIEVE
 Positive Behavioral Interventions and Support
 American Association of Suicidology
 National Association of School Psychologists (NASP)
 National Emergency Assistance Team (NEAT)
 National Education Association (NEA)
 National School Safety Center (NSSC)
 Students Against Destructive Decisions (SADD)
 The Incredible Years Series Iowa Strengthening Families Program
 Promoting Alternative Thinking Strategies (PATHS)

The Clarence Central School District recognizes the importance of good communication among students and between students and staff and encourages the school community to strive for improvement at all times. Sharing information is the first line of defense in keeping our schools safe. It is vital that our students understand that reporting information about potential problems is a way of preventing harm to another. Reporting concerns that may impact on the safety and health of others is the responsibility of the entire Clarence Central School District community.

Short-term and long-term strategies to bettering communication and preventing violence in our schools include:

- Set clear expectations for students, and communicate these standards to students, staff, and parents.
- Pay attention to what students are saying
- Peer listening and mediation
- Develop identification and reporting procedures to record students who show signs and symptoms of violent behavior
- Encourage communication among parents, students, staff, and community members about any concerns to appropriate resource people in schools and communities
- Foster collaboration among, home and community for peaceable schools
- Train staff to listen and question effectively

THE FOLLOWING RESOURCES ARE AVAILABLE AT THE BUILDINGS:

Anger Management for Young Children – A Handout for Parents
Anger Management for Young Children – A Handout for Teachers
National Association of School Psychologists:

Classroom Management Skills
Classroom Rules: Promoting Competent Behavior of Tough Kids
Conflict Resolution and Peer Mediation/Ed. Guide
Defusing Disruptions/Crisis Intervention Method
Delinquency/Handout for Parents and Teachers
Name-Calling/Inter. Strategies for Parents & Educators
Self-Control Skills for Children/Handout for Parents
Self-Control Skills for Children/handout for Teachers
Tantrums/An Intervention Guide for Parents
Time-Out/Guidelines for Teachers
Verbal Aggression: Coping Strategies for Children

Special Patrol Officer Agreement
(Please see Appendix 3)

APPENDICES

APPENDIX 1:	Buildings Covered By This Plan
APPENDIX 2:	Code of Conduct
APPENDIX 3:	Special Patrol Officer Agreement
APPENDIX 4:	Pandemic Influenza Plan
APPENDIX 5:	Continuity of Operations Plan
APPENDIX 6:	Remote Learning Plan
APPENDIX 7:	Technology Plan

APPENDIX 1 SCHOOL BUILDINGS COVERED BY THIS PLAN

CLARENCE HIGH SCHOOL
CLARENCE MIDDLE SCHOOL
SHERIDAN HILL ELEMENTARY
HARRIS HILL ELEMENTARY
CLARENCE CENTER ELEMENTARY
LEDGEVIEW ELEMENTARY

STAFF DIRECTORY CLARENCE CENTRAL SCHOOL DISTRICT 407-9000				
Emergency School Hotlines: School Closing (716) 407-9129 / Transportation 407-9098 / Sports 407-9058				
District Office Reception Desk (716) 407-9100 Elaine Horey District Office Fax (716) 407-9126				
Department	Name	Extension #	Secretary/Clerk	General Responsibilities
Superintendent	Dr. Matthew Frahm	9102	Megan Sutton	Secretary to the Superintendent of Schools
Business Office	Dr. Patricia Grupka	9013	Lisa Panaro	Secretary to the Business Administrator
CCS Credit Union 630-0888 Fax: 633-2407		9011	Janice Stoll	Treasurer
		9015	Ashley Fohrd	Purchasing
		9016	Sharon Karl	Deputy Treasurer/Accounts Receivable
		9017	Lilly Boyd-Gammel	Accounts Payable
		9018	Alicia Braaten	Print Shop
Curriculum	Dr. Kristin Overholt	9109	Melissa Byrd	Secretary to Director of Curriculum
		9005	Kate Celej	Program Coordinator
		9108	TBD	Curriculum Coordinator
Personnel	Robert Michel	9107	Laura Kelly	Secretary to the Director of Personnel
		9124	Hope Jankowiak	Personnel Secretary
		9012	Grace Boyd-Pollack	Health Benefits / Payroll
Special Ed Director	Dr. Rae Lynn Helman	9105/9104	Karen Mauger	Secretary to the Director of Special Ed
Spec Ed Asst. Dir.	Mary Jo Dunkle	9105/9104	LouAnn Holland	Special Education Secretary
Spec Ed Assist Dir	Jill Sengbush	9105/9104		Technology Help Desk - 407-9140

HIGH SCHOOL	407-9020	MIDDLE SCHOOL	407-9200	SCHOOLS / DEPARTMENTS:		
Kenneth Smith	407-9022	Ashley Dreibelbis	407-9206		FAX #	PHONE #
Heather Cwiklinski	407-9022	Tammy Derkovitz	407-9206	Clarence Center-Buffamonte	407-9157	407-9150
Julie Mampe	407-9024			Harris Hill-Boccaccio	407-9182	407-9175
Kevin Barrett	407-9028	Denise Englert 8 th	407-9205	Ledgeview-Kuwik	407-9279	407-9275
Julie Heinzmann	407-9025	Matthew Lauer 7 th	407-9214	Sheridan Hill-Arroyo	407-9258	407-9250
Attendance	9026/9027	Dahlia O'Brien 7 th	407-9214	Nativity School	626-1637	633-7441
Athletic Office	407-9043	Elizabeth Chelus 6 th	407-9210	Hana Muller - Nurse		633-1531
Jason Lehmbeck - Director		Ramona Hales 6 th	407-9210	Buildings & Grounds	407-9137	407-9131/9130
Stacy Evans - Secretary		Attendance Office	407-9209	Food Service	407-9097	407-9095
Attendance	407-9026	Cafeteria	320-4834	Technology/Help Desk	407-9145	407-9140
Cafeteria	407-9039			Transportation	407-9502	407-9500
Fax (Main Office)	407-9061	Fax (Main Office)	407-9229	Special Education:	320-4810	407-9105/9104
Guidance Office	407-9030	Library/Media	407-2108		PHONE #	PHONE #
Records/Transcripts	407-9032	Music-Choral	2403/2407	Tara Agnello		407-3311 CC
LAC	320-4819/18	Music-Orchestra	407-2406	Christine Berry-Krazmien		District wide
				Michelle Braun-Burget		407-9177 HH
Library/Media	407-9045	Nurse's Office	407-9223	Miles Cassetta		407-9255 SH
Music Office	407-9040	Nurse's FAX	407-9243	Doug Dermott		407-9033 CHS
Nurse's Office*	407-9029			Brittany Distefano – Behavior specialist – district wide		320-4480
				Maria Faso		320-9215 CHS
Nurse's FAX	407-9006	Learning Center	407-2109	Erin Ostrom-Alongi		470-6215 CC
*B. Ritchie cell#	866-2477			Sarah Parish		320-4890 CMS
				Dave Romanowski		407-9215 CMS
Sports Hot Line	407-9058			Kristen Rudz		407-9037
				Jessica Stachewicz		407-9077 LV
Evan Vahratian		Family Resource Center	320-4808	COMMUNITY ED	Lisa Panaro	407-9001

APPENDIX 2

CODE OF CONDUCT

(AS PUBLISHED ON DISTRICT'S WEBSITE)

[HTTPS://WWW.CLARENCE SCHOOLS.ORG/DOMAIN/23](https://www.clarenceschools.org/domain/23)

**APPENDIX 3 SPECIAL PATROL OFFICER AGREEMENT
(ATTACHED)**

**APPENDIX 4 PANDEMIC INFLUENZA PLAN
(ATTACHED)**

**APPENDIX 5 CONTINUITY OF OPERATIONS PLAN
(ATTACHED)**

APPENDIX 6 REMOTE LEARNING PLAN

APPENDIX 7 TECHNOLOGY PLAN

**AGREEMENT BETWEEN THE CLARENCE CENTRAL SCHOOL DISTRICT
AND THE TOWN OF CLARENCE FOR THE PROVISION OF
SPECIAL PATROL OFFICER SERVICES**

This Addendum is made this 24 day of September, 2021, by and between the CLARENCE CENTRAL SCHOOL DISTRICT ("District") and the TOWN OF CLARENCE, NEW YORK ("Town") (collectively referred to as "the Parties," and individually referred to as "Party").

WHEREAS, the District and the Town entered into an agreement effective October 2017 (which was amended in September of 2018 and March of 2019) for the provision of special patrol officer services (the "Agreement"), in order to enhance the security of District students, staff, visitors, and property, to deter criminal behavior and otherwise benefit the student population through positive interactions between students during school hours, and to otherwise perform duties traditionally associated with a school resource officer to the extent permitted by law; and


WHEREAS, the Parties have evaluated the operation and benefits of the special patrol officer arrangement, and have determined that it is in the interests of the Parties to modify the compensation rate to be paid to each special patrol officer;

NOW THEREFORE, in consideration of the mutual promises and covenants herein contained, the Parties hereby agree as follows:

1. **Term.** The term of this Addendum shall commence on the date first referenced above (the "Effective Date").
2. **Compensation and Costs.** The Parties agree that, beginning on the Effective Date, the annual compensation rate for each SPO appointed pursuant to the agreement shall be \$55,000. All other terms of the agreement (as previously amended) shall remain in effect, except to the extent inconsistent with the terms of this Addendum.

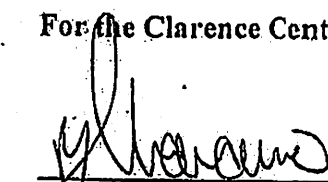
IN WITNESS WHEREOF, the Parties have executed this Addendum as of the Effective Date set above.

For the Town of Clarence:



Patrick Casilio
Town Supervisor

For the Clarence Central School District:



Richard Mancuso
Business Administrator

**ADDENDUM TO AGREEMENT BETWEEN THE CLARENCE CENTRAL SCHOOL
DISTRICT AND THE TOWN OF CLARENCE FOR THE PROVISION OF
SPECIAL PATROL OFFICER SERVICES**

This Addendum is made this 6th day of March, 2019, by and between the CLARENCE CENTRAL SCHOOL DISTRICT ("District") and the TOWN OF CLARENCE, NEW YORK ("Town") (collectively referred to as "the Parties," and individually referred to as "Party").

WHEREAS, the District and the Town entered into an agreement effective October 2017 (which was amended in September 2018) for the provision of special patrol officer services (the "Agreement"), in order to enhance the security of District students, staff, visitors and property, to deter criminal behavior and otherwise benefit the student population through positive interactions between students during school hours, and to otherwise perform duties traditionally associated with a school resource officer to the extent permitted by law; and

WHEREAS, the Parties have evaluated the operation and benefits of the special patrol officer arrangement, and have determined that it is in the interests of the Parties to modify the compensation rate to be paid to each special patrol officer;

NOW THEREFORE, in consideration of the mutual promises and covenants herein contained, the Parties hereby agree as follows:

1. **Term.** The term of this Addendum shall commence on the date first referenced above (the "Effective Date").
2. **Compensation and Costs.** The Parties agree that, beginning on the Effective Date, the annual compensation rate for each SPO appointed pursuant to the Agreement shall be \$50,000. All other terms of the Agreement (as previously amended) shall remain in effect, except to the extent inconsistent with the terms of this Addendum.

IN WITNESS WHEREOF, the Parties have executed this Addendum as of the Effective Date set above.

For the Town of Clarence:



Patrick Casilio
Town Supervisor

For the Clarence Central School District:



Geoffrey M. Hicks, Ed.D.
Superintendent of Schools

ORIGINAL

**ADDENDUM TO AGREEMENT BETWEEN THE CLARENCE CENTRAL SCHOOL
DISTRICT AND THE TOWN OF CLARENCE FOR THE PROVISION OF
SPECIAL PATROL OFFICER SERVICES**

This Addendum is made this 14th day of September, 2018, by and between the CLARENCE CENTRAL SCHOOL DISTRICT ("District") and the TOWN OF CLARENCE, NEW YORK ("Town") (collectively referred to as "the Parties," and individually referred to as "Party").

WHEREAS, the District and the Town entered into an agreement effective October 2017 for the provision of special patrol officer services (the "Agreement"), in order to enhance the security of District students, staff, visitors and property, to deter criminal behavior and otherwise benefit the student population through positive interactions between students during school hours, and to otherwise perform duties traditionally associated with a school resource officer to the extent permitted by law; and

WHEREAS, the Parties have evaluated the operation and benefits of the special patrol officer arrangement, and have determined that it is in the interests of the Parties and the constituencies that they respectively serve to add a second special patrol officer to be assigned to the District; and

NOW THEREFORE, in consideration of the mutual promises and covenants herein contained, the Parties hereby agree as follows:

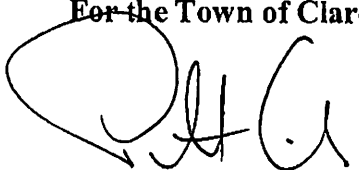
1. **Term.** The term of this Addendum shall commence on the date first referenced above (the "Effective Date").
2. **Termination.** This Addendum may be terminated with or without cause at any time by either Party, in its sole discretion, upon a ninety (90) day written notice to the other Party.
3. **Compensation and Costs.** The Town shall appoint and employ a second special patrol officer ("SPO") pursuant to N.Y. General Municipal Law Section 209-v to be assigned to the District, which shall be in addition to the special patrol officer appointed pursuant to the October 2017 Agreement between the Parties. The Parties agree that the compensation rate for the SPO appointed pursuant to this Addendum shall be \$28.20 per hour for each hour actually worked for the District's 2018-19 school year. The SPO shall be expected to work on each of the days on which school is in session pursuant to the District's 2018-19 school calendar.
4. **Effect of the 2017 Agreement.** The provisions of the 2017 Agreement between the Parties shall apply in full to the SPO appointed under this Addendum, including, without limitation, the provisions on compensation and costs (except with regard to the SPO's compensation rate as set forth above), the respective duties of the Town, SPO and District, and the provisions addressing appointment, termination and replacement of the SPO.

ORIGINAL

RECEIVED
SEP 24 2018
TOWN OF CLARENCE
TOWN ATTORNEY

IN WITNESS WHEREOF, the Parties have executed this Addendum as of the Effective Date set above.

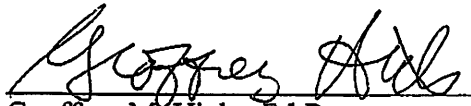
For the Town of Clarence:



9/14/19

Patrick Casilio
Town Supervisor

For the Clarence Central School District:



Geoffrey M. Hicks, Ed.D.
Superintendent of Schools

**AGREEMENT BETWEEN THE CLARENCE CENTRAL SCHOOL DISTRICT
AND THE TOWN OF CLARENCE FOR THE PROVISION OF
SPECIAL PATROL OFFICER SERVICES**

This Agreement is made this 2nd day of October, 2017, by and between the CLARENCE CENTRAL SCHOOL DISTRICT ("District") and the TOWN OF CLARENCE, NEW YORK ("Town") (collectively referred to as "the Parties," and individually referred to as "Party").

WHEREAS, the District is desirous of retaining the services of a part-time special patrol officer in an effort to enhance the security of District students, staff, visitors and property, to deter criminal behavior and otherwise benefit the student population through positive interactions between students during school hours, and to otherwise perform duties traditionally associated with a school resource officer to the extent permitted by law; and

WHEREAS, the Town is desirous of providing such services to the District, in order to benefit the District's student population as well as the community at large; and

WHEREAS, the Parties have considered and discussed the terms upon which this program will be implemented, and have agreed upon the terms set forth herein for that purpose;

NOW THEREFORE, in consideration of the mutual promises and covenants herein contained, the Parties hereby agree as follows:

1. **Term.** The term of this Agreement shall commence on October 2, 2017 (the "Effective Date").
2. **Termination.** This Agreement may be terminated with or without cause at any time by either Party, in its sole discretion, upon a ninety (90) day written notice to the other Party.
3. **Compensation and Costs.** The Town, as more fully set forth below, shall appoint and employ a special patrol officer pursuant to N.Y. General Municipal Law Section 209-v ("Section 209-v"). The Parties affirm that the intent of this Agreement is to have the special patrol officer perform duties which include those traditionally associated with a school resource officer, to the extent permitted by law including Section 209-v. The Town shall be solely responsible for paying the SPO's salary, and providing the SPO with any other compensation and employment benefits (all of which must be approved in advance by the District), as well as paying required payroll taxes and other payments on behalf of the SPO (including FICA, any required contributions to the state retirement system, as well as the cost of Workers' Compensation and Unemployment coverage). The Parties agree that the SPO's salary for the period October 2, 2017 through and including June 30, 2018 shall be \$25,000. The Town shall, on a quarterly basis, submit an invoice to the District for the total accrued amount of all such payments made to or on behalf of the SPO during that quarter. The District shall pay the invoice amount within fifteen days of receipt. The Town acknowledges and agrees that the SPO is not eligible to participate in any District pension or fringe benefit program, such as vacation pay, sick pay, or health insurance that is provided to District employees.

4. **The Duties of the Town.** The Town shall appoint on a part-time basis and assign one SPO to the District as follows:

- 4.1 The SPO shall be assigned to the District, and shall be expected to work a regular schedule which shall average 28 duty hours per week during the District's regular school year . However, the SPO's working days and hours may be adjusted by mutual agreement between the SPO and the District's Superintendent of Schools.
- 4.2 The SPO may leave school grounds during scheduled working hours to handle law enforcement emergencies, attend required training, or to perform duties that arise in the course of the SPO's services under this Agreement. The SPO shall provide notice to the Superintendent of Schools as soon as practicable, and in advance if possible, of any such obligations.
- 4.3 The SPO, if required to work beyond the standard work day, including for security, sporting events and other special projects, he shall then be permitted to flex his time to account for such additional hours upon notice to and approval of the Superintendent.
- 4.4 The Town shall provide the SPO with appropriate uniforms and badges, as well as with an appropriate vehicle with law enforcement markings.

5. **The Duties of the SPO.** The SPO shall perform the following duties under this Agreement, as directed by the District, to the extent permitted by law including Section 209-v:

- 5.1 The SPO shall undertake appropriate efforts to ensure the safety and security of District property and persons on such property.
- 5.2 The SPO shall act as an educator, a counselor, and a school resource officer.
- 5.3 The SPO shall act as an instructor for specialized, short-term, programs at the District, when invited to do so by the principal or a member of the faculty.
- 5.4 The SPO shall make presentations to the District faculty and students on law-related topics. Such subjects shall include a basic presentation on laws, the role of police officers, and the police mission.
- 5.5 The SPO shall coordinate his or her activities with the Superintendent of Schools and staff members as identified by the Superintendent, and will seek permission, advice and guidance prior to undertaking any program in the District.
- 5.6 The SPO shall encourage individual and small group discussions with students regarding material presented in class to establish rapport with the students.
- 5.7 The SPO shall make himself available for conferences with students, parents and faculty members in order to assist them with law enforcement or crime prevention matters.

- 5.8 The SPO shall become familiar with all community agencies that offer assistance to youths and their families, such as mental health clinics, drug treatment centers, etc.
- 5.9 The SPO shall assist the District in developing plans and strategies to prevent and/or minimize dangerous situations which may occur in school or during school sponsored events.
- 5.10 The SPO shall take law enforcement action as required to the extent that a special patrol officer may do so under the authority of law. As soon as practicable, the SPO shall make the Superintendent of Schools aware of such action. At the Superintendent's request, the SPO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SPO may do so under the authority of the law. Whenever practicable, the SPO shall advise the Superintendent before requesting additional police assistance on school property or at school sponsored events.
- 5.11 The SPO will assist other police officers and law enforcement representatives in matters regarding this Agreement, whenever necessary.
- 5.12 The SPO shall maintain detailed and accurate records of the operation of the SPO Program, and shall make them available to the Superintendent of Schools as required by law, or upon request.
- 5.13 The SPO shall not act as a school disciplinarian. However, if the Superintendent believes an incident involves a violation of the law, then the Superintendent may contact the SPO and the SPO shall then determine whether law enforcement action is appropriate. The SPO is not to be used for regularly assigned lunchroom duties, hall monitoring, bus duties or other monitoring duties. If there is a problem in one of these areas, then the SPO may assist the school until the problem is solved.
- 5.14 The SPO will provide his own firearm, which shall be approved by the Town and the District. The SPO shall also be responsible for maintaining qualification to use the firearm, and shall immediately notify the Town and the District if such qualification lapses.

6. Duties of the District.

- 6.1 The District shall provide to the SPO the following materials and facilities, which are deemed necessary for the performance of the SPO's duties:
 - 6.1.1 Access to a properly lighted office, which shall contain a telephone and which may be used for general business purposes;
 - 6.1.2 A location for official files and records which can be locked and secured;

- 6.1.3 A desk with drawers, a chair, work table, filing cabinet and office supplies;
- 6.1.4 Access to a computer with e-mail and internet capability;
- 6.1.5 Gas for the Town-provided vehicle referenced in Section 4.4 above; and
- 6.1.6 A radio and mobile phone for use in performing duties under this Agreement.

7. **Independent Contractor.** The relationship between the District and the Town is that of an independent contractor.

8. **Federal, State, and Local Taxes.** Consistent with its status as an independent contractor, the Town agrees that it, and not the District, shall be responsible, where appropriate, for: (1) Withholding FICA (Social Security and Medicare) taxes from the SPO's compensation or making FICA payments on the SPO's behalf; (2) Making federal or state unemployment insurance contributions on the SPO's behalf; (3) Withholding federal, state, or local income tax from the SPO's compensation or paying such taxes on the SPO's behalf. The Town represents, warrants, and agrees that it will timely pay all federal, state, and local income taxes, FICA taxes, federal and state unemployment insurance contributions which arise in connection with the SPO's provision of services under this Agreement.

9. **Workers' Compensation.** The Town acknowledges that the SPO will not be entitled to workers' compensation or disability insurance coverage under the District's policies. The Town will cover the SPO with workers' compensation and any other similar coverage required by law, the cost of which shall be reimbursed by the District. The Town will provide the District with proof of such coverage upon request, before the SPO begins performing services under this Agreement.

10. **Unemployment Insurance.** The Town acknowledges that the SPO will not be entitled to unemployment insurance benefits from the District. The Town agrees that it will cover the SPO with unemployment insurance coverage and any other similar insurance required by law or benefits provided under the terms of the Town's unemployment insurance program, the cost of which shall be reimbursed by the District.

11. **Appointment of the SPO.** The SPO must possess relevant job knowledge, experience, training, education, and have the appropriate appearance, attitude, communications skills and bearing. The SPO must be legally eligible to be appointed and to serve as a special patrol officer. The Town shall solicit candidates for appointment to SPO, and shall conduct the process of interviewing and screening candidates. The District shall have the right to have a representative present during the interview, screening and selection process, and shall have the right of final approval over the individual so appointed by the Town as SPO. The implementation of this Agreement is specifically contingent upon the Erie County Department of Personnel, or any other applicable civil service entity with jurisdiction, approving the appointment of the SPO pursuant to Section 209-v.

12. **Termination and Replacement of the SPO.** In the event that either the Town or the District believes that the SPO is not effectively performing his duties and responsibilities, it shall promptly notify the other. The Parties shall then confer to determine whether to (a) terminate the appointment of the SPO and appoint another individual to serve as SPO, or (b) terminate this Agreement. If the Parties are unable to reach agreement under this section, then this Agreement shall terminate 30 days after provision of the notice referred to herein.

13. **Good Faith.** The District, the Town, and their respective agents and employees, agree to cooperate in good faith in fulfilling the terms of this Agreement. Unforeseen difficulties or questions will be resolved by negotiation between the Parties.

14. **Modification.** This document constitutes the full understanding of the Parties and no terms, conditions, understandings or agreement purporting to modify or vary the terms of this document shall be binding unless upon mutual written agreement by the Parties.

15. **Severability.** In the event any provision of this Agreement shall be or become invalid under any provision of federal, state or local law, such invalidity shall not affect the validity or enforceability of any other provision hereof.

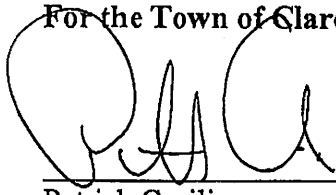
16. **Hold Harmless.** The Town agrees to indemnify and hold harmless the District, its officers, Board of Education members, employees, agents, contractors and representatives, from any and all liability, damages, fines, or judgments, (including those based on negligence) which may arise as a result of the Town's acts and omissions in the performance of this Agreement or violation or breach of any promise, representation, or the law. The District agrees to indemnify and hold harmless the Town, its officers, Town Board members, employees, agents, contractors and representatives, from any and all liability, damages, fines, or judgments, (including those based on negligence) which may arise as a result of the District's acts and omissions in the performance of this Agreement or violation or breach of any promise, representation, or the law.

17. **Entire Agreement.** This constitutes the entire agreement of the Parties hereto and all previous communications between the Parties, whether written or oral, with reference to the matter of this Agreement, are hereby superseded.

18. **Compliance with Laws.** The services to be provided by the SPO pursuant to this Agreement shall be in all respects consistent with applicable law, and the terms of this Agreement shall be interpreted and applied consistent with applicable law. By their signatures below, the Town Supervisor and Superintendent of Schools represent and certify that this Agreement has been approved by resolution of the Town Board and the Board of Education, respectively.

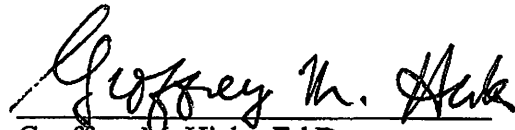
IN WITNESS WHEREOF, the Parties have executed this Agreement as of the Effective Date set above.

For the Town of Clarence:



Patrick Casilio
Town Supervisor

For the Clarence Central School District:



Geoffrey M. Hicks, Ed.D.
Superintendent of Schools

APPENDIX 4 PANDEMIC INFLUENZA PLAN
(ATTACHED)

PANDEMIC INFLUENZA PLAN

Purpose Statement

Erie 1 BOCES maintains a Comprehensive Emergency Management Plan (CEMP)/District-Wide School Safety Plan to identify, mitigate, respond and recover to potential threats to life safety, district property and the district's overall education mission. Pandemic Influenza is one such threat and has the potential to have an enormous impact upon human life and daily operations of the citizens of our community. This guidance document is designed to be fully integrated into the District Wide School Safety Plan and shall be designated Annex I.

Section I: General Considerations and Planning Guidelines

A. Introduction

Although remarkable advances have been made in science and medicine during the past century, we are constantly reminded that we live in a universe of microbes that are forever changing and adapting themselves to the human host and the defenses that humans create. While science has been able to develop highly effective vaccines and treatments for many infectious diseases that threaten public health, the United States faces a burden of influenza that results in approximately 36,000 deaths and more than 200,000 hospitalizations each year.

A pandemic could dwarf this impact and has the potential to cause more death and illness than any other public health threat. The last three pandemics, in 1918, 1957 and 1968, killed approximately 40 million, 2 million and 1million people worldwide, respectively. If a pandemic influenza virus with similar virulence to the 1918 strain emerged today, in the absence of intervention, it is estimated that 1.9 million Americans could die and almost 10 million could be hospitalized over the course of the pandemic, which may evolve over a year or more.

B. Partnerships

An influenza pandemic is a public health emergency and will be managed by public health agencies of the Federal, State and County Government. Furthermore, there is an expectation that the Town of West Seneca will implement emergency response procedures consistent with the aforementioned governments and the National Response Plan. Erie 1 BOCES, while always striving to fulfill our educational mission, will partner with the appropriate agencies in preparing for, responding to and recovering from a pandemic episode.

C. Situation

Pandemics happen when a novel influenza virus emerges that infects and can be efficiently transmitted between humans of which there is little or no natural immunity. Animals are the most likely reservoir and vector for these emerging viruses.

The current pandemic threat stems from an unprecedented outbreak of SARS-CoV-2 (Coronavirus), a novel coronavirus that originated in Wuhan, China. The virus has infected populations in numerous countries including the United States and has resulted in over 900,000 deaths. While traditional control measures have been attempted, the virus is now pandemic.

It is important to note that a feature of the SARS-CoV-2 virus is its ability to spread quickly within a population.

A pandemic is likely to come in waves or phases, each lasting weeks or months. The unique characteristics and events of a pandemic will strain local, State, and Federal resources. It is unlikely that there will be sufficient personnel, equipment, and supplies to adequately respond and overwhelm our health and medical capabilities. The table identifies the World Health Organization's classification system of a pandemic.

Interpandemic Period	Phase 1	No new influenza virus subtypes in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human infection or disease is considered to be low.
	Phase 2	No new influenza virus subtypes have been detected in humans. However, a circulating animal influenza virus subtype poses a substantial risk of human disease.
Pandemic Alert Period	Phase 3	Human infection(s) with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.
	Phase 4	Small cluster(s) with limited human-to-human transmission, but spread is highly localized, suggesting that the virus is not well adapted to humans.
	Phase 5	Larger cluster(s) but human-to-human spread is still localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).
Pandemic Period	Phase 6	Pandemic phase: increased and sustained transmission in the general population.

Table 1: WHO Pandemic Phases-Source: U.S. Department of Health and Human Services Plan for Pandemic Influenza; December, 2005

The severity of a pandemic will be based on the virulence of the virus that presents itself. While the virulence of the virus cannot be predicted, two scenarios may be considered based on historical pandemics. Table 2 below identifies the potential number of indexed cases, deaths, and healthcare utilizations with moderate and severe pandemics.

Characteristic	Moderate (1958 / 68 - like)	Severe (1918 – like)
Illness	90 Million (30%)	90 Million (30%)
Outpatient Medical Care	45 Million (50%)	45 Million (50%)
Hospitalization	865,000	9,900,000
ICU Care	128,750	1,485,000
Mechanical Ventilation	64,875	742,000
Deaths	209,000	1,903,000

Number of Episodes of Illness, Healthcare Utilization, and Death Associated with Moderate and Severe Pandemic Influenza Scenarios. These estimates based on extrapolation from past pandemics in the United States. Note that these estimates do not include the potential impact of interventions not available during the 20th century pandemics- Source: U.S Department of Health and Human Services.

E. Assumptions (New York State & Erie County)

1. A pandemic is a public health emergency that rapidly takes on significant political, social, and economic dimensions. A pandemic is likely to affect all sectors of the critical infrastructure, public and private.
2. Susceptibility to the pandemic influenza subtype will be universal. The clinical disease attack rate will be 30% in the overall population. Illness rates will be highest among school-aged children (about 40%) and decline with age. Among working adults, an average of 20% will become ill during a community outbreak.
3. Of those who become ill with influenza, 50% will seek outpatient medical care. The number of hospitalizations and deaths will depend on the virulence of the pandemic virus. Estimates differ about 10-fold between more and less severe scenarios.
4. Multiple waves (periods during which community outbreaks occur across the country) of illness are likely to occur with each wave lasting 2 to 3 months. Historically, the largest waves have occurred in the fall and winter, but the seasonality of a pandemic cannot be predicted with certainty.
5. The public healthcare system itself will likely be overwhelmed. This may have a cascading effect on those seeking medical attention for other (non-pandemic) illnesses and diseases.
6. Workforce support for all levels of government and the private sector will be a necessary, if not vital, resource to acquire.
7. New York's public health system relies on LHDs with authority and responsibility for public health preparedness and response at the local level.

While the State Department of Health provides leadership, support, and coordination of this effort, all jurisdictional responsibilities are maintained.

8. The county may need to implement protective actions (non-medical containment) that will likely be unfavorable to the general public. This may include closing schools, restricting travel, suspending mass gatherings and imposing isolation or quarantine measures on the general public.

9. The typical incubation period (interval between infection and onset of symptoms) for influenza is approximately 2 days. Non-medical containment will likely be covering the span of the incubation period until symptoms are presented.

10. Non-medical containment measures will be the principal means of disease control until adequate supplies of vaccine and/or antiviral medications are available.

11. Response actions need to be swift and decisive, necessitating the use of a variety of county and state statutes and authorities to effectively respond to and recover from a pandemic.

12. Vaccination and antiviral treatment are anticipated to be the most effective medical strategies for reducing pandemic influenza morbidity and mortality. However, effective vaccines or antiviral medications may be non-existent or in limited supply. The county will coordinate the use of vaccines and/or antivirals based on their availability and the best scientific evidence at the time.

13. Activities identified in any given pandemic phase are not necessarily assumed to be completed during that phase; activities started in one phase may continue into subsequent phases or reoccur as additional waves of the pandemic become evident.

14. County agencies supporting this Annex may need to fully develop and implement agency-specific continuity of operations plan. Plans should include lines of succession at least three persons deep.

15. Government at all levels will likely be overwhelmed in a pandemic. This may have an adverse effect on the ability for the county to acquire support from the State or federal support under the National Response Plan.

F. Concept of Operations (New York State & Erie County)

1. Initial notification of pandemic flu cases (in non-humans) may be realized through Federal or State agricultural agencies. Similarly, initial notification of a potential case of a pandemic influenza in humans may be realized through Federal or State health surveillance networks. In either of the above noted cases, this information will be quickly disseminated throughout the Nation, the

State of New York and Erie County.

2. If a pandemic influenza is discovered in the county (in non-humans), response actions will commence as identified in the Annex for *Emerging Infectious Diseases in Non-Human Populations*. Surveillance in the public health sector will be elevated to identify potential cases of the virus in humans.

3. Initial notification of a potential case of pandemic influenza in county will likely come from practitioners, the health departments or from hospital emergency departments. This information will be realized through a variety of formal information and reporting mechanisms that exist within the health and hospital networks, overseen by the State Department of Health.

4. Samples for testing and surveillance taken by the provider will be sent to a local or State laboratory for analysis and confirmation.

5. Upon receipt of a confirmation that a potential pandemic has started or is imminent, notifications will be made to county public health sector via the mechanisms managed by the State Department of Health. The county health department will, in turn, notify the county emergency management office.

6. Upon receipt, the Erie County Emergency Manager will consult with the county health and other county agencies, as appropriate, to determine if conditions warrant a collective county response. At this point, the Group will consider the demographics and implications of the potential event and explore the anticipated response issues and consequences specific to the disease. The discussion should determine if the event can be mitigated through daily statutory-type responses (at the local level) or if the response warrants an activation of the county Emergency Operations Center (EOC).

7. If conditions warrant the activation of the EOC, the county emergency manager will notify other appropriate county agency representative and the SEMO Regional Office.

8. The county may implement a variety of protective actions in responding to the event. These include imposing isolation and quarantine, distributing vaccine and antivirals (if available) through the use of traditional and/or non-traditional points of dispensing (PODs), implementing movement restrictions and controls, and responding to human needs issues.

9. The county chief elected official may declare a local State of Emergency and promulgate emergency orders to assist in the overall management of the incident.

10. If the county is overwhelmed, the county emergency manager will request state assistance from SEMO, who will coordinate the multi-agency State response activities in support of the State Department of Health.

11. State assistance will be supplemental to local efforts. Support may include

providing public health and emergency medical support, mortuary support, implementing traditional and/or non-traditional points of dispensing (PODs) for vaccine, providing security in quarantine and isolation, providing human-needs support and requesting/supporting operations of the Strategic National Stockpile (SNS).

12. The Governor could exercise his authority in declaring a State Disaster Emergency, directing any and all State agencies to provide assistance under the coordination of SEMO on behalf of the State Disaster Preparedness Commission.

13. SEMO will coordinate with the Department of Homeland Security (DHS)/Federal Emergency Management Agency (FEMA) in implementing the activation of the National Response Plan (NRP) and federal Emergency Support Functions (ESF) #8 (Health and Medical) and other ESFs as needed.

14. The county will interoperate with the State's response through the use of a variety of command elements consistent with the National Incident Management System (NIMS) and Homeland Security Presidential Directive (HSPD) 5. These include coordinating with the State Incident Management Assistance Team (IMAT), Area Command, a Joint Information Center (JIC) and the State EOC.

15. Disaster recovery in the county will be coordinated by the Erie County Emergency Management Office in coordination with SEMO.

G. Authorities

The authority to develop this Annex and implement specific response actions to effectively respond to a pandemic can be found in a variety of New York State Laws, regulations and Federal authorities, including:

1. Local & State Authorities

NYS Executive Law, Article 2B.

NYS Public Health Law; Multiple Articles and sections.

NYS Code Rules and Regulations; Title 10, multiple citations.

2. Federal Authorities

Section 361 of the Public Health Service (PHS) Act (42 U.S.C. 247d) authorizes the Secretary to make and enforce regulations necessary to prevent the introduction, transmission, or spread of communicable diseases from foreign countries into the United States, or from one state or possession into any other state or possession. CDC administers these regulations as they relate to quarantine of humans. Diseases for which individuals may be quarantined are specified by Executive Order 13375, which amended the Executive Order 13295 to include pandemic influenza. Other provisions permit HHS to establish quarantine stations, provide care and treatment for persons under quarantine,

and provide for quarantine enforcement.

H. Plan Maintenance and Updating

This Annex will be routinely updated and supplemented as Federal, State, County and local plans and procedures evolve. Plan changes may be based upon experiences and lessons-learned from exercises, or from real-world events.

Section II: Risk Reduction

A. Preparedness

To some extent, risk reduction measures are taken on an on-going, routine basis. While more risk reduction activities will be implemented during a pandemic alert phase and pandemic period, recent events throughout the world have resulted in additional preparedness measures in a variety of ways.

1. Awareness and Surveillance

A. The U.S. Department of Health and Human Services (HHS) conducts extensive surveillance and monitoring through the U. S. Centers for Disease Control (CDC). Surveillance nodes include state-level information as well as outpatient surveillance, mortality surveillance, hospital surveillance and virologic surveillance.

B. In the United States, surveillance for avian and swine influenza is conducted by states, the poultry industry, and the U.S. Department of Agriculture (USDA) Animal and Plant Health Inspection Service (APHIS).

C. The New York State Department of Health utilizes several disease surveillance networks that actively collect and analyzes information to determine an outbreak of a disease, including a pandemic. Erie County Health is actively involved in the surveillance in the county.

D. In coordination with the State Department of Health, the county health department has, and will continue to promote pandemic awareness throughout the public health sector.

E. School health professionals will coordinate with Erie County Health Department to establish passive and active surveillance techniques. Passive surveillance is the ongoing monitoring of schools district members that present themselves for treatment and exhibit influenza symptoms. Upon recommendation of appropriate health officials, active surveillance constitutes proactive interaction with members of the school district in order to identify individuals with influenza symptoms.

2. Planning and Training

A. State-Level planning includes the *New York State Department of Health Pandemic Influenza Plan*, which applies public health support to local government and the health sector. In addition, the State of New York has developed a Pandemic Annex to the State CEMP, which coordinates response activities to other sectors in a multi-agency setting.

B. The Erie County health plan identifies that county health will promote and institute a variety of training throughout the public health sector before, during and after a pandemic.

C. Erie County has participated in pandemic exercises (and will continue to do so), which have served as training and planning components in preparing for a pandemic.

D. Erie County has developed points of dispensing (PODs) plans to provide vaccinations, and possibly antivirals, in times of emergencies. This capability can be utilized during a pandemic as the vaccine or antivirals become available.

E. Hospitals in New York State are already assessing surge capacities and mortuary issues, including an assessment of refrigeration capabilities that will provide valuable input into a needs assessment for Erie County.

F. Erie 1 BOCES will continue to work with Erie County in the development of this response plan and will provide the school district community information that will outline possible actions in the event of an emergency.

G. Erie County may coordinate school response actions with county response operations, including the utilization of the school as a public shelter or other function in support of the response.

3. Continuity of Operations Planning

A. In the event of a pandemic, the Superintendent of Schools or designee should expect and seek guidance from State and County Health and Education Officials regarding expectation of daily operations. Erie 1 BOCES also recognizes that in the absence of governmental guidance, that preventative measures shall be considered in order to ensure the welfare of the students and staff. Erie County has a stated intention to activate the Emergency Operation Center (EOC) upon receipt of confirmation of suspected knowledge of a pandemic event. Depending on the nature of the threat, the EOC may provide guidance or directives pursuant to the authority granted under NYS Executive Law.

B. Following guidelines from the CDC that are based on a Pandemic

Severity Index, the focus of the NYSDOH and the ECDOH will be to keep schools open. However, orders for preventative school closures by the NYSDOH and ECDOH could be issued, also known as “Snow Days” that may last as long as 12 weeks depending on the Pandemic Severity Index. In the event of long term closures, Erie 1 BOCES will identify critical staff to assist in the basic operation of the administration, alternative instruction and maintenance of the physical plant. If necessary, individuals identified will be provided basic personal protective equipment and will minimize person to person contact and contact with common objects where possible.

C. If a pandemic threat becomes evident, immediate consideration will be given to enter into a dialogue with the employee bargaining agents to seek freedoms and waivers from current labor agreements that have provisions that will make it impossible for the district to maintain key physical plant operations and altered student instruction.

D. Erie 1 BOCES is currently examining alternative methods of instruction, in the event that public health concerns require interruption to traditional methods. These alternative methods may include web based instruction, distance learning, email and US Postal Mail communication, telephonic delivery of assignments and instruction, utilization of radio, public television and cable access. Continuity of student learning and core operations is a priority.

Section III: Response

A. Overview

Response to a pandemic will be coordinated local by the Erie County Health Department. In identifying the county’s response actions, it is important to note that during a pandemic, the Erie County Health Department will retain their responsibility. The key functional areas of the pandemic influenza response are surveillance and epidemiologic investigation, vaccine and antivirals operations, non-medical containment, surge capacity, infection control guidance to healthcare facilities, and risk communications. The role of the county emergency management is to provide the coordinative controls and support outside the direct purview or statutory responsibility of the county health department. The role of this school district is to follow applicable guidance from State and County authorities, promote the health and wellness of the school district community and remain focused on our mission of education.

B. Alert, Notification and Activation

(The following measures are NYS recommendations. Erie County may or may not elect to utilize these levels of EOC activation)

Activation of the Erie County Emergency Operations Center (EOC) will be as

follows:

1. **Level 1:** The Erie County maintains a readiness posture, while conducting normal day-to-day operations, and conducts surveillance and monitoring of any potential emergency. Similarly, diseases surveillance is ongoing at a county and State level.

2. **Level 2:** This level is initiated when the county emergency management office receives notification from the county health department that a potential pandemic may be imminent or is occurring in the region/county and can be identified as being in one of the following phases:

- Phase 3: Pandemic Alert Period - Human infection(s) with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.
- Phase 4: Pandemic Alert Period- Small clusters(s) with limited human-to-human transmission but spread is highly localized, suggesting that the virus is not well adapted to humans.

At this point, an education community representative may be asked to attend a county meeting of a local Multi-Agency Coordination (MAC) Group to consider and discuss the implications of the event. The MAC will be composed of members from county and local agencies with direct incident management responsibilities or significant incident management support or resource responsibilities. The county MAC will:

- ensure that each agency involved with incident management or incident support activities (if any) is providing appropriate situational awareness and resource status information to the county emergency manager.
- ensure that each agency establishes priorities in preparing for the event, including identifying available resources, potential resource shortfalls, and the ability to implement an agency-specific continuity of operations plan;
- coordinate and resolve potential legal or policy issues arising from the event, and provide strategic coordination as required.

The MAC may initially include members from the following agencies:

County Manager	County Emergency Management
County Health	County Sheriff
County EMS Coordinator	County Fire Coordinator
Local law enforcement	County Coroner
Red Cross Chapter	BOCES School Representative(s)
Tribal Representative (if any)	Cooperative Extension (if animal-borne)

3. **Level 3:** This level is initiated when the emergency manager receives

notification from the county health department that a potential pandemic may be imminent or is occurring in the region/county and can be identified as being in the following phase:

- Phase 5: Pandemic Alert Period - Larger cluster(s) but human-to-human spread is still localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk). It begins when notification of the event is realized thorough disease surveillance (State and local) and/or laboratory testing.

For a Level 3 activation, the emergency management office will request the following agencies to send a representative to the EOC:

County Manager	County Emergency Management
County Health	County Sheriff
County EMS Coordinator	County Fire Coordinator
Local law enforcement	Cooperative Extension (if animal-borne)
Red Cross Chapter	BOCES School Representative(s)
Tribal Representative (if any)	

At this level, the following actions may be taken:

- The initiation of Level 3 is based on information received from the county health department.
- The county health department may request emergency measures of Erie County to support local response activities.
- Risk communications will be disseminated to the general public, to include subject matter as identified in the county health department plan. (Guidance was issued to LHDs for risk communications by the State Department of Health).
- Preparations may be made to implement isolation or quarantine measures.
- Travel restrictions may be imposed for the area of concern.
- Schools and public gatherings in the area of concern may be cancelled or closed. Other institutions, such as rehabilitation facilities, hospitals, correctional facilities and universities may impose restrictions on ingress and egress in the area of concern.

4. **Level 4:** This level is initiated when the emergency management office receives notification from the county health department that a pandemic is occurring in the county and can be identified as being in the following phase:

- Phase 6: Pandemic Period - Increased and sustained transmission in general population.

For a Level 4 activation, In addition to those identified in Level 3, the county emergency management office will request the following county agencies to send a representative to the State EOC:

Other agencies:

County Attorney	Office for the Aging
Public Works	Purchasing
Civil Service	Consumer Affairs
County Clerk	Economic Development
General Services	Human Resources
Management and Budget	Citizen Corps (if established/available)
Medical Reserve Corps (MRC)	representative (if established/available)

At this level, the following actions may be taken:

- Invoking isolation, quarantine or social-distancing requirements using local and State authorities, as appropriate, and coordinating with the State on measures to prevent the intrastate spread of influenza. Actions may include the closing of schools, cancelling public gatherings and imposing movement restrictions in the general public and institutions, such as rehabilitation facilities, hospitals, correctional facilities and universities.
- Utilizing local facilities that can serve as triage and treatment centers, medical facilities, distribution sites and staging areas.
- Coordinating the implementation of public health and medical response assets (if available) to include drugs and medical supplies such as antivirals, vaccine (if available) and assets from the MERC and/or the Strategic National Stockpile. This may be accomplished through the use of traditional and/or non-traditional PODs.

It is important to reiterate that multiple waves of a pandemic can be anticipated throughout the life cycle of the event. If the county, in its response, identifies that a pandemic is subsiding or is between waves, response efforts will slightly scale back to assess the response and prepare for the next wave, if any. During this time, the EOC activation level will return to a Level 2 with the ability to quickly return to a higher level, if needed.

C. Response Organization

The State of New York, Erie County and Erie 1 BOCES endorse the use of one response organizational structure that will include all responding agencies: local, State and federal. State agencies will be organized under the framework of the National Incident Management System (NIMS) Incident Command System as required Homeland Security Presidential Directive (HSPD) #5. ICS will be incorporated at the local and federal levels as well. Specific to pandemic, the county will utilize a Unified Command structure to coordinate the overall county response and will utilize all of the

NIMS components deemed necessary to effectively manage the incident. If school representation is required at the Erie County EOC, the BOCES District Superintendent or designee will report and act as liaison to his/her component LEAs.

The Education representative to the EOC will:

- Utilizing guidance from county health, disseminate safe practices, risk information and sanitary information to the school community at-risk.
- Coordinate the response actions of the schools with county response operations, including requesting the utilization of various schools as public shelters or other function in support of the response.

Section IV: Recovery

A. Overview

The nature of a pandemic is such that the event will not likely conclude within a set period of time. Unlike other natural disasters, a pandemic will likely come in waves, causing resurgence in the response until immunity is developed or vaccine has been widely distributed. While the period between waves may be difficult to identify or predict, recovery from an influenza pandemic begins while the pandemic is still in progress, and continues during the periods between waves and following the pandemic.

B. Demobilization of the Response

The Post Pandemic Phase is initiated when county emergency management office receives notification from the county health department that a pandemic is subsiding or is between waves. This will be based on disease surveillance from the county and State Department of Health surveillance networks, including federal counterparts. As the pandemic subsides and the county EOC demobilizes, several actions or activities may be realized, including:

- Relaxing quarantine and isolation measures, rescinding the State of Emergency or Emergency Orders, relaxing traffic and access control points, if not already demobilized.
- Assessing resources and authorities that may be needed for subsequent pandemic waves.
- Communicating with the State, healthcare providers, the media, and the public about any subsequent pandemic waves.
- Conducting an assessment of coordination during the period of pandemic disease and revise response plans, as needed. This may include a formal after-

action review of pandemic response activities.

C. The Recovery Process

1. Funding and Compensation

Whenever the Governor finds that a disaster has occurred or may be imminent and local capabilities may be exceeded, the Governor may declare a State Disaster Emergency. Whenever the Governor finds that the event is of such severity and magnitude that the State will be overwhelmed, the Governor can request federal assistance.

The State Comprehensive Emergency Management Plan outlines the disaster relief funding and programs that would be applicable for an incident of this type. Included are provisions for Public Assistance (PA) and Individual Assistance (IA), which would aid in supporting government response operations and provide some recovery assistance for individuals and their families, businesses and sectors identified in the preceding pages.

The County has provisions to implement disaster recovery mechanisms, including IA and PA, at the local level. County personnel have been identified to support applicant briefings, damage assessments and the administration of other State and/or federal programs. The implementation of the complete recovery process is identified in Section IV of the Erie County CEMP.

2. Social and Economic Effects

The economic effects of a pandemic on the district, even on a small scale, may be enormous to the victims and their families. Employment may be affected.

3. Continual Mental Health and Support Services

While unfortunate, it is recognized that a pandemic will likely result in a number of fatalities. In doing so, a pandemic will not discriminate when impacting the population. The district community may need support from experiencing the loss of loved ones, but also from experiencing movement and restriction controls that are extremely uncommon to our way of life.

During the response phase, disaster mental health services will be provided through the county office of mental health. Mental health is the lead in ensuring that mental health services are available at the local level and is responsible for coordinating State and federal mental health resources that are requested through county emergency management office to SEMO.

4. Risk Reduction in Recovery

A. Surveillance

Surveillance in the post-pandemic phase will be conducted by local, State

and federal public health care settings. In the State, ongoing virologic surveillance will be carefully coordinated by the State Department of Health to optimize the available resources and surveillance methodologies. Similarly, in the county, the county health department will be utilizing the public health surveillance systems in the county which would include schools. The surveillance will be key in quickly identifying any potential imminent waves of the pandemic to allow the county and the State to resume the response posture.

B. Public Awareness

Public awareness and risk communications will be vital in a successful recovery process and resumptions of normal operations.

Additional Resources

- *National Strategy for Pandemic Influenza*, Homeland Security Council; November, 2005.
- U.S. Department of Health and Human Services *Plan for Pandemic Influenza*; December, 2005.
- Source: U.S. Centers for Disease Control
- U.S. Department of Health and Human Services *Plan for Pandemic Influenza*; December, 2005
- *National Strategy for Pandemic Influenza Implementation Plan*; May, 2006
www.flu.gov
- http://www.redcross.org/services/prepare/0,1082,0_239_00.html
- www.erie.gov/health
- www.nyhealth.gov

Considerations and Potential Action Items

Actions Now

- Cross training staff in essential positions
- Passive influenza screening and reporting systems
- Develop awareness training programs for immediate implementation, with ability to enhance degree of training in relation to current situation
 - Training programs should be age appropriate and utilize existing public health guidelines and standards on infection control procedures (Hand washing, covering coughs, communicating when you are ill, etc)
- Open up lines of communication between various agencies and government
- *Reasonable* Stock Piling (Soaps, towels, masks, gloves, tissues)
- Exercise your emergency plans. Familiarize key staff on expectations during emergencies.
- Policy Statements (Modified attendance, transporting ill students, sick leave staff/students, use of sick days/compensation/disability)
- Direct deposit for all staff
- Public relations – Communicate your efforts and identify how you will share information to your school community during a pandemic.

Actions Upon Warning of Pandemic

- Identify responsible persons to develop a plan for active screening.
- Implement isolation procedures (stay home) for those who are sick or have close contact with sick. (i.e. Family member, classmates, teammates, close friends,)
- Massive education blitz of infection control procedures
- Hazard assessment – is threat legitimate? How will it affect my district? Where did the information come from? (State? County? CNN?)
- Public relations – Communicate intentions and future actions

Actions Upon Arrival of Pandemic

- Focus will be on keeping schools open.
- If needed, incremental dismissal plan with minimal person to person contact.
- Close School “Snow Day” 12 weeks is a possible NYSDOH Recommendation
- Implement alternative communication methods. (limited face to face contact)
- Coordinate with local/government authorities for use of school facilities for community contingency shelters/hospitals-clinics/meal preparation/ morgue operations

Continuity of Operations Issues

- Staffing plan to maintain facilities (25%, 50% staffing?? – assess your needs)
- Staffing plan to maintain central office (business office, payroll, personnel, superintendent’s office)
- Home & alternative instruction
- Redundancy of essential positions
- Phased return
- Contingency planning for abbreviated school year.
- Mental health services – develop method to identify those in need of assistance

Clarence Central School District

Continuity of Operations Plan

This plan has been developed in accordance with NYS legislation S8617B/A10832.

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Promulgation

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

This plan has been developed with the input of the Civil Service Employees' Association (CSEA) as required by the amended New York State Labor Law.

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

This plan has been approved in accordance with requirements applicable to the agency, jurisdiction, authority, or district, as represented by the signature of the authorized individual below.

As the authorized official of **Clarence Central School District**, I hereby attest that this plan has been developed, approved, and placed in full effect in accordance with S8617B/A10832 which amends New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable, to address public health emergency planning requirements.

Dr. Patricia Grupka
July 5, 2023

Purpose, Scope, Situation Overview, and Assumptions

Purpose

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

Scope

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

Situation Overview

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

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

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

Planning Assumptions

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

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

- The health and safety of our employees and contractors, and their families, is of utmost importance
- The circumstances of a public health emergency may directly impact our own operations
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety
- The public and our constituency expects us to maintain a level of mission essential operations
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Per S8617B/A10832, 'non-essential employee' is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job
- The NYS Department of Health COVID-19 toolkit guidance, updates will determine if school staff are essential workers.

Concept of Operations

The Superintendent of Clarence Central School District, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent. The district will utilize numerous communication channels to inform parents, students, teachers, administrators, support staff and the community in general of procedures and protocols with respect to the public health emergency.

Upon the determination of implementing this plan, all employees and contractors of Clarence Central School District shall be notified by the email and text messaging system, with details provided as possible and necessary, with additional information and updates provided on a regular basis. All district employees, parents and guardians, and the Board of Education will be notified of pertinent operational changes by way of the email and text messaging system.

Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Business Administrator will maintain communications with the public and constituents as needed throughout the implementation of this plan.

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

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

Mission Essential Functions

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

Essential functions are those functions that enable an organization to:

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

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

Essential functions are prioritized according to:

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

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

The mission essential functions for Clarence Central School District have been identified as:

Essential Function	Description
Superintendent of Schools	Oversees and plans. Assigns critical functions assuring compliance with all CDC, DOH and NYSED requirements. Establishes communication with staff and parents to execute and standardize district goals. Communicates with the Board of Education directly.
Business Administrator	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District. Oversees the functions of the Business Office. Communicates directly with administration to assist with planning and daily functions to achieve District goals and maintain safety equipment and supplies.
All Administrators	Coordinates functions delegated by the Superintendent of Schools. Assigns tasks to facilitate and accomplish district goals. Oversees personnel assigned to tasks. Ensures critical functions are being performed as necessary. Provides regular progress reports on daily activities necessary to accomplish district goals. When directed by the Superintendent of Schools, the administration is responsible for communicating and updating employees in district policy.
Director of Facilities and Operations	Coordinates functions with the Superintendent of Schools, Business Official, Administration and Staff. Responsible for staffing, maintenance activities, custodial duties including ordering supplies, training, scheduling to meet the needs of the district. Instructs and informs staff of district policy and procedures including personal protection, cleaning procedures and methods of reporting and receiving issues and concerns that may affect or enhance safety procedures. Maintains a current inventory of supplies and safety equipment and provides staff and services as needed. Inventory includes maintaining a cache of necessary supplies and equipment through reordering and replenishing stock so as not to fall short of critical supplies. Schedules outside maintenance activities. Ensures third party contractors and all staff know and follow all school, CCD, DOL and DOH policies while on school district property.

Technology Department	Provides support to ensure critical infrastructure is in place to provide effective building support and educational support securely. Works directly with the Superintendent of Schools and Administration staff to ensure communication and internet stability. Provides the necessary equipment and approved software to staff and students to perform the functions of each necessary school sector to maintain building maintenance, day to day operations, and educational needs.
Nurses	Assists with the goals of the district. Provide medical insight and support to help maintain a healthy school population. Assists with planning and achieving district goals. Provides support and assistance to carry out orders from the Medical Director, CDC, DOH and NYSED regulations.
Building Secretaries	Staff will continue to perform vital services as directed by the Superintendent of Schools and directed by their school administrator. The District will determine need based on individual circumstances and can be utilized in school or remotely.
Maintenance Staff	Maintenance staff will perform vital services to keep and maintain essential equipment for onsite and remote learning. Maintenance staff and work will be overseen by the Director of Facilities and Operations. Staff will be informed of school procedures and adhere to all personal safety protocols required by the CDC, DOL (PESH), and DOH at all times.
Custodial Staff	Custodial staff will work as directed by the Director of Facilities and Operations and Custodial Supervisor. The Director of Facilities and Operations and Custodial Supervisor will oversee and ensure school buildings are being cleaned properly. Custodial staff has received pandemic awareness training. Training provided essential information about communicable diseases.
Educational	The Assistant Superintendent for Instruction and Curriculum will work with the Superintendent and Administration to determine the level of on-site education and or implement the District Remote Learning Plan.
Outside Contractors	Outside contractors will be scheduled and work will be performed with the oversight of the Director of Facilities and Operations. All outside contractors will notify the Director of Facilities when they arrive on-site. Outside contractors will be informed of district procedures and policy before they are allowed to work on the premises. Companies performing work on site will provide their employees with the proper PPE to comply with District policy.
Food Service	All Food Service operations will be determined by the Business Administrator. All District protocols will be initiated by the District Food Service contractor.
Transportation	Transportation will provide services directed by the Business Administrator. The Transportation Coordinator will supervise operations. The District will provide safe and secure transportation based on the needs of the District and learning environment. Records will be maintained accurately to ensure bus safety procedures are being followed. The District will continually inform staff and parents of changes to procedures as necessary.

B.O.E	The Board of Education and Superintendent of Schools will dictate school policy and procedures.
Outside Deliveries	Deliveries will be coordinated with the Director of Facilities and Operations, Custodial Supervisor, and Building Custodians. The Director of Facilities will inform companies of District Policy and procedures in advance. All delivery agents will be required to notify the district prior to arrival on District and strictly adhere to district policy while on site. Employers will be required to provide their employees with the proper PPE to work safely while on site.
Employee Assistance Program (EAP) & Family Support Center (FSC)	We will ensure that the District's EAP, FSC and Special Education Department is on high alert as mental health issues for students, faculty and staff need to be managed.

Essential Positions

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

Essential Function	Essential Positions/Titles	Justification for Each
Information Technology	Technology Coordinator	The IT manager establishes all priorities for IT task and organizes staff. IT staff members provide support in setting up hardware and software, network management, and help desk support.
Administration and Oversight	Superintendent of Schools	The Superintendent is the decision-maker for the entire district.
Operations	Business Administrator	Business Administrator ensures all essential functions are maintained.
Education	Assistant Superintendent for Instruction and Curriculum	The Assistant Superintendent for Instruction and Curriculum determines the educational plan.
Facilities	Director of Facilities and Operations and Operations	The Director of Facilities and Operations maintains the necessary level of cleaning and sanitizing.
Administration	Principals, Assistant Principals, Directors, Supervisors	The Principals, Assistant Principals, and Directors are the liaisons between students, families, and employees in the building.
Cleaning and Sanitizing	Buildings and Grounds Staff, Custodial Maintenance, and Laborers and Grounds man	Performs all cleaning and sanitization and necessary upkeep of the buildings.

Support	District Clerical Staff	Provides necessary support for all Administrators.
Health Services	Nursing Coordinator	Directs all Health Services.

Reducing Risk Through Remote Work and Staggered Shifts

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

Remote Work Protocols

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

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

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

District will assess needs in the following areas:

- **Mobile Device Assessments:**
 - Survey departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
 - Conduct a cost analysis of technology device needs
- **Internet Access Assessments:**
 - Survey departmental staff to determine the availability of viable existing at-home Internet service
 - Conduct a cost analysis of Internet access needs

Providing Mobile Devices and Internet Access:

- To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate mobile devices to those determined to be in need.
- To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential

commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:

- To the extent possible, have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence;
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Mobile Devices Delivery:

Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
 - Identify students' technology needs to include adaptive technologies
 - Use the Asset Tracking Management System procedures to check out all mobile devices
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
 - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet.

Staggered Shifts

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

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

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

Personal Protective Equipment

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

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

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

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location
2. Procurement of PPE
 - a. As specified in the amended law, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee during any given work shift for at least six months
 - b. Public employers must be able to mitigate supply chain disruptions to meet this requirement
3. Storage of, access to, and monitoring of PPE stock
 - a. PPE must be stored in a manner which will prevent degradation
 - b. Employees and contractors must have immediate access to PPE in the event of an emergency
 - c. The supply of PPE must be monitored to ensure integrity and to track usage rates

The Director of Facilities and Operations and the Custodial Supervisor will be responsible for insuring the proper PPE is available at all buildings for required applications. The District will work to ensure we maintain a six month supply of PPE as directed above for all faculty, students.

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

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

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

- A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):
 - 1. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for a period determined by CDC/public health guidance for the communicable disease in question.
 - a. As possible, these employees will be permitted to work remotely during this period of time if they are not ill.
 - b. All necessary parties will be notified of staff exposure through contact tracing.
 - c. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing.
 - 2. CDC guidelines for COVID-19 provide that critical essential employees may be permitted to continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.
 - a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
 - b. In-person interactions with the subject employee or contractor will be limited as much as possible.
 - c. Work areas in which the subject employee or contractor are present will be disinfected according to current CDC/public health protocol at least every hour, as practical. See the section on Cleaning and Disinfection for additional information on that subject.
 - d. If at any time they exhibit symptoms, refer to item B below.
 - e. The Superintendent of School, or his designee, in the organization is the decision-maker in these circumstances and who is responsible for ensuring these protocols are followed.
- B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:
 - 1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
 - 2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.

3. Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.
 4. **Clarence Central School District** will not require sick employees to provide a negative test result for the disease in question or healthcare provider's note to validate their illness, qualify for sick leave, or return to work unless there is a recommendation from the CDC/public health officials to do so.
 5. CDC criteria for COVID-19 provides that persons exhibiting symptoms may return to work if at least 24 hours have passed since the last instance of fever without the use of fever-reducing medications. If the disease in question is other than COVID-19, CDC and other public guidance shall be referenced.
 6. The Director of Human Resources in the organization must be informed in these circumstances and who is responsible for ensuring these protocols are followed.
- C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:
1. Apply the steps identified in item B, above, as applicable.
 2. Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.
 - a. CDC guidance for COVID-19 indicates that a period of 24 hours is ideally given before cleaning, disinfecting, and reoccupation of those spaces will take place. If this time period is not possible, a period of as long as possible will be given. CDC/public health guidance for the disease in question will be followed.
 - b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
 - c. See the section on Cleaning and Disinfection for additional information on that subject.
 3. Identification of potential employee and contractor exposures will be conducted
 - a. If an employee or contractor is confirmed to have the disease in question, the Superintendent or his designee should inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
 - b. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.

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

Cleaning and Disinfecting

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

1. As possible, employees and contractors will clean their own workspaces in the beginning, middle, and end of their shifts, at a minimum, in conjunction with District custodial staff.
 - a. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected at least hourly.
 - b. The Custodial Supervisor under supervision from the Director of Facilities and Operations will coordinate and establish cleaning guidelines and schedules for all cleaners to cover the common areas listed above.
2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
3. Soiled surfaces will be cleaned with soap and water before being disinfected.
4. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
5. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which Clarence Central School District is committed to reducing the burden on our employees and contractors. The Families First Coronavirus Response Act provided requirements related to the COVID-19 pandemic, which form the policies outlined below. This policy may be altered based upon changes in law or regulation, as applicable.

Additional provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of Clarence Central School District, and as such are not provided with paid leave time by Clarence Central School District unless required by law.

Documentation of Work Hours and Locations

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

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

Clarence Central School District

Emergency Remote Instruction Plan Appendix

District-wide School Safety Plan (DWSSP)

Required for the 2023-2024 School Year

(Template created on 6/26/2023)

This *Emergency Remote Instruction Plan Appendix* is being shared with the AESHP Listserv, in edited form as a template, with permission from the Burnt Hills-Ballston Lake Central School District. It was created by Cynthia Holmes and Mark Sullivan with district-specific edits and other feedback provided by the school district.

NOTE: This appendix is still in draft form and has not yet been officially approved by the Clarence CSD Board of Education.

Appendix 6: Emergency Remote Instruction Plan (beginning 2023-2024)

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

INTRODUCTION

The Clarence Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education policies: 6410 Acceptable use Policy and use of Email in the District; 8271 Internet safety/Internet Content Filtering Policy; 5676 Privacy and Security for Student Data and Teacher and Principal Data; CCSD Code of Conduct; 7110 Comprehensive Student Attendance, and 7130 Entitlement to Attend- Age and Residency

BACKGROUND INFORMATION

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

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

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

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

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

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

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

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

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

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote

instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

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

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Clarence Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, students who enroll in the district provide information on internet access and computer accessibility. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading.

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

District policy [6410 Acceptable use Policy and use of Email in the District; 8271 Internet safety/Internet Content Filtering Policy; 5676 Privacy and Security for Student Data and Teacher and Principal Data; CCSD Code of Conduct] and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

CLARENCE CENTRAL SCHOOLS EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	The plan adheres to guidance set forth in the following Board of Education policies: <u>6410</u> Acceptable use Policy and use of Email in the District; <u>8271</u> Internet safety/Internet Content Filtering Policy; <u>5676</u> Privacy and Security for Student Data and Teacher and Principal Data; <u>CCSD Code of Conduct</u> ; <u>7110</u> Comprehensive Student Attendance; and <u>7130</u> Entitlement to Attend- Age and Residency
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device, Chromebook. In the event of an emergency, closing provisions will be made

	<p>to the greatest extent possible to ensure that all students have their devices at home for instruction.</p> <p>The school district participates fully in the SED Digital Access Survey and locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.</p> <p>All faculty should have an alternative general activity for students if widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, they are expected to complete the alternate assignment provided.</p>
PEDAGOGY	<p>All teachers in grades K-12 will use Google Meet, Zoom, or Microsoft Teams as their primary instructional platform.</p> <p>Several district-provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing various delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:</p> <p><u>Synchronous “Live” Instruction</u> - Using Google Meet, Zoom, or Microsoft Teams along with other digital platforms, teachers will deliver real-time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project-based opportunities within this model.</p> <p><i>Teachers will make personal connections with all students during scheduled class times via Google Meet, Zoom, or Microsoft Teams. These connections will allow teachers to take attendance, introduce new content or skills, and will allow students to connect with their teachers and peers to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</i></p> <p><u>Asynchronous “Flipped” Instruction</u> - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students' participation and assignment completion through Schoology and/or Seesaw. These activities may include teacher/student synchronous interactions for a portion of the lesson.</p> <p><u>Authentic Independent Instruction</u> - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.</p>
STUDENT EXPECTATIONS	<p>All students will receive information on accessing course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction, students</p>

	<p>are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.</p> <ul style="list-style-type: none"> • All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meet, Zoom, or Microsoft Teams: <ul style="list-style-type: none"> ◦ Mute yourself on meets as directed by your teacher • Students are expected to work in an appropriate setting when participating remotely / on-line. Workplaces include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable. • Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students on all platforms. <p>If there are any circumstances preventing full and appropriate participation, the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.</p>
DAILY SCHEDULE	<p>The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. Teachers to hold office hours in lieu of a duty at the secondary level.</p>
COMMUNICATION PROTOCOL: INTERVENTION	<p>Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.</p>
SPECIAL SERVICES	<p>School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. Please see this document for specific guidelines.</p>
NON- INSTRUCTIONAL SERVICES <ul style="list-style-type: none"> • TRANSPORTATION • FOOD SERVICE • MAINTENANCE • CUSTODIAL • CLERICAL/ ADMINISTRATIVE SUPPORT 	<p>When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.</p>

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. A district remote instructional day is the same number of hours as an in-person instructional day.

For example, if the school district has three (3) remote instructional days in a school year, then it will claim an estimated total hours for State Aid purposes due to emergency conditions as follows:

1. Grades K-5: 6 hours, 15 minutes X 3 days = 18 hours, 45 minutes
2. Grades 6-8: 6 hours, 37 minutes X 3 days = 19 hours, 51 minutes
3. Grades 9-12: 6 hours, 38 minutes X 3 days = 19 hours, 54 minutes

4. For a district-wide estimated total of 58 hours, 30 minutes]

TRANSPORTATION

When a school district is in remote session, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport shall be based on real-time information relevant to the safety of students, staff and vehicles. School districts and religious and independent schools, charter schools and other programs are encouraged to work together to ensure continuity of education while ensuring that transportation can be provided in a safe and efficient manner.

REPORTING

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

ANNUALLY BY JUNE 30th

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

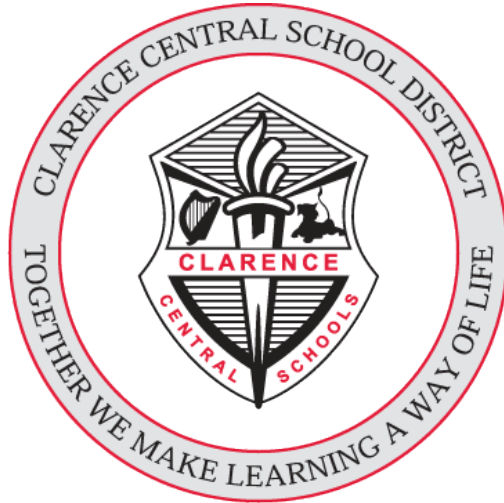
The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the District-wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

CLARENCE CENTRAL SCHOOL DISTRICT



District Technology Plan

July 2023 – June 2024

9625 Main Street

Clarence, NY 14031

Phone: 716-407-9100

Board of Education Approval: July __, 2023

Contact:

Robert Raineri

Director of Technology

rraineri@clarenceschools.org

Phone: 716-407-9144

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Plan URL: <https://www.clarenceschools.org/Page/108>

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INTRODUCTION

The Clarence School District is located in the Town of Clarence in northeastern Erie County. Our offices are located in the High School at the intersection of Main Street and Gunnville Road.

The district has four elementary schools, a middle school, and a high school. More than 380 teachers provide classroom instruction to 5,000 students across the District. Approximately 5% of the student population receives a free or reduced lunch.

The technology plan is in its sixth revision and conforms to the District's overall mission: "to produce independent, lifelong learners who are responsible, contributing members of a diverse society." The plan is available for viewing through the District website or upon request in our District Office.

The committee responsible for this revision of the plan is shown in the table below:

District Technology Committee	
Name	Position
Amy Ratajczak	Speech
Andrea Benkovich	Grade 4 — LV
Andrew Johnston	Librarian — CHS
Benjamin Lathan	Microcomputer Specialist
Brian Schmidt	Business — CHS
Charles Kohler	Tech Ed — MS
Dawn Snyder	Board of Education Member
Deborah Wehrlin	Science — MS
Elizabeth Chelus	Assistant Principal — CMS
Elizabeth Dunne	CTA Union Leader
Kate Greene	Teacher
Matt Frahm	Superintendent
George Gilham	Art — CHS
Heather Hartmann	Business — CHS
Jason Urbanek	Technology Education — CHS
Jessica Bork	Librarian — MS
Jon Brennan	Community/Business Rep
Kate Celej	TOSA
Katherine Lucia	LOTE — MS
Kathryn Wright	Science — MS
Kelly Barone	LOTE — MS
Kenneth Smith	Principal — CHS

Kimberly Zabel	Grade 5 — CC
Kristin Overholt	Assistant Superintendent
Mari-Jo Gregor	Librarian — LV
Mary Schnitter	Grade 5 — HH
Matt Stock	Parent — IT Specialist
Matthew Andrews	Social Studies—CHS
Michael Jacobson	Microcomputer Specialist
Michelle Layer	Grade 5 — CC
Paul Cary	Grade 6 — CMS
Robert Raineri	Sr Microcomputer Specialist
Ronald Kotlik	Social Studies — CHS
Rosalyn Vasi	Grade 2 — SH
Scott Gretch	Art — HH
Steven Duquette	Community Representative
Thomas Maroney	Technology Education — CHS
Tricia Andrews	Board of Education Member

TECHNOLOGY PHILOSOPHY

The Clarence Central School District believes that technology is integrated across the curriculum. We believe technology can motivate students and enhance learning. Technologically literate students will be able to navigate in a digital world.

Information literacy and information technology are basic skills all Clarence students need to have by the time they graduate. The ability to navigate information is of critical importance for students today who are living and learning in an information society and who, as citizens of tomorrow, will be earning a living in an information-based workplace.

TECHNOLOGY VISION STATEMENT

The CCSD is committed to accomplishing its mission to prepare lifelong learners who are ethical and responsible digital citizens.

CCSD members will be able to use technology to retrieve and manage information, communicate in a variety of modes, solve problems creatively, think critically, remain flexible and continue to learn. CCSD members will be self-directed citizens able to thrive in a rapidly changing world.

The CCSD is committed to providing state-of-the-art technology hardware and an effective support system to maintain equipment and respond to our users.

To transform the Clarence philosophy and vision into reality for students, the following conditions are necessary:

A Learning Environment in which all involved will have:

- access to convenient and easy-to-use global communications and technological resources,
- the technological tools to demonstrate and enhance learning across all disciplines,
- opportunities to improve themselves and the world around them through the use of technology,
- challenges to develop their critical and creative thinking to the fullest potential,
- opportunities for the active construction of meaning, reflection, and deep levels of understanding.

Students who will:

- collaborate with others to process information and ideas to solve problems,
- become lifelong learners who can access, manage, analyze and communicate information through a wide variety of sources,
- use technology to enhance creativity and productivity,
- make decisions concerning the uses of technology that are morally and ethically sound,
- be self-directed and motivated to learn, utilizing the technology as a “tool” for lifelong learning and personal development,
- strategize to get needed data and find answers using resources to solve problems that they encounter.

Staff members who will:

- become proficient through professional development opportunities in the use of technology to develop learning opportunities for students, manage information, integrate curriculum, and collaborate with colleagues in a learning community,
- be self-directed and motivated to learn, utilizing technology as a tool for lifelong learning and personal development,
- develop lesson activities and assessments that incorporate student use of technology in order to demonstrate learning standards,
- have access to the necessary resources for technology, which will include the implementation of technology.

Community members who will:

- have access to communications that will connect the school, home, and community,
- have the educational opportunities to enhance lifelong learning through the use of technology in the schools,
- benefit from students prepared as self-directed citizens and technologically competent workers.

TECHNOLOGY PLAN: KEY COMPONENTS

The Technology Committee identified three key components of the revised technology plan. The key components are:

- 1) **Teaching and Learning Infrastructure:** refers to the use of technology to support students and their demonstration of the learning standard mastery:
 - curriculum and assessment design,
 - lesson planning,
 - best instructional models,
 - hands-on tasks,
 - products that demonstrate knowledge and skills,
 - technology for data management and analysis.

The teaching and learning component is at the heart of the district's purpose and mission. This key component includes the knowledge and skill necessary to use technology ethically. This component would include the practice of ethical standards when using technology and respect for the principles of intellectual freedom and property rights.

The component also includes professional development. It is imperative that teachers and staff members receive high-quality, ongoing training to utilize technology in support of the teaching and learning process. The professional development component includes all the strategies necessary to train staff, as well as a description of the essential skills that must be acquired to be technologically literate.

Also included are the hardware and software necessary to support teaching and learning in the school district. It considers the potential configurations of hardware at each level, whether it is a computer lab, clusters of computers or other devices in a classroom, wireless carts of laptops, tablet computers, or stand-alone machines. The component also recognizes the importance of the Internet as a means for delivering content to support the processes of teaching and learning.

2) **Professional Development Plan:** refers to the plan for educators and administrator's attainment of the instructional technology vision such as:

- My Learning Plan Courses,
- Technology Trainings by IT Staff,
- Timeout for Technology Sessions,
- Coaching and Mentoring by Curriculum Team

Through the purchases of mobile devices within the classroom, we provide another avenue for students to communicate and collaborate in the learning process. Access to information is vital to the success of students, teachers, administrators and parents. Web-based applications and online learning communities (i.e. Schoology) open a window for all stakeholders to enter the District's learning environment in a safe and secure manner. Administrators, teachers, parents and students are able to access this environment for multiple purposes including access to coursework, District and building information and to participate in a District-wide virtual learning community.

The District will focus professional development opportunities around technology integration in numerous ways, including K-12 District-wide staff development and embedded classroom learning experiences. The Curriculum team will act in a lead role in the development, planning, and execution of these opportunities for faculty and staff based on the needs of our District stakeholders. The Curriculum team, consisting of the Assistant Superintendent of Curriculum and Instruction, the Director of Curriculum, and four Teachers on Special Assignment, will have a specific focus on providing a coaching and mentoring model to teachers and will be essential in assessing the needs, prioritizing those needs and creating innovative solutions to help better assist teachers in their professional growth within technology integration. The Curriculum Team will also provide facilitation to a now expanded District Department Chairpersons that will consist of 47 elementary and secondary teachers to provide guidance and further support in the implementation of these technology initiatives across the District.

3) **Technical Infrastructure:** is inclusive of everything that is needed to make the technology work, such as:

- electronic backbone for the school district wide-area,
- routers and switches that connect the network,
- wireless, wiring, and connectivity protocols,
- servers and software,
- security systems, backup systems, and firewall
- dual broadband connections to the internet

Each key component of the technology plan delineates a series of goals and action steps that define activities to be accomplished, the time frame by which the activities will be accomplished, the budgeted funds for each activity, and how each goal will be evaluated. The technology plan contains six major goals, which are listed below along with the key component to which they relate:

DISTRICT GOALS, NYSED GOALS, AND ACTION PLAN

Key Component: Teaching & Learning Infrastructure

Goal 1: Cultivate a technology-rich environment to support and enhance teaching and learning.

Goal 2: Students use technology regularly to demonstrate learning and communicate in a digital world.

Goal 3: All students and educators will have access to a robust and comprehensive infrastructure when and where they need it for learning.

Key Component: Technical Infrastructure

Goal 4: The learning and technical infrastructure is accessible and equitable throughout the district and addresses evolving needs of all stakeholders.

Key Component: Professional Development

Goal 5: An enhanced professional development system exists for all teachers to foster growth and continuous improvement of technology integration.

All technology related purchases must be approved at a central office level. Individual buildings and/or teachers cannot make purchases related to technology without properly vetting the purchase for compatibility with existing systems and adherence to the Technology Plan goals.

CCSD and NYSED Instructional Technology Goals Crosswalk				
	CCSD Goal	NYSED Goal	Targeted Population	Action Plan
Goal 1	Cultivate a technology-rich environment to support and enhance teaching and learning.	Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning.	All Teachers, Staff, and Students	Utilize digital content management tools (e.g., Schoology) to support instructional, assessment, and curriculum design practices.
				Utilize digital tools to communicate, collaborate, design, plan and reflect on teaching and learning.
				The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
				Utilize digital tools to promote positive interactions and exchange ideas and strategies between teachers, students, and parents.
				Evaluate current technologies and district-wide software systems to coordinate the budgeting process.
Goal 2	Students use	Provide access to relevant and	All Students	Evaluate and collect exemplary models of innovative technology ideas/practice.

	technology regularly to demonstrate learning and communicate in a digital world.	rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.		<p>Working towards common assessments in every course that includes the integration of essential technology skills.</p> <p>Create learning tasks/activities that include the mandatory integration of essential technology skills in unit design.</p> <p>Utilize digital tools to communicate, collaborate, design, plan and reflect on teaching and learning.</p>
Goal 3	All students and educators will have access to robust and comprehensive digital resources when and where they need it for learning.	Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences.	All Teachers, Staff, and Students	<p>Maintain different mobile platforms to provide flexibility for technology and usage.</p> <p>Ensure equitable distribution of technology resources across the six schools in the district.</p> <p>Support cloud-based and virtual systems that allow students and teachers to access and use digital resources remotely.</p> <p>Evaluate annually the effectiveness of student learning software and digital resources.</p>
Goal 4	The learning and technical infrastructure is accessible and equitable throughout the district and addresses evolving needs of all stakeholders.	Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders.	All Teachers, Staff, and Students	<p>The infrastructure and installed base of equipment is regularly monitored, repaired, and replaced when necessary.</p> <p>A technology support system exists that addresses user needs and maintains the infrastructure.</p> <p>The technical infrastructure delivers reliable, fast, and secure access to applications, platforms, and the Internet.</p> <p>All grade levels and departments have access to mobile devices sufficient to meet targeted learning goals.</p>
Goal 5	An enhanced professional development system exists for all teachers to foster growth and continuous improvement of technology integration.	Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.	All Teachers, Staff, and Students	<p>Include technology professional development opportunities that relate to data collection and analysis using technology.</p> <p>Professional development consisting of virtual, blended, and face-to-face learning communities will be available.</p> <p>Educators will be supported by technology that connects them to people, data, content, resources, expertise, and learning experiences.</p> <p>The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.</p>

SUGGESTED TECHNOLOGY INTEGRATED CURRICULUM

Prior to the Completion of Grade 2 students will:

- Use devices to successfully operate computers, tablets, and other technologies
- Use OPAC to locate a book for independent reading
- Demonstrate an ability to log into the network with a personal ID, run network software, and respect the privacy of all other users by only using their personal ID
- Practice responsible use of appropriate technology and curriculum-related software
- Understand and practice safe Internet usage
- Communicate technology ideas using developmentally appropriate and accurate terminology
- Publish different forms of writing using digital tools and media-rich resources

Prior to the completion of Grade 5 students will:

- Practice responsible use of appropriate technology and curriculum-related software
- Research, collect data, and create a curriculum-related multimedia project
- Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support
- Communicate about technology using developmentally appropriate and accurate terminology
- Use technologies (i.e. calculators, data collection probes, videos, educational software, Internet) for research, problem-solving, self-directed learning, and collaborative learning activities
- Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources

Prior to the completion of Grade 8 students will:

- Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum
- Design, develop, publish, and present products (e.g., web pages, videos, etc.) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom
- Select and use appropriate tools and technology resources to collaboratively accomplish a variety of tasks and solve problems
- Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources while working on solutions to real-world problems
- Practice and demonstrate exemplary digital citizenship principles as a part of all Internet research and technology-based classroom projects
- Use of technology as part of classroom instruction and Internet research to enhance learning

Prior to the completion of Grade 12 students will:

- Make informed choices among technology systems, resources, and services to meet the need for collaboration, research, publication, communication, and productivity
- Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning

- Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works
- Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information when selecting, acquiring, and citing resources
- Demonstrate understanding of human, cultural, and societal issues related to technology
- Select digital tools and resources for use in real-world tasks and justify their selection based on their efficiency and effectiveness
- Employ curriculum-specific simulations to practice critical-thinking processes
- Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources

TECHNOLOGY ACCESS FOR ALL STUDENTS AND TEACHERS

The district will continue to provide support for students with special needs and students requiring assistive technology as a part of their educational program. A continuing cooperative effort between the District Special Education Department and the District Technology Department will be maintained to ensure all students and teachers will have their technology needs met in the most effective way possible. An adaptive technology liaison from special education will work with an identified technology support person to develop solutions for students on an individual basis. The student's Individual Education Program will be used as a guideline. Services of this type include:

- Specially configured software
- Document Scanning
- Use of adaptive devices
- Special laptop-based applications

Student-based solutions continue to be reviewed on a regular basis. The adaptive technology liaison will attend monthly technology department meetings to discuss solutions being developed for specific students and special application areas.

The district will identify assistive technology devices and assistive technology services necessary to facilitate the success and independence of students with disabilities in academic, social, communication, occupational, and recreational activities.

The use of assistive technology addresses students' barriers to learning and can reduce a student's reliance on parents, siblings, friends, and teachers, helping them to transition into adulthood. Assistive technology for individuals with sensory, mobility, cognitive, and learning disabilities should provide them with the independence to compete effectively with peers while in school and in the working world.

Examples of assistive technology devices include:

- Wheelchairs, scooters, walkers, canes, crutches, prosthetic devices, and orthotic devices;
- Computer software and hardware such as voice recognition programs, screen readers, and enlargement applications;
- Talking book readers;

- Automatic page-turners, book holders, and adapted pencil grips;
 - Ramps, automatic door openers, grab bars, wider doorways, and adaptive switches.
- Examples of assistive technology services include:
- Assistive technology evaluations;
 - Purchasing or leasing assistive technology devices;
 - Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing assistive technology devices;
 - Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
 - Training or technical assistance for the individual with a disability or, if appropriate, that individual's family;
 - Training or technical assistance for professionals, employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that person.

EVALUATION

A district-level technology committee made up of representatives from each of the buildings, the Technology Support Office, and Curriculum Office will monitor and evaluate the technology plan. The committee, chaired by the Superintendent of Schools, will meet on a bi-monthly basis to review progress on each of the action plans.

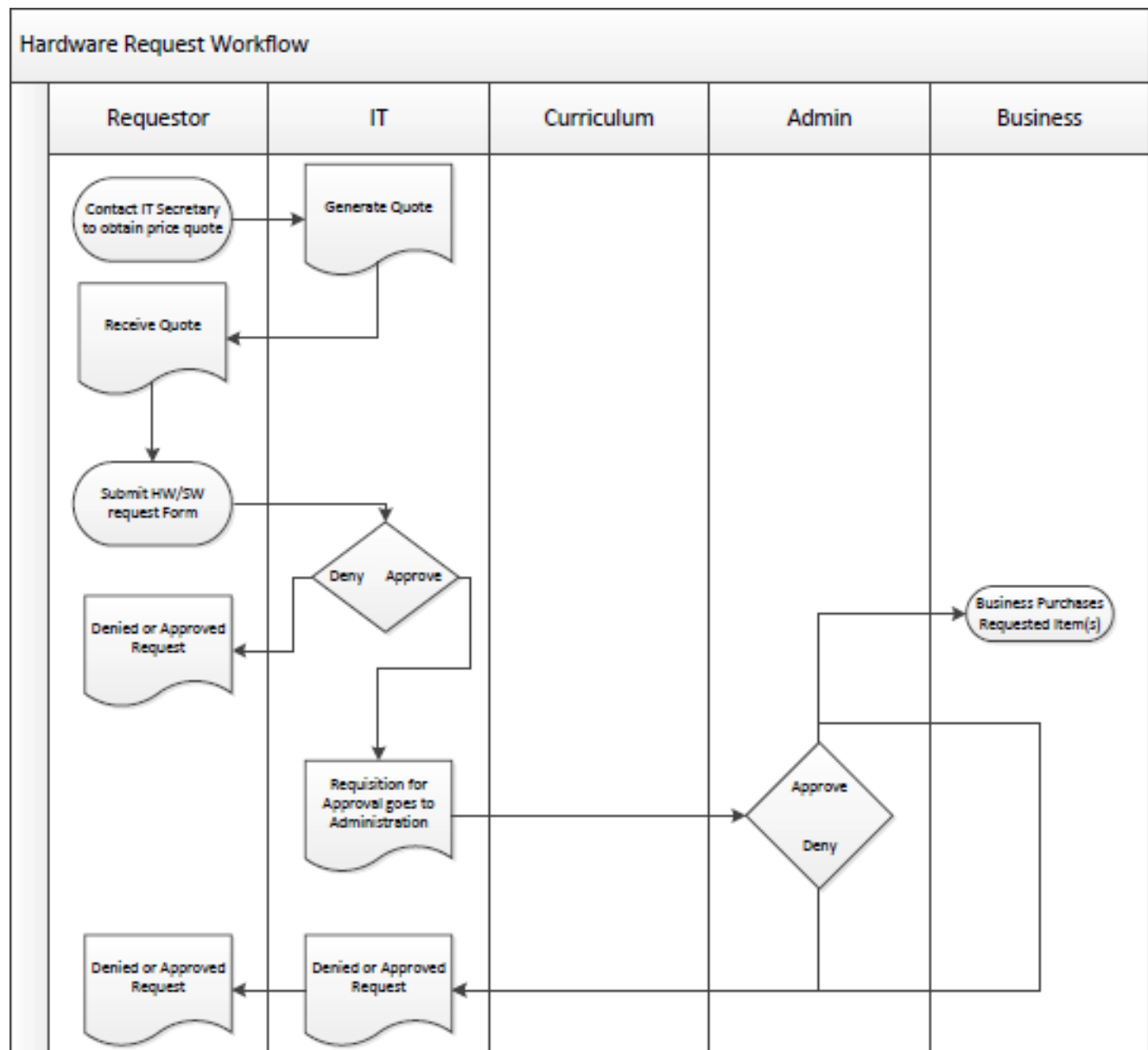
The committee will use a variety of tools to evaluate progress in each of the goal areas. These will include but are not limited to:

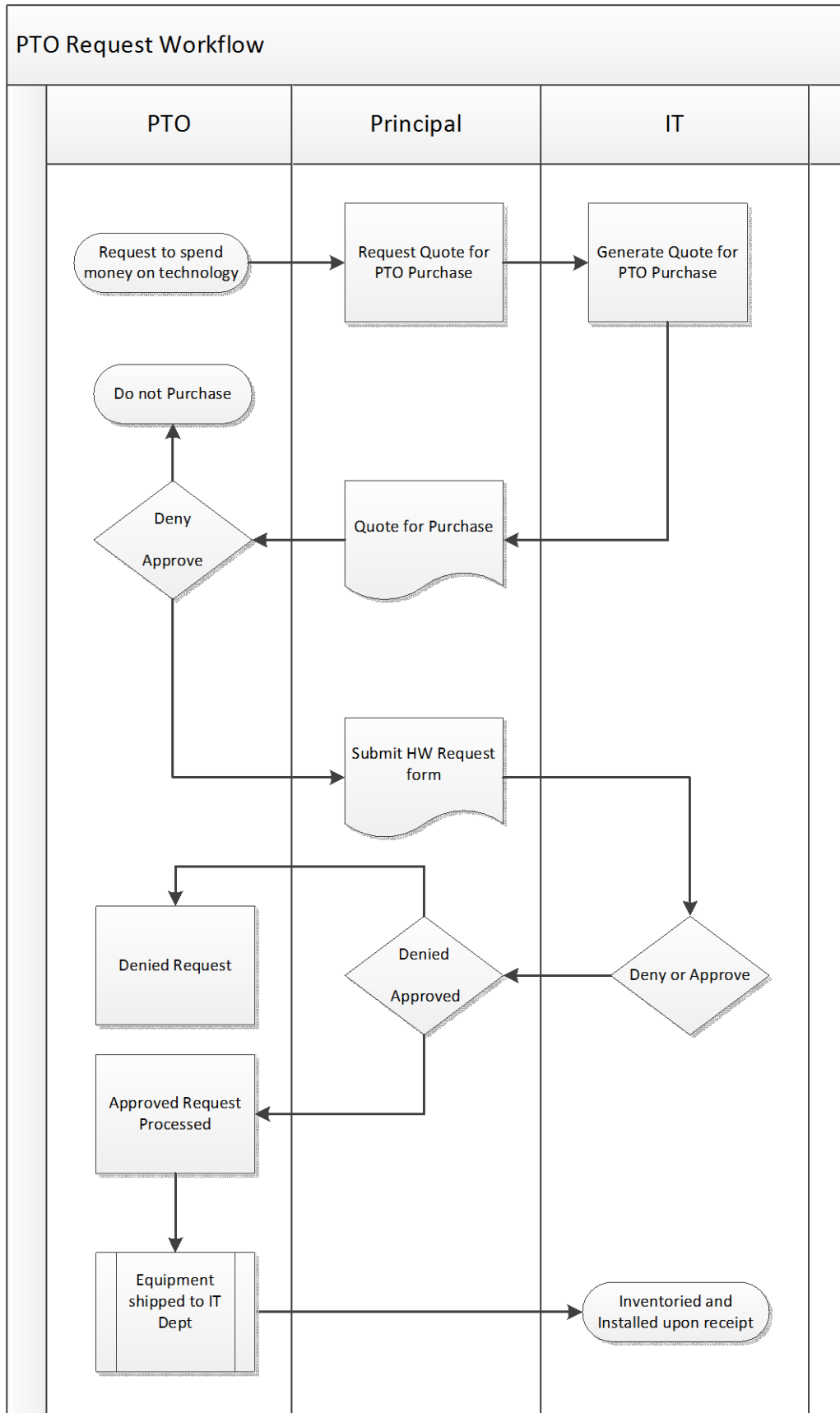
- District technology surveys (staff survey done annually)
- Solicited feedback from community participation on planning teams
- Staff Survey Results
- Faculty best practices
- Technology In-service enrollments and exit surveys

Appendix A: Technology Purchase Form

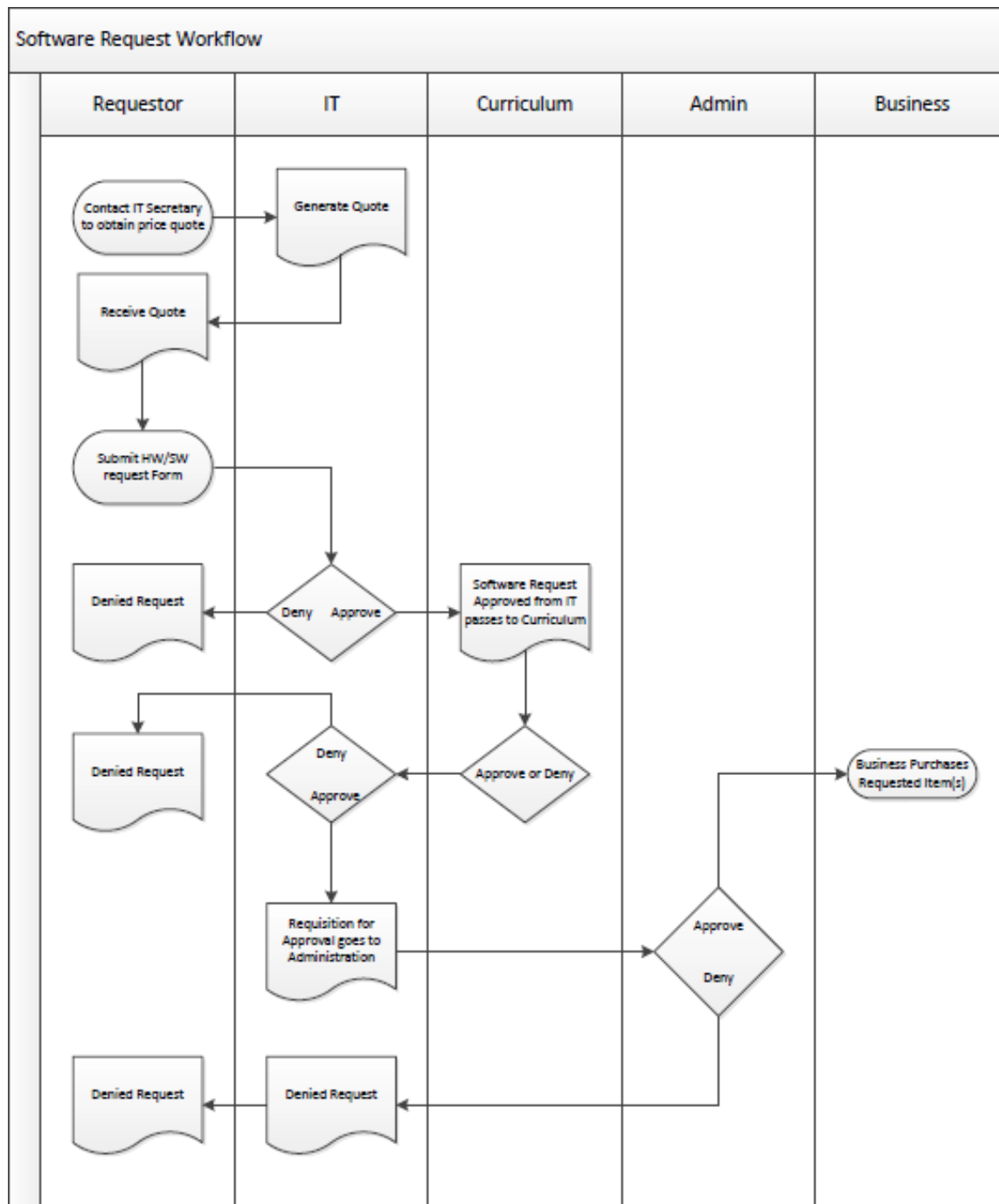
Information Technology Hardware/Software Request		
*** Quote Required for processing ***		
Name of Requestor:		Building: Funding: <input type="checkbox"/> Building <input type="checkbox"/> District <input type="checkbox"/> PTO Purchase <input type="checkbox"/> Grant
Department:		Phone Number:
Desired Installation Date:		Request Date:
Primary User: Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Other <input type="checkbox"/>		
Type of Purchase (check 1): Desktop <input type="checkbox"/> Laptop <input type="checkbox"/> Printer <input type="checkbox"/> Software <input type="checkbox"/> Projector <input type="checkbox"/> Whiteboard <input type="checkbox"/> Peripheral <input type="checkbox"/> Other <input type="checkbox"/>		Type of Request (check 1): New <input type="checkbox"/> Renewal <input type="checkbox"/> Upgrade <input type="checkbox"/> Replacement <input type="checkbox"/> Other <input type="checkbox"/>
Description:		
Location of product installation:		
Quantity Requested:	Unit Cost:	Total Cost:
How will the product be used and how does it fit into the goals of the current technology plan?		
(FOR SOFTWARE REQUESTS)		
License Type: Subscription <input type="checkbox"/> One time purchase <input type="checkbox"/> Other <input type="checkbox"/>		License Term: 1 year <input type="checkbox"/> 2 years <input type="checkbox"/> 3 years <input type="checkbox"/> Other <input type="checkbox"/>
<input type="checkbox"/> Approved <input type="checkbox"/> Denied		
Authorization Signatures		
Building Administrator:	Name: Signature:	Date:
Technology:	Name: Signature:	Date:
Curriculum: (Software Requests)	Name: Signature:	Date:
Superintendent or designee:	Name: Signature:	Date:

Appendix B: Hardware Request Workflow





Appendix C: Software Request Workflow



Appendix D: Acceptable Use of Technology Policy

SUBJECT: ACCEPTABLE USE POLICY AND USE OF EMAIL IN THE DISTRICT

Technology resources are available to students, employees and the Board in the Clarence Central School District. These resources include software delivered via the District local area network, (LAN), as well as the Internet. We are pleased to provide this access to students, employees and Board Members and believe telecommunications and other technological resources offer vast and unique opportunities to the community. The main use of District equipment is for school related purposes. Personal use may be permitted as long as there is no disruption to District operations or mission.

Generally, the same standards for acceptable staff conduct that apply to any aspect of job performance will also apply to use of the District's technology systems. Employees and Board Members are expected to communicate in a professional manner consistent with applicable District policies and regulations governing the behavior of school staff.

This policy does not attempt to articulate all required and or acceptable uses of the District's technology systems, nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate staff conduct and uses, as well as prescribed behavior.

District staff and students will also adhere to the laws, policies, and rules governing computers including, but not limited to copyright laws, rights of software publishers, license agreements, and rights of privacy created by federal and state law.

Staff and student data files and electronic storage areas will remain District property, subject to District control and inspection. The Superintendent or his or her designee may access all such files and communications to ensure system integrity and compliance with requirements of this policy and accompanying regulations. **Staff and students should NOT expect that information stored on the District's computer system will be private. Information may be reviewed without prior notice.**

The use of computers is not only of value to schools but is becoming a necessity in working with students and other aspects of schooling. Various work responsibilities result in access to information sources such as software programs, Internet access and the District's computer network. Access and authorization to information and equipment carry a corresponding responsibility for appropriate use. Access should be primarily for educational and professional activities.

Employees represent the Clarence Central School District and are using a non-private network.

The following is a list of general expectations of all Clarence employees and students.

General Expectations

We expect all employees and students of the Clarence Central School District will:

- 1) Be familiar with building procedures and rules for computer and Internet use.
Employees will abide by expectations contained herein.
- 2) Be responsible for the security of their computer equipment, files and passwords.
- 3) Promptly notify their immediate supervisor of security problems.

- 4) Treat student records with confidentiality and not release or share information except as authorized by Federal and State law.
- 5) Follow acceptable etiquette, which includes:
 - A. Being polite.
 - B. Using appropriate language.

We expect that all employees and students of the Clarence Central School District **will not**:

- 1) Go beyond their authorized access to the District network or other computer equipment or software, including the files or accounts of others.
- 2) Disrupt or attempt to damage or disrupt any computer system, system performance, or data. This includes the propagation of computer viruses and use of the Internet to make unauthorized entry to any other Internet source.
- 3) Use District hardware or software to engage in any illegal act.
- 4) Access or transmit inappropriate items such as pornographic or obscene material, or material that is profane, lewd, rude, inflammatory, or material that contains threatening or disrespectful language.
- 5) Use potentially damaging, dangerous or disruptive material.
- 6) Engage in personal or generalized harassment.
- 7) Transmit false or defamatory information.
- 8) Be involved in plagiarism.
- 9) Be involved in malicious activities or downloading or transmitting copyrighted material.
- 10) Solicit personal information with the intent of using it to cause emotional or physical harm.
- 11) Use District technology for private business purposes or excessive personal use. No personal use of District technology is permitted that would compromise the District's information technology systems, violate the District's mission, its policies and regulations; violate any State or Federal laws or regulations; interfere with the employee's job requirements or diminish student instructional time.
- 12) Download and install unauthorized software programs.

When Staff is Working with Students

- 1) All computer use by students requires supervision.
- 2) All student Internet use requires supervision.
- 3) Enforce all aspects of rules governing students.

E-mail and Other User Generated Electronic Files

- 1) **Employees and students should not have an expectation of privacy.** The Superintendent of Schools (or designee) has the right of access to all e-mail sent or received. In the event of the Clarence Central School District being involved in any legal proceedings, any relevant e-mail recordings (including Internet e-mail), or other electronic files stored on District equipment may be disclosed.
- 2) Every user is responsible for all e-mail originating from his or her user ID (e-mail address). Forgery or attempted forgery of electronic mail is prohibited. The District e-mail standard is the only allowable e-mail system to be used.
- 3) Attempts to read, delete, copy or modify the e-mail of other users are prohibited.

Verification of Employee Understanding

All staff must acknowledge and agree to abide by all regulations, organizational policies, guidelines, and procedures that govern computer network, Internet, and information use.

Assumption of Risk

The Clarence Central School District makes no guarantees of any kind, whether expressed or implied, for services provided and is not responsible for any damages suffered while on the system. This includes loss of data and inaccurate or poor-quality information obtained from the system. Furthermore, while use of private devices is acceptable, the owner assumes all the risk for damage, loss or corruption of data.

Web Pages

An exciting innovation in technology is the opportunity for teachers and staff to create teacher Web pages. The Board and the administration encourage the development of Web pages by teachers and staff in order to provide information to parents, students and the community about classroom and student activities as well as instructional resources. To be considered authorized by the Clarence Central School District, Web pages must be developed in accordance with this regulation using resources provided by, and hosted on sites provided by, the Clarence Central School District.

The following guidelines apply to all Web pages developed by Clarence Central School District students and staff and housed within Clarence Central School District's realm of ownership. All information must be in compliance with Clarence Central School District policies, regulations, and Web standards.

Content Integrity

- 1) All subject matter on the Web pages and their links must relate to:
 - A. Curriculum and instruction.
 - B. Clarence Central School District authorized activities and services.
 - C. Information about the Clarence Central School District or its mission.
- 2) Safety – Information about students and staff posted on a teacher Web page should be general in nature. Do not use students' full names on the Web. Also, do not give specific locations and times when listing a field trip or activity. Remember that this information is public for anyone to access.
- 3) Always refer to our organization by using the proper name, the Clarence Central School District.
- 4) To reduce the possibility of spam, use broken e-mail addresses that do not automatically create a link.
- 5) Confidential information regarding students, staff, or the organization may not be posted on Web pages.
- 6) Treat your audience with respect. Avoid any objectionable language and use proper grammar and spelling at all times.

Copyright Information

- 1) Generally, you cannot post a copy of any copyrighted materials on your website without the copyright owner's permission. Merely acknowledging the source of the copyrighted material is *not* a substitute for obtaining this permission. Materials that may be subject to copyright include photographs, logos, music, videos, cartoons, drawings, paintings, graphs, charts, animation, articles, and other Web pages.
- 2) Students and staff should assume that any such materials, even if found on the Internet and in the absence of the © symbol or other copyright notice, are subject to copyright.
- 3) Under certain limited circumstances, teachers are authorized to use portions of copyrighted works in traditional classroom settings under the doctrine of "fair use," without specific permission. However, a copy of a copyrighted work placed by a teacher on a website is less likely to be seen as a "fair use" of that work. Therefore, reliance on a website using "fair use" doctrine should be avoided.
- 4) Generally, links to copyrighted resources available elsewhere online may be created as long as the link merely directs the user to another site and does not cause a copy of the copyrighted work to be created and stored on Clarence Central School District sites or servers. Include the link disclaimer language. Framing (displaying another site's Web page within our Clarence Central School District Web page design) is not permitted. Your link must cause a separate Web page to appear.
- 5) Students are the copyright owners of their own work. You must get the written permission of the student, as well as his or her parent, to post a copy of a student's work on your Web page.

Additional Guidelines for the Use of Photos and Images

- 1) Student photographs, video, audio recordings, or electronic images may be used without prior consent in order to publicize or promote a school district program. If a parent or guardian wishes to refuse permission for the use of a child's photograph, video or audio recording, or electronic images in District publications, media releases, or the District Web site, they must notify the Superintendent of Schools or building principal in writing by September 30 in each academic year.
- 2) When uploading a file containing an approved photo, please make certain the file name does not list student names (ex.: SallyMae.jpg). If it does, please re-save the photo using another generic description then upload onto the Web. Students' names could be inadvertently shared, accessed as part of the image's code, if not corrected.
- 3) Photos of individual students or staff are not recommended for security reasons. Group pictures make it harder to identify a specific person in the photo.
- 4) When using the Clarence Central School District logo, use only the standard logo and do not modify it in any way. When using the logo of another organization (ex.: SkillsUSA), you must get permission in writing first.
- 5) You may only use images on your Web page with the permission of the copyright owner, unless the image is from a source that specifically grants permission for such use. You cannot scan material from a book and paste it onto your Web page. Handouts created by anyone but you cannot be posted on the Web page. Clip art may be used if from a source that grants permission for such use.

Social Media

The School District recognizes the value of teacher and professional staff inquiry, investigation and communication using new technology tools to enhance student learning experiences. The School District also realizes its obligations to teach and ensure responsible and safe use of these new technologies. Social media, including social networking sites, have great potential to connect people around the globe and enhance communication. Therefore, the Board of Education encourages technologies to supplement the range of communication and educational services.

For purposes of this Policy, the definition of public social media networks or Social Networking Sites (SNS) are defined to include: Web sites, Web logs (blogs), wikis, social networks, online forums, virtual worlds, and any other social media generally available to the school district community, which do not fall within the District's electronic technology network. The definition of District approved password-protected social media tools are those that fall within the District's electronic technology network or which the District had approved for educational use. Within these internal forums, the District has greater authority and ability to protect minors from inappropriate content and can limit public access within these internal forums.

However, personal use of these media during District time or on District-owned equipment is prohibited. In addition, employees are encouraged to maintain the highest levels of professionalism. They have responsibilities for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting and compliance with all applicable District Policies and Regulations.

Applicable Policy and Regulation

All development and use of Web pages and communication tools will be subject to other applicable Clarence Central School District policies and regulations regarding the use and development of instructional materials.

Enforcement

The Superintendent shall be responsible for the enforcement of this policy. Violations of the policy shall be dealt with in accordance with applicable laws, regulations and employee contracts.

Adopted: 6/11/2018

Appendix E: Internet Safety/Content Filtering Policy

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING POLICY

In compliance with the Children's Internet Protection Act (CIPA) and Regulations of the Federal Communication Commission (FCC), the District will ensure the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. These technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. The District will provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response. Further, appropriate monitoring of online activities of minors, as determined by the building or program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate instructional materials and activities to enhance the school's programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minor to inappropriate matter on the Internet may include, but will not be limited to, the following guidelines:

- a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail, chat rooms, as well as social networking websites, may be blocked as deemed necessary to ensure the safety of students;
- b) Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;
- c) In compliance with this Internet Safety Policy as well as the District's Acceptable Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and
- d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students.

(Continued)

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING (Cont'd)

The determination of what is “inappropriate” for minors will be determined by the District and/or designated school official(s). It is acknowledged that the determination of “inappropriate” material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms “minor,” “child pornography,” “harmful to minors,” “obscene,” “technology protection measure,” “sexual act,” and “sexual contact” will be as defined in accordance with CIPA and other applicable laws or regulations as may be appropriate.

Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the District.

The District will provide certification, pursuant to the requirements of CIPA, to document the District’s adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking or filtering of access to certain material on the Internet) for all District computers with Internet access.

Internet Safety Instruction

In accordance with New York State Education Law, the District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner will provide technical assistance in the development of curricula for this course of study which will be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet.

Under the Protecting Children in the 21st Century Act, students will also be educated on appropriate interactions with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response.

Access to Inappropriate Content/Material and Use of Personal Technology of Electronic Devices

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students.

Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student’s own personal technology or electronic device on school grounds or at school events.

(Continued)

SUBJECT: INTERNET SAFETY/INTERNET CONTENT FILTERING (Cont'd)

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

Notification/Authorization

The District's Acceptable Use Policy will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

The District has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Safety/Internet Content Filtering Policy prior to Board adoption. Additional public notice and a hearing or meeting is not necessary when amendments are made to the Internet Safety Policy in the future.

The District's Internet Safety/Internet Content Filtering Policy must be made available to the FCC upon request. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of this policy as well as any other District policies relating to the use of technology.

The Internet Safety/Internet Content Filtering Policy is required to be retained by the school for at least five (5) years after the funding year in which the policy was relied upon to obtain E-rate funding.

47 USC §§ 254(h) and 254(1)
47 CFR Part 54
Education Law § 814

NOTE: Refer also to Policy #7315 – Student Acceptable Use Policy
#7316 – Student Use of Personal Technology
District Code of Conduct

Appendix F: Current Inventory

Category	Quantity
Access Point	511
Cart	42
Chromebook	4344
Chromebox	53
Desktop	212
Display	434
Document Camera	232
DVD Player	2
DVD VHS Combo Player	14
EPSON Brightlink	253
IA Display	2
IAWB Physical Board	8
Laptop	1556
LaserDisc Player	1
Monitor	11
Network Extender	9
Peripheral	148
Phone	643
Printer	241
Projector	111
Scanner	140
Sound Equipment	29
Switch/Router	169
Tablet	689
Thin Client	431
UPS	19
VHS Player	4
Video Camera	12
Webcam	17

Appendix G: Privacy And Security For Student Data And Teacher And Principal Data

SUBJECT: PRIVACY AND SECURITY FOR STUDENT DATA AND TEACHER AND PRINCIPAL DATA

The District is committed to maintaining the privacy and security of student data and teacher and principal data and will follow all applicable laws and regulations for the handling and storage of this data in the District and when disclosing or releasing it to others, including, but not limited to, third-party contractors. The District adopts this policy to implement the requirements of Education Law Section 2-d and its implementing regulations, as well as to align the District's data privacy and security practices with the National Institute for Standards and Technology Framework for Improving Critical Infrastructure Cybersecurity (Version 1.1).

Definitions

As provided in Education Law Section 2-d and/or its implementing regulations, the following terms, as used in this policy, will mean:

- a) "Breach" means the unauthorized acquisition, access, use, or disclosure of student data and/or teacher or principal data by or to a person not authorized to acquire, access, use, or receive the student data and/or teacher or principal data.
- b) "Building principal" means a building principal subject to annual performance evaluation review under the provisions of Education Law Section 3012-c.
- c) "Classroom teacher" means a teacher subject to annual performance evaluation review under the provisions of Education Law Section 3012-c.
- d) "Commercial or marketing purpose" means the sale of student data; or its use or disclosure for purposes of receiving remuneration, whether directly or indirectly; the use of student data for advertising purposes, or to develop, improve, or market products or services to students.
- e) "Contract or other written agreement" means a binding agreement between an educational agency and a third-party, which includes, but is not limited to, an agreement created in electronic form and signed with an electronic or digital signature or a click-wrap agreement that is used with software licenses, downloaded, and/or online applications and transactions for educational technologies and other technologies in which a user must agree to terms and conditions prior to using the product or service.
- f) "Disclose" or "disclosure" means to permit access to, or the release, transfer, or other communication of personally identifiable information by any means, including oral, written, or electronic, whether intended or unintended.
- g) "Education records" means an education record as defined in the Family Educational Rights and Privacy Act and its implementing regulations, 20 USC Section 1232g and 34 CFR Part 99, respectively.

(Continued)

- h) "Educational agency" means a school district, board of cooperative educational services (BOCES), school, or the New York State Education Department (NYSED).
- i) "Eligible student" means a student who is eighteen years or older.
- j) "Encryption" means methods of rendering personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons through the use of a technology or methodology specified or permitted by the Secretary of the United States Department of Health and Human Services in guidance issued under 42 USC Section 17932(h)(2).
- k) "FERPA" means the Family Educational Rights and Privacy Act and its implementing regulations, 20 USC Section 1232g and 34 CFR Part 99, respectively.
- l) "NIST Cybersecurity Framework" means the U.S. Department of Commerce National Institute for Standards and Technology Framework for Improving Critical Infrastructure Cybersecurity (Version 1.1). A copy of the NIST Cybersecurity Framework is available at the Office of Counsel, State Education Department, State Education Building, Room 148, 89 Washington Avenue, Albany, New York 12234.
- m) "Parent" means a parent, legal guardian, or person in parental relation to a student.
- n) Personally identifiable information (PII)," as applied to student data, means personally identifiable information as defined in 34 CFR Section 99.3 implementing the Family Educational Rights and Privacy Act, 20 USC Section 1232g, and, as applied to teacher or principal data, means personally identifying information as this term is defined in Education Law Section 3012-c(10).
- o) "Release" has the same meaning as disclosure or disclose.
- p) "Student" means any person attending or seeking to enroll in an educational agency.
- q) "Student data" means personally identifiable information from the student records of an educational agency.
- r) "Teacher or principal data" means personally identifiable information from the records of an educational agency relating to the annual professional performance reviews of classroom teachers or principals that is confidential and not subject to release under the provisions of Education Law Sections 3012-c and 3012-d.
- s) "Third-party contractor" means any person or entity, other than an educational agency, that receives student data or teacher or principal data from an educational agency pursuant to a contract or other written agreement for purposes of providing services to the educational agency, including but not limited to data management or storage services, conducting studies for or on behalf of the educational agency, or audit or evaluation of publicly funded programs. This term will include an educational partnership organization that receives student and/or teacher or principal data from a school district to carry out its

(Continued)

responsibilities pursuant to Education Law Section 211-e and is not an educational agency, and a not-for-profit corporation or other nonprofit organization, other than an educational agency.

- t) "Unauthorized disclosure" or "unauthorized release" means any disclosure or release not permitted by federal or state statute or regulation, any lawful contract or written agreement, or that does not respond to a lawful order of a court or tribunal or other lawful order.

Data Collection Transparency and Restrictions

As part of its commitment to maintaining the privacy and security of student data and teacher and principal data, the District will take steps to minimize its collection, processing, and transmission of PII. Additionally, the District will:

- a) Not sell PII nor use or disclose it for any marketing or commercial purpose or facilitate its use or disclosure by any other party for any marketing or commercial purpose or permit another party to do so.
- b) Ensure that it has provisions in its contracts with third-party contractors or in separate data sharing and confidentiality agreements that require the confidentiality of shared student data or teacher or principal data be maintained in accordance with law, regulation, and District policy.

Except as required by law or in the case of educational enrollment data, the District will not report to NYSED the following student data elements:

- a) Juvenile delinquency records;
- b) Criminal records;
- c) Medical and health records; and
- d) Student biometric information.

Nothing in Education Law Section 2-d or this policy should be construed as limiting the administrative use of student data or teacher or principal data by a person acting exclusively in the person's capacity as an employee of the District.

Chief Privacy Officer

The Commissioner of Education has appointed a Chief Privacy Officer who will report to the Commissioner on matters affecting privacy and the security of student data and teacher and principal data. Among other functions, the Chief Privacy Officer is authorized to provide assistance to educational agencies within the state on minimum standards and best practices

(Continued)

associated with privacy and the security of student data and teacher and principal data.

The District will comply with its obligation to report breaches or unauthorized releases of student data or teacher or principal data to the Chief Privacy Officer in accordance with Education Law Section 2-d, its implementing regulations, and this policy.

The Chief Privacy Officer has the power, among others, to:

- a) Access all records, reports, audits, reviews, documents, papers, recommendations, and other materials maintained by the District that relate to student data or teacher or principal data, which includes, but is not limited to, records related to any technology product or service that will be utilized to store and/or process PII; and
- b) Based upon a review of these records, require the District to act to ensure that PII is protected in accordance with laws and regulations, including but not limited to requiring the District to perform a privacy impact and security risk assessment.

Data Protection Officer

The District has designated its IT Coordinator to serve as the District's Data Protection Officer.

The Data Protection Officer is responsible for the implementation and oversight of this policy and any related procedures including those required by Education Law Section 2-d and its implementing regulations, as well as serving as the main point of contact for data privacy and security for the District.

The District will ensure that the Data Protection Officer has the appropriate knowledge, training, and experience to administer these functions. The Data Protection Officer may perform these functions in addition to other job responsibilities. Additionally, some aspects of this role may be outsourced to a provider such as a BOCES, to the extent available.

District Data Privacy and Security Standards

The District will use the National Institute for Standards and Technology Framework for Improving Critical Infrastructure Cybersecurity (Version 1.1) (Framework) as the standard for its data privacy and security program. The Framework is a risk-based approach to managing cybersecurity risk and is composed of three parts: the Framework Core, the Framework Implementation Tiers, and the Framework Profiles. The Framework provides a common taxonomy and mechanism for organizations to:

- a) Describe their current cybersecurity posture;
- b) Describe their target state for cybersecurity;
- c) Identify and prioritize opportunities for improvement within the context of a continuous and repeatable process;

(Continued)

- d) Assess progress toward the target state; and
- e) Communicate among internal and external stakeholders about cybersecurity risk.

The District will protect the privacy of PII by:

- a) Ensuring that every use and disclosure of PII by the District benefits students and the District by considering, among other criteria, whether the use and/or disclosure will:
 - 1. Improve academic achievement;
 - 2. Empower parents and students with information; and/or
 - 3. Advance efficient and effective school operations.
- b) Not including PII in public reports or other public documents.
- c) The District affords all protections under FERPA and the Individuals with Disabilities

Education Act and their implementing regulations to parents or eligible students, where applicable.

Third-Party Contractors

District Responsibilities

The District will ensure that whenever it enters into a contract or other written agreement with a third-party contractor under which the third-party contractor will receive student data or teacher or principal data from the District, the contract or written agreement will include provisions requiring that confidentiality of shared student data or teacher or principal data be maintained in accordance with law, regulation, and District policy.

In addition, the District will ensure that the contract or written agreement includes the third-party contractor's data privacy and security plan that has been accepted by the District.

The third-party contractor's data privacy and security plan must, at a minimum:

- a) Outline how the third-party contractor will implement all state, federal, and local data privacy and security contract requirements over the life of the contract, consistent with District policy;
- b) Specify the administrative, operational, and technical safeguards and practices the third-party contractor has in place to protect PII that it will receive under the contract;
- c) Demonstrate that the third-party contractor complies with the requirements of 8 NYCRR Section 121.3(c);

(Continued)

- d) Specify how officers or employees of the third-party contractor and its assignees who have access to student data or teacher or principal data receive or will receive training on the laws governing confidentiality of this data prior to receiving access;
- e) Specify if the third-party contractor will utilize subcontractors and how it will manage those relationships and contracts to ensure PII is protected;
- f) Specify how the third-party contractor will manage data privacy and security incidents that implicate PII including specifying any plans to identify breaches and unauthorized disclosures, and to promptly notify the District;
- g) Describe whether, how, and when data will be returned to the District, transitioned to a successor contractor, at the District's option and direction, deleted or destroyed by the third-party contractor when the contract is terminated or expires; and
- h) Include a signed copy of the Parents' Bill of Rights for Data Privacy and Security.

Third-Party Contractor Responsibilities

Each third-party contractor, that enters into a contract or other written agreement with the District under which the third-party contractor will receive student data or teacher or principal data from the District, is required to:

- a) Adopt technologies, safeguards, and practices that align with the NIST Cybersecurity Framework;
- b) Comply with District policy and Education Law Section 2-d and its implementing regulations;
- c) Limit internal access to PII to only those employees or subcontractors that have legitimate educational interests (i.e., they need access to provide the contracted services);
- d) Not use the PII for any purpose not explicitly authorized in its contract;
- e) Not disclose any PII to any other party without the prior written consent of the parent or eligible student:
 - 1. Except for authorized representatives of the third-party contractor such as a subcontractor or assignee to the extent they are carrying out the contract and in compliance with law, regulation, and its contract with the District; or
 - 2. Unless required by law or court order and the third-party contractor provides a notice of the disclosure to NYSED, the Board, or the institution that provided the information no later than the time the information is disclosed, unless providing notice of the disclosure is expressly prohibited by law or court order;

(Continued)

- f) Maintain reasonable administrative, technical, and physical safeguards to protect the security, confidentiality, and integrity of PII in its custody;
- g) Use encryption to protect PII in its custody while in motion or at rest; and
- h) Not sell PII nor use or disclose it for any marketing or commercial purpose or facilitate its use or disclosure by any other party for any marketing or commercial purpose or permit another party to do so.

Where a third-party contractor engages a subcontractor to perform its contractual obligations, the data protection obligations imposed on the third-party contractor by law and contract apply to the subcontractor.

Cooperative Educational Services through a BOCES

The District may not be required to enter into a separate contract or data sharing and confidentiality agreement with a third-party contractor that will receive student data or teacher or principal data from the District under all circumstances.

For example, the District may not need its own contract or agreement where:

- a) It has entered into a cooperative educational service agreement (CoSer) with a BOCES that includes use of a third-party contractor's product or service; and
- b) That BOCES has entered into a contract or data sharing and confidentiality agreement with the third-party contractor, pursuant to Education Law Section 2-d and its implementing regulations, that is applicable to the District's use of the product or service under that CoSer.

To meet its obligations whenever student data or teacher or principal data from the District is received by a third-party contractor pursuant to a CoSer, the District will consult with the BOCES to, among other things:

- a) Ensure there is a contract or data sharing and confidentiality agreement pursuant to Education Law Section 2-d and its implementing regulations in place that would specifically govern the District's use of a third-party contractor's product or service under a particular CoSer;
- b) Determine procedures for including supplemental information about any applicable contracts or data sharing and confidentiality agreements that a BOCES has entered into with a third-party contractor in its Parents' Bill of Rights for Data Privacy and Security;
- c) Ensure appropriate notification is provided to affected parents, eligible students, teachers, and/or principals about any breach or unauthorized release of PII that a third-party contractor has received from the District pursuant to a BOCES contract; and

(Continued)

- d) Coordinate reporting to the Chief Privacy Officer to avoid duplication in the event the District receives information directly from a third-party contractor about a breach or unauthorized release of PII that the third-party contractor received from the District pursuant to a BOCES contract.

Click-Wrap Agreements

Periodically, District staff may wish to use software, applications, or other technologies in which the user must "click" a button or box to agree to certain online terms of service prior to using the software, application, or other technology. These are known as "click-wrap agreements" and are considered legally binding "contracts or other written agreements" under Education Law Section 2-d and its implementing regulations.

District staff are prohibited from using software, applications, or other technologies pursuant to a click-wrap agreement in which the third-party contractor receives student data or teacher or principal data from the District unless they have received prior approval from the District's Data Privacy Officer or designee.

The District will develop and implement procedures requiring prior review and approval for staff use of any software, applications, or other technologies pursuant to click-wrap agreements.

Parents' Bill of Rights for Data Privacy and Security

The District will publish its Parents' Bill of Rights for Data Privacy and Security (Bill of Rights) on its website. Additionally, the District will include the Bill of Rights with every contract or other written agreement it enters into with a third-party contractor under which the third-party contractor will receive student data or teacher or principal data from the District.

The District's Bill of Rights will state in clear and plain English terms that:

- a) A student's PII cannot be sold or released for any commercial purposes;
- b) Parents have the right to inspect and review the complete contents of their child's education record;
- c) State and federal laws protect the confidentiality of PII, and safeguards associated with industry standards and best practices, including but not limited to encryption, firewalls, and password protection, must be in place when data is stored or transferred;
- d) A complete list of all student data elements collected by the state is available for public review at the following website <http://www.nysed.gov/student-data-privacy/student-data-inventory> or by writing to the Office of Information and Reporting Services, New York State Education Department, Room 865 EBA, 89 Washington Avenue, Albany, New York 12234; and

(Continued)

- e) Parents have the right to have complaints about possible breaches of student data addressed. Complaints should be directed in writing to Privacy Complaint, Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, New York 12234. Complaints may also be submitted using the form available at the following website <http://www.nysed.gov/student-data-privacy/form/report-improper-disclosure>.

The Bill of Rights will also include supplemental information for each contract the District enters into with a third-party contractor where the third-party contractor receives student data or teacher or principal data from the District. The supplemental information must be developed by the District and include the following information:

- a) The exclusive purposes for which the student data or teacher or principal data will be used by the third-party contractor, as defined in the contract;
- b) How the third-party contractor will ensure that the subcontractors, or other authorized persons or entities to whom the third-party contractor will disclose the student data or teacher or principal data, if any, will abide by all applicable data protection and security requirements, including but not limited to those outlined in applicable laws and regulations (e.g., FERPA; Education Law Section 2-d);
- c) The duration of the contract, including the contract's expiration date, and a description of what will happen to the student data or teacher or principal data upon expiration of the contract or other written agreement (e.g., whether, when, and in what format it will be returned to the District, and/or whether, when, and how the data will be destroyed);
- d) If and how a parent, student, eligible student, teacher, or principal may challenge the accuracy of the student data or teacher or principal data that is collected;
- e) Where the student data or teacher or principal data will be stored, described in a manner as to protect data security, and the security protections taken to ensure the data will be protected and data privacy and security risks mitigated; and
- f) Address how the data will be protected using encryption while in motion and at rest.

The District will publish on its website the supplement to the Bill of Rights (i.e., the supplemental information described above) for any contract or other written agreement it has entered into with a third-party contractor that will receive PII from the District. The Bill of Rights and supplemental information may be redacted to the extent necessary to safeguard the privacy and/or security of the District's data and/or technology infrastructure.

Right of Parents and Eligible Students to Inspect and Review Students' Education Records

Consistent with the obligations of the District under FERPA, parents and eligible students have the right to inspect and review a student's education record by making a request directly to the District in a manner prescribed by the District.

(Continued)

The District will ensure that only authorized individuals are able to inspect and review student data. To that end, the District will take steps to verify the identity of parents or eligible students who submit requests to inspect and review an education record and verify the individual's authority to do so.

Requests by a parent or eligible student for access to a student's education records must be directed to the District and not to a third-party contractor. The District may require that requests to inspect and review education records be made in writing.

The District will notify parents annually of their right to request to inspect and review their child's education record including any student data stored or maintained by the District through its annual FERPA notice. A notice separate from the District's annual FERPA notice is not required.

The District will comply with a request for access to records within a reasonable period, but not more than 45 calendar days after receipt of a request.

The District may provide the records to a parent or eligible student electronically, if the parent consents. The District must transmit the PII in a way that complies with laws and regulations. Safeguards associated with industry standards and best practices, including but not limited to encryption and password protection, must be in place when education records requested by a parent or eligible student are electronically transmitted.

Complaints of Breach or Unauthorized Release of Student Data and/or Teacher or Principal Data

The District will inform parents, through its Parents' Bill of Rights for Data Privacy and Security, that they have the right to submit complaints about possible breaches of student data to the Chief Privacy Officer at NYSED. In addition, the District has established the following procedures for parents, eligible students, teachers, principals, and other District staff to file complaints with the District about breaches or unauthorized releases of student data and/or teacher or principal data:

- a) All complaints must be submitted to the District's Data Protection Officer in writing.
- b) Upon receipt of a complaint, the District will promptly acknowledge receipt of the complaint, commence an investigation, and take the necessary precautions to protect PII.
- c) Following the investigation of a submitted complaint, the District will provide the individual who filed the complaint with its findings. This will be completed within a reasonable period of time, but no more than 60 calendar days from the receipt of the complaint by the District.
- d) If the District requires additional time, or where the response may compromise security or impede a law enforcement investigation, the District will provide the individual who

(Continued)

filed the complaint with a written explanation that includes the approximate date when the District anticipates that it will respond to the complaint.

These procedures will be disseminated to parents, eligible students, teachers, principals, and other District staff.

The District will maintain a record of all complaints of breaches or unauthorized releases of student data and their disposition in accordance with applicable data retention policies, including the Records Retention and Disposition Schedule ED-1 (1988; rev. 2004).

Reporting a Breach or Unauthorized Release

The District will report every discovery or report of a breach or unauthorized release of student data or teacher or principal data within the District to the Chief Privacy Officer without unreasonable delay, but no more than ten calendar days after the discovery.

Each third-party contractor that receives student data or teacher or principal data pursuant to a contract or other written agreement entered into with the District will be required to promptly notify the District of any breach of security resulting in an unauthorized release of the data by the third-party contractor or its assignees in violation of applicable laws and regulations, the Parents' Bill of Rights for Student Data Privacy and Security, District policy, and/or binding contractual obligations relating to data privacy and security, in the most expedient way possible and without unreasonable delay, but no more than seven calendar days after the discovery of the breach.

In the event of notification from a third-party contractor, the District will in turn notify the Chief Privacy Officer of the breach or unauthorized release of student data or teacher or principal data no more than ten calendar days after it receives the third-party contractor's notification using a form or format prescribed by NYSED.

Investigation of Reports of Breach or Unauthorized Release by the Chief Privacy Officer

The Chief Privacy Officer is required to investigate reports of breaches or unauthorized releases of student data or teacher or principal data by third-party contractors. As part of an investigation, the Chief Privacy Officer may require that the parties submit documentation, provide testimony, and may visit, examine, and/or inspect the third-party contractor's facilities and records.

Upon the belief that a breach or unauthorized release constitutes criminal conduct, the Chief Privacy Officer is required to report the breach and unauthorized release to law enforcement in the most expedient way possible and without unreasonable delay.

Third-party contractors are required to cooperate with the District and law enforcement to protect the integrity of investigations into the breach or unauthorized release of PII.

Upon conclusion of an investigation, if the Chief Privacy Officer determines that a third-party contractor has through its actions or omissions caused student data or teacher or principal

(Continued)

data to be breached or released to any person or entity not authorized by law to receive this data in violation of applicable laws and regulations, District policy, and/or any binding contractual obligations, the Chief Privacy Officer is required to notify the third-party contractor of the finding and give the third-party contractor no more than 30 days to submit a written response.

If after reviewing the third-party contractor's written response, the Chief Privacy Officer determines the incident to be a violation of Education Law Section 2-d, the Chief Privacy Officer will be authorized to:

- a) Order the third-party contractor be precluded from accessing PII from the affected educational agency for a fixed period of up to five years;
- b) Order that a third-party contractor or assignee who knowingly or recklessly allowed for the breach or unauthorized release of student data or teacher or principal data be precluded from accessing student data or teacher or principal data from any educational agency in the state for a fixed period of up to five years;
- c) Order that a third-party contractor who knowingly or recklessly allowed for the breach or unauthorized release of student data or teacher or principal data will not be deemed a responsible bidder or offeror on any contract with an educational agency that involves the sharing of student data or teacher or principal data, as applicable for purposes of General Municipal Law Section 103 or State Finance Law Section 163(10)(c), as applicable, for a fixed period of up to five years; and/or
- d) Require the third-party contractor to provide additional training governing confidentiality of student data and/or teacher or principal data to all its officers and employees with reasonable access to this data and certify that the training has been performed at the contractor's expense. This additional training is required to be performed immediately and include a review of laws, rules, and regulations, including Education Law Section 2-d and its implementing regulations.

If the Chief Privacy Officer determines that the breach or unauthorized release of student data or teacher or principal data on the part of the third-party contractor or assignee was inadvertent and done without intent, knowledge, recklessness, or gross negligence, the Chief Privacy Officer may make a recommendation to the Commissioner that no penalty be issued to the third-party contractor.

The Commissioner would then make a final determination as to whether the breach or unauthorized release was inadvertent and done without intent, knowledge, recklessness or gross negligence and whether or not a penalty should be issued.

Notification of a Breach or Unauthorized Release

The District will notify affected parents, eligible students, teachers, and/or principals in the most expedient way possible and without unreasonable delay, but no more than 60 calendar days after the discovery of a breach or unauthorized release of PII by the District or the receipt of

(Continued)

a notification of a breach or unauthorized release of PII from a third-party contractor unless that notification would interfere with an ongoing investigation by law enforcement or cause further disclosure of PII by disclosing an unfixed security vulnerability. Where notification is delayed under these circumstances, the District will notify parents, eligible students, teachers, and/or principals within seven calendar days after the security vulnerability has been remedied or the risk of interference with the law enforcement investigation ends.

Notifications will be clear, concise, use language that is plain and easy to understand, and to the extent available, include:

- a) A brief description of the breach or unauthorized release, the dates of the incident and the date of discovery, if known;
- b) A description of the types of PII affected;
- c) An estimate of the number of records affected;
- d) A brief description of the District's investigation or plan to investigate; and
- e) Contact information for representatives who can assist parents or eligible students that have additional questions.

Notification will be directly provided to the affected parent, eligible student, teacher, or principal by first-class mail to their last known address, by email, or by telephone.

Where a breach or unauthorized release is attributed to a third-party contractor, the third-party contractor is required to pay for or promptly reimburse the District for the full cost of this notification.

Annual Data Privacy and Security Training

The District will annually provide data privacy and security awareness training to its officers and staff with access to PII. This training will include, but not be limited to, training on the applicable laws and regulations that protect PII and how staff can comply with these laws and regulations. The District may deliver this training using online training tools. Additionally, this training may be included as part of the training that the District already offers to its workforce.

Notification of Policy

The District will publish this policy on its website and provide notice of the policy to all its officers and staff.

Education Law § 2-d
8 NYCRR Part 121

Appendix H: Student Device Replace Cycle

Student devices will be refreshed/distributed annually in Kindergarten, 5th and 9th Grade

	3100		3110		31xx	3100 EOL			3110 EOL	31xxX
	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	
K	2034	2035	2036	2037	2038	2039	2040	2041	2042	
1	2033	2034	2035	2036	2037	2038	2039	2040	2041	
2	2032	2033	2034	2035	2036	2037	2038	2039	2040	
3	2031	2032	2033	2034	2035	2036	2037	2038	2039	
4	2030	2031	2032	2033	2034	2035	2036	2037	2038	
5	2029	2030	2031	2032	2033	2034	2035	2036	2037	
6	2028	2029	2030	2031	2032	2033	2034	2035	2036	
7	2027	2028	2029	2030	2031	2032	2033	2034	2035	
8	2026	2027	2028	2029	2030	2031	2032	2033	2034	
9	2025	2026	2027	2028	2029	2030	2031	2032	2033	
10	2024	2025	2026	2027	2028	2029	2030	2031	2032	
11	2023	2024	2025	2026	2027	2028	2029	2030	2031	
12	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Carts				240						

Clarence Central School District

AGREEMENT

As a response to a natural or man-made disaster,

Zion Lutheran Church

Hereby agrees that its facilities located at:

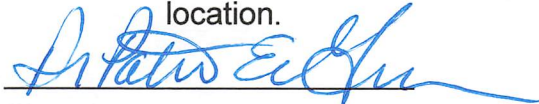
9535 Clarence Center Road

Clarence Center, New York 14032

may be used as a temporary shelter of students attending one or more schools belonging to the Clarence Central School District.

In consideration for the granting of such permission, the Clarence Central School District agrees that the following conditions shall prevail:

- a. Notification will be given prior to student arrival.
- b. Students will be supervised by district personnel.
- c. Transportation will be notified to pick up students as soon as possible at your location.



Signature

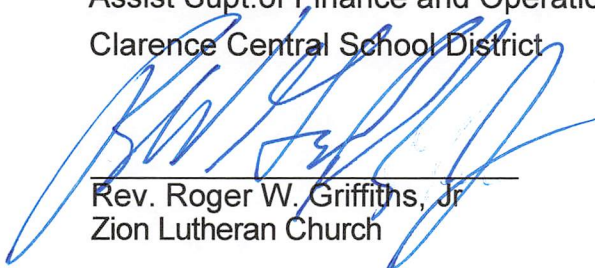
Dr. Patricia E. Grupka

Assist Supt. of Finance and Operations

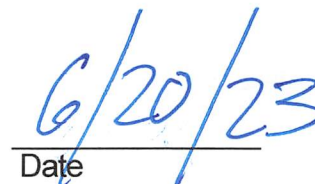
Clarence Central School District



Date



Rev. Roger W. Griffiths, Jr.
Zion Lutheran Church



Date

F-1 FINANCIAL REPORTS

Recommended Action: Acceptance of the Financial reports for the period of May 1, 2023 through May 31, 2023. See attached reports.

F-2 BILLS AND CHECK WARRANT

Recommended Action: Acceptance of the bills and check warrant for the period of May 1, 2023 through May 31, 2023. These payments have been reviewed and approved by our internal claims auditor. See attached reports.

F-3 APPROVAL OF MEMORIAL TREE

Recommended Action: Acceptance of donation of a memorial tree to be planted at Clarence Center dedicated to former Clarence Elementary Principal Arnold “Jack” Bartlett.

F-4 APPROVAL OF SUMMER COMMUNITY EDUCATION STIPENDS

Recommended Action: Approval of Summer Community Education Stipends based on work performed

F-5 APPROVAL FOR DISPOSAL OF OUTDATED TEXTBOOKS

Recommended Action: Approval to dispose of outdated technology and history textbooks held at the Middle school as per attached.

CLARENCE CENTRAL SCHOOL DIST

Appropriation Status Detail Report By Function From 7/1/2022 To 6/30/2023



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1010.401-51-0100	BOARD OF ED CONTRACTUAL		3,125.00	-130.00	2,995.00	20.02	0.00	2,974.98
A 1010.486-51-0100	BOARD OF ED TRAVEL/CONF		7,285.00	230.00	7,515.00	7,478.61	0.00	36.39
A 1010.490-51-4900	BOCES POLICY SERVICES		8,405.00	-2,010.00	6,395.00	6,395.00	0.00	0.00
A 1010.506-51-0100	BOARD OF ED SUPPLIES & MATERIALS		3,000.00	3,900.00	6,900.00	6,199.51	398.00	302.49
1010	BOARD OF EDUCATION	*	21,815.00	1,990.00	23,805.00	20,093.14	398.00	3,313.86
A 1060.401-51-0700	SCHOOL ELECTION EXPENSE		1,040.00	0.00	1,040.00	112.50	0.00	927.50
1060	DISTRICT MEETING	*	1,040.00	0.00	1,040.00	112.50	0.00	927.50
10		**	22,855.00	1,990.00	24,845.00	20,205.64	398.00	4,241.36
A 1240.150-51-1100	SUPT WAGES		205,000.00	2,025.00	207,025.00	207,025.00	0.00	0.00
A 1240.161-51-1100	SUPT OFFICE CLERICAL		72,000.00	-2,025.00	69,975.00	59,468.80	0.00	10,506.20
A 1240.161-51-1101	SUPT OFFICE CLERICAL SUBS		500.00	0.00	500.00	0.00	0.00	500.00
A 1240.161-98-1100	SUPT OFFICE CLERICAL O/T		7,900.00	-900.00	7,000.00	4,005.82	0.00	2,994.18
A 1240.215-51-1100	CENTRAL OFFICE NEW EQUIPMENT		1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 1240.401-51-1100	SUPT OFFICE CONTRACTUAL		5,205.00	0.00	5,205.00	4,665.83	0.00	539.17
A 1240.486-51-1100	SUPT OFFICE TRAVEL EXPENSE		5,205.00	-2,800.00	2,405.00	1,932.57	0.00	472.43
A 1240.506-51-1100	SUPT SUPPLIES		2,040.00	21,150.00	23,190.00	20,277.11	1,513.29	1,399.60
1240	CHIEF SCHOOL ADMINISTRATOR	*	299,350.00	17,450.00	316,800.00	297,375.13	1,513.29	17,911.58
12		**	299,350.00	17,450.00	316,800.00	297,375.13	1,513.29	17,911.58
A 1310.160-51-1300	BUSINESS ADMIN WAGES		160,000.00	-4,250.00	155,750.00	150,487.94	0.00	5,262.06
A 1310.161-51-1300	BUSINESS STAFF WAGES		350,000.00	0.00	350,000.00	303,180.93	0.00	46,819.07
A 1310.161-51-1301	BUSINESS ADMIN SUBS		13,000.00	-6,000.00	7,000.00	6,849.60	0.00	150.40
A 1310.161-51-1302	CLAIMS AUDITOR		10,000.00	-10,000.00	0.00	0.00	0.00	0.00
A 1310.161-98-1300	BUSINESS ADMIN O/T		10,000.00	-1,200.00	8,800.00	3,224.49	0.00	5,575.51
A 1310.215-51-1300	BUSINESS OFFICE EQUIPMENT		10,000.00	0.00	10,000.00	1,251.41	0.00	8,748.59
A 1310.404-51-1300	BUSINESS OFFICE EQUIPMENT REPAIRS		1,040.00	0.00	1,040.00	475.00	0.00	565.00
A 1310.460-51-1300	FREE/REDUCED ABATEMENT		1,040.00	0.00	1,040.00	0.00	0.00	1,040.00
A 1310.461-51-1300	MISC ACCOUNT FEES		7,285.00	-3,310.00	3,975.00	1,379.97	0.00	2,595.03
A 1310.462-51-1300	NYS AID CONTRACTUAL		30,000.00	-30,000.00	0.00	0.00	0.00	0.00
A 1310.481-51-1300	POSTAGE METER RENT		1,040.00	300.00	1,340.00	1,327.50	0.00	12.50
A 1310.482-51-1300	CONTRACTUAL		4,165.00	13,900.00	18,065.00	7,488.06	10,000.00	576.94
A 1310.483-51-1300	BUSINESS LEGAL NOTICES		26,010.00	-4,165.00	21,845.00	20,412.02	0.00	1,432.98
A 1310.484-51-1300	CLAIMS FOR PRIOR YR.P/R CKS.		1,040.00	0.00	1,040.00	0.00	0.00	1,040.00
A 1310.486-51-1300	BUSINESS OFFICE TRAVEL/CONFERENCE		12,485.00	-6,400.00	6,085.00	1,766.23	485.00	3,833.77

CLARENCE CENTRAL SCHOOL DIST

Appropriation Status Detail Report By Function From 7/1/2022 To 6/30/2023



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1310.490-51-4900	BOCES BUSINESS ADMINISTRATION		7,680.00	-6,178.00	1,502.00	1,502.00	0.00	0.00
A 1310.503-51-1300	BUSINESS OFFICE SUPPLY		5,000.00	5,800.00	10,800.00	5,643.43	2,097.62	3,058.95
A 1310.508-51-2110	WORKBOOK FLOW THROUGH		0.00	0.00	0.00	-93.22	0.00	93.22
1310	BUSINESS ADMINISTRATION	*	649,785.00	-51,503.00	598,282.00	504,895.36	12,582.62	80,804.02
A 1320.442-51-0500	AUDITING FEES		30,175.00	18,845.00	49,020.00	39,895.00	1,695.00	7,430.00
1320	AUDITING	*	30,175.00	18,845.00	49,020.00	39,895.00	1,695.00	7,430.00
A 1325.405-51-0300	BANK SERVICE CHARGES		1,040.00	-1,000.00	40.00	0.00	0.00	40.00
A 1325.484-51-0300	PAY AGENT CHARGES		3,125.00	1,000.00	4,125.00	2,678.44	0.00	1,446.56
1325	TREASURER	*	4,165.00	0.00	4,165.00	2,678.44	0.00	1,486.56
A 1330.401-51-0400	TAX COLLECTION EXPENSE		8,325.00	1,000.00	9,325.00	9,322.00	0.00	3.00
1330	TAX COLLECTOR	*	8,325.00	1,000.00	9,325.00	9,322.00	0.00	3.00
A 1380.400-51-0001	FISCAL AGENT FEES		15,000.00	4,000.00	19,000.00	18,816.05	0.00	183.95
1380	FISCAL AGENT FEE	*	15,000.00	4,000.00	19,000.00	18,816.05	0.00	183.95
13		**	707,450.00	-27,658.00	679,792.00	575,606.85	14,277.62	89,907.53
A 1420.441-51-0600	LEGAL FEES		90,000.00	0.00	90,000.00	60,494.95	22,775.15	6,729.90
A 1420.441-51-0602	LEGAL FEES - SPEC ED		0.00	131,000.00	131,000.00	101,053.63	25,681.80	4,264.57
A 1420.441-51-0603	LEGAL FEES - INSTRUCTION		0.00	40,000.00	40,000.00	27,075.20	10,924.80	2,000.00
A 1420.490-51-4900	BOCES LEGAL		30,000.00	64,221.00	94,221.00	94,757.25	0.00	-536.25
1420	LEGAL	*	120,000.00	235,221.00	355,221.00	283,381.03	59,381.75	12,458.22
A 1430.150-51-1400	ASST. SUPT FOR HR WAGES		140,000.00	9,250.00	149,250.00	149,229.19	0.00	20.81
A 1430.161-51-1400	CLERICAL WAGES		165,000.00	-6,050.00	158,950.00	156,011.47	0.00	2,938.53
A 1430.161-51-1401	CLERICAL SUBS		3,000.00	14,008.00	17,008.00	13,887.25	0.00	3,120.75
A 1430.161-98-1400	CLERICAL O/T		3,000.00	3,842.00	6,842.00	6,570.16	0.00	271.84
A 1430.404-51-1400	CONTRACTUAL		1,040.00	6,400.00	7,440.00	4,536.00	0.00	2,904.00
A 1430.486-51-1400	TRAVEL/CONFERENCE		2,080.00	0.00	2,080.00	1,721.53	0.00	358.47
A 1430.490-51-4900	BOCES PERSONNEL		30,470.00	4,490.00	34,960.00	34,956.11	0.00	3.89
A 1430.503-51-1400	SUPPLIES AND MATERIALS		1,530.00	200.00	1,730.00	1,292.65	0.00	437.35
1430	PERSONNEL	*	346,120.00	32,140.00	378,260.00	368,204.36	0.00	10,055.64
14		**	466,120.00	267,361.00	733,481.00	651,585.39	59,381.75	22,513.86
A 1620.161-51-6040	BUILDING & GROUNDS CLERICAL		70,000.00	10,000.00	80,000.00	74,968.48	0.00	5,031.52
A 1620.161-98-6040	MAINTENANCE CLERICAL O/T		2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 1620.162-51-6000	CUSTODIAN SUBS		30,000.00	-11,110.00	18,890.00	11,467.01	0.00	7,422.99
A 1620.162-51-6040	CUSTODIAL SUPERVISOR		45,000.00	22,610.00	67,610.00	49,081.48	0.00	18,528.52

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A 1620.162-51-6041	CUSTODIAL SALARY PROJECT TEAM	94,000.00	17,500.00	111,500.00	120,031.77	0.00	-8,531.77
A 1620.162-81-6040	CUSTODIAL SALARY HS	510,850.00	0.00	510,850.00	473,844.86	0.00	37,005.14
A 1620.162-82-6040	CUSTODIAL SALARY MS	510,000.00	0.00	510,000.00	469,647.52	0.00	40,352.48
A 1620.162-83-6040	CUSTODIAL SALARY CC	185,000.00	0.00	185,000.00	154,231.54	0.00	30,768.46
A 1620.162-84-6040	CUSTODIAL SALARY HH	140,000.00	0.00	140,000.00	123,977.00	0.00	16,023.00
A 1620.162-85-6040	CUSTODIAL SALARY SH	135,000.00	0.00	135,000.00	127,408.74	0.00	7,591.26
A 1620.162-87-6040	CUSTODIAL SALARY LV	150,000.00	0.00	150,000.00	148,877.86	0.00	1,122.14
A 1620.162-98-6040	CUSTODIAL SALARY O/T	170,000.00	-1,500.00	168,500.00	154,372.45	0.00	14,127.55
A 1620.162-98-6041	PROJECT CREW O/T	5,000.00	2,800.00	7,800.00	7,277.73	0.00	522.27
A 1620.168-51-6040	BLDG & GROUNDS SUPT SALARY	111,000.00	0.00	111,000.00	105,565.00	0.00	5,435.00
A 1620.217-51-1500	SRO-EQ-ENFORCEMENT	400.00	0.00	400.00	0.00	0.00	400.00
A 1620.217-51-6010	REPL OR NEW EQUIPMENT SYS	39,000.00	-39,000.00	0.00	0.00	0.00	0.00
A 1620.217-51-6040	REPL OR NEW EQUIPMENT SY	40,700.00	203,030.00	243,730.00	26,749.01	214,462.75	2,518.24
A 1620.400-51-1500	SRO/Town of Clarence	114,450.00	0.00	114,450.00	109,999.68	0.00	4,450.32
A 1620.401-51-1500	SRO-CONTR-ENFORCEMENT	420.00	0.00	420.00	0.00	0.00	420.00
A 1620.401-51-6000	GENERAL CONTRACTUAL ITEMS	100,000.00	44,403.17	144,403.17	124,380.78	19,962.83	59.56
A 1620.401-51-6090	VANDALISM & BURGLARY SYS	52,440.00	-18,842.00	33,598.00	30,986.98	2,610.44	0.58
A 1620.402-51-6050	FURNITURE REPAIRS	2,080.00	-1,202.00	878.00	877.94	0.00	0.06
A 1620.405-51-6040	EQUIPMENT REPAIR CUSTODIAL SYS	10,405.00	-9,819.00	586.00	585.08	0.00	0.92
A 1620.405-51-6050	EQUIPMENT REPAIR MAINTENANCE	26,530.00	-4,240.10	22,289.90	21,491.49	797.60	0.81
A 1620.405-51-6051	EQUIPMENT REPAIR VEHICLES	67,630.00	12,398.00	80,028.00	73,097.47	6,196.85	733.68
A 1620.405-51-6060	EQUIPMENT REPAIR HEATING SYSTEM	61,385.00	32,110.00	93,495.00	66,450.50	27,028.53	15.97
A 1620.405-51-6070	EQUIPMENT REPAIR ELECTRIC SYSTEM	28,090.00	9,604.00	37,694.00	31,921.16	5,129.97	642.87
A 1620.405-51-6080	EQUIPMENT REPAIR PLUMBING SYSTEM	21,850.00	5,088.00	26,938.00	22,141.12	4,796.34	0.54
A 1620.405-51-6090	CLOCK REPAIR SYSTEM	10,405.00	-5,426.00	4,979.00	4,485.53	439.50	53.97
A 1620.405-51-6100	SOUND REPAIR SYSTEM	3,125.00	-3,125.00	0.00	0.00	0.00	0.00
A 1620.405-51-6110	EQUIPMENT REPAIR LAUNDRY	105.00	-105.00	0.00	0.00	0.00	0.00
A 1620.405-51-6120	FIRE ALARM REPAIR	25,235.00	-4,191.00	21,044.00	21,043.32	0.00	0.68
A 1620.405-51-6130	SWIM POOL EQUIPMENT REPAIR	27,570.00	-13,404.00	14,166.00	13,170.64	994.75	0.61
A 1620.405-81-6060	EQUIPMENT REPAIR HEATING HS	10,405.00	-5,039.00	5,366.00	4,710.86	655.00	0.14
A 1620.405-81-6070	EQUIPMENT REPAIR ELECTRIC HS	3,745.00	-2,745.00	1,000.00	219.95	780.05	0.00
A 1620.405-81-6080	EQUIPMENT REPAIR PLUMBING HS	4,165.00	-3,868.00	297.00	296.42	0.00	0.58
A 1620.405-82-6060	EQUIPMENT REPAIR HEATING MS	2,080.00	-860.00	1,220.00	1,219.13	0.00	0.87

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A 1620.405-82-6070	EQUIPMENT REPAIR ELECTRIC MS	2,080.00	-2,080.00	0.00	0.00	0.00	0.00
A 1620.405-82-6080	EQUIPMENT REPAIR PLUMBING MS	2,185.00	-2,185.00	0.00	0.00	0.00	0.00
A 1620.405-83-6060	EQUIPMENT REPAIR HEATING CC	4,685.00	-4,685.00	0.00	0.00	0.00	0.00
A 1620.405-83-6070	EQUIPMENT REPAIR ELECTRIC CC	1,360.00	12,555.00	13,915.00	5,515.00	8,400.00	0.00
A 1620.405-83-6080	EQUIPMENT REPAIR PLUMBING CC	1,040.00	-1,039.43	0.57	0.00	0.00	0.57
A 1620.405-84-6060	EQUIPMENT REPAIR HEATING HH	2,870.00	-2,870.00	0.00	0.00	0.00	0.00
A 1620.405-84-6070	EQUIPMENT REPAIR ELECTRIC HH	1,040.00	-1,040.00	0.00	0.00	0.00	0.00
A 1620.405-84-6080	EQUIPMENT REPAIR PLUMBING HH	1,040.00	-1,040.00	0.00	0.00	0.00	0.00
A 1620.405-85-6060	EQUIPMENT REPAIR HEATING SH	1,360.00	2,156.00	3,516.00	3,511.75	0.00	4.25
A 1620.405-85-6070	EQUIPMENT REPAIR ELECTRIC SH	1,040.00	-1,040.00	0.00	0.00	0.00	0.00
A 1620.405-85-6080	EQUIPMENT REPAIR PLUMBING SH	1,040.00	-1,040.00	0.00	0.00	0.00	0.00
A 1620.405-87-6060	EQUIPMENT REPAIR HEATING LV	2,605.00	-2,605.00	0.00	0.00	0.00	0.00
A 1620.405-87-6070	EQUIPMENT REPAIR ELECTRIC LV	1,040.00	-1,040.00	0.00	0.00	0.00	0.00
A 1620.405-87-6080	EQUIPMENT REPAIR PLUMBING LV	1,040.00	-1,040.00	0.00	0.00	0.00	0.00
A 1620.406-51-6010	UPK & IMP GRDS SYS	40,000.00	38,195.00	78,195.00	72,158.72	3,877.27	2,159.01
A 1620.406-51-6020	UPK & IMP PLGR SYS	40,575.00	19,864.00	60,439.00	54,609.66	5,086.01	743.33
A 1620.408-51-6030	REPAIR BLDG EQUIPMENT SYS	62,425.00	3,142.00	65,567.00	46,252.74	15,308.13	4,006.13
A 1620.408-81-6030	REPAIR BLDG EQUIPMENT HS	10,405.00	3,618.00	14,023.00	7,728.00	6,295.00	0.00
A 1620.408-82-6030	REPAIR BLDG EQUIPMENT MS	5,205.00	543.00	5,748.00	5,747.50	0.00	0.50
A 1620.408-83-6030	REPR BLDG/BL EQ CC	5,205.00	-4,355.00	850.00	849.89	0.00	0.11
A 1620.408-84-6030	REPAIR BLDG EQUIPMENT HH	5,205.00	-5,205.00	0.00	0.00	0.00	0.00
A 1620.408-85-6030	REPAIR BLDG EQUIPMENT SH	5,205.00	-2,280.00	2,925.00	2,925.00	0.00	0.00
A 1620.408-86-6030	REPAIR BLDG EQUIPMENT TRANS	5,205.00	-5,205.00	0.00	0.00	0.00	0.00
A 1620.408-87-6030	REPAIR BLDG EQUIPMENT LV	5,205.00	-2,683.00	2,522.00	2,522.00	0.00	0.00
A 1620.422-81-6030	HEATING HS	228,890.00	-68,845.00	160,045.00	112,695.61	47,349.06	0.33
A 1620.422-82-6030	HEATING MS	223,690.00	-96,690.00	127,000.00	85,553.72	41,446.28	0.00
A 1620.422-83-6030	HEATING CC	62,425.00	-17,425.00	45,000.00	26,450.61	18,549.39	0.00
A 1620.422-84-6030	HEATING HH	57,225.00	-22,225.00	35,000.00	25,415.93	9,584.07	0.00
A 1620.422-85-6030	HEATING SH	52,020.00	-17,000.00	35,020.00	21,490.34	13,509.66	20.00
A 1620.422-87-6030	HEATING LV	57,225.00	-17,225.00	40,000.00	25,547.03	14,452.97	0.00
A 1620.422-88-6030	HEATING ADMIN	15,610.00	-14,110.00	1,500.00	267.45	1,232.55	0.00
A 1620.423-81-6030	WATER HS	17,690.00	-3,827.00	13,863.00	13,862.80	0.00	0.20
A 1620.423-82-6030	WATER MS	11,450.00	-3,417.00	8,033.00	5,043.35	2,989.65	0.00

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A 1620.423-83-6030	WATER CC	3,645.00	0.00	3,645.00	2,552.94	1,060.14	31.92
A 1620.423-84-6030	WATER HH	3,645.00	1,389.00	5,034.00	5,033.75	0.00	0.25
A 1620.423-85-6030	WATER SH	3,645.00	1,389.00	5,034.00	5,033.75	0.00	0.25
A 1620.423-87-6030	WATER LV	3,645.00	-237.00	3,408.00	3,407.88	0.00	0.12
A 1620.424-81-6030	ELECTRICAL HS	275,710.00	9,358.00	285,068.00	264,460.72	31,606.72	-10,999.44
A 1620.424-82-6030	ELECTRICAL MS	263,745.00	-68,745.00	195,000.00	155,865.14	39,134.86	0.00
A 1620.424-83-6030	ELECTRICAL CC	57,225.00	-11,490.00	45,735.00	37,859.04	7,875.22	0.74
A 1620.424-84-6030	ELECTRICAL HH	57,225.00	-15,850.00	41,375.00	36,318.62	5,055.50	0.88
A 1620.424-85-6030	ELECTRICAL SH	57,225.00	-16,349.00	40,876.00	38,099.70	2,776.01	0.29
A 1620.424-87-6030	ELECTRICAL LV	57,225.00	-16,031.00	41,194.00	28,635.56	12,558.08	0.36
A 1620.424-88-6030	ELECTRICAL ADMIN	1,560.00	-1,560.00	0.00	0.00	0.00	0.00
A 1620.427-51-6030	TELEPHONE	156,060.00	75,693.03	231,753.03	196,234.35	35,518.68	0.00
A 1620.444-51-6030	FIRE INSPECTION/SURVEY	4,685.00	-185.00	4,500.00	4,300.00	0.00	200.00
A 1620.461-51-6030	REFUSE REMOVAL SERVICE	67,630.00	35,360.00	102,990.00	77,859.69	16,014.59	9,115.72
A 1620.462-51-6030	DRY CLEANING SERVICE	1,560.00	-1,560.00	0.00	0.00	0.00	0.00
A 1620.464-51-6010	PLOWING & CONTRACTUAL SERVICE	15,610.00	8,013.00	23,623.00	23,586.00	33.80	3.20
A 1620.471-51-6040	CUSTL INSTITUTE	5,725.00	-5,590.00	135.00	135.00	0.00	0.00
A 1620.489-51-6000	TRAVEL/CONFERENCE	3,125.00	-3,016.00	109.00	108.92	0.00	0.08
A 1620.540-51-6110	LAUNDRY SUPPLIES	1,530.00	-647.00	883.00	882.82	0.00	0.18
A 1620.543-51-6130	POOL SUPPLIES	10,200.00	-2,333.00	7,867.00	6,489.13	1,205.85	172.02
A 1620.544-51-6030	ELECTRIC SUPP	21,420.00	-11,662.00	9,758.00	9,747.80	0.00	10.20
A 1620.545-51-6040	JANITORIAL SUPP	122,400.00	57,173.28	179,573.28	158,359.45	19,861.28	1,352.55
A 1620.545-79-6040	TRANSPORTATION SUPPLIES	0.00	2,842.45	2,842.45	2,842.45	0.00	0.00
A 1620.545-81-6040	HIGH SCHOOL SUPPLIES	0.00	2,380.52	2,380.52	1,565.11	416.16	399.25
A 1620.545-82-6040	MIDDLE SCHOOL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00
A 1620.547-51-1500	SRO-SPLY-ENFORCEMENT	410.00	0.00	410.00	0.00	0.00	410.00
A 1620.571-51-6040	SUPPLIES H.S. AUD	2,550.00	608.00	3,158.00	3,157.65	0.00	0.35
1620	OPERATION OF PLANT *	4,942,750.00	51,894.92	4,994,644.92	4,155,261.07	645,051.54	194,332.31
A 1621.163-51-6000	B&G SUMMER HELP	20,000.00	0.00	20,000.00	11,028.60	0.00	8,971.40
A 1621.163-51-6001	TECH SUMMER HELP	20,000.00	0.00	20,000.00	11,173.80	0.00	8,826.20
A 1621.163-51-6050	MAINTENANCE WAGES	623,000.00	-32,500.00	590,500.00	543,152.60	0.00	47,347.40
A 1621.163-98-6050	MAINTENANCE SALARY O/T	70,000.00	0.00	70,000.00	69,564.27	0.00	435.73
A 1621.426-51-6050	DISTRICT WIDE MAINTENANCE PROJECTS	52,020.00	56,232.53	108,252.53	46,347.18	61,905.18	0.17

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A 1621.546-51-6050	MAINTENANCE SUPPLIES		30,090.00	44,179.00	74,269.00	63,193.64	9,650.99	1,424.37
1621	MAINTENANCE OF PLANT	*	815,110.00	67,911.53	883,021.53	744,460.09	71,556.17	67,005.27
A 1670.490-51-4900	BOCES PRINTING		31,520.00	-3,050.00	28,470.00	27,042.51	0.00	1,427.49
1670	CENTRAL PRINTING & MAILING	*	31,520.00	-3,050.00	28,470.00	27,042.51	0.00	1,427.49
A 1680.401-51-2222	IT DEPT CONTRACTUAL		10,000.00	-4,261.00	5,739.00	2,942.30	2,792.70	4.00
A 1680.403-51-2222	COMPUTER REPAIR OFFICE		3,325.00	-3,225.00	100.00	99.95	0.00	0.05
A 1680.490-51-7200	BOCES DATA PROCESSING		757,485.00	-85,358.00	672,127.00	669,718.12	0.00	2,408.88
A 1680.502-51-2222	IT DEPT SUPPLIES		2,550.00	37,581.00	40,131.00	36,609.79	640.00	2,881.21
A 1680.503-51-2222	NON-INST COMP SUPP		20,400.00	-19,170.00	1,230.00	1,230.00	0.00	0.00
1680	CENTRAL DATA PROCESSING	*	793,760.00	-74,433.00	719,327.00	710,600.16	3,432.70	5,294.14
16		**	6,583,140.00	42,323.45	6,625,463.45	5,637,363.83	720,040.41	268,059.21
A 1910.411-51-7400	INV/APPRaisal SVS		10,405.00	0.00	10,405.00	2,545.00	0.00	7,860.00
A 1910.412-51-7400	GENERAL INSURANCES		400,000.00	0.00	400,000.00	396,904.00	0.00	3,096.00
1910	UNALLOCATED INSURANCE	*	410,405.00	0.00	410,405.00	399,449.00	0.00	10,956.00
A 1920.486-51-0100	MEMBERSHIP SCHOOL BOARDS		31,215.00	0.00	31,215.00	11,252.00	0.00	19,963.00
1920	SCHOOL ASSOCIATION DUES	*	31,215.00	0.00	31,215.00	11,252.00	0.00	19,963.00
A 1950.401-51-7500	TAXES & ASSESSMENTS		71,370.00	0.00	71,370.00	43,927.28	18,991.08	8,451.64
1950	ASSESSMENTS ON SCHOOL PROPERTY	*	71,370.00	0.00	71,370.00	43,927.28	18,991.08	8,451.64
A 1964.401-51-7500	REFUND PROPERTY TAXES		50,000.00	-27,100.00	22,900.00	8,648.80	0.00	14,251.20
1964	REFUND ON REAL PROPERTY TAXES	*	50,000.00	-27,100.00	22,900.00	8,648.80	0.00	14,251.20
A 1981.490-51-7500	BOCES ADMINISTRATION		468,465.00	0.00	468,465.00	434,644.00	0.00	33,821.00
1981	BOCES ADMINISTRATIVE COSTS	*	468,465.00	0.00	468,465.00	434,644.00	0.00	33,821.00
A 1983.490-51-4900	BOCES CAPITAL PROJECT EXPENSES		552,785.00	282,876.00	835,661.00	835,661.00	0.00	0.00
1983	BOCES CAPITAL PROJECT	*	552,785.00	282,876.00	835,661.00	835,661.00	0.00	0.00
19		**	1,584,240.00	255,776.00	1,840,016.00	1,733,582.08	18,991.08	87,442.84
1		***	9,663,155.00	557,242.45	10,220,397.45	8,915,718.92	814,602.15	490,076.38
A 2010.150-51-2120	CURRICULUM ADMIN WAGES		241,500.00	22,200.00	263,700.00	263,615.23	0.00	84.77
A 2010.161-51-2140	CURRICULUM CLERICAL		40,000.00	10,302.00	50,302.00	47,385.38	0.00	2,916.62
A 2010.161-98-2140	CURRICULUM O/T		1,000.00	0.00	1,000.00	97.71	0.00	902.29
A 2010.213-54-2150	EQUIPMENT CURRICULUM OFFICE		5,000.00	0.00	5,000.00	783.06	0.00	4,216.94
A 2010.401-51-2010	CONTRACTUAL PER AGREEMENT		28,000.00	-8,000.00	20,000.00	0.00	0.00	20,000.00
A 2010.401-54-2010	CURRICULUM CONTRACTUAL		10,925.00	2,271.48	13,196.48	11,831.92	0.00	1,364.56
A 2010.401-54-3000	MENTOR CONTRACTUAL		3,125.00	-1,945.00	1,180.00	0.00	0.00	1,180.00

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A 2010.446-54-2010	MILEAGE	3,125.00	1,045.00	4,170.00	4,347.46	0.00	-177.46
A 2010.490-51-4900	BOCES CURRICULUM	35,200.00	0.00	35,200.00	0.00	0.00	35,200.00
A 2010.511-54-2010	CURRICULUM SUPPLIES & MATERIALS	200.00	55,533.00	55,733.00	4,128.59	2,445.46	49,158.95
2010	CURRICULUM DEVEL & SUPERVISION *	368,075.00	81,406.48	449,481.48	332,189.35	2,445.46	114,846.67
A 2020.150-51-2855	DIRECTOR OF ATHLETICS	110,000.00	4,250.00	114,250.00	114,244.46	0.00	5.54
A 2020.150-71-2110	PRINCIPAL & ASST PRINCIPAL HS	367,500.00	-20,500.00	347,000.00	346,989.64	0.00	10.36
A 2020.150-72-2110	PRINCIPAL & ASST PRINCIPAL MS	325,500.00	-77,700.00	247,800.00	247,203.16	0.00	596.84
A 2020.150-73-2110	PRINCIPAL & ASST PRINCIPAL CC	131,250.00	0.00	131,250.00	129,195.38	0.00	2,054.62
A 2020.150-74-2110	PRINCIPAL & ASST PRINCIPAL HH	126,000.00	-5,750.00	120,250.00	116,510.18	0.00	3,739.82
A 2020.150-75-2110	PRINCIPAL & ASST PRINCIPAL SH	94,500.00	27,700.00	122,200.00	122,172.04	0.00	27.96
A 2020.150-77-2110	PRINCIPAL & ASST PRINCIPAL LV	141,750.00	0.00	141,750.00	137,642.12	0.00	4,107.88
A 2020.161-51-2110	CLERICAL WAGES SUBS	30,000.00	-10,400.00	19,600.00	14,159.07	0.00	5,440.93
A 2020.161-81-2110	CLERICAL WAGES HS	125,000.00	43,000.00	168,000.00	155,383.84	0.00	12,616.16
A 2020.161-82-2110	CLERICAL WAGES MS	76,000.00	9,400.00	85,400.00	78,536.60	0.00	6,863.40
A 2020.161-83-2110	CLERICAL WAGES CC	40,000.00	0.00	40,000.00	36,416.07	0.00	3,583.93
A 2020.161-84-2110	CLERICAL WAGES HH	45,000.00	0.00	45,000.00	37,991.04	0.00	7,008.96
A 2020.161-85-2110	CLERICAL WAGES SH	40,000.00	0.00	40,000.00	33,984.00	0.00	6,016.00
A 2020.161-87-2110	CLERICAL WAGES LV	55,000.00	0.00	55,000.00	54,506.72	0.00	493.28
A 2020.161-98-2110	CLERICAL WAGES O/T	15,000.00	0.00	15,000.00	4,412.23	0.00	10,587.77
A 2020.215-71-2110	NEW EQUIPMENT HS OFFICE	900.00	0.00	900.00	0.00	0.00	900.00
A 2020.215-72-2110	NEW EQUIPMENT MS OFFICE	600.00	-350.00	250.00	249.95	0.00	0.05
A 2020.215-73-2110	NEW EQUIPMENT CC OFFICE	300.00	0.00	300.00	0.00	0.00	300.00
A 2020.215-74-2110	NEW EQUIPMENT HH OFFICE	300.00	0.00	300.00	0.00	0.00	300.00
A 2020.215-75-2110	NEW EQUIPMENT SH OFFICE	300.00	0.00	300.00	0.00	127.05	172.95
A 2020.215-77-2110	NEW EQUIPMENT LV OFFICE	300.00	-300.00	0.00	0.00	0.00	0.00
A 2020.403-71-2110	HS OFFICE CONTRACTUAL	0.00	385.00	385.00	272.70	0.00	112.30
A 2020.486-51-2110	ADMIN CONTRACTUAL	10,405.00	-1,200.00	9,205.00	1,697.90	0.00	7,507.10
A 2020.486-51-2111	ADMIN CONFERENCE - CAA	10,405.00	9,200.00	19,605.00	12,813.38	2,100.00	4,691.62
A 2020.501-51-2110	ADMIN EXP STATNRY	2,040.00	0.00	2,040.00	64.95	0.00	1,975.05
A 2020.503-51-2110	STOCK PRINTED FORMS	10,200.00	-2,195.00	8,005.00	196.30	0.00	7,808.70
A 2020.505-51-2110	REGISTER & PLAN BOOK	1,020.00	0.00	1,020.00	0.00	0.00	1,020.00
A 2020.506-71-2110	OFFICE SUPPLIES HS	5,100.00	9,671.00	14,771.00	14,528.13	0.00	242.87
A 2020.506-72-2110	OFFICE SUPPLIES MS	2,040.00	10,146.79	12,186.79	12,170.52	12.23	4.04

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A 2020.506-73-2110	OFFICE SUPPLIES CC		1,530.00	1,991.00	3,521.00	1,996.78	0.00	1,524.22
A 2020.506-74-2110	OFFICE SUPPLIES HH		1,530.00	987.00	2,517.00	2,508.45	0.00	8.55
A 2020.506-75-2110	OFFICE SUPPLIES SH		1,530.00	1,000.00	2,530.00	2,483.89	0.00	46.11
A 2020.506-77-2110	OFFICE SUPPLIES LV		1,530.00	0.00	1,530.00	1,515.08	0.00	14.92
A 2020.508-71-2111	A.P. EXAMS		0.00	0.00	0.00	-7,672.50	0.00	7,672.50
2020	SUPERVISION-REGULAR SCHOOL	*	1,772,530.00	-664.21	1,771,865.79	1,672,172.08	2,239.28	97,454.43
A 2040.150-51-2910	SPECIAL EDUCATION ADMINISTRATION		235,000.00	44,800.00	279,800.00	272,512.59	0.00	7,287.41
2040	SUPERVISION-SPECIAL SCHOOLS	*	235,000.00	44,800.00	279,800.00	272,512.59	0.00	7,287.41
A 2060.490-51-4900	BOCES HEALTH/SAFETY		63,040.00	24,835.00	87,875.00	116,315.76	0.00	-28,440.76
2060	RESEARCH, PLANNING & EVALUAT	*	63,040.00	24,835.00	87,875.00	116,315.76	0.00	-28,440.76
A 2070.490-51-4900	BOCES TRAINING		210,000.00	46,290.00	256,290.00	259,781.50	0.00	-3,491.50
2070	INSERVICE TRAINING-INSTRUCTION	*	210,000.00	46,290.00	256,290.00	259,781.50	0.00	-3,491.50
20		**	2,648,645.00	196,667.27	2,845,312.27	2,652,971.28	4,684.74	187,656.25
A 2110.120-54-2330	AIS ELEM STIPENDS		0.00	456.00	456.00	456.00	0.00	0.00
A 2110.120-73-2200	TEACHERS SALARY K-3 CC		1,700,000.00	2,164.00	1,702,164.00	1,674,727.81	0.00	27,436.19
A 2110.120-74-2200	TEACHERS SALARY K-3 HH		1,865,000.00	-84,900.00	1,780,100.00	1,773,038.83	0.00	7,061.17
A 2110.120-75-2200	TEACHERS SALARY K-3 SH		2,000,000.00	-257,715.00	1,742,285.00	1,742,203.23	0.00	81.77
A 2110.120-77-2200	TEACHERS SALARY K-3 LV		1,755,000.00	68,000.00	1,823,000.00	1,822,817.79	0.00	182.21
A 2110.121-72-2200	TEACHERS SALARY 4-6 MS		1,250,000.00	-14,350.00	1,235,650.00	1,232,732.82	0.00	2,917.18
A 2110.121-73-2200	TEACHERS SALARY 4-6 CC		720,000.00	-123,400.00	596,600.00	586,887.24	0.00	9,712.76
A 2110.121-74-2200	TEACHERS SALARY 4-6 HH		735,000.00	-78,800.00	656,200.00	542,077.20	0.00	114,122.80
A 2110.121-75-2200	TEACHERS SALARY 4-6 SH		680,000.00	-97,000.00	583,000.00	532,245.60	0.00	50,754.40
A 2110.121-77-2200	TEACHERS SALARY 4-6 LV		835,000.00	-94,000.00	741,000.00	729,854.00	0.00	11,146.00
A 2110.130-51-2110	INSTRUCTIONAL STIPEND		20,000.00	-228.00	19,772.00	17,229.50	0.00	2,542.50
A 2110.130-51-2200	EXTRA CURR ATHLETICS		0.00	9,500.00	9,500.00	422.73	0.00	9,077.27
A 2110.130-54-2010	CURRICULUM STIPENDS		50,000.00	23,215.00	73,215.00	73,190.84	0.00	24.16
A 2110.130-54-2330	AIS SECONDARY STIPENDS		10,000.00	2,711.00	12,711.00	12,711.00	0.00	0.00
A 2110.130-71-2200	TEACHERS SALARY 7-12 HS		8,626,000.00	0.00	8,626,000.00	8,369,149.28	0.00	256,850.72
A 2110.130-71-2203	EXTRA CURR ATHLETICS HS		400,000.00	11,800.00	411,800.00	411,784.23	0.00	15.77
A 2110.130-71-2204	EXTRA CURR CLUBS HS		200,000.00	-19,200.00	180,800.00	180,795.75	0.00	4.25
A 2110.130-72-2200	TEACHERS SALARY 7-12 MS		4,865,000.00	-207,135.00	4,657,865.00	4,406,546.04	0.00	251,318.96
A 2110.130-72-2203	EXTRA CURR ATHLETICS MS		130,000.00	-26,400.00	103,600.00	97,305.39	0.00	6,294.61
A 2110.130-72-2204	EXTRA CURR CLUBS MS		60,000.00	23,400.00	83,400.00	83,375.76	0.00	24.24

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A 2110.140-51-2200	TEACHER SALARY SUBS	495,000.00	375,000.00	870,000.00	869,446.97	0.00	553.03
A 2110.141-51-2200	HOME TEACHING	30,000.00	0.00	30,000.00	13,328.50	0.00	16,671.50
A 2110.142-51-9999	LEARNING LOSS TUTORING	0.00	26,900.00	26,900.00	26,828.00	0.00	72.00
A 2110.160-51-2110	NON-INSTRUCTIONAL STIPEND	10,000.00	5,700.00	15,700.00	15,662.88	0.00	37.12
A 2110.160-51-2222	IT DEPT SPECIALISTS	360,000.00	0.00	360,000.00	358,056.05	0.00	1,943.95
A 2110.160-98-2222	IT SPECIALISTS OT	20,000.00	-5,700.00	14,300.00	3,616.93	0.00	10,683.07
A 2110.161-51-2110	INSTR SUPPORT/CLER SUBS	1,000.00	6,700.00	7,700.00	7,159.73	0.00	540.27
A 2110.161-51-2222	IT SUBS	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2110.161-81-2110	INSTR SUPPORT/CLER HS	300,000.00	-52,400.00	247,600.00	220,276.11	0.00	27,323.89
A 2110.161-82-2110	INSTR SUPPORT/CLER MS	130,000.00	0.00	130,000.00	118,223.85	0.00	11,776.15
A 2110.161-83-2110	INSTR SUPPORT/CLER CC	35,000.00	0.00	35,000.00	25,953.12	0.00	9,046.88
A 2110.161-84-2110	INSTR SUPPORT/CLER HH	30,000.00	0.00	30,000.00	26,421.92	0.00	3,578.08
A 2110.161-85-2110	INSTR SUPPORT/CLER SH	30,000.00	0.00	30,000.00	29,866.93	0.00	133.07
A 2110.161-87-2110	INSTR SUPPORT/CLER LV	35,000.00	0.00	35,000.00	30,706.48	0.00	4,293.52
A 2110.161-98-2110	INSTR SUPPORT/CLER OT	10,000.00	0.00	10,000.00	5,369.45	0.00	4,630.55
A 2110.167-51-2200	TEACHER AIDES/MONITORS SUBS	70,000.00	9,200.00	79,200.00	75,115.15	0.00	4,084.85
A 2110.167-81-2200	TEACH AIDES/MONITORS HS	630,000.00	-15,000.00	615,000.00	532,289.06	0.00	82,710.94
A 2110.167-82-2200	TEACH AIDES/MONITORS MS	480,000.00	0.00	480,000.00	425,838.21	0.00	54,161.79
A 2110.167-83-2200	TEACH AIDES/MONITORS CC	330,000.00	0.00	330,000.00	374,026.12	0.00	-44,026.12
A 2110.167-84-2200	TEACH AIDES/MONITORS HH	520,000.00	0.00	520,000.00	573,429.78	0.00	-53,429.78
A 2110.167-85-2200	TEACH AIDES/MONITORS SH	520,000.00	0.00	520,000.00	588,782.04	0.00	-68,782.04
A 2110.167-87-2200	TEACH AIDES/MONITORS LV	395,000.00	0.00	395,000.00	356,178.53	0.00	38,821.47
A 2110.167-98-2200	TEACH AIDES/MONITORS OT	5,000.00	1,600.00	6,600.00	13,860.49	0.00	-7,260.49
A 2110.211-71-2200	EQUIPMENT HS	23,000.00	-1,197.56	21,802.44	21,771.31	30.15	0.98
A 2110.211-72-2200	NEW FURNITURE-MS	16,000.00	-11,897.00	4,103.00	4,102.75	0.00	0.25
A 2110.211-74-2200	EQUIPMENT HH	6,000.00	0.00	6,000.00	1,623.16	0.00	4,376.84
A 2110.211-77-2200	EQUIPMENT LV	6,000.00	-6,000.00	0.00	0.00	0.00	0.00
A 2110.213-51-1500	SRO-EQ-STUDENTS	300.00	0.00	300.00	0.00	0.00	300.00
A 2110.213-51-2231	NEW EQUIPMENT SYS BAND	7,110.00	2,657.69	9,767.69	4,428.45	2,732.00	2,607.24
A 2110.213-51-2232	NEW EQUIPMENT SYS STRINGS	5,870.00	0.00	5,870.00	1,988.40	0.00	3,881.60
A 2110.213-51-2233	MUSIC DEPT EQUIPMENT	6,800.00	0.00	6,800.00	2,466.95	0.00	4,333.05
A 2110.213-51-2234	NEW EQUIPMENT SYS VOCAL	3,500.00	0.00	3,500.00	2,357.23	0.00	1,142.77
A 2110.213-72-2280	EQUIPMENT MS HOMEMKG	0.00	0.00	0.00	0.00	0.00	0.00

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A 2110.213-72-2290	EQUIPMENT MS IND ARTS	0.00	2,142.88	2,142.88	2,142.88	0.00	0.00
A 2110.213-72-2360	NEW EQUIPMENT SCIENCE	0.00	212.00	212.00	211.91	0.00	0.09
A 2110.213-73-2460	NEW EQUIPMENT CC CLASSROOM	5,000.00	2,409.37	7,409.37	6,636.63	0.00	772.74
A 2110.213-75-2460	NEW EQUIPMENT SH CLASSROOM	6,000.00	-400.00	5,600.00	3,698.36	0.00	1,901.64
A 2110.213-77-2460	NEW EQUIPMENT LV CLASSROOM	0.00	820.00	820.00	819.63	0.00	0.37
A 2110.400-51-1300	DESTINATION IMAGINATION	10,405.00	0.00	10,405.00	7,240.00	0.00	3,165.00
A 2110.400-51-1420	LEGAL FEES	100,000.00	-100,000.00	0.00	0.00	0.00	0.00
A 2110.400-51-2200	COPIER MAINTENANCE CONTRACTUAL	102,365.00	-79,000.00	23,365.00	8,747.53	1,742.85	12,874.62
A 2110.400-72-2330	CONTRACTUAL	0.00	149.00	149.00	50.00	0.00	99.00
A 2110.401-51-2110	MISC. STIPENDS	10,405.00	0.00	10,405.00	294.00	0.00	10,111.00
A 2110.401-51-2233	PIANO ACCOMPANIST SYSTEM WIDE	13,200.00	1,395.00	14,595.00	14,458.25	0.00	136.75
A 2110.401-54-2010	CURR. TRAINING ITEMS	5,205.00	-271.80	4,933.20	4,093.14	0.00	840.06
A 2110.402-51-2222	LAN WIRING	5,205.00	-4,590.84	614.16	614.16	0.00	0.00
A 2110.403-51-1500	SRO-CONTR-STUDENTS	320.00	0.00	320.00	0.00	0.00	320.00
A 2110.403-51-2222	EQUIPMENT REPAIR COMPUTER	5,205.00	-5,205.00	0.00	0.00	0.00	0.00
A 2110.403-51-2231	REPAIR BAND	13,500.00	0.00	13,500.00	11,802.00	0.00	1,698.00
A 2110.403-51-2232	REPAIR STRINGS	5,000.00	0.00	5,000.00	3,983.00	0.00	1,017.00
A 2110.403-51-2233	MUSIC FEES	12,090.00	425.00	12,515.00	9,812.92	1,200.00	1,502.08
A 2110.403-51-2234	REPAIR VOCAL	1,205.00	-1,200.00	5.00	0.00	0.00	5.00
A 2110.403-72-2280	EQUIPMENT REPAIR MS HOMEMAKING	0.00	500.00	500.00	237.06	0.00	262.94
A 2110.404-51-2222	WEB SERVICES	10,405.00	-10,405.00	0.00	0.00	0.00	0.00
A 2110.404-51-2233	MUSIC DEPT CONTRACTUAL	11,100.00	2,250.00	13,350.00	12,251.51	0.00	1,098.49
A 2110.405-54-2110	ARTS IN EDUCATION	3,125.00	-3,125.00	0.00	0.00	0.00	0.00
A 2110.446-51-2200	TRAVEL/CONFERENCE SYSTEM	5,205.00	-2,000.00	3,205.00	1,000.00	0.00	2,205.00
A 2110.446-51-2202	PROFESSIONAL IMPROVEMENT PROGRAM	20,810.00	1,300.00	22,110.00	22,193.08	0.00	-83.08
A 2110.446-51-2233	TRAVEL/CONFERENCE MUSIC	12,140.00	762.00	12,902.00	12,901.87	0.00	0.13
A 2110.446-71-2200	TRAVEL/CONFERENCE HS	27,050.00	-17,758.00	9,292.00	7,813.23	239.81	1,238.96
A 2110.446-72-2200	TRAVEL/CONFERENCE MS	14,565.00	-10,835.00	3,730.00	3,729.10	0.00	0.90
A 2110.446-73-2200	TRAVEL/CONFERENCE CC	4,165.00	-2,400.00	1,765.00	0.00	0.00	1,765.00
A 2110.446-74-2200	TRAVEL/CONFERENCE HH	5,205.00	-1,000.00	4,205.00	308.91	0.00	3,896.09
A 2110.446-75-2200	TRAVEL/CONFERENCE SH	5,205.00	-1,500.00	3,705.00	89.00	0.00	3,616.00
A 2110.446-77-2200	TRAVEL/CONFERENCE LV	5,205.00	-4,809.00	396.00	395.16	0.00	0.84
A 2110.447-51-2110	POSTAGE	72,830.00	-37,000.00	35,830.00	27,568.72	1,593.96	6,667.32

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A 2110.449-51-2200	TCH MILE BETWEEN SCHOOLS	2,080.00	-300.00	1,780.00	0.00	0.00	1,780.00
A 2110.471-51-2110	TUITION-REGULAR ED	0.00	9,000.00	9,000.00	8,690.96	0.00	309.04
A 2110.473-51-0473	CHARTER SCHOOLS	62,425.00	-51,100.00	11,325.00	11,275.99	0.00	49.01
A 2110.480-71-2200	TEXTBOOKS HS	99,215.00	-36,385.00	62,830.00	62,806.12	17.34	6.54
A 2110.480-72-2200	TEXTBOOKS MS	73,450.00	0.00	73,450.00	73,267.69	0.00	182.31
A 2110.480-73-2200	TEXTBOOKS CC	26,910.00	20,682.99	47,592.99	47,592.05	0.00	0.94
A 2110.480-74-2200	TEXTBOOKS HH	32,245.00	16,158.33	48,403.33	48,132.69	0.00	270.64
A 2110.480-75-2200	TEXTBOOKS SH	31,640.00	11,881.00	43,521.00	43,520.06	0.00	0.94
A 2110.480-77-2200	TEXTBOOKS LV	31,090.00	11,134.48	42,224.48	42,223.54	0.00	0.94
A 2110.490-51-2200	BOCES INSTRUCTION	450,000.00	-29,500.00	420,500.00	526,344.88	0.00	-105,844.88
A 2110.503-51-2222	INSTRUCT COMP SUPP	30,600.00	20,000.00	50,600.00	43,196.64	7,403.36	0.00
A 2110.504-51-2222	TONER & MAINTENANCE	57,000.00	0.00	57,000.00	50,284.82	0.00	6,715.18
A 2110.507-51-2200	DUPLICATOR PAPER	91,800.00	1,266.18	93,066.18	91,735.55	0.00	1,330.63
A 2110.510-72-2330	CMS MUSICAL	0.00	3,000.00	3,000.00	2,973.01	0.00	26.99
A 2110.511-51-1500	SRO-SPLY-STUDENTS	310.00	0.00	310.00	140.00	0.00	170.00
A 2110.511-51-2231	SUPPLIES SYSTEM BAND	5,870.00	0.00	5,870.00	5,631.24	0.00	238.76
A 2110.511-51-2232	SUPPLIES SYSTEM STRINGS	5,870.00	-75.00	5,795.00	1,894.98	0.00	3,900.02
A 2110.511-51-2233	MUSIC DEPT SUPPLIES	7,110.00	108,993.56	116,103.56	90,555.66	24,050.90	1,497.00
A 2110.511-51-2234	SUPPLIES SYSTEM VOCAL	4,740.00	-622.00	4,118.00	3,127.00	0.00	991.00
A 2110.511-71-2340	SUPPLIES HS PHYSICAL ED	4,080.00	-459.00	3,621.00	3,620.96	0.00	0.04
A 2110.511-71-2360	SUPPLIES HS SCIENCE	0.00	0.00	0.00	0.00	0.00	0.00
A 2110.511-71-2460	SUPPLIES HS CLASSROOM	41,540.00	2,750.00	44,290.00	41,269.00	750.46	2,270.54
A 2110.511-72-2210	SUPPLIES MS ART	0.00	2,637.00	2,637.00	2,636.57	0.00	0.43
A 2110.511-72-2270	SUPPLIES MS FOR LANGUAGE	0.00	1,158.00	1,158.00	1,157.30	0.00	0.70
A 2110.511-72-2280	SUPPLIES MS HOMEMAKING	0.00	7,959.00	7,959.00	6,054.70	1,826.40	77.90
A 2110.511-72-2290	SUPPLIES MS INDUSTRIAL ARTS	0.00	3,607.00	3,607.00	3,606.90	0.00	0.10
A 2110.511-72-2300	SUPPLIES MS LANGUAGE ARTS	0.00	3,517.00	3,517.00	3,516.44	0.00	0.56
A 2110.511-72-2310	SUPPLIES MS MATH	0.00	2,162.00	2,162.00	2,161.72	0.00	0.28
A 2110.511-72-2340	SUPPLIES MS PHYSICAL ED	0.00	2,443.00	2,443.00	2,442.44	0.00	0.56
A 2110.511-72-2360	SUPPLIES MS SCIENCE	0.00	3,209.00	3,209.00	3,208.18	0.00	0.82
A 2110.511-72-2370	SUPPLIES MS SOCIAL STUDIES	0.00	1,801.00	1,801.00	1,800.10	0.00	0.90
A 2110.511-72-2440	SUPPLIES HEALTH	0.00	344.00	344.00	343.23	0.00	0.77
A 2110.511-72-2480	SUPPLIES MS CLASSROOM	24,320.00	-24,320.00	0.00	0.00	0.00	0.00

CLARENCE CENTRAL SCHOOL DIST

Appropriation Status Detail Report By Function From 7/1/2022 To 6/30/2023



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available	
A 2110.511-73-2210	SUPPLIES CC ARTS	0.00	1,350.00	1,350.00	1,349.53	0.00	0.47	
A 2110.511-73-2340	SUPPLIES CC PHYSICAL ED	0.00	450.00	450.00	428.02	0.00	21.98	
A 2110.511-73-2350	SUPPLIES CC READ IMP	0.00	459.00	459.00	458.25	0.00	0.75	
A 2110.511-73-2460	SUPPLIES CC CLASSROOM	4,120.00	400.00	4,520.00	4,332.96	0.00	187.04	
A 2110.511-74-2210	SUPPLIES HH ART	0.00	248.00	248.00	247.79	0.00	0.21	
A 2110.511-74-2460	SUPPLIES HH CLASSROOM	5,810.00	-235.00	5,575.00	5,545.25	0.00	29.75	
A 2110.511-75-2210	SUPPLIES SH ART	0.00	1,350.00	1,350.00	1,222.30	0.00	127.70	
A 2110.511-75-2340	SUPPLIES SH PHYSICAL ED	0.00	450.00	450.00	367.67	0.00	82.33	
A 2110.511-75-2350	SUPPLIES SH READ IMPR	0.00	450.00	450.00	441.90	0.00	8.10	
A 2110.511-75-2460	SUPPLIES SH CLASSROOM	5,430.00	1,245.00	6,675.00	6,457.34	0.00	217.66	
A 2110.511-77-2460	SUPPLIES LV CLASSROOM	5,280.00	13,586.00	18,866.00	18,732.72	0.00	133.28	
A 2110.513-54-2200	CURRICULUM SUPPLIES & MATERIALS	5,100.00	1,600.00	6,700.00	6,646.34	0.00	53.66	
A 2110.514-71-2380	STAGE/DR SUPPLIES HS	8,160.00	0.00	8,160.00	7,907.43	0.00	252.57	
A 2110.514-72-2380	STAGE/DR SUPPLIES MS	5,100.00	-4,644.00	456.00	455.39	0.00	0.61	
2110	TEACHING-REGULAR SCHOOL	*	32,025,990.00	-687,801.72	31,338,188.28	30,461,620.95	41,587.23	834,980.10
21		**	32,025,990.00	-687,801.72	31,338,188.28	30,461,620.95	41,587.23	834,980.10
A 2250.150-71-2200	SECONDARY SPECIAL ED SALARY HS	1,600,000.00	0.00	1,600,000.00	1,445,063.19	0.00	154,936.81	
A 2250.150-71-2410	SPEECH CORRECT SALARY HS	120,000.00	-3,200.00	116,800.00	104,748.84	0.00	12,051.16	
A 2250.150-72-2200	SECONDARY SPECIAL ED SALARY MS	895,000.00	-31,550.00	863,450.00	730,164.00	0.00	133,286.00	
A 2250.150-72-2410	SPEECH CORRECT SALARY MS	100,000.00	-44,000.00	56,000.00	0.00	0.00	56,000.00	
A 2250.150-73-2200	ELEMENTARY SPECIAL ED SALARY CC	290,000.00	29,550.00	319,550.00	319,532.00	0.00	18.00	
A 2250.150-73-2410	SPEECH CORRECT SALARY CC	105,000.00	400.00	105,400.00	105,336.00	0.00	64.00	
A 2250.150-74-2200	ELEMENTARY SPECIAL ED SALARY HH	480,000.00	-46,500.00	433,500.00	296,829.20	0.00	136,670.80	
A 2250.150-74-2410	SPEECH CORRECT SALARY HH	140,000.00	3,200.00	143,200.00	143,250.00	0.00	-50.00	
A 2250.150-75-2200	ELEMENTARY SPECIAL ED SALARY SH	470,000.00	-8,800.00	461,200.00	373,371.00	0.00	87,829.00	
A 2250.150-75-2410	SPEECH CORRECT SALARY SH	225,000.00	0.00	225,000.00	194,746.04	0.00	30,253.96	
A 2250.150-77-2200	ELEMENTARY SPECIAL ED SALARY LV	325,000.00	10,800.00	335,800.00	335,708.00	0.00	92.00	
A 2250.150-77-2410	SPEECH CORRECT SALARY LV	65,000.00	43,600.00	108,600.00	108,528.00	0.00	72.00	
A 2250.151-51-2910	CSE SUMMER	40,000.00	0.00	40,000.00	27,823.28	0.00	12,176.72	
A 2250.161-51-2901	SPECIAL ED SUBS	10,000.00	-7,000.00	3,000.00	0.00	0.00	3,000.00	
A 2250.161-51-2910	CLERICAL SPECIAL ED	95,000.00	0.00	95,000.00	82,087.94	0.00	12,912.06	
A 2250.161-98-2910	O/T SPECIAL ED	10,000.00	7,000.00	17,000.00	14,979.93	0.00	2,020.07	
A 2250.166-51-2940	OCCUPATIONAL THERAPIST	70,000.00	0.00	70,000.00	56,753.96	0.00	13,246.04	

CLARENCE CENTRAL SCHOOL DIST

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Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2250.167-51-2200	SPEC. ED. TEACHER AIDES	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2250.169-51-2940	C.O.T.A.	145,000.00	0.00	145,000.00	133,329.32	0.00	11,670.68
A 2250.169-98-2940	C.O.T.A./OT	2,000.00	0.00	2,000.00	41.78	0.00	1,958.22
A 2250.213-51-2410	EQUIPMENT SPECIAL ED	20,000.00	0.00	20,000.00	4,783.47	11,061.00	4,155.53
A 2250.401-51-2250	CONTRACTUAL SPECIAL ED	20,810.00	2,960.00	23,770.00	18,064.95	0.00	5,705.05
A 2250.401-51-2815	STUDENT CONTRACTUAL SERVICES	897,600.00	-124,920.00	772,680.00	531,375.09	149,913.85	91,391.06
A 2250.445-51-2410	MILEAGE SPEC ED	6,865.00	0.00	6,865.00	4,854.39	0.00	2,010.61
A 2250.471-51-3200	TUITION PUBLIC SCHOOL DISTRICTS	0.00	20,000.00	20,000.00	12,643.38	0.00	7,356.62
A 2250.472-51-3200	TUITION OTHER DISTRICTS	2,860,000.00	-109,925.00	2,750,075.00	2,102,197.14	238,349.01	409,528.85
A 2250.490-51-3200	BOCES SPECIAL ED	1,176,815.00	-282,876.00	893,939.00	893,362.29	0.00	576.71
A 2250.511-51-2410	SUPPLIES SPECIAL ED	20,400.00	0.00	20,400.00	17,057.87	0.00	3,342.13
A 2250.511-51-2450	SUPPLIES 12:1+A	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-51-2485	SUPPLIES C.O.T.A.	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-51-2490	SUPPLIES SPEECH TESTING	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2451	SUPPLIES HS INTEGRATION	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2480	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	206.81	0.00	53.19
A 2250.511-71-2481	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2482	SUPPLIES SPEC ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2483	SUPPLIES SPEC ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2484	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2485	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2486	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	117.50	0.00	142.50
A 2250.511-71-2487	SPECIAL ED HS	260.00	0.00	260.00	153.21	0.00	106.79
A 2250.511-71-2488	SPECIAL ED HS	260.00	0.00	260.00	242.05	0.00	17.95
A 2250.511-71-2489	SPECIAL ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2490	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2491	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2492	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	81.86	0.00	178.14
A 2250.511-71-2493	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2494	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-72-2480	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	252.33	0.00	7.67
A 2250.511-72-2481	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	257.20	0.00	2.80
A 2250.511-72-2482	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	117.78	0.00	142.22

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Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2250.511-72-2483	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	141.04	0.00	118.96
A 2250.511-72-2484	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	203.00	0.00	57.00
A 2250.511-72-2485	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	252.45	0.00	7.55
A 2250.511-72-2486	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	231.13	0.00	28.87
A 2250.511-72-2487	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-72-2488	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-72-2489	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	119.52	0.00	140.48
A 2250.511-72-2490	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	146.25	0.00	113.75
A 2250.511-72-2491	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	249.77	0.00	10.23
A 2250.511-72-2492	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	259.82	0.00	0.18
A 2250.511-72-2493	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	260.00	0.00	0.00
A 2250.511-72-2494	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	245.65	0.00	14.35
A 2250.511-72-2495	SUPPLIES SPECIAL ED 8:1 MS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-72-2496	SUPPLIES SPECIAL ED	260.00	0.00	260.00	215.17	0.00	44.83
A 2250.511-73-2480	SUPPLIES CC RESOURCE	260.00	0.00	260.00	184.95	0.00	75.05
A 2250.511-73-2481	SUPPLIES SPECIAL ED	260.00	0.00	260.00	158.22	0.00	101.78
A 2250.511-73-2482	SUPPLIES CC SPECIAL ED	260.00	0.00	260.00	190.11	0.00	69.89
A 2250.511-73-2483	SUPPLIES CC SPECIAL ED	260.00	0.00	260.00	188.74	0.00	71.26
A 2250.511-74-2450	SUPPLIES 12:1+A - K,1	260.00	0.00	260.00	246.77	0.00	13.23
A 2250.511-74-2451	SUPPLIES 12:1+A - 2,3	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-74-2452	SUPPLIES 12:1+A - 4,5	260.00	0.00	260.00	236.99	0.00	23.01
A 2250.511-74-2480	SUPPLIES SPECIAL ED HH	260.00	0.00	260.00	160.28	0.00	99.72
A 2250.511-74-2481	SUPPLIES SPECIAL ED HH	260.00	0.00	260.00	163.13	0.00	96.87
A 2250.511-74-2482	SUPPLIES SPECIAL ED HH	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-74-2483	SUPPLIES SPECIAL ED HH	260.00	0.00	260.00	246.40	0.00	13.60
A 2250.511-75-2481	SUPPLIES SPECIAL ED SH	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-75-2482	SUPPLIES SPECIAL ED SH	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-75-2483	SUPPLIES 8:1+1 K-1 SH	260.00	0.00	260.00	240.57	0.00	19.43
A 2250.511-75-2484	SUPPLIES SPECIAL ED SH	260.00	0.00	260.00	215.83	0.00	44.17
A 2250.511-75-2485	SUPPLIES 8:1+1 2-3 SH	260.00	0.00	260.00	251.64	0.00	8.36
A 2250.511-75-2486	SUPPLIES 8:1:1 SH	260.00	0.00	260.00	247.50	0.00	12.50
A 2250.511-77-2480	SUPPLIES SPECIAL ED LV	260.00	-21.00	239.00	238.01	0.00	0.99
A 2250.511-77-2481	SUPP SPECIAL ED LV	260.00	-70.00	190.00	189.55	0.00	0.45

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Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2250.511-77-2490	SUPP SPECIAL ED LV		260.00	-26.00	234.00	233.55	0.00	0.45
A 2250.511-77-2491	SUPP SPECIAL ED LV		260.00	-10.00	250.00	249.45	0.00	0.55
A 2250.511-77-2492	SUPP SPECIAL ED LV		260.00	-45.00	215.00	214.85	0.00	0.15
A 2250.511-92-2480	SUPP BOCES MS		260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-92-2481	SUPP BOCES MS		260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-93-2480	SUPP SPECIAL ED CC		260.00	0.00	260.00	134.77	0.00	125.23
A 2250.511-93-2481	SUPP SPECIAL ED CC		260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-95-2480	SUPP SPECIAL ED SH		260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-95-2481	SUPP SPECIAL ED SH		260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-95-2482	SUPP SPECIAL ED SH		260.00	0.00	260.00	0.00	0.00	260.00
A 2250.513-51-2250	SUPP ESL		260.00	0.00	260.00	0.00	0.00	260.00
2250	PROGRAMS-STUDENTS W/ DISABILITIES	*	10,207,650.00	-541,433.00	9,666,217.00	8,064,374.91	399,323.86	1,202,518.23
A 2259.490-51-3200	BOCES ELL		0.00	0.00	0.00	0.00	0.00	0.00
2259		*	0.00	0.00	0.00	0.00	0.00	0.00
A 2280.490-51-4900	BOCES OCC ED		875,500.00	19,132.00	894,632.00	894,632.00	0.00	0.00
2280	OCCUPATIONAL EDUCATION	*	875,500.00	19,132.00	894,632.00	894,632.00	0.00	0.00
22		**	11,083,150.00	-522,301.00	10,560,849.00	8,959,006.91	399,323.86	1,202,518.23
A 2330.150-21-3240	ELEMENTARY SUMMER PROG TEACHERS		0.00	40,100.00	40,100.00	40,060.50	0.00	39.50
A 2330.150-22-3230	SUMMER SECONDARY SALARY TEACHERS		0.00	99,300.00	99,300.00	99,286.25	0.00	13.75
A 2330.150-51-2331	INSTRUCT COMMUNITY ED		30,000.00	0.00	30,000.00	13,920.00	0.00	16,080.00
A 2330.160-51-2331	NON-INST. STIPEND COMMUNITY ED		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2330.167-21-2200	ELEMENTARY T. AIDES SUMMER SCHOOL		0.00	0.00	0.00	16,720.44	0.00	-16,720.44
A 2330.167-22-2200	SECONDARY T. AIDES SUMMER SCHOOL		0.00	0.00	0.00	10,482.47	0.00	-10,482.47
A 2330.402-51-2331	COMMUNITY ED CONTRACTUAL		124,850.00	14,050.00	138,900.00	134,814.00	0.00	4,086.00
A 2330.403-51-2331	COMMUNITY ED SERVICE FEES		5,205.00	0.00	5,205.00	4,582.68	0.00	622.32
A 2330.511-51-2331	COMMUNITY ED SUPPLIES		1,020.00	0.00	1,020.00	50.00	0.00	970.00
2330	TEACHING-SPECIAL SCHOOLS	*	162,075.00	153,450.00	315,525.00	319,916.34	0.00	-4,391.34
23		**	162,075.00	153,450.00	315,525.00	319,916.34	0.00	-4,391.34
A 2610.150-71-2430	LIBRARIAN WAGE SECONDARY HS		52,500.00	-2,500.00	50,000.00	49,521.00	0.00	479.00
A 2610.150-72-2430	LIBRARIAN WAGE SECONDARY MS		63,000.00	2,500.00	65,500.00	65,416.00	0.00	84.00
A 2610.150-73-2430	LIBRARIAN WAGE ELEMENTARY CC		52,500.00	-3,400.00	49,100.00	47,955.00	0.00	1,145.00
A 2610.150-74-2430	LIBRARIAN WAGE ELEMENTARY HH		73,500.00	3,400.00	76,900.00	76,830.00	0.00	70.00
A 2610.150-75-2430	LIBRARIAN WAGE ELEMENTARY SH		57,750.00	0.00	57,750.00	55,130.00	0.00	2,620.00

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Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2610.150-77-2430	LIBRARIAN WAGE ELEMENTARY LV	57,750.00	0.00	57,750.00	53,434.00	0.00	4,316.00
A 2610.213-71-2220	EQ HS LIBRARY	800.00	0.00	800.00	727.99	0.00	72.01
A 2610.213-72-2220	EQ MS LIBRARY	400.00	-400.00	0.00	0.00	0.00	0.00
A 2610.213-73-2220	EQ CC LIBRARY	200.00	0.00	200.00	0.00	0.00	200.00
A 2610.213-74-2220	EQ HH LIBRARY	200.00	0.00	200.00	0.00	0.00	200.00
A 2610.213-75-2220	EQ SH LIBRARY	200.00	-200.00	0.00	0.00	0.00	0.00
A 2610.213-77-2220	EQ LV LIBRARY	200.00	-200.00	0.00	0.00	0.00	0.00
A 2610.403-51-2220	EQ REPAIR LIBRARY	15,610.00	-2,370.00	13,240.00	0.00	0.00	13,240.00
A 2610.460-51-2200	LIBRARY NY AID NON-PUBLIC	15,640.00	-13,856.00	1,784.00	1,783.42	0.00	0.58
A 2610.460-71-2200	LIBRARY SUP NYS AID HS	10,640.00	-274.00	10,366.00	10,124.72	240.76	0.52
A 2610.460-72-2200	LIBRARY SUP NYS AID MS	7,885.00	0.00	7,885.00	7,549.77	327.39	7.84
A 2610.460-73-2200	LIBRARY SUP NYS AID CC	2,900.00	-19.00	2,881.00	2,880.82	0.00	0.18
A 2610.460-74-2200	LIBRARY SUP NYS AID HH	3,910.00	0.00	3,910.00	3,903.37	0.00	6.63
A 2610.460-75-2200	LIBRARY SUP NYS AID SH	3,400.00	200.00	3,600.00	3,593.76	0.00	6.24
A 2610.460-77-2200	LIBRARY SUP NYS AID LV	3,335.00	-12.00	3,323.00	2,952.84	0.00	370.16
A 2610.490-51-4900	LIBRARY BOCES	100,000.00	-13,740.00	86,260.00	86,260.00	0.00	0.00
A 2610.516-72-2430	PERIODICALS MS	0.00	64.00	64.00	63.71	0.00	0.29
A 2610.516-73-2430	PERIODICALS CC	0.00	315.00	315.00	0.00	0.00	315.00
A 2610.517-71-2430	LIBRARY SUPPLIES HS	12,240.00	0.00	12,240.00	11,607.94	0.00	632.06
A 2610.517-72-2430	LIBRARY SUPPLIES MS	6,120.00	-3,155.75	2,964.25	2,964.18	0.00	0.07
A 2610.517-73-2430	LIBRARY SUPPLIES CC	3,060.00	-195.00	2,865.00	2,780.38	55.01	29.61
A 2610.517-74-2430	LIBRARY SUPPLIES HH	3,060.00	0.00	3,060.00	844.57	0.00	2,215.43
A 2610.517-75-2430	LIBRARY SUPPLIES SH	3,060.00	-1,595.00	1,465.00	1,464.27	0.00	0.73
A 2610.517-77-2430	LIBRARY SUPPLIES LV	3,060.00	-1,300.00	1,760.00	134.95	0.00	1,625.05
A 2610.519-72-2430	LIBRARY BOOKS MS	0.00	1,496.75	1,496.75	1,375.10	0.00	121.65
2610	SCHOOL LIBRARY & AUDIOVISUAL	552,920.00	-35,241.00	517,679.00	489,297.79	623.16	27,758.05
A 2630.224-51-2200	COMPUTER HARDWARE NON-PUBLIC	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
A 2630.224-51-2222	COMPUTER EQUIPMENT DISTRICT WIDE	61,460.00	672,241.71	733,701.71	636,898.43	96,767.35	35.93
A 2630.460-51-2200	SOFTWARE NON-PUBLIC	10,405.00	0.00	10,405.00	7,743.00	1,800.00	862.00
A 2630.460-51-2222	SOFTWARE DISTRICT WIDE	67,630.00	2,040.00	69,670.00	53,800.48	14,895.25	974.27
A 2630.490-51-4900	BOCES-COMPUTER INSTRUCTION	367,710.00	63,405.00	431,115.00	464,595.97	0.00	-33,480.97
2630	COMPUTER ASSISTED INSTRUCTION	517,205.00	737,686.71	1,254,891.71	1,163,037.88	113,462.60	-21,608.77
26		1,070,125.00	702,445.71	1,772,570.71	1,652,335.67	114,085.76	6,149.28

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Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2810.150-22-2910	COUNSELORS WAGES	0.00	88,050.00	88,050.00	87,936.69	0.00	113.31
A 2810.150-71-2910	COUNSELORS WAGES HS	512,000.00	0.00	512,000.00	504,196.56	0.00	7,803.44
A 2810.150-72-2910	COUNSELORS WAGES MS	293,000.00	9,000.00	302,000.00	301,867.28	0.00	132.72
A 2810.150-74-2910	COUNSELORS WAGES HH	0.00	46,000.00	46,000.00	45,927.00	0.00	73.00
A 2810.150-75-2910	COUNSELORS WAGES SH	0.00	44,600.00	44,600.00	44,595.62	0.00	4.38
A 2810.536-71-2910	GUIDANCE SUPPLIES HS	5,100.00	-2,290.00	2,810.00	2,809.85	0.00	0.15
A 2810.536-72-2910	GUIDANCESUPPLIES MS	2,040.00	-2,040.00	0.00	0.00	0.00	0.00
A 2810.537-54-2910	TESTING MATERIALS	20,400.00	-5,808.48	14,591.52	14,325.48	250.00	16.04
2810	GUIDANCE-REGULAR SCHOOL *	832,540.00	177,511.52	1,010,051.52	1,001,658.48	250.00	8,143.04
A 2815.169-25-2940	NURSE WAGES NATIVITY	50,000.00	-4,000.00	46,000.00	42,490.57	0.00	3,509.43
A 2815.169-51-2940	NURSE WAGES	0.00	16,000.00	16,000.00	13,266.00	0.00	2,734.00
A 2815.169-51-2941	NURSE SUBSTITUTES	20,000.00	-5,000.00	15,000.00	14,014.50	0.00	985.50
A 2815.169-81-2940	NURSE WAGES HS	92,400.00	-13,900.00	78,500.00	73,933.65	0.00	4,566.35
A 2815.169-82-2940	NURSE WAGES MS	39,900.00	21,900.00	61,800.00	58,570.98	0.00	3,229.02
A 2815.169-83-2940	NURSE WAGES CC	47,250.00	4,100.00	51,350.00	47,706.48	0.00	3,643.52
A 2815.169-84-2940	NURSE WAGES HH	47,250.00	0.00	47,250.00	40,325.40	0.00	6,924.60
A 2815.169-85-2940	NURSE WAGES SH	42,000.00	-20,600.00	21,400.00	7,596.39	0.00	13,803.61
A 2815.169-87-2940	NURSE WAGES LV	57,750.00	1,500.00	59,250.00	55,207.73	0.00	4,042.27
A 2815.169-98-2940	NURSES O/T	15,750.00	0.00	15,750.00	11,163.71	0.00	4,586.29
A 2815.210-51-2940	EQUIPMENT TRAINER	200.00	0.00	200.00	0.00	0.00	200.00
A 2815.213-51-2940	EQUIPMENT-NURSES	300.00	0.00	300.00	0.00	0.00	300.00
A 2815.400-51-2815	TRAINER CONTRACTUAL	30,175.00	18,000.00	48,175.00	36,987.50	0.00	11,187.50
A 2815.403-51-2815	NURSES COVID LAB	100,000.00	-20,000.00	80,000.00	79,649.83	0.00	350.17
A 2815.403-51-2940	CONTRACTUAL HEALTH SERVICE	5,205.00	90,000.00	95,205.00	74,931.26	17,770.79	2,502.95
A 2815.487-51-2940	SCHOOL PHYSICIANS	26,010.00	0.00	26,010.00	24,000.00	0.00	2,010.00
A 2815.488-51-2940	HEALTH SERVICES OTHER DISTRICTS	312,120.00	233,825.00	545,945.00	395,943.43	0.00	150,001.57
A 2815.489-51-2940	MILEAGE HEALTH	2,080.00	-500.00	1,580.00	486.09	0.00	1,093.91
A 2815.538-51-2940	HEALTH SERVICE SUPPLIES	10,200.00	0.00	10,200.00	6,731.81	477.00	2,991.19
A 2815.539-51-2940	HEALTH SUPPORT SPORTS	3,060.00	-3,000.00	60.00	0.00	0.00	60.00
2815	HEALTH SERVICES-REGULAR SCHOOL *	901,650.00	318,325.00	1,219,975.00	983,005.33	18,247.79	218,721.88
A 2820.150-51-2920	PSYCHOLOGIST WAGES	0.00	11,200.00	11,200.00	9,718.50	0.00	1,481.50
A 2820.150-71-2920	PSYCHOLOGIST WAGES HS	110,000.00	-11,200.00	98,800.00	49,084.89	0.00	49,715.11
A 2820.150-72-2920	PSYCHOLOGIST WAGES MS	110,000.00	0.00	110,000.00	45,525.00	0.00	64,475.00

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A 2820.150-73-2920	PSYCHOLOGIST WAGES CC		115,000.00	0.00	115,000.00	60,170.00	0.00	54,830.00
A 2820.150-74-2920	PSYCHOLOGIST WAGES HH		110,000.00	-47,250.00	62,750.00	2,010.00	0.00	60,740.00
A 2820.150-75-2920	PSYCHOLOGIST WAGES SH		70,000.00	0.00	70,000.00	50,348.50	0.00	19,651.50
A 2820.150-77-2920	PSYCHOLOGIST WAGES LV		50,000.00	0.00	50,000.00	0.00	0.00	50,000.00
A 2820.489-51-2920	PSYCHOLOGIST MILEAGE		520.00	0.00	520.00	0.00	0.00	520.00
A 2820.539-51-2920	PSYCHOLOGIST SUPPLIES/TEST		3,060.00	0.00	3,060.00	379.58	0.00	2,680.42
2820	PSYCHOLOGICAL SRVC-REG SCHOOL	*	568,580.00	-47,250.00	521,330.00	217,236.47	0.00	304,093.53
A 2825.130-51-2951	F.S.C DIRECTOR WAGES		55,000.00	10,000.00	65,000.00	64,906.13	0.00	93.87
A 2825.150-51-2950	SOCIAL WORKER WAGES		0.00	37,250.00	37,250.00	37,249.33	0.00	0.67
A 2825.161-51-2951	F.S.C CLERICAL WAGES		30,000.00	0.00	30,000.00	9,054.52	0.00	20,945.48
A 2825.161-98-2951	F.S.C CLERICAL O/T		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2825.490-51-2950	SOCIAL WORKER BOCES		136,580.00	-107,927.00	28,653.00	23,659.25	0.00	4,993.75
2825	SOCIAL WORK SRVC-REG SCHOOL	*	222,580.00	-60,677.00	161,903.00	134,869.23	0.00	27,033.77
A 2850.213-71-2380	EQUIPMENT HS STAGE/DRAMA		0.00	2,000.00	2,000.00	1,881.75	0.00	118.25
A 2850.482-72-2800	ASSEMBLY PROGRAM MS		0.00	252.00	252.00	251.98	0.00	0.02
A 2850.483-51-2800	DISTRICT STUDENT SUPPORT		2,080.00	-2,000.00	80.00	0.00	0.00	80.00
2850	CO-CURRICULAR ACTIV-REG SCHL	*	2,080.00	252.00	2,332.00	2,133.73	0.00	198.27
A 2855.215-51-2810	ATHLETIC EQUIPMENT		20,000.00	-20,000.00	0.00	0.00	0.00	0.00
A 2855.400-55-2855	ATHLETICS CONTRACT		30,600.00	83,275.00	113,875.00	91,615.54	260.00	21,999.46
A 2855.401-55-2810	OFFICIAL FEES		68,290.00	-19,272.00	49,018.00	49,415.34	0.00	-397.34
A 2855.490-51-4900	BOCES - ATHLETICS		15,760.00	19,490.00	35,250.00	35,402.33	0.00	-152.33
A 2855.500-55-2855	ATHLETIC SUPPLIES		75,000.00	73,163.69	148,163.69	106,931.22	41,232.00	0.47
A 2855.521-55-2810	ATHLETICS FOOTBALL		0.00	7,225.90	7,225.90	7,225.90	0.00	0.00
2855	INTERSCHOL ATHLETICS-REG SCHL	*	209,650.00	143,882.59	353,532.59	290,590.33	41,492.00	21,450.26
28		**	2,737,080.00	532,044.11	3,269,124.11	2,629,493.57	59,989.79	579,640.75
2		***	49,727,065.00	374,504.37	50,101,569.37	46,675,344.72	619,671.38	2,806,553.27
A 5510.161-51-5100	TRANSPORTATION CLERICAL WAGES		80,000.00	-8,800.00	71,200.00	15,296.99	0.00	55,903.01
A 5510.161-51-5101	CLERICAL SUBS		1,000.00	8,800.00	9,800.00	9,761.49	0.00	38.51
A 5510.161-98-5100	TRANSPORTATION CLERICAL O/T		4,000.00	0.00	4,000.00	1,666.20	0.00	2,333.80
A 5510.164-51-5100	TRANSPORTATION DRIVERS WAGES		1,517,000.00	0.00	1,517,000.00	1,207,820.55	0.00	309,179.45
A 5510.164-51-5101	BUS CLEANING		23,000.00	0.00	23,000.00	17,965.00	0.00	5,035.00
A 5510.164-51-5102	GARAGE CLEANING		18,000.00	0.00	18,000.00	9,489.20	0.00	8,510.80
A 5510.164-51-5103	BUS DRIVER SUBS		100,000.00	0.00	100,000.00	79,003.82	0.00	20,996.18

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A 5510.164-98-5100	TRANSPORTATION DRIVERS OT	40,000.00	20,000.00	60,000.00	120,159.74	0.00	-60,159.74	
A 5510.164-98-5102	GARAGE CLEANING OT	2,000.00	3,500.00	5,500.00	9,762.73	0.00	-4,262.73	
A 5510.165-51-5100	TRANSPORTATION MECHANICS WAGES	420,000.00	0.00	420,000.00	324,495.31	0.00	95,504.69	
A 5510.165-98-5100	TRANSPORTATION MECHANICS O/T	40,000.00	0.00	40,000.00	60,635.22	0.00	-20,635.22	
A 5510.167-51-2200	BUS ATTENDANTS	300,000.00	0.00	300,000.00	246,175.96	0.00	53,824.04	
A 5510.167-98-2200	BUS ATTENDANTS OT	1,000.00	3,000.00	4,000.00	4,863.44	0.00	-863.44	
A 5510.168-51-5100	TRANSPORTATION SUPERVISOR WAGES	90,000.00	20,000.00	110,000.00	107,445.12	0.00	2,554.88	
A 5510.168-51-5101	HEAD BUS DRIVER WAGES	130,000.00	0.00	130,000.00	130,485.62	0.00	-485.62	
A 5510.168-98-5100	HEAD BUS DRIVERS OT	30,000.00	0.00	30,000.00	51,255.86	0.00	-21,255.86	
A 5510.200-51-5100	TRANSPORTATION TOOLS & EQUIPMENT	17,490.00	0.00	17,490.00	1,870.75	350.20	15,269.05	
A 5510.401-51-3620	TRANSPORTATION - FIELD TRIPS	0.00	12,634.00	12,634.00	15,900.00	0.00	-3,266.00	
A 5510.401-51-5100	TRANSPORTATION CONTRACTUAL	500,000.00	0.00	500,000.00	1,251,175.52	25,952.10	-777,127.62	
A 5510.404-51-5100	TRANSP OUTSIDE BUS REPAIRS	79,380.00	0.00	79,380.00	36,311.34	9,540.31	33,528.35	
A 5510.482-51-5100	TRANSPORTATION RENTALS	9,560.00	0.00	9,560.00	0.00	0.00	9,560.00	
A 5510.483-51-5100	LIABILITY INSURANCE	63,670.00	0.00	63,670.00	66,065.00	0.00	-2,395.00	
A 5510.484-51-5100	FIRE/THEFT INSURANCE	53,060.00	0.00	53,060.00	3,112.00	0.00	49,948.00	
A 5510.486-51-5100	TRANSPORTATION CONFERENCE/TRAVEL	10,610.00	0.00	10,610.00	7,250.73	1,717.80	1,641.47	
A 5510.490-51-4900	TRANSPORTATION BOCES	530.00	900.00	1,430.00	1,277.67	0.00	152.33	
A 5510.550-51-5100	GASOLINE	440,420.00	0.00	440,420.00	339,953.39	36,664.07	63,802.54	
A 5510.551-51-5100	OIL/GREASE/ANTIFREEZE	21,430.00	0.00	21,430.00	14,434.95	6,276.45	718.60	
A 5510.552-51-5100	TRANSPORTATION TIRES	49,940.00	0.00	49,940.00	35,636.87	4,363.13	9,940.00	
A 5510.553-51-5100	TRANSPORTATION SUPPLIES	22,500.00	2,200.00	24,700.00	19,087.48	1,105.82	4,506.70	
A 5510.556-51-5100	TRANSPORTATION REPAIR PARTS	306,000.00	-2,200.00	303,800.00	132,602.08	37,131.67	134,066.25	
5510	DISTRICT TRANSPORT-MEDICAID	*	4,370,590.00	60,034.00	4,430,624.00	4,320,960.03	123,101.55	-13,437.58
A 5530.401-51-5300	UTILITIES		45,910.00	0.00	45,910.00	30,540.93	16,112.23	-743.16
5530	GARAGE BUILDING	*	45,910.00	0.00	45,910.00	30,540.93	16,112.23	-743.16
55		**	4,416,500.00	60,034.00	4,476,534.00	4,351,500.96	139,213.78	-14,180.74
5		***	4,416,500.00	60,034.00	4,476,534.00	4,351,500.96	139,213.78	-14,180.74
A 9010.800-51-7300	NON TEACH RETIRE ADMINISTRATIVE		77,589.00	0.00	77,589.00	63,513.72	0.00	14,075.28
A 9010.800-51-7301	NON TEACH RETIRE PROGRAM		1,073,331.00	-55,000.00	1,018,331.00	878,606.46	0.00	139,724.54
A 9010.800-51-7302	NON TEACH RETIRE CAPITAL		142,245.00	-5,000.00	137,245.00	116,441.82	0.00	20,803.18
9010	STATE RETIREMENT	*	1,293,165.00	-60,000.00	1,233,165.00	1,058,562.00	0.00	174,603.00
A 9020.800-51-7300	REG TEACH RETIRE ADMINISTRATIVE		298,590.00	0.00	298,590.00	9,553.99	0.00	289,036.01

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A 9020.800-51-7301	REG TEACH RETIRE PROGRAM	3,791,660.00	0.00	3,791,660.00	121,322.53	0.00	3,670,337.47
9020	TEACHERS' RETIREMENT *	4,090,250.00	0.00	4,090,250.00	130,876.52	0.00	3,959,373.48
A 9030.800-51-7300	SOCIAL SECURITY ADMINISTRATIVE	218,400.00	0.00	218,400.00	214,996.16	0.00	3,403.84
A 9030.800-51-7301	SOCIAL SECURITY PROGRAM	3,021,200.00	0.00	3,021,200.00	2,974,137.83	0.00	47,062.17
A 9030.800-51-7302	SOCIAL SECURITY CAPITAL	400,400.00	0.00	400,400.00	394,135.67	0.00	6,264.33
9030	SOCIAL SECURITY *	3,640,000.00	0.00	3,640,000.00	3,583,269.66	0.00	56,730.34
A 9040.800-51-7400	WORKERS COMP ADMINISTRATIVE	36,720.00	0.00	36,720.00	0.00	0.00	36,720.00
A 9040.800-51-7401	WORKERS COMPENSATION PROGRAM	507,960.00	-4,520.00	503,440.00	503,440.00	0.00	0.00
A 9040.800-51-7402	WORKERS COMPENSATION CAPITAL	67,320.00	0.00	67,320.00	47,944.00	0.00	19,376.00
9040	WORKERS' COMPENSATION *	612,000.00	-4,520.00	607,480.00	551,384.00	0.00	56,096.00
A 9045.800-51-7300	LIFE INSURANCE ADMINISTRATIVE	84,000.00	67,750.00	151,750.00	119,175.00	0.00	32,575.00
9045	LIFE INSURANCE *	84,000.00	67,750.00	151,750.00	119,175.00	0.00	32,575.00
A 9050.800-51-7300	UNEMPLOYMENT INS ADMINISTRATIVE	1,200.00	0.00	1,200.00	120.00	1,082.00	-2.00
A 9050.800-51-7301	UNEMPLOYMENT INS PROGRAM	16,600.00	0.00	16,600.00	1,627.30	14,972.70	0.00
A 9050.800-51-7302	UNEMPLOYMENT INS CAPITAL	2,200.00	0.00	2,200.00	215.00	1,985.00	0.00
9050	UNEMPLOYMENT INSURANCE *	20,000.00	0.00	20,000.00	1,962.30	18,039.70	-2.00
A 9060.800-51-7300	HOSPITAL INSURANCE ADMINISTRATIVE	493,802.00	0.00	493,802.00	550,514.08	1,070.33	-57,782.41
A 9060.800-51-7301	HOSPITAL INSURANCE PROGRAM	6,830,683.00	-13,750.00	6,816,933.00	7,525,409.24	14,810.71	-723,286.95
A 9060.800-51-7302	HOSPITAL INSURANCE CAPITAL	905,383.00	0.00	905,383.00	994,468.73	1,964.40	-91,050.13
A 9060.801-51-7300	DENTAL INSURANCE ADMINISTRATIVE	27,050.00	0.00	27,050.00	25,493.78	0.00	1,556.22
A 9060.801-51-7301	DENTAL INSURANCE PROGRAM	374,197.00	0.00	374,197.00	402,963.68	0.00	-28,766.68
A 9060.801-51-7302	DENTAL INSURANCE CAPITAL	49,603.00	0.00	49,603.00	53,404.39	1,000.00	-4,801.39
A 9060.803-51-7300	HRA ADMINISTRATIVE	20,216.00	0.00	20,216.00	0.00	0.00	20,216.00
A 9060.803-51-7301	HRA PROGRAM	279,582.00	0.00	279,582.00	0.00	0.00	279,582.00
A 9060.803-51-7302	HRA CAPITAL	37,057.00	0.00	37,057.00	0.00	0.00	37,057.00
A 9060.804-51-7300	IH MGMT FEES ADMINSTRATIVE	28,866.00	0.00	28,866.00	30,475.31	0.00	-1,609.31
A 9060.804-51-7301	IH MGMT FEES PROGRAM	399,422.00	0.00	399,422.00	422,558.56	0.00	-23,136.56
A 9060.804-51-7302	IH MGMT FEES CAPITAL	52,938.00	0.00	52,938.00	55,871.90	0.00	-2,933.90
A 9060.805-51-7300	STOP LOSS INS ADMINISTRATIVE	37,526.00	0.00	37,526.00	44,080.27	0.00	-6,554.27
A 9060.805-51-7301	STOP LOSS INS PROGRAM	519,037.00	0.00	519,037.00	609,777.13	0.00	-90,740.13
A 9060.805-51-7302	STOP LOSS INS CAPITAL	68,789.00	0.00	68,789.00	80,811.52	0.00	-12,022.52
9060	HOSPITAL, MEDICAL & DENTAL INS *	10,124,151.00	-13,750.00	10,110,401.00	10,795,828.59	18,845.44	-704,273.03
A 9089.800-51-7300	EAP ADMINISTRATIVE	1,200.00	0.00	1,200.00	0.00	1,120.00	80.00

CLARENCE CENTRAL SCHOOL DIST

Appropriation Status Detail Report By Function From 7/1/2022 To 6/30/2023



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 9089.800-51-7301	EAP PROGRAM		16,600.00	0.00	16,600.00	0.00	15,520.00	1,080.00
A 9089.800-51-7302	EAP CAPITAL		2,200.00	0.00	2,200.00	0.00	2,060.00	140.00
A 9089.803-51-7300	FLEX BENEFITS ADMINISTRATIVE		2,468.00	0.00	2,468.00	1,725.20	54.80	688.00
A 9089.803-51-7301	FLEX BENEFITS PROGRAM		34,170.00	0.00	34,170.00	23,852.09	957.91	9,360.00
A 9089.803-51-7302	FLEX BENEFITS CAPITAL		4,529.00	0.00	4,529.00	3,160.71	99.29	1,269.00
A 9089.804-51-7300	RETIREMENT BENEFIT ADMINISTRATIVE		0.00	0.00	0.00	-10,260.60	0.00	10,260.60
A 9089.804-51-7301	RETIREMENT BENEFIT PROGRAM		0.00	0.00	0.00	-141,938.30	0.00	141,938.30
A 9089.804-51-7302	RETIREMENT BENEFIT CAPITAL		0.00	0.00	0.00	-18,811.10	0.00	18,811.10
9089	OTHER BENEFITS	*	61,167.00	0.00	61,167.00	-142,272.00	19,812.00	183,627.00
90		**	19,924,733.00	-10,520.00	19,914,213.00	16,098,786.07	56,697.14	3,758,729.79
A 9711.630-51-8000	BOND RECONSTRUCTION		280,000.00	0.00	280,000.00	280,000.00	0.00	0.00
A 9711.650-51-8000	PRINCIPAL \$35.8 MILLION PROJECT		390,000.00	0.00	390,000.00	390,000.00	0.00	0.00
A 9711.660-51-8000	2014 CAPITAL PROJECT PRINCIPAL		1,635,000.00	0.00	1,635,000.00	1,635,000.00	0.00	0.00
A 9711.730-51-8000	BOND INTEREST RECONSTRUCTION		24,038.00	-12,020.00	12,018.00	12,018.75	0.00	-0.75
A 9711.750-51-8000	INTEREST \$35.8 MILLION PROJECT		107,750.00	-53,875.00	53,875.00	53,875.00	0.00	0.00
A 9711.760-51-8000	2014 CAPITAL PROJECT INTEREST		923,250.00	65,895.00	989,145.00	989,143.75	0.00	1.25
9711	DEBT SERVICE	*	3,360,038.00	0.00	3,360,038.00	3,360,037.50	0.00	0.50
A 9731.670-51-8000	2019 \$27.2M CAPITAL PROJ. PRINCIPAL		896,679.00	0.00	896,679.00	0.00	0.00	896,679.00
A 9731.770-51-8000	2019 \$27.2M CAPITAL PROJ. INTEREST		379,178.00	0.00	379,178.00	189,614.64	0.00	189,563.36
9731		*	1,275,857.00	0.00	1,275,857.00	189,614.64	0.00	1,086,242.36
A 9732.621-51-8000	BUS BOND PRINCIPAL		842,500.00	0.00	842,500.00	673,750.00	0.00	168,750.00
A 9732.721-51-8000	BUS BOND INTEREST		30,868.00	0.00	30,868.00	30,867.27	0.00	0.73
9732	BOND ANTICIPATION NOTES	*	873,368.00	0.00	873,368.00	704,617.27	0.00	168,750.73
97		**	5,509,263.00	0.00	5,509,263.00	4,254,269.41	0.00	1,254,993.59
9		***	25,433,996.00	-10,520.00	25,423,476.00	20,353,055.48	56,697.14	5,013,723.38
Fund ATotals:			89,240,716.00	981,260.82	90,221,976.82	80,295,620.08	1,630,184.45	8,296,172.29
Grand Totals:			89,240,716.00	981,260.82	90,221,976.82	80,295,620.08	1,630,184.45	8,296,172.29

CLARENCE CENTRAL SCHOOL DIST

Revenue Status Report By Function From 7/1/2022 To 6/30/2023



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
A 1001	REAL PROPERTY TAXES	53,913,000.00	0.00	53,913,000.00	711,773.90	53,201,226.10
A 1001.001	PROPERTY TAX CLARENCE	0.00	0.00	0.00	45,893,811.76	-45,893,811.76
A 1001.002	PROPERTY TAX_NEWSTEAD	0.00	0.00	0.00	2,070,202.55	-2,070,202.55
A 1001.003	PROPERTY TAX AMHERST	0.00	0.00	0.00	1,784,232.36	-1,784,232.36
A 1001.004	PROPERTY TAX LANCASTER	0.00	0.00	0.00	909,302.48	-909,302.48
A 1081	OTHER PAYMENTS IN LIEU OF	788,000.00	0.00	788,000.00	445,357.90	342,642.10
A 1085	SCHOOL TAX RELIEF REIMBURSEMENT	0.00	0.00	0.00	2,574,762.68	-2,574,762.68
A 1090	INTEREST/PENALTIES ON PROP. TAXES	2,000.00	0.00	2,000.00	247.37	1,752.63
A 1120	SALES TAX	5,902,000.00	0.00	5,902,000.00	6,727,841.29	-825,841.29
A 1315	CONTINUING EDUCATION TUITION FROM INDIVI	170,000.00	0.00	170,000.00	138,899.00	31,101.00
A 1335	OTHER STUDENT FEES AND CH	0.00	0.00	0.00	685.00	-685.00
A 1410	ADMISSIONS	6,000.00	0.00	6,000.00	31,027.35	-25,027.35
A 1489	OTHER CHARGES FOR SERVICE	0.00	0.00	0.00	40,707.50	-40,707.50
A 2230	DAY SCHOOL TUITIION OTHER DIST	0.00	0.00	0.00	102,616.00	-102,616.00
A 2280	HEALTH SERV FOR OTHER GOV	70,000.00	0.00	70,000.00	50,430.64	19,569.36
A 2401	INTEREST AND EARNINGS	211,000.00	0.00	211,000.00	892,131.44	-681,131.44
A 2401.884	DEBT RESERVE	0.00	0.00	0.00	128,149.05	-128,149.05
A 2410	USE OF BUILDINGS	1,000.00	0.00	1,000.00	0.00	1,000.00
A 2650	SALE OF SCRAP & EXCESS MATERIAL	17,000.00	0.00	17,000.00	56,377.59	-39,377.59
A 2680	INS. RECOVERIES TRANSP.	15,000.00	0.00	15,000.00	45,800.31	-30,800.31
A 2680.001	INS. RECOVERIES OTHER	0.00	0.00	0.00	466,678.87	-466,678.87
A 2690	OTHER COMPENSATION	1,000.00	0.00	1,000.00	558.34	441.66
A 2701	BOCES REFUND PRIOR YR	276,000.00	0.00	276,000.00	331,346.71	-55,346.71
A 2703	OTHER REFUNDS PRIOR YR	0.00	0.00	0.00	617,478.84	-617,478.84
A 2705	GIFTS AND DONATIONS	0.00	0.00	0.00	1,418.01	-1,418.01
A 2710	PREMIUM ON OBLIGATIONS	0.00	0.00	0.00	593,187.59	-593,187.59
A 2770	OTHER UNCLASSIFIED REVENUES	0.00	0.00	0.00	25,271.19	-25,271.19
A 3101	STATE AID (BASIC)	15,130,553.00	0.00	15,130,553.00	11,177,667.41	3,952,885.59
A 3101.001	MEDICAID	0.00	0.00	0.00	165,560.14	-165,560.14
A 3101.002	STATE AID EXCESS COST	1,276,489.00	0.00	1,276,489.00	3,832,197.15	-2,555,708.15
A 3102	LOTTERY AID (Section 3609b)	0.00	0.00	0.00	5,054,956.51	-5,054,956.51
A 3102.001	VLT LOTTERY GRANTS	0.00	0.00	0.00	900,826.61	-900,826.61
A 3102.002	COMMERCIAL GAMING REVENUE	0.00	0.00	0.00	102,535.47	-102,535.47

CLARENCE CENTRAL SCHOOL DIST

Revenue Status Report By Function From 7/1/2022 To 6/30/2023



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
A 3103	BOCES AID	1,892,415.00	0.00	1,892,415.00	1,580,470.00	311,945.00
A 3104	TUITION FOR HANDICAP	0.00	0.00	0.00	161,010.97	-161,010.97
A 3260	TEXTBOOK AID	298,796.00	0.00	298,796.00	202,777.00	96,019.00
A 3262	COMPUTER SOFTWARE AID	63,920.00	0.00	63,920.00	64,100.00	-180.00
A 3262.001	COMPUTER HARDWARE AID	59,381.00	0.00	59,381.00	59,646.00	-265.00
A 3263	LIBRARY A/V LOAN PROGRAM	0.00	0.00	0.00	26,743.00	-26,743.00
A 3289	OTHER EDUCATIONAL STATE AID	6,718,930.00	0.00	6,718,930.00	2,000.00	6,716,930.00
A 4286	CARES Act Education Stabilization Fund	0.00	0.00	0.00	52,163.00	-52,163.00
A 4601	MEDICAID ASSISTANCE	428,232.00	0.00	428,232.00	111,764.86	316,467.14
A 4960	EMERGENCY DISASTER ASSISTANCE-FEMA	0.00	0.00	0.00	1,296,381.71	-1,296,381.71
A Totals:		87,240,716.00	0.00	87,240,716.00	89,431,095.55	-2,190,379.55
Grand Totals:		87,240,716.00	0.00	87,240,716.00	89,431,095.55	-2,190,379.55

CLARENCE CENTRAL SCHOOL DISTRICT

MONTH ENDING 5-31-2023

	General Fund Chase Bank Checking A200.04	General Fund Chase Bank Savings A200.05	General Fund M&T Bank Savings A200.06	General Fund M&T Bank Checking A200.10	General Fund M&T Bank Checking A200.11	Capital Fund Chase Bank Checking H200	School Lunch Fund M&T Bank Checking C200.02
PREVIOUS of Month per Books:	\$607,724.65	\$6,076,126.92	\$566,892.70	\$2,894,446.55	\$405,488.20	\$148,016.89	\$247,349.99
Cash Receipts							
BAN							
Community Education				\$9,422.00			
Deposits			\$103,775.00	\$184,398.08			
Federal/State Aid		\$59,738.27					
Interest	\$2,197.07	\$10,116.87	\$1,184.98			\$444.68	
Interfund Transfer							
Investments Matured		\$5,051,242.82					
My School Bucks							
Other Sources							
Payroll Deposits							
PILOT Payments							
Property Tax							
Sales Tax							\$117.14
School Lunch Building Deposits							\$84,952.81
STAR							
TAN							
VISA Deposits							
Wire Transfers	\$1,500,000.00		\$200,000.00	\$5,000,000.00	\$800,000.00	\$200,000.00	
Total Receipts	\$1,502,197.07	\$5,121,097.96	\$304,959.98	\$5,193,820.08	\$800,000.00	\$200,444.68	\$85,069.95
Total Receipts & Balances	\$2,109,921.72	\$11,197,224.88	\$871,852.68	\$8,088,266.63	\$1,205,488.20	\$348,461.57	\$332,419.94
Cash Disbursements							
BAN							
Check Runs	\$1,593,946.66			\$3,029.85	\$119.41	\$206,233.30	\$91,066.44
FSA Debit Card							
Investments Purchased							
Medical Claims			\$281,644.06		\$592,274.49		
My School Bucks Fees							\$4,686.50
NSF Check							
Payroll				\$4,125,898.93			
Pharmacy Claims							
Service Charge				\$448.46			
Supplies							
TAN							
Void Checks							
Wire Transfers		\$6,900,000.00		\$1,000,500.00			
Total Disbursements	\$1,593,946.66	\$6,900,000.00	\$281,644.06	\$5,129,877.24	\$592,393.90	\$206,233.30	\$95,752.94
Cash Balance at End							
of Month per Books:	\$515,975.06	\$4,297,224.88	\$590,208.62	\$2,958,389.39	\$613,094.30	\$142,228.27	\$236,667.00
Balance Per Bank Statements							
Bank Statement Balance	\$899,411.71	\$4,297,224.88	\$590,208.62	\$2,958,389.39	\$613,094.30	\$274,846.42	\$237,007.65
Adjustment	\$33,548.58						
Deposit in Transit							
Outstanding Checks	(\$416,985.23)					(\$132,618.15)	(\$340.65)
Outstanding Wire Transfers							
Total Cash Per Bank:	\$515,975.06	\$4,297,224.88	\$590,208.62	\$2,958,389.39	\$613,094.30	\$142,228.27	\$236,667.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

This is to certify that the cash balances are in agreement with the bank statements as reconciled:

Janice Stoll, District Treasurer



Dr. Patricia E. Grupka, Superintendent for Finance and Operations

CLARENCE CENTRAL SCHOOL DISTRICT

MONTH ENDING 4-30-2023

	Special Aid Fund Chase Bank Checking F200	Trust & Agency M&T Bank Net Payroll TA200.04	Trust & Agency M&T Bank Deduction TA200.05	Trust & Agency M&T Bank FSA/HRA TA200.10	Trust Expendable M&T Bank Checking TE200.01	Trust Expendable M&T Bank Savings TE200.02	NyClass Investment
PREVIOUS of Month per Books:	\$71,326.14	\$5.97	\$69,485.63	\$542,107.56	\$2,899.38	\$107,499.72	\$25,831,859.88
Cash Receipts							
BAN							
Community Education							
Deposits			\$1,386,077.71	\$19,957.77			
Federal/State Aid							
Interest	\$352.25					\$221.45	\$ 106,546.23
Interfund Transfer							
Investments Matured							
My School Bucks							
Other Sources							
Payroll Deposits		\$97,036.40					
PILOT Payments							
Property Tax							
Sales Tax							
School Lunch Building Deposits							
STAR							
TAN							
VISA Deposits							
Wire Transfers	\$200,000.00					\$2,000.00	
Total Receipts	\$200,352.25	\$97,036.40	\$1,386,077.71	\$19,957.77	\$0.00	\$2,221.45	\$106,546.23
Total Receipts & Balances	\$271,678.39	\$97,042.37	\$1,455,563.34	\$562,065.33	\$2,899.38	\$109,721.17	\$25,938,406.11
Cash Disbursements							
BAN							
Check Runs	\$205,183.44		\$1,383,907.95	\$24,870.46			
FSA Debit Card							
Investments Purchased							
Medical Claims							
My School Bucks Fees							
NSF Check							
Payroll		\$97,042.37					
Pharmacy Claims							
Service Charge							
Supplies							
TAN							
Void Checks							
Wire Transfers						\$15,873.00	
Total Disbursements	\$205,183.44	\$97,042.37	\$1,383,907.95	\$24,870.46	\$0.00	\$15,873.00	\$0.00
Cash Balance at End							
of Month per Books:	\$66,494.95	\$0.00	\$71,655.39	\$537,194.87	\$2,899.38	\$93,848.17	\$25,938,406.11
Balance Per Bank Statements							
Bank Statement Balance	\$ 117,428.34	\$34,060.74	\$77,905.59	\$539,560.33	\$ 18,997.38	\$93,848.17	\$ 25,938,406.11
Adjustment			(54.05)		\$300.00		
Deposit in Transit							
Outstanding Checks	(\$50,933.39)	(\$34,060.74)	(\$6,196.15)	(\$2,365.46)	(\$16,398.00)		
Outstanding Wire Transfers							
Total Cash Per Bank:	\$66,494.95	\$0.00	\$71,655.39	\$537,194.87	\$2,899.38	\$93,848.17	\$25,938,406.11
	\$0.00	\$0.00	(\$0.00)	\$0.00	\$0.00	\$0.00	\$0.00

*Zach MacDonald - Cashed Scholarship check 1679 twice - contac

CLARENCE CENTRAL SCHOOL DIST

Appropriation Status Detail Report By Function From 7/1/2022 To 5/31/2023



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1010.401-51-0100	BOARD OF ED CONTRACTUAL		3,125.00	-130.00	2,995.00	20.02	0.00	2,974.98
A 1010.486-51-0100	BOARD OF ED TRAVEL/CONF		7,285.00	230.00	7,515.00	7,478.61	0.00	36.39
A 1010.490-51-4900	BOCES POLICY SERVICES		8,405.00	-2,010.00	6,395.00	5,862.09	0.00	532.91
A 1010.506-51-0100	BOARD OF ED SUPPLIES & MATERIALS		3,000.00	3,900.00	6,900.00	6,199.51	0.00	700.49
1010	BOARD OF EDUCATION	*	21,815.00	1,990.00	23,805.00	19,560.23	0.00	4,244.77
A 1060.401-51-0700	SCHOOL ELECTION EXPENSE		1,040.00	0.00	1,040.00	112.50	0.00	927.50
1060	DISTRICT MEETING	*	1,040.00	0.00	1,040.00	112.50	0.00	927.50
10		**	22,855.00	1,990.00	24,845.00	19,672.73	0.00	5,172.27
A 1240.150-51-1100	SUPT WAGES		205,000.00	0.00	205,000.00	187,200.00	15,600.00	2,200.00
A 1240.161-51-1100	SUPT OFFICE CLERICAL		72,000.00	0.00	72,000.00	54,754.24	0.00	17,245.76
A 1240.161-51-1101	SUPT OFFICE CLERICAL SUBS		500.00	0.00	500.00	0.00	0.00	500.00
A 1240.161-98-1100	SUPT OFFICE CLERICAL O/T		7,900.00	0.00	7,900.00	3,728.92	0.00	4,171.08
A 1240.215-51-1100	CENTRAL OFFICE NEW EQUIPMENT		1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 1240.401-51-1100	SUPT OFFICE CONTRACTUAL		5,205.00	0.00	5,205.00	3,670.00	0.00	1,535.00
A 1240.486-51-1100	SUPT OFFICE TRAVEL EXPENSE		5,205.00	200.00	5,405.00	1,540.57	392.00	3,472.43
A 1240.506-51-1100	SUPT SUPPLIES		2,040.00	18,150.00	20,190.00	12,838.44	4,275.61	3,075.95
1240	CHIEF SCHOOL ADMINISTRATOR	*	299,350.00	18,350.00	317,700.00	263,732.17	20,267.61	33,700.22
12		**	299,350.00	18,350.00	317,700.00	263,732.17	20,267.61	33,700.22
A 1310.160-51-1300	BUSINESS ADMIN WAGES		160,000.00	0.00	160,000.00	134,097.13	11,884.56	14,018.31
A 1310.161-51-1300	BUSINESS STAFF WAGES		350,000.00	0.00	350,000.00	279,370.97	0.00	70,629.03
A 1310.161-51-1301	BUSINESS ADMIN SUBS		13,000.00	0.00	13,000.00	5,438.85	0.00	7,561.15
A 1310.161-51-1302	CLAIMS AUDITOR		10,000.00	-10,000.00	0.00	0.00	0.00	0.00
A 1310.161-98-1300	BUSINESS ADMIN O/T		10,000.00	-700.00	9,300.00	2,135.83	0.00	7,164.17
A 1310.215-51-1300	BUSINESS OFFICE EQUIPMENT		10,000.00	0.00	10,000.00	1,251.41	0.00	8,748.59
A 1310.404-51-1300	BUSINESS OFFICE EQUIPMENT REPAIRS		1,040.00	0.00	1,040.00	475.00	0.00	565.00
A 1310.460-51-1300	FREE/REDUCED ABATEMENT		1,040.00	0.00	1,040.00	0.00	0.00	1,040.00
A 1310.461-51-1300	MISC ACCOUNT FEES		7,285.00	-3,200.00	4,085.00	1,379.97	0.00	2,705.03
A 1310.462-51-1300	NYS AID CONTRACTUAL		30,000.00	-30,000.00	0.00	0.00	0.00	0.00
A 1310.481-51-1300	POSTAGE METER RENT		1,040.00	300.00	1,340.00	1,327.50	0.00	12.50
A 1310.482-51-1300	CONTRACTUAL		4,165.00	13,900.00	18,065.00	7,386.31	10,000.00	678.69
A 1310.483-51-1300	BUSINESS LEGAL NOTICES		26,010.00	-4,165.00	21,845.00	20,262.22	0.00	1,582.78
A 1310.484-51-1300	CLAIMS FOR PRIOR YR.P/R CKS.		1,040.00	0.00	1,040.00	0.00	0.00	1,040.00
A 1310.486-51-1300	BUSINESS OFFICE TRAVEL/CONFERENCE		12,485.00	-6,400.00	6,085.00	810.26	1,253.00	4,021.74

CLARENCE CENTRAL SCHOOL DIST

Appropriation Status Detail Report By Function From 7/1/2022 To 5/31/2023



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1310.490-51-4900	BOCES BUSINESS ADMINISTRATION		7,680.00	-6,178.00	1,502.00	1,502.00	0.00	0.00
A 1310.503-51-1300	BUSINESS OFFICE SUPPLY		5,000.00	5,800.00	10,800.00	4,609.73	231.54	5,958.73
A 1310.508-51-2110	WORKBOOK FLOW THROUGH		0.00	0.00	0.00	-93.22	0.00	93.22
1310	BUSINESS ADMINISTRATION	*	649,785.00	-40,643.00	609,142.00	459,953.96	23,369.10	125,818.94
A 1320.442-51-0500	AUDITING FEES		30,175.00	18,845.00	49,020.00	37,375.00	4,215.00	7,430.00
1320	AUDITING	*	30,175.00	18,845.00	49,020.00	37,375.00	4,215.00	7,430.00
A 1325.405-51-0300	BANK SERVICE CHARGES		1,040.00	-1,000.00	40.00	0.00	0.00	40.00
A 1325.484-51-0300	PAY AGENT CHARGES		3,125.00	1,000.00	4,125.00	2,678.44	0.00	1,446.56
1325	TREASURER	*	4,165.00	0.00	4,165.00	2,678.44	0.00	1,486.56
A 1330.401-51-0400	TAX COLLECTION EXPENSE		8,325.00	1,000.00	9,325.00	9,322.00	0.00	3.00
1330	TAX COLLECTOR	*	8,325.00	1,000.00	9,325.00	9,322.00	0.00	3.00
A 1380.400-51-0001	FISCAL AGENT FEES		15,000.00	4,000.00	19,000.00	18,816.05	0.00	183.95
1380	FISCAL AGENT FEE	*	15,000.00	4,000.00	19,000.00	18,816.05	0.00	183.95
13		**	707,450.00	-16,798.00	690,652.00	528,145.45	27,584.10	134,922.45
A 1420.441-51-0600	LEGAL FEES		90,000.00	0.00	90,000.00	54,277.75	28,992.35	6,729.90
A 1420.441-51-0602	LEGAL FEES - SPEC ED		0.00	131,000.00	131,000.00	91,302.40	34,103.03	5,594.57
A 1420.441-51-0603	LEGAL FEES - INSTRUCTION		0.00	40,000.00	40,000.00	26,958.20	11,041.80	2,000.00
A 1420.490-51-4900	BOCES LEGAL		30,000.00	64,221.00	94,221.00	86,380.52	0.00	7,840.48
1420	LEGAL	*	120,000.00	235,221.00	355,221.00	258,918.87	74,137.18	22,164.95
A 1430.150-51-1400	ASST. SUPT FOR HR WAGES		140,000.00	5,000.00	145,000.00	133,846.08	11,153.92	0.00
A 1430.161-51-1400	CLERICAL WAGES		165,000.00	0.00	165,000.00	146,402.16	0.00	18,597.84
A 1430.161-51-1401	CLERICAL SUBS		3,000.00	2,500.00	5,500.00	10,107.25	0.00	-4,607.25
A 1430.161-98-1400	CLERICAL O/T		3,000.00	1,900.00	4,900.00	6,341.68	0.00	-1,441.68
A 1430.404-51-1400	CONTRACTUAL		1,040.00	6,400.00	7,440.00	1,460.00	0.00	5,980.00
A 1430.486-51-1400	TRAVEL/CONFERENCE		2,080.00	0.00	2,080.00	1,721.53	0.00	358.47
A 1430.490-51-4900	BOCES PERSONNEL		30,470.00	4,490.00	34,960.00	32,043.11	0.00	2,916.89
A 1430.503-51-1400	SUPPLIES AND MATERIALS		1,530.00	200.00	1,730.00	568.90	800.00	361.10
1430	PERSONNEL	*	346,120.00	20,490.00	366,610.00	332,490.71	11,953.92	22,165.37
14		**	466,120.00	255,711.00	721,831.00	591,409.58	86,091.10	44,330.32
A 1620.161-51-6040	BUILDING & GROUNDS CLERICAL		70,000.00	0.00	70,000.00	68,963.68	0.00	1,036.32
A 1620.161-98-6040	MAINTENANCE CLERICAL O/T		2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 1620.162-51-6000	CUSTODIAN SUBS		30,000.00	-5,000.00	25,000.00	10,534.51	0.00	14,465.49
A 1620.162-51-6040	CUSTODIAL SUPERVISOR		45,000.00	0.00	45,000.00	45,109.68	0.00	-109.68

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A 1620.162-51-6041	CUSTODIAL SALARY PROJECT TEAM	94,000.00	5,000.00	99,000.00	111,495.77	0.00	-12,495.77
A 1620.162-81-6040	CUSTODIAL SALARY HS	510,850.00	0.00	510,850.00	436,884.26	0.00	73,965.74
A 1620.162-82-6040	CUSTODIAL SALARY MS	510,000.00	0.00	510,000.00	431,050.99	0.00	78,949.01
A 1620.162-83-6040	CUSTODIAL SALARY CC	185,000.00	0.00	185,000.00	141,316.54	0.00	43,683.46
A 1620.162-84-6040	CUSTODIAL SALARY HH	140,000.00	0.00	140,000.00	113,699.40	0.00	26,300.60
A 1620.162-85-6040	CUSTODIAL SALARY SH	135,000.00	0.00	135,000.00	116,908.34	0.00	18,091.66
A 1620.162-87-6040	CUSTODIAL SALARY LV	150,000.00	0.00	150,000.00	140,061.06	0.00	9,938.94
A 1620.162-98-6040	CUSTODIAL SALARY O/T	170,000.00	-500.00	169,500.00	139,566.96	0.00	29,933.04
A 1620.162-98-6041	PROJECT CREW O/T	5,000.00	500.00	5,500.00	6,731.67	0.00	-1,231.67
A 1620.168-51-6040	BLDG & GROUNDS SUPT SALARY	111,000.00	0.00	111,000.00	97,444.56	8,120.44	5,435.00
A 1620.217-51-1500	SRO-EQ-ENFORCEMENT	400.00	0.00	400.00	0.00	0.00	400.00
A 1620.217-51-6010	REPL OR NEW EQUIPMENT SYS	39,000.00	-39,000.00	0.00	0.00	0.00	0.00
A 1620.217-51-6040	REPL OR NEW EQUIPMENT SY	40,700.00	203,030.00	243,730.00	26,749.01	214,462.75	2,518.24
A 1620.400-51-1500	SRO/Town of Clarence	114,450.00	0.00	114,450.00	41,904.64	68,095.36	4,450.00
A 1620.401-51-1500	SRO-CONTR-ENFORCEMENT	420.00	0.00	420.00	0.00	0.00	420.00
A 1620.401-51-6000	GENERAL CONTRACTUAL ITEMS	100,000.00	54,203.17	154,203.17	116,611.39	30,758.05	6,833.73
A 1620.401-51-6090	VANDALISM & BURGLARY SYS	52,440.00	-20,606.00	31,834.00	28,034.80	3,561.60	237.60
A 1620.402-51-6050	FURNITURE REPAIRS	2,080.00	239.00	2,319.00	744.10	1,574.90	0.00
A 1620.405-51-6040	EQUIPMENT REPAIR CUSTODIAL SYS	10,405.00	-9,819.00	586.00	585.08	0.00	0.92
A 1620.405-51-6050	EQUIPMENT REPAIR MAINTENANCE	26,530.00	-2,317.10	24,212.90	20,601.41	2,967.43	644.06
A 1620.405-51-6051	EQUIPMENT REPAIR VEHICLES	67,630.00	23,130.00	90,760.00	68,430.48	11,896.31	10,433.21
A 1620.405-51-6060	EQUIPMENT REPAIR HEATING SYSTEM	61,385.00	32,110.00	93,495.00	56,926.35	32,835.93	3,732.72
A 1620.405-51-6070	EQUIPMENT REPAIR ELECTRIC SYSTEM	28,090.00	8,581.00	36,671.00	27,388.62	8,755.01	527.37
A 1620.405-51-6080	EQUIPMENT REPAIR PLUMBING SYSTEM	21,850.00	9,478.00	31,328.00	21,498.62	7,014.63	2,814.75
A 1620.405-51-6090	CLOCK REPAIR SYSTEM	10,405.00	-5,876.00	4,529.00	4,485.53	0.00	43.47
A 1620.405-51-6100	SOUND REPAIR SYSTEM	3,125.00	-3,125.00	0.00	0.00	0.00	0.00
A 1620.405-51-6110	EQUIPMENT REPAIR LAUNDRY	105.00	-105.00	0.00	0.00	0.00	0.00
A 1620.405-51-6120	FIRE ALARM REPAIR	25,235.00	-2,800.00	22,435.00	21,043.32	0.00	1,391.68
A 1620.405-51-6130	SWIM POOL EQUIPMENT REPAIR	27,570.00	-13,404.00	14,166.00	10,165.39	4,000.00	0.61
A 1620.405-81-6060	EQUIPMENT REPAIR HEATING HS	10,405.00	-3,785.00	6,620.00	4,710.86	1,630.31	278.83
A 1620.405-81-6070	EQUIPMENT REPAIR ELECTRIC HS	3,745.00	-2,745.00	1,000.00	219.95	780.05	0.00
A 1620.405-81-6080	EQUIPMENT REPAIR PLUMBING HS	4,165.00	-165.00	4,000.00	296.42	0.00	3,703.58
A 1620.405-82-6060	EQUIPMENT REPAIR HEATING MS	2,080.00	-860.00	1,220.00	1,219.13	0.00	0.87

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A 1620.405-82-6070	EQUIPMENT REPAIR ELECTRIC MS	2,080.00	-2,080.00	0.00	0.00	0.00	0.00
A 1620.405-82-6080	EQUIPMENT REPAIR PLUMBING MS	2,185.00	-685.00	1,500.00	0.00	0.00	1,500.00
A 1620.405-83-6060	EQUIPMENT REPAIR HEATING CC	4,685.00	-4,685.00	0.00	0.00	0.00	0.00
A 1620.405-83-6070	EQUIPMENT REPAIR ELECTRIC CC	1,360.00	12,555.00	13,915.00	5,515.00	8,400.00	0.00
A 1620.405-83-6080	EQUIPMENT REPAIR PLUMBING CC	1,040.00	-1,039.43	0.57	0.00	0.00	0.57
A 1620.405-84-6060	EQUIPMENT REPAIR HEATING HH	2,870.00	-2,870.00	0.00	0.00	0.00	0.00
A 1620.405-84-6070	EQUIPMENT REPAIR ELECTRIC HH	1,040.00	-1,040.00	0.00	0.00	0.00	0.00
A 1620.405-84-6080	EQUIPMENT REPAIR PLUMBING HH	1,040.00	-1,040.00	0.00	0.00	0.00	0.00
A 1620.405-85-6060	EQUIPMENT REPAIR HEATING SH	1,360.00	2,156.00	3,516.00	3,511.75	0.00	4.25
A 1620.405-85-6070	EQUIPMENT REPAIR ELECTRIC SH	1,040.00	-1,040.00	0.00	0.00	0.00	0.00
A 1620.405-85-6080	EQUIPMENT REPAIR PLUMBING SH	1,040.00	-1,040.00	0.00	0.00	0.00	0.00
A 1620.405-87-6060	EQUIPMENT REPAIR HEATING LV	2,605.00	-2,605.00	0.00	0.00	0.00	0.00
A 1620.405-87-6070	EQUIPMENT REPAIR ELECTRIC LV	1,040.00	-1,040.00	0.00	0.00	0.00	0.00
A 1620.405-87-6080	EQUIPMENT REPAIR PLUMBING LV	1,040.00	-1,040.00	0.00	0.00	0.00	0.00
A 1620.406-51-6010	UPK & IMP GRDS SYS	40,000.00	38,195.00	78,195.00	59,522.55	18,670.25	2.20
A 1620.406-51-6020	UPK & IMP PLGR SYS	40,575.00	19,414.00	59,989.00	40,862.76	19,125.79	0.45
A 1620.408-51-6030	REPAIR BLDG EQUIPMENT SYS	62,425.00	3,345.00	65,770.00	42,296.08	23,270.25	203.67
A 1620.408-81-6030	REPAIR BLDG EQUIPMENT HS	10,405.00	3,618.00	14,023.00	7,728.00	6,295.00	0.00
A 1620.408-82-6030	REPAIR BLDG EQUIPMENT MS	5,205.00	543.00	5,748.00	5,747.50	0.00	0.50
A 1620.408-83-6030	REPR BLDG/BL EQ CC	5,205.00	-4,355.00	850.00	849.89	0.00	0.11
A 1620.408-84-6030	REPAIR BLDG EQUIPMENT HH	5,205.00	-5,205.00	0.00	0.00	0.00	0.00
A 1620.408-85-6030	REPAIR BLDG EQUIPMENT SH	5,205.00	-2,280.00	2,925.00	2,925.00	0.00	0.00
A 1620.408-86-6030	REPAIR BLDG EQUIPMENT TRANS	5,205.00	-5,205.00	0.00	0.00	0.00	0.00
A 1620.408-87-6030	REPAIR BLDG EQUIPMENT LV	5,205.00	-2,683.00	2,522.00	2,522.00	0.00	0.00
A 1620.422-81-6030	HEATING HS	228,890.00	-68,845.00	160,045.00	106,832.54	53,212.13	0.33
A 1620.422-82-6030	HEATING MS	223,690.00	-96,690.00	127,000.00	81,942.70	45,057.30	0.00
A 1620.422-83-6030	HEATING CC	62,425.00	-17,425.00	45,000.00	25,321.75	19,678.25	0.00
A 1620.422-84-6030	HEATING HH	57,225.00	-22,225.00	35,000.00	24,339.99	10,660.01	0.00
A 1620.422-85-6030	HEATING SH	52,020.00	-17,000.00	35,020.00	20,624.14	14,375.86	20.00
A 1620.422-87-6030	HEATING LV	57,225.00	-17,225.00	40,000.00	23,376.12	16,623.88	0.00
A 1620.422-88-6030	HEATING ADMIN	15,610.00	-14,000.00	1,610.00	245.97	1,254.03	110.00
A 1620.423-81-6030	WATER HS	17,690.00	-7,600.00	10,090.00	8,685.33	1,401.67	3.00
A 1620.423-82-6030	WATER MS	11,450.00	-3,417.00	8,033.00	5,010.35	3,022.65	0.00

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A 1620.423-83-6030	WATER CC	3,645.00	0.00	3,645.00	2,519.94	1,093.14	31.92
A 1620.423-84-6030	WATER HH	3,645.00	300.00	3,945.00	3,744.35	0.00	200.65
A 1620.423-85-6030	WATER SH	3,645.00	300.00	3,945.00	3,744.35	0.00	200.65
A 1620.423-87-6030	WATER LV	3,645.00	-560.00	3,085.00	2,478.54	554.46	52.00
A 1620.424-81-6030	ELECTRICAL HS	275,710.00	6,358.00	282,068.00	245,554.18	39,508.04	-2,994.22
A 1620.424-82-6030	ELECTRICAL MS	263,745.00	-68,745.00	195,000.00	146,199.86	48,800.14	0.00
A 1620.424-83-6030	ELECTRICAL CC	57,225.00	-11,490.00	45,735.00	33,774.97	11,959.29	0.74
A 1620.424-84-6030	ELECTRICAL HH	57,225.00	-15,850.00	41,375.00	33,583.65	7,790.47	0.88
A 1620.424-85-6030	ELECTRICAL SH	57,225.00	-16,349.00	40,876.00	34,269.02	6,606.69	0.29
A 1620.424-87-6030	ELECTRICAL LV	57,225.00	-16,031.00	41,194.00	26,247.80	14,945.84	0.36
A 1620.424-88-6030	ELECTRICAL ADMIN	1,560.00	-1,560.00	0.00	0.00	0.00	0.00
A 1620.427-51-6030	TELEPHONE	156,060.00	51,203.03	207,263.03	189,504.47	16,450.68	1,307.88
A 1620.444-51-6030	FIRE INSPECTION/SURVEY	4,685.00	2,815.00	7,500.00	4,300.00	0.00	3,200.00
A 1620.461-51-6030	REFUSE REMOVAL SERVICE	67,630.00	35,370.00	103,000.00	69,389.71	29,979.65	3,630.64
A 1620.462-51-6030	DRY CLEANING SERVICE	1,560.00	-1,560.00	0.00	0.00	0.00	0.00
A 1620.464-51-6010	PLOWING & CONTRACTUAL SERVICE	15,610.00	8,013.00	23,623.00	23,119.80	500.00	3.20
A 1620.471-51-6040	CUSTL INSTITUTE	5,725.00	-5,600.00	125.00	135.00	0.00	-10.00
A 1620.489-51-6000	TRAVEL/CONFERENCE	3,125.00	-3,016.00	109.00	108.92	0.00	0.08
A 1620.540-51-6110	LAUNDRY SUPPLIES	1,530.00	-647.00	883.00	882.82	0.00	0.18
A 1620.543-51-6130	POOL SUPPLIES	10,200.00	-1,310.00	8,890.00	6,489.13	1,205.85	1,195.02
A 1620.544-51-6030	ELECTRIC SUPP	21,420.00	-11,662.00	9,758.00	8,126.78	1,605.18	26.04
A 1620.545-51-6040	JANITORIAL SUPP	122,400.00	58,789.28	181,189.28	156,429.65	21,666.84	3,092.79
A 1620.545-79-6040	TRANSPORTATION SUPPLIES	0.00	2,842.45	2,842.45	2,842.45	0.00	0.00
A 1620.545-81-6040	HIGH SCHOOL SUPPLIES	0.00	2,380.52	2,380.52	1,565.11	814.68	0.73
A 1620.545-82-6040	MIDDLE SCHOOL SUPPLIES	0.00	52,510.00	52,510.00	0.00	0.00	52,510.00
A 1620.547-51-1500	SRO-SPLY-ENFORCEMENT	410.00	0.00	410.00	0.00	0.00	410.00
A 1620.571-51-6040	SUPPLIES H.S. AUD	2,550.00	608.00	3,158.00	3,157.65	0.00	0.35
1620	OPERATION OF PLANT *	4,942,750.00	68,739.92	5,011,489.92	3,777,410.09	840,980.79	393,099.04
A 1621.163-51-6000	B&G SUMMER HELP	20,000.00	0.00	20,000.00	11,028.60	0.00	8,971.40
A 1621.163-51-6001	TECH SUMMER HELP	20,000.00	0.00	20,000.00	11,173.80	0.00	8,826.20
A 1621.163-51-6050	MAINTENANCE WAGES	623,000.00	0.00	623,000.00	513,969.00	0.00	109,031.00
A 1621.163-98-6050	MAINTENANCE SALARY O/T	70,000.00	0.00	70,000.00	65,669.19	0.00	4,330.81
A 1621.426-51-6050	DISTRICT WIDE MAINTENANCE PROJECTS	52,020.00	6,887.53	58,907.53	40,246.34	18,661.02	0.17

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A 1621.546-51-6050	MAINTENANCE SUPPLIES		30,090.00	44,179.00	74,269.00	55,940.12	18,300.65	28.23
1621	MAINTENANCE OF PLANT	*	815,110.00	51,066.53	866,176.53	698,027.05	36,961.67	131,187.81
A 1670.490-51-4900	BOCES PRINTING		31,520.00	-3,050.00	28,470.00	22,916.67	0.00	5,553.33
1670	CENTRAL PRINTING & MAILING	*	31,520.00	-3,050.00	28,470.00	22,916.67	0.00	5,553.33
A 1680.401-51-2222	IT DEPT CONTRACTUAL		10,000.00	-4,371.00	5,629.00	2,399.93	3,228.50	0.57
A 1680.403-51-2222	COMPUTER REPAIR OFFICE		3,325.00	-3,225.00	100.00	99.95	0.00	0.05
A 1680.490-51-7200	BOCES DATA PROCESSING		757,485.00	-85,358.00	672,127.00	619,054.14	0.00	53,072.86
A 1680.502-51-2222	IT DEPT SUPPLIES		2,550.00	26,766.00	29,316.00	809.79	0.00	28,506.21
A 1680.503-51-2222	NON-INST COMP SUPP		20,400.00	-19,170.00	1,230.00	1,230.00	0.00	0.00
1680	CENTRAL DATA PROCESSING	*	793,760.00	-85,358.00	708,402.00	623,593.81	3,228.50	81,579.69
16		**	6,583,140.00	31,398.45	6,614,538.45	5,121,947.62	881,170.96	611,419.87
A 1910.411-51-7400	INV/APPRaisal SVS		10,405.00	0.00	10,405.00	2,545.00	0.00	7,860.00
A 1910.412-51-7400	GENERAL INSURANCES		400,000.00	0.00	400,000.00	55,033.00	341,871.00	3,096.00
1910	UNALLOCATED INSURANCE	*	410,405.00	0.00	410,405.00	57,578.00	341,871.00	10,956.00
A 1920.486-51-0100	MEMBERSHIP SCHOOL BOARDS		31,215.00	0.00	31,215.00	11,252.00	0.00	19,963.00
1920	SCHOOL ASSOCIATION DUES	*	31,215.00	0.00	31,215.00	11,252.00	0.00	19,963.00
A 1950.401-51-7500	TAXES & ASSESSMENTS		71,370.00	0.00	71,370.00	53,651.40	9,266.96	8,451.64
1950	ASSESSMENTS ON SCHOOL PROPERTY	*	71,370.00	0.00	71,370.00	53,651.40	9,266.96	8,451.64
A 1964.401-51-7500	REFUND PROPERTY TAXES		50,000.00	-27,100.00	22,900.00	3,927.46	0.00	18,972.54
1964	REFUND ON REAL PROPERTY TAXES	*	50,000.00	-27,100.00	22,900.00	3,927.46	0.00	18,972.54
A 1981.490-51-7500	BOCES ADMINISTRATION		468,465.00	0.00	468,465.00	398,914.01	0.00	69,550.99
1981	BOCES ADMINISTRATIVE COSTS	*	468,465.00	0.00	468,465.00	398,914.01	0.00	69,550.99
A 1983.490-51-4900	BOCES CAPITAL PROJECT EXPENSES		552,785.00	282,876.00	835,661.00	835,661.00	0.00	0.00
1983	BOCES CAPITAL PROJECT	*	552,785.00	282,876.00	835,661.00	835,661.00	0.00	0.00
19		**	1,584,240.00	255,776.00	1,840,016.00	1,360,983.87	351,137.96	127,894.17
1		***	9,663,155.00	546,427.45	10,209,582.45	7,885,891.42	1,366,251.73	957,439.30
A 2010.150-51-2120	CURRICULUM ADMIN WAGES		241,500.00	15,000.00	256,500.00	234,245.88	22,089.46	164.66
A 2010.161-51-2140	CURRICULUM CLERICAL		40,000.00	1,702.00	41,702.00	43,596.34	0.00	-1,894.34
A 2010.161-98-2140	CURRICULUM O/T		1,000.00	0.00	1,000.00	32.57	0.00	967.43
A 2010.213-54-2150	EQUIPMENT CURRICULUM OFFICE		5,000.00	0.00	5,000.00	783.06	0.00	4,216.94
A 2010.401-51-2010	CONTRACTUAL PER AGREEMENT		28,000.00	-8,000.00	20,000.00	0.00	0.00	20,000.00
A 2010.401-54-2010	CURRICULUM CONTRACTUAL		10,925.00	2,271.48	13,196.48	11,831.92	600.00	764.56
A 2010.401-54-3000	MENTOR CONTRACTUAL		3,125.00	0.00	3,125.00	0.00	0.00	3,125.00

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A 2010.446-54-2010	MILEAGE	3,125.00	900.00	4,025.00	4,068.89	0.00	-43.89
A 2010.490-51-4900	BOCES CURRICULUM	35,200.00	0.00	35,200.00	0.00	0.00	35,200.00
A 2010.511-54-2010	CURRICULUM SUPPLIES & MATERIALS	200.00	55,533.00	55,733.00	1,188.58	4,479.00	50,065.42
2010	CURRICULUM DEVEL & SUPERVISION *	368,075.00	67,406.48	435,481.48	295,747.24	27,168.46	112,565.78
A 2020.150-51-2855	DIRECTOR OF ATHLETICS	110,000.00	1,500.00	111,500.00	102,884.40	8,573.60	42.00
A 2020.150-71-2110	PRINCIPAL & ASST PRINCIPAL HS	367,500.00	-23,500.00	344,000.00	313,651.44	25,762.56	4,586.00
A 2020.150-72-2110	PRINCIPAL & ASST PRINCIPAL MS	325,500.00	-75,000.00	250,500.00	226,776.58	15,038.92	8,684.50
A 2020.150-73-2110	PRINCIPAL & ASST PRINCIPAL CC	131,250.00	0.00	131,250.00	116,433.04	9,631.96	5,185.00
A 2020.150-74-2110	PRINCIPAL & ASST PRINCIPAL HH	126,000.00	0.00	126,000.00	103,328.74	10,381.42	12,289.84
A 2020.150-75-2110	PRINCIPAL & ASST PRINCIPAL SH	94,500.00	25,000.00	119,500.00	110,471.04	8,830.96	198.00
A 2020.150-77-2110	PRINCIPAL & ASST PRINCIPAL LV	141,750.00	0.00	141,750.00	123,955.44	10,329.56	7,465.00
A 2020.161-51-2110	CLERICAL WAGES SUBS	30,000.00	-3,700.00	26,300.00	13,721.82	0.00	12,578.18
A 2020.161-81-2110	CLERICAL WAGES HS	125,000.00	0.00	125,000.00	140,959.44	0.00	-15,959.44
A 2020.161-82-2110	CLERICAL WAGES MS	76,000.00	0.00	76,000.00	70,422.35	0.00	5,577.65
A 2020.161-83-2110	CLERICAL WAGES CC	40,000.00	0.00	40,000.00	33,492.87	0.00	6,507.13
A 2020.161-84-2110	CLERICAL WAGES HH	45,000.00	0.00	45,000.00	34,947.84	0.00	10,052.16
A 2020.161-85-2110	CLERICAL WAGES SH	40,000.00	0.00	40,000.00	31,104.00	0.00	8,896.00
A 2020.161-87-2110	CLERICAL WAGES LV	55,000.00	0.00	55,000.00	50,301.92	0.00	4,698.08
A 2020.161-98-2110	CLERICAL WAGES O/T	15,000.00	0.00	15,000.00	3,762.71	0.00	11,237.29
A 2020.215-71-2110	NEW EQUIPMENT HS OFFICE	900.00	0.00	900.00	0.00	0.00	900.00
A 2020.215-72-2110	NEW EQUIPMENT MS OFFICE	600.00	-350.00	250.00	249.95	0.00	0.05
A 2020.215-73-2110	NEW EQUIPMENT CC OFFICE	300.00	0.00	300.00	0.00	0.00	300.00
A 2020.215-74-2110	NEW EQUIPMENT HH OFFICE	300.00	0.00	300.00	0.00	0.00	300.00
A 2020.215-75-2110	NEW EQUIPMENT SH OFFICE	300.00	0.00	300.00	0.00	0.00	300.00
A 2020.215-77-2110	NEW EQUIPMENT LV OFFICE	300.00	-300.00	0.00	0.00	0.00	0.00
A 2020.403-71-2110	HS OFFICE CONTRACTUAL	0.00	385.00	385.00	272.70	0.00	112.30
A 2020.486-51-2110	ADMIN CONTRACTUAL	10,405.00	-1,200.00	9,205.00	1,697.90	0.00	7,507.10
A 2020.486-51-2111	ADMIN CONFERENCE - CAA	10,405.00	9,200.00	19,605.00	12,813.38	2,100.00	4,691.62
A 2020.501-51-2110	ADMIN EXP STATNRY	2,040.00	0.00	2,040.00	64.95	0.00	1,975.05
A 2020.503-51-2110	STOCK PRINTED FORMS	10,200.00	-2,195.00	8,005.00	196.30	0.00	7,808.70
A 2020.505-51-2110	REGISTER & PLAN BOOK	1,020.00	0.00	1,020.00	0.00	0.00	1,020.00
A 2020.506-71-2110	OFFICE SUPPLIES HS	5,100.00	9,671.00	14,771.00	7,515.11	6,170.04	1,085.85
A 2020.506-72-2110	OFFICE SUPPLIES MS	2,040.00	10,146.79	12,186.79	11,622.60	498.24	65.95

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A 2020.506-73-2110	OFFICE SUPPLIES CC		1,530.00	1,991.00	3,521.00	1,996.78	0.00	1,524.22
A 2020.506-74-2110	OFFICE SUPPLIES HH		1,530.00	987.00	2,517.00	2,508.45	0.00	8.55
A 2020.506-75-2110	OFFICE SUPPLIES SH		1,530.00	1,000.00	2,530.00	2,483.89	0.00	46.11
A 2020.506-77-2110	OFFICE SUPPLIES LV		1,530.00	0.00	1,530.00	1,515.08	0.00	14.92
A 2020.508-71-2111	A.P. EXAMS		0.00	0.00	0.00	-7,672.50	0.00	7,672.50
2020	SUPERVISION-REGULAR SCHOOL	*	1,772,530.00	-46,364.21	1,726,165.79	1,511,478.22	97,317.26	117,370.31
A 2040.150-51-2910	SPECIAL EDUCATION ADMINISTRATION		235,000.00	52,000.00	287,000.00	242,223.57	24,891.16	19,885.27
2040	SUPERVISION-SPECIAL SCHOOLS	*	235,000.00	52,000.00	287,000.00	242,223.57	24,891.16	19,885.27
A 2060.490-51-4900	BOCES HEALTH/SAFETY		63,040.00	24,835.00	87,875.00	93,879.36	0.00	-6,004.36
2060	RESEARCH, PLANNING & EVALUAT	*	63,040.00	24,835.00	87,875.00	93,879.36	0.00	-6,004.36
A 2070.490-51-4900	BOCES TRAINING		210,000.00	46,290.00	256,290.00	235,633.08	0.00	20,656.92
2070	INSERVICE TRAINING-INSTRUCTION	*	210,000.00	46,290.00	256,290.00	235,633.08	0.00	20,656.92
20		**	2,648,645.00	144,167.27	2,792,812.27	2,378,961.47	149,376.88	264,473.92
A 2110.120-54-2330	AIS ELEM STIPENDS		0.00	228.00	228.00	456.00	0.00	-228.00
A 2110.120-73-2200	TEACHERS SALARY K-3 CC		1,700,000.00	9,300.00	1,709,300.00	1,330,475.06	341,982.80	36,842.14
A 2110.120-74-2200	TEACHERS SALARY K-3 HH		1,865,000.00	65,100.00	1,930,100.00	1,395,653.46	373,489.47	160,957.07
A 2110.120-75-2200	TEACHERS SALARY K-3 SH		2,000,000.00	-65,100.00	1,934,900.00	1,442,175.76	294,370.20	198,354.04
A 2110.120-77-2200	TEACHERS SALARY K-3 LV		1,755,000.00	221,000.00	1,976,000.00	1,489,053.77	327,799.26	159,146.97
A 2110.121-72-2200	TEACHERS SALARY 4-6 MS		1,250,000.00	38,100.00	1,288,100.00	974,098.62	257,955.15	56,046.23
A 2110.121-73-2200	TEACHERS SALARY 4-6 CC		720,000.00	-77,400.00	642,600.00	459,477.30	127,355.79	55,766.91
A 2110.121-74-2200	TEACHERS SALARY 4-6 HH		735,000.00	-34,200.00	700,800.00	446,077.90	92,651.34	162,070.76
A 2110.121-75-2200	TEACHERS SALARY 4-6 SH		680,000.00	-97,000.00	583,000.00	432,763.10	96,434.55	53,802.35
A 2110.121-77-2200	TEACHERS SALARY 4-6 LV		835,000.00	-94,000.00	741,000.00	572,427.64	156,278.40	12,293.96
A 2110.130-51-2110	INSTRUCTIONAL STIPEND		20,000.00	0.00	20,000.00	17,229.50	0.00	2,770.50
A 2110.130-51-2200	EXTRA CURR ATHLETICS		0.00	9,500.00	9,500.00	0.00	9,029.25	470.75
A 2110.130-54-2010	CURRICULUM STIPENDS		50,000.00	11,000.00	61,000.00	68,811.84	0.00	-7,811.84
A 2110.130-54-2330	AIS SECONDARY STIPENDS		10,000.00	-1,925.00	8,075.00	9,975.00	0.00	-1,900.00
A 2110.130-71-2200	TEACHERS SALARY 7-12 HS		8,626,000.00	0.00	8,626,000.00	6,750,152.89	1,584,879.39	290,967.72
A 2110.130-71-2203	EXTRA CURR ATHLETICS HS		400,000.00	-7,500.00	392,500.00	360,734.60	0.00	31,765.40
A 2110.130-71-2204	EXTRA CURR CLUBS HS		200,000.00	0.00	200,000.00	143,736.81	0.00	56,263.19
A 2110.130-72-2200	TEACHERS SALARY 7-12 MS		4,865,000.00	-111,075.00	4,753,925.00	3,518,887.25	880,837.92	354,199.83
A 2110.130-72-2203	EXTRA CURR ATHLETICS MS		130,000.00	-9,000.00	121,000.00	77,572.51	0.00	43,427.49
A 2110.130-72-2204	EXTRA CURR CLUBS MS		60,000.00	8,500.00	68,500.00	68,087.91	0.00	412.09

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A 2110.140-51-2200	TEACHER SALARY SUBS	495,000.00	100,000.00	595,000.00	745,788.19	0.00	-150,788.19
A 2110.141-51-2200	HOME TEACHING	30,000.00	0.00	30,000.00	11,713.50	0.00	18,286.50
A 2110.142-51-9999	LEARNING LOSS TUTORING	0.00	0.00	0.00	23,028.00	0.00	-23,028.00
A 2110.160-51-2110	NON-INSTRUCTIONAL STIPEND	10,000.00	0.00	10,000.00	14,685.98	0.00	-4,685.98
A 2110.160-51-2222	IT DEPT SPECIALISTS	360,000.00	0.00	360,000.00	327,927.12	7,018.48	25,054.40
A 2110.160-98-2222	IT SPECIALISTS OT	20,000.00	0.00	20,000.00	3,616.93	0.00	16,383.07
A 2110.161-51-2110	INSTR SUPPORT/CLER SUBS	1,000.00	4,200.00	5,200.00	6,375.98	0.00	-1,175.98
A 2110.161-51-2222	IT SUBS	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2110.161-81-2110	INSTR SUPPORT/CLER HS	300,000.00	0.00	300,000.00	196,890.66	0.00	103,109.34
A 2110.161-82-2110	INSTR SUPPORT/CLER MS	130,000.00	0.00	130,000.00	106,901.45	0.00	23,098.55
A 2110.161-83-2110	INSTR SUPPORT/CLER CC	35,000.00	0.00	35,000.00	23,352.60	0.00	11,647.40
A 2110.161-84-2110	INSTR SUPPORT/CLER HH	30,000.00	0.00	30,000.00	23,754.72	0.00	6,245.28
A 2110.161-85-2110	INSTR SUPPORT/CLER SH	30,000.00	0.00	30,000.00	27,033.33	0.00	2,966.67
A 2110.161-87-2110	INSTR SUPPORT/CLER LV	35,000.00	0.00	35,000.00	27,735.28	0.00	7,264.72
A 2110.161-98-2110	INSTR SUPPORT/CLER OT	10,000.00	0.00	10,000.00	4,514.47	0.00	5,485.53
A 2110.167-51-2200	TEACHER AIDES/MONITORS SUBS	70,000.00	-5,800.00	64,200.00	70,069.15	0.00	-5,869.15
A 2110.167-81-2200	TEACH AIDES/MONITORS HS	630,000.00	0.00	630,000.00	477,439.87	0.00	152,560.13
A 2110.167-82-2200	TEACH AIDES/MONITORS MS	480,000.00	0.00	480,000.00	378,876.22	0.00	101,123.78
A 2110.167-83-2200	TEACH AIDES/MONITORS CC	330,000.00	0.00	330,000.00	332,260.83	0.00	-2,260.83
A 2110.167-84-2200	TEACH AIDES/MONITORS HH	520,000.00	0.00	520,000.00	508,541.39	0.00	11,458.61
A 2110.167-85-2200	TEACH AIDES/MONITORS SH	520,000.00	0.00	520,000.00	522,290.14	0.00	-2,290.14
A 2110.167-87-2200	TEACH AIDES/MONITORS LV	395,000.00	0.00	395,000.00	315,730.77	0.00	79,269.23
A 2110.167-98-2200	TEACH AIDES/MONITORS OT	5,000.00	1,600.00	6,600.00	12,173.28	0.00	-5,573.28
A 2110.211-71-2200	EQUIPMENT HS	23,000.00	-1,197.56	21,802.44	20,223.12	1,578.34	0.98
A 2110.211-72-2200	NEW FURNITURE-MS	16,000.00	-11,897.00	4,103.00	406.36	3,696.39	0.25
A 2110.211-74-2200	EQUIPMENT HH	6,000.00	0.00	6,000.00	1,623.16	0.00	4,376.84
A 2110.211-77-2200	EQUIPMENT LV	6,000.00	-6,000.00	0.00	0.00	0.00	0.00
A 2110.213-51-1500	SRO-EQ-STUDENTS	300.00	0.00	300.00	0.00	0.00	300.00
A 2110.213-51-2231	NEW EQUIPMENT SYS BAND	7,110.00	2,657.69	9,767.69	4,428.45	2,732.00	2,607.24
A 2110.213-51-2232	NEW EQUIPMENT SYS STRINGS	5,870.00	0.00	5,870.00	1,988.40	0.00	3,881.60
A 2110.213-51-2233	MUSIC DEPT EQUIPMENT	6,800.00	0.00	6,800.00	767.00	1,699.95	4,333.05
A 2110.213-51-2234	NEW EQUIPMENT SYS VOCAL	3,500.00	0.00	3,500.00	2,357.23	0.00	1,142.77
A 2110.213-72-2280	EQUIPMENT MS HOMEMKG	0.00	0.00	0.00	0.00	0.00	0.00

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A 2110.213-72-2290	EQUIPMENT MS IND ARTS	0.00	2,142.88	2,142.88	2,142.88	0.00	0.00
A 2110.213-72-2360	NEW EQUIPMENT SCIENCE	0.00	212.00	212.00	211.91	0.00	0.09
A 2110.213-73-2460	NEW EQUIPMENT CC CLASSROOM	5,000.00	2,409.37	7,409.37	6,636.63	0.00	772.74
A 2110.213-75-2460	NEW EQUIPMENT SH CLASSROOM	6,000.00	-400.00	5,600.00	3,698.36	0.00	1,901.64
A 2110.213-77-2460	NEW EQUIPMENT LV CLASSROOM	0.00	820.00	820.00	819.63	0.00	0.37
A 2110.400-51-1300	DESTINATION IMAGINATION	10,405.00	0.00	10,405.00	7,240.00	0.00	3,165.00
A 2110.400-51-1420	LEGAL FEES	100,000.00	-100,000.00	0.00	0.00	0.00	0.00
A 2110.400-51-2200	COPIER MAINTENANCE CONTRACTUAL	102,365.00	-79,000.00	23,365.00	7,701.59	2,788.79	12,874.62
A 2110.400-72-2330	CONTRACTUAL	0.00	149.00	149.00	50.00	99.00	0.00
A 2110.401-51-2110	MISC. STIPENDS	10,405.00	0.00	10,405.00	209.00	0.00	10,196.00
A 2110.401-51-2233	PIANO ACCOMPANIST SYSTEM WIDE	13,200.00	1,395.00	14,595.00	13,658.25	800.00	136.75
A 2110.401-54-2010	CURR. TRAINING ITEMS	5,205.00	-271.80	4,933.20	2,744.87	1,350.00	838.33
A 2110.402-51-2222	LAN WIRING	5,205.00	614.16	5,819.16	614.16	0.00	5,205.00
A 2110.403-51-1500	SRO-CONTR-STUDENTS	320.00	0.00	320.00	0.00	0.00	320.00
A 2110.403-51-2222	EQUIPMENT REPAIR COMPUTER	5,205.00	0.00	5,205.00	0.00	0.00	5,205.00
A 2110.403-51-2231	REPAIR BAND	13,500.00	0.00	13,500.00	8,317.00	785.00	4,398.00
A 2110.403-51-2232	REPAIR STRINGS	5,000.00	0.00	5,000.00	3,983.00	0.00	1,017.00
A 2110.403-51-2233	MUSIC FEES	12,090.00	425.00	12,515.00	9,662.92	150.00	2,702.08
A 2110.403-51-2234	REPAIR VOCAL	1,205.00	-1,200.00	5.00	0.00	0.00	5.00
A 2110.403-72-2280	EQUIPMENT REPAIR MS HOMEMAKING	0.00	500.00	500.00	237.06	0.00	262.94
A 2110.404-51-2222	WEB SERVICES	10,405.00	-10,000.00	405.00	0.00	0.00	405.00
A 2110.404-51-2233	MUSIC DEPT CONTRACTUAL	11,100.00	2,250.00	13,350.00	7,658.42	4,170.00	1,521.58
A 2110.405-54-2110	ARTS IN EDUCATION	3,125.00	-3,125.00	0.00	0.00	0.00	0.00
A 2110.446-51-2200	TRAVEL/CONFERENCE SYSTEM	5,205.00	-2,000.00	3,205.00	1,000.00	0.00	2,205.00
A 2110.446-51-2202	PROFESSIONAL IMPROVEMENT PROGRAM	20,810.00	1,300.00	22,110.00	22,095.75	0.00	14.25
A 2110.446-51-2233	TRAVEL/CONFERENCE MUSIC	12,140.00	0.00	12,140.00	5,873.37	0.00	6,266.63
A 2110.446-71-2200	TRAVEL/CONFERENCE HS	27,050.00	-8,568.00	18,482.00	7,064.61	0.00	11,417.39
A 2110.446-72-2200	TRAVEL/CONFERENCE MS	14,565.00	-10,835.00	3,730.00	3,729.10	0.00	0.90
A 2110.446-73-2200	TRAVEL/CONFERENCE CC	4,165.00	-2,400.00	1,765.00	0.00	0.00	1,765.00
A 2110.446-74-2200	TRAVEL/CONFERENCE HH	5,205.00	-1,000.00	4,205.00	308.91	0.00	3,896.09
A 2110.446-75-2200	TRAVEL/CONFERENCE SH	5,205.00	-1,500.00	3,705.00	89.00	0.00	3,616.00
A 2110.446-77-2200	TRAVEL/CONFERENCE LV	5,205.00	-4,809.00	396.00	395.16	0.00	0.84
A 2110.447-51-2110	POSTAGE	72,830.00	-37,000.00	35,830.00	27,448.72	1,713.96	6,667.32

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Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2110.449-51-2200	TCH MILE BETWEEN SCHOOLS	2,080.00	-200.00	1,880.00	0.00	0.00	1,880.00
A 2110.473-51-0473	CHARTER SCHOOLS	62,425.00	-23,200.00	39,225.00	11,275.99	0.00	27,949.01
A 2110.480-71-2200	TEXTBOOKS HS	99,215.00	-36,385.00	62,830.00	62,806.12	17.34	6.54
A 2110.480-72-2200	TEXTBOOKS MS	73,450.00	0.00	73,450.00	73,267.69	0.00	182.31
A 2110.480-73-2200	TEXTBOOKS CC	26,910.00	20,682.99	47,592.99	47,592.05	0.94	0.00
A 2110.480-74-2200	TEXTBOOKS HH	32,245.00	16,158.33	48,403.33	48,132.69	0.94	269.70
A 2110.480-75-2200	TEXTBOOKS SH	31,640.00	11,881.00	43,521.00	43,520.06	0.94	0.00
A 2110.480-77-2200	TEXTBOOKS LV	31,090.00	11,134.48	42,224.48	42,223.54	0.94	0.00
A 2110.490-51-2200	BOCES INSTRUCTION	450,000.00	-29,500.00	420,500.00	422,709.38	0.00	-2,209.38
A 2110.503-51-2222	INSTRUCT COMP SUPP	30,600.00	20,000.00	50,600.00	35,098.81	15,501.19	0.00
A 2110.504-51-2222	TONER & MAINTENANCE	57,000.00	0.00	57,000.00	50,284.82	0.00	6,715.18
A 2110.507-51-2200	DUPLICATOR PAPER	91,800.00	1,266.18	93,066.18	91,735.55	1,300.00	30.63
A 2110.510-72-2330	CMS MUSICAL	0.00	3,000.00	3,000.00	2,973.01	0.00	26.99
A 2110.511-51-1500	SRO-SPLY-STUDENTS	310.00	0.00	310.00	0.00	0.00	310.00
A 2110.511-51-2231	SUPPLIES SYSTEM BAND	5,870.00	0.00	5,870.00	5,631.24	0.00	238.76
A 2110.511-51-2232	SUPPLIES SYSTEM STRINGS	5,870.00	-75.00	5,795.00	1,894.98	0.00	3,900.02
A 2110.511-51-2233	MUSIC DEPT SUPPLIES	7,110.00	108,993.56	116,103.56	90,555.66	24,050.90	1,497.00
A 2110.511-51-2234	SUPPLIES SYSTEM VOCAL	4,740.00	0.00	4,740.00	3,127.00	0.00	1,613.00
A 2110.511-71-2340	SUPPLIES HS PHYSICAL ED	4,080.00	-296.00	3,784.00	3,469.36	151.60	163.04
A 2110.511-71-2360	SUPPLIES HS SCIENCE	0.00	0.00	0.00	0.00	0.00	0.00
A 2110.511-71-2460	SUPPLIES HS CLASSROOM	41,540.00	4,000.00	45,540.00	41,135.40	884.06	3,520.54
A 2110.511-72-2210	SUPPLIES MS ART	0.00	2,637.00	2,637.00	2,636.57	0.00	0.43
A 2110.511-72-2270	SUPPLIES MS FOR LANGUAGE	0.00	1,158.00	1,158.00	1,157.30	0.00	0.70
A 2110.511-72-2280	SUPPLIES MS HOMEMAKING	0.00	7,959.00	7,959.00	5,019.31	2,939.29	0.40
A 2110.511-72-2290	SUPPLIES MS INDUSTRIAL ARTS	0.00	3,607.00	3,607.00	3,606.90	0.00	0.10
A 2110.511-72-2300	SUPPLIES MS LANGUAGE ARTS	0.00	3,517.00	3,517.00	3,516.44	0.00	0.56
A 2110.511-72-2310	SUPPLIES MS MATH	0.00	2,162.00	2,162.00	2,161.72	0.00	0.28
A 2110.511-72-2340	SUPPLIES MS PHYSICAL ED	0.00	2,443.00	2,443.00	2,442.44	0.00	0.56
A 2110.511-72-2360	SUPPLIES MS SCIENCE	0.00	3,209.00	3,209.00	3,208.18	0.00	0.82
A 2110.511-72-2370	SUPPLIES MS SOCIAL STUDIES	0.00	1,801.00	1,801.00	1,800.10	0.00	0.90
A 2110.511-72-2440	SUPPLIES HEALTH	0.00	344.00	344.00	343.23	0.00	0.77
A 2110.511-72-2480	SUPPLIES MS CLASSROOM	24,320.00	-24,320.00	0.00	0.00	0.00	0.00
A 2110.511-73-2210	SUPPLIES CC ARTS	0.00	1,350.00	1,350.00	1,349.53	0.00	0.47

CLARENCE CENTRAL SCHOOL DIST

Appropriation Status Detail Report By Function From 7/1/2022 To 5/31/2023



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available	
A 2110.511-73-2340	SUPPLIES CC PHYSICAL ED	0.00	450.00	450.00	428.02	0.00	21.98	
A 2110.511-73-2350	SUPPLIES CC READ IMP	0.00	459.00	459.00	458.25	0.00	0.75	
A 2110.511-73-2460	SUPPLIES CC CLASSROOM	4,120.00	400.00	4,520.00	4,332.96	0.00	187.04	
A 2110.511-74-2210	SUPPLIES HH ART	0.00	248.00	248.00	247.79	0.00	0.21	
A 2110.511-74-2460	SUPPLIES HH CLASSROOM	5,810.00	-235.00	5,575.00	5,545.25	29.75	0.00	
A 2110.511-75-2210	SUPPLIES SH ART	0.00	1,350.00	1,350.00	1,222.30	0.00	127.70	
A 2110.511-75-2340	SUPPLIES SH PHYSICAL ED	0.00	450.00	450.00	367.67	0.00	82.33	
A 2110.511-75-2350	SUPPLIES SH READ IMPR	0.00	450.00	450.00	441.90	0.00	8.10	
A 2110.511-75-2460	SUPPLIES SH CLASSROOM	5,430.00	1,245.00	6,675.00	6,457.34	0.00	217.66	
A 2110.511-77-2460	SUPPLIES LV CLASSROOM	5,280.00	13,586.00	18,866.00	18,732.72	10.55	122.73	
A 2110.513-54-2200	CURRICULUM SUPPLIES & MATERIALS	5,100.00	1,600.00	6,700.00	6,646.34	20.95	32.71	
A 2110.514-71-2380	STAGE/DR SUPPLIES HS	8,160.00	0.00	8,160.00	7,907.43	0.00	252.57	
A 2110.514-72-2380	STAGE/DR SUPPLIES MS	5,100.00	-4,644.00	456.00	455.39	0.00	0.61	
2110	TEACHING-REGULAR SCHOOL	*	32,025,990.00	-172,113.72	31,853,876.28	25,051,849.23	4,616,554.82	2,185,472.23
21		**	32,025,990.00	-172,113.72	31,853,876.28	25,051,849.23	4,616,554.82	2,185,472.23
A 2250.150-71-2200	SECONDARY SPECIAL ED SALARY HS	1,600,000.00	0.00	1,600,000.00	1,154,896.66	338,739.96	106,363.38	
A 2250.150-71-2410	SPEECH CORRECT SALARY HS	120,000.00	-3,200.00	116,800.00	79,308.01	27,035.99	10,456.00	
A 2250.150-72-2200	SECONDARY SPECIAL ED SALARY MS	895,000.00	-4,500.00	890,500.00	550,473.85	175,929.69	164,096.46	
A 2250.150-72-2410	SPEECH CORRECT SALARY MS	100,000.00	-44,000.00	56,000.00	0.00	0.00	56,000.00	
A 2250.150-73-2200	ELEMENTARY SPECIAL ED SALARY CC	290,000.00	4,500.00	294,500.00	258,946.85	58,895.10	-23,341.95	
A 2250.150-73-2410	SPEECH CORRECT SALARY CC	105,000.00	400.00	105,400.00	92,552.04	12,783.96	64.00	
A 2250.150-74-2200	ELEMENTARY SPECIAL ED SALARY HH	480,000.00	-46,500.00	433,500.00	254,369.72	38,728.07	140,402.21	
A 2250.150-74-2410	SPEECH CORRECT SALARY HH	140,000.00	3,200.00	143,200.00	119,309.23	23,940.77	-50.00	
A 2250.150-75-2200	ELEMENTARY SPECIAL ED SALARY SH	470,000.00	-8,800.00	461,200.00	302,214.29	70,510.02	88,475.69	
A 2250.150-75-2410	SPEECH CORRECT SALARY SH	225,000.00	0.00	225,000.00	156,834.64	37,911.40	30,253.96	
A 2250.150-77-2200	ELEMENTARY SPECIAL ED SALARY LV	325,000.00	8,800.00	333,800.00	261,390.97	73,155.35	-746.32	
A 2250.150-77-2410	SPEECH CORRECT SALARY LV	65,000.00	43,600.00	108,600.00	80,936.77	27,591.23	72.00	
A 2250.151-51-2910	CSE SUMMER	40,000.00	0.00	40,000.00	27,823.28	0.00	12,176.72	
A 2250.161-51-2901	SPECIAL ED SUBS	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00	
A 2250.161-51-2910	CLERICAL SPECIAL ED	95,000.00	0.00	95,000.00	74,728.91	0.00	20,271.09	
A 2250.161-98-2910	O/T SPECIAL ED	10,000.00	0.00	10,000.00	13,062.93	0.00	-3,062.93	
A 2250.166-51-2940	OCCUPATIONAL THERAPIST	70,000.00	0.00	70,000.00	42,243.63	14,510.33	13,246.04	
A 2250.167-51-2200	SPEC. ED. TEACHER AIDES	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00	

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Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2250.169-51-2940	C.O.T.A.	145,000.00	0.00	145,000.00	120,013.72	0.00	24,986.28
A 2250.169-98-2940	C.O.T.A./OT	2,000.00	0.00	2,000.00	41.78	0.00	1,958.22
A 2250.213-51-2410	EQUIPMENT SPECIAL ED	20,000.00	0.00	20,000.00	3,611.63	12,232.84	4,155.53
A 2250.401-51-2250	CONTRACTUAL SPECIAL ED	20,810.00	2,960.00	23,770.00	17,684.95	380.00	5,705.05
A 2250.401-51-2815	STUDENT CONTRACTUAL SERVICES	897,600.00	5,080.00	902,680.00	475,817.79	206,345.93	220,516.28
A 2250.445-51-2410	MILEAGE SPEC ED	6,865.00	0.00	6,865.00	3,170.96	0.00	3,694.04
A 2250.471-51-3200	TUITION PUBLIC SCHOOL DISTRICTS	0.00	20,000.00	20,000.00	12,643.38	0.00	7,356.62
A 2250.472-51-3200	TUITION OTHER DISTRICTS	2,860,000.00	-25,000.00	2,835,000.00	1,885,582.08	513,514.50	435,903.42
A 2250.490-51-3200	BOCES SPECIAL ED	1,176,815.00	-282,876.00	893,939.00	802,843.83	0.00	91,095.17
A 2250.511-51-2410	SUPPLIES SPECIAL ED	20,400.00	0.00	20,400.00	16,993.07	283.05	3,123.88
A 2250.511-51-2450	SUPPLIES 12:1+A	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-51-2485	SUPPLIES C.O.T.A.	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-51-2490	SUPPLIES SPEECH TESTING	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2451	SUPPLIES HS INTEGRATION	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2480	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	206.81	0.00	53.19
A 2250.511-71-2481	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2482	SUPPLIES SPEC ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2483	SUPPLIES SPEC ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2484	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2485	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2486	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	117.50	0.00	142.50
A 2250.511-71-2487	SPECIAL ED HS	260.00	0.00	260.00	0.00	153.21	106.79
A 2250.511-71-2488	SPECIAL ED HS	260.00	0.00	260.00	242.05	0.00	17.95
A 2250.511-71-2489	SPECIAL ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2490	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2491	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2492	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	81.86	0.00	178.14
A 2250.511-71-2493	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-71-2494	SUPPLIES SPECIAL ED HS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-72-2480	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	252.33	0.00	7.67
A 2250.511-72-2481	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	257.20	0.00	2.80
A 2250.511-72-2482	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	117.78	0.00	142.22
A 2250.511-72-2483	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	141.04	0.00	118.96

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Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2250.511-72-2484	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	203.00	0.00	57.00
A 2250.511-72-2485	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	252.45	0.00	7.55
A 2250.511-72-2486	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	231.13	0.00	28.87
A 2250.511-72-2487	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-72-2488	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-72-2489	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	119.52	0.00	140.48
A 2250.511-72-2490	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	146.25	0.00	113.75
A 2250.511-72-2491	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	249.77	0.00	10.23
A 2250.511-72-2492	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	259.82	0.00	0.18
A 2250.511-72-2493	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	260.00	0.00	0.00
A 2250.511-72-2494	SUPPLIES SPECIAL ED MS	260.00	0.00	260.00	245.65	0.00	14.35
A 2250.511-72-2495	SUPPLIES SPECIAL ED 8:1 MS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-72-2496	SUPPLIES SPECIAL ED	260.00	0.00	260.00	215.17	0.00	44.83
A 2250.511-73-2480	SUPPLIES CC RESOURCE	260.00	0.00	260.00	184.95	0.00	75.05
A 2250.511-73-2481	SUPPLIES SPECIAL ED	260.00	0.00	260.00	158.22	0.00	101.78
A 2250.511-73-2482	SUPPLIES CC SPECIAL ED	260.00	0.00	260.00	190.11	0.00	69.89
A 2250.511-73-2483	SUPPLIES CC SPECIAL ED	260.00	0.00	260.00	188.74	0.00	71.26
A 2250.511-74-2450	SUPPLIES 12:1+A - K,1	260.00	0.00	260.00	246.77	0.00	13.23
A 2250.511-74-2451	SUPPLIES 12:1+A - 2,3	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-74-2452	SUPPLIES 12:1+A - 4,5	260.00	0.00	260.00	236.99	0.00	23.01
A 2250.511-74-2480	SUPPLIES SPECIAL ED HH	260.00	0.00	260.00	160.28	0.00	99.72
A 2250.511-74-2481	SUPPLIES SPECIAL ED HH	260.00	0.00	260.00	163.13	0.00	96.87
A 2250.511-74-2482	SUPPLIES SPECIAL ED HH	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-74-2483	SUPPLIES SPECIAL ED HH	260.00	0.00	260.00	246.40	0.00	13.60
A 2250.511-75-2481	SUPPLIES SPECIAL ED SH	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-75-2482	SUPPLIES SPECIAL ED SH	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-75-2483	SUPPLIES 8:1+1 K-1 SH	260.00	0.00	260.00	240.57	0.00	19.43
A 2250.511-75-2484	SUPPLIES SPECIAL ED SH	260.00	0.00	260.00	215.83	0.00	44.17
A 2250.511-75-2485	SUPPLIES 8:1+1 2-3 SH	260.00	0.00	260.00	251.64	0.00	8.36
A 2250.511-75-2486	SUPPLIES 8:1:1 SH	260.00	0.00	260.00	247.50	0.00	12.50
A 2250.511-77-2480	SUPPLIES SPECIAL ED LV	260.00	-21.00	239.00	238.01	0.00	0.99
A 2250.511-77-2481	SUPP SPECIAL ED LV	260.00	-70.00	190.00	189.55	0.00	0.45
A 2250.511-77-2490	SUPP SPECIAL ED LV	260.00	-26.00	234.00	233.55	0.00	0.45

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Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2250.511-77-2491	SUPP SPECIAL ED LV	260.00	-10.00	250.00	249.45	0.00	0.55
A 2250.511-77-2492	SUPP SPECIAL ED LV	260.00	-45.00	215.00	214.85	0.00	0.15
A 2250.511-92-2480	SUPP BOCES MS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-92-2481	SUPP BOCES MS	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-93-2480	SUPP SPECIAL ED CC	260.00	0.00	260.00	134.77	0.00	125.23
A 2250.511-93-2481	SUPP SPECIAL ED CC	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-95-2480	SUPP SPECIAL ED SH	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-95-2481	SUPP SPECIAL ED SH	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.511-95-2482	SUPP SPECIAL ED SH	260.00	0.00	260.00	0.00	0.00	260.00
A 2250.513-51-2250	SUPP ESL	260.00	0.00	260.00	0.00	0.00	260.00
2250	PROGRAMS-STUDENTS W/ DISABILITIES *	10,207,650.00	-326,508.00	9,881,142.00	6,815,085.61	1,632,641.40	1,433,414.99
A 2259.490-51-3200	BOCES ELL	0.00	0.00	0.00	0.00	0.00	0.00
2259	*	0.00	0.00	0.00	0.00	0.00	0.00
A 2280.490-51-4900	BOCES OCC ED	875,500.00	19,132.00	894,632.00	805,168.80	0.00	89,463.20
2280	OCCUPATIONAL EDUCATION *	875,500.00	19,132.00	894,632.00	805,168.80	0.00	89,463.20
22	**	11,083,150.00	-307,376.00	10,775,774.00	7,620,254.41	1,632,641.40	1,522,878.19
A 2330.150-21-3240	ELEMENTARY SUMMER PROG TEACHERS	0.00	0.00	0.00	40,060.50	0.00	-40,060.50
A 2330.150-22-3230	SUMMER SECONDARY SALARY TEACHERS	0.00	0.00	0.00	99,286.25	0.00	-99,286.25
A 2330.150-51-2331	INSTRUCT COMMUNITY ED	30,000.00	0.00	30,000.00	12,528.00	0.00	17,472.00
A 2330.160-51-2331	NON-INST. STIPEND COMMUNITY ED	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2330.167-21-2200	ELEMENTARY T. AIDES SUMMER SCHOOL	0.00	0.00	0.00	16,720.44	0.00	-16,720.44
A 2330.167-22-2200	SECONDARY T. AIDES SUMMER SCHOOL	0.00	0.00	0.00	10,482.47	0.00	-10,482.47
A 2330.402-51-2331	COMMUNITY ED CONTRACTUAL	124,850.00	14,050.00	138,900.00	117,323.00	100.00	21,477.00
A 2330.403-51-2331	COMMUNITY ED SERVICE FEES	5,205.00	0.00	5,205.00	4,582.68	0.00	622.32
A 2330.511-51-2331	COMMUNITY ED SUPPLIES	1,020.00	0.00	1,020.00	50.00	0.00	970.00
2330	TEACHING-SPECIAL SCHOOLS *	162,075.00	14,050.00	176,125.00	301,033.34	100.00	-125,008.34
23	**	162,075.00	14,050.00	176,125.00	301,033.34	100.00	-125,008.34
A 2610.150-71-2430	LIBRARIAN WAGE SECONDARY HS	52,500.00	-500.00	52,000.00	36,931.16	12,589.84	2,479.00
A 2610.150-72-2430	LIBRARIAN WAGE SECONDARY MS	63,000.00	500.00	63,500.00	48,785.24	15,731.80	-1,017.04
A 2610.150-73-2430	LIBRARIAN WAGE ELEMENTARY CC	52,500.00	-3,400.00	49,100.00	42,134.95	5,820.05	1,145.00
A 2610.150-74-2430	LIBRARIAN WAGE ELEMENTARY HH	73,500.00	3,400.00	76,900.00	57,297.45	19,532.55	70.00
A 2610.150-75-2430	LIBRARIAN WAGE ELEMENTARY SH	57,750.00	0.00	57,750.00	41,114.17	14,015.83	2,620.00
A 2610.150-77-2430	LIBRARIAN WAGE ELEMENTARY LV	57,750.00	0.00	57,750.00	39,848.78	13,585.22	4,316.00

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Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available	
A 2610.213-71-2220	EQ HS LIBRARY	800.00	0.00	800.00	727.99	0.00	72.01	
A 2610.213-72-2220	EQ MS LIBRARY	400.00	-400.00	0.00	0.00	0.00	0.00	
A 2610.213-73-2220	EQ CC LIBRARY	200.00	0.00	200.00	0.00	0.00	200.00	
A 2610.213-74-2220	EQ HH LIBRARY	200.00	0.00	200.00	0.00	0.00	200.00	
A 2610.213-75-2220	EQ SH LIBRARY	200.00	-200.00	0.00	0.00	0.00	0.00	
A 2610.213-77-2220	EQ LV LIBARARY	200.00	-200.00	0.00	0.00	0.00	0.00	
A 2610.403-51-2220	EQ REPAIR LIBRARY	15,610.00	-2,370.00	13,240.00	0.00	0.00	13,240.00	
A 2610.460-51-2200	LIBRARY NY AID NON-PUBLIC	15,640.00	-13,856.00	1,784.00	1,783.42	0.00	0.58	
A 2610.460-71-2200	LIBRARY SUP NYS AID HS	10,640.00	-274.00	10,366.00	10,124.72	240.76	0.52	
A 2610.460-72-2200	LIBRARY SUP NYS AID MS	7,885.00	0.00	7,885.00	7,549.77	327.39	7.84	
A 2610.460-73-2200	LIBRARY SUP NYS AID CC	2,900.00	-19.00	2,881.00	2,880.82	0.00	0.18	
A 2610.460-74-2200	LIBRARY SUP NYS AID HH	3,910.00	0.00	3,910.00	3,903.37	0.00	6.63	
A 2610.460-75-2200	LIBRARY SUP NYS AID SH	3,400.00	200.00	3,600.00	3,593.76	0.00	6.24	
A 2610.460-77-2200	LIBRARY SUP NYS AID LV	3,335.00	-12.00	3,323.00	0.00	3,322.82	0.18	
A 2610.490-51-4900	LIBARARY BOCES	100,000.00	-13,740.00	86,260.00	79,071.67	0.00	7,188.33	
A 2610.516-72-2430	PERIODICALS MS	0.00	64.00	64.00	63.71	0.00	0.29	
A 2610.516-73-2430	PERIODICALS CC	0.00	315.00	315.00	0.00	0.00	315.00	
A 2610.517-71-2430	LIBRARY SUPPLIES HS	12,240.00	0.00	12,240.00	11,607.94	0.00	632.06	
A 2610.517-72-2430	LIBRARY SUPPLIES MS	6,120.00	-3,155.75	2,964.25	2,964.18	0.00	0.07	
A 2610.517-73-2430	LIBRARY SUPPLIES CC	3,060.00	-195.00	2,865.00	2,780.38	55.01	29.61	
A 2610.517-74-2430	LIBRARY SUPPLIES HH	3,060.00	0.00	3,060.00	844.57	0.00	2,215.43	
A 2610.517-75-2430	LIBRARY SUPPLIES SH	3,060.00	-1,595.00	1,465.00	1,464.27	0.00	0.73	
A 2610.517-77-2430	LIBRARY SUPPLIES LV	3,060.00	-1,300.00	1,760.00	134.95	0.00	1,625.05	
A 2610.519-72-2430	LIBRARY BOOKS MS	0.00	1,496.75	1,496.75	948.91	539.82	8.02	
2610	SCHOOL LIBRARY & AUDIOVISUAL	*	552,920.00	-35,241.00	517,679.00	396,556.18	85,761.09	35,361.73
A 2630.224-51-2200	COMPUTER HARDWARE NON-PUBLIC		10,000.00	0.00	10,000.00	0.00	10,000.00	
A 2630.224-51-2222	COMPUTER EQUIPMENT DISTRICT WIDE		61,460.00	576,281.71	637,741.71	580,886.43	56,821.25	34.03
A 2630.460-51-2200	SOFTWARE NON-PUBLIC		10,405.00	0.00	10,405.00	7,743.00	1,800.00	862.00
A 2630.460-51-2222	SOFTWARE DISTRICT WIDE		67,630.00	2,040.00	69,670.00	52,725.48	15,020.25	1,924.27
A 2630.490-51-4900	BOCES-COMPUTER INSTRUCTION		367,710.00	63,405.00	431,115.00	445,098.03	0.00	-13,983.03
2630	COMPUTER ASSISTED INSTRUCTION	*	517,205.00	641,726.71	1,158,931.71	1,086,452.94	73,641.50	-1,162.73
26		**	1,070,125.00	606,485.71	1,676,610.71	1,483,009.12	159,402.59	34,199.00
A 2810.150-22-2910	COUNSELORS WAGES		0.00	0.00	0.00	71,643.42	16,400.35	-88,043.77

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A 2810.150-71-2910	COUNSELORS WAGES HS	512,000.00	0.00	512,000.00	410,431.41	93,155.96	8,412.63
A 2810.150-72-2910	COUNSELORS WAGES MS	293,000.00	0.00	293,000.00	267,885.74	32,677.57	-7,563.31
A 2810.150-74-2910	COUNSELORS WAGES HH	0.00	0.00	0.00	39,432.35	6,494.65	-45,927.00
A 2810.150-75-2910	COUNSELORS WAGES SH	0.00	0.00	0.00	33,344.73	11,250.89	-44,595.62
A 2810.536-71-2910	GUIDANCE SUPPLIES HS	5,100.00	0.00	5,100.00	2,809.85	0.00	2,290.15
A 2810.536-72-2910	GUIDANCESUPPLIES MS	2,040.00	-2,040.00	0.00	0.00	0.00	0.00
A 2810.537-54-2910	TESTING MATERIALS	20,400.00	-9,348.48	11,051.52	10,581.48	3,994.00	-3,523.96
2810	GUIDANCE-REGULAR SCHOOL *	832,540.00	-11,388.48	821,151.52	836,128.98	163,973.42	-178,950.88
A 2815.169-25-2940	NURSE WAGES NATIVITY	50,000.00	0.00	50,000.00	38,621.85	0.00	11,378.15
A 2815.169-51-2940	NURSE WAGES	0.00	0.00	0.00	9,746.00	0.00	-9,746.00
A 2815.169-51-2941	NURSE SUBSTITUTES	20,000.00	0.00	20,000.00	13,110.00	0.00	6,890.00
A 2815.169-81-2940	NURSE WAGES HS	92,400.00	-1,900.00	90,500.00	68,712.85	0.00	21,787.15
A 2815.169-82-2940	NURSE WAGES MS	39,900.00	1,900.00	41,800.00	54,663.23	10,069.82	-22,933.05
A 2815.169-83-2940	NURSE WAGES CC	47,250.00	0.00	47,250.00	42,944.88	0.00	4,305.12
A 2815.169-84-2940	NURSE WAGES HH	47,250.00	0.00	47,250.00	36,274.80	0.00	10,975.20
A 2815.169-85-2940	NURSE WAGES SH	42,000.00	0.00	42,000.00	3,848.14	19,350.00	18,801.86
A 2815.169-87-2940	NURSE WAGES LV	57,750.00	0.00	57,750.00	49,980.17	0.00	7,769.83
A 2815.169-98-2940	NURSES O/T	15,750.00	0.00	15,750.00	10,865.03	0.00	4,884.97
A 2815.210-51-2940	EQUIPMENT TRAINER	200.00	0.00	200.00	0.00	0.00	200.00
A 2815.213-51-2940	EQUIPMENT-NURSES	300.00	0.00	300.00	0.00	0.00	300.00
A 2815.400-51-2815	TRAINER CONTRACTUAL	30,175.00	18,000.00	48,175.00	36,987.50	0.00	11,187.50
A 2815.403-51-2815	NURSES COVID LAB	100,000.00	0.00	100,000.00	79,649.83	0.00	20,350.17
A 2815.403-51-2940	CONTRACTUAL HEALTH SERVICE	5,205.00	90,000.00	95,205.00	64,134.66	28,567.39	2,502.95
A 2815.487-51-2940	SCHOOL PHYSICIANS	26,010.00	0.00	26,010.00	22,000.00	2,000.00	2,010.00
A 2815.488-51-2940	HEALTH SERVICES OTHER DISTRICTS	312,120.00	-20,000.00	292,120.00	210,648.71	0.00	81,471.29
A 2815.489-51-2940	MILEAGE HEALTH	2,080.00	-500.00	1,580.00	486.09	0.00	1,093.91
A 2815.538-51-2940	HEALTH SERVICE SUPPLIES	10,200.00	0.00	10,200.00	6,461.81	747.00	2,991.19
A 2815.539-51-2940	HEALTH SUPPORT SPORTS	3,060.00	-3,000.00	60.00	0.00	0.00	60.00
2815	HEALTH SERVICES-REGULAR SCHOOL *	901,650.00	84,500.00	986,150.00	749,135.55	60,734.21	176,280.24
A 2820.150-51-2920	PSYCHOLOGIST WAGES	0.00	0.00	0.00	16,137.00	2,561.96	-18,698.96
A 2820.150-71-2920	PSYCHOLOGIST WAGES HS	110,000.00	0.00	110,000.00	37,606.99	10,945.94	61,447.07
A 2820.150-72-2920	PSYCHOLOGIST WAGES MS	110,000.00	0.00	110,000.00	33,449.06	10,945.94	65,605.00
A 2820.150-73-2920	PSYCHOLOGIST WAGES CC	115,000.00	0.00	115,000.00	44,332.33	14,737.67	55,930.00

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A 2820.150-74-2920	PSYCHOLOGIST WAGES HH		110,000.00	0.00	110,000.00	1,020.00	136,680.00	-27,700.00
A 2820.150-75-2920	PSYCHOLOGIST WAGES SH		70,000.00	0.00	70,000.00	37,632.03	5,197.97	27,170.00
A 2820.150-77-2920	PSYCHOLOGIST WAGES LV		50,000.00	0.00	50,000.00	0.00	45,415.00	4,585.00
A 2820.489-51-2920	PSYCHOLOGIST MILEAGE		520.00	0.00	520.00	0.00	0.00	520.00
A 2820.539-51-2920	PSYCHOLOGIST SUPPLIES/TEST		3,060.00	0.00	3,060.00	379.58	0.00	2,680.42
2820	PSYCHOLOGICAL SRVC-REG SCHOOL	*	568,580.00	0.00	568,580.00	170,556.99	226,484.48	171,538.53
A 2825.130-51-2951	F.S.C DIRECTOR WAGES		55,000.00	0.00	55,000.00	54,135.32	10,770.81	-9,906.13
A 2825.150-51-2950	SOCIAL WORKER WAGES		0.00	0.00	0.00	37,219.33	87,072.08	-124,291.41
A 2825.161-51-2951	F.S.C CLERICAL WAGES		30,000.00	0.00	30,000.00	6,174.52	19,910.00	3,915.48
A 2825.161-98-2951	F.S.C CLERICAL O/T		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2825.490-51-2950	SOCIAL WORKER BOCES		136,580.00	-107,927.00	28,653.00	21,100.17	0.00	7,552.83
2825	SOCIAL WORK SRVC-REG SCHOOL	*	222,580.00	-107,927.00	114,653.00	118,629.34	117,752.89	-121,729.23
A 2850.213-71-2380	EQUIPMENT HS STAGE/DRAMA		0.00	2,000.00	2,000.00	1,881.75	0.00	118.25
A 2850.482-72-2800	ASSEMBLY PROGRAM MS		0.00	252.00	252.00	251.98	0.00	0.02
A 2850.483-51-2800	DISTRICT STUDENT SUPPORT		2,080.00	-2,000.00	80.00	0.00	0.00	80.00
2850	CO-CURRICULAR ACTIV-REG SCHL	*	2,080.00	252.00	2,332.00	2,133.73	0.00	198.27
A 2855.215-51-2810	ATHLETIC EQUIPMENT		20,000.00	-20,000.00	0.00	0.00	0.00	0.00
A 2855.400-55-2855	ATHLETICS CONTRACT		30,600.00	63,400.00	94,000.00	93,011.04	705.00	283.96
A 2855.401-55-2810	OFFICIAL FEES		68,290.00	-8,800.00	59,490.00	46,078.61	0.00	13,411.39
A 2855.490-51-4900	BOCES - ATHLETICS		15,760.00	19,490.00	35,250.00	32,847.70	0.00	2,402.30
A 2855.500-55-2855	ATHLETIC SUPPLIES		75,000.00	73,353.69	148,353.69	102,561.82	45,601.40	190.47
A 2855.521-55-2810	ATHLETICS FOOTBALL		0.00	7,225.90	7,225.90	7,225.90	0.00	0.00
2855	INTERSCHOL ATHLETICS-REG SCHL	*	209,650.00	134,669.59	344,319.59	281,725.07	46,306.40	16,288.12
28		**	2,737,080.00	100,106.11	2,837,186.11	2,158,309.66	615,251.40	63,625.05
2		***	49,727,065.00	385,319.37	50,112,384.37	38,993,417.23	7,173,327.09	3,945,640.05
A 5510.161-51-5100	TRANSPORTATION CLERICAL WAGES		80,000.00	-8,800.00	71,200.00	14,158.48	0.00	57,041.52
A 5510.161-51-5101	CLERICAL SUBS		1,000.00	8,800.00	9,800.00	9,761.49	0.00	38.51
A 5510.161-98-5100	TRANSPORTATION CLERICAL O/T		4,000.00	0.00	4,000.00	1,666.20	0.00	2,333.80
A 5510.164-51-5100	TRANSPORTATION DRIVERS WAGES		1,517,000.00	0.00	1,517,000.00	1,088,184.77	0.00	428,815.23
A 5510.164-51-5101	BUS CLEANING		23,000.00	0.00	23,000.00	16,642.00	0.00	6,358.00
A 5510.164-51-5102	GARAGE CLEANING		18,000.00	0.00	18,000.00	8,922.35	0.00	9,077.65
A 5510.164-51-5103	BUS DRIVER SUBS		100,000.00	0.00	100,000.00	70,146.90	0.00	29,853.10
A 5510.164-98-5100	TRANSPORTATION DRIVERS OT		40,000.00	20,000.00	60,000.00	106,926.44	0.00	-46,926.44

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A 5510.164-98-5102	GARAGE CLEANING OT	2,000.00	3,500.00	5,500.00	8,691.32	0.00	-3,191.32	
A 5510.165-51-5100	TRANSPORTATION MECHANICS WAGES	420,000.00	0.00	420,000.00	302,780.06	0.00	117,219.94	
A 5510.165-98-5100	TRANSPORTATION MECHANICS O/T	40,000.00	0.00	40,000.00	56,852.14	0.00	-16,852.14	
A 5510.167-51-2200	BUS ATTENDANTS	300,000.00	0.00	300,000.00	226,245.65	0.00	73,754.35	
A 5510.167-98-2200	BUS ATTENDANTS OT	1,000.00	3,000.00	4,000.00	4,541.89	0.00	-541.89	
A 5510.168-51-5100	TRANSPORTATION SUPERVISOR WAGES	90,000.00	20,000.00	110,000.00	98,899.44	6,724.48	4,376.08	
A 5510.168-51-5101	HEAD BUS DRIVER WAGES	130,000.00	0.00	130,000.00	122,040.82	0.00	7,959.18	
A 5510.168-98-5100	HEAD BUS DRIVERS OT	30,000.00	0.00	30,000.00	47,865.01	0.00	-17,865.01	
A 5510.200-51-5100	TRANSPORTATION TOOLS & EQUIPMENT	17,490.00	0.00	17,490.00	1,590.96	8,409.04	7,490.00	
A 5510.401-51-3620	TRANSPORTATION - FIELD TRIPS	0.00	12,634.00	12,634.00	12,600.00	0.00	34.00	
A 5510.401-51-5100	TRANSPORTATION CONTRACTUAL	500,000.00	0.00	500,000.00	1,036,311.77	258,810.08	-795,121.85	
A 5510.404-51-5100	TRANSP OUTSIDE BUS REPAIRS	79,380.00	0.00	79,380.00	34,393.08	21,583.27	23,403.65	
A 5510.482-51-5100	TRANSPORTATION RENTALS	9,560.00	0.00	9,560.00	0.00	0.00	9,560.00	
A 5510.483-51-5100	LIABILITY INSURANCE	63,670.00	0.00	63,670.00	0.00	63,670.00	0.00	
A 5510.484-51-5100	FIRE/THEFT INSURANCE	53,060.00	0.00	53,060.00	-1,029.00	0.00	54,089.00	
A 5510.486-51-5100	TRANSPORTATION CONFERENCE/TRAVEL	10,610.00	0.00	10,610.00	7,092.25	2,429.01	1,088.74	
A 5510.490-51-4900	TRANSPORTATION BOCES	530.00	900.00	1,430.00	1,152.48	0.00	277.52	
A 5510.550-51-5100	GASOLINE	440,420.00	0.00	440,420.00	283,908.81	96,201.72	60,309.47	
A 5510.551-51-5100	OIL/GREASE/ANTIFREEZE	21,430.00	0.00	21,430.00	13,642.95	7,357.05	430.00	
A 5510.552-51-5100	TRANSPORTATION TIRES	49,940.00	0.00	49,940.00	28,563.19	11,436.81	9,940.00	
A 5510.553-51-5100	TRANSPORTATION SUPPLIES	22,500.00	2,200.00	24,700.00	17,694.43	7,230.36	-224.79	
A 5510.556-51-5100	TRANSPORTATION REPAIR PARTS	306,000.00	-2,200.00	303,800.00	110,082.49	143,424.86	50,292.65	
5510	DISTRICT TRANSPORT-MEDICAID	*	4,370,590.00	60,034.00	4,430,624.00	3,730,328.37	627,276.68	73,018.95
A 5530.401-51-5300	UTILITIES		45,910.00	0.00	45,910.00	27,361.08	18,122.23	426.69
5530	GARAGE BUILDING	*	45,910.00	0.00	45,910.00	27,361.08	18,122.23	426.69
55		**	4,416,500.00	60,034.00	4,476,534.00	3,757,689.45	645,398.91	73,445.64
5		***	4,416,500.00	60,034.00	4,476,534.00	3,757,689.45	645,398.91	73,445.64
A 9010.800-51-7300	NON TEACH RETIRE ADMINISTRATIVE		77,589.00	0.00	77,589.00	63,513.72	0.00	14,075.28
A 9010.800-51-7301	NON TEACH RETIRE PROGRAM		1,073,331.00	-55,000.00	1,018,331.00	878,606.46	0.00	139,724.54
A 9010.800-51-7302	NON TEACH RETIRE CAPITAL		142,245.00	-5,000.00	137,245.00	116,441.82	0.00	20,803.18
9010	STATE RETIREMENT	*	1,293,165.00	-60,000.00	1,233,165.00	1,058,562.00	0.00	174,603.00
A 9020.800-51-7300	REG TEACH RETIRE ADMINISTRATIVE		298,590.00	0.00	298,590.00	0.00	0.00	298,590.00
A 9020.800-51-7301	REG TEACH RETIRE PROGRAM		3,791,660.00	0.00	3,791,660.00	0.00	0.00	3,791,660.00

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9020	TEACHERS' RETIREMENT	*	4,090,250.00	0.00	4,090,250.00	0.00	0.00	4,090,250.00
A 9030.800-51-7300	SOCIAL SECURITY ADMINISTRATIVE		218,400.00	0.00	218,400.00	178,745.46	0.00	39,654.54
A 9030.800-51-7301	SOCIAL SECURITY PROGRAM		3,021,200.00	0.00	3,021,200.00	2,472,669.82	0.00	548,530.18
A 9030.800-51-7302	SOCIAL SECURITY CAPITAL		400,400.00	0.00	400,400.00	327,676.05	0.00	72,723.95
9030	SOCIAL SECURITY	*	3,640,000.00	0.00	3,640,000.00	2,979,091.33	0.00	660,908.67
A 9040.800-51-7400	WORKERS COMP ADMINTISTRATIVE		36,720.00	0.00	36,720.00	0.00	0.00	36,720.00
A 9040.800-51-7401	WORKERS COMPENSATION PROGRAM		507,960.00	-4,520.00	503,440.00	0.00	0.00	503,440.00
A 9040.800-51-7402	WORKERS COMPENSATION CAPITAL		67,320.00	0.00	67,320.00	0.00	0.00	67,320.00
9040	WORKERS' COMPENSATION	*	612,000.00	-4,520.00	607,480.00	0.00	0.00	607,480.00
A 9045.800-51-7300	LIFE INSURANCE ADMINISTRATIVE		84,000.00	67,750.00	151,750.00	119,175.00	0.00	32,575.00
9045	LIFE INSURANCE	*	84,000.00	67,750.00	151,750.00	119,175.00	0.00	32,575.00
A 9050.800-51-7300	UNEMPLOYMENT INS ADMINISTRATIVE		1,200.00	0.00	1,200.00	120.00	1,082.00	-2.00
A 9050.800-51-7301	UNEMPLOYMENT INS PROGRAM		16,600.00	0.00	16,600.00	1,627.30	14,972.70	0.00
A 9050.800-51-7302	UNEMPLOYMENT INS CAPITAL		2,200.00	0.00	2,200.00	215.00	1,985.00	0.00
9050	UNEMPLOYMENT INSURANCE	*	20,000.00	0.00	20,000.00	1,962.30	18,039.70	-2.00
A 9060.800-51-7300	HOSPITAL INSURANCE ADMINISTRATIVE		493,802.00	0.00	493,802.00	502,212.34	2,784.65	-11,194.99
A 9060.800-51-7301	HOSPITAL INSURANCE PROGRAM		6,830,683.00	-13,750.00	6,816,933.00	6,857,221.73	38,525.51	-78,814.24
A 9060.800-51-7302	HOSPITAL INSURANCE CAPITAL		905,383.00	0.00	905,383.00	905,912.66	5,107.33	-5,636.99
A 9060.801-51-7300	DENTAL INSURANCE ADMINISTRATIVE		27,050.00	0.00	27,050.00	21,066.85	0.00	5,983.15
A 9060.801-51-7301	DENTAL INSURANCE PROGRAM		374,197.00	0.00	374,197.00	341,729.24	0.00	32,467.76
A 9060.801-51-7302	DENTAL INSURANCE CAPITAL		49,603.00	0.00	49,603.00	45,289.85	0.00	4,313.15
A 9060.803-51-7300	HRA ADMINISTRATIVE		20,216.00	0.00	20,216.00	0.00	0.00	20,216.00
A 9060.803-51-7301	HRA PROGRAM		279,582.00	0.00	279,582.00	0.00	0.00	279,582.00
A 9060.803-51-7302	HRA CAPITAL		37,057.00	0.00	37,057.00	0.00	0.00	37,057.00
A 9060.804-51-7300	IH MGMT FEES ADMINSTRATIVE		28,866.00	0.00	28,866.00	28,100.40	765.60	0.00
A 9060.804-51-7301	IH MGMT FEES PROGRAM		399,422.00	0.00	399,422.00	389,705.63	9,716.37	0.00
A 9060.804-51-7302	IH MGMT FEES CAPITAL		52,938.00	0.00	52,938.00	51,517.90	1,420.10	0.00
A 9060.805-51-7300	STOP LOSS INS ADMINISTRATIVE		37,526.00	0.00	37,526.00	36,821.94	78.06	626.00
A 9060.805-51-7301	STOP LOSS INS PROGRAM		519,037.00	0.00	519,037.00	509,370.06	1,079.94	8,587.00
A 9060.805-51-7302	STOP LOSS INS CAPITAL		68,789.00	0.00	68,789.00	67,504.56	145.44	1,139.00
9060	HOSPITAL, MEDICAL & DENTAL INS	*	10,124,151.00	-13,750.00	10,110,401.00	9,756,453.16	59,623.00	294,324.84
A 9089.800-51-7300	EAP ADMINISTRATIVE		1,200.00	0.00	1,200.00	0.00	1,120.00	80.00
A 9089.800-51-7301	EAP PROGRAM		16,600.00	0.00	16,600.00	0.00	15,520.00	1,080.00

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Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 9089.800-51-7302	EAP CAPITAL		2,200.00	0.00	2,200.00	0.00	2,060.00	140.00
A 9089.803-51-7300	FLEX BENEFITS ADMINISTRATIVE		2,468.00	0.00	2,468.00	1,425.17	354.83	688.00
A 9089.803-51-7301	FLEX BENEFITS PROGRAM		34,170.00	0.00	34,170.00	19,701.68	4,958.32	9,510.00
A 9089.803-51-7302	FLEX BENEFITS CAPITAL		4,529.00	0.00	4,529.00	2,610.65	649.35	1,269.00
A 9089.804-51-7300	RETIREMENT BENEFIT ADMINISTRATIVE		0.00	0.00	0.00	-10,260.60	0.00	10,260.60
A 9089.804-51-7301	RETIREMENT BENEFIT PROGRAM		0.00	0.00	0.00	-141,938.30	0.00	141,938.30
A 9089.804-51-7302	RETIREMENT BENEFIT CAPITAL		0.00	0.00	0.00	-18,811.10	0.00	18,811.10
9089	OTHER BENEFITS	*	61,167.00	0.00	61,167.00	-147,272.50	24,662.50	183,777.00
90		**	19,924,733.00	-10,520.00	19,914,213.00	13,767,971.29	102,325.20	6,043,916.51
A 9711.630-51-8000	BOND RECONSTRUCTION		280,000.00	0.00	280,000.00	0.00	0.00	280,000.00
A 9711.650-51-8000	PRINCIPAL \$35.8 MILLION PROJECT		390,000.00	0.00	390,000.00	0.00	0.00	390,000.00
A 9711.660-51-8000	2014 CAPITAL PROJECT PRINCIPAL		1,635,000.00	0.00	1,635,000.00	0.00	0.00	1,635,000.00
A 9711.730-51-8000	BOND INTEREST RECONSTRUCTION		24,038.00	-12,020.00	12,018.00	0.00	0.00	12,018.00
A 9711.750-51-8000	INTEREST \$35.8 MILLION PROJECT		107,750.00	-53,875.00	53,875.00	0.00	0.00	53,875.00
A 9711.760-51-8000	2014 CAPITAL PROJECT INTEREST		923,250.00	65,895.00	989,145.00	527,518.75	0.00	461,626.25
9711	DEBT SERVICE	*	3,360,038.00	0.00	3,360,038.00	527,518.75	0.00	2,832,519.25
A 9731.670-51-8000	2019 \$27.2M CAPITAL PROJ. PRINCIPAL		896,679.00	0.00	896,679.00	0.00	0.00	896,679.00
A 9731.770-51-8000	2019 \$27.2M CAPITAL PROJ. INTEREST		379,178.00	0.00	379,178.00	149,583.34	0.00	229,594.66
9731		*	1,275,857.00	0.00	1,275,857.00	149,583.34	0.00	1,126,273.66
A 9732.621-51-8000	BUS BOND PRINCIPAL		842,500.00	0.00	842,500.00	673,750.00	0.00	168,750.00
A 9732.721-51-8000	BUS BOND INTEREST		30,868.00	0.00	30,868.00	30,867.27	0.00	0.73
9732	BOND ANTICIPATION NOTES	*	873,368.00	0.00	873,368.00	704,617.27	0.00	168,750.73
97		**	5,509,263.00	0.00	5,509,263.00	1,381,719.36	0.00	4,127,543.64
9		***	25,433,996.00	-10,520.00	25,423,476.00	15,149,690.65	102,325.20	10,171,460.15
Fund ATotals:			89,240,716.00	981,260.82	90,221,976.82	65,786,688.75	9,287,302.93	15,147,985.14
Grand Totals:			89,240,716.00	981,260.82	90,221,976.82	65,786,688.75	9,287,302.93	15,147,985.14

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Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
FARP 2110.150-51-6666	PROF. PERMANENT INS.SALARIES	99,858.77	-50,000.00	49,858.77	497,278.85	123,811.61	-571,231.69
FARP 2110.151-51-6666	SUMMER SCHOOL SALARIES	698,505.75	-297.00	698,208.75	0.00	0.00	698,208.75
FARP 2110.152-51-6666	INSTRUCTIONAL STIPENDS	560,000.00	-140,000.00	420,000.00	0.00	0.00	420,000.00
FARP 2110.160-51-6666	BUS DRIVERS AND ATTENDANTS	107,755.63	-63,000.00	44,755.63	0.00	0.00	44,755.63
FARP 2110.161-51-6666	NURSE SALARIES	517.01	0.00	517.01	0.00	0.00	517.01
FARP 2110.162-51-6666	TEACHER AIDE SALARIES	122,228.05	-40,500.00	81,728.05	0.00	0.00	81,728.05
FARP 2110.400-51-6666	MENTAL HEALTH AGENCIES	549,030.00	-65,000.00	484,030.00	125,343.31	68,561.81	290,124.88
FARP 2110.401-51-6666	TRAINING PROVIDERS	305,715.39	-67,414.00	238,301.39	99,527.60	14,798.00	123,975.79
FARP 2110.450-51-6666	MATERIALS & SUPPLIES	198,315.82	-157,015.62	41,300.20	40,565.81	12.02	722.37
FARP 2110.450-51-6667	TECH SUPPLIES	0.00	192,000.00	192,000.00	0.00	0.00	192,000.00
2110	*	2,641,926.42	-391,226.62	2,250,699.80	762,715.57	207,183.44	1,280,800.79
21	**	2,641,926.42	-391,226.62	2,250,699.80	762,715.57	207,183.44	1,280,800.79
2	***	2,641,926.42	-391,226.62	2,250,699.80	762,715.57	207,183.44	1,280,800.79
FARP 9030.800-51-6666	EMPLOYEE BENEFITS - FICA	420.81	0.00	420.81	0.00	0.00	420.81
9030	*	420.81	0.00	420.81	0.00	0.00	420.81
FARP 9040.800-51-6666	EMPLOYEE BENEFITS - WORKERS COMP	9,105.89	0.00	9,105.89	0.00	0.00	9,105.89
9040	*	9,105.89	0.00	9,105.89	0.00	0.00	9,105.89
FARP 9060.800-51-6666	EMPLOYEE BENEFITS - HEALTH	88,643.34	0.00	88,643.34	0.00	0.00	88,643.34
9060	*	88,643.34	0.00	88,643.34	0.00	0.00	88,643.34
90	**	98,170.04	0.00	98,170.04	0.00	0.00	98,170.04
9	***	98,170.04	0.00	98,170.04	0.00	0.00	98,170.04
Fund FARPTotals:		2,740,096.46	-391,226.62	2,348,869.84	762,715.57	207,183.44	1,378,970.83
FARP611 2110.150-51	INSTRUCTIONAL STAFF	0.00	4,597.00	4,597.00	0.00	0.00	4,597.00
FARP611 2110.160-51	SUPPORT STAFF SALARIES	3,750.00	0.00	3,750.00	0.00	0.00	3,750.00
FARP611 2110.200-51	EQUIPMENT	0.00	28,000.00	28,000.00	0.00	0.00	28,000.00
FARP611 2110.400-51	PURCHASED SERVICES	46,685.00	-4,597.00	42,088.00	13,386.81	0.00	28,701.19
FARP611 2110.450-51	SUPPLIES & MATERIALS	138,932.00	-28,000.00	110,932.00	95,954.72	5,323.90	9,653.38
FARP611 2110.460-51	TRAVEL EXPENSES	13,360.00	0.00	13,360.00	7,106.52	910.00	5,343.48
2110	*	202,727.00	0.00	202,727.00	116,448.05	6,233.90	80,045.05
21	**	202,727.00	0.00	202,727.00	116,448.05	6,233.90	80,045.05
2	***	202,727.00	0.00	202,727.00	116,448.05	6,233.90	80,045.05
Fund FARP611Totals:		202,727.00	0.00	202,727.00	116,448.05	6,233.90	80,045.05

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FARP619 2110.150-51-6666	PROF. PERMANENT INS. SALARIES	736.00	0.00	736.00	0.00	0.00	736.00
FARP619 2110.400-51	PURCHASED SERVICES	8,807.00	0.00	8,807.00	6,993.00	0.00	1,814.00
FARP619 2110.450-51	SUPPLIES & MATERIALS	13,022.00	0.00	13,022.00	7,085.75	0.00	5,936.25
2110	*	22,565.00	0.00	22,565.00	14,078.75	0.00	8,486.25
21	**	22,565.00	0.00	22,565.00	14,078.75	0.00	8,486.25
2	***	22,565.00	0.00	22,565.00	14,078.75	0.00	8,486.25
Fund FARP619Totals:		22,565.00	0.00	22,565.00	14,078.75	0.00	8,486.25
FARPH 2110.450-51	SUPPLIES & MATERIALS	10,511.00	0.00	10,511.00	4,804.40	0.00	5,706.60
2110	*	10,511.00	0.00	10,511.00	4,804.40	0.00	5,706.60
21	**	10,511.00	0.00	10,511.00	4,804.40	0.00	5,706.60
2	***	10,511.00	0.00	10,511.00	4,804.40	0.00	5,706.60
Fund FARPHTotals:		10,511.00	0.00	10,511.00	4,804.40	0.00	5,706.60
FCRS 2110.150-51-5555	PROF. PERMANENT INS. SALARIES	1,701,751.00	105,229.00	1,806,980.00	1,414,463.13	338,375.17	54,141.70
FCRS 2110.151-51-5555	SUMMER SCHOOL SAARIES	540,000.00	-273,678.00	266,322.00	131,322.00	0.00	135,000.00
FCRS 2110.152-51-5555	INSTRUCTIONAL STIPENDS	85,252.00	-85,252.00	0.00	0.00	0.00	0.00
FCRS 2110.161-51-5555	NURSE SALARIES	12,029.82	21,338.00	33,367.82	33,367.82	0.00	0.00
FCRS 2110.162-51-5555	TEACHER AIDE SALARIES	3,511.12	0.00	3,511.12	0.00	0.00	3,511.12
FCRS 2110.163-51-5555	CLERICAL SUPPORT SALARIES	0.00	21,350.00	21,350.00	21,350.00	0.00	0.00
FCRS 2110.400-51-5555	MENTAL HEALTH PROVIDERS	760,000.00	-735,000.00	25,000.00	10,250.00	14,750.00	0.00
FCRS 2110.401-51-5555	TRAINING PROVIDERS	155,596.38	-87,496.99	68,099.39	68,099.39	0.00	0.00
FCRS 2110.402-51-5555	NURSING FLOATER SERVICE	0.00	8,509.99	8,509.99	0.00	0.00	8,509.99
FCRS 2110.450-51-4444	MATERIAL & SUPPLIES - GEER	363,993.00	-273,330.00	90,663.00	84,975.31	5,687.66	0.03
FCRS 2110.450-51-4445	TECH SUPPLIES - GEER	0.00	273,330.00	273,330.00	33,089.00	240,241.00	0.00
2110	*	3,622,133.32	-1,025,000.00	2,597,133.32	1,796,916.65	599,053.83	201,162.84
21	**	3,622,133.32	-1,025,000.00	2,597,133.32	1,796,916.65	599,053.83	201,162.84
2	***	3,622,133.32	-1,025,000.00	2,597,133.32	1,796,916.65	599,053.83	201,162.84
FCRS 9020.800-51-5555	EMPLOYEE BENEFITS- TRS	148,562.27	-57,400.00	91,162.27	0.00	0.00	91,162.27
9020	*	148,562.27	-57,400.00	91,162.27	0.00	0.00	91,162.27
FCRS 9030.800-51-5555	EMPLOYEE BENEFITS- FICA	567,610.95	-497,250.00	70,360.95	0.00	0.00	70,360.95
9030	*	567,610.95	-497,250.00	70,360.95	0.00	0.00	70,360.95
FCRS 9040.800-51-5555	EMPLOYEE BENEFITS- WORKERS COMP	53,480.71	-19,500.00	33,980.71	0.00	0.00	33,980.71

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Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
9040		*	53,480.71	-19,500.00	33,980.71	0.00	0.00	33,980.71
FCRS 9060.800-51-5555	EMPLOYEE BENEFITS- HEALTH		646,964.74	-214,150.00	432,814.74	0.00	0.00	432,814.74
9060		*	646,964.74	-214,150.00	432,814.74	0.00	0.00	432,814.74
90		**	1,416,618.67	-788,300.00	628,318.67	0.00	0.00	628,318.67
9		***	1,416,618.67	-788,300.00	628,318.67	0.00	0.00	628,318.67
Fund FCRSTotals:			5,038,751.99	-1,813,300.00	3,225,451.99	1,796,916.65	599,053.83	829,481.51
FHCWB 2815.160	HEALTH CARE & MENTAL HYGIENE BONUS		97,500.00	0.00	97,500.00	97,500.00	0.00	0.00
FHCWB 2815.800	EMPLOYEE BENEFITS		7,458.75	0.00	7,458.75	7,229.25	0.00	229.50
2815		*	104,958.75	0.00	104,958.75	104,729.25	0.00	229.50
28		**	104,958.75	0.00	104,958.75	104,729.25	0.00	229.50
2		***	104,958.75	0.00	104,958.75	104,729.25	0.00	229.50
Fund FHCWBTotals:			104,958.75	0.00	104,958.75	104,729.25	0.00	229.50
FMT23 2110.150-54	INSTRUCTIONAL WAGES		16,100.00	0.00	16,100.00	8,192.50	0.00	7,907.50
FMT23 2110.400-54	CONTRACTUAL		12,331.00	0.00	12,331.00	0.00	0.00	12,331.00
FMT23 2110.450-54	SUPPLIES & MATERIALS		11,526.00	0.00	11,526.00	11,045.06	0.00	480.94
2110		*	39,957.00	0.00	39,957.00	19,237.56	0.00	20,719.44
21		**	39,957.00	0.00	39,957.00	19,237.56	0.00	20,719.44
FMT23 2210.800-54	EMPLOYEE BENEFITS		3,243.00	0.00	3,243.00	0.00	0.00	3,243.00
2210		*	3,243.00	0.00	3,243.00	0.00	0.00	3,243.00
22		**	3,243.00	0.00	3,243.00	0.00	0.00	3,243.00
2		***	43,200.00	0.00	43,200.00	19,237.56	0.00	23,962.44
Fund FMT23Totals:			43,200.00	0.00	43,200.00	19,237.56	0.00	23,962.44
FPK23 2510.400-51	CONTRACTUAL PROVIDERS		241,234.00	0.00	241,234.00	194,971.68	46,262.32	0.00
FPK23 2510.450-51	SUPPLIES & MATERIALS		1,766.00	0.00	1,766.00	758.24	922.46	85.30
2510		*	243,000.00	0.00	243,000.00	195,729.92	47,184.78	85.30
25		**	243,000.00	0.00	243,000.00	195,729.92	47,184.78	85.30
2		***	243,000.00	0.00	243,000.00	195,729.92	47,184.78	85.30
Fund FPK23Totals:			243,000.00	0.00	243,000.00	195,729.92	47,184.78	85.30
FPK23FD 2510.400-51	CONTRACTUAL PROVIDERS		482,468.00	0.00	482,468.00	381,865.28	100,602.72	0.00

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FPK23FD 2510.450-51	SUPPLIES & MATERIALS		3,532.00	0.00	3,532.00	1,024.85	1,734.56	772.59
2510		*	486,000.00	0.00	486,000.00	382,890.13	102,337.28	772.59
25		**	486,000.00	0.00	486,000.00	382,890.13	102,337.28	772.59
2		***	486,000.00	0.00	486,000.00	382,890.13	102,337.28	772.59
Fund FPK23FDTotals:			486,000.00	0.00	486,000.00	382,890.13	102,337.28	772.59
FS1123 2250.150-51	INSTRUCTIONAL WAGES		704,641.00	0.00	704,641.00	564,476.81	127,624.19	12,540.00
FS1123 2250.161-51	CLERICAL WAGES		51,267.00	0.00	51,267.00	9,810.13	0.00	41,456.87
FS1123 2250.400-51	CONTRACTUAL		150,732.00	0.00	150,732.00	139,498.72	0.00	11,233.28
FS1123 2250.450-51	MATERIALS & SUPPLIES		7,044.00	0.00	7,044.00	4,892.52	0.00	2,151.48
FS1123 2250.460-54	TRAVEL EXPENSES		3,795.00	0.00	3,795.00	0.00	0.00	3,795.00
2250		*	917,479.00	0.00	917,479.00	718,678.18	127,624.19	71,176.63
22		**	917,479.00	0.00	917,479.00	718,678.18	127,624.19	71,176.63
2		***	917,479.00	0.00	917,479.00	718,678.18	127,624.19	71,176.63
Fund FS1123Totals:			917,479.00	0.00	917,479.00	718,678.18	127,624.19	71,176.63
FS1923 2250.472-51	TUITION ALLOCATION		7,962.00	0.00	7,962.00	7,865.00	0.00	97.00
2250		*	7,962.00	0.00	7,962.00	7,865.00	0.00	97.00
22		**	7,962.00	0.00	7,962.00	7,865.00	0.00	97.00
FS1923 2820.150-51	SCHOOL PSYCHOLOGIST WAGES		15,037.00	0.00	15,037.00	0.00	0.00	15,037.00
2820		*	15,037.00	0.00	15,037.00	0.00	0.00	15,037.00
28		**	15,037.00	0.00	15,037.00	0.00	0.00	15,037.00
2		***	22,999.00	0.00	22,999.00	7,865.00	0.00	15,134.00
Fund FS1923Totals:			22,999.00	0.00	22,999.00	7,865.00	0.00	15,134.00
FSP4 2253.400-51	4408 CONTRACTUAL		-17,409.00	0.00	-17,409.00	0.00	0.00	-17,409.00
FSP4 2253.472-51	4408 TUITION		-291,058.80	0.00	-291,058.80	0.00	0.00	-291,058.80
2253	PROGRAMS-STUDENTSW/DISABILITIES	*	-308,467.80	0.00	-308,467.80	0.00	0.00	-308,467.80
22		**	-308,467.80	0.00	-308,467.80	0.00	0.00	-308,467.80
2		***	-308,467.80	0.00	-308,467.80	0.00	0.00	-308,467.80
FSP4 5511.164-51	TRANSPORTATION		-24,286.89	0.00	-24,286.89	0.00	0.00	-24,286.89
5511	DIST. TRANSPORT-MEDICAID	*	-24,286.89	0.00	-24,286.89	0.00	0.00	-24,286.89
55		**	-24,286.89	0.00	-24,286.89	0.00	0.00	-24,286.89

CLARENCE CENTRAL SCHOOL DIST

Appropriation Status Detail Report By Function From 7/1/2022 To 5/31/2023



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
5	***	-24,286.89	0.00	-24,286.89	0.00	0.00	-24,286.89
	Fund FSP4Totals:	-332,754.69	0.00	-332,754.69	0.00	0.00	-332,754.69
FT120 2110.152-54	STIPENDS	8,897.00	0.00	8,897.00	0.00	0.00	8,897.00
FT120 2110.400-54	CONTRACTUAL	18,816.47	0.00	18,816.47	0.00	0.00	18,816.47
FT120 2110.401-54	OUT OF DIST ALLOCATIONS	10,811.93	0.00	10,811.93	0.00	0.00	10,811.93
FT120 2110.450-54	SUPPLIES & MATERIAL	5,525.60	0.00	5,525.60	0.00	0.00	5,525.60
FT120 2110.460-54	TRAVEL EXPENSES	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
2110	*	49,051.00	0.00	49,051.00	0.00	0.00	49,051.00
21	**	49,051.00	0.00	49,051.00	0.00	0.00	49,051.00
2	***	49,051.00	0.00	49,051.00	0.00	0.00	49,051.00
	Fund FT120Totals:	49,051.00	0.00	49,051.00	0.00	0.00	49,051.00
FT122 2110.150-54	INSTRUCTIONAL WAGES	52,849.67	0.00	52,849.67	35,841.00	0.00	17,008.67
FT122 2110.400-54	CONTRACTUAL	49,617.54	11,350.00	60,967.54	58,910.62	0.00	2,056.92
FT122 2110.450-54	SUPPLIES & MATERIAL	24,157.51	8.05	24,165.56	0.00	8.05	24,157.51
2110	*	126,624.72	11,358.05	137,982.77	94,751.62	8.05	43,223.10
21	**	126,624.72	11,358.05	137,982.77	94,751.62	8.05	43,223.10
2	***	126,624.72	11,358.05	137,982.77	94,751.62	8.05	43,223.10
	Fund FT122Totals:	126,624.72	11,358.05	137,982.77	94,751.62	8.05	43,223.10
FT123 2110.150-54	INSTRUCTIONAL WAGES	356,190.00	-267.00	355,923.00	104,330.73	201,835.03	49,757.24
FT123 2110.400-54	CONTRACTUAL	123,978.00	0.00	123,978.00	60,159.61	9,891.00	53,927.39
FT123 2110.450-54	SUPPLIES & MATERIAL	6,610.00	0.00	6,610.00	5,362.98	0.00	1,247.02
FT123 2110.460-54	TRAVEL EXPENSES	12,777.00	0.00	12,777.00	4,612.70	0.00	8,164.30
2110	*	499,555.00	-267.00	499,288.00	174,466.02	211,726.03	113,095.95
21	**	499,555.00	-267.00	499,288.00	174,466.02	211,726.03	113,095.95
2	***	499,555.00	-267.00	499,288.00	174,466.02	211,726.03	113,095.95
	Fund FT123Totals:	499,555.00	-267.00	499,288.00	174,466.02	211,726.03	113,095.95
FT221 2110.152-54	STIPENDS	13,237.00	0.00	13,237.00	0.00	0.00	13,237.00
FT221 2110.400-54	CONTRACTUAL	20,662.00	0.00	20,662.00	0.00	0.00	20,662.00
2110	*	33,899.00	0.00	33,899.00	0.00	0.00	33,899.00

CLARENCE CENTRAL SCHOOL DIST

Appropriation Status Detail Report By Function From 7/1/2022 To 5/31/2023



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
21		**	33,899.00	0.00	33,899.00	0.00	0.00	33,899.00
2		***	33,899.00	0.00	33,899.00	0.00	0.00	33,899.00
Fund FT221Totals:			33,899.00	0.00	33,899.00	0.00	0.00	33,899.00
FT222 2110.150-54	INSTRUCTIONAL WAGES		62,500.00	0.00	62,500.00	45,091.00	0.00	17,409.00
FT222 2110.400-54	CONTRACTUAL		13,788.00	0.00	13,788.00	5,700.00	0.00	8,088.00
FT222 2110.450-54	SUPPLIES & MATERIALS		1,841.25	0.00	1,841.25	0.00	0.00	1,841.25
FT222 2110.460-54	TRAVEL EXPENSES		4,766.00	0.00	4,766.00	340.47	0.00	4,425.53
2110		*	82,895.25	0.00	82,895.25	51,131.47	0.00	31,763.78
21		**	82,895.25	0.00	82,895.25	51,131.47	0.00	31,763.78
2		***	82,895.25	0.00	82,895.25	51,131.47	0.00	31,763.78
Fund FT222Totals:			82,895.25	0.00	82,895.25	51,131.47	0.00	31,763.78
FT223 2110.150-54	INSTRUCTIONAL WAGES		52,500.00	0.00	52,500.00	0.00	0.00	52,500.00
FT223 2110.400-54	CONTRACTUAL		40,600.00	0.00	40,600.00	5,971.88	0.00	34,628.12
FT223 2110.450-54	SUPPLIES & MATERIALS		560.00	0.00	560.00	104.89	411.99	43.12
FT223 2110.460-54	TRAVEL EXPENSES		4,003.00	0.00	4,003.00	682.04	0.00	3,320.96
2110		*	97,663.00	0.00	97,663.00	6,758.81	411.99	90,492.20
21		**	97,663.00	0.00	97,663.00	6,758.81	411.99	90,492.20
2		***	97,663.00	0.00	97,663.00	6,758.81	411.99	90,492.20
Fund FT223Totals:			97,663.00	0.00	97,663.00	6,758.81	411.99	90,492.20
FTIV22 1101.505-4	INSTRUCTIONAL WAGES		3,750.00	0.00	3,750.00	1,998.00	0.00	1,752.00
1101		*	3,750.00	0.00	3,750.00	1,998.00	0.00	1,752.00
11		**	3,750.00	0.00	3,750.00	1,998.00	0.00	1,752.00
1		***	3,750.00	0.00	3,750.00	1,998.00	0.00	1,752.00
FTIV22 2110.400-54	CONTRACTUAL		11,992.00	0.00	11,992.00	7,050.00	0.00	4,942.00
FTIV22 2110.450-54	SUPPLIES AND MATERIALS		23,776.28	0.00	23,776.28	8,645.01	0.00	15,131.27
2110		*	35,768.28	0.00	35,768.28	15,695.01	0.00	20,073.27
21		**	35,768.28	0.00	35,768.28	15,695.01	0.00	20,073.27
2		***	35,768.28	0.00	35,768.28	15,695.01	0.00	20,073.27
Fund FTIV22Totals:			39,518.28	0.00	39,518.28	17,693.01	0.00	21,825.27

CLARENCE CENTRAL SCHOOL DIST

Appropriation Status Detail Report By Function From 7/1/2022 To 5/31/2023



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
FTIV23 1101.505-4	INSTRUCTIONAL WAGES		6,000.00	0.00	6,000.00	0.00	0.00	6,000.00
1101		*	6,000.00	0.00	6,000.00	0.00	0.00	6,000.00
11		**	6,000.00	0.00	6,000.00	0.00	0.00	6,000.00
1		***	6,000.00	0.00	6,000.00	0.00	0.00	6,000.00
FTIV23 2110.400-54	CONTRACTUAL		23,870.00	3,750.00	27,620.00	2,600.00	14,750.00	10,270.00
FTIV23 2110.450-54	SUPPLIES AND MATERIALS		1,598.00	0.00	1,598.00	1,437.60	0.00	160.40
FTIV23 2110.460-54	TRAVEL EXPENSES		6,000.00	-3,750.00	2,250.00	1,448.15	0.00	801.85
2110		*	31,468.00	0.00	31,468.00	5,485.75	14,750.00	11,232.25
21		**	31,468.00	0.00	31,468.00	5,485.75	14,750.00	11,232.25
2		***	31,468.00	0.00	31,468.00	5,485.75	14,750.00	11,232.25
Fund FTIV23Totals:			37,468.00	0.00	37,468.00	5,485.75	14,750.00	17,232.25
Grand Totals:			10,466,207.76	-2,193,435.57	8,272,772.19	4,474,380.14	1,316,513.49	2,481,878.56

CLARENCE CENTRAL SCHOOL DIST

Revenue Status Report By Function From 7/1/2022 To 5/31/2023



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
FARP 4289	ARP REVENUE	2,348,870.00	-426,297.00	1,922,573.00	725,128.00	1,197,445.00
	FARP Totals:	2,348,870.00	-426,297.00	1,922,573.00	725,128.00	1,197,445.00
FARP611 4289	ARP611 REVENUE	202,727.00	0.00	202,727.00	40,545.00	162,182.00
	FARP611 Totals:	202,727.00	0.00	202,727.00	40,545.00	162,182.00
FARP619 4289	ARP619 REVENUE	22,565.00	0.00	22,565.00	4,512.00	18,053.00
	FARP619 Totals:	22,565.00	0.00	22,565.00	4,512.00	18,053.00
FARPH 4289	ARP REVENUE	10,511.00	0.00	10,511.00	2,102.00	8,409.00
	FARPH Totals:	10,511.00	0.00	10,511.00	2,102.00	8,409.00
FCRS F428.9.0.01	CRRSA REVENUE - GEER	291,195.00	0.00	291,195.00	0.00	291,195.00
FCRS F428.9.0.02	CRRSA REVENUE - ESSER	2,868,202.00	-1,813,300.00	1,054,902.00	1,097,366.00	-42,464.00
	FCRS Totals:	3,159,397.00	-1,813,300.00	1,346,097.00	1,097,366.00	248,731.00
FHCWB 3289	State Revenue	104,958.75	0.00	104,958.75	104,958.75	0.00
	FHCWB Totals:	104,958.75	0.00	104,958.75	104,958.75	0.00
FMT23 3289	State Revenue	43,200.00	0.00	43,200.00	10,800.00	32,400.00
	FMT23 Totals:	43,200.00	0.00	43,200.00	10,800.00	32,400.00
FPEBT 4289	P - EBT LOCAL ADMIN REVENUE	0.00	0.00	0.00	4,396.00	-4,396.00
	FPEBT Totals:	0.00	0.00	0.00	4,396.00	-4,396.00
FPK23 3289	UNIVERSA PRE-K 2022-23	243,000.00	0.00	243,000.00	121,500.00	121,500.00
	FPK23 Totals:	243,000.00	0.00	243,000.00	121,500.00	121,500.00
FPK23FD 4289	FEDERAL UNIVERSAL PRE-K 2022-23	486,000.00	0.00	486,000.00	301,837.00	184,163.00
	FPK23FD Totals:	486,000.00	0.00	486,000.00	301,837.00	184,163.00
FS1122 4256	SECTION 611 AND OTHER FEDERAL AID	0.00	0.00	0.00	-0.89	0.89
	FS1122 Totals:	0.00	0.00	0.00	-0.89	0.89

CLARENCE CENTRAL SCHOOL DIST

Revenue Status Report By Function From 7/1/2022 To 5/31/2023



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
FS1123 4256	SECTION 611 AND OTHER FEDERAL AID	917,479.00	0.00	917,479.00	390,036.00	527,443.00
FS1123 Totals:		917,479.00	0.00	917,479.00	390,036.00	527,443.00
FS1923 4256	SECTION 619 OTHER FEDERAL AID	22,999.00	0.00	22,999.00	4,599.00	18,400.00
FS1923 Totals:		22,999.00	0.00	22,999.00	4,599.00	18,400.00
FSP4 3289.21	4408 SUMMER PLACEMENT 2020-21	0.00	0.00	0.00	65.00	-65.00
FSP4 3289.22	4408 SUMMER PLACEMENT 2021-22	-525,379.24	0.00	-525,379.24	237.00	-525,616.24
FSP4 3289.23	4408 SUMMER PLACEMENT 2022-23	0.00	0.00	0.00	277,233.70	-277,233.70
FSP4 5031	INTERFUND TRANSFER	-100,637.20	0.00	-100,637.20	0.00	-100,637.20
FSP4 Totals:		-626,016.44	0.00	-626,016.44	277,535.70	-903,552.14
FT122 4126	TITLE 1 NCLB, BASIC GRANT	288,050.00	0.00	288,050.00	244,816.00	43,234.00
FT122 Totals:		288,050.00	0.00	288,050.00	244,816.00	43,234.00
FT123 4126	TITLE 1 NCLB, BASIC GRANT	499,555.00	-267.00	499,288.00	99,857.00	399,431.00
FT123 Totals:		499,555.00	-267.00	499,288.00	99,857.00	399,431.00
FT220 4289	OTHER FED FUNDS TITLE IIA	-19,559.00	0.00	-19,559.00	0.00	-19,559.00
FT220 Totals:		-19,559.00	0.00	-19,559.00	0.00	-19,559.00
FT221 4289	OTHER FED FUNDS TITLE IIA	12,355.00	0.00	12,355.00	0.00	12,355.00
FT221 Totals:		12,355.00	0.00	12,355.00	0.00	12,355.00
FT222 4289	OTHER FED FUNDS TITLE IIA	102,038.00	0.00	102,038.00	69,074.00	32,964.00
FT222 Totals:		102,038.00	0.00	102,038.00	69,074.00	32,964.00
FT223 4289	OTHER FED FUNDS TITLE IIA	97,663.00	0.00	97,663.00	19,532.00	78,131.00
FT223 Totals:		97,663.00	0.00	97,663.00	19,532.00	78,131.00
FTIV20 4128	TITLE IV NCLB, INNOV PROG GRANT	-169.00	0.00	-169.00	0.00	-169.00
FTIV20 Totals:		-169.00	0.00	-169.00	0.00	-169.00

CLARENCE CENTRAL SCHOOL DIST

Revenue Status Report By Function From 7/1/2022 To 5/31/2023



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
FTIV21 4128	TITLE IV NCLB, INNOV PROG GRANT	-0.49	0.00	-0.49	0.00	-0.49
FTIV21 Totals:		-0.49	0.00	-0.49	0.00	-0.49
FTIV22 4128	TITLE IV NCLB, INNOV PROG GRANT	40,590.00	0.00	40,590.00	0.00	40,590.00
FTIV22 Totals:		40,590.00	0.00	40,590.00	0.00	40,590.00
FTIV23 4128	TITLE IV NCLB, INNOV PROG GRANT	37,468.00	0.00	37,468.00	26,257.00	11,211.00
FTIV23 Totals:		37,468.00	0.00	37,468.00	26,257.00	11,211.00
Grand Totals:		7,993,680.82	-2,239,864.00	5,753,816.82	3,544,850.56	2,208,966.26

CLARENCE CENTRAL SCHOOL DIST

Appropriation Status Detail Report By Function From 7/1/2022 To 5/31/2023



Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
C 2860.217-10	EQUIPMENT		578,000.00	304,599.67	882,599.67	317,810.67	61,952.00	502,837.00
C 2860.401-10	MANAGEMENT COMPANY FEES		1,160,000.00	-37,600.00	1,122,400.00	757,597.26	0.00	364,802.74
C 2860.408-10	NUTRIKIDS FEES		7,000.00	0.00	7,000.00	29,525.90	0.00	-22,525.90
C 2860.409-10	CONTRACTUAL		25,000.00	1,600.00	26,600.00	16,901.12	5,648.64	4,050.24
C 2860.410-10	FOOD PURCHASE COMMODITIES		70,000.00	0.00	70,000.00	50,059.99	0.00	19,940.01
C 2860.450-10	SUPPLIES		5,000.00	40,276.00	45,276.00	15,294.86	29,529.14	452.00
C 2860.450-10-1000	SUPPLY CHAIN ASSISTANCE SUPPLIES		0.00	5,000.00	5,000.00	0.00	5,000.00	0.00
2860	FOOD SERVICES	*	1,845,000.00	313,875.67	2,158,875.67	1,187,189.80	102,129.78	869,556.09
28		**	1,845,000.00	313,875.67	2,158,875.67	1,187,189.80	102,129.78	869,556.09
2		***	1,845,000.00	313,875.67	2,158,875.67	1,187,189.80	102,129.78	869,556.09
Fund CTotals:			1,845,000.00	313,875.67	2,158,875.67	1,187,189.80	102,129.78	869,556.09
Grand Totals:			1,845,000.00	313,875.67	2,158,875.67	1,187,189.80	102,129.78	869,556.09

CLARENCE CENTRAL SCHOOL DIST

Revenue Status Report By Function From 7/1/2022 To 5/31/2023



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
C 1440.100	SALE OF TYPE A LUNCH LUN	550,000.00	0.00	550,000.00	577.75	549,422.25
C 1440.200	SALE OF TYPE A LUNCH BKF	45,000.00	0.00	45,000.00	0.00	45,000.00
C 1445.100	OTHER FOOD SALES LUN	289,000.00	0.00	289,000.00	541,259.64	-252,259.64
C 1445.200	OTHER FOOD SALES BKF	30,000.00	0.00	30,000.00	39,761.60	-9,761.60
C 2401.100	INTEREST AND EARNINGS	3,000.00	0.00	3,000.00	0.00	3,000.00
C 2701.100	REFUND OF PRIOR YR	1,000.00	0.00	1,000.00	0.00	1,000.00
C 2770.100	REBATES	1,000.00	0.00	1,000.00	0.00	1,000.00
C 3190.100	STATE AID LUN	30,000.00	0.00	30,000.00	9,852.00	20,148.00
C 3190.200	STATE AID BKF	1,000.00	0.00	1,000.00	2,873.00	-1,873.00
C 4190.100	FEDERAL AID LUN	225,000.00	0.00	225,000.00	427,538.00	-202,538.00
C 4190.101	FEDERAL COMMODITIES	95,000.00	0.00	95,000.00	72,522.10	22,477.90
C 4190.200	FEDERAL AID BKF	30,000.00	0.00	30,000.00	25,524.00	4,476.00
C Totals:		1,300,000.00	0.00	1,300,000.00	1,119,908.09	180,091.91
Grand Totals:		1,300,000.00	0.00	1,300,000.00	1,119,908.09	180,091.91

CLARENCE CENTRAL SCHOOL DIST

Revenue Status Report By Function From 7/1/2022 To 5/31/2023



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
HC20 3297	Revenue from State Sources EXCEL Aid	-703,321.00	0.00	-703,321.00	0.00	-703,321.00
HC20 5731	Bond Anticipation Notes Redeemed from Appropriations	0.00	0.00	0.00	673,750.00	-673,750.00
HC20 Totals:		-703,321.00	0.00	-703,321.00	673,750.00	-1,377,071.00
Grand Totals:		-703,321.00	0.00	-703,321.00	673,750.00	-1,377,071.00

CLARENCE CENTRAL SCHOOL DIST

Appropriation Status Detail Report By Function From 7/1/2022 To 5/31/2023



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
HB23 5510.250-51-5510	TRANSPORTATION EQUIPMENT	990,000.00	0.00	990,000.00	654,815.36	0.00	335,184.64
5510	*	990,000.00	0.00	990,000.00	654,815.36	0.00	335,184.64
55	**	990,000.00	0.00	990,000.00	654,815.36	0.00	335,184.64
5	***	990,000.00	0.00	990,000.00	654,815.36	0.00	335,184.64
Fund HB23Totals:		990,000.00	0.00	990,000.00	654,815.36	0.00	335,184.64
HC20 1620.293-71-1000	GENERAL HIGH SCHOOL	6,614,060.00	1,864,494.33	8,478,554.33	-1,294.50	1,864,494.33	6,615,354.50
HC20 1620.293-71-1001	NEW GEN HIGH SCHOOL	-477,801.00	166,794.30	-311,006.70	-1,007.00	166,794.30	-476,794.00
HC20 1620.293-71-2000	ELECTRIC HIGH SCHOOL	-1,744,500.00	1,444,205.00	-300,295.00	0.00	1,444,205.00	-1,744,500.00
HC20 1620.293-71-2001	NEW ELEC HIGH SCHOOL	-89,600.00	78,960.00	-10,640.00	0.00	78,960.00	-89,600.00
HC20 1620.293-71-3000	HVAC HIGH SCHOOL	-1,945,700.00	1,749,520.25	-196,179.75	0.00	1,749,520.25	-1,945,700.00
HC20 1620.293-71-3001	NEW HVAC HIGH SCHOOL	-192,800.00	127,088.50	-65,711.50	0.00	127,088.50	-192,800.00
HC20 1620.293-71-4000	PLUMBING HIGH SCHOOL	-459,550.00	227,743.16	-231,806.84	0.00	227,743.16	-459,550.00
HC20 1620.293-71-6000	SITE WORK HIGH SCHOOL	-1,768,712.00	1,463,366.30	-305,345.70	0.00	884,356.00	-1,189,701.70
HC20 1620.293-71-6001	NEW SITE HIGH SCHOOL	-89,010.00	65,345.02	-23,664.98	0.00	44,505.00	-68,169.98
HC20 1620.293-72-1000	GENERAL MIDDLE SCHOOL	5,338,312.00	594,090.72	5,932,402.72	40,937.95	594,090.72	5,297,374.05
HC20 1620.293-72-2000	ELECTRIC MIDDLE SCHOOL	-740,900.00	78,844.99	-662,055.01	55,723.00	78,844.99	-796,623.00
HC20 1620.293-72-3000	HVAC MIDDLE SCHOOL	-1,117,866.00	99,877.35	-1,017,988.65	42,998.35	99,877.35	-1,160,864.35
HC20 1620.293-72-4000	PLUMBING MIDDLE SCHOOL	-236,027.50	0.00	-236,027.50	12,722.50	0.00	-248,750.00
HC20 1620.293-72-5000	ROOF MIDDLE SCHOOL	-1,669,770.00	669,582.48	-1,000,187.52	0.00	0.00	-1,000,187.52
HC20 1620.293-72-6000	SITE WORK MIDDLE SCHOOL	-87,181.00	15,950.00	-71,231.00	0.00	15,950.00	-87,181.00
HC20 1620.293-73-1000	GENERAL CLARENCE CENTER	664,366.35	94,228.27	758,594.62	21,700.75	94,228.27	642,665.60
HC20 1620.293-73-1001	NEW GENERAL CC	-127,882.70	29,067.50	-98,815.20	10,444.90	29,067.50	-138,327.60
HC20 1620.293-73-2000	ELECTRIC CLARENCE CENTER	-27,850.00	8,137.51	-19,712.49	1,037.51	8,137.51	-28,887.51
HC20 1620.293-73-2001	NEW ELECTRIC CC	-23,227.48	0.00	-23,227.48	1,222.51	0.00	-24,449.99
HC20 1620.293-73-3000	HVAC CLARENCE CENTER	-21,641.00	12,616.00	-9,025.00	475.00	12,616.00	-22,116.00
HC20 1620.293-73-3001	NEW HVAC CC	-77,425.00	2,375.00	-75,050.00	3,950.00	2,375.00	-81,375.00
HC20 1620.293-73-4000	PLUMBING CLARENCE CENTER	-81,824.00	36,573.60	-45,250.40	2,681.60	36,573.60	-84,505.60
HC20 1620.293-73-4001	NEW PLUMBING CC	-8,176.00	5,611.00	-2,565.00	135.00	5,611.00	-8,311.00
HC20 1620.293-73-5000	ROOF CLARENCE CENTER	-416,640.00	326,940.00	-89,700.00	0.00	90,300.00	-180,000.00
HC20 1620.293-73-5001	NEW ROOF CC	-36,640.00	8,640.00	-28,000.00	0.00	8,640.00	-36,640.00
HC20 1620.293-74-1000	GENERAL HARRIS HILL	432,641.00	516,612.85	949,253.85	11,400.00	516,612.85	421,241.00
HC20 1620.293-74-2000	ELECTRIC HARRIS HILL	-299,750.00	281,852.00	-17,898.00	0.00	281,852.00	-299,750.00

CLARENCE CENTRAL SCHOOL DIST

Appropriation Status Detail Report By Function From 7/1/2022 To 5/31/2023



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
HC20 1620.293-74-3000	HVAC HARRIS HILL	-237,400.00	197,557.00	-39,843.00	0.00	197,557.00	-237,400.00
HC20 1620.293-74-4000	PLUMBING HARRIS HILL	-4,040.00	3,717.00	-323.00	0.00	3,717.00	-4,040.00
HC20 1620.293-75-1000	GENERAL SHERIDAN HILL	735,829.00	365,347.13	1,101,176.13	0.00	365,347.13	735,829.00
HC20 1620.293-75-2000	ELECTRIC SHERIDAN HILL	-168,150.00	160,930.00	-7,220.00	0.00	160,930.00	-168,150.00
HC20 1620.293-75-3000	HVAC SHERIDAN HILL	-96,100.00	75,793.75	-20,306.25	0.00	75,793.75	-96,100.00
HC20 1620.293-75-4000	PLUMBING SHERIDAN HILL	-117,600.00	47,366.50	-70,233.50	0.00	47,366.50	-117,600.00
HC20 1620.293-76-1000	GENERAL BUILDINGS AND GROUNDS	-46,425.69	7,983.23	-38,442.46	10,860.90	7,983.23	-57,286.59
HC20 1620.293-76-2000	ELECTRIC BUILDINGS AND GROUNDS	-23,750.00	0.00	-23,750.00	1,250.00	0.00	-25,000.00
HC20 1620.293-76-3000	HVAC BUILDINGS AND GROUNDS	-741.00	741.00	0.00	0.00	741.00	-741.00
HC20 1620.293-76-4000	PLUMBING BUILDINGS AND GROUNDS	-8,740.00	0.00	-8,740.00	12,703.00	0.00	-21,443.00
HC20 1620.293-77-1000	GENERAL LEDGEVIEW	519,045.05	0.00	519,045.05	283,385.30	0.00	235,659.75
HC20 1620.293-77-1001	NEW GENERAL LV	-186,055.35	49,352.25	-136,703.10	7,589.65	49,352.25	-193,645.00
HC20 1620.293-77-2000	ELECTRIC LEDGEVIEW	-83,800.00	8,484.00	-75,316.00	3,964.00	8,484.00	-87,764.00
HC20 1620.293-77-2001	NEW ELECTRIC LV	-20,254.00	0.00	-20,254.00	1,066.00	0.00	-21,320.00
HC20 1620.293-77-3000	HVAC LEDGEVIEW	-21,166.00	12,141.00	-9,025.00	475.00	12,141.00	-21,641.00
HC20 1620.293-77-3001	NEW HVAC LV	-75,050.00	0.00	-75,050.00	3,950.00	0.00	-79,000.00
HC20 1620.293-77-4000	PLUMBING LEDGEVIEW	-94,240.00	0.00	-94,240.00	5,260.00	0.00	-99,500.00
HC20 1620.293-77-4001	NEW PLUMBING LV	-8,176.00	4,851.00	-3,325.00	175.00	4,851.00	-8,351.00
HC20 1620.293-77-5000	ROOF LEDGEVIEW	-417,305.00	409,705.00	-7,600.00	0.00	173,065.00	-180,665.00
HC20 1620.293-77-5001	NEW ROOF LV	-35,975.00	18,975.00	-17,000.00	0.00	18,975.00	-35,975.00
HC20 1620.293-78-1000	GENERAL STORAGE BUILDING	-752,928.00	280,420.15	-472,507.85	2,571.20	260,641.50	-735,720.55
HC20 1620.293-78-2000	GENERAL STORAGE BUILDING ELECTRICAL	-106,800.00	98,155.00	-8,645.00	0.00	98,155.00	-106,800.00
HC20 1620.293-78-3000	GENERAL STORAGE BUILDING HVAC	-30,400.00	23,583.75	-6,816.25	0.00	23,583.75	-30,400.00
HC20 1620.293-78-4000	GENERAL STORAGE BUILDING PLUMBING	-11,700.00	7,543.75	-4,156.25	0.00	7,543.75	-11,700.00
HC20 1620.293-79-1000	GENERAL TRANSPORTATION	2,117,179.00	53,073.75	2,170,252.75	2,497.55	53,073.75	2,114,681.45
HC20 1620.293-79-2000	ELECTRIC TRANSPORTATION	-10,735.00	0.00	-10,735.00	565.00	0.00	-11,300.00
HC20 1620.293-79-3000	HVAC TRANSPORTATION	-90,355.00	82,755.00	-7,600.00	400.00	82,755.00	-90,755.00
HC20 1620.293-79-4000	PLUMBING TRANSPORTATION	-43,000.00	13,360.00	-29,640.00	1,860.00	13,360.00	-44,860.00
HC20 1620.293-79-5000	ROOF TRANSPORTATION	-41,800.00	0.00	-41,800.00	0.00	0.00	-41,800.00
HC20 1620.293-79-6000	SITE WORK TRANSPORTATION	-798,316.00	0.00	-798,316.00	726.20	0.00	-799,042.20
1620	*	1,149,956.68	11,890,351.39	13,040,308.07	542,426.37	10,127,859.94	2,370,021.76
16	**	1,149,956.68	11,890,351.39	13,040,308.07	542,426.37	10,127,859.94	2,370,021.76

CLARENCE CENTRAL SCHOOL DIST

Appropriation Status Detail Report By Function From 7/1/2022 To 5/31/2023



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
1	***	1,149,956.68	11,890,351.39	13,040,308.07	542,426.37	10,127,859.94	2,370,021.76
HC20 2110.201-51-0100	CONSTRUCTION MANAGEMENT FIRM FEE	25,000.00	291,030.42	316,030.42	55,612.49	433,644.93	-173,227.00
HC20 2110.201-51-0101	CONSTRUCTION MANAGEMENT REIMBURSABLES	0.00	47,694.88	47,694.88	0.00	47,694.88	0.00
HC20 2110.240-51-0200	ARCHITECT FEE	85,155.00	27,166.94	112,321.94	15,807.13	11,359.81	85,155.00
HC20 2110.240-51-0201	ARCHITECT FEE REIMBURSABLES	-1,822.82	0.00	-1,822.82	0.00	0.00	-1,822.82
HC20 2110.240-51-0300	BONDING COSTS	176,818.75	2,273.32	179,092.07	0.00	2,273.32	176,818.75
HC20 2110.240-51-0400	INSURANCE	44,882.00	0.00	44,882.00	0.00	0.00	44,882.00
HC20 2110.240-51-0500	LEGAL	-7,894.35	0.00	-7,894.35	0.00	0.00	-7,894.35
HC20 2110.240-51-0700	FURNITURE, FIXTURES & EQUIPMENT	0.00	40,337.52	40,337.52	0.00	44,075.88	-3,738.36
HC20 2110.240-71-0600	TESTING HIGH SCHOOL	0.00	25,555.00	25,555.00	34,880.00	9,675.00	-19,000.00
HC20 2110.240-72-0600	TESTING MIDDLE SCHOOL	0.25	604.05	604.30	604.05	0.00	0.25
HC20 2110.240-73-0600	TESTING CLARENCE CENTER	7,270.00	148.81	7,418.81	148.81	0.00	7,270.00
HC20 2110.240-77-0600	TESTING LEDGEVIEW	0.00	164.19	164.19	164.19	0.00	0.00
HC20 2110.240-79-0600	TESTING TRANSPORTATION	0.00	117.83	117.83	117.83	0.00	0.00
2110	*	329,408.83	435,092.96	764,501.79	107,334.50	548,723.82	108,443.47
21	**	329,408.83	435,092.96	764,501.79	107,334.50	548,723.82	108,443.47
2	***	329,408.83	435,092.96	764,501.79	107,334.50	548,723.82	108,443.47
Fund HC20Totals:		1,479,365.51	12,325,444.35	13,804,809.86	649,760.87	10,676,583.76	2,478,465.23
HC21 1620.293-71-1000	GENERAL HIGH SCHOOL	0.00	0.00	0.00	2,096,927.25	27,648.33	-2,124,575.58
HC21 1620.293-71-1001	NEW GEN HIGH SCHOOL	0.00	0.00	0.00	224,450.66	12,296.55	-236,747.21
HC21 1620.293-71-2000	ELECTRIC HIGH SCHOOL	0.00	0.00	0.00	1,378,948.75	0.00	-1,378,948.75
HC21 1620.293-71-2001	NEW ELEC HIGH SCHOOL	0.00	0.00	0.00	97,556.45	0.00	-97,556.45
HC21 1620.293-71-3000	HVAC HIGH SCHOOL	0.00	0.00	0.00	1,725,946.70	0.00	-1,725,946.70
HC21 1620.293-71-3001	NEW HVAC HIGH SCHOOL	0.00	0.00	0.00	126,082.10	0.00	-126,082.10
HC21 1620.293-71-4000	PLUMBING HIGH SCHOOL	0.00	0.00	0.00	307,361.96	0.00	-307,361.96
HC21 1620.293-71-5000	ROOF HIGH SCHOOL	0.00	0.00	0.00	406,170.60	0.00	-406,170.60
HC21 1620.293-71-5001	NEW ROOF HIGH SCHOOL	0.00	0.00	0.00	46,587.05	0.00	-46,587.05
HC21 1620.293-71-6000	SITE WORK HIGH SCHOOL	0.00	0.00	0.00	97,719.04	0.00	-97,719.04
HC21 1620.293-74-1000	GENERAL HARRIS HILL	0.00	0.00	0.00	501,216.02	5,557.50	-506,773.52
HC21 1620.293-74-2000	ELECTRIC HARRIS HILL	0.00	0.00	0.00	304,910.10	0.00	-304,910.10
HC21 1620.293-74-3000	HVAC HARRIS HILL	0.00	0.00	0.00	189,677.00	0.00	-189,677.00
HC21 1620.293-74-4000	PLUMBING HARRIS HILL	0.00	0.00	0.00	3,515.00	0.00	-3,515.00

CLARENCE CENTRAL SCHOOL DIST

Appropriation Status Detail Report By Function From 7/1/2022 To 5/31/2023



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
HC21 1620.293-75-1000	GENERAL SHERIDAN HILL	0.00	0.00	0.00	352,416.60	0.00	-352,416.60
HC21 1620.293-75-2000	ELECTRIC SHERIDAN HILL	0.00	0.00	0.00	163,757.20	0.00	-163,757.20
HC21 1620.293-75-3000	HVAC SHERIDAN HILL	0.00	0.00	0.00	70,988.75	0.00	-70,988.75
HC21 1620.293-75-4000	PLUMBING SHERIDAN HILL	0.00	0.00	0.00	41,486.50	0.00	-41,486.50
HC21 1620.293-78-1000	GENERAL STORAGE BUILDING	0.00	0.00	0.00	280,675.22	11,647.60	-292,322.82
HC21 1620.293-78-2000	GENERAL STORAGE BUILDING ELECTRICAL	0.00	0.00	0.00	92,815.00	0.00	-92,815.00
HC21 1620.293-78-3000	GENERAL STORAGE BUILDING HVAC	0.00	0.00	0.00	22,063.75	0.00	-22,063.75
HC21 1620.293-78-4000	GENERAL STORAGE BUILDING PLUMBING	0.00	0.00	0.00	6,958.75	0.00	-6,958.75
HC21 1620.293-79-6000	SITE WORK TRANSPORTATION	0.00	0.00	0.00	35,222.83	0.00	-35,222.83
1620	*	0.00	0.00	0.00	8,573,453.28	57,149.98	-8,630,603.26
16	**	0.00	0.00	0.00	8,573,453.28	57,149.98	-8,630,603.26
1	***	0.00	0.00	0.00	8,573,453.28	57,149.98	-8,630,603.26
HC21 2110.201-51-0100	CONSTRUCTION MANAGEMENT FIRM FEE	0.00	0.00	0.00	354,092.01	362,102.77	-716,194.78
HC21 2110.201-51-0101	CONSTRUCTION MANAGEMENT REIMBURSABLES	0.00	0.00	0.00	10,850.07	5,184.23	-16,034.30
HC21 2110.240-51-0200	ARCHITECT FEE	0.00	0.00	0.00	35,952.12	0.00	-35,952.12
HC21 2110.240-51-0500	LEGAL	0.00	0.00	0.00	19,909.00	0.00	-19,909.00
HC21 2110.240-51-0700	FURNITURE, FIXTURES & EQUIPMENT	0.00	0.00	0.00	21,970.97	0.00	-21,970.97
HC21 2110.240-71-0600	TESTING HIGH SCHOOL	0.00	0.00	0.00	31,330.00	8,070.00	-39,400.00
2110	*	0.00	0.00	0.00	474,104.17	375,357.00	-849,461.17
21	**	0.00	0.00	0.00	474,104.17	375,357.00	-849,461.17
2	***	0.00	0.00	0.00	474,104.17	375,357.00	-849,461.17
Fund HC21Totals:		0.00	0.00	0.00	9,047,557.45	432,506.98	-9,480,064.43
HC22 1620.293-71-1000	HS BUILDINGS AND GROUNDS	0.00	317,600.00	317,600.00	0.00	0.00	317,600.00
HC22 1620.293-71-2000	HS ELECTRICAL	0.00	1,567,800.00	1,567,800.00	-100.00	0.00	1,567,900.00
HC22 1620.293-75-1000	SHERIDAN HILL BUILDINGS AND GROUNDS	0.00	135,000.00	135,000.00	0.00	0.00	135,000.00
HC22 1620.293-75-2000	SHERIDAN HILL ELECTRICAL	0.00	11,000.00	11,000.00	0.00	0.00	11,000.00
HC22 1620.293-76-1000	GENERAL BUILDINGS AND GROUNDS	1,050,000.00	-10,000.00	1,040,000.00	79,438.76	9,143.87	951,417.37
1620	*	1,050,000.00	2,021,400.00	3,071,400.00	79,338.76	9,143.87	2,982,917.37
16	**	1,050,000.00	2,021,400.00	3,071,400.00	79,338.76	9,143.87	2,982,917.37
1	***	1,050,000.00	2,021,400.00	3,071,400.00	79,338.76	9,143.87	2,982,917.37
HC22 2110.201-51-0100	CONSTRUCTION MANAGEMENT FIRM FEE	200,000.00	0.00	200,000.00	18,127.00	0.00	181,873.00

CLARENCE CENTRAL SCHOOL DIST

Appropriation Status Detail Report By Function From 7/1/2022 To 5/31/2023



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
HC22 2110.201-51-0101	CONSTRUCTION MANAGEMENT FIRM FEE - REIMBURSABLES	0.00	0.00	0.00	570.17	0.00	-570.17
HC22 2110.240-51-0200	ARCHITECT FEE	200,000.00	-82,000.00	118,000.00	109,614.55	8,385.45	0.00
HC22 2110.240-51-0300	BONDING COST	0.00	1,000.00	1,000.00	870.00	0.00	130.00
HC22 2110.240-51-0500	LEGAL	50,000.00	-1,000.00	49,000.00	0.00	0.00	49,000.00
HC22 2110.240-51-0700	FURNITURE FIXTURES & EQUIPMENT	0.00	10,000.00	10,000.00	9,272.59	0.00	727.41
2110	*	450,000.00	-72,000.00	378,000.00	138,454.31	8,385.45	231,160.24
21	**	450,000.00	-72,000.00	378,000.00	138,454.31	8,385.45	231,160.24
2	***	450,000.00	-72,000.00	378,000.00	138,454.31	8,385.45	231,160.24
Fund HC22Totals:		1,500,000.00	1,949,400.00	3,449,400.00	217,793.07	17,529.32	3,214,077.61
Grand Totals:		3,969,365.51	14,274,844.35	18,244,209.86	10,569,926.75	11,126,620.06	-3,452,336.95

Clarence Central School District

To: Business Office

Date : April 30, 2023

Detail Exception Report Check Run 4/27/23

<u>EXCEPTION</u>	<u>Dollar Amount</u>	<u>Invoice/ Service</u>	<u>PURCHASE ORDER #</u>	<u>P. O. DATE</u>	<u>VENDOR</u>	<u>REQUESTOR</u>
Confirming	\$143	10-Apr	232242	19-Apr	Historical Society	Derkovitz
Confirming	\$246	16-Dec	231789	9-Feb	Herff Jones	Cwiklinski
Confirming	\$660	5-Apr	232235	18-Apr	Mis of America	Maryniewski
Confirming	\$60	11-Mar	232264	21-Apr	WNY Education	Byrd

Clarence Central School District

To: Business Office

Date : May 7, 2023

Detail Exception Report Check Run 5/4/23

<u>EXCEPTION</u>	<u>Dollar Amount</u>	<u>Invoice/ Service</u>	<u>PURCHASE ORDER #</u>	<u>P. O. DATE</u>	<u>VENDOR</u>	<u>REQUESTOR</u>
Confirming	\$663	4/26	232309	5/1	DASH'S	Sutton
Confirming	\$1650	10/10	232263	4/21	Colvin	Maryniewski
Confirming	\$150	1/19	231747	1/31	Bflo Philharmnics	Cwiklinski

Clarence Central School District

To: Business Office

Date : May 14, 2023

Detail Exception Report Check Run 5/11/23

<u>EXCEPTION</u>	<u>Dollar</u> <u>Amount</u>	<u>Invoice/</u> <u>Service</u>	<u>PURCHASE</u> <u>ORDER #</u>	<u>P. O.</u> <u>DATE</u>	<u>VENDOR</u>	<u>REQUESTOR</u>
Confirming	\$700	22-Mar	232336	4-May	Bestself Behavioral	Byrd
Confirming	\$300	22-Mar	232337	4-May	Bestself Behavioral	Byrd
Confirming	\$69	27-Apr	232307	28-Apr	Cozy Café	Derkovitz
Confirming	\$95	21-Apr	232306	28-Apr	Cozy Café	Derkovitz
Confirming	\$100	1-May	232366	5-May	Crowns Trophy	Sutton
Confirming	\$6,230	30-Jan	232356	5-May	AAA Western NY	Panaro
Confirming	\$1,562	3-May	232362	4-May	Orazios	Sutton

Clarence Central School District

To: Business Office

Date : May 29, 2023

Detail Exception Report Check Run 5/25/23

<u>EXCEPTION</u>	<u>Dollar</u> <u>Amount</u>	<u>Invoice/</u> <u>Service</u>	<u>PURCHASE</u> <u>ORDER #</u>	<u>P. O.</u> <u>DATE</u>	<u>VENDOR</u>	<u>REQUESTOR</u>
Confirming	\$413	1-Mar	232399	12-May	DV Brown	Maryniewski
Confirming	\$1,211	21-Apr	232277	25-Apr	Uline	Fohrd
Confirming	\$1,025	17-May	232430	23-May	The Copy Store	Sutton
Confirming	\$2,105	11-May	232387	12-May	Kirk Fuel	Maryniewski
Confirming	\$1,936	11-May	232388	12-May	Kirk Fuel	Maryniewski
Confirming	\$100	1-May	232398	12-May	Kirk Fuel	Maryniewski
Confirming	\$771	14-Apr	232218	17-Apr	Eplus Technology	Raineri
Confirming	\$1,638	5-May	232408	12-May	Griffith's Piano	Fish

Clarence Central School District
Discovery Report – 5/4/23

DISCOVERY	RESOLUTION
<p>ICA noted 3 confirming orders. Confirming orders circumvent the controls put in place by the purchasing department. The controls ensure items are properly purchased with respect to department policies and state requirements. In addition, funds cannot be properly encumbered and budgeted. .</p>	<p>Details of the confirming order were provided to the Business Office.</p>

Clarence Central School District
Discovery Report – 5/11

DISCOVERY	RESOLUTION
ICA noted 7 confirming orders. Confirming orders circumvent the controls put in place by the purchasing department. The controls ensure items are properly purchased with respect to department policies and state requirements. In addition, funds cannot be properly encumbered and budgeted.	Details of the confirming order were provided to the Business Office.

Clarence Central School District
Discovery Report – 5/25

DISCOVERY	RESOLUTION
ICA noted 8 confirming orders. Confirming orders circumvent the controls put in place by the purchasing department. The controls ensure items are properly purchased with respect to department policies and state requirements. In addition, funds cannot be properly encumbered and budgeted.	Details of the confirming order were provided to the Business Office.

Clarence Central School District
Discovery Report – 5/31

DISCOVERY	RESOLUTION
ICA noted 5 confirming orders. Confirming orders circumvent the controls put in place by the purchasing department. The controls ensure items are properly purchased with respect to department policies and state requirements. In addition, funds cannot be properly encumbered and budgeted.	Details of the confirming order were provided to the Business Office.

Clarence Central School District
Discovery Report – 4/27

DISCOVERY	RESOLUTION
<p>ICA noted 4 confirming orders. Confirming orders circumvent the controls put in place by the purchasing department. The controls ensure items are properly purchased with respect to department policies and state requirements. In addition, funds cannot be properly encumbered and budgeted. .</p>	<p>Details of the confirming order were provided to the Business Office.</p>

CA Report to Board of Education Clarence Central School District

**April 30, 2023
By Denise Kolber, CA
(Dkolber@Clarenceschools.org)**

To: Board of Education
From: Denise Kolber/CA
Date: April 30, 2023

I hereby certify that I have audited the below noted claims for the week of April 27. The claims have been reviewed for the appropriate amounts, approvals, reasonableness, and adherence to Department and State requirements.

All claims included therein have been checked for the following:

- Adherence to District policy and procedures
- Quotes and Bids obtained as required by Purchasing Procedures
- Pricing is correct as per bids, quotes, contracts etc.
- Purchase orders are pre-numbered
- Check number on the warrant are in sequence
- Purchasing Agent has signed each purchase order
- Purchase order date precedes the invoice date
- Signed Receipt of Goods/Services by an authorized employee
- Correct remit
- Appropriate detail backup
- Mathematical accuracy
- No duplication of payments
- Invoice(s) match the purchase order
- Travel vouchers are properly itemized
- Charges for professional services are properly itemized along with executed contract
- Sales tax not paid

The Audit Discover Report is attached noting exception found during review.

These claims have been authorized and paid to the claimant certified.

<u>FUND</u>	<u>DATE</u>	<u>CHECK NUMBERS</u>	<u>AMOUNT</u>
A	27-Apr	61055-61105	\$233,934
F	27-Apr	2839-2850	\$97,836
H	27-Apr	1836	\$6,250
		TOTAL FUNDS	\$338,020

CA Report to Board of Education Clarence Central School District

**May 7, 2023
By Denise Kolber, CA
(Dkolber@Clarenceschools.org)**

To: Board of Education
From: Denise Kolber/CA
Date: May 7, 2023

I hereby certify that I have audited the below noted claims for the week of May 4. The claims have been reviewed for the appropriate amounts, approvals, reasonableness, and adherence to Department and State requirements.

All claims included therein have been checked for the following:

Adherence to District policy and procedures
Quotes and Bids obtained as required by Purchasing Procedures
Pricing is correct as per bids, quotes, contracts etc.
Purchase orders are pre-numbered
Check number on the warrant are in sequence
Purchasing Agent has signed each purchase order
Purchase order date precedes the invoice date
Signed Receipt of Goods/Services by an authorized employee
Correct remit
Appropriate detail backup
Mathematical accuracy
No duplication of payments
Invoice(s) match the purchase order
Travel vouchers are properly itemized
Charges for professional services are properly itemized along with executed contract
Sales tax not paid

The Audit Discover Report is attached noting exception found during review.

These claims have been authorized and paid to the claimant certified.

<u>FUND</u>	<u>DATE</u>	<u>CHECK NUMBERS</u>	<u>AMOUNT</u>
A	4-May	61106-61156	\$575,400
F	4-May	2851-2861	\$119,915
		TOTAL FUNDS	\$695,315

ICA Report to Board of Education Sweet Home Central School District

**May 7, 2023
By Denise Kolber, CA
(Dkolber@sweethomeschools.org)**

To: Board of Education
From: Denise Kolber/ICA
Date: May 7, 2023

I hereby certify that I have audited the below noted claims for the month of April. The claims have been reviewed for the appropriate amounts, approvals, reasonableness, and adherence to Department and State requirements.

All claims included therein have been checked for the following:

- Adherence to District policy and procedures
- Quotes and Bids obtained as required by Purchasing Procedures
- Pricing is correct as per bids, quotes, contracts etc.
- Purchase orders are pre-numbered
- Check number on the warrant are in sequence
- Purchasing Agent has signed each purchase order
- Purchase order date precedes the invoice date
- Signed Receipt of Goods/Services by an authorized employee
- Correct remit
- Appropriate detail backup
- Mathematical accuracy
- No duplication of payments
- Invoice(s) match the purchase order
- Travel vouchers are properly itemized
- Charges for professional services are properly itemized along with executed contract
- Sales tax not paid

The Audit Discover Report is attached noting exception found during review.

These claims have been authorized and paid to the claimant certified:

<u>FUND</u>	<u>DATE</u>	<u>CHECK NUMBERS</u>	<u>AMOUNT</u>
A	10-May	61159-61232	\$310,349
H	10-May	1837-1840	\$181,907
F	10-May	2862-2870	\$23,795

ICA Report to Board of Education Clarence Central School District

**May 29, 2023
By Denise Kolber, CA
(Dkolber@clarenceschools.org)**

To: Board of Education
From: Denise Kolber/ICA
Date: May 21, 2023

I hereby certify that I have audited the below noted claims for the week of 5/25. The claims have been reviewed for the appropriate amounts, approvals, reasonableness, and adherence to Department and State requirements.

All claims included therein have been checked for the following:

- Adherence to District policy and procedures
- Quotes and Bids obtained as required by Purchasing Procedures
- Pricing is correct as per bids, quotes, contracts etc.
- Purchase orders are pre-numbered
- Check number on the warrant are in sequence
- Purchasing Agent has signed each purchase order
- Purchase order date precedes the invoice date
- Signed Receipt of Goods/Services by an authorized employee
- Correct remit
- Appropriate detail backup
- Mathematical accuracy
- No duplication of payments
- Invoice(s) match the purchase order
- Travel vouchers are properly itemized
- Charges for professional services are properly itemized along with executed contract
- Sales tax not paid

The Audit Discover Report is attached noting exception found during review.

These claims have been authorized and paid to the claimant certified:

<u>FUND</u>	<u>DATE</u>	<u>CHECK NUMBERS</u>	<u>AMOUNT</u>
A	24-May	61292-61361	\$360,449
H	25-May	1841-1842	\$24,326
		Total All Funds	\$384,775

ICA Report to Board of Education Clarence Central School District

**June 4, 2023
By Denise Kolber, CA
(Dkolber@clarenceschools.org)**

To: Board of Education
From: Denise Kolber/ICA
Date: June 4, 2023

I hereby certify that I have audited the below noted claims for the week of 5/31. The claims have been reviewed for the appropriate amounts, approvals, reasonableness, and adherence to Department and State requirements.

All claims included therein have been checked for the following:

- Adherence to District policy and procedures
- Quotes and Bids obtained as required by Purchasing Procedures
- Pricing is correct as per bids, quotes, contracts etc.
- Purchase orders are pre-numbered
- Check number on the warrant are in sequence
- Purchasing Agent has signed each purchase order
- Purchase order date precedes the invoice date
- Signed Receipt of Goods/Services by an authorized employee
- Correct remit
- Appropriate detail backup
- Mathematical accuracy
- No duplication of payments
- Invoice(s) match the purchase order
- Travel vouchers are properly itemized
- Charges for professional services are properly itemized along with executed contract
- Sales tax not paid

The Audit Discover Report is attached noting exception found during review.

These claims have been authorized and paid to the claimant certified:

<u>FUND</u>	<u>DATE</u>	<u>CHECK NUMBERS</u>	<u>AMOUNT</u>
A	31-May	61244-61389	Checks
		2021262	ACH
		Total A Fund	\$55,684
F	31-May	2886-2888	\$44,025
C	31-May	1939	\$300
		Total All Funds	\$99,709

SCHEDULE OF BILLS

July 10, 2023

GENERAL FUND:

Checks #61439 – 61615	\$1,791,814.96
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Payroll #26	<u>5,890,528.46</u>
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	\$7,682,343.42
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Community Relations

**SUBJECT: NAMING OF SCHOOL FACILITIES, PLAQUES AND
MEMORIALS/PUBLIC DEDICATION****Memorials and Recognitions**

Community or school groups who wish to memorialize or recognize the outstanding contribution of a deceased student, staff member of the school, or outstanding service of a retired staff member or former board member may pursue signage, plaque, bench or landscaping with the approval from both the individual building principal and Director of Facilities.

- No individual, group, or organization shall be permitted to erect memorial, or structure of any kind upon school grounds without approval.
- Costs of memorials or recognitions shall be borne by those seeking the dedication and shall not be paid for from school district funds.
- Any memorials or recognitions shall not incur any ongoing costs or create any additional liability for the district.
- All approved memorials and recognitions become school district property and will be temporarily hung, such as a painting or plaque; no memorial will be permanently mounted into the structure of a school building or its grounds.
- Appropriate memorials may be items such as garden benches, library books, wall hangings or plaques, landscaping small removable items or a gift of money to the school or district.
- Wall hangings and plaques shall not be affixed to specific rooms and must be displayed in the school entrance, foyer or dedicated area for such memorials.

Naming of School Facilities

The Board of Education shall, by majority vote, approve the naming or renaming of any building or facility owned by the District.

District facilities may be named after persons who have attained national or local prominence in fields such as education, arts and sciences, and government; after past U.S. presidents or persons of local significance; or after the geographic characteristics of the area in which the facility is located.

Community or school groups who wish to have a facility named or re-named must provide data regarding the proposed names with sufficient information to enable the Board of Education to make discriminating decisions. The family of the individual being recognized or memorialized will be consulted as a part of the decision-making process.

Portions of school facilities, such as libraries, gymnasiums, athletic fields, and classrooms, shall be named according to their educational purpose and shall not be named for individuals.

(Continued)

**SUBJECT: NAMING OF SCHOOL FACILITIES, PLAQUES AND
MEMORIALS/PUBLIC DEDICATION (Cont'd.)**

The Board of Education shall, by formal resolution, name the facility.

Grandfathering

This policy will guide decisions moving forward from the date of the first adoption and will not impact previous memorials.

Stipend List Summer 2023

Course Title	Instructor/Payee	Stipend	Estimate Number of Hours/Students
Red Devil Soccer Camp Gr 2-8	Mike Silverstein/RED DEVIL	\$100/Student	80 Students
Red Devil Wrestling Camp	Jason Chase	\$50/Student	60 Students
Flag Football Age 5-7 (6/24-07/22)	Kids Choice Sports	\$105/Student	30 Students
Flag Football Age 7-12 (6/24-07/22)		\$105/Student	
Little Sluggers Intro to T-Ball Age 3-4		\$85/Student	
Little Sluggers Intro to T-Ball Age 5-6		\$85/Student	
Toddler Time Soccer Age 2-3 w parent		\$85/Student	
4-6 Basketball Clinics	CHSC,LLC	\$70/Student	75 Students
Girls Basketball Camp - 07/10-07/13	Erin Booker	\$105/Student	
Girls Basketball Summer Trainings		\$30/Student	
Girls Basketball Summer League 5-6		\$70/Student	
Girls Basketball Summer League 7-8		\$40/Students	
AM Swim	Sue Gustafson	\$22/Hour	25 Hours
	Randy Williams	\$20/Hour	30 Hours
	Christine Deal	\$20/Hour	75 Hours
	Christine Weber	\$20/Hour	140 Hours
	Emma Albrecht	\$20/Hour	25 Hours
	Jocelyn Canaday	\$18/Hour	140 Hours
	Albert Weber	\$18/Hour	25 Hours
	Adam Weber	\$18/Hour	25 Hours
	Ramsey Ross	\$18/Hour	25 Hours
Summer League Volleyball Gr.4-8	Devil Volleyball, LLC	\$65/Student	50/Students
Elite Summer Volleyball Camp Gr. 8-12	DVLC, LLC	\$70/Student	50/Students
Summer Modified Volleyball Camp Gr.4-8	Robin Shifflet	\$70/Student	75/Students
Tot Champs Soccer (Age 3)		\$70/Student	50/Students
Little Champs Soccer (Age 4)		\$70/Student	50/Students
Jr. Champs Soccer (Age 5)		\$70/Student	50/Students
Champs Soccer (Age 6-7)		\$70/Student	50/Students
DYI/Garden Design	Nora Saintz/ Gardenette	\$20/Student	10 Students

TEXTBOOK DISPOSAL FORM

School Name: CLARENCE MIDDLE

Teacher: VRBANEC - G06

[illegible]

Principal's Signature

Date _____

Business Office Signature

Date _____

Ashley Mer 6/22/23

TEXTBOOK DISPOSAL FORM

School Name: CMS

Teacher: David Stillinger

[illegible]

Principal's Signature

Date _____

Business Office Signature

Date _____

Ashley Meeker 4/23/23

P1 RESIGNATIONS

Recommended Action: Acceptance of the following instructional/administrative resignations:

Andrew Bodemer, CHS Marching Band Advisor, resigns from his position effective June 30, 2023. See the attached letter.

Rae Lynn Helman, Director of Special Education and Pupil Personnel, resigns from her position effective June 30, 2023. See the attached letter.

P2 REQUEST FOR LEAVE OF ABSENCE

Recommended Action: Approval of the following request for unpaid leave of absence:

Amanda Brice, CHS Mathematics teacher, requests a child care leave of absence from her teaching position effective September 1, 2023 through January 28, 2024.

P3 AMEND PREVIOUS BOARD ACTION

Recommended Action: Acceptance of the following instructional Board Action Amendment:

The Pride and Allies Club Advisor was added as a new extracurricular position on the June 12, 2023 instructional board agenda. This should be amended to two positions.

P4 INFORMATIONAL ITEM

Amber Rice-Hannes, CMS Special Education teacher, transfers to a Harris Hill Special Education teacher position effective September 1, 2023.

P5 PRIOR APPOINTMENTS APPROVED BY SUPERINTENDENT

Recommended Action: Approval of the following instructional appointments made prior to the July BOE meeting which has been approved by the Superintendent, Dr. Frahm:

Recommended Action: Approval of the following instructional appointments for summer school at \$45/hour not to exceed 88 hours each.

High School July 5 – August 17, 2023 (no Friday classes)
(4 hrs./day)

<u>Name</u>	<u>Grade/Subject</u>
Miles Cassetta	School Psychologist (up to 143 hours)
Keith Stoerr	Living Environment
Sarah Wood	Mathematics

Recommended Action: Approval of the following instructional appointments for Extended School Year summer school at \$45/hour each.

Harris Hill July 5 – August 15, 2023 (Monday-Friday)
(4.5 hrs./day)

<u>Name</u>	<u>Grade/Subject</u>
Megan Ciotuszynski	Special Education (up to 143 hours)
Cassandra Matuszak	Special Education (up to 143 hours)
Sarah Parish	School Psychologist (up to 143 hours)

CHS/Harris Hill

<u>Name</u>	<u>Grade/Subject</u>
Katie Attea	School Psychologist (sub – up to 50 hours)
Laura Zaprowski	Speech (up to 180 hours)

P6 APPOINTMENTS

Recommended Action: Approval of the following administrative/instructional appointments:

A. NAME:	Olivia Diebel
TYPE:	Probationary
TENURE AREA:	Art
EFFECTIVE DATE:	September 1, 2023
PROBATIONARY PERIOD:	September 1, 2023 through August 31, 2027, except to the extent required by the applicable provisions of §3012 of Education Law, in order to be granted tenure the teacher must receive composite or overall annual professional performance review ratings pursuant to §3012-c and/or §3012-d of the Education Law of either effective or highly effective in at least three (3) of the four (4) preceding years, and if the teacher received an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time.
CERTIFICATION STATUS:	Holds Initial Certification in Visual Arts
ANNUAL SALARY:	\$40,430 BA Step 1

ASSIGNMENT: Ms. Diebel earned a bachelor's degree in Art from Seton Hill University. Ms. Diebel replaces Kathryn Greene, Ledgeview Art teacher, who has taken an administrative position.

B. NAME: Nicole Gasiewicz
TYPE: Probationary
TENURE AREA: Special Education
EFFECTIVE DATE: September 1, 2023
PROBATIONARY PERIOD: September 1, 2023 through August 31, 2026, except to the extent required by the applicable provisions of §3012 of Education Law, in order to be granted tenure the teacher must receive composite or overall annual professional performance review ratings pursuant to §3012-c and/or §3012-d of the Education Law of either effective or highly effective in at least three (3) of the four (4) preceding years, and if the teacher received an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time.
CERTIFICATION STATUS: Holds Professional Certification in Students with Disabilities B-2 and 1-6, Early Childhood Education B-2 and Childhood Education 1-6
ANNUAL SALARY: \$46,616 MA Step 5

ASSIGNMENT: Ms. Gasiewicz earned a bachelor's degree in Early Childhood Education and a master's degree in Childhood Special Education both from Buffalo State College. Ms. Gasiewicz previously served as a special education teacher for Orleans-Niagara BOCES. She replaces Diane Dawley, Sheridan Hill Special Education teacher, who retired.

C.	NAME:	Kathryn Greene
	TYPE:	Probationary
	TENURE AREA:	Director of Curriculum
	EFFECTIVE DATE:	August 1, 2023
	PROBATIONARY PERIOD:	August 1, 2023 through July 31, 2027, except to the extent required by the applicable provisions of §3012 of Education Law, in order to be granted tenure the teacher must receive composite or overall annual professional performance review ratings pursuant to §3012-c and/or §3012-d of the Education Law of either effective or highly effective in at least three (3) of the four (4) preceding years, and if the teacher received an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time.
	CERTIFICATION STATUS:	Holds Internship Certificates as a School District Leader, School Building Leader and additionally Permanent Certification in Art
	ANNUAL SALARY:	\$106,000 prorated

ASSIGNMENT: Ms. Greene has served the District as an elementary art teacher for 19 years. Additionally, she has held leadership roles as a department chair and administrative intern for summer school. She replaces Mariah Kramer, Director of Curriculum, who resigned.

D.	NAME:	Claire Guary
	TYPE:	Probationary
	TENURE AREA:	English as a New Language
	EFFECTIVE DATE:	September 1, 2023
	PROBATIONARY PERIOD:	September 1, 2023 through August 31, 2027, except to the extent required by the applicable provisions of §3012 of Education Law, in order to be granted tenure the teacher must receive composite or overall annual professional performance review ratings pursuant to §3012-c and/or §3012-d of the Education Law of either effective or highly effective in at least three (3) of the four (4) preceding years, and if the teacher received an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time.
	CERTIFICATION STATUS:	Holds Initial Certification in English to Speakers of Other Languages and Childhood Education 1-6
	ANNUAL SALARY:	\$43,030 MA Step 1

ASSIGNMENT: Ms. Guary earned a bachelor's degree in Communicable Disorders from the University at Buffalo and a master's degree in TESOL from Canisius College. Ms. Guary served as a regular substitute for the Sweet Home CSD during the 2022-23 school year. This is a new position.

E. NAME: Christina Heitz
 TYPE: Regular Substitute
 SUBJECT AREA: Mathematics
 BEGINNING DATE: September 1, 2023
 ENDING DATE: January 26, 2024 or earlier at the discretion of the
 Board of Education
 CERTIFICATION STATUS: Holds Professional Certification in Mathematics 7-12,
 Mathematics 5-6 Extension and Childhood Education
 1-6
 ANNUAL SALARY: \$45,615 prorated MA Step 4

ASSIGNMENT: Ms. Heitz earned a bachelor's degree in Adolescent Education from Canisius College and a master's degree in Counseling from Capella University. Christina replaces Amanda Brice, CHS Mathematics teacher, who is on a leave of absence.

F. NAME: Mackenzie Mahony
 TYPE: Probationary
 TENURE AREA: Special Education
 EFFECTIVE DATE: September 1, 2023
 PROBATIONARY PERIOD: September 1, 2023 through August 31, 2027, except to
 the extent required by the applicable provisions of
 §3012 of Education Law, in order to be granted tenure
 the teacher must receive composite or overall annual
 professional performance review ratings pursuant to
 §3012-c and/or §3012-d of the Education Law of
 either effective or highly effective in at least three (3)
 of the four (4) preceding years, and if the teacher
 received an ineffective composite or overall rating in
 the final year of the probationary period the teacher
 shall not be eligible for tenure at that time.
 CERTIFICATION STATUS: Holds Initial Certification in Students with Disabilities
 7-12 Generalist
 ANNUAL SALARY: \$43,030 MA Step 1

ASSIGNMENT: Ms. Mahony earned a bachelor's degree in Speech Language Pathology and a master's degree in Students with Disabilities 7-12 from Buffalo State College. Ms. Mahony replaces Lauren Hirsch, CHS Special Education teacher, who retired.

G. NAME: Paige Rzepka
 TYPE: Probationary
 TENURE AREA: English
 EFFECTIVE DATE: September 1, 2023
 PROBATIONARY PERIOD: September 1, 2023 through August 31, 2027, except to the extent required by the applicable provisions of §3012 of Education Law, in order to be granted tenure the teacher must receive composite or overall annual professional performance review ratings pursuant to §3012-c and/or §3012-d of the Education Law of either effective or highly effective in at least three (3) of the four (4) preceding years, and if the teacher received an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time.
 CERTIFICATION STATUS: Holds Initial Certification in English Language Arts 7-12
 ANNUAL SALARY: \$43,030 MA Step 1

ASSIGNMENT: Ms. Rzepka earned a bachelor's degree in English Adolescence Education and Psychology and a master's degree in English Adolescence Education both from SUNY at Fredonia. Ms. Rzepka replaces Sarah Kellner, CHS English teacher, who resigned.

H. NAME: Emmy Wolfe
 TYPE: Regular Substitute
 SUBJECT AREA: Elementary
 BEGINNING DATE: September 1, 2023
 ENDING DATE: June 30, 2024 or earlier at the discretion of the Board of Education
 CERTIFICATION STATUS: Holds Initial Certification in English Language Arts 7-12
 ANNUAL SALARY: \$41,774 BA+24 Step 1

ASSIGNMENT: Ms. Wolfe earned a bachelor's degree in Theater and Communications and a master's degree in English Education from Buffalo State College. Ms. Wolfe served as a regular substitute for the Williamsville CSD during the 2022-23 school year. Ms. Wolfe replaces Ashley Martin, CHS English teacher, who is on leave.

I. REGENTS REVIEW INSTRUCTORS – CHS

The following individual is recommended for the August Regents review classes at \$38/hour:

COURSE	NUMBER OF HOURS	TEACHER(S)
Earth Science	10 hours	Deborah Wehrlin

J. DEPARTMENT & GRADE LEVEL CHAIRPERSONDistrict Wide

<u>Department</u>	<u>Name</u>	<u>Rate</u>
Art (9)	Thomas Claxton	\$4,136
Business (5)	Ronald DiNicolantonio	\$3,367
ENL (4)	Kimberly McClaren	\$3,367
Family and Consumer Science (2)	Kathleen Gasiecki	\$1,958
Library (6)	Jessica Bork	\$3,536
LOTE (15)	Michael DelSignore	\$4,730
Math Interventionist (4)	Lisa Viscome	\$1,958
Music (18)	Louis Vitello	\$4,730
Physical Education (16)	Stephanie Stevens	\$4,730
Elementary Guidance (4)	Hannah Jerozal	\$1,958
Reading (10)	Kimberly Anderson	\$2,844
School Psychologist (11)	Michelle Braun-Burget/ Christine Berry (shared)	\$2,068 \$2,068
Technology (8)	Jason Urbanek	\$3,536

High School

<u>Department</u>	<u>Name</u>	<u>Rate</u>
ELA (15)	Paul Runfolo	\$4,730
Math (15)	Regina Stasiak	\$4,730
Science (16)	Mary Pat Nichols	\$4,730
Social Studies (15)	Richard Brooks	\$4,730
Special Education (17)	Jacqueline Bowman	\$4,730
Guidance (5)	Nicholas Rizzo	\$3,367

Middle School

<u>Department</u>	<u>Name</u>	<u>Rate</u>
ELA (13)	Lynn Elibol	\$3,067
FACS (2)	Kathleen Gasiecki	\$2,558
Guidance (3)	Daniel Fox	\$2,558
Mathematics (10)	Maria Frankowski	\$2,844
Science (9)	Deborah Wehrlin	\$2,844
Social Studies (9)	Charles Kohler	\$2,844
Special Education (19)	Mary Aumiller	\$3,106

Clarence Center

<u>Department</u>	<u>Name</u>	<u>Rate</u>
Grade K (3)	Boni McClaren	\$2,558
Grade 1 (4)	Kimberly Castiglione	\$2,558
Grade 2 (4)	Kerry Van Horn	\$2,558
Grade 3 (3)	Theresa Fox	\$2,558
Grade 4 (3)	Jennifer Ryan	\$2,558
Grade 5 (3)	Michelle Layer	\$2,558
Special Education (7)	Kristie Stoness	\$2,844

Harris Hill

<u>Department</u>	<u>Name</u>	<u>Rate</u>
Grade K (4)	Kristin Zahn	\$2,558
Grade 1 (4)	Linda Reagan	\$2,558
Grade 2 (4)	Lisa Grabowski	\$2,558
Grade 3 (4)	Colleen Hodgson	\$2,558
Grade 4 (4)	Barbara Olson	\$2,558
Grade 5 (3)	Mary Schnitter	\$2,558
Special Education (9)	Lisa Panek	\$2,844

Ledgeview

<u>Department</u>	<u>Name</u>	<u>Rate</u>
Grade K (4)	Sarah Szymanski	\$2,558
Grade 1 (4)	Julie Knubbert	\$2,558
Grade 2 (4)	Monica Holdaway-Topol	\$2,558
Grade 3 (4)	Amy Stewart	\$2,558
Grade 4 (4)	Natalie Miller	\$2,558
Grade 5 (4)	Megan Ward	\$2,558
Special Education (6)	Andrea Heard	\$2,621

Sheridan Hill

<u>Department</u>	<u>Name</u>	<u>Rate</u>
Grade K (4)	Amy Selig	\$2,558
Grade 1 (4)	Maria Burke	\$2,558
Grade 2 (4)	Karen Mazurowski	\$2,558
Grade 3 (4)	Michele Kiener	\$2,558
Grade 4 (4)	Rebecca Peters	\$2,558
Grade 5 (4)	Cynthia Esposito	\$2,558
Special Education (9)	Kimberly Metz	\$2,844

K. 2023-24 MENTORS

The following individuals will provide mentor services for the 2023-24 school year: Each mentor will receive a stipend of \$2,200 for working with one individual or \$2,900 for working with two or more individuals:

RECOMMENDED MENTOR	STIPEND	INTERN	BUILDING
Tammy Gordon	\$2,200	Emily Markarian (9/1/23-6/30/24)	Clarence Center
Lisa Panek	\$1,100	Bridget Conlan (9/1/23-1/30/24)	Harris Hill
Linda Reagan	\$2,200	Sarah McMahan (9/1/23-6/30/24)	Harris Hill
Rebecca Rajk	\$2,200	Amber Rice-Hannes (9/1/23-6/30/24)	Harris Hill
Lauren Rittling	\$1,100	Christy Simmons (9/1/23-1/30/24)	Harris Hill
Gretchen Doktor	\$2,200	Breann Zabawa (9/1/23-6/30/24)	Harris Hill
Dayna Taylor	\$2,200	Jamie Atkins (9/1/23-6/30/24)	High School
Douglas Ratka	\$1,100	Sean Burton (9/1/23-1/30/24)	High School
Kimberly Crotty	\$2,200	Makenzie Castiglione (9/1/23-6/30/24)	High School
Peter Scumaci	\$2,200	Max Hyland (9/1/23-6/30/24)	High School
Laura Staniszewski	\$2,200	Makenzie Mahony (9/1/23-6/30/24)	High School
Frank Aquilina	\$2,200	Paige Rzepka (9/1/23-6/30/24)	High School
Kerrie Pogodzinski	\$2,200	Janine Slavunos (9/1/23-6/30/24)	High School
Chelsey Bieler	\$2,200	Emmy Wolfe (9/1/23-6/30/24)	High School
Kelli Liss	\$2,200	Olivia Diebel (9/1/23-6/30/24)	Ledgeview
Maureen Aery	\$2,200	Kacey Quinn (9/1/23-6/30/24)	Ledgeview
Melissa Graham	\$2,200	Emma Sobieraski (9/1/23-6/30/24)	Ledgeview
Kathryn Wright	\$2,200	Josh Arnold (9/1/23-6/30/24)	Middle School

Dianna Kolek	\$2,200	Kelly Gandt (9/1/23-6/30/24)	Middle School
Kelly Barone	\$2,200	Claire Guary (9/1/23-6/30/24)	Middle School
Amy Zwolinski	\$2,200	Jeffrey Matiash (9/1/23-6/30/24)	Middle School
Ashley Clingersmith	\$2,200	Nicole Gasiewicz (9/1/23-6/30/24)	Sheridan Hill
Catherine Ciepiela	\$2,200	Lindsay Wrzos (9/1/23-6/30/24)	Sheridan Hill
Rosalyn Vasi	\$2,200	Grace Reilley (9/1/23-6/30/24)	Sheridan Hill
Kimberly Anderson	\$2,200	Laura Zaprowski (9/1/23-6/30/24)	Sheridan Hill

L. MENTOR LIAISON

Gretchen Rohe is recommended to serve the District in the role of Mentor Liaison for the 2023-24 school year. The stipend for this assignment is \$3,625.

M. ADMINISTRATIVE MENTORS

The following administrators provided mentor services for the 2022-23 school year:

SCHOOL	MENTOR	STIPEND	INTERN
DO	Mary Jo Dunkle	\$500.00	Jill Sengbusch
DO	Kenneth Smith	\$500.00	Rae Lynn Helman
HH	Keith Kuwik	\$500.00	Robert Boccaccio

The following administrators will provide mentor services for the 2023-24 school year:

SCHOOL	MENTOR	STIPEND	INTERN
CC	Jenna Arroyo	\$500.00	Heidie Buffomante
MS	Julie Mampe	\$500.00	Matthew Lauer
DO	Kenneth Smith	\$500.00	Kathryn Greene

N. MENTOR TRAINING

The following individuals are recommended for Mentor Training outside of the school day. Compensation will be at a rate of \$38 per hour.

<u>Name</u>	<u>School</u>	<u>Hours</u>
Jacqueline Bowman	CHS	2
Suzanne Covington	CHS	2
Kimberly Crotty	CHS	2
Amy Czechowski	HH	2
Gretchen Doktor	HH	2
Kim Grant	CC	2
Stephen Merlihan	CHS	2
Gillian Muraco	HH	2
Monica Holdaway-Topol	LV	2
Amy Zwolinski	MS	2

O. EXTRACURRICULARCHSACTIVITY ADVISORS

<u>Position</u>	<u>Name</u>	<u>Level</u>	<u>Step</u>	<u>Stipend</u>
Fall Drama Club Advisor	Douglas Kohler	VI	1	\$3,152
Unified Club Advisor	Beth Brawn	X	1	\$1,281
Grade 11 Advisor	Cynthia Adams	VI	1	\$3,152
Cavalry Club Advisor	David Smith	V	1	\$3,709

P7 CURRICULUM WRITING PROJECTS

See attached Summer Curriculum Writing Project requests from Kristin Overholt requesting teacher workdays at \$148 per day.

P8 PRESENTATION COMPENSATION

The following individuals are recommended as presenters for the following Professional Development Workshops for Clarence Teachers. Compensation will be at a rate of \$40 per hour per session:

Teacher(s)	Presentation Title	Presentation Hours	Sessions Offered
DAWLEY, DIANE	Somebody Else's Kids	10	1
FRANKOWSKI, MARIA	Formative Assessments 101	6	1
KOLEK, DIANNA	Batch Planning with Google Calendar	12	1
KOLEK, DIANNA	A Closer Look at Canva	6	1
KOLEK, DIANNA	Making the Most of Edpuzzle	6	1
KOLEK, DIANNA	Q-A-R: Question Answer Relationships	6	1
KOLEK, DIANNA	Question Investigation Trails	6	1
KOTLIK, RONALD	Introduction to Microsoft 365	6	1
KOTLIK, RONALD	Microsoft 365 SWAY - A Google Slides & Canva Alternative	6	1
KOTLIK, RONALD	Microsoft 365 Visio - Mind Mapping Made Easy	6	1
KOTLIK, RONALD	Microsoft 365 Whiteboard	6	1
KOTLIK, RONALD	Microsoft 365 Lists & To Do	6	1
KOTLIK, RONALD	Microsoft 365 Stream - Screencasting with a Twist	6	1
KOTLIK, RONALD	Microsoft 365 One Note & Classroom Notebook	6	1
KOTLIK, RONALD	Microsoft 365 Planner - Team Building, Collaboration, & Project Management	6	1
KOTLIK, RONALD	Goosechase Interactive Scavenger Hunts & Discussion Tools	6	1
KOTLIK, RONALD	Microsoft 365 Model Team Project	6	1
MOHR, JESSICA	How to Read an IEP	6	1
MOHR, JESSICA	Read & Write for Google	6	1
MOHR, JESSICA	Understanding Autism	15	3
RATAJCZAK, AMY	Accessibility Tips and Tricks	6	1
RATAJCZAK, AMY	Bookshare 101	6	1
RATAJCZAK, AMY	Read & Write for Google	6	1
RATAJCZAK, AMY	Understanding ADHD	15	3
RATAJCZAK, AMY	Understanding Learning Disabilities	15	2
SORRELS, MARY	Using the Summary Heuristic Model as a Tool for Inquiry-Based Learning	6	1
SORRELS, MARY	Educator Bandwidth	15	1

P9 TOSA SUMMER DAYS

The Following Teachers on Special Assignment will provide summer days of service to the curriculum department at their per diem rates:

<u>Name</u>	<u>No. of Days</u>	<u>Per Diem Rate</u>
Kate Celej	40	\$539.22
Gretchen Doktor	30	\$539.22
Melissa Graham	30	\$540.90
Kathryn Greene	30	\$486.50
Rosalyn Vasi	30	\$540.90

P10 SUMMER SCHOOL APPOINTMENTS

Recommended Action: Approval of the following instructional appointments for summer school at \$45/hour not to exceed 88 hours each.

High School July 5 – August 17, 2023 (no Friday classes)
(4 hrs./day)

<u>Name</u>	<u>Grade/Subject</u>
Shannon Jablonski	Physical Education/Health

Recommended Action: Approval of the following instructional appointments for Extended School Year summer school at \$45/hour each.

CHS/Harris Hill

<u>Name</u>	<u>Grade/Subject</u>
Gretchen Burden	Speech (sub – up to 50 hours)
Jennifer Rose-Burton	Speech (sub – up to 50 hours)

P11 SUBSTITUTE TEACHER LIST

Removal:

Rosemary Davies – Not Certified

P12 RESOLUTION

WHEREAS, The District and CAA are parties to a collective bargaining agreement covering the period July 1, 2019 through June 30, 2024.

WHEREAS, Mary Jo Dunkle is employed and holds tenure as Assistant Director of Special Education and Pupil Personnel Services.

BE IT RESOVLVED, Mary Jo Dunkle will serve as the Interim Director of Special Education and Pupil Personnel Services for the period July 1, 2023 - January 26, 2024 at the prorated annual compensation amount of \$120,000.

BE IT FURTHER RESOVLVED, Mary Jo Dunkle will return to her current position as Assistant Director of Special Education and Pupil Personnel Services effective January 27, 2024.

M E M O R A N D U M

TO: ROBERT MICHEL, ASST. SUPERINTENDENT FOR HUMAN RESOURCES

FROM: KRISTIN OVERHOLT, ASST. SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION

SUBJECT: CURRICULUM WRITING PROJECTS

DATE: July 5, 2023

CLARENCE CENTRAL SCHOOLS

R JUL 05 2023

PERSONNEL DEPARTMENT

Please find below a list of curriculum projects. We are requesting Board of Education approval for the curriculum projects and the teacher compensation to be rendered from the work completed at the rate of \$148 per day. Thank you.

CURRICULUM PROJECTS			
PARTICIPANT	SCH	PROJECT TITLE	DAYS
Adams, Nicole	HH	BOCE 4 Science: Grade 5 Deer, Deer Everywhere!	0.5
Agnello, Tara	CC	Summer School Curriculum	3
Bellanca, Stephanie	SH	SEL Curriculum Planning: Lighthouse	2
Berry, Chrisine	DW	Summer School Curriculum	1
Bonner, Emily	SH	Culturally Responsive Practices: Culture Infusion	1
Burke, Maria	SH	Culturally Responsive Practices: Culture Infusion	1
Burton, Jen	SH	SEL Curriculum Planning: Lighthouse	2
Conlan, Bridget	HH	Curriculum Unit Development: Co-Teach Grade 2	2
Cooley, Ryan	CHS	Curriculum Unit Development: US History & Government Co Teach	1
Czechowski, Amy	HH	Special Education Program Planning: Co-Planning Grade 3	1
Fiegel, Sarah	SH	Culturally Responsive Practices: Culture Infusion	1
Fridmann, Suzanne	HH	Special Education Program Planning: Co-Planning Grade 3	1
Giangreco, Bernadette	SH	SEL Curriculum Planning: Lighthouse	2
Goulette, Lindsay	SH	SEL Curriculum Planning: Lighthouse	2
Grajek, Kristen	SH	Culturally Responsive Practices: Culture Infusion	1
Grant, Kim	CC	Curriculum Unit Development: Phonics First/Heggerty Unit Development	3
Grant, Kim	CC	Grade Level Change (K-5)	1
Greene, Kathryn	LV	SEL Curriculum Planning: Lighthouse	2
Harris, Renee	SH	SEL Curriculum Planning: Lighthouse	2
Hodgson, Colleen	HH	Curriculum Unit Development: Material & Library Alignment	1
Jerozal, Hannah	SH	SEL Curriculum Planning: Lighthouse	2
Kerl, Andrew	CMS	Special Education Program Planning - 12:1 Science Co-Planning	3
Kreher, Sara	SH	Special Education Programming: Thematic Language and Curriculum Supports	3
Marfurt, Marissa	SH	BOCE 4 Science: Grade 2 Made of Matter	0.5
Marfurt, Marissa	SH	SEL Curriculum Planning: Lighthouse	2
Mazurowski, Karen	SH	BOCE 4 Science: Grade 2 Made of Matter	0.5
Mazurowski, Karen	SH	SEL Curriculum Planning: Lighthouse	2
McClaren, Kim	SH	Culturally Responsive Practices: Culture Infusion	1

McMahan, Sarah	HH	Curriculum Unit Development: Co-Teach Grade 2	2
Misinec, Heather	SH	Culturally Responsive Practices: Culture Infusion	1
Pogodzinski, Kerrie	CHS	Cooperative Learning - Business Curriculum	1
Pusateri, Andrea	SH	Special Education Programming: Thematic Language and Curriculum Supports	3
Reilley, Grace	SH	Curriculum Unit Development: Read Aloud Literacy Alignment	3
Reilley, Grace	SH	Curriculum Unit Development: SeeSaw Library Alignment	3
Reilley, Grace	SH	Grade Level Change (K-5)	1
Ryan, Jennifer	CC	Grade Level Change (K-5)	1
Ryan, Jennifer	CC	BOCES 4 Science: Grade 4 - Riding the Waves of Information	0.5
Ryan, Jennifer	CC	BOCES 4 Science: Grade 4 - A Walk in the Park	0.5
Schnitter, Mary	HH	Curriculum Unit Development: Read Aloud Literacy Alignment	3
Sclavunos, Janine	CHS	Cooperative Learning - Business Curriculum	1
Simmons, Christy	HH	Curriculum Unit Development: Literacy Curriculum	2
Siskar, Colleen	SH	Culturally Responsive Practices: Culture Infusion	1
Szeglowski, Sharon	CC	Grade Level Change (K-5)	1
Szeglowski, Sharon	CC	Grade Level Change (K-5)	1
Ticco, Julie	SH	Culturally Responsive Practices: Culture Infusion	1
Tomassi, Christina	CMS	Curriculum Unit Development: Book Club Unit	1
Tucker, Amanda	CMS	Course Change (6-12) Advanced Math Grade 7	1
Wrzos, Lindsay	SH	Grade Level Change (K-5)	1
Wrzos, Lindsay	SH	SEL Curriculum Planning: Grade 5	3
Wrzos, Lindsay	SH	SEL Curriculum Planning: Lighthouse	2

P13 RESIGNATIONS

Recommended Action: Acceptance of the following non-instructional resignations:

Lilith Boyd-Gamel, Senior Account Clerk, resigns effective June 30, 2023. See attached letter.

Anthony Casullo, teacher aide, resigns effective June 30, 2023. See attached letter.

Maria Dahn, teacher aide, resigns effective June 30, 2023. See attached letter.

Diana Dinki, cafeteria monitor, resigns effective September 1, 2023. See attached letter.

Rachael Grieco, teacher aide, resigns effective June 30, 2023. See attached letter.

Christina Reich, teacher aide, resigns effective June 23, 2023. See attached letter.

Sandra Roorand, teacher aide, resigns effective June 23, 2023. See attached letter.

P14 PRIOR APPOINTMENTS APPROVED BY SUPERINTENDENT

Recommended Action: Approval of the following non-instructional appointments made prior to the July BOE meeting which have been approved by the Superintendent, Dr. Frahm:

Substitute Bus Attendants:

Carolyn Burke

Michael Myers

P15 APPOINTMENTS

Recommended Action: Approval of the following non-instructional appointments:

- | | |
|-------------------------|--|
| A. Name: | John Hileman |
| Assignment: | Bus Driver (Probationary) - Transportation |
| Effective: | July 11, 2023 |
| Salary: | \$21.50/hour 6.5 hours/day |
| Additional Information: | Mr. Hileman has been a substitute bus driver for the District since March 2023. He replaces Cynthia Early, who resigned. |
| B. Name: | Jill Leising |
| Assignment: | Clerk Typist (Provisional) – Ledgeview Elementary |
| Effective: | August 1, 2023 |
| Salary: | \$17.00/hour 8 hours/day |
| Additional Information: | Ms. Leising comes to the District from the private sector. She replaces Joelle Cavaretta, who promoted to senior clerk typist. |
| C. Name: | Justin Rayner |
| Assignment: | Maintenance Mechanic (Probationary) – Buildings and Grounds |
| Effective: | July 25, 2023 |
| Salary: | \$20.50/hour, plus \$.55/hour shift differential 8 hours/day |
| Additional Information: | Mr. Rayner comes to the District with maintenance experience in the private sector. He replaces Tim Ryan, who resigned. |

- D. Name: Joseph O'Scier
 Assignment: Maintenance Mechanic (Probationary) – Buildings and Grounds
 Effective: June 1, 2023
 Salary: \$20.50/hour 8 hours/day
 Additional Information: Mr. O'Scier has worked for the District as a cleaner and then as a laborer since August 2020. He now promotes to maintenance mechanic replacing Carl Schultz, who retired.

- E. Summer School Employees – Approval of the following non-instructional appointments for the extended school year (ESY) program for the period of July 5, 2023 – August 17, 2023.

Elementary Teacher Aides

Taylor Adamczak	\$15.50/hour	up to 124 hours
Elina Cerasani	\$15.00/hour	up to 124 hours
Genevieve Homac	\$15.50/hour	up to 124 hours
Kathleen Moriarity	\$26.48/hour	up to 80 hours
Christine Rich-Reese	\$18.60/hour	up to 80 hours
LeeAnn Schermerhorn	\$15.72/hour	up to 124 hours

- F. Summer School Employees – Approval of the following non-instructional appointments for the period of June 29 (Staff Development), July 5, 2023 – July 27, 2023 (excluding Fridays).

Elementary Teacher Aides

Tracy Connolly	\$15.96/hour	4.5 hours/day
Angle Ellis	\$15.72/hour	4.5 hours/day
Erika Fry	\$17.84/hour	4.5 hours/day
Debbie Geiger	\$17.41/hour	4.5/hours/day
Katherine Goodberry	\$15.72/hour	4.5 hours/day
Alyssa Lina	\$15.72/hour	4.5 hours/day
Sarah Lombardo	\$15.72/hour	4.5 hours/day
Katherine Moriarty	\$26.48/hour	4.5 hours/day
Amy Mroz	\$15.96/hour	4.5 hours/day
Kacie Patterson	\$16.19/hour	4.5 hours/day
Gina Puglia	\$15.72/hour	4.5 hours/day
Christine Rich-Reese	\$18.60/hour	4.5 hours/day
Rachel Shreckengost	\$15.72/hour	4.5 hours/day
Carolyn Wagner	\$15.72/hour	4.5 hours/day
Leah Ward	\$15.72/hour	4.5 hours/day
Camille Wilkenson	\$21.95/hour	4.5 hours/day

- G. Summer School Employees- Approval of the following non-instructional appointments for the July 1, 2023 – September 1, 2023.

High School

Barbara Ritchie	School Nurse	15 hours
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- H. Middle School “New Student Walk-through” – Approval of the following non-instructional appointments for the new student walk-through on August 24, 2023.

Karrienne Betlewicz	\$15.88/hour	8 hours
Kathleen Dyke	\$15.88/hour	8 hours

- I. Summer Employees – Approval of the following non-instructional appointments for the period July 1, 2023 – September 1, 2023.

Ledgeview Elementary

Mary Kay Kohout	\$26.28/hour	up to 120 hours
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P16 SUBSTITUTES

Bus Driver

Add:

WooJoo Song

Clerical

Add:

Mary Kay Kohout

Teacher Aide/Monitor

Add:

Rachael Grieco

Sandra Roorand

Ashley Williamson

SPECIAL EDUCATION DEPARTMENT

MEMORANDUM

To: Board of Education

From: Mary Jo Dunkle
Interim Director of Special Education

Date: July 7, 2023

Re: Appointment of CSE and CPSE Members for the 2023-24 School Year

According to Part 200 Regulations, the members of the Committee on Special Education must be appointed on an annual basis. Federal and State regulations require that the District-Wide Committee consist of the following members:

- the parent or persons in parental relationship to the student;
- at least one regular education teacher of such child (if the child is, or may be participating in the regular education environment);
- at least one special education teacher, or where appropriate, at least one special education provider (i.e., related service provider) of such child;
- a representative of the local educational agency who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities and who is knowledgeable about the general education curriculum and about the availability of resources of the local education agency;
- an individual who can interpret the instructional implications of evaluation results, who may be a member of the team selected from the regular education teacher or provider, or the school district representative;
- at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel, as appropriate;
- whenever appropriate, the student with a disability;
- a school psychologist;
- a physician;
- when requested by the child's parent or guardian, the parent of a student in the district with a disability.

Appointments of CSE and CPSE Members for the 2023-24 School Year

The State regulations also allow school districts to establish building-based CSE subcommittees. Subcommittees must also be appointed by the Board of Education. These subcommittees must consist of the following members:

- the parent of the child;
- at least one regular education teacher of such child;
- at least one special education teacher, or where appropriate, at least one special education provider of such child;
- a representative of the local educational agency who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities and who is knowledgeable about the general education curriculum and about the availability of resources of the local educational agency;
- an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above;
- at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- whenever appropriate, the child with a disability;
- a school psychologist, whenever a new psychological evaluation is reviewed or a change to a program option with more intensive staff/student ratio is considered;
- when requested by the child's parent or guardian, the parent of a student in the district with a disability.

I recommend that we continue with the building-based subcommittees as well as the district-wide CSE for School Year 2023-24. I recommend the following persons be appointed as CSE and/or subcommittee members for School Year 2023-24.

LEA Representatives & Chairpersons of
District-Wide CSE & Subcommittees

Mary Jo Dunkle
Jill Sengbusch

School Psychologists, Substitute
Chairpersons; and, Subcommittee LEA
Representatives

Tara Agnello
Kathleen Attea
Michelle Braun-Burget
Christine Berry-Krazmien
Miles Cassata
Doug Dermott
Kathleen Attea
Erin Ostrum-Alongi
Sarah Parish
David Romanowski
Kristen Rudz
Jessica Stachewicz

School Physicians

Charles Francemone
Kelly Naab

Appointments of CSE and CPSE Members for the 2023-24 Schools

Special Education Teacher Members/
Providers; Subcommittee Chairpersons;
and, Subcommittee LEA Representatives

Scott Aspinall
Jamie Atkins
Jon Aumiller
Mary Aumiller

Natalie Berrafato
Sara Blanchard
Jacqueline Bowman
Susan Bouchane
Mallory Brownell
Gretchen Burden
Jennifer Casper
Nicolette Charboneau
Cathy Ciepiela
Janeane Clare
Ashley Clingersmith
Bridget Conlan
Kelsey Crawford
Amy Czechowski
Brittany DiStefano
Sarah Eyeington
Marissa Flynn
Kamrie Gademske
Nicole Gasiewicz
Meghan Gallagher
Kelly Gandt
Katelyn Gibson
Greta Giensen
Penny Glena
Bethany Hauer
Andrea Heard
Jannah Jerozal
Rebecca Jenkins-Peters
Katrina Judd
Laura Kopf
Tom Kramer
Kristen Lammerhirt
Kelli Liss
Emily Lombardo
Sara Magnuszewski
Mackenzie Mahony
Marisa Mancuso
Nicole McGreevy
Robert McKeehan
Stephen Merlihan
Kim Metz
Jessica Mohr

Lindsay Neuman
Anne Marie Olczak
Lisa Panek
Bradley Paxton
Karissa Priester
Jill Przepasniak
Matthew Pugh
Andrea Pusateri
Rebecca Rajk
Amy Ratajczak
Amber Rice-Hannes
Kelly Richard
Courtney Rogers
Jennifer Rose-Burton
Jennifer Rosenberg
Jodi Rospierski
Kate Runfola
Christy Simmons
Kristen Sokolski
Laura Staniszewski
Kristie Stoness
Peggy Strauss
Julie Suckow
Angela Syracuse
Dayna Taylor
Michelle Tipton
Christina Tomassi
Leigh Ann Urbanski
Keith Valazza
Sarah Wagner
Angela Wilding
Laura Zaprowski
Other individuals as
designated by the Director

Appointments of CSE and CPSE Members for the 2023-24 School Year

Regular Education Teacher Members:

All General Education Teachers
employed by the School District

Parent Members:

Parent of the specific child
Sherrie Akiki
Pamela Curtis
Tara Cutaia

The teacher member will attend those CSE meetings involving the students with whom they work. I would like your authorization to determine which staff members most appropriately fulfill the requirements of law and regulation. Since teacher members can be a Clarence special education teacher, a Clarence regular education teacher or a teacher/provider not employed by our District, I request the Board's permission to appoint other persons to the Committee than those already listed, since it is not possible to provide a comprehensive listing of all potential members.

Appointments of CSE and CPSE Members for the 2023-24 School Year

The Committee on Preschool Special Education must also be appointed on an annual basis. The Committee must consist of the following members:

- the parent of the child;
- at least one regular education teacher of such child, if the child is, or may be, participating in the regular education environment;
- at least one special education teacher, or where appropriate, at least one special education provider (i.e., related service provider) of such child;
- a representative of the local educational agency who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities. This person must be knowledgeable of the general education curriculum and the availability of resources of the local educational agency and shall serve as chairperson of the Committee;
- an individual who can interpret the instructional implications of evaluation results, who may be a member of the team;
- at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- whenever appropriate, the student with a disability;
- a parent member, if requested by parent or guardian;
- for a child in transition from early intervention programs and services, at the request of the parent, the appropriate professional designated by the agency that has been charged with the responsibility for the preschool child;
- an appropriately certified or licensed professional from the municipality.

I recommend the following persons be appointed as CPSE members for the 2023-24 School Year:

Representative from LEA and Chairperson

Mary Jo Dunkle
Jill Sengbusch
Christine Berry-Krazmien

Parent Members

CSE parents who have a
preschool or elementary
child with a disability

Appropriate Professional Employed by the
District/Regular Education Teacher

Stephanie Bellanca
Kate Callahan
Sonya Cieslewicz
Julia DiNoto
Caitlin DiRienzo
Michele Hausrath
Joanne Loewer
Boni McClaren
Angela McDowell
Heather Misinec
Amy Selig
Sarah Szymanski
Jennifer Tomm
Kristin Zahn
Other individuals as designated
by the Director

Appointments of CSE and CPSE Members for the 2023-24 School Year

Special Education Teacher/Provider

Tara Agnello
Kathleen Attea
Christine Berry-Krazmien
Natalie Berrafato
Susan Bouchane
Michelle Braun-Burget
Gretchen Burden
Jennifer Burton
Jennifer Casper
Miles Cassata
Cathleen Ciepiela
Janeane Clare
Ashley Clingersmith
Kelsey Crawford
Amy Czechowski
Douglas Dermott
Sarah Eyeington
Katelyn Gibson
Andrea Heard
Kamrie Gademske
Kristen Lammerhirt
Kelli Liss
Emily Lombardo
Marisa Mancuso
Kim Metz
Sara Magnuszewski
Anne Marie Olczak
Erin Ostrum-Alongi
Lisa Panek
Sarah Parish
Karissa Priester
Andrea Pusateri
Rebecca Rajk
Kelly Richard
David Romanowski
Jennifer Rose-Burton
Kristen Rudz
Kristen Sokolski
Jessica Stachewicz
Kristie Stoness
Peggy Strauss
Laura Zaprowski
Other individuals as
designated by the Director

All special education teacher members and related service providers at annual reviews will be employees of state-approved special education preschool programs.

RLH: km

cc: Dr. Frahm
Principals

SPECIAL EDUCATION DEPARTMENT

MEMORANDUM

To: Board of Education

From: Mary Jo Dunkle
Interim Director of Special Education

Date: July 6, 2023

Re: Approval of Impartial Hearing Officers

According to the Regulations of the Commissioner of Education, the Board of Education must establish a list of names of all impartial hearing officers who are certified by the Commissioner and who are available to serve in the district. The New York State Education Department has developed a web page to monitor all hearings across the State, in compliance with Federal rules and regulations. The State Education Department maintains and updates this list for each school district.

I respectfully request that you approve the list of hearing officers provided by the New York State Education Department.

cc: Dr. Frahm

SPECIAL EDUCATION DEPARTMENT

Memorandum

TO: Board of Education

FROM: Mary Jo Dunkle, Interim Director of Special Education

DATE: July 6, 2023

RE: Appointment of Surrogate Parents

According to the Part 200 Regulations, the board of education needs to establish a list of surrogate parents, who will ensure that the rights of a student are protected if:

- a) no parent can be identified;
- b) the school district, after reasonable efforts, cannot discover the whereabouts of a parent, or the student is an unaccompanied homeless youth; or
- c) the student is a ward of the State and does not have a parent or the rights of the parent to make educational decisions on behalf of the student have been subrogated by a judge in accordance with State law.

When necessary, the following surrogate parents shall be assigned to represent a student in all matters relating to the identification, evaluation, and educational placement of the student and the provision of a free appropriate public education to the student for as long as a surrogate parent is required:

Mrs. Donna Knapp
Mr. Jason Lapp

I am recommending that these two (2) individuals be appointed as surrogate parents for School Year 2023-24.

cc. Dr. Frahm

SPECIAL EDUCATION DEPARTMENT

MEMORANDUM

To: Board of Education

From: Mary Jo Dunkle
Interim Director of Special Education

Date: July 6, 2023

Re: Procedure for Initial Evaluation Referral
Appointment of Designee

According to the Part 200 Regulations, a student suspected of having a disability should be referred in writing to the chairperson of the district's committee on special education or to the building administrator of the school which the student attends or is eligible to attend for an individual evaluation and determination of eligibility for special education programs and services. Referral for initial evaluation may be made by:

- a student's parent;
- a designee of the school district in which the student resides, or the public school district the student legally attends or is eligible to attend;
- the commissioner or designee of a public agency with responsibility for the education of the student;
- a designee of an education program affiliated with a child care institution with committee on special education.

The Board of Education needs to appoint designees to refer students. I am recommending the following building principals be appointed as designees to refer students for initial evaluations for the 2023-24 School Year.

Clarence Center	Heidie Buffomante
Harris Hill	Robert Boccaccio
Ledgeview	Keith Kuwik
Sheridan Hill	Jenna Arroyo

Clarence Middle School	Ashley Dreibelbis
Clarence High School	Kenneth Smith

cc. Dr. Frahm
Principals

ECASB 2023-2024 Team Appointments

** For the first meeting of the year we encourage both the delegate and the alternate to attend, so both members are oriented to the group! All meetings take place at Erie 1 BOCES, 355 Harlem Road, West Seneca 14224.*

I. ECASB Delegate Assembly – Please see job description previously sent

- Meeting dates for 2023-24 are:
 - Sept. 14 – 6:30–8:30 pm
 - Feb. 29 – 6:30-8:30 pm
 - May 9 – 6:30-8:30 pm

II. ECASB Budget & Finance Team – Please see job description previously sent

ECASB Treasurer serves as Team Leader.

- Meeting dates for 2023-24 are:
 - Sept. 28 – 6:30-7:30 pm
 - Feb. 15 – 6:30-8:30 pm
 - May 2 – 6:30-8:30 pm (Only if Needed)

III. ECASB Legislative Team – Please see job description previously sent

- Meeting dates for 2023-24 are:
 - Sept. 21 – 6:30-8:30 pm
 - Oct. 19 – 6:30-8:30 pm
 - Jan. 18 – 6:30-8:30 pm
 - March 14 – 6:30-8:30 pm
 - April 18 – 6:30-8:30 pm

School District: _____

Board President for 2023 – 24

Board Vice-President for 2023 - 24

Voting Delegate for NYSSBA Convention October 26-28

Delegate _____ Alternate _____

** Note: The information provided below is for internal use only.*

ECASB Delegate Assembly Representative

Representative _____

Phone (H) _____ (W) _____ Fax (H) _____ (W) _____

e-mail (H) _____ (W) _____

Alternate _____

Phone (H) _____ (W) _____ Fax (H) _____ (W) _____

e-mail (H) _____ (W) _____

ECASB Budget & Finance Team Representative

Representative _____

Phone (H) _____ (W) _____ FAX (H) _____ (W) _____

e-mail (H) _____ (W) _____

Alternate _____

Phone (H) _____ (W) _____ FAX (H) _____ (W) _____

e-mail (H) _____ (W) _____

ECASB Legislative Team Representative

Representative

Phone (H) _____ (W) _____ FAX (H) _____ (W) _____

e-mail (H) _____ (W) _____

Alternate

Phone (H) _____ (W) _____ Fax (H) _____ (W) _____

e-mail (H) _____ (W) _____

Thank you, for taking time to make your Team appointments.

In addition: We ask Board Members to begin thinking of serving on one of the following committees or in one of the roles listed below. If you are interested in serving, please have your district clerk forward your name and contact information to ECASB. If you are interested in learning more about the roles and responsibilities or the committees, please contact ECASB at our office. The positions listed below will be approved at the first Delegate Assembly meeting in September 2023

Nominating Committee: (Generally meets twice a year)

Awards Committee: (Generally meets 2 times a year)

Financial Review Committee (Meets once a year)

WNED Education Rep. (Attends WNED meetings & reports back)

Buffalo Philharmonic Orchestra Education Rep. (Attends BPO meetings and reports back)

Niagara Frontier Industry Education Council (Attends NFIEC meetings and reports back)

***Erie County Industrial Development Agency (President serves)*

Please respond via FAX (821-7296) or e-mail to: ssummers@e1b.org
by **Tuesday, August 1st!**

SUBJECT: CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT PERSONNEL**General Provisions**

~~Pursuant to the provisions of General Municipal Law Section 806, the Board of the Clarence Central School District recognizes that there are rules of ethical conduct for members of the Board and employees of the District that must be observed if a high degree of moral conduct is to be obtained in our unit of local government. It is the purpose of this resolution to promulgate these rules of ethical conduct for the Board members and employees of the District. These rules will serve as a guide for official conduct of the Board members and employees of the District. The rules of ethical conduct of this resolution, as adopted, will not conflict with, but will be in addition to any prohibition of General Municipal Law Article 18 or any other general or special law relating to ethical conduct and interest in contracts of Board members and employees.~~

Officers and employees of the District hold their positions to serve and benefit the public, and not to obtain unwarranted personal or private gain in the exercise of their official powers and duties. The Board recognizes that, in furtherance of this fundamental principle, there is a need for clear and reasonable standards of ethical conduct. ~~This policy establishes those standards.~~

The provisions of this policy are intended to supplement Article 18 of the General Municipal Law and any other law relating to ethical conduct of District officers and employees, and should not be construed to conflict with those authorities.

Standards of Conduct

The following rules and standards of conduct apply to all officers, including Board members, and employees of the District.

Gifts

No person may directly or indirectly, solicit, accept or receive any gift having a value of seventy-five dollars (\$75) or more, under circumstances in which it could reasonably be inferred that the gift was intended or expected to influence the individual in the performance of his or her official duties or was intended as a reward for any official action on the part of the individual. This prohibition applies to any gift, including money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form.

Confidential Information

No person may disclose confidential information acquired by him or her in the course of his or ~~her~~ her official duties or use this information to further his or her personal interests.

(Continued)

Personnel

**SUBJECT: CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT
PERSONNEL (Cont'd.)**Conflicts of Interest

Except as permitted by law, no person may have an interest in any contract with the District when he or she, individually, or as a member of the Board, has the power or duty to: negotiate, prepare, authorize, or approve the contract or authorize or approve payment under the contract; audit bills or claims under the contract; or appoint an officer or employee who has any of these powers or duties.

Likewise, unless permitted by law, no chief fiscal officer, treasurer, or his or her deputy or employee, may have an interest in a bank or trust company designated as a depository, paying agent, registration agent, or for investment of funds of the District.

No employee, officer, or agent will participate in selecting, awarding, or administering a contract supported by a federal award if he or she has a real or apparent conflict of interest. These conflicts could arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization that employs or is about to employ any of these parties has a financial or other interest in or a tangible personal interest benefit from a firm considered for a contract. Employees, officers, and agents will not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. The District may, however, set standards for situations where the financial interest is not substantial or the gift is an unsolicited item of nominal value.

“Interest,” as used in this policy, means a direct or indirect pecuniary or material benefit accruing to a District officer or employee as the result of a contract with the District. A District officer or employee will be considered to have an interest in the contract of: his or her spouse, minor children and dependents, except a contract of employment with the District; a firm, partnership or association of which he or she is a member or employee; a corporation of which he or she is an officer, director or employee; and a corporation any stock of which is owned or controlled directly or indirectly by him or her.

The provisions of the preceding ~~four~~ ~~three~~ paragraphs should not be construed to preclude the payment of lawful compensation and necessary expenses of any District officer or employee in one or more positions of public employment, ~~the holding of which is~~ not prohibited by law.

Representing Others in Matters Before the District

No person may receive, or enter into any agreement, express or implied, for compensation for services rendered in relation to any matter before the District. Likewise no one may receive, or enter into any agreement, express or implied, for compensation for services rendered in relation to any matter before the District, where the individual's compensation is contingent upon any action by the District with respect to the matter.

(Continued)

**SUBJECT: CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT
PERSONNEL (Cont'd.)**Disclosure of Interest in Contracts and Resolutions

Any District officer or employee, who has, will have, or later acquires an interest in or whose spouse has, will have or later acquires an interest in any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the District must publicly disclose the nature and extent of that interest in writing. The disclosure must be made when the officer or employee first acquires knowledge of the actual or prospective interest and must be filed with the person's immediate supervisor and the Board. Any written disclosure will be made part of and included in the official minutes of the relevant Board meeting.

Investments in Conflict with Official Duties

No person may invest or hold any investment directly or indirectly in any financial, business, commercial, or other private transaction, that creates a conflict with his or her official duties, or that would otherwise impair his or her independence of judgment in the exercise or performance of his or her official powers or duties.

Federal Awards

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, non-Federal entities may set standards for situations in which the financial interest is not substantial, or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity.

Private employment

No person may engage in, solicit, negotiate for or promise to accept private employment or render services for private interests when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

(Continued)

**SUBJECT: CODE OF ETHICS FOR BOARD MEMBERS AND ALL DISTRICT
PERSONNEL (Cont'd.)**

Future employment

No person may, after the termination of service or employment with the District, appear before the District on behalf of his or her employer in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment with the District or which was under his or her active consideration while he or she was with the District.

Notice of Code of Ethics and General Municipal Law Sections 800-809

The Superintendent will ensure that a copy of this code of ethics is distributed to every District officer and employee, and that a copy of General Municipal Law Sections 800-809 is posted conspicuously in each District building. The failure to distribute this code of ethics or to post General Municipal Law Sections 800-809 will have no effect on either the duty of District officers and employees to comply with their provisions, or the ability of the District or other relevant authorities to enforce them.

Penalties

Any person who knowingly or intentionally violates any of the provisions of this policy may be fined, suspended, removed from office or employment, or subject to additional or other penalties as provided by law.

Education Law Section 410
General Municipal Law Article 18 and Sections 800-809
2 CFR Section 200.318(c)(1)

Adopted:

Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE**Overview**

The District is committed to creating and maintaining an environment which is free from harassment ~~discrimination~~ and discrimination ~~harassment~~. ~~Sexual harassment is one form of workplace discrimination.~~ This policy addresses sexual harassment and gender discrimination in the workplace. It is intended to inform covered individuals of: their right to work in an environment that is free from sexual harassment and discrimination; what sexual harassment and discrimination look like; how they can prevent and report sexual harassment and discrimination; how they are protected from retaliation after taking action; and the general process for investigating a claim of sexual harassment and discrimination that falls under this policy. This policy is just one component of the District's overall commitment to maintaining a harassment ~~discrimination~~ and discrimination ~~harassment~~-free educational and work environment.

Under New York State Human Rights Law (NYSHRL), it is illegal for an employer to discriminate based on age, race, creed, color, national origin, citizenship or immigration status, sexual orientation, gender identity or expression, military status, sex, disability, predisposing genetic characteristics, familial status, marital status, status as a victim of domestic violence, or criminal history. These different identities impact an individual's perception and understanding of the world. For example, an individual's race, ability, or immigration status may impact their experience with gender discrimination in the workplace. While this policy is focused on sexual harassment and gender discrimination, the process for reporting and investigating discrimination based on other protected classes is generally the same. However, the exact process may vary depending on a number of factors including, but not limited to, who is involved. Other District policies and documents such as regulations, procedures, collective bargaining agreements, and the District's *Code of Conduct* detail the specific process for reporting and investigating discrimination based on other protected identities.

Sexual harassment is a form of workplace discrimination that subjects individuals to inferior conditions of employment due to their gender, gender identity, gender expression (perceived or actual), and/or sexual orientation. Sexual harassment is often viewed simply as a form of gender-based discrimination, but the District recognizes that discrimination can be related to or affected by other identities beyond gender. ~~employee misconduct, a violation of District policy, and unlawful. Employees of every level who engage in sexual harassment, including supervisory personnel who engage in sexual harassment, who knowingly allow such behavior to continue, or fail to report suspected sexual harassment will be subject to remedial and/or disciplinary action by the District. Sexual harassment may also subject the District to liability for harm to targets of sexual harassment. Harassers may also be individually subject to liability.~~

Discrimination of any kind, including sexual harassment, is unlawful, a violation of District policy, and may subject the District to liability for the harm experienced by targets of discrimination. All individuals are required to work in a manner designed to prevent sexual harassment and discrimination in the workplace.

(Continued)

Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

Harassers may also be individually subject to liability and supervisors who fail to report or act on harassment may be liable for aiding and abetting sexual harassment and discrimination. Employees at every level who engage in harassment or discrimination, including supervisory personnel who engage in harassment or discrimination or who allow such behavior to continue, will be subject to remedial and/or disciplinary action by the District.

The District adopts this policy as part of its effort to provide for the prompt and equitable resolution of complaints of sexual harassment in the workplace. The District will promptly respond to reports of sexual harassment in the workplace, ensure that all investigations are conducted within a reasonably prompt time frame and under a predictable fair grievance process that provides due process protections, and impose disciplinary measures and implement remedies when warranted.

Inquiries about this policy may be directed to the District's Civil Rights Compliance Officer(s) (CRCO(s)) and/or Title IX Coordinator(s).

Scope and Application

This policy applies to all instances of sexual harassment **and gender discrimination** perpetrated against a "covered **individual person**," ~~regardless of immigration status~~, by anyone in the workplace, including a co-worker, supervisor, or third-party such as a non-employee, paid or unpaid intern, vendor, building security, visitor, volunteer, parent, or student. For purposes of this policy, a "covered **individual person**" includes:

- a) Employees;
- b) Applicants for employment;
- c) Paid or unpaid interns; and
- d) Non-employees, which includes anyone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or other person providing services pursuant to a contract in the workplace. **These non-employees include persons commonly referred to as independent contractors, gig workers, and temporary workers. Also included are non-employees providing equipment repair, cleaning services, or any other service through a contract with the District.**

~~Sexual harassment in the workplace can occur between any individuals, regardless of their sex or gender. Unlawful sexual harassment is not limited to the physical workplace itself. Sexual harassment can occur on school property and at school functions which, for purposes of this policy, means a school-sponsored or school-authorized extracurricular event or activity regardless of where the event or activity takes place, including any event or activity that may take place virtually or in another state. It can also occur while employees are traveling for District business. Calls, texts, emails, and social media usage~~

(Continued)

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

~~can constitute unlawful workplace harassment, even if they occur away from school property, on personal devices, or during non-work hours. Accordingly, conduct or incidents of sexual harassment that create or foreseeably create a disruption within the District may be subject to this policy in certain circumstances.~~

Other District policies and documents such as regulations, procedures, collective bargaining agreements, and the District's *Code of Conduct* may address misconduct related to sexual harassment and may provide for additional, different, or more specific grievance procedures depending on a number of factors including, but not limited to, who is involved and where the alleged sexual harassment occurred. These documents must be read in conjunction with this policy.

The dismissal of a complaint under one policy or document does not preclude action under another related District policy or document.

What Constitutes Sexual Harassment

Sexual harassment is a form of ~~sex~~ gender-based discrimination ~~that and~~ is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, and the status of being transgender. ~~Sexual harassment is not limited to sexual contact, touching, or expressions of a sexually suggestive nature. Sexual harassment includes all forms of gender discrimination including gender role stereotyping and treating individuals differently because of their gender.~~

~~Understanding gender diversity is essential to recognizing sexual harassment because discrimination based on sex stereotypes, gender expression, and perceived identity are all forms of sexual harassment. The gender spectrum is nuanced, but the three most common ways people identify are cisgender, transgender, and non-binary. A cisgender person is someone whose gender aligns with the sex they were assigned at birth. Generally, this gender will align with the binary of male or female. A transgender person is someone whose gender is different than the sex they were assigned as birth. A non-binary person does not identify exclusively as a man or a woman. They might identify as both, somewhere in between, or completely outside the gender binary. Some may identify as transgender, but not all do. Respecting an individual's gender identity is a necessary first step in establishing a safe workplace.~~

~~Under NYSHRL New York State Human Rights Law, sexual harassment is unlawful when it subjects an individual to inferior terms, conditions, or privileges of employment. Harassment does not need not to be severe or pervasive to be illegal.unlawful, and It can be any harassing conduct that consists of more than behavior that rises above petty slights or trivial inconveniences. Every instance of harassment is unique to those experiencing it, and there is no single boundary between petty slights and harassing behavior. However, NYSHRL specifies that whether harassing conduct is considered petty or trivial is to be viewed from the standpoint of a reasonable victim of discrimination with the same protected characteristics. Generally, any behavior in which a covered individual is treated worse because~~

(Continued)

Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

of their gender (perceived or actual), sexual orientation, or gender expression is considered a violation of District policy. The intent of the behavior, for example, making a joke, does not neutralize a harassment claim. Not intending to harass is not a defense. The impact of the behavior on a person is what counts.

Sexual harassment includes any unwelcome conduct which is either directed at an individual because of that individual's gender identity or expression (perceived or actual), or is of a sexual nature when: ~~of a sexual nature, or which is directed at an individual because of that individual's sex when:~~

- a) The purpose or effect of this behavior unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or offensive work environment. The impacted individual does not need to be the intended target of the sexual harassment; ~~Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment, even if the reporting individual is not the intended target of the sexual harassment;~~
- b) Employment depends implicitly or explicitly on accepting such unwelcome behavior; ~~Such conduct is made either explicitly or implicitly a term or condition of employment; or~~
- c) Decisions regarding an individual's employment are based on an individual's acceptance to or rejection of the behavior. These decisions can include what shifts and how many hours an employee might work, project assignments, as well as salary and promotion decisions. ~~Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual's employment.~~

There are two main types of sexual harassment:

- a) Hostile work environment which includes, but is not limited to, words, signs, jokes, pranks, intimidation, or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex, gender identity, or gender expression. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory, or discriminatory statements which an employee finds offensive or objectionable, causes an employee discomfort or humiliation, or interferes with the employee's job performance.
- b) Quid pro quo harassment which occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions, or privileges of employment.

~~A sexually harassing hostile work environment includes, but is not limited to, words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements or sexually discriminatory remarks made by~~

(Continued)

Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

~~someone which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, which interfere with the recipient's job performance.~~

~~Sexual harassment also occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions or privileges of employment. This is also called "quid pro quo" harassment.~~

Any covered ~~individual person~~ who feels harassed is ~~encouraged should~~ to report the behavior ~~conduct~~ so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be ~~discrimination and is covered by addressed under~~ this policy.

Examples of Sexual Harassment

The following describes some actions that may constitute unlawful sexual harassment and that are strictly prohibited. ~~This list is just a sample of behaviors and should not be considered exhaustive. Any covered individual who believes they have experienced sexual harassment, even if it does not appear on this list, should feel encouraged to report it:~~

- a) Physical acts of a sexual nature, such as:
 - 1. Touching, pinching, patting, kissing, hugging, grabbing, brushing against another ~~individual's person's~~ body or poking another ~~individual's person's~~ body; ~~or and~~
 - 2. Rape, sexual battery, molestation or attempts to commit these assaults, ~~which may be considered criminal conduct outside the scope of this policy.~~
- b) Unwanted sexual ~~comments~~, advances or propositions, such as:
 - 1. Requests for sexual favors accompanied by implied or overt threats concerning the target's job performance evaluation, a promotion or other job benefits ~~or detriments;~~ ~~and~~
 - 2. Subtle or obvious pressure for unwelcome sexual activities; ~~or-~~
 - 3. Repeated requests for dates or romantic gestures, including gift-giving.
- c) Sexually oriented gestures, noises, remarks or jokes, or ~~questions and~~ comments about a person's sexuality, ~~or~~ sexual experience, ~~or romantic history~~ which create a hostile work environment. ~~This is not limited to interactions in person. Remarks made over virtual platforms and in messaging apps when employees are working remotely can create a similarly hostile work environment.~~

(Continued)

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

- d) Sex stereotyping, which occurs when ~~someone's~~ conduct or personality traits are ~~judged based on considered inappropriate simply because they may not conform to~~ other people's ideas or perceptions about how individuals of a particular sex should act or look.
 - 1. Remarks regarding an employee's gender expression, such as wearing a garment typically associated with a different gender identity; or
 - 2. Asking employees to take on traditionally gendered roles, such as asking a woman to serve meeting refreshments when it is not part of, or appropriate to, her job duties.
- e) Sexual or discriminatory displays or publications anywhere in the workplace, such as:
 - 1. ~~Displaying~~ pictures, posters, calendars, graffiti, objects, promotional material, reading materials, or other materials that are sexually demeaning or pornographic. This includes such sexual displays on workplace computers or cell phones and sharing such displays while in the workplace;:-
 - 2. This also extends to the virtual or remote workspace and can include having such materials visible in the background of one's home during a virtual meeting.
- f) Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity, ~~or gender expression, and the status of being transgender,~~ such as:
 - 1. Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;
 - 2. Sabotaging an individual's work; ~~and~~
 - 3. Bullying, yelling, or name-calling;:-
 - 4. Intentional misuse of an individual's preferred pronouns; or
 - 5. Creating different expectations for individuals based on their perceived identities:
 - (a) Dress codes that place more emphasis on women's attire;
 - (b) Leaving parents/caregivers out of meetings.

Who Can be a Target of Sexual Harassment?

Sexual harassment can occur between any individuals, regardless of their sex or gender. Harassment does not have to be between members of the opposite sex or gender. This policy applies to

(Continued)

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

all instances of sexual harassment perpetrated against a “covered individual” by anyone in the workplace, including a co-worker, supervisor, or third-party such as a non-employee, paid or unpaid intern, vendor, building security, visitor, volunteer, parent, or student.

Sexual harassment does not happen in a vacuum and discrimination experienced by an individual can be impacted by biases and identities beyond an individual’s gender. For example:

- a) Placing different demands or expectations on black women employees than white women employees can be both racial and gender discrimination;
- b) An individual’s immigration status may lead to perceptions of vulnerability and increased concerns around illegal retaliation for reporting sexual harassment; or
- c) Past experiences as a survivor of domestic or sexual violence may lead an individual to feel re-traumatized by someone’s behaviors in the workplace.

Individuals bring personal history with them to the workplace that might impact how they interact with certain behavior. It is especially important for all employees to be aware of how words or actions might impact someone with a different experience than their own in the interest of creating a safe and equitable workplace.

Where Can Sexual Harassment Occur?

Unlawful sexual harassment is not limited to the physical workplace itself. Sexual harassment can occur on school property and at school functions which, for purposes of this policy, means a school-sponsored or school-authorized extracurricular event or activity regardless of where the event or activity takes place, including any event or activity that may take place virtually or in another state. It can occur while covered individuals are traveling for District business or at District or industry-sponsored events or parties. Calls, texts, emails, and social media usage by covered individuals can constitute unlawful workplace harassment, even if they occur away from school property, on personal devices, or during non-work hours. Accordingly, conduct or incidents of sexual harassment that create or foreseeably create a disruption within the District may be subject to this policy in certain circumstances.

Sexual harassment can occur when covered individuals are working remotely. Any behaviors outlined above that leave a covered individual feeling uncomfortable, humiliated, or unable to meet their job requirements constitute harassment even if the covered individual is working remotely when the harassment occurs. Harassment can happen on virtual meeting platforms, in messaging apps, and after working hours between personal cell phones.

Prohibition of Retaliatory Behavior (Commonly Known as “Whistle-Blower” Protection)

Retaliation is unlawful and is any action by an employer or supervisor that punishes an individual upon learning of a harassment claim, that seeks to discourage a covered individual from making a formal

(Continued)

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

complaint or supporting a sexual harassment or discrimination claim, or that punishes those who have come forward. Adverse actions need not be job-related or occur in the workplace to constitute unlawful retaliation. For example, threats of physical violence outside of work hours or disparaging someone on social media would be covered as retaliation under this policy.

Examples of retaliation may include, but are not limited to:

- a) Demotion, termination, denying accommodations, reduced hours, or the assignment of less desirable shifts;
- b) Publicly releasing personnel files;
- c) Refusing to provide a reference or providing an unwarranted negative reference;
- d) Labeling an employee as "difficult" and excluding them from projects to avoid "drama";
- e) Undermining an individual's immigration status; or
- f) Reducing work responsibilities, passing over for a promotion, or moving an individual's desk to a less desirable office location.

~~Unlawful retaliation can be any action that could discourage a covered person from coming forward to make or support a sexual harassment claim. Adverse action need not be job-related or occur in the workplace to constitute unlawful retaliation (e.g., threats of physical violence outside of work hours).~~

~~The District prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of a complaint of sexual harassment. Such~~ Retaliation is unlawful under federal, state, and (where applicable) local law. The NYSHRL ~~New York State Human Rights Law~~ protects any individual who has engaged in "protected activity". Protected activity occurs when a person has:

- a) Made a complaint of sexual harassment ~~or discrimination~~, either internally or with any ~~government anti-discrimination~~ agency;
- b) Testified or assisted in a proceeding involving sexual harassment ~~or discrimination~~ under the ~~NYSHRL Human Rights Law~~ or other anti-discrimination law;
- c) Opposed sexual harassment ~~or discrimination~~ by making a ~~verbal n-oral~~ or informal complaint, ~~of harassment~~ or by simply informing ~~to~~ a supervisor, building principal, other administrator, or the CRCO ~~of suspected harassment~~;

(Continued)

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SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

- d) Reported that a covered individual ~~no other employee~~ has been sexually harassed or discriminated against; or
- e) Encouraged a covered individual ~~fellow employee~~ to report harassment.

~~Even if the alleged harassment does not turn out to rise to the level of a violation of law, the individual is protected from retaliation if the person had a good faith belief that the practices were unlawful. However, the retaliation provision is not intended to protect persons making intentionally false charges of harassment.~~

The District prohibits all retaliation. Any individual that reports an incident of sexual harassment or discrimination, provides information, or otherwise assists in any investigation of a sexual harassment or discrimination complaint is protected from retaliation. No one should fear reporting sexual harassment or discrimination if they believe it has occurred. Even if the alleged harassment does not turn out to rise to the level of a violation of law, the individual is protected from retaliation if the person had a good faith belief that the practices were unlawful. However, the retaliation provision is not intended to protect persons making intentionally false charges of sexual harassment or discrimination.

Any District employee who retaliates against anyone involved in a sexual harassment or discrimination investigation will face disciplinary action, up to and including termination. All covered individuals who believe they have been subject to retaliation should inform a supervisor, building principal, other administrator, or the CRCO.

All employees and covered individuals who believe they have been a target of retaliation may also seek relief from government agencies, as explained in this policy.

Reporting Allegations of Sexual Harassment

~~Preventing sexual harassment is everyone's responsibility. The District cannot prevent or remedy sexual harassment unless it knows about it. Any covered person who has been subjected to behavior that may constitute sexual harassment is encouraged to report such behavior to a supervisor, building principal, other administrator, or the CRCO. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report such behavior.~~

Anyone who experiences, witnesses, or becomes aware of potential instances of sexual harassment is encouraged to report the behavior to a supervisor, building principal, other administrator, or the CRCO. Covered individuals should not feel discouraged from reporting harassment because they do not believe it is bad enough or conversely because they do not want to see someone fired over less severe behavior. Just as harassment can happen in different degrees, potential discipline for engaging in sexual harassment will depend on the degree of harassment and could include education counseling, suspension, or termination.

Reports of sexual harassment may be made verbally ~~orally~~ or in writing. A ~~form for submission of a~~ written complaint ~~form~~ is posted on the District's website, ~~and all~~ if a covered individual ~~persons~~

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Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

~~are encouraged to use this complaint form.~~ would like to use it, but the complaint form is not required. ~~Persons~~ Individuals who are reporting sexual harassment on behalf of another individual may ~~person~~ ~~should~~ use the complaint form and note that it is being submitted on another individual's ~~person's~~ behalf. A verbal or otherwise written complaint (such as an email) on behalf of oneself or another individual is also acceptable.

Reports may be made to a CRCO in person, by using the contact information for a CRCO, or by any other means that results in a CRCO receiving the person's verbal or written report. This report may be made at any time (including during non-business hours) by using the telephone number or email address, or by mail to the office address, listed for a CRCO.

Reports of sexual harassment may also be made to any other District employee including a supervisor or building principal. All reports of discrimination and/or harassment must be immediately forwarded to the CRCO. Reports may also be forwarded to other District employees depending on the allegations.

District employees must comply with reporting requirements in any other applicable District policy or document.

~~Covered individuals~~ ~~Any person~~ who believes they have been a target of sexual harassment may at any time ~~also~~ seek assistance in ~~additional other~~ available forums, as explained ~~below~~ in this policy.

Supervisory Responsibilities

Everyone must work toward preventing sexual harassment, but leadership matters. Supervisors, building principals, other administrators, and the CRCOs have a special responsibility to make sure employees feel safe at work and that workplaces are free from harassment and discrimination. All supervisors, building principals, and other administrators who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing or discriminatory behavior or for any reason suspect that sexual harassment or discrimination is occurring, are required to report ~~the such~~ suspected sexual harassment to the CRCO. If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.

~~In addition to being subject to discipline if they engaged in sexually harassing conduct themselves, supervisors, building principals, and other administrators will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue.~~

Supervisors, building principals, and other administrators should not be passive and wait for a covered individual to make a claim of harassment. If they observe such behavior, they must act. ~~will also be subject to discipline for engaging in any retaliation.~~

(Continued)

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

Supervisors, building principals, and other administrators can be disciplined if they engage in sexually harassing or discriminatory behavior themselves. Supervisors, building principals, and other administrators, can also be disciplined for failing to report suspected sexual harassment or allowing sexual harassment to continue after they know about it.

While supervisors, building principals, and other administrators have a responsibility to report harassment and discrimination, they must be mindful of the impact that harassment and a subsequent investigation has on victims. Being identified as a possible victim of harassment and questioned about harassment and discrimination can be intimidating, uncomfortable and re-traumatizing for individuals. Supervisors, building principals, and other administrators must accommodate the needs of individuals who have experienced harassment to ensure the workplace is safe, supportive, and free from retaliation for them during and after any investigation.

Bystander Intervention

Any individual witnessing harassment as a bystander is encouraged to report it. A supervisor, building principal, or other administrator that is a bystander to harassment is **required** to report it. There are five standard methods of bystander intervention that can be used when anyone witnesses harassment or discrimination and wants to help.

- a) A bystander can interrupt the harassment by engaging with the individual being harassed and distracting them from the harassing behavior;
- b) A bystander who feels unsafe interrupting on their own can ask a third-party to help intervene in the harassment;
- c) A bystander can record or take notes on the harassment incident to benefit a future investigation;
- d) A bystander might check in with the person who has been harassed after the incident, see how they are feeling and let them know the behavior was not ok; and
- e) If a bystander feels safe, they can comfort the harassers and name the behavior as inappropriate. When confronting harassment, physically assaulting an individual is never an appropriate response.

Though not exhaustive, and dependent on the circumstances, the guidelines above can serve as a brief guide of how to react when witnessing harassment in the workplace.

Grievance Process for Complaints of Sexual Harassment in the Workplace
~~Investigating Complaints of Sexual Harassment~~

All complaints or information about sexual harassment will be investigated, whether that

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SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

information was reported in verbal ~~oral~~ or written form. ~~Investigations will be conducted in a timely manner, and will be confidential to the extent possible.~~ An investigation of any complaint, information or knowledge of suspected sexual harassment will be prompt, ~~and~~ thorough, equitable and started ~~commenced immediately~~ and completed as soon as possible. ~~The i~~Investigations will be kept confidential to the extent possible. Disclosure may, however, be necessary to complete a thorough investigation of the charges and/or notify law enforcement officials. All ~~individuals~~ persons involved, including those making a harassment claim ~~complainants~~, witnesses, and alleged harassers ~~deserve will be accorded due process, as outlined below, and in accordance with any applicable collective bargaining agreements to protect their rights to~~ a fair and impartial investigation.

~~The District will not tolerate retaliation against anyone who files complaints, supports another's complaint, or participates in an investigation regarding a violation of this policy.~~

The CRCO will generally oversee the District's investigation of all complaints of discrimination and/or harassment. In the event an anonymous complaint is filed, the District will respond to the extent possible.

District employees may be required to cooperate as needed in an investigation of suspected sexual harassment. The District recognizes that participating in a harassment investigation can be uncomfortable and has the potential to retraumatize a covered individual. Individuals receiving claims and leading investigations will handle complaints and questions with sensitivity toward participants.

While the process may vary from case to case, investigations ~~will~~ ~~should~~ be done in accordance with the following steps. Upon receipt of a complaint, the CRCO:

- a) Will conduct a prompt review of the allegations, assess the appropriate scope of the investigation, and take any interim actions (for example, instructing the individual(s) about whom the complaint was made to refrain from communications with the individual(s) who reported the harassment), as appropriate. ~~Upon receipt of a complaint, the CRCO will conduct an immediate review of the allegations, and take any interim actions (e.g., instructing the respondent to refrain from communications with the complainant), as appropriate.~~

If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.

- b) Will investigate a ~~All~~ complaints of sexual harassment ~~will be investigated~~ regardless of how the form in which those complaints are reported and treat all complaints with equal priority made. For verbal ~~oral~~ complaints, the individual will be encouraged to complete, in writing, the complaint form., ~~which is available on the District website, in writing. If he or she refuses,~~

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SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

~~a complaint form based on the oral report will be prepared.~~ If the individual reporting prefers not to fill out the complaint form, a complaint form or equivalent documentation based on the verbal reporting will be prepared. The individual reporting the harassment ~~complainant~~ will be provided a copy of the completed complaint form.

- c) Will take steps to obtain, review, and preserve documents sufficient to assess the allegations, including documents, emails, or phone records that may be relevant to the investigation. The CRCO will consider and implement appropriate document request, review, and preservation measures, including for electronic communications. ~~If documents, emails, or phone records are relevant to the investigation, take steps to obtain and preserve them.~~
- d) Will seek to interview all parties involved, including any relevant witnesses. If a student is involved, the District will follow all applicable District policies and procedures regarding questioning students. ~~Request and review all relevant documents, including all electronic communications.~~
- e) Will create written documentation of the investigation (such as a letter, memo, or email), which contains the following: ~~Interview all parties involved, including any relevant witnesses. If a student is involved, the District will follow all applicable District policies and procedures regarding questioning students.~~
- ~~f) Create written documentation of the investigation (such as a letter, memo or email), which contains the following:~~
 - 1. A list of all documents reviewed, along with a detailed summary of relevant documents;
 - 2. A list of names of those interviewed, along with a detailed summary of their statements;
 - 3. A timeline of events;
 - 4. A summary of **any** prior relevant incidents **disclosed in the investigation**, reported or unreported; and
 - 5. The basis for the decision and final resolution of the complaint, together with any corrective action(s).
- fg)** Will Keep the written documentation and associated documents in a secure and confidential location.
- gh)** Will Promptly notify the individual(s) who reported **the harassment** and the individual(s) about whom the complaint was made **that the investigation has been completed of the final determination** and implement any corrective actions identified in the written document. **Any corrective action taken will be in accordance with applicable law and regulation, as well as**

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SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

any applicable District policy, regulation, procedure, collective bargaining agreement, third-party contract, or other document such as the District's *Code of Conduct*.

- i) Will Inform the individual(s) who reported the harassment of the right to file a complaint or charge externally as outlined in this policy.

~~Additionally,~~ Other District policies and documents address sexual harassment. All complaints will be handled in accordance with the applicable District policies and/or documents.

The determination as to which District policies and/or documents are applicable is fact specific, and the CRCO may work with other District staff such as the District's Title IX Coordinator(s) to determine which District policies and/or documents are applicable to the specific facts of the complaint.

~~If an investigation reveals that sexual harassment has occurred, the District will take immediate corrective action as warranted. This action will be taken in accordance with applicable law and regulation, as well as any applicable District policy, regulation, procedure, collective bargaining agreement, third-party contract, or other document such as the District's Code of Conduct.~~

Annual Training

The District will provide a sexual harassment prevention training program to all employees on an annual basis. The training will be interactive and will include:

- a) An explanation of sexual harassment consistent with guidance issued by the Department of Labor in consultation with the Division of Human Rights;
- b) Examples of conduct that would constitute unlawful sexual harassment;
- c) Information concerning the federal and state statutory provisions concerning sexual harassment and remedies available to victims of sexual harassment;
- d) Information concerning employees' rights of redress and all available forums for adjudicating complaints; and
- e) Information addressing conduct by supervisors and any additional responsibilities for such supervisors.

Notification

The District will provide this policy to all employees in-person or digitally through email upon hiring ~~writing. The District and will be posted this policy prominently in all work locations. In addition to sending the policy through email, this policy will also be available on the District's website. throughout the District to the extent practicable.~~

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SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

At the time of hiring and at every annual sexual harassment prevention training program, the District will provide each employee a notice containing this policy and the information presented at the District's sexual harassment prevention training program.

This notice will be provided in English and in the language identified by the employee as **their his or her** primary language, provided that the New York State Department of Labor Commissioner has published a template of the model materials in that language.

The notice will be delivered in writing, either in print or digitally. The notice will either link to or include, as an attachment or printed copy, the policy and training materials.

Legal Protections and External Remedies

Sexual harassment is not only prohibited by the District but is also prohibited by state, federal, and, where applicable, local law.

~~Aside from the District's internal process outlined in the policy above is one way for covered individuals to report sexual harassment. Covered individuals may also choose to pursue legal remedies with the following governmental entities. While a private attorney is not required to file a complaint with a governmental agency, an covered individuals may also seek the legal advice of an attorney. Individuals may also call the New York State Division of Human Rights' (NYSDHR's) toll free confidential hotline at 1-800-HARASS-3 (1-800-427-2773) Monday through Friday, 9:00 AM to 5:00 PM, for counsel and assistance regarding complaints of workplace sexual harassment. The hotline connects individuals with attorneys who have experience in responding to issues relating to sexual harassment and can provide pro bono assistance.~~

In addition to those outlined below, individuals may have other legal protections.

New York State Division of State Human Rights Law (NYSDHRHRL)

The NYSHRL, ~~codified as~~ N.Y. Executive Law, art. 15, Section 290 et seq., applies to all employers in New York State ~~with regard to sexual harassment~~, and protects covered **individuals persons**, regardless of immigration status. A complaint alleging violation of the NYSHRL may be filed either with the NYSDHR or in New York State Supreme Court.

Complaints of sexual harassment filed with NYSDHR may be **submitted filed** any time **within three one years** ~~(three years beginning August 12, 2020)~~ of the harassment. If an individual **does id** not file a **complaint** with NYSDHR, they can **bring a lawsuit sue** directly in state court under the NYSHRL, **within three years** of the alleged sexual harassment. An individual may not file with NYSDHR if they have already filed a NYSHRL complaint in state court.

Complaining internally to the District does not extend the time to file with NYSDHR or in court. The ~~one year or~~ three years **are is** counted from the date of the most recent incident of harassment.

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SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

Individuals do not need an attorney to file a complaint with NYSDHR, and there is no cost to file with NYSDHR.

NYSDHR will investigate the complaint and determine whether there is probable cause to believe that sexual harassment has occurred. Probable cause cases ~~receive~~ ~~are forwarded to~~ a public hearing before an administrative law judge. If sexual harassment is found ~~after a~~ ~~at the~~ hearing, NYSDHR has the power to award relief, ~~which~~ Relief varies, but it may include requiring the employer ~~District~~ to take action to stop the harassment, or ~~repair~~ ~~redress~~ the damage caused ~~by the harassment~~, including paying of monetary damages, ~~punitive damages~~, attorney's fees and civil fines.

NYSDHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458. Individuals may call (718) 741-8400 or visit: www.dhr.ny.gov.

~~Contact NYSDHR at (888) 392-3644 or visit Go to~~ dhr.ny.gov/complaint for more information about filing a complaint ~~with NYSDHR~~. The website has a digital complaint ~~process form~~ that can be completed on a computer or mobile device from start to finish. ~~downloaded, filled out, notarized and mailed to NYSDHR~~. The website also contains contact information for NYSDHR's regional offices across New York State.

Call the NYSDHR sexual harassment hotline at **1-800-HARASS-3 (1-800-427-2773)** for more information about filing a sexual harassment complaint. This hotline can also provide a referral to a volunteer attorney experienced in sexual harassment matters who can provide limited free assistance and counsel over the phone.

The United State Equal Employment Opportunity Commission~~Civil Rights Act of 1964~~

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (~~codified as~~ 42 USC Section 2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 ~~calendar~~ days from the ~~most recent incident of~~ harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint, and determine whether there is reasonable cause to believe that discrimination has occurred, ~~at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court~~. If the EEOC determines that the law may have been violated, the EEOC will try to reach a voluntary settlement with the employer. If the EEOC cannot reach a settlement, the EEOC (or the Department of Justice in certain cases) will decide whether to file a lawsuit. The EEOC will issue a Notice of Right to Sue permitting workers to file a lawsuit in federal court if the EEOC closes the charge, is unable to determine if federal employment discrimination laws may have been violated, or believes that unlawful discrimination occurred but does not file a lawsuit.

Individuals may obtain relief in mediation, settlement, or conciliation. ~~The EEOC does not hold hearings or award relief, but may take other action including pursuing cases in federal court on behalf of complaining parties~~. In addition, Federal courts may award remedies if discrimination is found to

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SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An individual alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov. To file a complaint with the United States Equal Employment Opportunity Commission, please visit <https://www.eeoc.gov/filing-charge-discrimination>.

If an individual filed an administrative complaint with the NYSDHR, then NYSDHR will automatically file the complaint with the EEOC to preserve the right to proceed in federal court.

Title IX

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex in ~~any federally funded~~ education programs ~~and or~~ activities ~~that receive federal financial assistance~~. The U.S. Department of Education's Office for Civil Rights (OCR) enforces Title IX of the Education Amendments Act of 1972.

For more information about how to file a complaint, contact OCR at 800-421-3481 (TDD 800-877-8339) or visit: <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html>. The website contains information about filing the complaint online, by mail, or by email.

Local Protections

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city or town in which they live to find out if ~~such~~ a law exists.

Contact the Local Police Department

If the harassment involves unwanted physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. ~~Those wishing to pursue criminal charges are encouraged to contact their~~ local police department.

Title VII of the Civil Rights Act of 1964, 42 USC Section 2000e et seq.

Title IX of the Education Amendments of Act of 1972, 20 USC Section 1681 et seq.

29 CFR Section 1604.11(a)

34 CFR Subtitle B, Chapter I

Civil Service Law Section 75-B

New York State Human Rights Law, Executive Law Section 290 et. Seq.

Labor Law Sections 201-g and 740

NOTE: Refer also to Policies #3420 -- Non-Discrimination and Anti-Harassment in the District
#3421 -- Title IX and Sex Discrimination
#6122 -- Employee Grievances
#7551 -- Sexual Harassment of Students

CLARENCE CENTRAL SCHOOL DISTRICT

MEMORANDUM

Superintendent's Office

TO: Board of Education
FROM: Matthew Frahm
DATE: July 7, 2023
RE: Schedule of Meetings

July 10, 2023 Annual Reorganization Meeting
CMS Auditorium, 6:30PM

August 14, 2023 BOE Summer Retreat
District Office, 5 – 8PM

August 21, 2023 Joint Meeting with Town of Clarence
CMS Auditorium, 5PM

September 12, 2023 BOE Regular Meeting
CMS Auditorium, 6PM

/ms