AGENDA FOR
Regular Meeting of the Board of Education
Corning City School District
165 Charles Street, Painted Post, NY 14870
Wednesday, June 17, 2026 at 6:30 p.m.
Executive Session at 5:30 p.m.

1.0 OPENING

Meeting called to order at _____ p.m. with Mrs. Kelley Bacalles, Vice-President, presiding

1.1 ROLL CALL

Board Members:	Present	Absent
Kevin Ashton	_____	_____
Kelley Bacalles, President	_____	_____
Marjorie Lawlor, Vice-President	_____	_____
Erin Merrill	_____	_____
Kate Merrill	_____	_____
Sam Nichols	_____	_____
Dr. Boh Ruffin	_____	_____
Dr. James Webb	_____	_____
Student Board Member:		
Makenna Page	_____	_____
Administrators:		
Michelle Caulfield, Superintendent	_____	_____
Kerry Elsasser, Asst. Supt.-Administrative Services	_____	_____
Linda Perry, Asst. Supt.-Secondary Ed.	_____	_____
Jennifer Batzing, Asst. Supt -Elementary Ed.	_____	_____
Paul Webster, School Business Official	_____	_____
Officers:		
Ashley Winters, Clerk of the Board	_____	_____

Executive Session

Moved by:_____Seconded by:_____to enter into Executive Session at _____p.m. to discuss matters related to the employment of a particular person or persons, a matter in litigation with the District's counsel, and contract negotiations with CTA pursuant to Article 14 of the Civil Service Law.
Aye_____Nay_____ Absent _____ Accepted/Rejected

Resume Regular Order of Business

Moved by:_____Seconded by: _____to resume the regular order of business at____p.m.
Aye_____Nay_____ Absent _____ Accepted/Rejected

Pledge of Allegiance

1.2 Acceptance of the Agenda

Moved by: _____ Seconded by: _____
Aye _____ Nay _____ Absent _____ Accepted/Rejected

1.3 Approval of Minutes

Moved by:_____ Seconded by: _____to approve the minutes of the Regular Meeting of May 20, 2026 and the Special Meeting of June 3, 2026.
Aye_____Nay_____ Absent _____ Accepted/Rejected

1.4 Board Recognition: Regan Orr - Presented by: Erin Merrill, Board Member

1.5 Report from the President of the Board of Education

1.5.1 Report from the Student Board Member

1.6 Report from the Superintendent of Schools

1.7 Public Comment – Policy 5300 Code of Conduct

BOARD MEMBER COMMENTS:

VISITOR COMMENTS:

1.8 Authorization of Funds to Implement Special Education Programs/Services

RESOLVED, that the Board of Education approve the authorization of funds to implement the Special Education Programs and Services consistent with such recommendations from the CSE meetings of May 15, 2026 through June 11, 2026.

Moved by: _____ Seconded by: _____
Aye _____ Nay _____ Absent _____ Accepted/Rejected

2.0 REPORTS

2.1 Hockey Proposal – Rebecca Gentile, Director of Athletics
Joseph Melanson, Principal – Severn Elementary School

2.2 The More You Know Series – Math Pilot Adoption
Presented by: Linda Perry, Asst. Supt. for Secondary Education
Jennifer Batzing, Asst. Supt. for Elementary Education

2.3 Board of Education Building Visitation Report Outs

2.4 Board Committees

2.4.1 Policy Committee

2.4.1.1 The Policy Committee submits the following policies, per enclosed, to be presented for approval with revisions:

9620 Child Abuse in an Educational Setting

Motion submitted by Mrs. Marjorie Lawlor on behalf of the Policy Committee
Aye _____ Nay _____ Absent _____ Accepted/Rejected

2.5 Written Reports

2.5.1 May Claims Auditor Report - Submitted by Sue Stuart, BOCES CBO
2.5.2 Comprehensive School Counseling Plan - Submitted by Jeff Marchionda, Director of Pupil Personnel Services
2.5.3 Facilities Update-Welliver

3.0 PERSONNEL

3.1 Reductions in Force

Superintendent's Recommendation: that the Board of Education accepts the following resolution:

WHEREAS, the Board of Education is charged with the responsibility to create or abolish an office or position, and

WHEREAS, the Board of Education finds it necessary to abolish positions, and

THEREFORE, BE IT RESOLVED, that the Board of Education abolishes the following positions for economic reasons:

Instructional – 1.0 English as a Second Language
1.0 French
1.5 Library
1.0 Reading
1.0 Spanish

Support Staff – 1.0 Microfilm Clerk
1.0 Account Clerk/Typist

This resolution shall become effective July 1, 2026.

BE IT FURTHER RESOLVED that the services of the least senior persons in the tenure area or Civil Service classification of the positions so abolished be discontinued and the names of the persons whose services are discontinued be placed upon preferred eligible lists, as provided in the Education and the Civil Service Law.

Moved by:_____ Seconded by: _____
Aye_____Nay_____ Absent _____ Accepted/Rejected

3.2 Retirement of Personnel

Superintendent's Recommendation: that the Board of Education accepts, with genuine regret, the retirement requests of **Kelly Lewis**, Account Clerk/Typist, Personnel Services effective June 30, 2026 after 27 years and 8 months of service and **Mary Manning**, Microfilm Clerk, Personnel Services effective July 15, 2026 after 43 years and 10 months of service.

The Board offers the following resolution:

WHEREAS, Kelly Lewis and **Mary Manning,** have served the children of the Corning-Painted Post area with distinction for many years, and

WHEREAS, throughout the years they have consistently discharged their duties in an outstanding and highly professional manner, giving unselfishly of her time and efforts,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the Corning-Painted Post Area School District, County of Steuben, State of New York, accepts with deep regret the retirement requests of, **Kelly Lewis** and **Mary Manning,** and records in the minutes of this meeting this expression of the Board's deep appreciation of their devoted service, as well as its sensitivity to the loss from the staff of these trusted and valued employees.

BE IT FURTHER RESOLVED, that the Clerk of the Board be and hereby is instructed to transmit to, **Kelly Lewis** and **Mary Manning,** a copy of this expression of the Board's gratitude.

Moved by:_____ Seconded by: _____
Aye_____Nay_____ Absent _____ Accepted/Rejected

3.3 Change in Retirement of Personnel

Superintendent's Recommendation: that the Board approve the change in retirement date for **Sandra Flick**, Physical Therapist, Pupil Personnel Services from June 30, 2026 to August 31, 2026 after consulting with the retirement system.

Superintendent's Recommendation: that the Board approve the change in retirement date for **Cora Ann Cobb**, Bus Driver, Bus Garage from June 25, 2026 to June 30, 2027 after consulting with the retirement system.

Moved by:_____ Seconded by: _____
Aye_____Nay_____ Absent _____ Accepted/Rejected

3.4 Personnel Items -*Resignations, Leaves of Absence, Appointments, Changes of Assignment*

Superintendent's Recommendation: that the Board approves the personnel items as listed on the attached pink sheets in Section 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6, 3.4.7, 3.4.8, 3.4.9, 3.4.10 and 3.4.11.

Moved by:_____ Seconded by: _____
Aye_____Nay_____ Absent _____ Accepted/Rejected

3.5 Tenure Appointment -Instructional

Superintendent's Recommendation: that the personnel listed below (see details on attached 3.0, section 3.4), who have completed their probationary period effective as noted, be appointed tenure:

Julia Salinero, Special Subject - School Psychologist effective July 1, 2026
Heather Andrews, Special Subject - Special Education effective September 1, 2026
Kerry Bocko, Academic - Math effective September 1, 2026
Lucas Canino, Academic - Science effective September 1, 2026
Sarah Clowe, Special Subject - Special Education effective September 1, 2026
Sarah Cornish, Special Subject - Special Education effective September 1, 2026
Maggie Dalton, Special Subject - Special Education effective September 1, 2026
Tyler Harnish, Elementary effective September 1, 2026
Sandra Miraglia, Special Subject - Special Education effective September 1, 2026
Katherine Outman, Academic - World Languages effective September 1, 2026
Sarah Pulver, Special Subject - Music effective September 1, 2026
Angela Quinones, Special Subject - School Social Worker effective September 1, 2026
Kristen Ryckman, Special Subject - Reading effective September 1, 2026
Barbara Schnetzer Mack, Academic - World Languages effective September 1, 2026
Susan Soccio, Special Subject - Special Education effective September 1, 2026
Zachary Vanhouten, Special Subject - Physical Education effective September 1, 2026
Rachel Vespucci-Donnelly, Special Subject - Special Education effective September 1, 2026
Elizabeth Wilson, Elementary effective September 1, 2026

Moved by:_____ Seconded by: _____
Aye_____Nay_____ Absent _____ Accepted/Rejected

3.6 Approval of Terms and Conditions of Employment for Confidential Personnel and Education Assistants

Superintendent's Recommendation: that the Board approves the Terms and Conditions of Employment for Confidential Personnel and Education Assistants as outlined in the attached for the 2026-27 school year.

Moved by:_____ Seconded by: _____
Aye_____Nay_____ Absent _____ Accepted/Rejected

4.0 BUSINESS ITEMS

4.1 Business Items - Consent

A. Approval of Monthly Treasurer's Report for April and May 2026
the Monthly Treasurer's Reports are submitted in the prescribed format in accordance with Regulations of the Commissioner of Education, Sec. 170.2 (p.) Included is a cash flow report. Copy of the report to be filed with these minutes.

B. Bid Award
that the Board approve the Award of Bid to the vendor meeting specifications in accordance with the description of items and summary of information as listed on the "Bid Recommendation Report", filed as part of the Board minutes.

27-009 Physical Education Supplies
26-022 Interscholastic Supplies

C. Amendment of Universal Pre-K Funds
that the Board authorizes the decrease of Universal Pre-K grant funds for the fiscal year 2025-2026 in the amount of $45,158; further that the Board authorize the decrease in appropriation of $45,158 to the Special Aid Fund for a new budget total of $496,831.

D. Accept and Appropriate $200 Donation for the Hawkeye Trap Sport Club
that the Board accept a donation of $200 for the Hawkeye Trap Sport Club, from John Niles; further that the Board appropriate $200 to revenue code A2705 "Gifts and Donations" and $200 to expenditure code A-2110-450-23-01 "HS Regular School Supplies Grant".

E. Instrument Donation
that the Board accept the following instrument donations in support of the C-PP Music Department:

Name	Donated Instrument	Estimated Value
Myron Allis	On-Stage Percussion Drum Pad & Bell Kit BSK2500	$254.95
Kent Howard	Alvarez Concert Ukulele with Gig Bag AU70WC	$125
Kent Howard	Cordoba Concert Ukulele with Gig Bag 15CM	$75
Jim Keenly	Holton Collegiate Trombone TR602	$200

Moved by:_____ Seconded by: _____
Aye_____Nay_____ Absent _____ Accepted/Rejected

4.2 2026 Frederick Carder Elementary Crawlspace Encapsulation Project Bid Awards

Superintendent's Recommendation: that the Board approve the Bid Awards for the 2026 Frederick Carder Elementary Crawlspace Encapsulation Project per the attached bid recommendation reports from our Construction Manager at Welliver, filed as part of the Board minutes.

Bid	Contractor	Total Award
26-039 General Contractor	Streeter Associates, Inc.	$680,000
26-040 Mechanical	Kuehne Construction, Inc.	$141,800
26-041 Electrical	Matco Electric Corporation	$60,000
26-042 Plumbing	Kimble, Inc.	$23,500
26-043 Security & Controls	Day Automation	$24,301

Moved by:_____ Seconded by: _____
Aye_____Nay_____ Absent _____ Accepted/Rejected

4.3 Transfer to Reserve Funds

Superintendent's Recommendation: that the Board of Education hereby authorizes the transfer of funds exceeding the 4% maximum allowable unreserved, unappropriated fund balance for fiscal year ending June 30, 2026 to the District's Retirement Contribution Reserve Fund (ERS), Retirement

Contribution Reserve Sub-Fund (TRS), Unemployment Reserve Fund, Workers' Compensation Reserve Fund, Capital Reserve Fund, Tax Certiorari Reserve Fund, Liability Reserve Fund, and/or Accrued Employee Benefit Liability Reserve Fund per Education Law.

Moved by:_____ Seconded by: _____
Aye_____Nay_____ Absent _____ Accepted/Rejected

4.4 Approval of Bus Contractors' Summer Transportation Contracts

Superintendent's Recommendation: that the Board approve the 2026 summer transportation contracts in the amounts listed below. Further, that the Board authorize the President of the Board to sign the contracts.

Birnie Transportation Services, Inc.:	$31,170
Leland F. Harris, Inc.:	$18,013
Loren R. Smith:	$17,839
Total for Summer 2026	**$67,022**

Moved by:_____ Seconded by: _____
Aye_____Nay_____ Absent _____ Accepted/Rejected

4.5 Transfer from Teachers' Retirement Contribution Reserve Fund

WHEREAS, the Corning-Painted Post Area School District has an existing Retirement Contribution Reserve fund and an existing Teachers' Retirement Contribution Reserve sub-fund, both properly authorized and established pursuant to GML Section 6-r, to help offset the cost of payments for employee retirement contributions.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby authorizes the transfer of up to $900,000 from the District's Teachers' Retirement Contribution Reserve fund to the District's General Fund to offset the costs of payments to the Teachers' Retirement System (TRS) for the 2025 - 2026 school year, consistent with its obligations under the law.

Moved by:_____ Seconded by: _____
Aye_____Nay_____ Absent _____ Accepted/Rejected

5.0 SPECIAL ITEMS

5.1 Correction of Election Inspector Compensation Rates for Annual Election and Budget Vote May 19, 2026

Recommendation: that each inspector shall be compensated for his or her services at a rate of $16.00 per hour for regular inspector work and $18.00 per hour for supervisory work.

Moved by:_____ Seconded by: _____
Aye_____Nay_____ Absent _____ Accepted/Rejected

BOARD MEMBER COMMENTS:

VISITOR COMMENTS:

BOARD MEMBER REQUESTS FOR INFORMATION:

ADJOURNMENT
Moved by: _____ Seconded by: _____ to adjourn the meeting at _____ p.m.
Aye ____ Nay ____ Absent ____ Accepted/Rejected

Respectfully submitted,



Michelle Caulfield
Superintendent of Schools

MINUTES FOR
Regular Meeting of the Board of Education
Corning City School District
165 Charles Street, Painted Post, NY 14870
Wednesday, May 20, 2026 at 6:30 p.m.
Executive Session at 6:00 p.m.

1.3 Draft

1.0 OPENING

Meeting called to order at 6:01 p.m. with Kelley Bacalles, President, presiding

1.1 ROLL CALL

Board Members:	Present	Absent
Kevin Ashton	x	
Kelley Bacalles, President	x	
Dr. Ashley Johnson-Long	x	
Marjorie Lawlor, Vice-President	x	
Erin Merrill		excused
Kate Merrill	x	
Sam Nichols	x	
Dr. Boh Ruffin	x	
Dr. James Webb	x	
Student Board Member:		
Makenna Page	x	
Administrators:		
Michelle Caulfield, Superintendent	x	
Kerry Elsasser, Asst. Supt.-Administrative Services	x	
Linda Perry, Asst. Supt.-Secondary Ed.	x	
Jennifer Batzing, Asst. Supt -Elementary Ed.	x	
Paul Webster, School Business Official	x	
Officers:		
Ashley Winters, Clerk of the Board	x	

Executive Session
Moved by: Nichols Seconded by: Johnson-Long to enter into Executive Session at 6:01 p.m. to discuss a matter in litigation with the District's counsel.
Aye 8 Nay 0 Absent 1 Accepted

Resume Regular Order of Business
Moved by: Webb Seconded by: K. Merrill to resume the regular order of business at 6:40 p.m.
Aye 8 Nay 0 Absent 1 Accepted

Pledge of Allegiance

1.2 Acceptance of the Agenda

Moved by: Nichols Seconded by: Johnson-Long
Aye 8 Nay 0 Absent 1 Accepted

1.3 Approval of Minutes

Moved by: Nichols Seconded by: K. Merrill to approve the minutes of the Regular Board Meeting of April 15, 2026, and Special Board Meeting of May 12, 2026.
Aye 8 Nay 0 Absent 1 Accepted

1.4 Board Recognition: Dr. Ashley Johnson-Long, on behalf of the Board, recognized Jeremy and Tonya Morse for their work with Education First Tours and their work outside of the classroom. Vicki Clark, owner of Royal Treatment Travel, also spoke on behalf of the Morse's recognizing them for their hard work and dedication to CPP students. Mrs. Kelley Bacalles recognized Patty

Becerril-Drapikowski, on behalf of the Board, for receiving the Elbert K Fretwell Outstanding Educator Award.

1.5 Report from the President of the Board of Education: Mrs. Bacalles thanked the community, staff, and CPP families for their support with the budget and for voting.

1.5.1 Report from the Student Board Member: Ms. Page shared that Prom was a success and enjoyed by all. She also shared about the Teacher Appreciation event and Ice Cream Social Send Off that were sponsored by Student Council. Ms. Page also spoke about the Special Olympics event and what a great time everyone had.

1.6 Report from the Superintendent of Schools: Ms. Caulfield highlighted events happening in the buildings throughout the District, specifically Special Olympics, and thanked all departments that played a role in making the event such a success.

1.7 Canvassing of Votes

1.7.1 Canvass of School Election Results for School Board Members

Recommendation of Clerk: that the Board of Education approves the following resolution re: tabulation of votes cast; determination and results of the voting at the Annual School Election held on May 19, 2026.

WHEREAS, the following were duly nominated as candidates for the Office of Member of the Board of Education (listed in order of ballot position):

1. A. Boh Ruffin
   129 Fieldview Dr.
   Painted Post, NY
2. Tabitha Treacy
   19 Katie Lane
   Painted Post, NY
3. Lyndsie Guy
   134 E 4th St.
   Corning, NY
4. Chris Walters
   211 Cedar St.
   Corning, NY

WHEREAS, Statements of Canvass of the Votes in the respective election districts were prepared and signed by the Inspectors of Election for said respective districts and have been delivered to the Clerk of the Board of Education (to be filed with these minutes),

WHEREAS, additional names were submitted as write-in candidates for the Office of Member of the Board of Education as indicated on the Statements of Canvass of the Votes; and,

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of the City School District of the City of Corning as follows:

It is hereby determined that said election was held, in all respects, in the manner prescribed by the Education Law of the State of New York.

They have this day met, May 20, 2026, after due notification, at the Administration Building, in the evening, and have received from the Clerk of the Board of Education the respective Statements of the Inspectors of Election of all the election districts, and have examined said Statements of the result of the election and have tabulated them, as per attached.

The Board has this day canvassed the returns as contained in such statements and hereby determines the number of votes cast for the candidates according to the attachment.

BE IT RESOLVED, that this Board hereby declares that, according to the attached tabulation and canvass, the following will be elected to serve as noted:

1. A three-year term, ending June 30, 2029 – term to begin July 1, 2026
   Chris Walters

2. A three-year term, ending June 30, 2029 – term to begin July 1, 2026
   Lyndsie Guy

3. A three-year term, ending June 30, 2029 – term to begin July 1, 2026
   Tabitha Treacy

The Clerk of the Board is directed to record the results of the election, as so announced by the Board herein, and serve written notice either personally or by mail upon said persons, so elected, to be members of the Board of Education.

Moved by: Webb Seconded by: Nichols
Aye 8 Nay 0 Absent 1 Accepted

1.7.2 Canvass of School Propositions

Recommendation of Clerk: that the Board approves the following Propositions re: tabulation of vote cast; determination and results of the voting at the Annual School Election held on May 19, 2026.

WHEREAS, Statements of Canvass of the Votes in the respective election districts were prepared and signed by the Inspectors of Election for said respective districts and have been delivered to the Clerk of the Board of Education (to be filed with these minutes),

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of the City School District of the City of Corning as follows:

It is hereby determined that said vote on the propositions was held in all respects in the manner prescribed by the Education Law of the State of New York.

They have this day met, May 20, 2026 after due notification, at the Administration Building in the evening, have received from the Clerk of the Board of Education the respective Statements of the Inspectors of Election of all the election districts, have examined said Statements of the result of the propositions and have tabulated them, as per attached.

The Board has this day canvassed the returns as contained in such statements and hereby determines the number of votes cast for the resolutions according to the attachment.

Proposition No. 1 - Annual Budget: Shall the annual budget of the Corning City School District for the fiscal year 2026-27 in the amount of $150,709,245, be adopted?

Proposition No. 2 – Purchase of Buses and Vehicles: Shall the Bond Resolution of the City School District of the City of Corning, New York, entitled: “Bond Resolution of the City School District of the City of Corning, New York, adopted March 18, 2026, authorizing the acquisition of various school buses and vehicles; stating the estimated total cost thereof is $1,129,000; appropriating said amount therefor; and authorizing the issuance of $1,129,000 serial bonds of said District to finance said appropriation,” be approved?

Proposition No. 3 – Southeast Steuben County Library Section 259 Vote: Shall the sum of $1,567,977 (One Million, Five Hundred and Sixty-Seven Thousand, Nine Hundred and Seventy-Seven Dollars) be raised by annual levy of a tax upon the taxable property within the Corning-Painted Post Area School District for the purpose of funding the Southeast Steuben County Library?

Moved by: Nichols Seconded by: K. Merrill
Aye 8 Nay 0 Absent 1 Accepted

BOARD MEMBER COMMENTS: None

VISITOR COMMENTS: None

1.8 Authorization of Funds to Implement Special Education Programs/Services

RESOLVED, that the Board of Education approves the authorization of funds to implement the Special Education Programs and Services consistent with such recommendations from the CSE meetings of April 10, 2026 through May 14, 2026.

Moved by: Nichols Seconded by: Ashton
Aye 8 Nay 0 Absent 1 Accepted

2.0 REPORTS

2.1 Make Kindness Louder: John Paul Passmore, 3rd Grade Teacher at Erwin Valley Elementary, presented on the Make Kindness Louder campaign and how it is being incorporated within classrooms throughout the entire district.

2.2 The More You Know Series - 2026-2029 Technology Plan: Linda Perry, Asst. Supt. for Secondary Education, and Jennifer Batzing, Asst. Supt. for Elementary Education, presented the comprehensive Instructional Technology Plan for the years 2026-2029 to enhance educational outcomes through modernized digital strategies. They also answered questions from the Board.

2.3 Board of Education Building Visitation Report Outs: The Board will finish this year's report outs at the June meeting.

2.4 Board Committees

2.4.1 Policy Committee

2.4.1.1 The Policy Committee submits the following policies, per enclosed, to be presented for approval with revisions:

2210 Board Organizational Meeting
5280 Interscholastic Athletes
6910 Medicaid Compliance Program
9241.1 Academic Integrity for Administrators, Faculty, and Staff
~~9620 Child Abuse in an Educational Setting~~
9630 Staff-Student Relations (Anti-Fraternization)
9700 Professional Growth/Staff Development

Motion submitted by Mrs. Marjorie Lawlor on behalf of the Policy Committee
The Board agreed to the removal of policy 9620 Child Abuse in an Educational Setting for further review.
Aye 8 Nay 0 Absent 1 Accepted

2.4.1.2 The Policy Committee submits the following policies, per enclosed to be presented for approval with no revisions:

5100 Comprehensive Attendance
5152 Admission of Non-Resident Students
5182 Religious Instruction
5405 Student Wellness
7365 Construction Safety
8240 Traffic and Parking on School Property
8414.1 Bus Driver Qualifications and Training

8506 Meal Charge and Equitable Treatment of Students
9140.1 Staff Complaints and Grievances

Motion submitted by Mrs. Marjorie Lawlor on behalf of the Policy Committee
Aye 8 Nay 0 Absent 1 Accepted

2.5 Written Reports

2.5.1 April Claims Auditor Report - Submitted by Sue Stuart, BOCES CBO
2.5.2 Quarterly Expenditure and Revenue Status Report through March 31, 2026
2.5.3 Facilities Update Report-Submitted by Welliver

3.0 PERSONNEL

3.1 Retirement of Personnel

Superintendent's Recommendation: that the Board of Education accepts, with genuine regret, the Retirement requests of:

1. **Kimberly Larsen-Thistle**, Spanish, CPP High School effective June 30, 2026 after 15 years of service.
2. **Cora Ann Cobb**, Bus Driver, Bus Garage effective June 25, 2026 after 21 years and 9 months of service.
3. **James Reilly**, Shipping & Receiving Coordinator, Building & Grounds effective April 30, 2028 after 15 years of service.

The Board offers the following resolution:

WHEREAS, **Kimberly Larsen-Thistle, Cora Ann Cobb, and James Reilly,** have served the children of the Corning-Painted Post area with distinction for many years, and

WHEREAS, throughout the years they have consistently discharged their duties in an outstanding and highly professional manner, giving unselfishly of their time and efforts,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the Corning-Painted Post Area School District, County of Steuben, State of New York, accepts with deep regret the retirement requests of **Kimberly Larsen-Thistle, Cora Ann Cobb, and James Reilly,** and records in the minutes of this meeting this expression of the Board's deep appreciation of their devoted service, as well as its sensitivity to the loss from the staff of these trusted and valued employees.

BE IT FURTHER RESOLVED, that the Clerk of the Board be and hereby is instructed to transmit to **Kimberly Larsen-Thistle, Cora Ann Cobb, and James Reilly** a copy of this expression of the Board's gratitude.

Moved by: Webb Seconded by: Lawlor
Aye 8 Nay 0 Absent 1 Accepted

3.2 Personnel Items-*Resignations, Appointments, Change of Assignments*

Superintendent's Recommendation: that the Board approves the personnel items as listed on the attached pink sheets in Section 3.2.1, 3.2.2, 3.2.3, 3.2.4, and 3.2.5.

Moved by: Webb Seconded by: Johnson-Long
Aye 8 Nay 0 Absent 1 Accepted

4.0 BUSINESS

4.1 Business Items-Consent Agenda

A. Approval of March and April Monthly Treasurer's Reports and Quarterly Treasurer's Report for Period Ending March 31, 2026

the March and April Monthly Treasurer's Reports and the Quarterly Treasurer's Report for the period ending March 31, 2026 are submitted in the prescribed format in accordance with the Regulations of the Commissioner of Education, Sec. 170.2 (p). Included are cash flow reports; the computer budget report by facility, summarizing all budget changes and expenditures from March 31, 2026, and the Extra Classroom Activities Funds Treasurer's Reports. Copies to be filed with these minutes.

B. Bid Award

that the Board approve the Award of Bid to the vendor meeting specifications in accordance with the description of items and summary of information as listed on the "Bid Recommendation Report", filed as part of the Board minutes.

27-008 Paper & Reproduction Supplies Bid

C. Accept and Appropriate $1,000 Donation from Corning Incorporated

that the Board accept a donation of $1,000 from Corning Incorporated in support of the Boys Swimming Club; further that the Board appropriate $1,000 to revenue code A2705 "Gifts and Donations," and $1,000 to expenditure code A-2110-450-23-01 "HS Regular School Supplies".

D. Accept and Appropriate $300 Donation from Corning Incorporated

that the Board accept a donation of $300 from Corning Incorporated administered by The Blackbaud Giving Fund; further that the Board appropriate $300 to revenue code A2705 "Gifts and Donations" and $300 to expenditure code A-2110-450-30-01 "Regular School Supplies Grant" for general support.

E. Accept and Appropriate $1,125 Donation from the Corning Hawks Education Foundation

that the Board accept a donation of $1,125 from the Corning Hawks Education Foundation; further that the Board appropriate $1,125 to revenue code A2705 "Gifts and Donations", $600 to expenditure code A-2110-450-23-01 "HS Regular School Supplies Grant" for the Drama Club, $450 to expenditure code A-2110-450-30-01 "Regular School Supplies Grant" for Little Hawks Threads, and $75 to expenditure code A-2110-450-12-01 "EV Regular School Supplies Grant" for EV Robotics.

F. Authorization to Appropriate $48,176 Title I, Part A Funds to Special Aid

that the Board authorizes the increase of the Title I, Part A grant funds for the fiscal year 2025-2026 in the amount of $67,717. Further that the Board authorize the appropriation of $67,717 to the Special Aid Fund for a new budget total of $995,260.

G. Authorization to Appropriate $17,210 Title II, Part A Funds to Special Aid

that the Board authorizes the increase of the Title II, Part A grant funds for the fiscal year 2025-2026 in the amount of $17,210. Further that the Board authorize the appropriation of $17,210 to the Special Aid Fund for a new budget total of $166,870.

H. Authorization to Appropriate $19,268 IDEA, Part B Section 611 Funds to Special Aid

that the Board authorizes the increase of the IDEA, Part B Section 611 grant funds for the fiscal year 2025-2026 in the amount of $19,268; further that the Board authorize the appropriation of $19,268 to the Special Aid Fund for a new budget total of $1,298,385.

I. Authorization to Appropriate $171 IDEA, Part B Section 619 Funds to Special Aid

that the Board authorizes the increase of the IDEA, Part B Section 619 grant funds for the fiscal year 2025-2026 in the amount of $171; further that the Board authorize the appropriation of $171 to the Special Aid Fund for a new budget total of $66,757.

J. Resolution to Correct Overdue Tax Rolls and Warrant
that the 2025-2026 overdue warrant be revised according to the schedule submitted by the School Tax Collector and attached hereto.

K. Authorization to Dispose of Surplus Items
that the Board declare surplus the attached list of items and authorize the School Business Official to dispose of them.

Moved by: Webb Seconded by: Nichols
Aye 8 Nay 0 Absent 1 Accepted

4.2 Resolution to Participate in Cooperative Natural Gas Bid Coordinated by the Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties

WHEREAS, The Board of Education of the Corning City School District of New York State desires to participate in a Cooperative Bidding Program conducted by The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties from year to year or, until this Resolution is rescinded, for the purchase of supply of natural gas. And ...

WHEREAS, The Board of Education of the Corning City School District of New York State is desirous of participating with The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties in the joint bid of the commodities and/or services mentioned below as authorized by General Municipal Law, Section 119-0 ... And ...

WHEREAS, The Board of Education of the Corning City School District of New York State has appointed The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties as representative to assume the responsibility for drafting of specifications, advertising for bids, accepting and opening bids, tabulating bids, reporting the results to the Board of Education of the Corning City School District of New York State and making recommendations thereon ...

THEREFORE, BE IT RESOLVED, That the Board of Education of the Corning City School District of New York State and The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties hereby accepts the appointment of The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties to represent it in all matters related above ... And …

BE IT FURTHER RESOLVED, That the Board of Education of the Corning City School District of New York State authorizes the above-mentioned Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties to represent it in all matters regarding the entering into contract for the purchase of the below-mentioned commodities and/or services ... And ...

BE IT FURTHER RESOLVED, That the Board of Education of the Corning City School District of New York State agrees to assume its equitable share of the costs incurred as a result of the cooperative bidding... And ...

NOW, THEREFORE, BE IT RESOLVED, That The Corning City School District on behalf of the Board of Education of the Corning City School District of New York State hereby is authorized to participate in cooperative bidding conducted by The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties for supply of natural gas and if requested to furnish The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties an estimated minimum number of units that will be purchased by The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties. The Board of Cooperative Educational Services of Ontario, Seneca, Wayne and Yates Counties is hereby authorized to award cooperative bids to the bidder deemed to be the lowest

responsive and responsible meeting the bid specifications and otherwise complying with Article 5-A of the General Municipal Law of the State of New York relating to public bids and contracts.

Moved by: Ashton Seconded by: Nichols
Aye 8 Nay 0 Absent 1 Accepted

4.3 BOCES Data Privacy Agreements

Superintendent's Recommendation: that the Board approve the following resolution:

WHEREAS, four (4) BOCES (Onondaga-Cortland-Madison BOCES, Albany-Schoharie-Schenectady-Saratoga BOCES, Madison-Oneida BOCES and Broome-Tioga BOCES) have collaborated and entered into an Article 5 General Municipal Law intermunicipal arrangement for the purpose of improving vendor management and data security and privacy practices for school districts and/or BOCES statewide known as the RIC ONE Risk Operations Center (the "ROC");

WHEREAS, the Board of Education of the Corning City School District, through its affiliation with a locally based Regional Information Center, participates with the ROC and desires, for the 2026-2027 fiscal year, to authorize the ROC and its attorneys to negotiate Data Privacy Agreements and related exhibits (DPAs) with vendors and third-party contractors that include the requirements of, and compliance with, New York State Education Law Section 2-d and Part 121 Regulations (collectively, "Ed Law 2d") related to student personally identifiable information (PII) and certain Teacher and Principal APPR data;"

WHEREAS, the ROC also partners with NYSED, the Access4Learning Student Data Privacy Consortium (SDPC) and The Education Cooperative (TEC), to negotiate and approve Ed Law 2-d compliant DPAs;

WHEREAS, the DPAs are presented to school districts and/or BOCES for final execution and do not require the expenditure of funds beyond those budgeted; and

BE IT RESOLVED, the Corning City School District Board of Education authorizes the use of DPAs negotiated by the RIC ROC and its attorneys, consistent with its needs and the needs of its students; and

BE IT FURTHER RESOLVED, that the Corning City School District reserves to itself the right to make determinations regarding the use of such DPAs and the software and/or technology resources to which they relate and to consult with its own legal counsel to review any specific issues or concerns before executing any DPA.

Moved by: Lawlor Seconded by: Ashton
Aye 8 Nay 0 Absent 1 Accepted

4.4 Resolution to Appropriate Premiums Received on Bond Anticipation Notes to Pay Bond Anticipation Note Interest

Superintendent's Recommendation: that the Board authorizes the transfer of premiums in the amount of $402,209.60, received on Bond Anticipation Notes issued in connection with the $78,905,000 Bond Authorization approved by the voters September 24, 2019 and the $80,847,038 Bond Authorization approved by the voters December 19, 2023, to the general fund for the payment of Bond Anticipation Note interest. Further, that the Board appropriate $402,209.60 to revenue code A5050 "Inter-fund Transfer for Debt Service," and $380,380.00 to expenditure code A9731-700-33-00 "BAN Interest" and $15,950.65 to expenditure code A9732-700-33-00 "BAN Bus Purchase Interest" and $5,878.95 to expenditure code A9730-700-33-00 "BAN Interest Other- Vehicles".

Moved by: Webb Seconded by: Nichols
Aye 8 Nay 0 Absent 1 Accepted

4.5 Resolution to Appropriate Premiums Received on Bonds to Pay Bond Interest

Superintendent's Recommendation: that the Board appropriate $8,367.10, of premiums received on Bonds issued in connection with the $78,905,000 Bond Authorization approved by the voters September 24, 2019, to revenue code V5999.000 "Appropriated Fund Balance", and expenditure code V9711-700 "Serial Bond School Construction Interest".

Moved by: Nichols Seconded by: Lawlor
Aye 8 Nay 0 Absent 1 Accepted

4.6 Authorization of Debt Service Reserve Fund Transfer

Superintendent's Recommendation: that the Board of Education hereby authorizes the transfer of $575,000, from the District's existing Debt Service Reserve Fund to the General Fund.

Moved by: Webb Seconded by: K. Merrill
Aye 8 Nay 0 Absent 1 Accepted

4.7 Authorization to Transfer and Appropriate Workers' Compensation Reserve Funds

Superintendent's Recommendation: that the Board approve the following resolution:

WHEREAS, the Board of Education of the Corning-Painted Post Area School District maintains a Workers' Compensation Reserve Fund, properly authorized and established pursuant to NY General Municipal Law ("GML") Section 6-j; and

WHEREAS, the Superintendent of Schools, in consideration of the fiscal needs of the District in the development of the proposed budget for the 2026-2027 school year, has recommended that certain of these reserved funds are not necessary for the payment of Workers' Compensation expenses, liabilities, and claims and should be used for other purposes as authorized under GML Section 6-j.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby authorizes the following transfers from the Workers' Compensation Reserve Fund:

1. $736,077 to the District's existing Employee Benefit Accrued Liability Reserve Fund, properly authorized and established pursuant to GML Section 6-p; and
2. $490,773 to the budget appropriation for the 2026-2027 fiscal year;

AND BE IT FURTHER RESOLVED that the School Business Official is hereby authorized, empowered, and directed to transfer such funds in accordance with this resolution and the General Municipal Law.

Moved by: Nichols Seconded by: Webb
Aye 8 Nay 0 Absent 1 Accepted

4.8 Transfer Funds from the Employee Benefit Accrued Liability Reserve Fund

Superintendent's Recommendation: that the Board approve the following resolution:

Whereas, the Corning-Painted Post Area School District has an existing Employee Benefit Accrued Liability Reserve Fund ("EBALR"), properly authorized and established pursuant to GML Section 6-p; and

Whereas, the Board of Education has allocated monies to such EBALR Fund to provide for the payment of authorized employee benefit liabilities in accordance with law and negotiated employee agreements of the District; and

Now, THEREFORE, Be It Resolved that the Board hereby authorizes the transfer of up to $736,077 from the District's EBALR Fund to the District's General Fund cover authorized expenditures for EBALR liabilities for the 2025-2026 school year consistent with its obligations under the law.

Moved by: Lawlor Seconded by: K. Merrill
Aye 8 Nay 0 Absent 1 Accepted

BOARD MEMBER COMMENTS: Ms. Caulfield acknowledged Board members Ashley Johnson-Long, Kate Merrill, Margie Lawlor, and Kelley Bacalles for earning Board of Excellence Recognition Awards through New York State School Boards Association.

Dr. Ashley Johnson-Long announced her resignation from the Board effective immediately.

VISITOR COMMENTS: None

BOARD MEMBER REQUESTS FOR INFORMATION: None

ADJOURNMENT
Moved by: Johnson-Long Seconded by: Nichols to adjourn the meeting at 7:59 p.m.
Aye 8 Nay 0 Absent 1 Accepted

Submitted by:



Ashley Winters, District Clerk
Corning City School District

1.3 Draft

MINUTES FOR
Special Meeting of the Board of Education
Corning City School District
165 Charles Street, Painted Post, NY 14870
Wednesday, June 3, 2026 at 5:00 p.m.

1.0 OPENING

Meeting called to order at 5:01 p.m. with Mrs. Kelley Bacalles, President, presiding

1.1 ROLL CALL

Board Members:	Present	Absent
Kevin Ashton	x	
Kelley Bacalles, President	x	
Marjorie Lawlor, Vice-President	x	
Erin Merrill	x	
Kate Merrill	x	
Sam Nichols	x	
Dr. Boh Ruffin		arr. 5:13
Dr. James Webb	x	
Student Board Member:		
Makenna Page		excused
Administrators:		
Michelle Caulfield, Superintendent	x	
Kerry Elsasser, Asst. Supt.-Administrative Services		excused
Linda Perry, Asst. Supt.-Secondary Ed.		excused
Jennifer Batzing, Asst. Supt -Elementary Ed.		excused
Paul Webster, School Business Official	x	
Officers:		
Ashley Winters, Clerk of the Board		excused

Pledge of Allegiance

Closed Session

Moved by: Nichols Seconded by: Lawlor to enter into Closed Session under Public Officers Law §108(3) at 5:01 p.m. for the purpose of discussion of matters made confidential by federal or state law.
Aye 7 Nay 0 Absent 1 Accepted

Dr. Boh Ruffin arrived at 5:13 p.m.

Resume Regular Order of Business

Moved by: Webb Seconded by: Nichols to resume the regular order of business at 5:54 p.m.
Aye 8 Nay 0 Absent 1 Accepted

ADJOURNMENT

Moved by: Lawlor Seconded by: Nichols to adjourn the meeting at 5:54 p.m.
Aye 8 Nay 0 Absent 1 Accepted

Submitted by:

M. Caulfield

Michelle Caulfield, Clerk Pro Tem
Superintendent of Schools

1.7 – Public Comment

5300

CODE OF CONDUCT

I. INTRODUCTION

The Board of Education is committed to providing a safe and orderly school environment where students may receive, and District personnel may deliver, quality educational services without disruption or interference. Responsible behavior by students, District personnel, parent//family/caregiver, and other visitors is essential to achieving this goal.

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

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this Code of Conduct, hereafter designated as "Code".

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

II. DEFINITIONS

For purposes of this Code, the following definitions apply:

"Harassment, intimidation or bullying" means any gesture, any written, verbal or physical act, or any electronic communication,[1] whether it be a single egregious incident or a series of incidents that is:

a) reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, weight, national origin, ethnic group, religion, religious practice, disability, gender, sexual orientation, gender identity and expression, sex, or
b) by any other distinguishing characteristic; and that,
c) takes place on school property, at any school-sponsored function, or on a school bus, and/or that substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that,
d) a reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to their person or damage to their property; or
e) has the effect of insulting or demeaning any student or group of students; or
f) creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

"Cyberbullying" means "harassment, intimidation or bullying" as defined above that occurs through any form of electronic communication.

[1] "Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager.

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

"Emotional Harm" that takes place in the context of "harassment or bullying" means harm to a student's emotional well-being through the creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

"Employee" means any person receiving compensation from the District or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to the 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 shall include a person's gender identity or expression.

"Gender identity" is one's self-conception as being male or female or something outside these binaries, as distinguished from actual biological sex or sex assigned at birth.

"Gender expression" is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.

"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.

"Discrimination" means an act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, against any student by a student or students and/or an employee or employees on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks and twists, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex.

"Parent/family/caregiver means parent, guardian or person in parental relation to a student.

"School Property" (owned, leased, or lent) 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 on a school bus, as defined in Vehicle and Traffic Law § 142.

"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 Function" means any school-sponsored extracurricular event or activity, whether located on or off school property.

"Sexual Orientation" means actual or perceived heterosexuality, homosexuality, or bisexuality.

"Violent Student" means a student under the age of 21 who:

a) Commits an act of violence upon a school employee or attempts to do so.
b) Commits, or attempts to commit, while on school property an act of violence upon another student, or any other person, lawfully on school property or at a school function.
c) Possesses, while on school property or at a school function, a weapon.
d) Displays, while on school property or at a school function, what appears to be a weapon.
e) Threatens, while on school property or at a school function, to use a weapon.
f) Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
g) Knowingly and intentionally damages or destroys school property.

"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, slingshot, 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. BILL OF STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

The Board of Education assures students that they shall have all the rights afforded them by federal and state constitutions. The District recognizes all federal, state, and local laws in connection with these rights and reminds students that certain responsibilities accompany these rights.

The District's goals are to provide an environment in which a student's rights are respected and to provide opportunities that stimulate and challenge each student to reach his or her highest potential. Opportunities such as participation in interscholastic sports may be curtailed when the student infringes upon the rights of others or violates the Code.

All students have the right to:

1. Seek participation in all District activities on an equal basis regardless of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex.

2. Schools that are safe, orderly, and free of tobacco, alcohol, and drugs.

3. Clearly stated and challenging academic curriculum.

4. Courtesy and respect from one another and from staff.

5. An explicit and consistently administered discipline code.

6. Present their version, at an appropriate time, of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.

B. Student Responsibilities

All students have the responsibility to:

1. Contribute to maintaining a safe, supportive, and orderly school environment that is conducive to learning and to show respect to other persons and to property.

2. Be familiar with and obey all school codes and local, state, and federal laws, including those pertaining to illegal substances and weapons.

3. Attend school every day (unless they are legally excused) and be in class, on time, and prepared to learn.

4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.

5. Accept consequences for individual actions, whether alone or in a group.

6. Dress appropriately for school and school functions.

7. Use language that is appropriate for a school environment.

8. Refrain from verbal, physical, and/or sexual harassment.

9. Refrain from any conduct that may constitute hazing.

10. Refrain from any and all harassing/bullying/cyberbullying behaviors.

11. Not possess weapons on school property or at any school sponsored activities.

12. 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.

13. Demonstrate acceptance for the individuality of others.

14. Conduct themselves with honesty and integrity.

IV. ESSENTIAL PARTNERS

The essential partners are parent/family/caregiver, grandparents or families, teachers, guidance counselors, principals, the Superintendent, Board of Education members, and other school personnel. All essential partners will work to maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn. Essential partners have an obligation to read and understand the Code of Conduct. Faculty and staff are required to apply and enforce the Code of Conduct in a fair and consistent manner.

CODE OF CONDUCT

A. Parent/Family/Caregiver

All parent/family/caregiver are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parent/family/caregiver and the school community and collaborate with the District to optimize their child(ren)'s educational opportunities.

2. Send their child(ren) to school ready to participate and learn.

3. Ensure their child(ren) attend school regularly and on time.

4. Ensure legal absences are excused.

5. Ensure their child(ren) be dressed and groomed in a manner consistent with the student dress code.

6. Help their child(ren) understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.

7. Know school rules and help their child(ren) understand them so that their children can help create a safe, supportive school environment.

8. Convey to their child(ren) a supportive attitude toward education and the District.

9. Build positive, constructive relationships with teachers, other parent/ family/ caregiver, and their child(ren)'s friends.

10. Help their child(ren) build the skills to deal effectively with peer pressure.

11. Inform school officials of ~~changes~~ **challenges** in the home situation that may affect student conduct or performance.

12. Provide a place to study and ensure homework assignments are completed.

13. Teach their children, by example, mutual respect and dignity for all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex.

14. Be respectful and courteous to staff, other parent/family/caregivers, and students while on school premises or attending school-related activities/events off school property.

15. Be familiar with and support the Code of Conduct.

CODE OF CONDUCT

B. Teachers

All District teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex, which will strengthen students' self-concept and promote confidence to learn.

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. Communicate to students and parent/family/caregiver;

   a. Course objectives and requirements;

   b. Marking/grading procedures;

   c. Assignment deadlines;

   d. Expectations for students; and

   e. Classroom management.

6. Communicate regularly with students, parent/family/caregiver, and other teachers concerning growth and achievement.

7. Engage in productive communication with other school personnel, including grade-level teachers and/or department colleagues.

   Confront issues of discrimination, bullying and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

9. Report incidents of discrimination, bullying and/or harassment when the teacher individually witnesses or receives ~~**reliable**~~ information regarding any such incident, pursuant to District policy.

C. School Counselors

All District counselors are expected to:

1. Assist students in coping with peer pressure and emerging personal, social, and emotional problems.

2. Initiate teacher/student/counselor conferences and parent/family/caregiver and teacher/student/counselor conferences, as necessary, as a way to resolve problems.

3. Regularly review with students their educational progress and career plans.

4. Provide information to assist students with career planning and actively promote awareness and assistance with post-secondary plans.

5. Encourage students to benefit from the curriculum and extracurricular programs.

6. Promote a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex.

7. Confront issues of discrimination, bullying and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

8. Make known to students and families the resources in the community that are available to meet their needs.

9. Address personal biases that may prevent equal treatment of all students.

10. Report incidents of discrimination, bullying and/or harassment when the counselor individually witnesses or receives ~~**reliable**~~ information regarding any such incident, pursuant to District policy.

D. Principals

All District principals are expected to:

1. Promote a safe, orderly, and stimulating school environment, supporting active and engaging teaching and learning.

2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress and grievances.

3. Evaluate on a regular basis all instructional programs.

4. Support the development of, and student participation in, appropriate extracurricular activities.

5. Enforce the Code of Conduct and ensure that all cases are resolved promptly, consistently and fairly.

6. Engage in communication with parent/family/caregiver as the need arises.

7. Promote a diverse and inclusive environment, pursuant to the Board of Education's Diversity, Equity, Inclusion, Accessibility Policy #0105

8. Maintain and enforce a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex.

9. Promptly respond to and address issues of discrimination, bullying and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function, pursuant to District policy #0115.

10. Report incidents of discrimination, bullying and/or harassment, when the principal individually witnesses or receives ~~**reliable**~~ information regarding any such incident, pursuant to District policy #0115.

11. Address personal biases that may prevent equal treatment of all students.

E. <u>Superintendent</u>

The Superintendent is expected to:

1. Promote a safe, orderly, and stimulating school environment, supporting 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 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. Emulate a diverse and inclusive learning environment and workplace.

7. Actively engage in communication with all District personnel, parent/family/caregiver, community members, and students as the need arises.

8. Maintain and foster a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex.

9. Confront issues of discrimination, bullying and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

10. Report incidents of discrimination, bullying and/or harassment when the superintendent individually witnesses or receives ~~**reliable**~~ information regarding any such incident, pursuant to District policy.

11. Respond promptly to reports of discrimination, bullying and/or harassment, intimidation or bullying pursuant to District policy.

12. Address personal biases that may prevent equal treatment of all students.

F. Other District Personnel ~~(including coaches)~~

All other District personnel are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex, which will strengthen students' self-concept and promote confidence to learn.

2. Know school policies and rules, and enforce them in a fair and consistent manner.

3. Foster a safe and orderly school environment.

4. Convey to students a supportive attitude toward education and the District.

5. Follow all established department procedures.

6. Promote a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex.

7. Report issues of discrimination, bullying and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function. This includes any incidents which are individually witnessed or in which the individual received ~~**reliable**~~ information regarding any such incident.

8. Address personal biases that may prevent equal treatment of all students.

G. Board of Education

The Board of Education is expected to:

1. Collaborate with student, teacher, administrator, and parent organizations; and school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, District personnel, and visitors on school property and at school functions.

2. Adopt and review, at least annually, the District's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.

3. Lead by example by conducting Board meetings in a professional, respectful, and courteous manner.

4. Maintain and foster a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex.

5. Confront issues of discrimination, bullying and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

6. Address personal biases that may prevent equal treatment of all students.

V. STUDENT DRESS CODE

The Corning-Painted Post School District has established one student dress code to foster equity and ensure consistent enforcement in all schools and among all groups. Our dress code is written in a manner that does not reinforce stereotypes and is meant to minimize reasons for conflict and promote attendance.

A. School should be an environment where all students are treated equitably regardless of race, religion, disability, sex, gender identity, gender expression, sexual orientation, ethnicity, cultural observance, political affiliation, household income, or body type/size. Students should be able to dress comfortably and engage in a safe learning environment.
B. Students may present themselves through their dress and hairstyles in a way that is most reflective of their true selves, including race, religion, culture, and gender.
C. A clear and simple dress code minimizes unnecessary conflict between students and staff, increases the opportunity to develop caring relationships, and prepares students for college and career.
D. Student dress code enforcement should not result in unnecessary barriers to school attendance.
E. No person's attire is responsible for any other person's ability to maintain focus.
F. Our focus should be on education.

Students MUST wear:

1. Opaque, non-transparent clothing that covers their private body parts and undergarments (waistbands and straps *excluded)*
2. A shirt or dress with fabric in the front, the back, and on the sides (under the arms)
3. Bottoms (pants, jeans, shorts, leggings, sweatpants, skirts, etc.)
4. Shoes (sneakers, boots, sandals, flip- flops, slides, flats, heels, etc.)

CODE OF CONDUCT

Students MAY wear:

1. Religious headwear
2. Non-religious head coverings such as scarves, durags, headbands, sweatbands, and hats, BUT the face must be visible to staff at all times
3. Backpacks, bags, and purses
4. Medical face masks

Students MAY NOT wear:

1. Apparel promoting products or activities that are illegal for use by minors
2. Emblems, stickers, pins, badges, symbols, signs, words, images, language, objects or pictures on clothing, backpacks/bags, or jewelry communicating a message that is racist, sexist or otherwise discriminatory, represents gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals, or images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same (Education Law Section 1527-a)
3. Any item that can be considered dangerous or could be used as a weapon
4. Blankets or flags over their clothes
5. Sunglasses indoors
6. Ski masks/bandanas as a mask

Please Note: Some curricular activities may require specific attire or shoes. These dress code guidelines apply to regular school days and summer days as well as any school-related events and activities such as graduation ceremonies, dances, and prom. Student dress code requirements can only vary with administrative approval.

Violations of the code shall be addressed in a manner that does not violate the dignity of the student. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations.

VI. PROHIBITED STUDENT CONDUCT

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

A. Engage in conduct that is disorderly.

Examples of disorderly behaviors include, but are not limited to the following:

1. Running in the hallways, classrooms or other spaces where such behavior is not appropriate.

2. Making unreasonable noise.

3. Using language or gestures that are profane, lewd, vulgar or abusive, offensive, racist, discriminatory, intimidating or threatening.

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. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the District's acceptable use policy.

8. Use of personal electronic internet enabled devices such as cell phones, smart watches, and ear buds anywhere on school grounds during the school day as prohibited by State law and District policy.

9. Violating any authorized posted signage indicating rules of the District.

B. <u>Engage in conduct that is insubordinate.</u>

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

1. Failing to comply with reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.

2. Lateness for, missing or leaving school without permission.

3. Skipping classes or detention.

4. Failing to comply with the guidelines for appropriate student dress.

C. <u>Engage in conduct that is disruptive.</u>

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

1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.

2. Behaviors and/or incidents causing disruption of the educational process and/or school operations that result in: (a) extraordinary use of administrative time, police involvement, or other outside agency assistance; (b) heightened student/family concerns about school and student safety; and/or (c) increased absence rates.

3. The use or operational possession of any paging device, mobile/cellular phone, smart phone, laser pointer or pen, or other telecommunications device or electronic device during instructional time including study halls and special area classes except as explicitly stated to the students prior to the class period. Any use of these devices during non-instructional times may not include using them in any manner which invades the privacy of students, employees, volunteers, or visitors.

4. Inappropriate sexual conduct with or towards others or themselves.

D. <u>Engage in conduct that is violent.</u>

Examples of violent conduct include, but are not limited to the following:

1. Committing an act of violence (such as hitting, kicking, punching, pushing or shoving, scratching, or otherwise physically harming) upon a teacher, administrator or other school employee or attempting or threatening to commit an act of violence.

2. Committing an act of violence (such as hitting, kicking, punching, pushing and shoving, scratching, or otherwise physically harming) upon another student or any other person lawfully on school property or attempting or threatening to commit an act of violence.

3. 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. Possession of ammunition is also prohibited.

4. Displaying what appears to be a weapon or any other object that would appear to cause bodily injury.

5. Threatening to use any weapon.

6. Intentionally damaging or destroying the personal property of a student teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson.

7. Intentionally damaging or destroying school property or the property at an off-campus school function.

E. <u>Engage in any conduct that endangers the safety, morals, health (physical or mental) or welfare of others.</u>

Examples of such conduct include, but are not limited to the following:

1. Lying to school personnel.

2. Theft and vandalism, including stealing, vandalizing or destructing the property of other students, school personnel or any other person lawfully on school property or attending a school function.

3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.

4. Discrimination, which includes the use of race, color, age, national origin, ethnic group, religion, religious practice, gender (including gender identity or expression),

sexual orientation, weight, disability or sex as a basis for treating another in a negative manner.

5. Bullying, which includes exposing an individual to negative actions alone or with others, where an unequal power relationship exists and where you are the more powerful. This can include, but is not limited to: saying or doing mean and hurtful things, physical touching or hitting, verbal taunts, spreading rumors, intentional social exclusion, and sending harmful messages electronically. Bullying involves aggressive behavior that involves unwanted, negative actions. Bullying involves a pattern of behavior repeated over time.

6. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning. Harassment also includes the use, both on and off school property, of information technology, including but not limited to, email, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems, and social media websites, to deliberately harass or threaten others.

7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.

8. Hazing, either on public or private property, which is related to school or a school team or organization. Hazing 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. Cyber-bullying or harassing another student or school employee through electronic means when such conduct disrupts the school environment or negatively impacts the health/safety of the other student or school employee. Cyber-bullying may include, but is not limited to, the use both on and off school property of electronic technology (e.g., email, instant messaging, blogs, chat rooms, cell phones, gaming systems, and social media websites), to deliberately harass or threaten others. It may occur both on campus and off school grounds.

10. Reckless endangerment, which is engaging in a behavior which can reasonably be construed as a threat of harm to persons (mental or physical), property, and/or school facilities.

11. Selling, using, possessing or distributing obscene material.

12. Using vulgar or abusive language, cursing, inappropriate language or swearing.

13. Possessing, consuming, selling, distributing or exchanging a lighted or unlighted cigarette, electronic cigarette ("e-cigarette" or "e-cig") or other electronic delivery device, cigar, pipe, or similar devices, including but not limited to e-hookahs, hookah pens, vapes; or using chewing or smokeless tobacco, including dip, chew, and/or snuff, in any form.

14. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, e-liquids, including propylene glycol (liquid nicotine), cannabinoids (marijuana), synthetic cannabinoids (e.g., K2, Spice), cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike or "counterfeit" drugs, and any substances commonly referred to as "designer drugs".

15. Ingesting, distributing, selling or possessing prescription medication and over-the-counter drugs unless prescribed by a doctor.

16. Possessing drug paraphernalia, including vaporizers.

17. Gambling.

18. Indecent exposure, that is, exposure to the private parts of the body in a lewd or indecent manner.

19. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

20. Falsely reporting a bomb threat or making other threats of harm regarding the school community, including members of the school community, in any written, electronic, or verbal form.

21. Knowingly making false statements or knowingly submitting false information to school staff during a disciplinary investigation or process.

F. Engage in misconduct while on a school bus.

It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, and fighting will not be tolerated.

G. Engage in any form of academic misconduct.

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

1. Plagiarism.

2. Cheating.

3. Copying.

4. Altering or falsifying records.

5. ~~Utilizing any~~ Artificial Intelligence (AI) ~~or electronic content generator unless previously approved~~ **Misconduct: The act of entering assignment or assessment**

prompts into AI and submitting or offering the output as one's own original work.

6. Assisting another student in any of the above actions.

VII. PROHIBITION AGAINST DISCRIMINATION, HARASSMENT AND/OR BULLYING

The District strictly prohibits discrimination, harassment and/or bullying against any student, by employees or students that creates a hostile school environment by conduct, or by threats, intimidation or abuse, including cyberbullying.

A. Dignity Act Coordinator

At least one (1) employee in every school building in the District shall be designated as a Dignity Act Coordinator and thoroughly trained in methods to respond to 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.

B. Disciplinary and Remedial Consequences

The District is committed to the creation and maintenance of a positive learning environment for all students. To that end, the District will use measured, balanced, and age-appropriate responses to the discrimination and harassment, intimidation or bullying of students by students and/or employees on school property, including school functions, with remedies and procedures focusing on intervention and education. Remedial responses are designed to correct the problem behavior, prevent another occurrence of the behavior, eliminate the hostile environment, and protect the target of the act(s). Appropriate remedial measures will take into consideration the nature and severity of the offending student's behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student's behaviors had on the individual who was physically injured and/or emotionally harmed. Responses may include, but are not limited to:

- peer support groups;
- corrective instruction or other relevant learning or service experience;
- supportive intervention;
- behavioral assessment or evaluation;
- student therapy/counseling;
- parent/family/caregiver conferences;
- schedule modifications;
- alternative placements;
- targeted use of monitors;
- involvement of parent-teacher organizations.

VIII. REPORTING VIOLATIONS

All students are required to promptly report serious violations of the Code of Conduct to District staff. District staff members are required to promptly report violations of the Code of Conduct to their

supervisor. All District staff members authorized to impose disciplinary sanctions are expected to do so in a prompt, fair, and lawful manner.

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

The building principal or his or her designee must notify the appropriate local law enforcement agency of those Code violations that may constitute a crime and substantially affect the order of security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification must identify the student and explain the conduct that violated the Code of Conduct and may constitute a crime. Such required notification includes conduct that constitutes harassment and/or bullying. Parent/family/caregiver will be notified at the time police are contacted.

Acts of Discrimination, Harassment, or Bullying

Any student, parent/family/caregiver, teacher, staff member or visitor may report an incident of discrimination, bullying and/or harassment. Such reports may be made to any staff member, including the principal or the principal's designee, teachers, administrators, and guidance counselors. In the event that a report is made to a staff member other than the principal, such staff member shall immediately inform the principal or the principal's designee of the report. Allegations of discrimination, bullying and/or harassment will be treated as confidential and private to the extent possible.

In the event that a report is made to a staff member other than the principal, or upon a staff member's witnessing of discrimination, bullying (including cyber-bullying) and/or harassment, such staff member shall immediately report the incident, in accordance with the following:

- School employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of such acts shall promptly orally notify the principal, superintendent, or their designee not later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the principal, superintendent, or their designee no later than two school days after making an oral report.

- Students, parent/family/caregiver, and visitors are encouraged to report alleged violations of this policy to the principal as soon as possible.

- The principal, superintendent or the principal's or superintendent's designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports. The principal or principal's designee will inform the parent/family/caregiver of all students involved in the alleged incidents, including the outcome of the investigation.

- When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the superintendent, principal, or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.

- The principal, superintendent, or their designee may notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.

- The District will provide a regular report each school year, on data and trends related to harassment, bullying, and/or discrimination, to the Commissioner of Education.

- Any person having reasonable cause to suspect that a student has been subjected to discrimination or harassment by an employee or student, on school grounds or at a school function, who, acting reasonably and in good faith, either reports such information to school officials, to the commissioner of education, or to law enforcement authorities or otherwise initiates, testifies, participates or assists in any formal or informal proceedings, shall have immunity from any civil liability that may arise from the making of such report or from informal proceedings, and no school district or employee shall take, request or cause a retaliatory action against any such person.

IX. DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

In determining the appropriate 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, which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other prior forms of discipline.
5. Information from parent/family/caregiver, teachers and/or others, as appropriate.
6. Student disability
7. Religious/sacred institution.
8. The effects of the inappropriate behavior on the rights, well-being, and teaching of other students.
9. Other extenuating circumstances.
10. The student's performance in school.

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:

1. Oral warning.
2. Written warning.
3. Written notification to parent/family/caregiver.
4. Detention.
5. Suspension from transportation.
6. Suspension from athletic participation.
7. Suspension from social or extracurricular activities.
8. Suspension of other privileges.
9. In-school suspension.
10. Removal from classroom by teacher.
11. Short-term (five days or fewer) suspension from school.

12. Long-term (more than five days) suspension from school.
13. Permanent suspension from school.

The length of time for the above penalties will be determined by the Administration using the principles of progressive discipline and in accordance with the provisions of the New York State Education Law. If the conduct of a student is related to a disability or suspected disability, the District will adhere to the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability.

B. Procedures:

School personnel must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity, at an appropriate time, to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

1. After-school/Lunch Detention

Detention will be imposed as a penalty only after the student's parent/family/caregiver has been notified to confirm that there is no parent/family/caregiver objection to the penalty, and the student has appropriate transportation home following detention. In cases when After-School/Lunch Detention is reasonably objected to by the parent/family/caregiver other penalties will be considered.

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 building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or his or her designee. In such cases, the student's parent/family/caregiver will become responsible for seeing that his/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 if the student is of compulsory attendance age. Students with disabilities who receive "special transportation" as a service on their individualized education programs ("IEPs") or Section 504 Plans will be entitled to the separate requirements of this Code of Conduct for disciplining students with a disability as appropriate.

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/family/caregiver 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 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. The student and the student's parent/family/caregiver 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. Refer to District Athletic Code of Conduct and Extracurricular Code of Conduct to be developed.

4. In-School Suspension

The student and the student's parent/family/caregiver 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.

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/family/caregiver 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. **The Board of Education will not consider appeals of in-school suspensions.**

5. Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and 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 leave the classroom briefly to give the student an opportunity to regain his/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; or (4) sending a student to a guidance counselor or other District staff member for counseling.

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. The removal from class applies to the class of the removing teacher only.

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

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

The teacher must complete a District-established disciplinary referral 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 review the referral. 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 designee must notify the student's parent/family/caregiver, in writing, that the student has been removed from class and why. The notice must also inform the parent/family/caregiver that he/she has the right, upon request, to meet informally with the principal and teacher to discuss the reasons for the removal.

The written notice must be provided to the last known address for the parent/family/caregiver by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours. 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 parent/family/caregiver.

If at the informal meeting 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 parent/family/caregiver a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent/family/caregiver 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 continued educational programming and activities until he/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/her class until he/she has verified with the principal or the Pupil Personnel Services Office that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from School

CODE OF CONDUCT

Suspension from school is a severe penalty, that 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.

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

a. Short-Term (5 days or fewer) Suspension from School

When a principal proposes to suspend a student charged with misconduct for five (5) days or fewer pursuant to Education Law § 3214(3), he or she must immediately notify the student verbally. If the student denies the misconduct, the principal must provide an explanation of the basis for the proposed suspension. The principal must also notify the student's parent/family/caregiver verbally and in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address of the parent/family/caregiver.

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

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

After the conference, the principal shall promptly advise the parent/family/caregiver in writing of his or her decision regarding whether to impose a suspension. The principal shall advise the parent/family/caregiver 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 (5) business days unless they can show extraordinary circumstances precluding them from doing so.

The Superintendent shall issue a written decision regarding the appeal within ten (10) business days of receiving the appeal. If the parent/family/caregiver is not satisfied with the Superintendent's decision, they ~~must~~ **may** file a written appeal to the ~~Board~~ **Commissioner** of Education ~~with the District Clerk within ten (10) business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner~~ within thirty (30) days of the decision. **The Board of Education will not consider appeals of short-term suspensions.**

b. Long-Term (More than 5 Days) Suspension from School

When the building principal determines that a suspension for more than five (5) days may be warranted, he or she shall provide reasonable notice to the student and the student's parent/family/caregiver 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, in 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. An audio 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 that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District clerk within ten (10) business days of the date of the Superintendent's decision, unless the parent/family/caregiver can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner within thirty (30) days of the decision.

c. Permanent Suspension

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

d. Periods of Suspension:

1) Students Who Bring a Weapon to School

Any student found guilty of bringing a weapon onto school property will be subject to suspension from school for at least five (5) days and possibly for one (1) calendar year or more. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law § 3214. Students with disabilities will be entitled to the applicable procedures provided by law and set forth through this Code of Conduct. 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 performance in school.
   The student's prior disciplinary record.
c) The Superintendent's belief that other forms of discipline may be more effective.
d) Input from parent/family/caregiver, teachers and/or others.
e) Other extenuating circumstances.

2) Students Who Commit Violent Acts Other than Bringing a Weapon to School

CODE OF CONDUCT

Any student, other than a student with a disability as applicable according to the procedures for suspending students with disabilities provided by this Code and relevant State and Federal law, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five (5) days. If the proposed penalty is the minimum five-day suspension, the student and the student's parent/family/caregiver will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent/family/caregiver 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 Repeatedly Substantially Disrupt the Educational Process or Repeatedly Substantially Interferes with the Teacher's Authority over the Classroom

Any student, other than a student with a disability as applicable according to the procedures for suspending students with disabilities provided by this Code and relevant State and Federal law, who repeatedly substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five (5) days. If the proposed penalty is the minimum five-day suspension, the student and the student's parent/family/caregiver 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, a Superintendent's hearing will be held in accordance with the preceding provisions of this Code.

e. Referrals:

1) PINS Petition

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 they require supervision and treatment by:

a) Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
b) Engaging in an ongoing or continual course of conduct which makes the student incorrigible, ungovernable or habitually disobedient and beyond the lawful control of the school.
c) Engaging in prostitution in violation of Penal Law 230.00 (engaging or agreeing or offering to engage in sexual conduct with another person in return for a fee; or
d) Appearing to be a sexually exploited child under Social Services Law Section 447 and the student consents to filing the PINS petition.

2) 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 firearm to school, or
b) Any student 14 or 15 years old who qualified for juvenile offender status under the Criminal Procedure Law § 1.20(42).

X. ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher pursuant to Section 1X.b.5 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.

XI. DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities are entitled to certain procedural protections in specific circumstances as prescribed by State and Federal law when school authorities intend to impose discipline on them. The Board 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 law and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities

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

A **"student with a disability"** means a student who falls within one of the classifications set forth in the Individuals with Disabilities Education Act (IDEA) and section 200.1(zz) of the Commissioner of Education regulations, and who, because of such classification, needs special education or related services. This also includes students who qualify as a student with a disability pursuant to Section 504 of the Rehabilitation Act, and who, because of such qualification, have a Section 504 Plan.

A **"suspension"** means a suspension pursuant to Education Law § 3214.

A **"removal"** means a removal **of a student with a disability for disciplinary reasons from the student's current educational placement, other than a suspension, and the change in placement of a students with a disability to an interim alternative educational setting (IAES) by an impartial hearing officer for dangerous behavior or by a superintendent for serious bodily injury, illegal drugs, controlled substances or weapons.** ~~for disciplinary reasons from the student's current educational placement other than a suspension for misconduct that is determined to not be a manifestation of the student's disability, placement of the student in an interim alternative educational setting (IAES) ordered by a hearing officer because the student poses a risk of harm to himself or others, or placement of the student in an IAES by the Superintendent for misconduct in which the student was found guilty at a long-term suspension hearing, but was determined to be a manifestation of the student's disability, because the student inflicted serious bodily injury upon another person while at school, on school premises or at a school function; carries or possesses a weapon to school, on school premises 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, on school premises, or at a school function. The District defines a "removal" as any removal for disciplinary reasons that is longer than 45 minutes.~~

An **"IAES"** means a temporary educational placement for a period of up to forty-five (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 which precipitated the IAES placement that are designed to prevent the behavior from recurring.

1. 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, Superintendent, or building principal may suspend a student with a disability for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior, except when such short-term suspension will result in a change of placement as identified below (i.e., due to a pattern of removals/suspensions in one school year that cumulate to more than 10 nonconsecutive days of removal/suspension).

      The Superintendent may suspend a student with a disability 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, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time a student without a disability would be subject to suspension for the same behavior. Such suspension cannot be determined to result in a change in placement as identified below. Students with disabilities who are suspended for more than five consecutive schools days pursuant to a finding of guilt at a superintendent's hearing shall be entitled to a manifestation determination review ("MRD") at the second phase of that hearing. Should a manifestation be found at that MDR, the student is entitled to return to school immediately, even if the student has not served the full period of suspension.

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

1) "Serious bodily injury" means bodily injury, which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

2) "Weapon" means the same as "dangerous weapon" under 18 U.S.C. § 930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 1/2 inches in length."

3) "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

4) "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

2. 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 forty-five (45) days at a time, if maintaining the student's current educational placement poses a risk of harm to the student or others. Placement in an IAES by an impartial hearing officer would require the District to first initiate a special education impartial due process hearing. Disciplinary proceedings are not required prior to the District initiating such a hearing.

B. <u>Change of Placement Rule</u>

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

   a. For more than ten (10) consecutive school days; or

   b. For a period of ten (10) consecutive school days or fewer if the student is subjected to a series of suspensions or removals that constitute a pattern because they accumulate to more than ten (10) school days in a school year and because of such factors as the nature of the conduct/behavior that resulted in the suspension(s) or removal(s), 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 of suspension or removal unless a manifestation

determination review is first conducted and no manifestation is found according to the procedures below.

C. <u>Special Rules Regarding the Suspension or Removal of Students with Disabilities</u>

1. The District's manifestation determination team ("MDR") shall:

   a. conduct a review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability; and such review must be made as immediate as possible, but in no case later than ten (10) school days after:

      1) a decision is made by the Superintendent of Schools to change the placement of a student to an interim alternative educational setting; or

      2) a decision is made by an impartial hearing officer to place a student in an interim alternative educational setting; or

      3) a decision is made by the Board of Education, building principal or Superintendent to impose a suspension that constitutes a disciplinary change in place.

   b. The MDR team will determine whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability or the conduct in question was the direct result of the District's failure to implement the student's IEP or Section 504 Plan.

   c. For students with disabilities who are found guilty of misconduct at a superintendent's disciplinary hearing for a long-term suspension, the MDR will be conducted during phase two of the hearing.

2. The District's Committee on Special Education/Section 504 Team shall, for students whose misconduct is determined by the MDR team to be a manifestation of the student's disability:

   a. conduct a functional behavioral assessment and implement a behavioral intervention plan; or

   b. if a functional behavioral assessment has already been conducted and a behavioral intervention plan has already been implemented, meet to review such plan and its implementation and modify the plan and its implementation as necessary, to address the behavior that was related to the student's misconduct.

3. Procedures for students presumed to have a disability:

   a. The parent/family/caregiver of a student who is facing disciplinary action, but who has not been determined to be eligible for special education or Section 504 services at the time of the misconduct, shall 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 District is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had such knowledge before the behavior occurred, the student will be considered a student presumed to have a disability for discipline purposes.

b. The District shall be deemed to have knowledge that such student had a disability if prior to the time the behavior occurred:

   1) the parent/family/caregiver of such student has expressed concern in writing to the Director of Pupil Personnel Services or CSE/Section 504 Chairperson or to a teacher of the student that the student is in need of special education or Section 504 accommodations, provided that such expression of concern may be oral if the parent/family/caregiver does not know how to write or has a disability that prevents a written statement; or

   2) the parent/family/caregiver of the student has requested a CSE or Section 504 evaluation of the student; or

   3) a teacher of the student, or other personnel of the District, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the Director of PPS or CSE Chairperson of the District or to other supervisory personnel of the District in accordance with the District's established child find or special education referral system.

c. A student is not a student presumed to have a disability for discipline purposes if:

   1) the parent/family/caregiver of the student has not allowed an evaluation of the student; or

   2) the parent/family/caregiver of the student has refused CSE or Section 504 services; or

   3) it was determined that the student is not a student with a disability pursuant to state and federal laws and regulations.

d. Students presumed to have a disability are entitled to the same disciplinary protections as students with disabilities.

Parent/family/caregiver will be notified of disciplinary removal upon the date the decision is made and shall be provided the Procedural Safeguards Notice. The parent/family/caregiver of a student with a disability subject to a suspension of five (5) consecutive school days or fewer shall be provided with the same opportunity for an informal conference available to parent/family/caregiver of students without disabilities under the Education Law. The removal of a student with a disability other than a suspension or placement in IAES shall be conducted in accordance with the due process procedures applicable to such removals of students without disabilities, except that school personnel may not impose such removal for

more than ten (10) consecutive days or for a period that would result in a disciplinary change in placement, unless the MDR team has determined that the behavior is not a manifestation of the student's disability. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services to the extent required under IDEA.

D. <u>Expedited Due Process Hearings</u>

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's Regulations incorporated into this Code:

   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 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/family/caregiver 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.

   c. 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 infliction of serious bodily injury, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parent/family/caregiver and the District agree otherwise.

2. The District shall arrange for the expedited due process hearing according to the following time period, unless the parent/family/caregiver and the District mutually agree in writing to waive the resolution meeting or agree to use mediation:

   a. A resolution meeting shall occur within seven (7) days of receiving notice of the due process complaint.

   b. The expedited due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) days of receipt of the due process complaint.

   c. The expedited due process hearing shall occur within twenty (20) school days of the date the complaint requesting the hearing is filed.

   d. The impartial hearing officer shall make a determination within ten (10) school days after the hearing.

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

E. Referral to Law Enforcement and Judicial Authorities

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

   a. The District may report a crime committed by a student with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.

   b. 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.

XII. 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.

Corporal punishment does not include the use of reasonable physical restraints to protect the student, another student, teacher or any person from physical injury when alternative procedures and methods not involving the use of physical restraints cannot reasonably be employed to achieve these purposes.

Physical restraint will not be used to prevent property damage except in situations where there is imminent danger of serious physical harm to the student or others and the student has not responded to positive, proactive intervention strategies.

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

XIII. STUDENT SEARCHES AND INTERROGATORIES

To uphold a safe and orderly school 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/family/caregiver before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the Superintendent, building administrators, school nurses, District security officials, and others as designated by the Superintendent 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 the law or the District Code of Conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, 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 relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should question the student to determine whether the student will admit that he or she possess physical evidence that they violated the law or the District Code, or request that the student voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. School officials, whenever possible, will seek the least intrusive means to conduct a search to safeguard the privacy interests of students in their person and property.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched. Searches will be conducted in the presence of two adults whenever possible.

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

Students may be assigned lockers in which they are allowed to store their personal property. These lockers are school property and can be inspected or searched at any time. While students are assigned a lock or combination, this lock is for the purpose of protecting the students' property and does not create an expectation of privacy. Lockers, like all parts of a school building, including desks and other areas in which students are allowed to store their personal property, remain School District property and are subject to inspection and search at any time. This also applies to desks, computer files, vehicles on school property, backpacks, and any other school storage.

B. Police Involvement in Searches and Interrogations of Students

Any representative of an outside agency must have permission of the building principal or designee before interviewing a student. Such permission will be in accordance with established procedures. Before police officials are permitted to question or search any student under the age of 16, the building administrator or his or her designee or a police official shall first try to notify the student's parent/family/caregiver, unless police have a valid search warrant, to give the parent/family/caregiver the opportunity to be present. If the student's parent/family/caregiver cannot be contacted prior to the policy questioning or search, the questioning or search shall not be conducted except in an emergency situation that could threaten the safety of the student or others.

1. Law enforcement personnel may not have access to a student for questioning about a crime alleged to have been committed by the student unless they meet one of the following criteria:

    a. they have a warrant for the student's arrest; or other court order authorizing the student's removal; or

    b. they have probable cause to believe a crime has been committed by the student on school property or at a school function; or

c. they have been requested by school officials to investigate a reported or suspected crime.

C. Involvement of School Resource Officers or Other Public or Private Security Personnel

1. Investigations involving possible infractions of the District's Code of Conduct and the imposition of discipline thereunder are the responsibility of the District's administration. Should the District employ, contract with, or otherwise retain law enforcement or public or private security personnel, including school resource officers ("SROs"), such individuals may act as a resource to a school administrator during an investigation; however, the SRO or other public or private security personnel may not directly question students or assign discipline.

2. School officials may conduct searches of students' property and person as permitted by New York State Law. The SRO or other private or public security personnel should not become involved in administrative searches unless specifically requested by the school to provide security, protection, or for handling of contraband. Administrative searches must be at the direction and control of the school principal. At no time shall the SRO request that an administrative search be conducted for law enforcement purposes or have school staff as his/her agent.

D. Child Protective Services Investigations

1. 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. This includes the District providing data and assistance to local Child Protective Services workers, or members of a multi-disciplinary team accompanying such workers who are responding to allegations of suspected child abuse, and/or neglect, or custody investigations. Such data and assistance include access to educational records relevant to the investigation, as well as access to any child named as a victim in a report or a sibling of that child, or a child residing in the same home as the victim. Such access includes conducting an interview of such child without a court order or the consent of the parent/family/caregiver or other person legally responsible for the child when Child Protective Services encounters circumstances that warrant interviewing the child apart from family or other members of the home or household where child abuse or maltreatment allegedly occurred.

2. All requests by Child Protective Services to interview a student on school property shall be made directly to building principal or his or her designee. Child Protective Services workers and any associated multi-disciplinary team members must comply with the District's procedures for visitors, provide identification and identify the child(ren) to be interviewed. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the

interview, depending on the age of the student being interviewed and the nature of the allegations.

3. A Child Protective Services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if ~~not, he or she~~ **they** were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent/family/caregiver's consent.

XIV. VISITORS TO THE SCHOOLS

The Board encourages parent/family/caregiver 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 to the school must report to the office of the principal or designated area. There they will be required to sign the visitor's register, comply with District security protocols and be required to wear a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge before leaving the building.

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. Parent/family/caregiver who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.

5. Any unauthorized person on school property will be reported to the principal or his designee as soon as possible. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.

6. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

XV. PUBLIC CONDUCT ON SCHOOL PROPERTY

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

A. Prohibited Conduct

CODE OF 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 property or the personal property of a teacher, student, administrator, other District employee or any person lawfully on school property.

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 advocate violence, are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.

5. Intimidate, harass or discriminate against any person on the basis race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), or sex.

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, including but not limited to inhalants, e-liquids including propylene glycol (liquid nicotine), cannabinoids (marijuana), synthetic cannabinoids (e.g. K2, Spice), cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike or "counterfeit" drugs, and any substances commonly referred to as "designer drugs", or be under the influence of either alcohol or controlled substances on school property or at a school function.

10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the District.

11. Loiter on or about school property.

12. Refuse to comply with any reasonable order of identifiable District officials performing their duties.

13. Willfully incite others to commit any of the acts prohibited by this Code.

14. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

15. Smoke and/or possess a lighted or unlighted cigarette, cigar, pipe, electronic cigarette ("e-cigarette" or "e-cig") or similar devices including but not limited to e-

hookahs, hookah pens and vapes; or use chewing or smokeless tobacco, including dip, chew, and/or snuff in any form. Smoke or use of other tobacco products or non-tobacco products including but not limited to, electronic cigarettes ("e-cigarettes" or "e-cigs").

16. Commit acts, which threaten the safety and welfare of persons on school property.

17. Gamble on school property or at a school function.

B. Penalties

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

1. Visitor's authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.

2. Students shall be subject to disciplinary action as the facts may warrant, in accordance with any due process requirements.

3. Employees shall be subject to disciplinary action in accordance with applicable legal rights.

4. The District may initiate disciplinary action against any student or staff member, or visitor as appropriate. The District reserves its right to pursue a civil or criminal legal action against any person violating the Code.

C. Enforcement

The building principal or his designee shall be responsible for enforcing the conduct required by this Code.

XVI. DISSEMINATION AND REVIEW

The Board directs the Superintendent to ensure that the community is aware of this Code of Conduct by:

1. Providing copies of the summary of the Code to all students, in an age-appropriate version, written in plain language, at a school assembly to be held at the beginning of each school year.

2. Mailing a plain language summary of the Code to all persons in a parent/family/caregiver relation to students before the beginning of each school year and making this summary available later upon request.

3. Providing all existing teachers and other staff members with access to an electronic copy of the complete Code and access to an electronic copy of any amendments to the Code as soon as practicable after following initial adoption or amendment of the Code.

4. Providing all new teachers and students with a complete copy of the current Code upon their employment/enrollment.

5. Making complete copies available for review on the website and by summer mailings to students, parent/family/caregiver or other school staff and other community members.

6. Providing training to students and staff about the Dignity for All Students Act, the prohibition against discrimination and harassment, intimidation or bullying, and the availability of each school's Dignity Act Coordinator.

The Superintendent will implement in-service education programs for all District staff members to ensure effective implementation of school policy on school conduct and discipline, including but not limited to, promoting a safe and supportive school climate while discouraging, among other things, discrimination, bullying and/or harassment against students by students and/or school employees; and including safe and supportive school climate concepts in the curriculum and classroom management. The Superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in-service programs for the management and discipline of students.

The Board of Education will review this Code of Conduct every year and update it as necessary. The Board may appoint an advisory committee to assist in reviewing the Code. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel, and other school personnel.

Before adopting any revisions to the Code, the Board will solicit public feedback at a regular or special meeting at which school personnel, parent/family/caregiver, students, and any other interested party may participate.

The Code of Conduct and any revisions to it will be filed with the Commissioner no later than thirty (30) days after adoption.

Ref.: Education Law § 3214; 8 NYCRR § 100.2 (1) 8 NYCRR Part 201; Executive Law Article 15; Chapter 482 of the Laws of 2010

June 20, 2001
reaffirmed: June 19, 2002
revised: June 11, 2003
reaffirmed: January 12, 2005
adopted: June 21, 2006
revised: July 9, 2007
revised: June 25, 2008
revised: May 20, 2009
revised: June 16, 2010
revised: July 6, 2011
revised: December 5, 2012
revised: July 1, 2013
revised: July 1, 2014
revised: July 1, 2015
revised: July 1, 2016
revised: July 1, 2017
revised: July 6, 2018
revised: August 7, 2018
revised: July 1, 2019
revised: July 7, 2020
revised: August 19, 2020
reaffirmed: July 1, 2021
reaffirmed: July 13, 2022
revised: July 17, 2023
Revised: July 2, 2024
Revised: September 17, 2025

Board Action Summary Report

Meeting Date	BOE Date	Meeting Reason	Recommended School
03/06/2026	06/17/2026	Annual Review	Preschool Itinerant Services Only
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
03/12/2026	06/17/2026	Amendment - Agreement No Meeting	Corning-Painted Post High School
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
05/15/2026	06/17/2026	Annual Review	Student is Parentally Placed in a Nonpublic School
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
05/18/2026	06/17/2026	Annual Review	Corning-Painted Post Middle School
			Corning-Painted Post Middle School
			Corning-Painted Post Middle School
			Corning-Painted Post Middle School
			GST BOCES Horseheads High School
			Preschool - Severn Elementary
		Meeting Reason Sub Total: 6	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Program Review	GST BOCES Bush Campus
			GST BOCES Vernon E. Whitman Primary School
			Haverling High School-GST BOCES
		Meeting Reason Sub Total: 3	

Meeting Date	BOE Date	Meeting Reason	Recommended School
05/19/2026	06/17/2026	Annual Review	Corning-Painted Post Middle School
			Corning-Painted Post Middle School
			Erwin Valley Elementary
			Erwin Valley Elementary
			Erwin Valley Elementary
			Erwin Valley Elementary
			Preschool Itinerant Services Only
			Preschool Itinerant Services Only
			Severn Elementary
			Severn Elementary
			Severn Elementary
		Meeting Reason Sub Total: 11	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Program Review	Corning-Painted Post Middle School
			Severn Elementary
		Meeting Reason Sub Total: 2	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Reevaluation/Annual Review	Corning-Painted Post High School Corning-Painted Post Middle School Erwin Valley Elementary
		Meeting Reason Sub Total: 3	

Meeting Date	BOE Date	Meeting Reason	Recommended School
05/20/2026	06/17/2026	Amendment - Agreement No Meeting	Corning-Painted Post Middle School Erwin Valley Elementary Erwin Valley Elementary Erwin Valley Elementary GST BOCES Bush Campus
		Meeting Reason Sub Total: 5	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Annual Review	Calvin Smith Elementary Calvin Smith Elementary Carder Elementary GST BOCES Bush Campus Preschool - Severn Elementary Preschool - Severn Elementary Preschool - Severn Elementary Preschool - Severn Elementary Preschool - Severn Elementary
		Meeting Reason Sub Total: 9	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Initial Eligibility Determination Meeting	Hugh Gregg Elementary
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Reevaluation/Annual Review	Calvin Smith Elementary
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
05/21/2026	06/17/2026	Amendment - Agreement No Meeting	Preschool Itinerant Services Only
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Annual Review	Carder Elementary Carder Elementary Carder Elementary Corning-Painted Post High School Corning-Painted Post High School Corning-Painted Post High School Corning-Painted Post High School Winfield Street Elementary
		Meeting Reason Sub Total: 8	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Program Review	Corning-Painted Post High School
			Corning-Painted Post Middle School
			Corning-Painted Post Middle School
			Winfield Street Elementary
		Meeting Reason Sub Total: 4	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Reevaluation/Annual Review	Corning-Painted Post High School
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
05/26/2026	06/17/2026	Amendment - Agreement No Meeting	Corning-Painted Post High School
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Annual Review	Corning-Painted Post Middle School
			Corning-Painted Post Middle School
			Severn Elementary
			Severn Elementary
			Severn Elementary
			Severn Elementary
		Meeting Reason Sub Total: 6	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Program Review	Corning-Painted Post Middle School
			Corning-Painted Post Middle School
			Corning-Painted Post Middle School
			Severn Elementary
		Meeting Reason Sub Total: 4	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Reevaluation to Determine Continuing Eligibility for Special Education	Erwin Valley Elementary
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
05/27/2026	06/17/2026	Annual Review	Calvin Smith Elementary
			Calvin Smith Elementary
			Calvin Smith Elementary
			Carder Elementary
			Carder Elementary
			Preschool - Severn Elementary
			Preschool Itinerant Services Only
			Preschool Itinerant Services Only
			Preschool Itinerant Services Only
		Meeting Reason Sub Total: 9	

Meeting	BOE Date	Meeting Reason	Recommended School

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Program Review	Calvin Smith Elementary
			Calvin Smith Elementary
			Calvin Smith Elementary
			Carder Elementary
			Corning-Painted Post Middle School
			Hugh Gregg Elementary
		Meeting Reason Sub Total: 6	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Reevaluation/Annual Review	Carder Elementary
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
05/28/2026	06/17/2026	Annual Review	Corning-Painted Post High School
			Corning-Painted Post High School
			Corning-Painted Post High School
			Corning-Painted Post High School
			Corning-Painted Post High School
			Hugh Gregg Elementary
			Winfield Street Elementary
		Meeting Reason Sub Total: 7	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Program Review	GST BOCES Bush Campus
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
05/29/2026	06/17/2026	Amendment - Agreement No Meeting	Carder Elementary
			Severn Elementary
		Meeting Reason Sub Total: 2	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Annual Review	Carder Elementary
			Carder Elementary
			Not Enrolled in Kindergarten
		Meeting Reason Sub Total: 3	

Meeting Date	BOE Date	Meeting Reason	Recommended School
06/01/2026	06/17/2026	Annual Review	Calvin Smith Elementary
			GST BOCES Bush Campus
			GST BOCES Bush Campus
			Haverling High School-GST BOCES
			Preschool Itinerant Services Only
			Preschool Itinerant Services Only
			Preschool Itinerant Services Only
			Preschool Itinerant Services Only
			Preschool Itinerant Services Only
			Student is Parentally Placed in a Nonpublic School

		Meeting Reason Sub Total: 10	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Initial Eligibility Determination Meeting	Preschool Itinerant Services Only
			Preschool Itinerant Services Only
		Meeting Reason Sub Total: 2	

Meeting Date	BOE Date	Meeting Reason	Recommended School
06/02/2026	06/17/2026	Annual Review	Corning-Painted Post Middle School
			Corning-Painted Post Middle School
			Corning-Painted Post Middle School
			Erwin Valley Elementary
			Erwin Valley Elementary
			Erwin Valley Elementary
		Meeting Reason Sub Total: 6	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Program Review	Severn Elementary
			Severn Elementary
			Severn Elementary
			Severn Elementary
			Severn Elementary
			Severn Elementary
		Meeting Reason Sub Total: 6	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Reevaluation/Annual Review	Corning-Painted Post Middle School
			Erwin Valley Elementary
			Erwin Valley Elementary
		Meeting Reason Sub Total: 3	

Meeting Date	BOE Date	Meeting Reason	Recommended School
06/03/2026	06/17/2026	Amendment - Agreement No Meeting	Haverling High School-GST BOCES
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Annual Review	Hugh Gregg Elementary
			Hugh Gregg Elementary
			Hugh Gregg Elementary
			Hugh Gregg Elementary
		Meeting Reason Sub Total: 4	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Program Review	Carder Elementary
			Corning-Painted Post High School
			Corning-Painted Post Middle School
		Meeting Reason Sub Total: 3	

Meeting Date	BOE Date	Meeting Reason	Recommended School

Meeting Date	BOE Date	Meeting Reason	Recommended School
06/04/2026	06/17/2026	Annual Review	Corning-Painted Post High School
			Corning-Painted Post High School
			Corning-Painted Post High School
			Corning-Painted Post Middle School
		Meeting Reason Sub Total: 4	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Program Review	Calvin Smith Elementary
			Calvin Smith Elementary
			Calvin Smith Elementary
			Calvin Smith Elementary
			Calvin Smith Elementary
			Calvin Smith Elementary
			Corning-Painted Post Middle School
			GST BOCES Alternative Ed
		Meeting Reason Sub Total: 8	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Reevaluation/Annual Review	Calvin Smith Elementary
			Corning-Painted Post High School
		Meeting Reason Sub Total: 2	

Meeting Date	BOE Date	Meeting Reason	Recommended School
06/05/2026	06/17/2026	Amendment - Agreement No Meeting	Corning-Painted Post High School
			Corning-Painted Post Middle School
		Meeting Reason Sub Total: 2	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Reevaluation/Annual Review	Corning-Painted Post High School
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
06/08/2026	06/17/2026	Amendment - Agreement No Meeting	Corning-Painted Post High School
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Annual Review	Erwin Valley Elementary
			Preschool - Severn Elementary
			Preschool - Severn Elementary
		Meeting Reason Sub Total: 3	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Program Review	Carder Elementary
			Corning-Painted Post High School
			Preschool Itinerant Services Only
		Meeting Reason Sub Total: 3	

Meeting Date	BOE Date	Meeting Reason	Recommended School

06/09/2026	06/17/2026	Program Review	Carder Elementary Severn Elementary Severn Elementary Severn Elementary
		Meeting Reason Sub Total: 4	

Meeting Date	BOE Date	Meeting Reason	Recommended School
06/10/2026	06/17/2026	Annual Review	Carder Elementary Carder Elementary Carder Elementary Preschool - Severn Elementary Preschool Itinerant Services Only Preschool Itinerant Services Only Preschool Itinerant Services Only
		Meeting Reason Sub Total: 7	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Initial Eligibility Determination Meeting	Preschool Itinerant Services Only
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Program Review	Calvin Smith Elementary Calvin Smith Elementary Calvin Smith Elementary Carder Elementary
		Meeting Reason Sub Total: 4	

Meeting Date	BOE Date	Meeting Reason	Recommended School
06/11/2026	06/17/2026	Amendment - Agreement No Meeting	Preschool - Severn Elementary
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Annual Review	Severn Elementary
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Initial Eligibility Determination Meeting	Corning-Painted Post High School
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Program Review	Carder Elementary Preschool Itinerant Services Only
		Meeting Reason Sub Total: 2	

Total Records: 179

Total Students: 179

Board Action Summary Report

Meeting Date	BOE Date	Meeting Reason	Recommended School
05/06/2026	06/17/2026	Reevaluation CPSE to CSE Transition	Calvin Smith Elementary
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
05/18/2026	06/17/2026	Annual Review	Preschool Itinerant Services Only
			Preschool Itinerant Services Only
			Preschool Itinerant Services Only
			Preschool Itinerant Services Only
			Preschool Itinerant Services Only
		Meeting Reason Sub Total: 5	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Initial Eligibility Determination Meeting	Preschool - Severn Elementary
			Preschool Itinerant Services Only
		Meeting Reason Sub Total: 2	

Meeting Date	BOE Date	Meeting Reason	Recommended School
05/19/2026	06/17/2026	Initial Eligibility Determination Meeting	Corning-Painted Post Middle School
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Reevaluation/Annual Review	Corning-Painted Post Middle School
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
05/20/2026	06/17/2026	Reevaluation CPSE to CSE Transition	Calvin Smith Elementary
			Corning-Painted Post Area School District
			Corning-Painted Post Area School District
			Corning-Painted Post Area School District
		Meeting Reason Sub Total: 4	

Meeting Date	BOE Date	Meeting Reason	Recommended School
05/21/2026	06/17/2026	Initial Eligibility Determination Meeting	Winfield Street Elementary
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
05/27/2026	06/17/2026	Initial Eligibility Determination Meeting	Corning-Painted Post Middle School
			Corning-Painted Post Middle School
		Meeting Reason Sub Total: 2	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Reevaluation CPSE to CSE Transition	Calvin Smith Elementary
			Calvin Smith Elementary
			Carder Elementary

Meeting Reason Sub Total: 3

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Requested Review CPSE to CSE Transition	Corning-Painted Post Area School District
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
06/01/2026	06/17/2026	Annual Review	Preschool Itinerant Services Only
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Program Review	Winfield Street Elementary
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
06/02/2026	06/17/2026	Initial Eligibility Determination Meeting	Erwin Valley Elementary
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Program Review	Corning-Painted Post High School
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
06/03/2026	06/17/2026	Initial Eligibility Determination Meeting	Carder Elementary
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
06/08/2026	06/17/2026	Initial Eligibility Determination Meeting	Carder Elementary
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Program Review	Student is Parentally Placed in a Nonpublic School
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
06/09/2026	06/17/2026	Initial Eligibility Determination Meeting	Severn Elementary
			Severn Elementary
		Meeting Reason Sub Total: 2	

Meeting Date	BOE Date	Meeting Reason	Recommended School
06/10/2026	06/17/2026	Initial Eligibility Determination Meeting	Calvin Smith Elementary
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School

		Program Review	Corning-Painted Post Area School District
		Meeting Reason Sub Total: 1	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Reevaluation CPSE to CSE Transition	Carder Elementary
			Corning-Painted Post Area School District
			Winfield Street Elementary
		Meeting Reason Sub Total: 3	

Meeting Date	BOE Date	Meeting Reason	Recommended School
		Requested Review CPSE to CSE Transition	Hugh Gregg Elementary
			Winfield Street Elementary
		Meeting Reason Sub Total: 2	

Total Records: 37

Total Students: 37

2026/2027 HOCKEY PROGRAM PROPOSAL

Corning-Painted Post Area School District

Proposal: Hawks High School Hockey Program

Program fully supported by the Corning Youth Hockey Booster: **NO COST TO THE DISTRICT BUDGET**

- Booster Club respectfully submits this proposal to establish an official Corning-Painted Post High School Hockey Program that is fully supported and funded by the Booster Club.

- This initiative aims to expand athletic opportunities for student-athletes while aligning with the Corning-Painted Post Area School District's mission of placing students at the center of all educational experiences and preparing them to succeed in a collaborative, community-supported environment.

- Through a partnership between the school district and the Corning Youth Hockey Booster Club, the program would provide students the opportunity to participate in competitive interscholastic hockey while maintaining the district's commitment to academic excellence, character development, and community engagement.

Proposed Mission:

The mission of the Corning-Painted Post High School Hockey Program is to:

Develop student-athletes who demonstrate teamwork, leadership, discipline, and community pride while supporting the educational mission of the Corning-Painted Post Area School District.

The program will emphasize:

- ***Academic responsibility and student success***
- ***Character development and leadership***
- ***Physical fitness and healthy lifestyles***
- ***Community pride and school spirit***
- ***Positive representation of the Corning-Painted Post School District***

"Great moments are born from great opportunities."- Herb Brooks

The “Hawks Hockey Team” Home Design



The “Hawks Hockey Team” Away Design





Alignment with District Mission

The proposed hockey program supports the district's commitment to:

Student-Centered Development:
Providing additional opportunities for students to grow academically, socially, and athletically.

Community Engagement:
The program will strengthen connections between students, families, and the community through athletics and school pride.

Preparing Students for Future Success:
Participation in team sports develops skills such as leadership, collaboration, resilience, and time management skills critical for success in college, careers, and life.

Current Section IV High School Hockey Landscape

Strong Player Base but Limited High School Teams
Section IV of the New York State Public High School Athletic Association (NYSPHSAA) has a strong and growing population of youth hockey players across the Southern Tier.

However, the number of high school programs has not kept pace with the number of student-athletes interested in continuing to play. Currently, Section IV has only two high school hockey teams:

- Ithaca High School
- Broome County High School Hockey

Despite the abundance of youth and travel hockey players in the region, these two programs represent the entire Section IV high school hockey structure.

Growing Demand for Additional Teams
The limited number of teams means many student-athletes in our region:

- Do not have a high school program available to them
- Must play outside their school district to participate in high school hockey
- Miss the opportunity to represent their school and community in interscholastic athletics
- At the same time, youth hockey participation in the Southern Tier continues to grow, creating a clear need for additional high school programs within Section IV.

Program Budget & Funding Model

Estimated Annual Program Cost

The Corning-Painted Post High School Hockey Program is projected to operate on an annual budget of approximately **$40,600**, covering:

- Ice time
- Coaching stipends
- Equipment and uniforms
- League and officiating fees
- Team travel

Cost Item	Estimated Cost
Ice time	$ 12,600
Coaching stipends	$ 8,500
Equipment and uniforms	$ 12,500
League and officiating fees	$ 3,500.00
Travel costs	$ 3,500.00
Total	**$ 40,600**

Community-Supported Funding Model

The **Corning Youth Hockey Booster Club** will fully fund the program through:

- Player fundraising
- Community fundraising
- Corporate sponsorships
- Private benefactors

Booster Funding	Donation
Player Fund Raising	$ 21,250
Community Fund Raising	$ 5,000
Corporate Donations	$ 5,000
Benefactors	$ 10,000
Total	**$ 41,250**

Projected fundraising totals **$41,250**, fully covering program costs and ensuring **no financial impact to the school district.**

Path Forward: Target 2026/2027 Season

To move this initiative forward, we propose the following steps:

District Review:

- Review the proposal with the Corning-Painted Post administration and athletic department.

Program Approval Process

- Work with the district to determine requirements for establishing the hockey program within Section IV and NYSPHSAA.

Booster Club Coordination

- Finalize the fundraising plan and operational structure through the Corning Youth Hockey Booster Club.

Implementation Planning:

- Confirm ice contracts, coaching staff, and league participation for the upcoming season.

Program Launch:

- Begin recruitment of student-athletes and prepare for the inaugural Corning-Painted Post High School Hockey season.

CORNING-PAINTED POST AREA SCHOOL DISTRICT

2026/2027 HAWKS HIGH SCHOOL HOCKEY PROGRAM PROPOSAL

FULLY SUPPORTED BY THE CORNING YOUTH HOCKEY BOOSTER | NO COST TO THE DISTRICT BUDGET

The Corning Youth Hockey Booster Club proposes to establish an official Corning-Painted Post High School Hockey Program. This community-supported initiative will expand athletic opportunities for student-athletes while aligning with the district's mission of placing students at the center of all educational experiences and preparing them to succeed in a collaborative, community-supported environment.

HOME UNIFORM



AWAY UNIFORM



OUR MISSION

The mission of the Corning-Painted Post High School Hockey Program is to:

Develop student-athletes who demonstrate teamwork, leadership, discipline, and community pride while supporting the educational mission of the Corning-Painted Post Area School District.

The program will emphasize:

- Academic responsibility and student success
- Character development and leadership
- Physical fitness and healthy lifestyles
- Community pride and school spirit
- Positive representation of the Corning-Painted Post School District

"Great moments are born from great opportunities."
– Herb Brooks

ALIGNMENT WITH DISTRICT MISSION

STUDENT-CENTERED DEVELOPMENT
Providing additional opportunities for students to grow academically, socially, and athletically.

COMMUNITY ENGAGEMENT
Strengthening connections between students, families, and the community through athletics and school pride.

PREPARING STUDENTS FOR FUTURE SUCCESS
Participation in team sports develops leadership, collaboration, resilience, and time management skills critical for success in college, careers, and life.

CURRENT SECTION IV HIGH SCHOOL HOCKEY LANDSCAPE

STRONG PLAYER BASE BUT LIMITED HIGH SCHOOL TEAMS
- Section IV of the NYSPHSAA has a strong and growing population of youth hockey players across the Southern Tier.
- Currently, only two high school hockey teams exist in Section IV:
  - Ithaca High School
  - Broome County High School Hockey

GROWING DEMAND FOR ADDITIONAL TEAMS
The limited number of teams means many student-athletes:
- Do not have a high school program available to them
- Must play outside their school district to participate in high school hockey
- Miss the opportunity to represent their school and community in interscholastic athletics

Youth hockey participation in the Southern Tier continues to grow, creating a clear need for additional high school programs within Section IV.

PROGRAM BUDGET & FUNDING MODEL

ESTIMATED ANNUAL PROGRAM COST

$40,600

COVERS:
- Ice time
- Coaching stipends
- Equipment and uniforms
- League and officiating fees
- Team travel

COMMUNITY-SUPPORTED FUNDING MODEL

The Corning Youth Hockey Booster Club will fully fund the program through:
- ✓ Player fundraising
- ✓ Community fundraising
- ✓ Corporate sponsorships
- ✓ Private benefactors

PROJECTED FUNDRAISING TOTAL
$41,250
Fully covering program costs and ensuring no financial impact to the school district.

ATHLETIC DEPARTMENT COORDINATION

The Corning-Painted Post Athletic Department (Athletic Director) is fully supportive and willing to take on all coordination, scheduling, and oversight of the hockey program — just like any other interscholastic program at Corning.

PARTICIPATION FROM SURROUNDING COMMUNITIES

We anticipate student-athletes from surrounding districts, such as Horseheads, Elmira, and others, will want to participate in the program.

All participants will represent Corning as the HAWKS.

PATH FORWARD: TARGET 2026/2027 SEASON

1. **DISTRICT REVIEW** — Review the proposal with the Corning-Painted Post administration and athletic department.
2. **PROGRAM APPROVAL PROCESS** — Work with the district to determine requirements for establishing the program within Section IV and NYSPHSAA.
3. **BOOSTER CLUB COORDINATION** — Finalize the fundraising plan and operational structure through the Corning Youth Hockey Booster Club.
4. **IMPLEMENTATION PLANNING** — Confirm ice contracts, coaching staff, and league participation for the upcoming season.
5. **PROGRAM LAUNCH** — Begin recruitment of student-athletes and prepare for the inaugural Corning-Painted Post High School Hockey season.
6. **BUILDING PRIDE. CREATING OPPORTUNITIES. TOGETHER.**

TOGETHER, WE CAN PROVIDE GREAT OPPORTUNITIES FOR OUR STUDENTS AND BUILD A PROUD NEW CHAPTER FOR HAWKS ATHLETICS.

HAWKS

CORNING-PAINTED POST
AREA SCHOOL DISTRICT
Students are the center of all we do.

MEMO

To: **Michelle A. Caulfield, Superintendent**
Board of Education

From: **Jennifer A. Batzing, Assistant Superintendent for Elementary Education**
Sara Wilson, Principal at Erwin Valley, Elementary Math Committee Convener
Sharla Yarnell, Assistant Principal at Carder Elementary, Elementary Math Committee Convener

Date: **June 2026**

RE: ***The More You Know-CPP series***

Have you ever seen the NBC Network series of public service announcements (PSA) ***The More You Know***? These PSAs are typically broadcast during the network's programming and highlight topics such as: education, diversity, health, civic engagement, the environment and conversations to improve lives and increase empathy. These TV spots featured personalities from various shows as well as other notable figures.

The goal of this series is to provide you with a brief K-12 curriculum content overview and to provide you with highlights and celebrations worth talking about and sharing. Our spots will feature various guest presenters such as: administrator curriculum conveners, teacher leaders and our CPP students.

This month we will be showcasing the work of our Elementary Math Committee and Elementary Math Pilot Teachers. Following a three-year evaluation process, the Elementary Math Committee formally recommends adopting ***Primary Mathematics*** (Singapore Math by Marshall Cavendish) for the K–5th grade beginning in the 2026–2027 school year.

This collaborative review was anchored to the New York State (NYS) Next Generation Mathematics Learning Standards and guided by the state's PreK–12 Mathematics Curriculum Review Guide. Programs were rigorously assessed based on instructional quality, rigor, age-appropriateness, and the integration of the 8 Strands for Mathematical Practice to ensure equitable access to rigorous learning for all students.

During the 2023–2024 school year, the committee identified the need for a new program and chose *Eureka Math²* for an initial pilot. Following mixed reviews during a full-year pilot in 2024–2025, the committee then selected *Primary Mathematics* for a secondary pilot. The 2025–2026 school year was dedicated to piloting *Primary Mathematics* and conducting training with Lead Author and International Math Consultant Susan Resnick, bringing the committee to a consensus for this adoption proposal.

Primary Mathematics utilizes a world-renowned, research-backed Singapore Math pedagogy engineered to cultivate deep conceptual understanding, strong number sense, and robust mathematical reasoning. Central to this curriculum is the Concrete-Pictorial-Abstract (CPA) progression, which systematically guides students from physical manipulatives to visual models before introducing abstract concepts. While *Primary Mathematics* serves as our foundational core curriculum, it will be seamlessly reinforced by our current digital and fluency resources, including *Zearn* and *First in Math*.

To ensure instructional alignment across all elementary classrooms, the committee has mapped out a structured implementation road-map.. The immediate Year 1 focus for the 2026–2027 launch includes grade-level pacing guides, technology setup, material distribution, intensive professional development, and targeted family engagement initiatives.

This recommendation represents the collective voice of our cross-grade committee—comprising dedicated Kindergarten through Fifth Grade pilot teachers, support staff, and conveners from all six elementary schools. The Committee is proud to recommend *Primary Mathematics*.

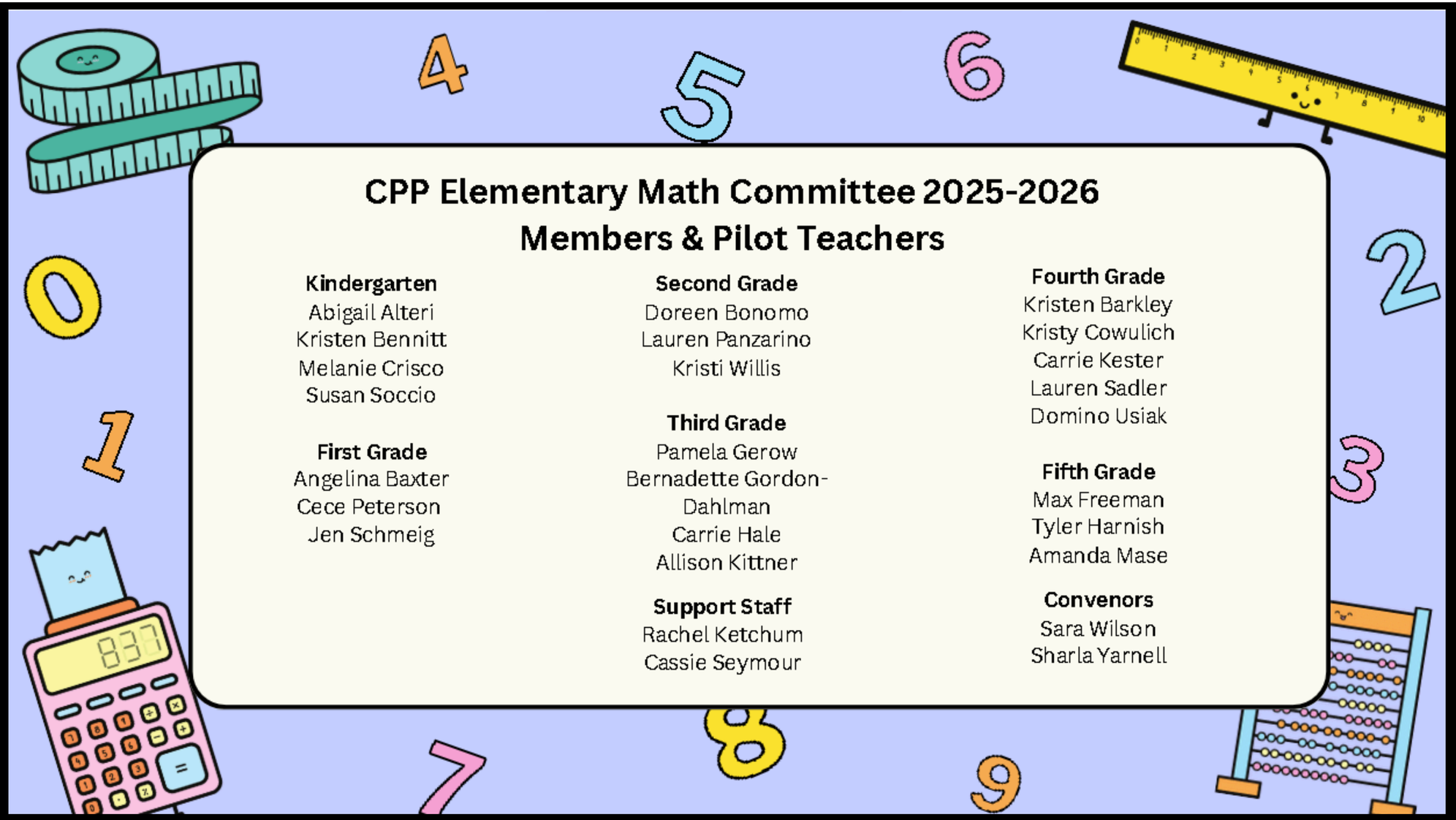
The More You Know

June 17, 2026: Math

Elementary Math Committee Update & Recommendation

- Foundation
- History of the Work
- Recommedation for Adoption of Primary Math
- Implementation Road Map

Elementary Math Committee Members



CPP Elementary Math Committee 2025-2026 Members & Pilot Teachers

Kindergarten
Abigail Alteri
Kristen Bennitt
Melanie Crisco
Susan Soccio

First Grade
Angelina Baxter
Cece Peterson
Jen Schmeig

Second Grade
Doreen Bonomo
Lauren Panzarino
Kristi Willis

Third Grade
Pamela Gerow
Bernadette Gordon-Dahlman
Carrie Hale
Allison Kittner

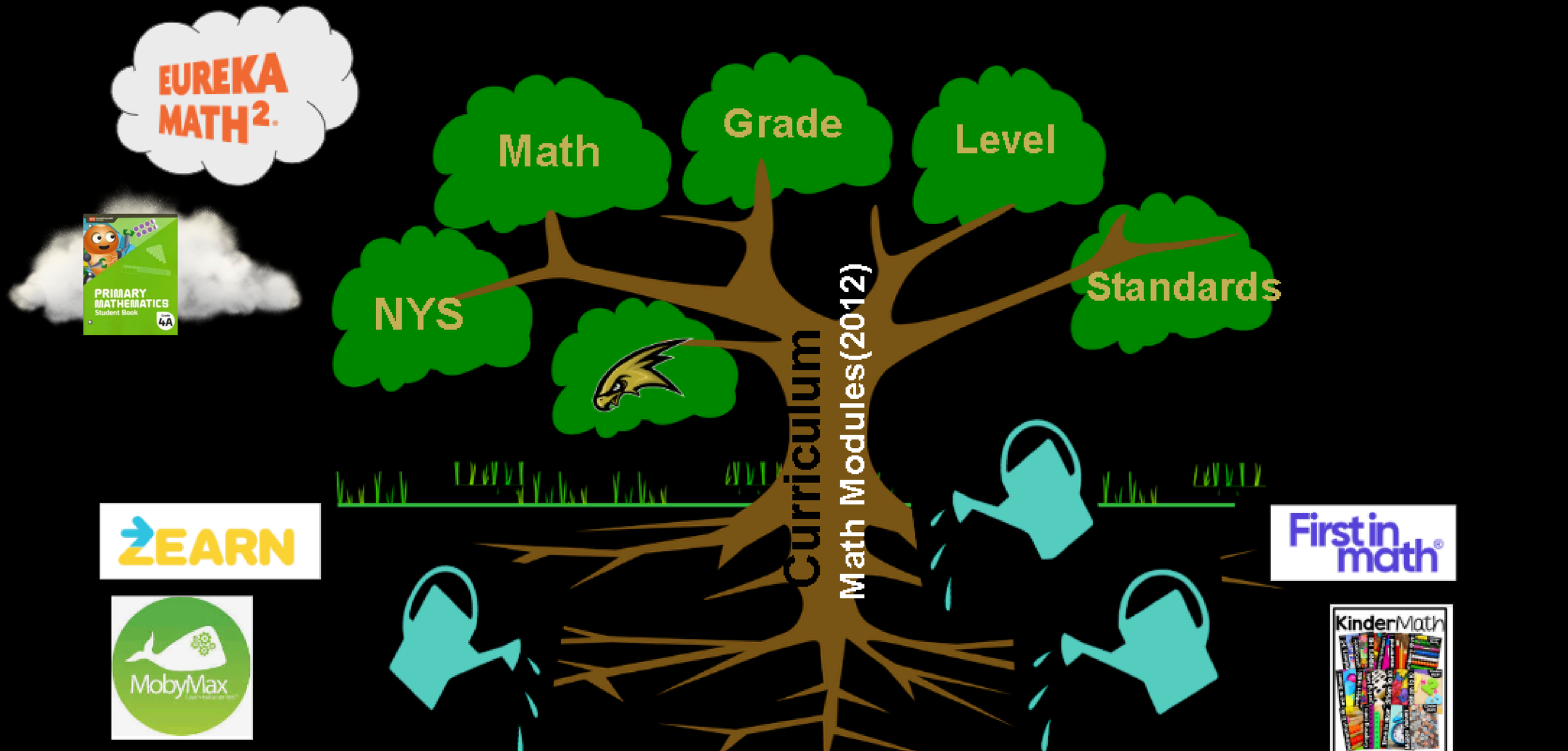
Support Staff
Rachel Ketchum
Cassie Seymour

Fourth Grade
Kristen Barkley
Kristy Cowulich
Carrie Kester
Lauren Sadler
Domino Usiak

Fifth Grade
Max Freeman
Tyler Harnish
Amanda Mase

Convenors
Sara Wilson
Sharla Yarnell

Elementary Math K-5

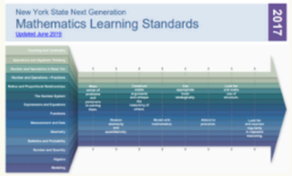


Elementary Math K-5

Foundation: NYS Next Gen Standards

8 Strands for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



NYS Numeracy Briefs



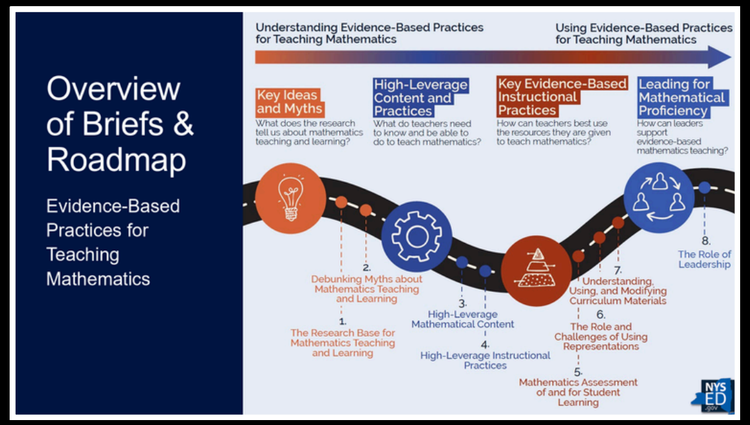
Criteria Areas

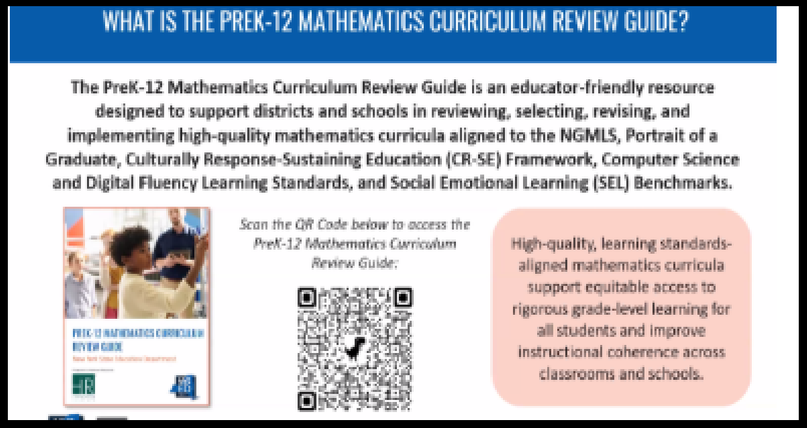
Top Priority Program Areas:

- Meets Standards
- Student Engagement & Mathematical Practices
- Instructional Quality & Rigor (Hands-on, Independent Practice, & Differentiation)
- Usability (consumables,...)
- Technology Pieces (fluency)
- Age Appropriate
- Assessment & Data

	4-Excellent	3-Good	2-Satisfactory	1-Needs Improvement
Meets Standards	Fully aligns with NYS standards	Mostly aligns with NYS standards	Partially aligns	Does not align
Student Engagement & Mathematical Practices	Interactive, student-centered, and explicitly fosters problem-solving, reasoning, vocabulary development, and collaboration.	Engaging materials, but may require teacher modifications and somewhat fosters problem-solving, reasoning, vocabulary development, and collaboration.	Limited engagement, dominated by procedural tasks.	Lacks inquiry and student-centered activities; relies on passive learning.
Instructional Quality & Rigor (Hands-On, Independent Practice & Differentiation)	Engaging, research based, promotes critical thinking, and supports diverse learning styles (differentiation)	Generally engaging with some evidence-based practices and differentiation.	Lacks consistent rigor or engagement strategies, minimal differentiation.	Little to no instructional quality; lacks engagement or rigor.
Usability (Consumables,...)	User friendly Consumables are well designed and aligned to learning goals. Includes high-quality teacher guides and professional development.	User friendly, but may include well designed consumables. Teacher guides and professional development are okay.	Not very user friendly. Requires additional training and consumables are not user friendly.	Difficult to use and not user friendly.
Technology Pieces (Fluency)	Effectively utilizes digital tools and interactive components to enrich the learning experience for the individual student and teacher.	Uses some digital tools but lacks full interactivity for the individual student and teacher.	Limited technology use; does not support digital learning for students or the teacher.	No digital integration.
Age Appropriate	Meets grade level expectations	Partial meets grade level expectations - requires adjustments	Requires significant adjustments	Requires major modifications
Assessment & Data	Offers formative and summative assessments aligned to learning objectives with strong data informed instruction.	Includes assessments but lacks comprehensive data analysis tools.	Has some assessments but does not effectively guide instruction.	Lacks assessment tools or data-driven components.
Score & Comments				










History of the Work




Historical Timeline of Math Pilot Work

2023-2024 School Year:

- Identified a need for a new K-5 math program aligned with the NYS next generation standards
- Began reviewing various math programs
- Created criteria for assessment of program
- Selected Eureka Math to pilot

2024-2025 School Year:

- Piloted Eureka Math for full year with mixed reviews
- Refined criteria for assessment of program
- Continued exploration of various math programs
- Selected Primary Math to pilot

2025-2026 School Year:

- Piloting Primary Math
- Training with Susan Resnick, Lead Author and International Math Consultant
- Recommendation to Adopt Primary Math to BOE- June 2026

Recommendation of Primary Mathematics K-5

- world-renowned, research-backed Singapore Math pedagogy engineered to cultivate deep conceptual understanding, strong number sense, and robust mathematical reasoning

- central to this curriculum is the Concrete-Pictorial-Abstract (CPA) progression, which systematically guides students from physical manipulatives to visual models before introducing abstract concepts

- serves as our foundational core curriculum, it will be seamlessly reinforced by our current digital and fluency resources, including Zearn and First in Math.



Recommendation of Primary Mathematics K-5

Concrete-Pictorial-Abstract Progression

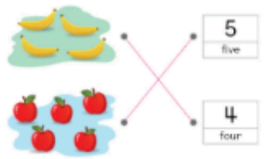
Throughout the chapter, students will have multiple experiences working with concrete materials such as connecting cubes, counters, and finger patterns to count and show small quantities in different arrangements. These concrete configurations for each group are then connected to numeral forms.



After using concrete manipulatives, the use of pictorial representations will help deepen students' understanding of numbers and quantities. Students have repeated experiences recognizing groups of quantities in pictures and producing their own pictorial representations to help them visualize these quantities.



After students have had experiences concretely and pictorially representing a group in a variety of ways, they will have opportunities to connect the group to the matching numeral and word form.



Kindergarten

Concrete-Pictorial-Abstract Progression

Throughout the chapter, students will have multiple experiences working with concrete materials such as meter sticks, yardsticks, and double-sided rulers. The use of concrete materials provide hands-on opportunities for students to build and extend their understanding of measuring real-world objects using metric and customary units.



Estimate and measure your hand span to the nearest inch.

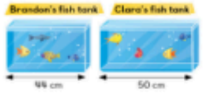
Pictorial representations are also used to help students understand measur d estimating length in metric and customary units.



This picture shows that the armchair is 2 feet wide.



This picture shows that 1 yard is 3 feet.



50 − 44 = 6

Clara's fish tank is 6 cm longer than Brandon's fish tank.

This picture shows the comparison of lengths in centimeters.

After students have learned to measure and estimate lengths as well as compare and order lengths, they move on to solve word problems involving lengths.

2nd Grade

Concrete-Pictorial-Abstract Progression

Throughout the chapter, students will have multiple experiences working with concrete materials such as place-value chips and place-value strips. The use of concrete materials provides hands-on opportunities for students to build and extend their understanding of numbers to 10 million.



Place-value chips Place-value strips

Pictorial representations are also used to help students visualize numbers to 10 million in various ways.



These place-value chips show the value of each digit in a 7-digit number.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
3	4	5	8	8	1	9

This place-value chart shows the digit in each place.



These place-value chips show division by 1,000.

After students have built their understanding through concrete and pictorial representations, they will move to the abstract stage where they apply the understanding of place-value concepts to generalize patterns in multiplying and dividing by tens, hundreds, thousands, and powers of ten.

5th Grade

Implementation Road Map

Vision, Selection, & Preparation
Selection Criteria
Pilot Reflection & Selection
Planning for Implementation

Logistics, Resources, & Training
Year 1 Focus (non-negotiables)
Grade Level Pacing Guides
Technology Setup
Materials & Manipulatives
Professional Development

Launch & Support
First 30 Days Implementation & Support
Family Engagement
Professional Development

Monitor & Adjust
Deepening Practice
Professional Development
Review Pacing Guides
Year 2 Focus



Primary Mathematics

The series that launched the Singapore Math approach. Built upon a research-based framework, Primary Mathematics provides a comprehensive curriculum fully aligned to US standards that empowers all students to develop critical-thinking skills, master concepts, and build the confidence needed for long-term math achievement.



2026-2027 School Year

CORNING-PAINTED POST AREA SCHOOL DISTRICT

To June Board for approval with changes

9620

CHILD ABUSE IN AN EDUCATIONAL SETTING

The Board of Education recognizes that children have the right to an educational setting that does not threaten their physical and emotional health and development. Child abuse by school personnel and school volunteers violates this right and therefore is strictly prohibited.

Allegations of child abuse by school personnel and school volunteers shall be reported in accordance with the requirements of Article 23-B of the Education Law.

Required Reporters

Any person holding any of the following positions shall be required to promptly report written and/or oral allegations of child abuse in an educational setting:

- school administrator
- teacher
- school nurse
- school guidance counselor
- school psychologist
- school social worker
- **licensed and registered occupational and physical therapists**
- **teacher aides**
- **school resource officers**
- all other school personnel required to hold a teaching or administrative license or certificate
- school board member
- **school bus drivers (must make a report to their supervisor)**

For purposes of this policy, persons holding these positions shall be referred to as "required reporters."

Definitions

"Education setting" means the buildings and grounds of the District, the vehicles provided by the District to transport students to and from school buildings, field trips, co-curricular and extra-curricular activities both on and off School District grounds, all co-curricular and extra-curricular activity sites, and any other location where direct contact between an employee and volunteer and a child has allegedly occurred.

"Child" means a person under the age of 21 enrolled in a ~~New York State School District~~ **school**.

"Child abuse" means any one of the following acts committed in an educational setting by an employee or volunteer against a child:

- intentionally or recklessly inflicting physical injury, serious physical injury or death; or

- intentionally or recklessly engaging in conduct that creates a substantial risk of physical injury, serious physical injury or death; or
- any child sexual abuse as prohibited by Article 132 or 263 of the Penal Law; or
- the commission or attempted commission against a child of the crime of disseminating indecent materials to minors pursuant to Article 235 of the Penal Law.

"Promptly" means one workday, unless extenuating circumstances exist.

"Reasonable Suspicions" exists when a reasonable person, given the same facts and circumstances, would suspect that child abuse may have occurred.

Reporting Requirements: In any case where an oral or written allegation is made to a required reporter that a child has been subjected to child abuse by an employee or volunteer in an educational setting, that person shall upon receipt of such allegation:

a. Promptly complete a written report of such allegation (See Attached Form). Each Building Principal and the Superintendent of Schools shall maintain a supply of this form in his/her office. Such form will be completed as soon as practical after receiving the allegation, but in no event shall a required reporter wait more than one workday to file a report.

b. A School Board Member completing the written report must promptly submit a copy of the written report to the Superintendent of Schools.

c. When the report is made by a bus driver, the driver's supervisor must promptly complete a written report and deliver it to the Superintendent of Schools.

~~e~~**d**. An employee completing the written report must promptly personally deliver a copy of that written report to the Principal of the school in which the child abuse allegedly occurred (subject to the following paragraph).

~~d~~**e**. In any case where it is alleged the child was abused by an employee or volunteer of a school other than the Corning-Painted Post Area School District, the report of such allegations shall be promptly forwarded to:

- The Corning Superintendent of Schools, and
- The Superintendent of the school district of the child's attendance, and
- The Superintendent of the school district where the abuse allegedly occurred.

Upon receipt of the written report, the Principal shall promptly forward a copy to the Superintendent of Schools.

Upon receipt of a written report, the Principal or Superintendent shall determine whether there is "reasonable suspicion" to believe that an act of child abuse as defined by law has occurred.

Duties of the School Principal

Where there has been a determination as to the existence of reasonable suspicion, the School Principal shall:

CHILD ABUSE IN AN EDUCATIONAL SETTING

If A Child Makes the Allegation

a. Promptly notify the parent of the alleged abused child that an allegation of child abuse in an education setting has been made.

b. Promptly provide the parent with the written statement setting forth parental rights, responsibilities and procedures prepared in accordance with the Commissioner's regulations.

c. Promptly provide a copy of the completed report form to the Superintendent of Schools.

d. Promptly forward a copy of the completed report form to the appropriate law enforcement authorities. The report to law enforcement may not be delayed by reason of inability to contact the Superintendent of Schools.

If A Parent Makes the Allegation

a. Promptly provide the parent of the alleged abused child with the written statement setting forth parental rights, responsibilities and procedures prepared in accordance with the Commissioner's regulations.

b. Promptly provide a copy of the completed report form to the Superintendent of Schools.

c. Promptly forward a copy of the completed report form to the appropriate law enforcement authorities. The report to law enforcement may not be delayed by reason of inability to contact the Superintendent of Schools.

If A Persons Other Than Parent or the Child Makes the Allegation

a. Promptly notify the parent of the alleged abused child that an allegation of child abuse in an education setting has been made.

b. Promptly provide the parent with the written statement setting forth parental rights, responsibilities and procedures prepared in accordance with the Commissioner's regulations.

c. Ascertain from the reporting person the source and basis for the allegations and complete that portion of the report form.

d. Promptly provide a copy of the completed report form to the Superintendent of Schools.

e. Promptly forward a copy of the completed report form to appropriate law enforcement authorities. The report to law enforcement may not be delayed by reason of inability to contact the Superintendent of Schools.

If, upon receipt of a written report, the Principal or Superintendent determines that there is not "reasonable suspicion" to believe that an act of child abuse has occurred, a

complete copy of the written report shall be filed in the office of the Superintendent of Schools, along with a written explanation of the basis of the principal's or superintendent's determination.

Duties of the Superintendent of Schools

In most cases, the school building administrator will receive the completed report form from an employee and make the reasonable suspicion determination. However, there are situations in which the Superintendent of Schools will receive the report form directly and he or she will be responsible for making the reasonable suspicion determination when:

a. The school building administrator generates the oral or written allegation and is required to complete the report form.

b. It is alleged that a child was abused by an employee or volunteer of a school other than a school within the school district where the child attends.

c. A school board member is acting as required reporter. It is expected that school board members will submit the confidential report directly to the Superintendent of Schools.

In addition, the Superintendent of Schools may receive an oral or written allegation of child abuse in an educational setting from local law enforcement officials or from child protective services. In these cases, the Superintendent of Schools would be responsible for completing the report form and, subsequently, making the reasonable suspicion determination.

If the Superintendent of Schools finds reasonable suspicion to believe that an act of child abuse has occurred, as defined by law, additional steps must be taken which differ depending on the individual who has made the allegation.

Child Makes the Allegation

a. Promptly notify the parent of the alleged abused child than an allegation of child abuse in an educational setting has been made.

b. Promptly provide the parent with the written statement setting forth parental rights, responsibilities and procedures prepared in accordance with the Commissioner's regulations.

c. Promptly forward a copy of the completed report form to the appropriate law enforcement authorities.

Parent Makes the Allegation

a. Promptly provide the parent of the alleged abused child with the written statement setting forth parental rights, responsibilities and procedures prepared in accordance with the Commissioner's regulations.

b. Promptly forward a copy of the completed report form to the appropriate law enforcement authorities.

CHILD ABUSE IN AN EDUCATIONAL SETTING

Person other than the Parent or the Child Make the Allegation

a. Promptly notify the parent of the alleged abused child that an allegation of child abuse in an educational setting has been made.

b. Promptly provide the parent with the written statement setting forth parental rights, responsibilities and procedures prepared in accordance with the Commissioner's regulations.

c. Ascertain from the reporting person the source and basis for the allegation and complete that portion of the form.

d. Promptly forward a copy of the completed report form to the appropriate law enforcement authorities.

In all cases where a completed report is forwarded to the appropriate law enforcement authorities and the employee or volunteer alleged to have committed an act of child abuse holds a certification or license issued by the Department, the superintendent must also refer such report to the Commissioner of Education.

Rights of Employees and Volunteers

Any employee, volunteer, building administrator, School Board Member or Superintendent of Schools who reasonably and in good faith makes a report of allegations of child abuse in an educational setting in accordance with the reporting requirements of the law shall have immunity from civil liability which might otherwise result by reason of such actions.

Any school administrator or Superintendent who reasonably and in good faith makes a report of allegations of child abuse in an educational setting, or reasonably and in good faith transmits such a report to a person or agency as required by law, shall have immunity from civil liability which might otherwise result by reason of such actions.

Pending resolution of an allegation of child abuse, employees, volunteers and Board of Education member against whom an allegation of child abuse has been made shall not be permitted to have unsupervised contact with any district student.

Pending resolution of an allegation of child abuse, employees, volunteers and Board of Education member against whom an allegation of child abuse has been made shall not be permitted to render volunteer services to the district.

Any employee or volunteer against whom an allegation of child abuse has been made and against whom the District intends to take adverse action shall be entitled to receive a copy of the report and to respond to the allegations.

Confidentiality

CHILD ABUSE IN AN EDUCATIONAL SETTING

Reports, photographs, and other written material regarding allegations of child abuse shall be confidential and shall not be redisclosed except to law enforcement authorities involved in an investigation of child abuse or as expressly authorized by law or

pursuant to a court-ordered Subpoena. School administrators and the Superintendent shall exercise reasonable care in preventing such unauthorized disclosure.

Duties of District Attorneys

When a criminal investigation is undertaken in response to a report forwarded to the appropriate law enforcement authorities, the District Attorney by law must notify the

Superintendent of Schools of the district where the acts of child abuse occurred and the Superintendent of Schools of the district where the child attends, if different, of the following:

- an indictment
- the filing of an accusatory instrument;
- the disposition of the criminal case; or
- the suspension or termination of the investigation

Where a criminal conviction is obtained for a crime involving child abuse in an educational setting by a licensed or certified school employee, the District Attorney is required to notify the Commissioner of Education, as well as the Superintendent of Schools in which the acts of child abuse occurred and the Superintendent of Schools where the child attends, if different.

Training

~~The Regulations of the Commissioner of Education in Section 100.2 (h)(h)(2) requires the following procedures:~~

~~"(i) Each school district, each charter school and each board of cooperative educational services shall establish, and implement on an ongoing basis, a training program regarding the procedures set forth in article 23-B if the Education Law for all current and new teachers, school nurses, school counselors, school psychologists, school social workers, school administrator, other personnel required to hold a teaching or administrative certificate or license and school board members.~~

~~(ii) Such program shall~~ **Pursuant to the Commissioner's regulations, training shall be provided to all mandated reporters and** include, but ~~is~~ not **be** limited to~~, training regarding~~:

(a) the duties of employees specifically enumerated in Education Law, Section 1126 upon receipt of an allegation of child abuse in an educational setting;
(b) confidentiality of records pursuant to Education Law, section 1127;

(c) duties of school administrators and superintendents upon receipt of a report pursuant to Education Law, section 1128, and the additional duties of superintendents pursuant to Education Law, Section 1128-a;

(d) penalties for failure to comply pursuant to Education Law, Section 1129;

(e) notification by a district attorney pursuant to Education Law, Section 1130, and actions taken upon criminal conviction of a licensed or certified school employee pursuant to Education Law, Section 1131; and,

(f) the prohibition set forth in Education Law, Section 1133 with respect to an unreported resignation or voluntary suspension of an employee or volunteer against whom an allegation of child abuse in an educational setting is made.

~~(iii) Each~~ **On an annual basis, each** school shall ~~annual~~ **annually** provide to each teacher and all other school officials a written explanation pursuant to Section 3028-b of the Education Law concerning the reporting of child abuse in an educational setting, including the immunity provisions of Education Law, Section 1126."

Record Retention

Any report of child abuse which does not result in a criminal investigation shall be expunged from the records kept by the district with regard to the subject of the report after five years from the date the report was made.

Prohibition of "Silent" (Unreported) Resignations

The Superintendent and other school administrators are prohibited from withholding from law enforcement authorities, the Superintendent, or the Commissioners of Education, where appropriate, information concerning allegations of child abuse in an education setting against an employee or volunteer in exchange for the individual's resignation or voluntary suspension from his/her position.

Penalties

Any required reporter who willfully fails to make a written report of child abuse required by Article 23-B of the Education Law, shall be subject to criminal penalties as provided for in law, as well as disciplinary sanctions imposed in accordance with law and any applicable collective bargaining agreement.

Ref: Educational Law Article 23-B and Section 3028-b
Penal Law Article 130, 235 and 263
8 New York Code of Rules and Regulations (NYCRR) Part 38

Adopted: June 21, 2006

CORNING-PAINTED POST AREA SCHOOL DISTRICT

To June Board for approval with changes

9620

CHILD ABUSE IN AN EDUCATIONAL SETTING

Reaffirmed: December 3, 2008
Revised: February 7, 2014
Reaffirmed: December 20, 2017
Reaffirmed: August 4, 2021

CORNING CLAIMS AUDITOR REPORT
FOR THE MONTH OF MAY 2026

	CHECK DATE	VOIDED CHECKS	CHECK NUMBERS	TOTAL
GENERAL FUND	5/6/2026		291055-291108	$ 93,363.45
BOCES	5/7/2026		291109	$ 1,550,367.22
	5/13/2026		291110-291204	$ 216,335.17
	5/19/2026		291205-291277	$ 594,229.17
	5/26/2026		291278-291354	$ 292,844.23
BOCES	5/26/2026		291355	$ 1,626,879.35
LIBRARY TAX CHECKING	5/13/2026		130	$ 1,792.93
SCHOOL LUNCH	5/19/2026		536486-536502	$ 179,902.03
	5/26/2026		536503	$ 1,360.00
SPECIAL AID	5/6/2026		667104-667105	$ 12,322.00
BOCES	5/7/2026		667106	$ 741.00
	5/13/2026		667107-667111	$ 7,572.65
	5/19/2026		667113-667119	$ 36,077.01
	5/26/2026		667120	$ 19,932.56
MEMORIAL & TRUST	5/13/2026		135950-135952	$ 2,960.95
	5/26/2026		135954	$ 20,081.00
	5/27/2026		135955-135976	$ 16,895.00
2019 FACILITIES PROJ	5/19/2026		8176-8181	$ 477,719.26
	5/26/2026		8182-8183	$ 251,419.38
2014 FACILITIES PROJ	5/6/2026		6597	$ 859,044.89
DEBT SERVICE				
CAPITAL PROJECTS	5/6/2026		1227-1228	$ 90,048.50
	5/13/2026		1229-1238	$ 1,639,009.71
	5/19/2026		1239	$ 15,247.50
Capital Vehicles Fund				
T&A	5/6/2026		EFT (4)	$ 519,820.00
	5/13/2026		EFT (4)	$ 657,571.68
	5/20/2026		EFT (4)	$ 715,218.34
	5/27/2026		EFT (4)	$ 500,059.33

TOTAL # CHECKS/EFT AUDITED	400
TOTAL $ AMOUNT APPROVED	$ 10,398,814.31

Lee Stewart June 08, 2026

CLAIMS AUDITOR SIGNATURE

CORNING CLAIMS AUDITOR REPORT
FOR THE MONTH OF MAY 2026

**THE FOLLOWING CLAIMS WERE NOT IN COMPLIANCE DUE TO THE DISCOVERED CONDITIONS LISTED:*

DISCOVERED CONDITION	CHECK #	VENDOR	AMOUNT	CLAIMS AUDITOR REQUESTED CORRECTION	CORRECTIVE ACTION TAKEN	COMMENTS
CONFIRMING PO- INVOICE DATE PRIOR TO PURCHASE ORDER DATE	667104	Rochester School for the Deaf	238.92	NONE	NONE	PO dated 4/24/26, Invoice dated 4/6/26.
CONFIRMING PO- INVOICE DATE PRIOR TO PURCHASE ORDER DATE	291116	Barclay Damon, LLP	4,083.00	NONE	NONE	PO dated 5/7/26 , Invoice dated 5/6/2026.
CONFIRMING PO- INVOICE DATE PRIOR TO PURCHASE ORDER DATE	291137	FoolProof Foundation	1,418.77	NONE	NONE	PO dated 4/21/26, Invoice dated 4/14/26.
CONFIRMING PO- INVOICE DATE PRIOR TO PURCHASE ORDER DATE	291266	Tolls by Mail Payment Processing Center	7.76	NONE	NONE	PO dated 5/12/26, Invoice dated 5/9/26.
CONFIRMING PO- INVOICE DATE PRIOR TO PURCHASE ORDER DATE	291217	Corning Painted Post School District	50.95	NONE	NONE	PO dated 5/12/26, Invoice dated 5/6/26.
MISSING APPROVAL SIGNATURE	N/A	Robertson Restaurant Service	470.00	Missing an approval Signature.	This invoice was pulled from this weeks run.	
INCORRECT REMIT AMOUN T	536492	Genecco Produce	3,237.85	Remit amount entered as $3,237.86 for invoice 263344.	AP made the correction before the checks were printed.	None.
INCORRECT REMIT AMOUN T	667117	Habitat for Humanity	1,200.00	Remit amount for White entered as $720.00.	AP made the correction before the checks were printed.	
INCORRECT REMIT AMOUNT	536492	Genecco Produce	254.75	Remit amount entered as $264.75 for invoice 264029.	AP made the correction before the checks were printed.	None.
INCORRECT REMIT AMOUNT	291268	UniFirst Corp	85.20	Remit amount entered as $82.20.	AP made the correction before the checks were printed.	None.
OTHER: SPECIFY	N/A	Singer Equipment Company, Inc.	251,750.00	The vendor incorrectly put Welliver on the owner information instead of the district.	The district will be forwarding a new pay app with the corrected information.	

TOTAL CHECKS W/ DC	11
PERCENT TO TOTAL CHECKS	2.75%

CORNING-PAINTED POST
AREA SCHOOL DISTRICT
Students are the center of all we do.

MEMO

To: Michelle Caulfield, Superintendent
Board of Education

From: Jeff Marchionda, Director of Pupil Personnel Services

Date: June 17, 2026

RE: CPP School Counseling Plan

In compliance with Commissioner's Regulations Part 100.2(j)(2)(iii)), the Corning-Painted Post Comprehensive School Counseling Plan has been reviewed and updated for the 2025-2026 School Year. Updates from the previous counseling plan were minimal and consisted primarily of updating current student counts and school counselor caseloads..

The Comprehensive School Counseling Plan must document:

- the **counseling core curriculum instruction** which shall be for the purpose of addressing student competencies related to career/college readiness, academic skills and social/ emotional development;
- an **annual individual student progress review plan** for students in grades six through twelve. The individual review shall be conducted by a school counselor and reflect each student's educational progress and career plans;
- **direct student services** which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement; and
- other **indirect student services** which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

Board members may find the following information from the school counseling plan to be of interest.

- Although ratios may vary considerably between school buildings, the ratio of students to school counselors for the **Corning-Painted Post School District is 236:1**. The American

School Counselor Association (ASCA) recommends a ratio of no larger than 250:1. New York State's average school counselor ratio has varies from just under to well over 400:1.

SCHOOL COUNSELORS BY BUILDING

100.2 (J) (2) Each school district shall also ensure that all students in grades kindergarten through 12 have access to a certified school counselor(s)

Calvin U. Smith Elementary School

Student Counselor Ratio: 265:1

Margaret Canino

Erwin Valley Elementary School

Student Counselor Ratio: 379:1

Heather Loud

Frederick Carder Elementary School

Student Counselor Ratio: 414:1

Rachel Plumley

Hugh Gregg Elementary School

Student Counselor Ratio: 240:1

Megan Spangler

William E. Severn Elementary School

Student Counselor Ratio: 428:1

TBD

Winfield Street Elementary School

Student Counselor Ratio: 213:1

Alicia Bradley

Corning-Painted Post Middle School

Student Counselor Ratio: 301:1

Grades 6-8 Black House - Mark Pronti

Grades 6, 8 Gold House - Rebecca Pearce

Grades 6-8 White House - Cassie Sullivan

Corning-Painted Post High School

Student Counselor Ratio: 170:1

Freshman Academy (A-L) - Mandy Freeman

Freshman Academy (M-Z) - Julie Pusateri

Grades 10-12 (A-C) – Melissa Benjamin

Grades 10-12 (D-G) - Jill McLaughlin

Grades 10-12 (H-L) – Shannon Marlow-McCowin

Grades 10-12 (M-P) - Pat Clark

Grades 10-12 (Q-S) - Kaleen Muldoon

Grades 10-12 (T-Z) - Linda Smith

High School Learning Center

Student Counselor Ratio: 38:1

Mike Sanfratello

Corning-Painted Post School District

2025-2026

Comprehensive K-12 School Counseling Plan



Board review date: June 17, 2026

TABLE OF CONTENTS

	Page
CPP School Counseling Introduction	
Vision, Mission and Core Belief	3
School Counselors by Building	
Advantages of a Comprehensive School Counseling Program	
Components of a School Counseling Program	8
Mindsets & Behaviors	
Direct Student Services	
Indirect Student Services	
The Delivery System	10
Elementary Delivery System	
Middle School Delivery System	
High School Delivery System	
Family and Community Partnerships	32
Program Accountability	33
Appendix	35
NYS Part 100.2(j) Commissioner's Regulations	
CDOS Standards	
ASCA Ethical Standards	

Corning-Painted Post School District School Counseling Introduction

INTRODUCTION

Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development.

~ American School Counselor Association

OUR VISION

The Corning-Painted Post Area School District is a diverse, challenging, high performing teaching and learning community that develops inquiring, knowledgeable and caring young people who help create a better and more peaceful world.

OUR MISSION

Students are the center of all we do.

OUR CORE BELIEFS

We believe that:

1. Students will be capable of achieving personal success
2. Students will be prepared to succeed in an ever-changing global society
3. Students will be lifelong learners
4. Student success requires family and community involvement
5. The District will provide a safe and nurturing learning community
6. The District will foster a culture of productive relationships through effective collaboration and communication
7. The District will develop appropriate curricula, instruction and assessments through data-driven decisions
8. The District will provide professional development that will enhance student success

SCHOOL COUNSELORS BY BUILDING

100.2 (J) (2) Each school district shall also ensure that all students in grades kindergarten through 12 have access to a certified school counselor(s)

Certified by the New York State Education Department, our counselors help students develop the academic and social skills necessary to lead successful lives. They observe students in the classroom and at play to assess their knowledge and abilities, help them develop academic and career goals, and provide interventions that address areas of need. C-PP's School Counselors support our students in the following ways:

- ❖ Individual and group counseling
- ❖ College and career exploration
- ❖ Assistance in crisis situations
- ❖ Dignity for All Students Act (DASA) coordinator

Calvin U. Smith Elementary School

Student Counselor Ratio: 265:1

Margaret Canino

Erwin Valley Elementary School

Student Counselor Ratio: 379:1

Heather Loud

Frederick Carder Elementary School

Student Counselor Ratio: 414:1

Rachel Plumley

Hugh Gregg Elementary School

Student Counselor Ratio: 240:1

Megan Spangler

William E. Severn Elementary School

Student Counselor Ratio: 428:1

TBD

Winfield Street Elementary School

Student Counselor Ratio: 213:1

Alicia Bradley

Corning-Painted Post Middle School

Student Counselor Ratio: 301:1

Grades 6-8 Black House - Mark Pronti

Grades 6, 8 Gold House - Rebecca Pearce

Grades 6-8 White House - Cassie Sullivan

Corning-Painted Post High School

Student Counselor Ratio: 170:1

Freshman Academy (A-L) - Mandy Freeman

Freshman Academy (M-Z) - Julie Pusateri

Grades 10-12 (A-C) – Melissa Benjamin

Grades 10-12 (D-G) - Jill McLaughlin

Grades 10-12 (H-L) – Shannon Marlow-McCowin

Grades 10-12 (M-P) - Pat Clark

Grades 10-12 (Q-S) - Kaleen Muldoon

Grades 10-12 (T-Z) - Linda Smith

High School Learning Center

Student Counselor Ratio: 38:1

Mike Sanfratello

ADVANTAGES OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Corning-Painted Post School District school counseling programs will strive to positively impact students, parents, teachers, administrators, board of education, other student services personnel, and school counselors.

The advantages for each of these groups include the following:

Students

1. Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development.
2. Connects the educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal-social development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Provides school counseling services to every student.
10. Increases the opportunity for counselor-student interaction.
11. Encourages facilitative, cooperative peer interactions.
12. Fosters resiliency factors for students' ability to develop effective coping skills/resiliency.

Parents

1. Prepares their children for the challenges of the 21st century through academic, career, and personal/social development.
2. Provides support for parents in advocating for their child's academic, career, and personal/social development.
3. Develops a systematic approach for their child's long-range planning and learning.
4. Increases opportunities for parent/school communication and collaboration.
5. Enables parents to access school and community resources.

Teachers

1. Provides an interdisciplinary team effort to address student needs and educational goals.
2. Provides consultation to assist teachers.
3. Positively impacts school climate and the learning community.
4. Encourages positive, scheduled activities and supportive working relationships.
5. Promotes a team effort to address developmental, personal/social needs of the student.
6. Increases teacher accessibility to the counselor as a classroom presenter and resource person.

Administrators

1. Integrates school counseling with the academic mission and vision of the school.
2. Provides a program structure with specific content.
3. Assist the school advisory committee to use school counselors effectively to enhance learning and development for all students.
4. Communicates student support services to students, parents and families.
5. Promotes community image of the school counseling program.

Board of Education

1. Provides rationale for implementing a comprehensive developmental counseling program in the school system.
2. Provides assurance that a quality school counseling program is available to every student.
3. Demonstrates the necessity of appropriate levels of funding for implementation.
4. Supports appropriate credentialing and staffing.
5. Provides a basis for determining funding allocations for school counseling programs.
6. Furnishes program information to the community.
7. Acts as liaison for community and school partnerships.

School Counselors

1. Provides a clearly defined role and function in the educational system.
2. Accessible to every student.
3. Provides a tool for program management.
4. Enhances the role of the school counselor as a student advocate.
5. Ensures involvement in the academic mission of the school.
6. Places school counselors in a leadership role.
7. Active participant on the Preparing all Students for Success team, (PASS).

Pupil Personnel Services

1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
2. Clarifies areas of overlapping responsibilities.
3. Fosters a positive team approach, which enhances cooperative working relationships.

Community

1. Provides an increased opportunity for collaboration and participation of community members with the school program.
2. Creates community awareness and visibility of the school counseling program.

Components of a School Counseling Program

MINDSET & BEHAVIORS

100.2 (J) (2) (i) school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards

Category 1: Mindset Standards
School counselors encourage the following mindsets for all students.

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- **M 2.** Self-confidence in ability to succeed
- **M 3.** Sense of belonging in the school environment
- **M 4.** Understanding that postsecondary education and life-long learning are necessary for long-term career success
- **M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- **M 6.** Positive attitude toward work and learning

Category 2: Behavior Standards
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies		Self-Management Skills		Social Skills	
B-LS 1.	Demonstrate critical-thinking skills to make informed decisions	B-SMS 1.	Demonstrate ability to assume responsibility	B-SS 1.	Use effective oral and written communication skills and listening skills
B-LS 2.	Demonstrate creativity	B-SMS 2.	Demonstrate self-discipline and self-control	B-SS 2.	Create positive and supportive relationships with other students
B-LS 3.	Use time-management, organizational and study skills	B-SMS 3.	Demonstrate ability to work independently	B-SS 3.	Create relationships with adults that support success
B-LS 4.	Apply self-motivation and self-direction to learning	B-SMS 4.	Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4.	Demonstrate empathy
B-LS 5.	Apply media and technology skills	B-SMS 5.	Demonstrate perseverance to achieve long- and short-term goals	B-SS 5.	Demonstrate ethical decision-making and social responsibility
B-LS 6.	Set high standards of quality	B-SMS 6.	Demonstrate ability to overcome barriers to learning	B-SS 6.	Use effective collaboration and cooperation skills
B-LS 7.	Identify long- and short-term academic, career and social/emotional goals	B-SMS 7.	Demonstrate effective coping skills when faced with a problem	B-SS 7.	Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8.	Actively engage in challenging coursework	B-SMS 8.	Demonstrate the ability to balance school, home and community activities	B-SS 8.	Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9.	Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9.	Demonstrate personal safety skills	B-SS 9.	Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10.	Participate in enrichment and extracurricular activities	B-SMS 10.	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities		

The Corning-Painted Post School District counseling department plays a critical role in preparing our district students for future personal and professional achievements. Our K-12 counseling program employs the 36 student standards from the **ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student** to assess needs, develop programming, and implement direct & indirect services to help our students achieve their scholastic goals.

Each one of the 29 ASCA Behavior Standards can be applied to three broad domains: academic, career and social/emotional development.

Learning Strategies – Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

Self-Management Skills – Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

Social Skills– Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

As leaders, advocates, and collaborators, our district school counselors are highly influential in helping students reach their post-secondary, career, and social/emotional goals. School counselors in our district exhibit their professionalism and competency within the profession as they uphold the **ASCA School Counselor Professional Standards & Competencies, ASCA Ethical Standards for School Counselors** and the **ASCA National Model: A Framework for School Counseling Programs.**

ASCA School Counselor Professional Standards & Competencies

MINDSETS School counselors believe:
M 1. Every student can learn, and every student can succeed.
M 2. Every student should have access to and opportunity for a high-quality education.
M 3. Every student should graduate from high school prepared for postsecondary opportunities.
M 4. Every student should have access to a school counseling program.
M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
M 6. School counselors are leaders in the school, district, state and nation.
M 7. School counseling programs promote and enhance student academic, career and social/emotional outcomes.

BEHAVIORS School counselors demonstrate the following standards in the design, implementation and assessment of a school counseling program.		
Professional Foundation	**Direct and Indirect Student Services**	**Planning and Assessment**
B-PF 1. Apply developmental, learning, counseling and education theories	**B-SS 1.** Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	**B-PA 1.** Create school counseling program beliefs, vision and mission statements aligned with the school and district
B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education	**B-SS 2.** Provide appraisal and advisement in large-group, classroom, small-group and individual settings	**B-PA 2.** Identify gaps in achievement, attendance, discipline, opportunity and resources
B-PF 3. Apply legal and ethical principles of the school counseling profession	**B-SS 3.** Provide short-term counseling in small-group and individual settings	**B-PA 3.** Develop annual student outcome goals based on student data
B-PF 4. Apply school counseling professional standards and competencies	**B-SS 4.** Make referrals to appropriate school and community resources	**B-PA 4.** Develop and implement action plans aligned with annual student outcome goals and student data
B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program	**B-SS 5.** Consult to support student achievement and success	**B-PA 5.** Assess and report program results to the school community
B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities	**B-SS 6.** Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	**B-PA 6.** Use time appropriately according to national recommendations and student/school data
B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program		**B-PA 7.** Establish agreement with the principal and other administrators about the school counseling program
B-PF 8. Demonstrate advocacy for a school counseling program		**B-PA 8.** Establish and convene an advisory council for the school counseling program
B-PF 9. Create systemic change through the implementation of a school counseling program		**B-PA 9.** Use appropriate school counselor performance appraisal process

Define - School counselors create school counseling programs based on three sets of standards that define the profession.

Manage - To be delivered effectively, the school counseling program must be efficiently and effectively managed. School counselors use program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Deliver - School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline. Through the school counseling program, school counselors ensure equitable academic, career and social/emotional development opportunities for all students.

Assess - To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness in helping all students succeed
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program.

THE DELIVERY SYSTEM

The delivery system describes the activities, interactions and methods necessary to deliver the programs to the school community. C-PP's Comprehensive School Counseling Programs integrate academic, career and personal/social emotional development. The components of a comprehensive school counseling program include the school counseling curriculum, individual planning, responsive services, and system support.

Direct Student Services

100.2(j)(2)(i)(d) Other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement.

School Counseling Curriculum: The school counseling curriculum consists of structured developmental lessons to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school counseling curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom instruction and group activities. The school counseling curriculum will include instruction that incorporates NYSED, ASCA, and CDOS student standards.

- **Classroom activities:** School Counselors present lessons in the classroom setting.
- **Group activities:** School Counselors may also conduct large group activities to address students' particular needs.
- **Interdisciplinary activities:** School Counselors participate in teams to develop curriculum across content areas.
- **Career and College Awareness:** School Counselors sponsor College and Career Awareness activities throughout the district.

Individual Student Planning: School Counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing plans for the future.

- **Case Management:** School Counselors monitor individual student progress.
- **Individual Appraisal:** School Counselors use test information and other data to assist students in analyzing and evaluating their interests, skills, and abilities.
- **Individual Advisement:** School Counselors work directly with students on developing an appropriate educational plan.
- **Placement:** School Counselors assist students in determining the proper educational setting as they meet their academic and career goals.

Responsive Services: Responsive services, which are the traditional duties of school counselors, consist of activities meeting individual student's immediate needs, usually necessitated by life events, situations and/or conditions in the student's life. These needs require counseling, consultation, referral, peer mediation and/or information.

- **Consultation:** School Counselors work with parents, teachers, students and other involved parties to develop strategies to assist students.
- **Personal Counseling:** Provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors.
- **Crisis Counseling:** Provides prevention and interventions. Such counseling, is short term in nature addressing a particular student's concern.
- **Referral:** Counselors refer students and their families to appropriate community agencies when needed.

INDIRECT STUDENTS SERVICES

100.2(j)(2)(i)(E) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming

System Supports: A school counseling program requires administration and management to establish, maintain and enhance the total counseling program.

- **Professional Development:** School Counselors must update knowledge and skills by participating in training, professional meetings, conferences and relevant coursework.
- **Program Promotion:** School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and community presentations.
- **Consultation with teachers and staff:** School Counselors work with teachers and other staff members to provide information regarding the needs of a student. School Counselors should participate in district committees and in-service programs.
- **Parent and Community Outreach:** School Counselors provide ongoing support and information to the greater community regarding student needs.
- **Research:** School Counselors utilize research in the development of their programs and participate in research designed to improve their programs.
- **Program Evaluation:** School Counselors collect and analyze data to evaluate and update program activities.

DIVISION OF DUTIES

To carry out a comprehensive school counseling program, school counselors should follow the suggested allocated time distribution for each component.

Component	Elementary	Middle School	High School
Counseling Curriculum	35% - 45%	15%-25%	15% - 25%
Individual Planning w/students	5% - 10%	25%-35%	25% - 35%
Responsive Services	30% - 40%	30% - 40%	25% - 35%
System Support	10% - 15%	10% - 15%	15% - 20%
Total	100%	100%	100%

Corning-Painted Post School District K-5 Framework					
Delivery	***Foundation***			***Management***	
Program Activity or Service	**Program Objective**			**Timeline**	**Staff & Resources**
		NYSED CDOS	**ASCA**		
Curriculum					

Classroom Counseling Lessons	School Counselors provide monthly lessons to each classroom. The goal of each classroom lesson is to provide all students with knowledge, strategies and skills based on the following domains: personal/social, academic, and college/career. In addition, classroom lessons will incorporate standard from the, NYSED Career Development & Occupational Studies (CDOS) Student Standards, ASCA Student Standards: Mindsets & Behaviors for Student Success, Part 100.2(j) Regulations of the Commissioner of Education, and Erin's Law.	All	All	Throughout the school year	Elementary School Counselors
School wide activities and programs to promote growth in the following areas: personal/social, academic, and/or college/career development	School wide activities and programs are created to provide additional student learning opportunities and growth (personal/social, academic and college/career).	All	All	Throughout the school year	Elementary School Counselors, Teachers, Building-based Committees
Responsive Services					

Preparing all Students for Success K-12 (PASS)	As an outcome of the Student Mental Health Committee work, PASS is the "vehicle" by which key support staff, such as, social workers, school counselors, psychologists and building administrators keep a close eye on the "at risk" population of students. Through PASS, staff make decisions about next step supports and possible referrals.	3a.3 3a.4	M 1 M 2 B-SMS 1 B-SS 2 B-SS 9 B-SMS 6 B-SMS 7 B-SMS 9	Weekly Throughout the School Year	Elementary School Counselors, Building Administrators, Social Workers
Student Support Services	Student support services must be available to meet the needs of students and the school community during a time of crisis. Student Support Services must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety).	3a.7	M 1 M 2 B-SMS 7 B-SMS 9 B-SMS 10	Throughout the School Year	Elementary School Counselors
Group counseling (friendships, conflict resolution)	Identify students with a common social, emotional, behavioral need. Utilize student groups to explore, discuss, and share suitable strategies to address unique situations/needs.	3a.4	M 1 M 2 B-SMS 1 B-SS 2 B-SMS 6 B-SMS 7	Throughout year, as needed	Elementary School Counselors
Individual Student Planning					

1:1 Student Counseling	Students with specific academic, behavioral, or social emotional needs may be referred to the school counselor.	2.1	M 1 M 2 B-LS 1 B-LS 4	Throughout the school year; as needed	Elementary School Counselors, School Social Workers
Transition of students described as "new entrants."	Check in with students new to the building to assist with adjustment to the building and offer support as needed.	3a.8	M 2 B-SMS 10	Throughout the school year; as needed	Elementary School Counselors, Building Administrators, Social Workers
5th to 6th grade transition	Activities to prepare beginning in the student's 5th grade year through their entry into 6th grade to facilitate a smooth transition	3a.8	M 2 B-SMS 10	Spring- Fall	Elementary School Counselors, 5th Grade Teachers, Building Administration
Parent/Caregiver/ Teacher Conferences	Participate in Parent/Caregiver/Teacher conferences on an as needed basis to support student success.	N/A	*B-SS 6*	Fall & Spring	Elementary School Counselor, School Social Worker, Teachers
System Support					
Communication of Counseling Supports	Each counselor should utilize various communication methods to inform the whole school community of the school counseling programing.	N/A	*B-PF 8*	Throughout school year	Elementary School Counselors
Professional Learning	Counselors must update knowledge and skills by participating in training, professional meetings, conferences and relevant coursework.	N/A	*B-PF 2* *B-PF 6*	Throughout school year	Elementary School Counselors

Professional Organizations	Elementary counselors are encouraged to join the American School Counselors Association and/or the New York State School Counselors Association. Each counselor should participate in building and district committees.	N/A	*B-PF 8*	Throughout school year	Elementary School Counselors
Annual Program Goal Development	Counselors will submit a needs assessment on data to evaluate the program and continue updating program activities.	N/A	*M 6* *B-PA 2* *B-PA 5*	Throughout school year	School Counselors

Corning-Painted Post School District 6-8 Framework					
Delivery	***Foundation***			***Management***	
Program Activity or Service	**Program Objective**	**NYSED CDOS**	**ASCA M & B**	**Timeline**	**Staff & Resources**
Curriculum					
6th grade Orientation:	Incoming 6th grade students attend the 1st full day of school without the upperclassman to get oriented with the building and familiarize themselves with their teachers and schedules. Students meet their teachers, get an extensive tour of	3a.3	M 2 B-SMS 10	Fall September	School Counselors, Administrators, SRO's, Social Workers

	the building and have a run through their schedules.				
CHOICES: (8th Grade)	Corning Inc. offers a one-day event that is designed to educate 8th grade girls in career choices in the area.	1	M 6 B-LS 7	Spring (April)	School Counselors
School Climate Survey	A student climate survey is given through Advisory two times a year - questions involve safety and relationships. Results help make decisions about Advisory lesson topics and general climate needs.	3a.3	M 2 B-SS 2	Fall/Spring	School Counselors, Administrators
Manufacturing Day (8th grade)	Bring in speakers from local manufacturing industry to speak to 8th graders about career opportunities	1.1	M 6 B-LS 7	Fall	School Counselors, Career Development Council
Chemistry Day (7th grade)	Local scientists from companies like Corning Inc. come in to do experiments with the 7th grade classes for a half day event.	1.1	M 6 B-LS 7	Fall	School Counselors, Administrators
Character Education Program	Activities are created for school wide promotion of the district's monthly character traits among students and staff. The Building Leadership Team (BLT) collaborates on this work with the school counselor, social worker, administration, student council and staff.	3a.2 3a.3 3a.4	M 1 B-LS 6 B-SMS 1 B-SMS 5	Throughout year	All school staff
Responsive Services					

Group counseling (friendships, conflict resolution, social skills)	Identify students with a common social, emotional, behavioral need. Utilize student groups to explore, discuss, and share suitable strategies to address unique situations/needs.	3a.4	M 1 M 2 B-SMS 1 B-SS 2 B-SMS 6 B-SMS 7	Throughout year, as needed	School Counselors
Preparing all Students for Success K-12 (PASS)	As an outcome of the Student Mental Health Committee work, PASS is the "vehicle" by which key support staff, such as, social workers, school counselors, psychologists and building administrators keep a close eye on the "at risk" population of students. Through PASS, staff make decisions about next step supports and possible referrals.	3a.6	M 1 M 2 B-SMS 1 B-SS 2 B-SS 9 B-SMS 6 B-SMS 7 B-SMS 9	Weekly Throughout the School Year	School Counselors, Administrators, Social Workers
Student Support Services	Student Support Services must be available to meet the needs of students and the school community during a time of crisis. Student Support Services must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety).	3a.7	M 1 M 2 B-SMS 7 B-SMS 9 B-SMS 10	Throughout the School Year	School Counselors
Individual Student Planning					

1:1 Student/Counselor Meetings:	The school counselor will meet individually with each student reviewing course selection, grades, graduation requirements and school involvement outside the classroom.	2.1	B-LS 4 B-LS 7	Spring	School Counselors
Course Selection	In 6th and 7th grade the school counselors push into the Humanities classes to present 7th grade course options in April. Descriptions of all courses and mock schedules are created to help students visualize what fits them best as a learner. The lesson closes with a question/answer time.	2.1	B-LS 4 B-LS 7	Spring	School Counselors
Naviance Career Planning	Utilize new pilot program for career exploration and awareness	1.1	B-LS 7	Spring	School Counselors
Goal Setting Lesson	SMART goals are taught and developed in the classroom.	3a.3	M 4 B-SMS 5	Fall	School Counselors
"Risk of failing" conferences	Individual student conferences with students who are failing classes	3a.1	M 4 B-SMS 6	Spring	School Counselors
Tours and Buddies - new students	New students are paired with a buddy for a day to help show them around and welcome them to the school.	3a.4	B-SS 2	Throughout school year	School Counselors
Life Powered by YOU	Selected 8th grade girls attend a girls leadership program sponsored by the Career Development Council	1.1	M 5 B-LS 7	Fall (Nov)	School Counselors
Therapy Dogs	Therapy dogs visit twice a month to support students emotional needs	3a.4	B-SS 4	all year	School Counselors, Social Workers

8th grade BOCES visit	8th graders visit BOCES CTE programs on Coopers Campus	1.1	M 6 B-LS 7	Spring	School Counselors
System Support					
Team Meetings	Regularly scheduled meetings where core teachers meet to align curriculum, create plans to support students and develop common practices.	N/A	*B-SS 6*	Throughout year	All school staff
End of year meeting with Elementary SC & SW	Middle school counselors and social workers meet with elementary school counselors and social workers to collaborate about students' needs from 5th to 6th grade	N/A	*B-SS 6*	Spring	School Counselors and Social Workers
End of year meeting w HS & SW	High school counselors and social workers meet with middle school counselors and social workers to collaborate about student needs from 8th to 9th grade	N/A	*B-SS 6*	Spring	School Counselors and Social Workers
Master Scheduling	School counselors assist in decisions that are made with administration to determine the master schedule according to student needs. Class sizes are evened out and constraints are put into place to manage classroom behavioral needs.	N/A	*M 5* *M 6*	Spring, Summer	School Counselors

Student Placement	School counselors gather AIS and CSE needs and determine what courses will take the place of others. During the summer, information is mass added into the school database.	N/A	*B-PA 4*	Spring, Summer	School Counselors
5th to 6th grade Transitions	5th graders visit middle school and tour the school and are presented information about their transition to middle school. Presentations at PTA meetings.	3a	B-LS 7 B-SMS 10	Spring	School Counselors, Administrators
8th to 9th grade Transitions	8th graders visit the high school and are presented information about their transition to high school. Presentations at PTA meetings.	3a	B-LS 7 B-SMS 10	Spring	School Counselors, Administrators
Parent Boot Camp	Workshops for parents as their child transitions to the middle school	N/A	*3a.8*	Summer	Open to all staff
Communication of Counseling Supports	Each counselor should utilize various communication methods to inform the whole school community of the school counseling programing.	N/A	*B-PF 8*	Throughout school year	School Counselors
Professional Learning	Counselors must update knowledge and skills by participating in training, professional meetings, conferences and relevant coursework.	N/A	*B-PF 2* *B-PF 6*	Throughout school year	School Counselors

Professional Organizations	Counselors are encouraged to join the American School Counselors Association and/or the New York State School Counselors Association. Each counselor should participate in building and district committees.	N/A	*B-PF 8*	Throughout school year	School Counselors
Annual Program Goal Development	Counselors will submit a needs assessment on data to evaluate the program and continue updating program activities.	N/A	*M 6* *B-PA 2* *B-PA 5*	Throughout school year	School Counselors

Delivery	***Foundation***			***Management***	
Program Activity or Service	**Program Objective**	**NYSED CDOS**	**ASCA**	**Timeline**	**Staff & Resources**
Curriculum					
Freshman Academy Student Success Skills	Large Group Counseling - The SSS model includes a group counseling and a classroom guidance curriculum designed to help students develop critically important cognitive, social and self-management	3a.	M 3 M 4 M 5 B-LS 1 B-SMS 1 B-SS 2	First Semester or all year	SSS curriculum materials

	skills.				
Freshman Orientation:	Students attend an hour tour/question & answer sessions at the high school. Incoming Freshman and their parents attend an evening event that is designed to help with the transition from middle to high school. During the orientation, parents and students are given the opportunity to learn more about the scheduling process, meet faculty and staff, and hear about available courses and electives.	3a.8	B-SMS 10	Spring/ Summer prior to freshman school year	Presentation materials, Staff members
Freshman Visitation Day	Incoming Freshman attend a program at the High School to help with the transition. Students have round table discussions with Freshman mentors to learn about the high school and address any concerns or questions they may have. Students also take a tour of the building and meet some of the High School Staff	3a.3	B-SS 1 B-SS 2 B-SMS 10	Incoming Freshman	Student Mentors, Staff Members Program materials
Freshman Only Orientation Day:	Incoming 9th grade students attend a full day of school. Students run through a mock schedule, attend class meetings, tour	3a.3	M 2 B-SMS 10	9th Grade September	Materials for students, building map, schedule

	the building and meet with their advisory teacher.				
Alumni Career/College Presentations	Alumni come in to speak about their experiences at different colleges/universities	1.1 3a.6 3a.7	M 6 B-LS 7 B-SMS 10		Select Alumni Naviance, emails
College Visitations	College Representatives visit the High School Guidance Office to meet with interested students. Students have an opportunity to learn about the college and hear about new programs offered. Students also have an opportunity to ask questions and learn more about the college campus.	1.1 3a.6 3a.7	M 6 B-LS 7 B-SMS 10	11th grade 12th grade Throughout year	Communication to students of upcoming college visits.
College Planning Night:	Seniors and their parents are invited to attend an evening program focused on college preparation. Counselors explain the college application process in its entirety and what is covered in our Senior Interview Meetings.	1.1 3a.6 3a.7	M 6 B-LS 7 B-SMS 5	12th grade October	College planning materials, website publication & flyers.
College Application Process:	The counselor is responsible for letters of recommendation, transcript requests and all other responsibilities related to the completion of each	N/A	B-LS 7	12th grade	Naviance, student records/transcripts, letters of recommends, documentation as required by individual colleges

	student's college applications.				
Junior Year: College Planning Night	Counseling department offers *Junior Year: Selecting and Applying to College* information sessions. We invite a representative from a SUNY School's admissions department to speak to junior students and their parents about this particular process. School counselors present on Naviance and how students can use this platform. Specifically we conduct a mock college search and demonstrate how to assemble college lists going into their senior year.	1.1	M 6 B-LS 7	11th grade	Naviance Junior Parent University: Selecting and Applying to College information. SUNY Schools admission representative
Responsive Services					
Group counseling (friendships, conflict resolution)	Identify students with a common social, emotional, behavioral need. Utilize student groups to explore, discuss, and share suitable strategies to address unique situations/needs.	3a.4	M 1 M 2 B-SMS 1 B-SS 2 B-SMS 6 B-SMS 7	Throughout year, as needed	School Counselors
At-Risk Communication:	Parents of students at-risk of not graduating are informed by letter. Communication of each child's at-risk status should start promptly after the first	N/A	M 1 B-SS 6	12th grade Beginning November and throughout school year	Student grades, District letter, clerical support

	marking period.				
Freshman Academy PASS Meetings	School Counselors, School Social Workers, and Administration review academic and social emotional needs of 9th grade students	3a.3 3a.4	M 1 M 2 B-SMS 1 B-SS 2 B-SS 9 B-SMS 6 B-SMS 7 B-SMS 9	9th grade Throughout the school year	Student transcripts, grades, disciplinary records.
Preparing all Students for Success K-12 (PASS)	As an outcome of the Student Mental Health Committee work, PASS is the "vehicle" by which key support staff, such as, social workers, school counselors, psychologists and building administrators keep a close eye on the "at risk" population of students. Through PASS, staff make decisions about next step supports and possible referrals.	3a.3 3a.4	M 1 M 2 B-SMS 1 B-SS 2 B-SS 9 B-SMS 6 B-SMS 7 B-SMS 9	Weekly Throughout the School Year	School Counselors, Administrators, Social Workers
Student Support Services	Student Support Services must be available to meet the needs of students and the school community during a time of crisis. Student Support Services must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (Responsive services include, but are	3a.7	M 1 M 2 B-SMS 7 B-SMS 9 B-SMS 10	Throughout the School Year	School Counselors

	not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety).				
Individual Student Planning					
Naviance/Family Connection	My Career Planning Portfolio is a personal electronic portfolio that students can create on-line in a paper format. In their portfolios, they can store Career and College information of interest, exploration tool responses, personal reflections, plans, and their education and work history.	1.1	B-LS 7	9th grade	www.student.naviance.com/cpphs
Senior Survey:	Large Group Sessions Held in government and economics classes, reviewing post-graduation plans.	N/A	B-LS 7	12 grade	School Counselor Coordination with humanities department
Senior Interview Meetings:	Individual counseling meetings auditing each senior's transcript, college and/or career plan and graduation track. Students are scheduled by rank first and then by EOP status (students that receive free and reduced lunch and have low academic	3a.1	M 4 B-LS 7 B-SMS 10	12 grade	School Counselor

	standing) all other students are scheduled accordingly. Outlining the Senior Year timeline. The information disseminated includes SAT registration and testing, transcript requests, requesting letters of recommendations, completing online common applications, scholarships, financial aid, etc.				
Elective Presentations:	Teachers and School Counselors present curricular options to students from the Course Selection book to prepare students for course selections to include BOCES Career/Tech opportunities.	3a.1		9th grade 10th grade 11th grade January - March	Student transcript, course grades
Transition Planning:	End of the year annual meeting with middle school counselors to discuss upcoming at risk students. Discuss transition planning and ongoing support services as students enter the high school. (B-LS 1, 7, 9, 10)	3a.1	M 4 B-SMS 6	May/June	High school counselors, Middle school counselors Transition documentation, student information
Senior Job Placement	Counselors identify students going directly to employment. Connect them to interview opportunities with local employers. Support	3a.1	M 4 B-LS 7 B-SMS 10	12th Grade Throughout the year	School Counselors

	students through the interview process.				
1:1 Student/Counselor Meetings:	The school counselor will meet individually with each student reviewing course selection, grades, graduation requirements and school involvement outside the classroom.	2.1	B-LS 4 B-LS 7	All Grades Throughout the year	Office space, student schedule, transcript, progress reports, report cards
System Support					
Scholarships:	Cooperation with students and families to make scholarship opportunities available for juniors and seniors. Scholarships are available with a variety of criteria and financial awards.	N/A	*B-SS 4* *B-SS 6*	Grade 12 Throughout the year	Naviance, scholarship opportunities, requisite student information for each scholarship
Job/Career Fair:	Local employers, military representatives, and local colleges present potential employment and future career opportunities to juniors and seniors	**1.1**	B-LS 7	11th grade 12th grade	Local employers
Financial Aid Night:	In partnership with Corning Community College an overview of student and family steps for both NYS and Federal financial aid is presented.	**2.1**	B-LS 7 B-SMS 10	Grade 11 & 12 October	Flyers to advertise, publish online, information packet

Communication of Counseling Supports	Each counselor should utilize various communication methods to inform the whole school community of the school counseling programing.	N/A	*B-PF 8*	Throughout school year	School Counselors
Professional Learning	Counselors must update knowledge and skills by participating in training, professional meetings, conferences and relevant coursework.	N/A	*B-PF 2* *B-PF 6*	Throughout school year	School Counselors
Professional Organizations	Counselors are encouraged to join the American School Counselors Association and/or the New York State School Counselors Association. Each counselor should participate in building and district committees.	N/A	*B-PF 8*	Throughout school year	School Counselors
Annual Program Goal Development	Counselors will submit a needs assessment on data to evaluate the program and continue updating program activities.	N/A	*M 6* *B-PA 2* *B-PA 5*	Throughout school year	School Counselors

Corning-Painted Post District Family and Community Partnerships

Special Connections: Partnership to support students and parents in post and secondary work for individuals with an IEP/504 services, providing information on career and education supports, outside community agency supports (OPWDD, ARC of Steuben, Mental Health resources, and outside activities.

Rotary: Work cooperatively to bring together business and professional leaders in order to provide goodwill and humanitarian service through the Interact Service Club, including Rotary Readers 9th grade Advisory classes attend CPP elementary schools to read to the K-2 classrooms.

Community Gardens: Community collaboration with CPP school district to promote and support anti-hunger concerns within the community.

Career Development Council: Providing students opportunities to attend career panels and job shadows based on potential career interests, Vocational Tours/Planning Sophomores attend presentations and tours of GST BOCES exploring vocational programs that meet academic requirements and vocational training.

Teen Intervene: Educational evidenced-based prevention program provided by Family Service Society and Steuben Council on Addictions to discuss and to address substance abuse prevention including coping with peer pressure and developing problem solving skills.

Persons in Need of Supervision (PINS): Referral based service to Steuben County Community Services for identified at risk youth who are having difficulty in school or at home in order to collaborate and develop a plan to improve the youth's success.

Food Bank of the Southern Tier (backpack program): Provides children who are at risk of hunger with a bag of food for the weekend each Friday throughout the school year.

Summer Learning Experience: Serves at risk youth ages 8-18 to apply for summer learning opportunities through a partnership with Steuben County Community Services.

"Hawk Threads": Provides students in need with a selection of gently used or new clothing, school supplies and hygiene supplies at no cost. Located in the High School Building and open during the school week as well as select evening hours.

High School Learning Center@ Corning Community College: An alternative High School setting located at the Corning Community College campus for students ages 15-21.

Care First: Grief-related counseling provided by a community agency

Corning Community College, Mansfield University, and Syracuse University: College credit bearing course offering. Financial Aid support provided.

Youth in Government: Student internship program in partnership with the Steuben County Government

Therapy Dogs: Therapy Dogs International representatives visiting the schools and students

Program Accountability

Using Data in School Counseling Programs

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

Data informs, confirms progress, and can reveal shortcomings in student performance. Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap through systemic change. By using data, school counselors present a picture of the current status of student needs and issues and then examine the practices that can lead to higher levels of student

success.

School counselors will evaluate programs and demonstrate accountability by collecting and using data that link the programs to both student achievement and school improvement. This process will strengthen the relationship between the school counseling program and the instructional program.

It is important to use all three of the following types of data:

- Process data (i.e. number of students in a given group)
- Perception data (i.e. needs assessments or surveys)
- Results data (i.e. proof of change in student competency such as graduation rates, attendance, etc.)

Accountability System

Reviewing attendance, academic and discipline data from the school's data system and reviewing the school's improvement plan can help school counselors identify students' needs. Using multiple methods will help school counselors effectively address the needs of the entire population.

After analyzing the data from the needs assessment, the school counselor would develop action plans to address the needs of the students, according to the results of the needs assessment. Action plans should be specific about the services being offered, who receives the services, and the expected outcome of the services. School counselors develop curriculum, group and closing-the-gap action plans to ensure that all students receive services.

Collecting data before and after the implementation of the action plans to serve as a benchmark is an important step. Before implementing action plans, school counselors can collect academic, behavioral and attendance data from the school's data system, pre-test or needs assessment. After action plans have been implemented, the school counselor can evaluate the effectiveness of the services or intervention by looking at the same data that was identified before implementation and reporting any changes in the data. For example, if a school counselor implemented an intervention that addressed the attendance rate of students with poor attendance, the school counselor might compare students' attendance rate from the end of the previous academic year to the students' attendance rate at the end of the current academic year. When school counselors evaluate interventions and programs, it shows the effectiveness and need for the school counselor in the schools.

After implementing and evaluating the programs and interventions, school counselors need to report the results to stakeholders. The results can be reported in many different ways. The results should first be reported to the school's administrators, then to all stakeholders in the form of a presentation, a written report or a report on the website. Sharing the results of the programs and interventions will help stakeholders understand the role of the school counselor and how instrumental school counselors are in facilitating students' success. The

future of school counseling depends on the effectiveness of the school counselor.

Accountability = Successful School Counseling by Dr. LaWanda Edwards | September 2018 Sourced: **https://www.schoolcounselor.org/newsletters/october-2018/accountability-successful-school-counseling**

Appendix

The Corning-Painted Post School District school counseling program is built on a strong foundation. Based on the district's goals for student achievement, what every student should know and should be able to do, the foundation determines how every student will benefit from the school counseling program. The Corning-Painted Post School District school counseling program is based on the **New York State Part 100 Regulations, New York State Career Development and Occupational Standards and the ASCA National Standards.**

Part 100 and School Counseling Programs

As per the New York State Education Department, listed in Part 100.2 of the Commissioner's Regulations, school counseling/ guidance programs are defined as follows:

j. Guidance programs and comprehensive developmental school counseling/guidance programs.

1. Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.

    i. For all grades kindergarten through 12, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:

        a. In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports;
        b. For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;
        c. school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);
        d. other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;
        e. indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

    ii. Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on

the district's website.

a. Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional learning planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.
b. Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

iii. Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

2. Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

STANDARD 1: Career Development - Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

1.1 Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

STANDARD 2: Integrated Learning - Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

2.1 Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

STANDARD 3a: Universal Foundation Skills - Student will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

3a.l Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.

3a.2 Thinking skills lead to problem solving, experimenting and focused observation and allow the application of knowledge to new and unfamiliar situations.

3a.3 Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

3a.4 Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

3a.5 Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

3a.6 Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

3a.7 Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

3a.8 Systems skills include the understanding of and ability to work within natural and constructed systems.

STANDARD 3b: Career Majors - Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

B/IS **Business/Information Systems:** Core, Specialized, and Experiential

HS **Health Services:** Core, Specialized, and Experiential

E/T **Engineering/Technologies:** Core, Specialized, and Experiential

HPS **Human and Public Services**: Core, Specialized, and Experiential

NAS **Natural and Agricultural Sciences:** Core, Specialized, and Experiential

AIH **Arts/Humanities:** Core, Specialized, and Experiential

AMERICAN SCHOOL COUNSELOR ASSOCIATION
ETHICAL STANDARDS for SCHOOL COUNSELORS

Preamble

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. School counselors have unique qualifications and skills to address pre-K–12 students' academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

All students have the right to:

Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.

Receive the information and support needed to move toward self-determination, self-development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.

Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an impact on their educational choices and future opportunities.

Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.

A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence.

Purpose

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in consultation with state school counseling associations, school counselor educators, school counseling state and district leaders and school counselors across the nation to clarify the norms, values and beliefs of the profession.

The purpose of this document is to:

Serve as a guide for the ethical practices of all school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association.

Provide support and direction for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools district employees, communities and the school counseling profession.

Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members and courts of justice of best ethical practices, values and expected behaviors of the school counseling professional.

A. Responsibility to Students

A.1. Supporting Student Development

School counselors:

- Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.

- Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.
- Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
- Acknowledge the vital role of parents/guardians and families.
- Are concerned with students' academic, career and social/emotional needs and encourage each student's maximum development.
- Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.
- Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.
- Provide effective, responsive interventions to address student needs.
- Consider the involvement of support networks, wraparound services and educational teams needed to best serve students.
- Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age. This prohibition applies to both in-person and electronic interactions and relationships.

A.2. Confidentiality

School counselors:

- Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.
- Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student's assent/consent.
- Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.
- Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom lessons and/or verbal notification to individual students.
- Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students'

developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.

- Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.
- Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.
- In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
- Student identifies partner, or the partner is highly identifiable
- School counselor recommends the student notify partner and refrain from further high-risk behavior
- Student refuses
- School counselor informs the student of the intent to notify the partner
- School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner
- Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.
- Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.
- Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy.
- Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.
- Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.
- Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.
- Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.

A.3. Comprehensive Data-Informed Program

School counselors:

- Collaborate with administration, teachers, and staff and decision makers around school-improvement goals.
- Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/ emotional development opportunities for all students.
- Review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gender, race, ethnicity, socio-economic status and/or other relevant classifications.
- Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps.
- Collect participation, Mindsets & Behaviors and outcome data and analyze the data to determine the progress and effectiveness of the school counseling program. School counselors ensure the school counseling annual student outcome goals and action plans are aligned with district's school improvement goals.
- Use data-collection tools adhering to confidentiality standards as expressed in A.2.
- Share data outcomes with stakeholders.

A.4. Academic, Career and Social/Emotional Plans

School counselors:

- Collaborate with administration, teachers, staff and decision makers to create a culture of postsecondary readiness
- Provide and advocate for individual students' pre-K–postsecondary college and career awareness, exploration and postsecondary planning and decision making, which supports the students' right to choose from the wide array of options when students complete secondary education.
- Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling.
- Provide opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, and an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

A.5. Dual Relationships and Managing Boundaries

School counselors:

- Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.
- Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current school counseling relationships beyond conventional parameters, such as attending a student's distant athletic competition. In extending these boundaries, school counselors take appropriate professional precautions such as informed consent, consultation and supervision.

School counselors document the nature of interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative consequences for the student and school counselor.

- Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students' other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/or accepting administrative duties in the absence of an administrator.
- Do not use personal social media, personal e-mail accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district. School counselors adhere to professional boundaries and legal, ethical and school district guidelines when using technology with students, parents/guardians or school staff. The technology utilized, including, but not limited to, social networking sites or apps, should be endorsed by the school district and used for professional communication and the distribution of vital information.

A.6. Appropriate Referrals and Advocacy

School counselors:

- Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.
- Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.
- Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.
- Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services.
- Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.
- Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of in- formation signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider.
- Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately assess, counsel and assist the student.
- Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

A.7. Group Work

School counselors:

- Facilitate short-term groups to address students' academic, career and/or social/emotional issues.
- Inform parent/guardian(s) of student participation in a small group.
- Screen students for group membership.
- Use data to measure member needs to establish well-defined expectations of group members.
- Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.
- Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.
- Facilitate groups from the framework of evidence-based or research-based practices.
- Practice within their competence level and develop professional competence through training and supervision.
- Measure the outcomes of group participation (participation, Mindsets & Behaviors and outcome data).
- Provide necessary follow up with group members.

A.8. Student Peer-Support Program

School counselors:

- Safeguard the welfare of students participating in peer-to-peer programs under their direction.
- Supervise students engaged in peer helping, mediation and other similar peer-support groups. School counselors are responsible for appropriate skill development for students serving as peer support in school counseling programs. School counselors continuously monitor students who are giving peer support and reinforce the confidential nature of their work. School counselors inform peer-support students about the parameters of when students need to report information to responsible adults.

A.9. Serious and Foreseeable Harm to Self and Others

School counselors:

- Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self or others. When feasible, this is to be done after careful deliberation and consultation with other appropriate professionals. School counselors inform students of the school counselor's legal and ethical obligations to report the concern to the appropriate authorities unless it is appropriate to withhold this information to protect the student (e.g. student might run away if he/she knows parents are being called). The consequence of the risk of not giving

parents/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears relatively remote, parents should be notified.

- Use risk assessments with caution. If risk assessments are used by the school counselor, an intervention plan should be developed and in place prior to this practice. When reporting risk-assessment results to parents, school counselors do not negate the risk of harm even if the assessment reveals a low risk as students may minimize risk to avoid further scrutiny and/or parental notification. School counselors report risk assessment results to parents to underscore the need to act on behalf of a child at risk; this is not intended to assure parents their child isn't at risk, which is something a school counselor cannot know with certainty.
- Do not release a student who is a danger to self or others until the student has proper and necessary support. If parents will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and at times may include a report to child protective services.
- Report to parents/guardians and/or appropriate authorities when students disclose a perpetrated or a perceived threat to their physical or mental well-being. This threat may include, but is not limited to, physical abuse, sexual abuse, neglect, dating violence, bullying or sexual harassment. The school counselor follows applicable federal, state and local laws and school district policy.

A.10. Underserved and At-Risk Populations

School counselors:

- Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.
- Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what information is shared with parents/ guardians and when information creates an unsafe environment for students.
- Identify resources needed to optimize education.
- Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.
- Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.
- Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need.
- Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

A.11. Bullying, Harassment and Child Abuse

School counselors:

- Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions. School counselors provide services to

victims and perpetrator as appropriate, which may include a safety plan and reasonable accommodations such as schedule change, but school counselors defer to administration for all discipline issues for this or any other federal, state or school board violation.

- Report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities.
- Are knowledgeable about current state laws and their school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.
- Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect. Encourage training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect.
- Guide and assist students who have experienced abuse and neglect by providing appropriate services.

A.12. Student Records

School counselors:

- Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents the right to review and challenge perceived inaccuracies in their child's records.
- Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.
- Recognize the difficulty in meeting the criteria of sole-possession records.
- Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.
- Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.
- Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole-possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

A.13. Evaluation, Assessment and Interpretation

School counselors:

- Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.
- Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.
- Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and pro- grams.
- Consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment.

- Use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students' well-being.
- Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand.
- Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information.
- Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- Conduct school counseling program assessments to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.

A.14. Technical and Digital Citizenship

School counselors:

- Demonstrate appropriate selection and use of technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits and communication practices in electronic media.
- Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology.
- Promote the safe and responsible use of technology in collaboration with educators and families.
- Promote the benefits and clarify the limitations of various appropriate technological applications.
- Use established and approved means of communication with students, maintaining appropriate boundaries. School counselors help educate students about appropriate communication and boundaries.
- Advocate for equal access to technology for all students.

A.15. Virtual/Distance School Counseling

School counselors:

- Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings.
- Recognize and acknowledge the challenges and limitations of virtual/distance school counseling.
- Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available.
- Recognize and mitigate the limitation of virtual/distance school counseling confidentiality, which may include unintended viewers or recipients.
- Inform both the student and parent/guardian of the benefits and limitations of virtual/distance counseling.
- Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship.

B. Responsibilities to Parents/Guardians, School and Self

B.1. Responsibilities to Parents/Guardians

School counselors:

- Recognize that providing services to minors in a school setting requires school counselors to collaborate with students' parents/ guardians as appropriate.
- Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship with parents/guardians to facilitate students' maximum development.
- Adhere to laws, local guidelines and ethical practice when assisting parents/guardians experiencing family difficulties interfering with the student's welfare.
- Are culturally competent and sensitive to diversity among families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- Inform parents of the mission of the school counseling pro- gram and program standards in academic, career and social/ emotional domains that promote and enhance the learning process for all students.
- Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student.
- Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.
- Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student and parent.
- In cases of divorce or separation, follow the directions and stipulations of the legal documentation, maintaining focus on the student. School counselors avoid supporting one parent over another.

B.2. Responsibilities to the School

School counselors:

- Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.
- Design and deliver comprehensive school counseling programs that are integral to the school's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students.
- Advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs" as inappropriate to the school counselor's role.
- Provide leadership to create systemic change to enhance the school.
- Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.
- Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role.
- Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy.

- Advocate for administrators to place in school counseling positions certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited program.
- Advocate for equitable school counseling program policies and practices for all students and stakeholders.
- Strive to use translators who have been vetted or reviewed and bilingual/multilingual school counseling program materials representing languages used by families in the school community.
- Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility.
- Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement.
- Promote cultural competence to help create a safer more inclusive school environment.
- Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.
- Promote equity and access for all students through the use of community resources.
- Use culturally inclusive language in all forms of communication.
- Collaborate as needed to provide optimum services with other professionals such as special educators, school nurses, school social workers, school psychologists, college counselors/ admissions officers, physical therapists, occupational therapists, speech pathologists, administrators.
- Work responsibly to remedy work environments that do not reflect the profession's ethics.
- Work responsibly through the correct channels to try and remedy work conditions that do not reflect the ethics of the profession.

B.3. Responsibilities to Self

School counselors:

- Have completed a counselor education program at an accredited institution and earned a master's degree in school counseling.
- Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices.
- Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials.
- Adhere to ethical standards of the profession and other official policy statements such as ASCA position statements and role statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible.
- Engage in professional development and personal growth throughout their careers. Professional development includes attendance at state and national conferences and reading journal articles. School counselors regularly attend training on school counselors' current legal and ethical responsibilities.
- Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence.
- Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.

- Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors' ethical practices when ethical and professional questions arise.
- Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.
- Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.
- Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.
- Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.
- Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

C. School Counselor Administrators/Supervisors

School counselor administrators/supervisors support school counselors in their charge by:

- Advocating both within and outside of their schools or districts for adequate resources to implement a comprehensive school counseling program and meet their students' needs.
- Advocating for fair and open distribution of resources among programs supervised. An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.
- Providing opportunities for professional development in cur- rent research related to school counseling practice and ethics.
- Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the ethics and laws related to the profession.
- Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

D. School Counseling Intern Site Supervisors

Field/intern site supervisors:

- Are licensed or certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.

- Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.
- Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.
- Are culturally competent and consider cultural factors that may have an impact on the supervisory relationship.
- Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and close friends.
- Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.
- Understand there are differences in face-to face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems.
- Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors.
- Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees request or appeal their evaluations.
- Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria.
- Use evaluation tools measuring the competence of school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.
- Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.
- Assist supervisees in obtaining remediation and professional development as necessary.
- Contact university/college supervisors to recommend dismiss- al when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Professional Standards & Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

E. Maintenance of Standards

When serious doubt exists as to the ethical behavior of a colleague(s) the following procedures may serve as a guide:

- School counselors consult with professional colleagues to discuss the potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective district and states.
- School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted.
- If the matter remains unresolved at the school, school district or state professional practice/standards commission, referral for review and appropriate action should be made in the following sequence:
- State school counselor association

- American School Counselor Association (Complaints should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314.)

F. Ethical Decision Making

When faced with an ethical dilemma, school counselors and school counseling program directors/supervisors use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

- Define the problem emotionally and intellectually
- Apply the ASCA Ethical Standards for School Counselors and the law
- Consider the students' chronological and developmental levels
- Consider the setting, parental rights and minors' rights
- Apply the ethical principles of beneficence, autonomy, nonmaleficence, loyalty and justice
- Determine potential courses of action and their consequences
- Evaluate the selected action
- Consult
- Implement the course of action

Glossary of Terms

Advocate: a person who speaks, writes or acts to promote the well-being of students, parents/guardians and the school counseling profession. School counselors advocate to close the information, opportunity, intervention and attainment gaps for all students.

Assent: to demonstrate agreement when a student is not competent to give informed consent to counseling or other services the school counselor is providing.

Assessment: collecting in-depth information about a person to develop a comprehensive plan that will guide the collaborative counseling and service provision process.

Boundaries: something that indicates or affixes an extent or limits.

Breach: disclosure of information given in private or confidential communication such as information given during counseling.

Competence: the quality of being competent; adequacy; possession of required skill, knowledge, qualification or capacity.

Confidentiality: the ethical duty of school counselors to responsibly protect a student's private communications shared in counseling.

Conflict of Interest: a situation in which a school counselor stands to personally profit from a decision involving a student.

Consent: permission, approval or agreement; compliance.

Consultation: a professional relationship in which individuals meet to seek ad- vice, information and/or deliberation to address a student's need.

Conventional Parameters: general agreement or accepted standards regarding limits, boundaries or guidelines.

Cultural Sensitivity: a set of skills enabling you to know, understand and value the similarities and differences in people and modify your behavior to be most effective and respectful of students and families and to deliver programs that fit the needs of diverse learners.

Data Dialogues: inquiry with others around student information to uncover inequities, promote informed investigations and assist in understanding the meaning of data and the next steps to have an impact on data.

Data Informed: accessing data, applying meaning to it and using data to have an impact on student success.

Developmental Level/Age: the age of an individual determined by degree of emotional, mental and physiological maturity as compared with typical behaviors and characteristics of that chronological age.

Disclosure: the act or an instance of exposure or revelation.

Diversity: the inclusion of individuals representing more than one national origin, gender/gender identity, color, religion, socio-economic stratum, sexual orientation and the intersection of cultural and social identities.

Dual Relationship: a relationship in which a school counselor is concurrently participating in two or more roles with a student.

Empathy: the action of understanding, being aware of, being sensitive to and vicariously experiencing the feelings, thoughts and experience of another without having the feelings, thoughts and experience fully communicated in an objectively explicit manner.

Emancipated Minor: a minor who is legally freed from control by his or her parents or guardians, and the parents or guardians are freed from any and all responsibility toward the child.

Encryption: process of putting information into a coded form to control and limit access to authorized users.

Ethics: the norms and principles of conduct and philosophy governing the profession.

Ethical Behavior: actions defined by standards of conduct for the profession.

Ethical Obligation: a standard or set of standards defining the course of action for the profession.

Ethical Rights: the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention or ethical theory.

Feasible: capable of being done, effected or accomplished.

Gender Expression: the ways in which students manifest masculinity or femininity in terms of clothing, communication patterns and interests, which may or may not reflect the student's gender identity.

Gender Identity: One's personal experience of one's own gender. When one's gender identity and biological sex are not congruent, the student may identify as transsexual or transgender.

Harassment: the act of systematic and/or continued unwanted disturbing or troubling persecution.

Informed Consent: assisting students in acquiring an understanding of the limits of confidentiality, the benefits, facts and risks of entering into a counseling relationship.

Intervention: to provide modifications, materials, advice, aids, services or other forms of support to have a positive impact on the outcome or course of a condition.

Legal Mandates: a judicial command or precept issued by a court or magistrate, directing proper behavior to enforce a judgment, sentence or decree.

Legal Rights: those rights bestowed onto a person by a given legal system.

Mandatory Reporting: the legal requirement to report to authorities.

Minors: persons under the age of 18 years unless otherwise designated by statute or regulation.

Perception: A mental image or awareness of environment through a physical sensation. A capacity for understanding or a result of an observation.

Peer Helper: peer-to-peer interaction in which individuals who are of approximately the same age take on a helping role assisting students who may share related values, experiences and lifestyles.

Peer Support: programs that enhance the effectiveness of the school counseling program while increasing outreach and raising student awareness of services.

Privacy: the right of an individual to keep oneself and one's personal information free from unauthorized disclosure.

Privileged Communication: conversation that takes places within the context of a protected relationship, such as that between an attorney and client, a husband and wife, a priest and penitent, a doctor and patient and, in some states, a school counselor and a student.

Professional Development: the process of improving and increasing capabilities through access to education and training opportunities.

Relationship: a connection, association or involvement.

Risk Assessment: a systematic process of evaluating potential risks

School Counseling Supervisor: a qualified professional who provides guidance, teaching and support for the professional development of school counselors and school counseling candidates.

Serious and Foreseeable: when a reasonable person can anticipate significant and harmful possible consequences.

Sole-Possession Records: exempted from the definition of educational records and the protection of FERPA, are records used only as a personal memory aid that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record and provide only professional opinion or personal observations.

Stakeholder: a person or group that shares an investment or interest in an endeavor.

Supervision: a collaborative relationship in which one person promotes and/ or evaluates the development of another.

Title IX of the Education Amendments of 1972: a law that demands that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Virtual/Distance Counseling: counseling by electronic means.

1. American School Counselor Association (2021). ASCA Student Standards; Mindsets and Behaviors for Student Success. Alexandria, VA: Author.
Source: https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf

2. American School Counselor Association (2019). ASCA School Counselor Professional Standards & Competencies. Alexandria, VA: Author.
Source: https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf

3. American School Counselor Association (2016). ASCA Ethical Standards for School Counselors. Alexandria, VA: Author.
Source: https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf

4. American School Counselor Association. The Role of the School Counselor. Alexandria, VA: Author.
Source: https://www.schoolcounselor.org/getmedia/ee8b2e1b-d021-4575-982c-c84402cb2cd2/Role-Statement.pdf

5. OCM BOCES Consultant Support Services: School Counselor Resources.
Source: https://www.ocmboces.org/teacherpage.cfm?teacher=2891

WELLIVER
PLAN | MANAGE | BUILD



Corning-Painted Post Area School District Board Report: 6-17-2026

Board Members

President: Mrs. Kelley Bacalles; Vice-President: Mrs. Marjorie Lawlor; Mr. Kevin Ashton; Mr. Sam Nichols; Dr. Ashley Johnson-Long; Dr. Boh Ruffin; Dr. James Webb; Ms. Erin Merrill; Ms. Kate Merrill

Administration

Ms. Michelle Caulfield, Superintendent of Schools; Mr. Troy Westlake, Director of Safety and Operations; Mr. Paul Webster, School Business Official







Table of Contents

Section 1..... **Capital Project Status Reports**

Section 2..... **Open Change Order Reports**

Section 3..... **Capital Project Budget Reports**

Section 4..... **Capital Project Schedule**

Section 5..... **Incident Report Log**

SECTION 1

Corning-Painted Post Area School District Facility Improvement Projects

CAPITAL PROJECT STATUS REPORT

June 17th, BOE Meeting

PROJECT UPDATE

1. Middle School Auditorium & Sitework

The General Contractor is addressing a few Punchlist items that are awaiting completion pending shipment and receipt of missing railing lights and replacement glass for a defective panel.

2. Middle School Track & Turf

The track contractor has been on-site working on surfacing, sealing and painting the track and will begin to line the track on 6/15 (weather dependent).

3. Goff Road Improvements & W. Severn Fiber Project

The General Contractor re-seeded some of the front lawn. Additionally, they corrected the height of the dry well next to the driveway with risers.

4. High School Phase 3

Area G: Punchlist items remaining; work is being completed during off hours to avoid disruption.

Area C/E: Remaining Punchlist items continue to be addressed during off hours to eliminate disruption, and elevator modernization is tentatively scheduled to start 6/15, upon final contractor confirmation.

Area F: Classroom ceiling grid installation is nearing completion. Final painting is in progress, and ceiling tiles will be installed soon. Flooring in two rooms is under review, and casework is scheduled to arrive mid-July. Bathroom framing and sheetrock are complete and finishing work is underway; waterproofing & wall tiling began 6/8. Above ceiling sanitary vent and

water supply work must be finished before ductwork and ceilings can be completed. The Mechanical Contractor has been installing hydronic piping and ductwork in the Guidance Suite.

Exterior: Parts for the Multistack(s) Dual Cooling System have arrived and installation is scheduled for 6/15. Additional compressor repair is required and is being addressed.

5. Middle School Alterations Phase III:

Area F: Pool gutter install has begun, the pool locker rooms have had plumbing rough- ins completed and drywall is starting.

Area D: Plumbing rough-ins and insulation is wrapping up while drywall begins. Kimble is prepping piping outside to go on the roof/mezzanine.

Area A: Wall tile has been installed and grouted. General Contractor is waiting on floor tile to allow work to progress.

Exterior: Sidewalk, along baseball field, has been poured and sawcut. The piers and foundations for the pool canopies are being worked on currently. Outside concrete is complete. Subgrade/seeding and Verdi removal begins 6/10.

6. Bus Garage/Admin. Bldg./Stadium Alterations:

Bus Garage: The Site Contractor has been working on excavation, installation and backfill of storm piping and storm structures across the site. They also infilled the cess pools that were found onsite. Parking lot expansion is well underway. Topsoil has been stripped and stored on site for District use. Storm structures have been installed in conjunction with sub-base and work is now focused on expanding the underground detention system.

Stadium: Roofing is progressing and is approximately 75% complete. Installation of the press box soffit and siding has begun.

Admin Building: Work in both IT closets has seen progress. Existing boiler deconstruction has started. Roofing is planned to begin 6/29.

7. Frederick Carder Elementary Crawlspace Encapsulation:

This project bid on 5/28. Welliver is finishing the descope process. Welliver has also walked the General Contractor through the crawlspaces and exterior of the site. Work is anticipated to begin this Summer.

SECTION 2

CHANGE ORDER LOG
C-PP SCHOOLS 2023 REFERENDUM
GOFF ROAD & SEVERN FIBER PROJECT

Codes: OR (Owner Request), FC (Field Condition), O (Omission), E (Errors), UC (Unforeseen Conditions), VE (Value Engineering), A (Administrative)

PRIME	DESCRIPTION	CO #	AMOUNT	REASON	PCO OWNER APPROVAL DATE	BIC	BIC DATE
Edger	Additional Tree Removal	GC-006	$21,011.00	OR	1/28/26	Fully Executed	04/24/26
Edger	Pole Barn Pallet Racking	GC-007	$25,091.00	OR	1/28/26	Fully Executed	04/24/26
Edger	Grading & Seeding East Field	GC-008	$18,511.00	OR	1/28/26	Fully Executed	04/24/26
Edger	Severn Speed Table Drainage Repair	GC-009	$34,075.00	FC	1/29/26	Fully Executed	04/24/26
Edger	Additional Floor Prep Work	GC-010	$16,453.00	FC	1/28/26	Architect	02/04/26
Edger	Floor Prep Modifications for Gypcrete	GC-011	$18,989.00	FC	1/28/26	Architect	02/04/26
Edger	Carpet Flooring Change	GC-012	$31,570.00	FC	1/28/26	Architect	02/04/26
Edger	Property Line Privacy Fence	GC-013	$33,433.00	FC	1/28/26	Architect	02/04/26
Edger	Caulk Interior SOG Control Joints	GC-014	$4,826.00	FC	1/28/26	Architect	02/04/26
Edger	Doors 100A & 100C Plates & Hinges	GC-015	$2,552.00	FC	1/28/26	Architect	02/04/26
Edger	IT Room Electric Strike	GC-016	$810.00	O	3/31/26	Architect	04/24/26
Edger	Additional Key Cores	GC-017	$3,648.00	FC	3/31/26	Architect	05/05/26
Edger	Mooisture Mitigation Credit	GC-018	-$7,600.00	UC	4/28/26	Architect	05/05/26

SECTION 3

Corning-Painted Post Area School District
2023 Referendum Budget
June 17, 2026

Project Referendum

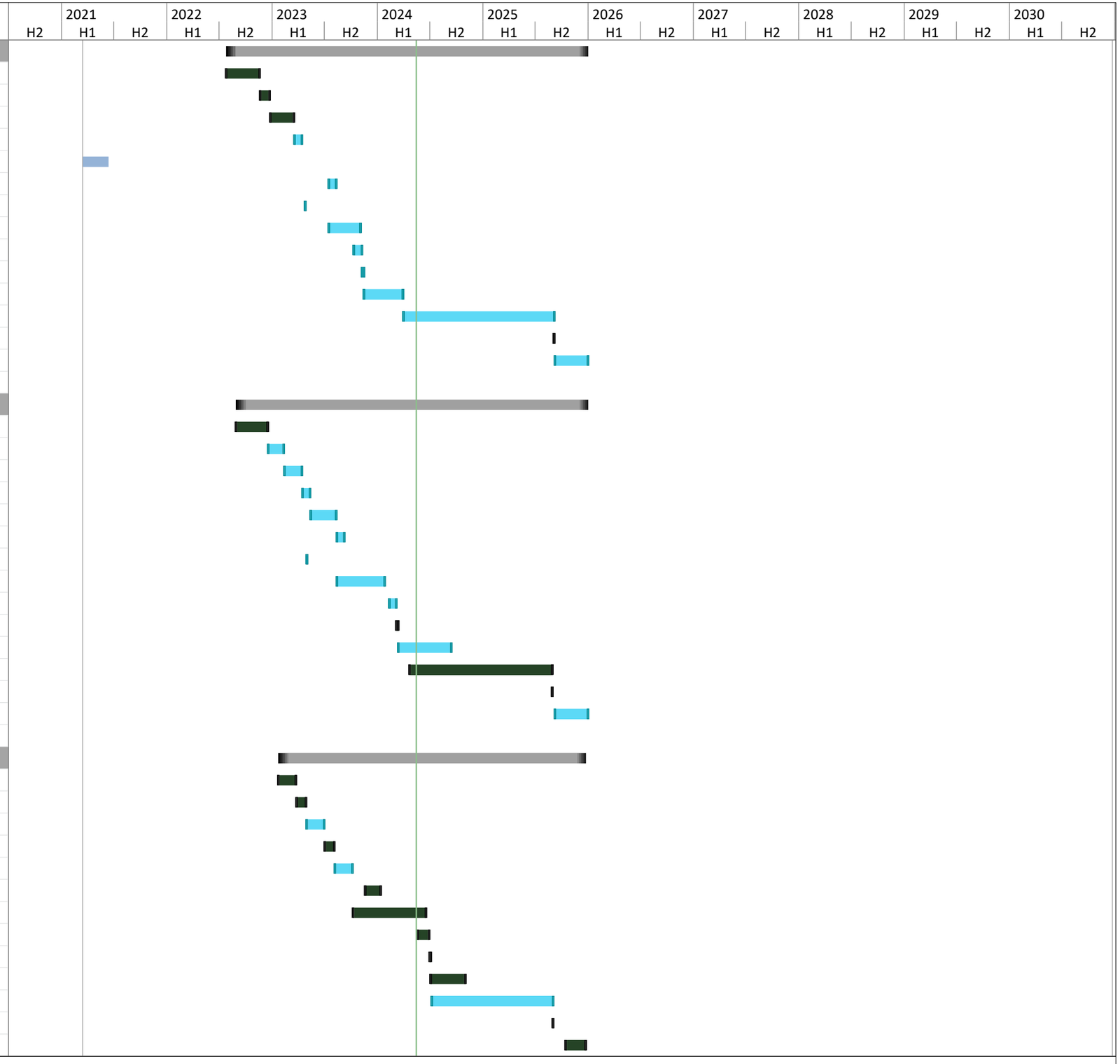
Total Resources: $82,747,038 ('23 Referendum)

C-PP Project Costs

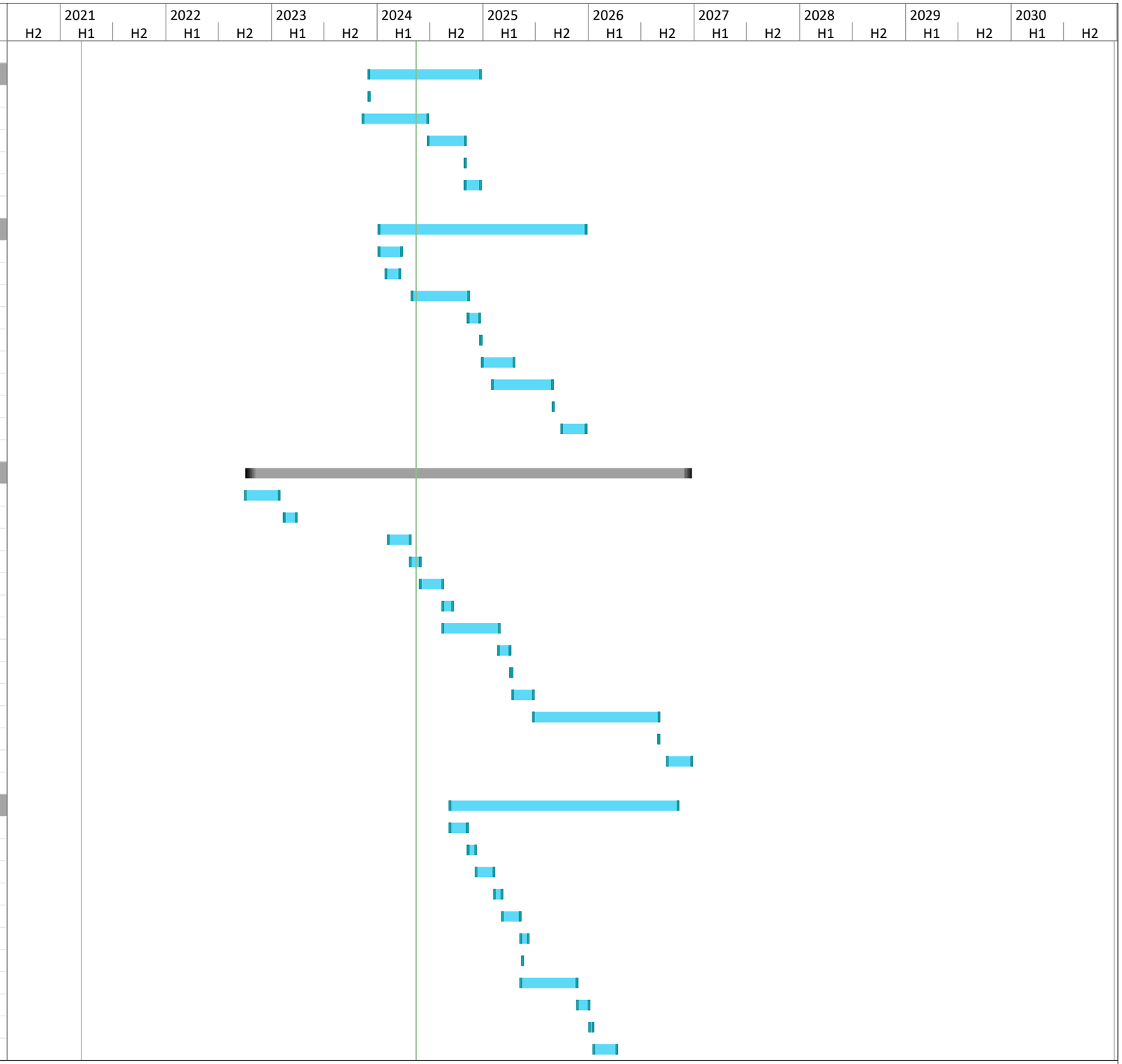
School	Original Program Budget	Reconciled Budget	Estimate/Bid Day Cost	Phase of Estimate	Design Contingency	Escalation	Project Contingency Less Change Orders to Date	Executed Change Orders to Date	Construction Costs	Incidental Costs	Total Project Costs
Unallocated Contingency	$0	$0	$0				$302,905	$0	$0	$0	$0
Goff Rd Purchase & Loading Dock	$1,182,814	$1,182,814	$2,968,199	ACTUAL			$6,489	$0	$905,098	$277,716	$1,182,814
New Storage Bldg Goff Rd	$815,733	$815,733	$479,984	ACTUAL			$65,182	$0	$619,400	$196,333	$815,733
CU Smith - Phase I	$4,440,000	$4,440,000	$2,860,110	ACTUAL			$0	$0	$3,666,822	$773,178	$4,440,000
Winfield - Phase I	$3,677,849	$3,677,849	$2,365,809	ACTUAL			$172,774	$25,054	$2,926,631	$751,218	$3,677,849
Severn-Fiber	$0	$0	$155,756	ACTUAL			$84,952	$0	($23,746)	$23,746	$0
High School - Phase III	$18,712,766	$18,712,766	$15,994,361	ACTUAL			$719,415	$24,886	$15,023,286	$3,689,480	$18,712,766
Bus Garage	$1,326,415	$1,326,415	$1,105,346	CD			$0	$0	$1,084,467	$241,948	$1,326,415
Stadium Renovations	$683,095	$683,095	$569,246	CD			$0	$0	$553,352	$129,743	$683,095
Middle School - Phase II/Auditorium	$6,001,352	$6,001,352	$7,341,389	ACTUAL			$15,295	$378,951	$3,741,347	$2,260,005	$6,001,352
Middle School Track & Turf	$0	$0	$4,149,701	ACTUAL			$0	$0	($656,879)	$656,879	$0
Baseball Dugout Storage	$0	$0	$208,445	ACTUAL			$0	$0	$0	$0	$0
Softball Dugout Storage	$0	$0	$209,067	ACTUAL			$0	$0	$0	$0	$0
Middle School - Phase III	$16,384,653	$16,384,653	$7,589,300	CD			$0	$0	$14,863,265	$1,521,388	$16,384,653
Administration Building	$1,156,938	$1,156,938	$964,116	CD			$0	$0	$941,906	$215,032	$1,156,938
Erwin Valley	$5,216,133	$5,216,133	$3,295,790	SD			$0	$0	$4,340,678	$875,455	$5,216,133
Severn	$3,218,953	$3,218,953	$2,591,753				$0	$0	$2,610,252	$608,701	$3,218,953
Hugh Gregg	$5,255,824	$5,255,824	$3,794,178				$0	$0	$4,261,386	$994,438	$5,255,824
Carder	$5,659,484	$5,659,484	$4,314,926				$0	$0	$4,541,288	$1,118,196	$5,659,484
CU Smith - Phase II	$4,393,357	$4,393,357	$2,621,709				$0	$0	$3,663,105	$730,252	$4,393,357
Winfield - Phase II	$4,621,672	$4,621,672	$3,306,792				$0	$0	$3,824,319	$797,353	$4,621,672
Total	$82,747,038	$82,747,038	$66,885,977	$0	$0	$0	$1,367,012	$428,891	$66,885,977	$15,861,061	$82,747,038

SECTION 4: CAPITAL PROJECT SCHEDULE

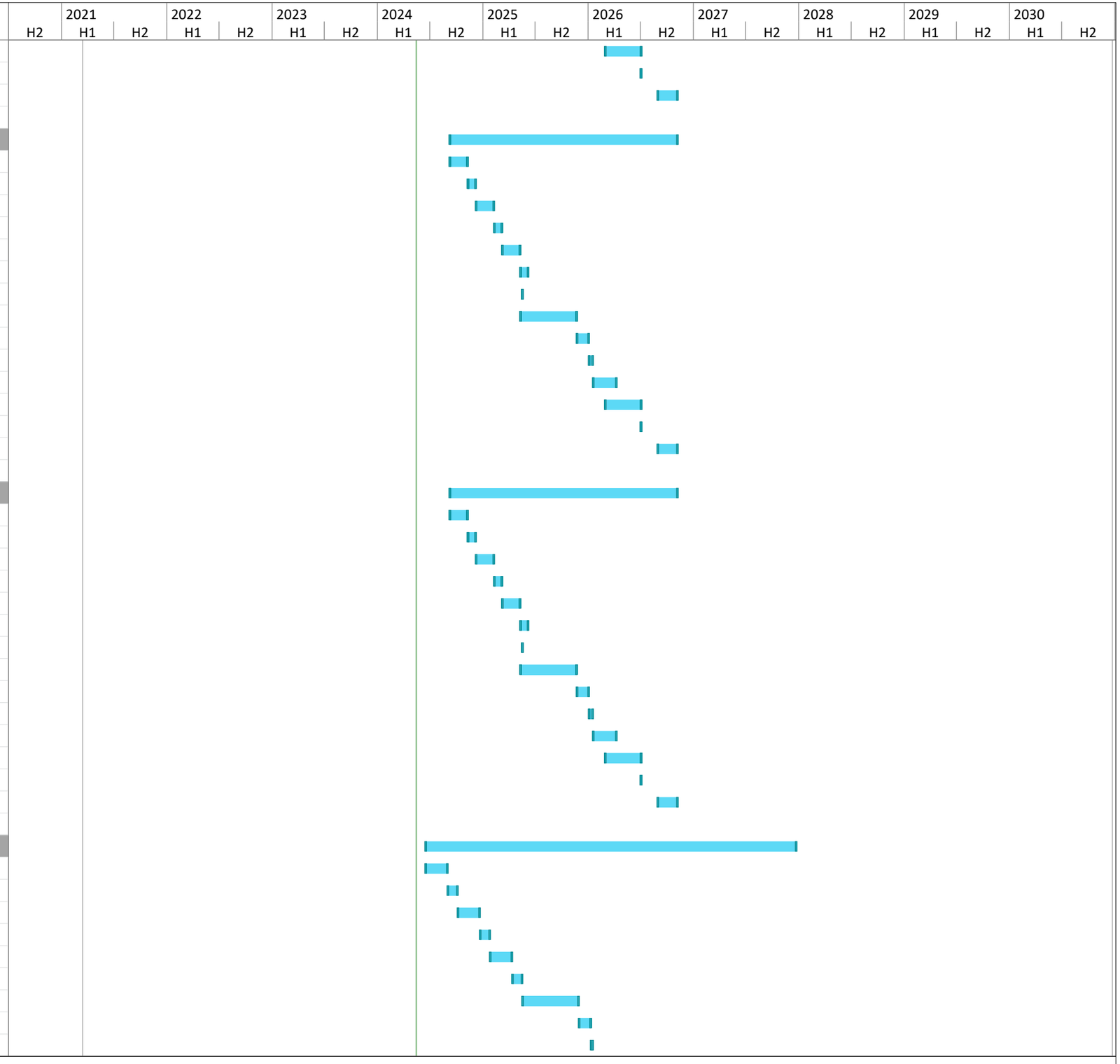
ID	Task Name	Duration	Start	Finish
1	**Calvin Smith (2019 Ref)**	**897 days**	**Tue 7/26/22**	**Wed 12/31/25**
2	Schematic Design	84 days	Tue 7/26/22	Fri 11/18/22
3	Schematic Design Estimate	25 days	Mon 11/21/22	Fri 12/23/22
4	Design Development	60 days	Mon 12/26/22	Fri 3/17/23
5	Design Development Estimate	20 days	Mon 3/20/23	Fri 4/14/23
6	Construction Design	65 days	Mon 3/15/21	Fri 6/11/21
7	Construction Design Estimate	20 days	Mon 7/17/23	Fri 8/11/23
8	Aid Reset Date	1 day	Wed 4/26/23	Wed 4/26/23
9	SED Review	80 days	Mon 7/17/23	Fri 11/3/23
10	Bidding	20 days	Thu 10/12/23	Wed 11/8/23
11	Descope/Award	5 days	Thu 11/9/23	Wed 11/15/23
12	Submittals	97 days	Thu 11/16/23	Fri 3/29/24
13	Construction	375 days	Mon 4/1/24	Fri 9/5/25
14	Substantial Completion	1 day	Fri 9/5/25	Fri 9/5/25
15	Contract Closeout	83 days	Mon 9/8/25	Wed 12/31/25
16				
17	**Winfield (2019 Ref)**	**873 days**	**Mon 8/29/22**	**Wed 12/31/25**
18	Schematic Design	80 days	Mon 8/29/22	Fri 12/16/22
19	Schematic Design Estimate	40 days	Mon 12/19/22	Fri 2/10/23
20	Design Development	45 days	Mon 2/13/23	Fri 4/14/23
21	Design Development Estimate	20 days	Mon 4/17/23	Fri 5/12/23
22	Construction Design	65 days	Mon 5/15/23	Fri 8/11/23
23	Construction Design Estimate	20 days	Mon 8/14/23	Fri 9/8/23
24	Aid Reset Date	1 day	Tue 5/2/23	Tue 5/2/23
25	SED Review	120 days	Mon 8/14/23	Fri 1/26/24
26	Bidding	18 days	Mon 2/12/24	Wed 3/6/24
27	Descope/Award	5 days	Thu 3/7/24	Wed 3/13/24
28	Submittals	132 days	Thu 3/14/24	Fri 9/13/24
29	Construction	355 days	Mon 4/22/24	Fri 8/29/25
30	Substantial Completion	1 day	Fri 8/29/25	Fri 8/29/25
31	Contract Closeout	83 days	Mon 9/8/25	Wed 12/31/25
32				
33	**Middle School Auditorium & Sitework**	**762 days**	**Mon 1/23/23**	**Tue 12/23/25**
34	Schematic Design	45 days	Mon 1/23/23	Fri 3/24/23
35	Schematic Design Estimate	25 days	Mon 3/27/23	Fri 4/28/23
36	Design Development	45 days	Mon 5/1/23	Fri 6/30/23
37	Design Development Estimate	25 days	Mon 7/3/23	Fri 8/4/23
38	Construction Design	45 days	Mon 8/7/23	Fri 10/6/23
39	Construction Design Estimate	40 days	Mon 11/20/23	Fri 1/12/24
40	SED Review	181 days	Mon 10/9/23	Mon 6/17/24
41	Bidding	30 days	Mon 5/20/24	Fri 6/28/24
42	Descope/Award	4 days	Mon 7/1/24	Thu 7/4/24
43	Submittals	87 days	Thu 7/4/24	Fri 11/1/24
44	Construction	301 days	Mon 7/8/24	Mon 9/1/25
45	Substantial Completion	1 day	Mon 9/1/25	Mon 9/1/25
46	Contract Closeout	50 days	Wed 10/15/25	Tue 12/23/25



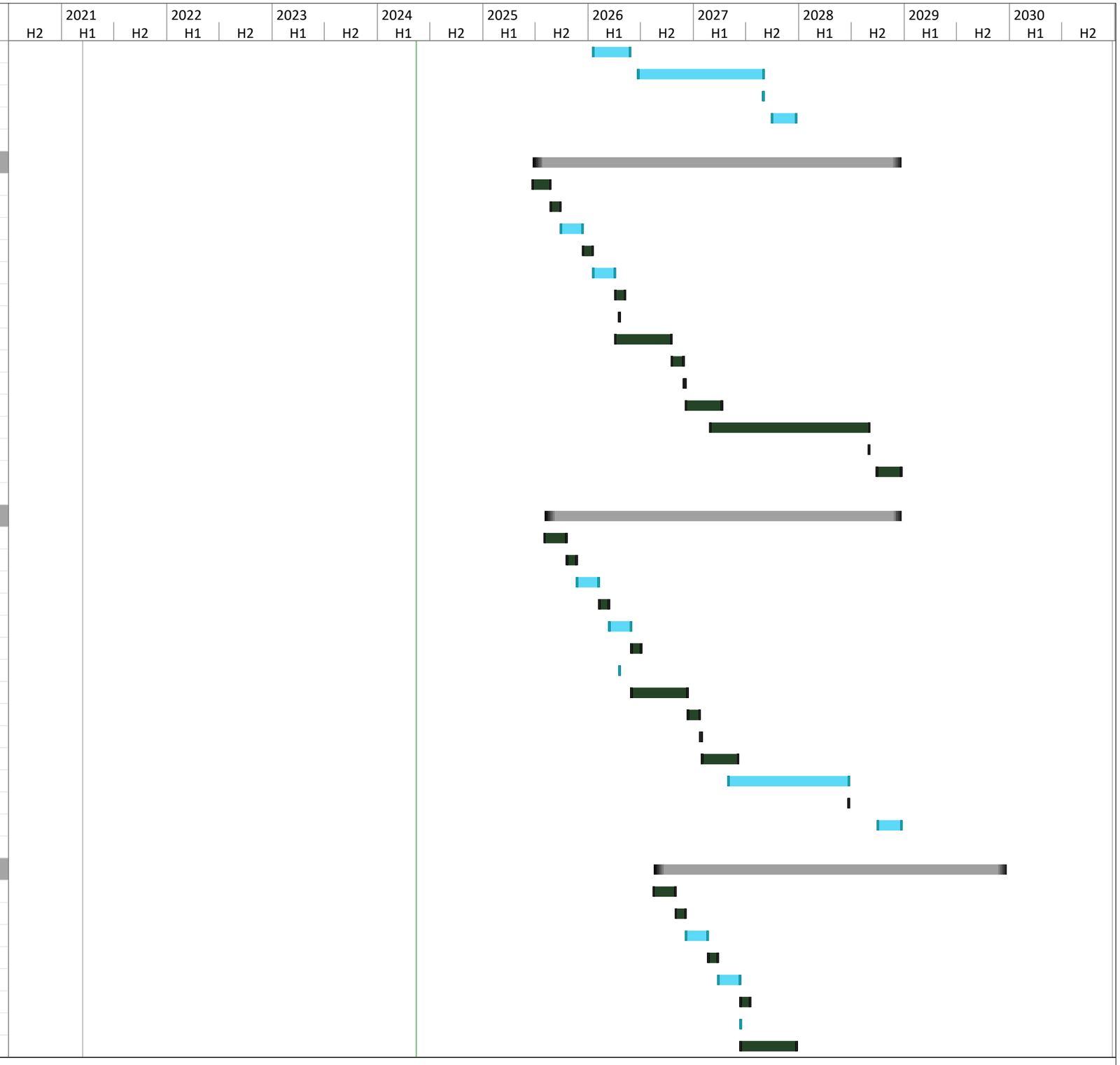
ID	Task Name	Duration	Start	Finish
47				
48	**High School Phase II (PA Replacement)**	**276 days**	**Mon 12/4/23**	**Mon 12/23/24**
49	SED Documents	1 day	Mon 12/4/23	Mon 12/4/23
50	SED Review	160 days	Tue 11/14/23	Mon 6/24/24
51	Construction	93 days	Wed 6/26/24	Fri 11/1/24
52	Substantial Completion	1 day	Fri 11/1/24	Fri 11/1/24
53	Contract Closeout	37 days	Fri 11/1/24	Mon 12/23/24
54				
55	**Goff Road Renovations & Storage Bldg**	**512 days**	**Mon 1/8/24**	**Tue 12/23/25**
56	SED Documents	56 days	Mon 1/8/24	Mon 3/25/24
57	SED Design Estimate	34 days	Thu 2/1/24	Tue 3/19/24
58	SED Review	140 days	Wed 5/1/24	Tue 11/12/24
59	Bidding	30 days	Mon 11/11/24	Fri 12/20/24
60	Descope/Award	4 days	Mon 12/23/24	Thu 12/26/24
61	Submittals	80 days	Mon 12/30/24	Fri 4/18/25
62	Construction	150 days	Mon 2/3/25	Fri 8/29/25
63	Substantial Completion	1 day	Mon 9/1/25	Mon 9/1/25
64	Contract Closeout	60 days	Wed 10/1/25	Tue 12/23/25
65				
66	**High School Phase III**	**1103 days**	**Mon 10/3/22**	**Wed 12/23/26**
67	Schematic Design	85 days	Mon 10/3/22	Fri 1/27/23
68	Schematic Design Estimate	30 days	Tue 2/14/23	Mon 3/27/23
69	Design Development	54 days	Fri 2/9/24	Wed 4/24/24
70	Design Development Estimate	25 days	Thu 4/25/24	Wed 5/29/24
71	Construction Design	55 days	Thu 5/30/24	Wed 8/14/24
72	Construction Design Estimate	25 days	Thu 8/15/24	Wed 9/18/24
73	SED Review	140 days	Thu 8/15/24	Wed 2/26/25
74	Bidding	30 days	Mon 2/24/25	Fri 4/4/25
75	Descope/Award	5 days	Mon 4/7/25	Fri 4/11/25
76	Submittals	52 days	Mon 4/14/25	Tue 6/24/25
77	Construction	310 days	Wed 6/25/25	Tue 9/1/26
78	Substantial Completion	1 day	Tue 9/1/26	Tue 9/1/26
79	Contract Closeout	60 days	Thu 10/1/26	Wed 12/23/26
80				
81	**Bus Garage**	**565 days**	**Mon 9/9/24**	**Fri 11/6/26**
82	Schematic Design	45 days	Mon 9/9/24	Fri 11/8/24
83	Schematic Design Estimate	20 days	Mon 11/11/24	Fri 12/6/24
84	Design Development	45 days	Mon 12/9/24	Fri 2/7/25
85	Design Development Estimate	20 days	Mon 2/10/25	Fri 3/7/25
86	Construction Design	45 days	Mon 3/10/25	Fri 5/9/25
87	Construction Design Estimate	20 days	Mon 5/12/25	Fri 6/6/25
88	Aid Reset Date	1 day	Sun 5/18/25	Sun 5/18/25
89	SED Review	140 days	Mon 5/12/25	Fri 11/21/25
90	Bidding	30 days	Mon 11/24/25	Fri 1/2/26
91	Descope/Award	10 days	Mon 1/5/26	Fri 1/16/26
92	Submittals	58 days	Mon 1/19/26	Wed 4/8/26



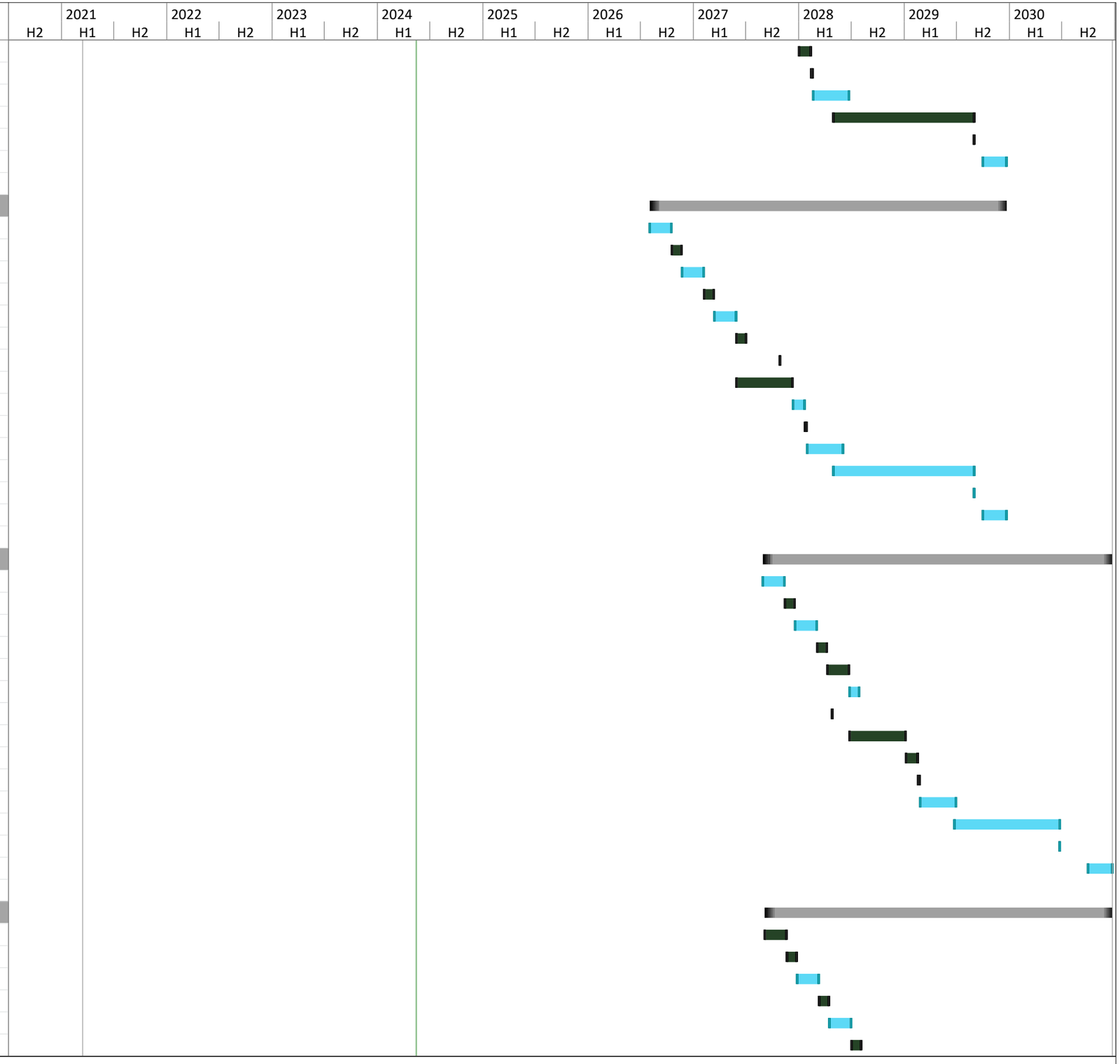
ID	Task Name	Duration	Start	Finish
93	Construction	90 days	Mon 3/2/26	Fri 7/3/26
94	Substantial Completion	1 day	Fri 7/3/26	Fri 7/3/26
95	Contract Closeout	50 days	Mon 8/31/26	Fri 11/6/26
96				
97	**Stadium**	**565 days**	**Mon 9/9/24**	**Fri 11/6/26**
98	Schematic Design	45 days	Mon 9/9/24	Fri 11/8/24
99	Schematic Design Estimate	20 days	Mon 11/11/24	Fri 12/6/24
100	Design Development	45 days	Mon 12/9/24	Fri 2/7/25
101	Design Development Estimate	20 days	Mon 2/10/25	Fri 3/7/25
102	Construction Design	45 days	Mon 3/10/25	Fri 5/9/25
103	Construction Design Estimate	20 days	Mon 5/12/25	Fri 6/6/25
104	Aid Reset Date	1 day	Sun 5/18/25	Sun 5/18/25
105	SED Review	140 days	Mon 5/12/25	Fri 11/21/25
106	Bidding	30 days	Mon 11/24/25	Fri 1/2/26
107	Descope/Award	10 days	Mon 1/5/26	Fri 1/16/26
108	Submittals	58 days	Mon 1/19/26	Wed 4/8/26
109	Construction	90 days	Mon 3/2/26	Fri 7/3/26
110	Substantial Completion	1 day	Fri 7/3/26	Fri 7/3/26
111	Contract Closeout	50 days	Mon 8/31/26	Fri 11/6/26
112				
113	**Administration Building**	**565 days**	**Mon 9/9/24**	**Fri 11/6/26**
114	Schematic Design	45 days	Mon 9/9/24	Fri 11/8/24
115	Schematic Design Estimate	20 days	Mon 11/11/24	Fri 12/6/24
116	Design Development	45 days	Mon 12/9/24	Fri 2/7/25
117	Design Development Estimate	20 days	Mon 2/10/25	Fri 3/7/25
118	Construction Design	45 days	Mon 3/10/25	Fri 5/9/25
119	Construction Design Estimate	20 days	Mon 5/12/25	Fri 6/6/25
120	Aid Reset Date	1 day	Sun 5/18/25	Sun 5/18/25
121	SED Review	140 days	Mon 5/12/25	Fri 11/21/25
122	Bidding	30 days	Mon 11/24/25	Fri 1/2/26
123	Descope/Award	10 days	Mon 1/5/26	Fri 1/16/26
124	Submittals	58 days	Mon 1/19/26	Wed 4/8/26
125	Construction	90 days	Mon 3/2/26	Fri 7/3/26
126	Substantial Completion	1 day	Fri 7/3/26	Fri 7/3/26
127	Contract Closeout	50 days	Mon 8/31/26	Fri 11/6/26
128				
129	**Middle School Phase III**	**919 days**	**Mon 6/17/24**	**Thu 12/23/27**
130	Schematic Design	55 days	Mon 6/17/24	Fri 8/30/24
131	Schematic Design Estimate	25 days	Mon 9/2/24	Fri 10/4/24
132	Design Development	55 days	Mon 10/7/24	Fri 12/20/24
133	Design Development Estimate	25 days	Mon 12/23/24	Fri 1/24/25
134	Construction Design	55 days	Mon 1/27/25	Fri 4/11/25
135	Construction Design Estimate	25 days	Mon 4/14/25	Fri 5/16/25
136	SED Review	140 days	Mon 5/19/25	Fri 11/28/25
137	Bidding	30 days	Mon 12/1/25	Fri 1/9/26
138	Descope/Award	5 days	Mon 1/12/26	Fri 1/16/26



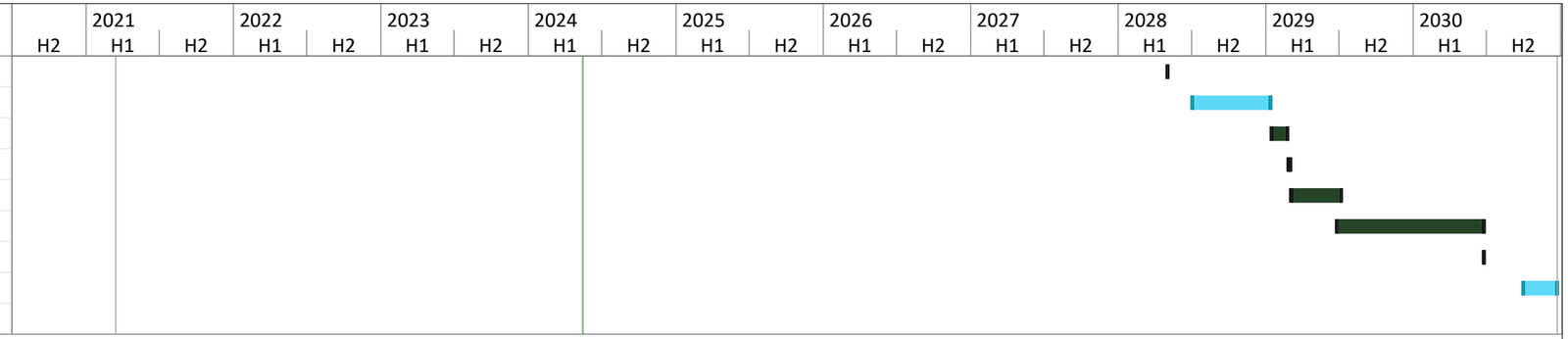
ID	Task Name	Duration	Start	Finish
139	Submittals	92 days	Mon 1/19/26	Tue 5/26/26
140	Construction	311 days	Wed 6/24/26	Wed 9/1/27
141	Substantial Completion	1 day	Wed 9/1/27	Wed 9/1/27
142	Contract Closeout	60 days	Fri 10/1/27	Thu 12/23/27
143				
144	**Erwin Valley (2023 Ref)**	**914 days**	**Mon 6/23/25**	**Thu 12/21/28**
145	Schematic Design	45 days	Mon 6/23/25	Fri 8/22/25
146	Schematic Design Estimate	25 days	Mon 8/25/25	Fri 9/26/25
147	Design Development	55 days	Mon 9/29/25	Fri 12/12/25
148	Design Development Estimate	25 days	Mon 12/15/25	Fri 1/16/26
149	Construction Design	55 days	Mon 1/19/26	Fri 4/3/26
150	Construction Design Estimate	25 days	Mon 4/6/26	Fri 5/8/26
151	Aid Reset Date	1 day	Sun 4/19/26	Sun 4/19/26
152	SED Review	140 days	Mon 4/6/26	Fri 10/16/26
153	Bidding	30 days	Mon 10/19/26	Fri 11/27/26
154	Descope/Award	5 days	Mon 11/30/26	Fri 12/4/26
155	Submittals	90 days	Mon 12/7/26	Fri 4/9/27
156	Construction	395 days	Mon 3/1/27	Fri 9/1/28
157	Substantial Completion	1 day	Fri 9/1/28	Fri 9/1/28
158	Contract Closeout	60 days	Fri 9/29/28	Thu 12/21/28
159				
160	**William Severn (2023 Ref)**	**885 days**	**Mon 8/4/25**	**Fri 12/22/28**
161	Schematic Design	55 days	Mon 8/4/25	Fri 10/17/25
162	Schematic Design Estimate	25 days	Mon 10/20/25	Fri 11/21/25
163	Design Development	55 days	Mon 11/24/25	Fri 2/6/26
164	Design Development Estimate	25 days	Mon 2/9/26	Fri 3/13/26
165	Construction Design	55 days	Mon 3/16/26	Fri 5/29/26
166	Construction Design Estimate	25 days	Mon 6/1/26	Fri 7/3/26
167	Aid Reset Date	1 day	Mon 4/20/26	Mon 4/20/26
168	SED Review	140 days	Mon 6/1/26	Fri 12/11/26
169	Bidding	30 days	Mon 12/14/26	Fri 1/22/27
170	Descope/Award	5 days	Mon 1/25/27	Fri 1/29/27
171	Submittals	90 days	Mon 2/1/27	Fri 6/4/27
172	Construction	300 days	Mon 5/3/27	Fri 6/23/28
173	Substantial Completion	1 day	Fri 6/23/28	Fri 6/23/28
174	Contract Closeout	60 days	Mon 10/2/28	Fri 12/22/28
175				
176	**Hugh Gregg (2023 Ref)**	**875 days**	**Mon 8/17/26**	**Fri 12/21/29**
177	Schematic Design	55 days	Mon 8/17/26	Fri 10/30/26
178	Schematic Design Estimate	25 days	Mon 11/2/26	Fri 12/4/26
179	Design Development	55 days	Mon 12/7/26	Fri 2/19/27
180	Design Development Estimate	25 days	Mon 2/22/27	Fri 3/26/27
181	Construction Design	55 days	Mon 3/29/27	Fri 6/11/27
182	Construction Design Estimate	25 days	Mon 6/14/27	Fri 7/16/27
183	Aid Reset Date	1 day	Mon 6/14/27	Mon 6/14/27
184	SED Review	140 days	Mon 6/14/27	Fri 12/24/27



ID	Task Name	Duration	Start	Finish
185	Bidding	30 days	Mon 1/3/28	Fri 2/11/28
186	Descope/Award	5 days	Mon 2/14/28	Fri 2/18/28
187	Submittals	90 days	Mon 2/21/28	Fri 6/23/28
188	Construction	350 days	Mon 5/1/28	Fri 8/31/29
189	Substantial Completion	1 day	Fri 8/31/29	Fri 8/31/29
190	Contract Closeout	60 days	Mon 10/1/29	Fri 12/21/29
191				
192	**Frederick Carder (2023 Ref)**	**885 days**	**Mon 8/3/26**	**Fri 12/21/29**
193	Schematic Design	55 days	Mon 8/3/26	Fri 10/16/26
194	Schematic Design Estimate	25 days	Mon 10/19/26	Fri 11/20/26
195	Design Development	55 days	Mon 11/23/26	Fri 2/5/27
196	Design Development Estimate	25 days	Mon 2/8/27	Fri 3/12/27
197	Construction Design	55 days	Mon 3/15/27	Fri 5/28/27
198	Construction Design Estimate	25 days	Mon 5/31/27	Fri 7/2/27
199	Aid Reset Date	1 day	Thu 10/28/27	Thu 10/28/27
200	SED Review	140 days	Mon 5/31/27	Fri 12/10/27
201	Bidding	30 days	Mon 12/13/27	Fri 1/21/28
202	Descope/Award	5 days	Mon 1/24/28	Fri 1/28/28
203	Submittals	90 days	Mon 1/31/28	Fri 6/2/28
204	Construction	350 days	Mon 5/1/28	Fri 8/31/29
205	Substantial Completion	1 day	Fri 8/31/29	Fri 8/31/29
206	Contract Closeout	60 days	Mon 10/1/29	Fri 12/21/29
207				
208	**Calvin Smith (2023 Ref)**	**866 days**	**Mon 8/30/27**	**Mon 12/23/30**
209	Schematic Design	55 days	Mon 8/30/27	Fri 11/12/27
210	Schematic Design Estimate	25 days	Mon 11/15/27	Fri 12/17/27
211	Design Development	55 days	Mon 12/20/27	Fri 3/3/28
212	Design Development Estimate	25 days	Mon 3/6/28	Fri 4/7/28
213	Construction Design	55 days	Mon 4/10/28	Fri 6/23/28
214	Construction Design Estimate	25 days	Mon 6/26/28	Fri 7/28/28
215	Aid Reset Date	1 day	Wed 4/26/28	Wed 4/26/28
216	SED Review	140 days	Mon 6/26/28	Fri 1/5/29
217	Bidding	30 days	Mon 1/8/29	Fri 2/16/29
218	Descope/Award	5 days	Mon 2/19/29	Fri 2/23/29
219	Submittals	90 days	Mon 2/26/29	Fri 6/29/29
220	Construction	261 days	Mon 6/25/29	Mon 6/24/30
221	Substantial Completion	1 day	Mon 6/24/30	Mon 6/24/30
222	Contract Closeout	60 days	Tue 10/1/30	Mon 12/23/30
223				
224	**Winfield Phase (2023 Ref)**	**861 days**	**Mon 9/6/27**	**Mon 12/23/30**
225	Schematic Design	55 days	Mon 9/6/27	Fri 11/19/27
226	Schematic Design Estimate	25 days	Mon 11/22/27	Fri 12/24/27
227	Design Development	55 days	Mon 12/27/27	Fri 3/10/28
228	Design Development Estimate	25 days	Mon 3/13/28	Fri 4/14/28
229	Construction Design	55 days	Mon 4/17/28	Fri 6/30/28
230	Construction Design Estimate	25 days	Mon 7/3/28	Fri 8/4/28



ID	Task Name	Duration	Start	Finish
231	Aid Reset Date	1 day	Tue 5/2/28	Tue 5/2/28
232	SED Review	140 days	Mon 7/3/28	Fri 1/12/29
233	Bidding	30 days	Mon 1/15/29	Fri 2/23/29
234	Descope/Award	5 days	Mon 2/26/29	Fri 3/2/29
235	Submittals	90 days	Mon 3/5/29	Fri 7/6/29
236	Construction	261 days	Tue 6/26/29	Tue 6/25/30
237	Substantial Completion	1 day	Tue 6/25/30	Tue 6/25/30
238	Contract Closeout	60 days	Tue 10/1/30	Mon 12/23/30
239				



SECTION 5:

C-PP AREA SCHOOL DISTRICT
2019/2025 Referendum

INCIDENT REPORT

Project	Contractor	Prime	Subcontractor	Position	Date of Incident	Injury	Lost Time	Reported to District
2020 EV Add & Alt.	Edger	GC		Laborer	7/16/2021	Cut hand on ductwork. Received six stitches	No	7/17/2021
2020 Severn Alt.	LeChase	GC		Laborer	7/13/2021	Nail went through workbook into foot	No	7/13/2021
2020 Severn Alt.	LeChase	GC		Laborer	7/28/2021	Mesh wire stuck in right forearm.	No	7/30/2021
HS EPC	Day	Controls	Schuler-Haas	Laborer	12/17/2020	Right hand cut between thumb and pointer	No	12/22/2020



WELLIVER

PLAN | MANAGE | BUILD

250 North Genesee Street, Montour Falls, NY 14865

P 800.376.3050 F 607.535.9254

buildwelliver.com

3.4.1 Resignations

Name	Position, School	Effective
Joan Thiry	Food Service Helper, HS	May 25, 2026
Skylar Bixby	Food Service Helper, CR	May 28, 2026
Heather Carmell-Taylor	Teaching Assistant, SE	May 18, 2026
April Rose Ledesma	Teacher Aide, CR	June 24, 2026

3.4.2 Leave of Absence, Unpaid, 2025-2026

Name	Position, School	Effective
MariJo Brown	Teacher Aide, HS	December 20, 2025 - June 30, 2026

3.4.3 Leave of Absence, Unpaid, 2026-2027

Name	Position, School	Effective
Mikayla Nelson	Teacher Aide, HS	September 8 - October 4, 2026
Lauren Weil	Kindergarten, EV	September 1 - November 29, 2026

3.4.4 Instructional - Probationary, 2026-2027

Name, Degree College	Tenure Area	2026-2027 Assignment	Step & Actual 2026-2027 Salary	Effective & Termination Dates of Probation	Certification	Comment
Danielle Roberts BA Elmira C MS Binghamton U	Special Subject Area-School Social Worker	School Social Worker SE	5B60M TBD	Sept. 1, 2026-Aug. 31, 2030	School Social Worker Provisional	R
Kaitlin Osburn BS Elmira C MS Nazareth U	Special Subject Area-Speech	Speech PPS	11B45M TBD	Sept. 1, 2026-Aug. 31, 2029	Speech & Language Professional	R
Tara Vukelic BS St. Lawrence U MA U Albany	Academic-Math	Math MS	9B30M/10B30M TBD	Sept. 1, 2026-Aug. 31, 2030	Math 7-12 Professional	R
Alison Cheney BS Slippery Rock U MS Canisius C	Special Subject Area-Physical Education	Physical Education CR/CS	19B30M TBD	Sept. 1, 2026-Aug. 31, 2030	Physical Education Applied	R

3.4.5 Support Staff Appointments, 2025-2026

Name	Position, School	Hours Per Week	2025-26 Salary	Effective Date	Comment
Barbara Kuehne	Food Service Helper, WN Probationary	15.00	$495	June 8, 2026	R

3.4.6 Support Staff Appointments, 2026-2027

Name	Position, School	Hours Per Week	2026-27 Salary	Effective Date	Comment
Kathleen Bums-Came	Physical Therapist Probationary	37.50	$87,500	Sept. 1, 2026	R

3.4.7 Instructional Change of Assignment, 2026-2027

Name	From Position	2026-27 Salary	To Position	2026-27 Salary	Dates of Probation	Effective Date	Comment
Kathleen Tedone	Kindergarten, SE	N/A	Grade 1, SE	N/A	N/A	Sept. 1, 2026	R
Michael Larrabee	Social Studies, HS 10 months	12B45M/ 13B45M	Dean, HS 11 months	12B45M/ 13B45M	N/A	Sept. 1, 2026	N
Heather Dunning	Reading, MS	N/A	Grade 6, MS	N/A	Sept. 1, 2026- Aug. 31, 2029	Sept. 1, 2026	R

3.4.8 Support Staff Change of Assignment, 2026-2027

Name	From Position	Salary	To Position	Salary	Status	Effective Date	Comment
Jill Frankie	Registered Nurse, EV	NA	Registered Nurse, HS	N/A	Permanent	Sept. 1, 2026	R
Richard VanZile	Custodian, B&G	$40,243	Sole Custodian, CR	$43,040	Permanent	July 1, 2026	R

3.4.9 Extra Curricular Stipends, 2025-2026

Name	Position	Stipend
Amy Ginalski	Accompanist (Spring) - shared	$427
Mark Van De Water	Accompanist (Spring) - shared	$407

3.4.10 Substitute Appointments

Name	Position(s)	
Kaley Bennitt	School Monitor	
Kelsey Booker	Teaching Assistant	Teacher Aide
Hannah Dunmire	Teacher	
Audrey Hart	Teaching Assistant	Teacher Aide
Camryn Hauptman	Teacher	
Erika Liu	Lifeguard	

3.4.11 ESY - Special Education Summer School, 2026-2027

Name	Assignment	Salary
Doug Bronson	Teacher	$8,160
Christine Cavallaro	Teacher	$9,021
Sarah Clowe	Teacher	$7,610
Alyssa Cooper	Teacher	$7,555
Lindsay Crisco	Teacher	$8,376
Lucy Hilker	Teacher	$7,500
Angela Horton	Teacher	$8,376
Lilly McLaughlin	Teacher	$7,555
Carrie Pagano	Teacher	$7,775
Katherine Peterson	Teacher	$7,500
Danielle Scott	Teacher	$7,775
Jennifer Smith	Teacher	$7,555
Melissa Smith	Teacher	$7,940
Jennifer Snyder	Teacher	$7,720
Christopher Sullivan	Teacher	$7,550
Kerri Tullo	Teacher	$7,830
Domino-Marie Usiak	Teacher	$8,160
Rachel Vespucci-Donnelly	Teacher	$7,665
Melissa Williamee	Teacher	$8,451
Brittany Elsey	Library	$3,110
Christina Austin	Occupational Therapist	$9,105
Mary Bieloski	Occupational Therapist	$8,526
Frances Barret	Social Worker	$7,830

3.4.11 ESY - Special Education Summer School, 2026-2027 cont'd

Name	Assignment	Salary
Kyle Saxton	Social Worker	$7,940
Lisa Mascherino	Registered Nurse	$3,931
Tracy Austin	Teaching Assistant	$2,391
Desireah Ball	Teaching Assistant	$2,130
Bethany Belasky	Teaching Assistant	$2,623
Colleen Benjamin	Teaching Assistant	$1,556
Sara Bixby	Teaching Assistant	$1,850
Karissa Clark	Teaching Assistant	$1,773
Hannah Cook	Teaching Assistant	$1,925
Margalynn Denson	Teaching Assistant	$1,815
Grace Freeman	Teaching Assistant	$1,680
Cheyenne Gee	Teaching Assistant	$1,773
Amber Harkenrider	Teaching Assistant	$1,925
Camryn Hauptman	Teaching Assistant	$1,680
Marijane Kirk	Teaching Assistant	$2,203
Barbara Linder	Teaching Assistant	$2,642
Sandra Makatura	Teaching Assistant	$2,642
Elizabeth Mashanic	Teaching Assistant	$2,722
Ashley Masteller	Teaching Assistant	$1,850
Tina Maynard	Teaching Assistant	$2,339
Lauren Olsen	Teaching Assistant	$1,680
Carissa Palmer	Teaching Assistant	$1,779
Linda Phelps	Teaching Assistant	$1,895
Abigail Reppert	Teaching Assistant	$1,680
Megan Rosko	Teaching Assistant	$1,894
Alyson Sharman	Teaching Assistant	$2,254
Barbara Smith	Teaching Assistant	$2,486
Candy Squire	Teaching Assistant	$2,186
Camryn Stefanini	Teaching Assistant	$1,680
Julie Sutherland	Teaching Assistant	$1,867
Kobe Terwilliger	Teaching Assistant	$1,680
Elizabeth Tong	Teaching Assistant	$1,999

3.4.11 ESY - Special Education Summer School, 2026-2027 cont'd

Name	Assignment	Salary
Angelia Wentling	Teaching Assistant	$1,888
William Whaley	Teaching Assistant	$1,680
Sierra Byrnes	Teacher Aide	$1,867
Andrew Fritsch	Teacher Aide	$1,991
Emma Frost	Teacher Aide	$1,680
Mandy Hand	Teacher Aide	$2,041
Anneliese Hotelling	Teacher Aide	$1,801
Karolee McNeill	Teacher Aide	$2,041
Emily McPherson	Teacher Aide	$2,044
Jade Pierson	Teacher Aide	$1,825
Kayleigh Sparks	Teacher Aide	$1,680
Jallyn Walrath	Teacher Aide	$1,801

3.5 Tenure Appointment, Instructional

Name	Certification	Tenure Area	Effective Date
Julia Salinero	School Psychologist Provisional	Special Subject Area- School Psychologist	July 1, 2026
Heather Andrews	SWD 1-6 SWD B-2 Professional	Special Subject Area- Special Education	September 1, 2026
Kerry Bocko	Mathematics 7-12 Professional	Academic- Math	September 1, 2026
Lucas Canino	Biology 7-12 Professional	Academic- Science	September 1, 2026
Sarah Clowe	SWD1-6 SWD B-2 Professional	Special Subject Area- Special Education	September 1, 2026

3.5 Tenure Appointment, Instructional cont'd

Name	Certification	Tenure Area	Effective Date
Sarah Cornish	SWD1-6 Professional	Special Subject Area- Special Education	September 1, 2026
Maggie Dalton	SWD English 5-9 Professional	Special Subject Area- Special Education	September 1, 2026
Tyler Harnish	Childhood Ed 1-6 Professional	Elementary	September 1, 2026
Sandra Miraglia	SWD 1-6 SWD Generalist 7-12 Initial	Special Subject Area- Special Education	September 1, 2026
Katherine Outeman	Spanish 7-12 Professional	Academic- World Languages	September 1, 2026
Sarah Pulver	Music Initial	Special Subject Area- Music	September 1, 2026
Angela Quinones	School Social Worker Provisional	Special Subject Area- School Social Worker	September 1, 2026
Kristen Ryckman	Literacy B-6 Initial	Special Subject Area- Reading	September 1, 2026
Barbara Schnetzer Mack	Spanish 7-12 Professional	Academic- World Languages	September 1, 2026
Susan Soccio	SWD1-6 SWD B-2 Professional	Special Subject Area- Special Education	September 1, 2026

3.5 Tenure Appointment, Instructional cont'd

Name	Certification	Tenure Area	Effective Date
Zachary Vanhouten	Physical Education Professional	Special Subject Area-Physical Education	September 1, 2026
Rachel Vespucci-Donnelly	SWD1-6 Professional	Special Subject Area-Special Education	September 1, 2026
Elizabeth Wilson	Pre K-6 Permanent	Elementary	September 1, 2026

CORNING-PAINTED POST AREA SCHOOL DISTRICT
SUGGESTED CONDITIONS OF EMPLOYMENT FOR CONFIDENTIAL PERSONNEL
July 1, 2026 through June 30, 2027

BASIC UNDERSTANDING

Employees of this group have been designated confidential by the Public Employment Relations Board of New York. The designation of confidential employee removes one from membership in a negotiating unit. This means that the terms of employment are not related to or dependent upon the negotiated contracts between the Board of Education and any other bargaining unit or employee group.

BENEFITS

HEALTH INSURANCE – The District health insurance plan will be equivalent to the specifications of the Excellus Blue Cross/Blue Shield PPO H – Custom Rx Plan.

Effective July 1, 2016:

Tier 1 – Five dollars ($5.00) generic
Tier 2 – Thirty dollars ($30.00) brand name
Tier 3 – Fifty dollars ($50.00) all other prescription drugs

The prescription drug rider includes a 90-day mail order option. A single co-pay for a 90-day supply shall only be available through the mail order plan. There will be a $750 annual cap per person for out-of-pocket prescription co-pays.

All "New Scripts" shall be subject to Step Therapy. "New Scripts" are defined as scripts for prescriptions which the patient is currently not taking. In addition, all new scripts for specialty drugs are subject to Prior Authorization.

Effective July 1, 2019:

Emergency room visits shall have a co-pay of $100 per visit. The co-pay shall be waived if the patient is admitted within twenty-four (24) hours.

Telemedicine copays shall have a $0 co-pay.

Effective January 1, 2027:

Plan design changes will go into effect per the attached "Specific Plan Design Changes"

Dental Insurance – The District dental insurance shall be the Corning Painted Post Area School District Dental Schedule (see Attached Schedule).

HEALTH INSURANCE BUY-OUT - Any individual currently enrolled in a two-person or family plan, whose spouse is covered under another health insurance plan, shall be offered an annual cash buy-out of $3,000 to surrender coverage under the District plan and become enrolled under the spouse's plan. One-third ($1,000) will be paid in the second pay of December of the school year and two-thirds ($2,000) will be paid in the second pay of the following July. If, during the course of a year, coverage under the spouse's plan ceases, the staff member shall be entitled to re-enroll under the District's plan following written notification to Personnel Services. The staff member will be paid a pro rata portion of the buy-out amount by the District.

VISION COVERAGE - The District shall participate in a vision plan and pay 50% of coverage. The employee shall pay 50% of such vision coverage through payroll deduction.

PREMIUM CONTRIBUTION - Participating employees will contribute 1.1% for an individual policy, 1.4% for a two (2) person policy, and 1.7% for a family policy of all wages and supplements appearing on their annual salary notice towards the cost of health/dental coverage.

Effective January 1, 2027, participating employees will contribute 8% of the annual premium equivalents for health and dental insurance.

RETIREE PREMIUM CONTRIBUTION – Eligible employees who retire with at least ten (10) consecutive years of insurance eligible status as a District employee and are at least fifty-five (55) years of age or older after July 1, 2026 will contribute 12% of the annual cost of the health insurance plan premium or premium equivalent.

Employees who retire on or after July 1, 2016, may choose between the Excellus BC/BS Classic Blue or the Excellus BC/BS Healthy Blue health insurance plan. Those who enroll in the Excellus BC/BS Healthy Blue plan are only eligible for the plan from the date of retirement until eligible for Medicare. Upon Medicare eligibility, the health insurance plan defaults to the Excellus BC/BS Classic Blue Secure plan.

The un-remarried spouse and dependent children of deceased employees and deceased retired employees may continue health coverage under the Surviving Dependent Unlimited COBRA option, if the survivor pays the COBRA costs.

FLEXIBLE SPENDING PLAN - Eligible employees may voluntarily participate in the Flexible Spending Plan established by the District, pursuant to IRS Code §125. Plan procedures and limitations, if any, shall be established by the District. Revisions to the plan design shall be communicated to confidential employees at least thirty (30) days prior to implementation.

LIFE INSURANCE - Each confidential employee will receive group life insurance coverage of $50,000 on a non-contributory basis. A confidential employee retiring from the District will have $25,000 group life insurance paid by the District to age 65 and reducing according to the group plan thereafter.

DIRECT BANK DEPOSIT - The District agrees to make available to all employees the option of having their payroll check deposited directly into the bank or credit union of their choice. If the request is for a bank with which the District has no relationship, the employee will provide the appropriate contact information to enable the District and bank to establish a relationship.

TAX SHELTER PLAN - The District agrees that, in accordance with Section 3109 of the Education Laws of New York State, it will enter into an agreement with any employee(s) to reduce the annual salary for such employee(s) for the purpose of salary tax shelter for such employee(s) who qualify under Section 403b of the Internal Revenue code of 1954, revised 1974.

The list of participating companies may be obtained from the office of Personnel Services.

RETIREMENT

Section 1

The District shall provide, under the New York State Employees' Retirement System, the non-contributory "20-Year Career Plan," Section 75-I, and the "$20,000 Maximum Death Benefit," Section 60-b.

Section 2

In the event the New York State Legislature authorizes the purchase of military service credits, the District will make this option available to the employees, provided however, that there shall be no cost to the District. Such purchase of military service credits shall not be included in either an employee's seniority standing or longevity payment.

Section 3

Employees who notify the District that they will retire, shall be allowed to utilize accumulated, unused sick leave in the following manner: Any employee giving at least one (1) year's notice of retirement shall be entitled to a sick leave payout of one (1) day per week from the time of notification to the actual retirement. In no case shall this buyout exceed two (2) years or one (1) available sick leave day per week. For each week that an employee receives a buyout as provided for herein, their remaining, accumulated sick leave

shall be reduced by one (1) day per week. Utilization of the provisions of this section, shall in no way impact any other provisions of this agreement.

Section 4
Employees shall be eligible for the provisions of Section 3 above, provided
a) The employee has fifteen (15) consecutive years of service with the District and
b) The employee will have reached his/her fifty-fifth (55th) birthday at the time he/she leaves District employment.

Section 5
Should the State offer a retirement incentive subsequent to an employee receiving benefits under Section 3 above, the employee shall have waived the right to such State incentive.

Section 6
Any employee who retires under Section 3 and 4, shall have such monies distributed as a non-elective employer contribution into the employee's 403 (b) account. The employee's 403 (b) provider must be on the District's approved vendor list and will comply with all IRC laws and regulations. This shall be a no cash option.

HOLIDAY SCHEDULE
Paid holidays are to be fifteen (15) in number for the duration of this agreement. If during the school year, the holiday falls on Saturday or Sunday, and there is no school on the previous Friday or succeeding Monday, they will be observed on the day designated. Employees are only eligible for paid holidays occurring during their contracted length of employment.

Independence Day
Labor Day
Columbus Day
Veterans' Day
Thanksgiving Day
Day after Thanksgiving
Christmas Day
*Day before or after Christmas

New Year's Day
*Day before or after New Year's Day
Martin Luther King, Jr. Birthday
*President's Day
Good Friday
Memorial Day
Juneteenth

*These holidays will be designated in agreement with the school calendar, at the discretion of the Superintendent or his designee.

WORKERS' COMPENSATION LEAVE - Any employee who is absent from work due to an occupational injury or disease as defined by the Workers' Compensation Law, shall be eligible for leave in accordance with the following:

When necessarily absent from duty because of an injury or disease covered by the Workers' Compensation Law, an employee may:

a. Draw up to one (1) calendar month compensation leave at regular pay provided the employee returns any Workers' Compensation payments to the District. This will be at no loss in accumulated leave or benefits.

OR

Draw against accumulated paid leave and benefits but keep any workers' compensation payments.

b. After one (1) calendar month, an employee may draw up to twice his accumulated sick leave provided the employee returns any workers' compensation benefits to the District.

c. Upon exhausting sick leave, an employee may draw up to twice the accumulated vacation and personal days, with full pay, provided the employee returns any workers' compensation payments to the district.

Provided that:

a. The Workers' Compensation Board, when it has ruled, finds that an employee injury or disease occurred in the performance of his duty.

b. There is not good and sufficient reason to believe that an employee could report to work on a full-time or part-time basis.

c. An employee's services would not have been terminated or ceased under law.

d. In the event that an employee is found ineligible because of A, B, or C above, the District will be reimbursed for any payments which it made during the unapproved period.

An employee will:

a. Be restored, on a day for day basis, any accumulated leave credits used if the compensation board credits the employer for "wages paid."

b. Have no leave charges made if he returns on a part-time basis.

c. Have no charges made against either wages or any leave for required appearances before the Workers' Compensation Board or to attend any Board ordered examinations.

PERSONAL LEAVE - Leave may be granted to the employee at the discretion of the Superintendent with approval of the immediate supervisor. Personal leave will be used by the employee for business, legal, or family matters that cannot be accomplished outside of working hours. Personal leave will not be used for social or recreational purposes.

If no personal days are requested in any given year, three days will be credited to the employee's sick leave. Two days will be added to the employee's sick leave accumulation if one personal day is used, and one day will be added to the employee's sick leave accumulation if two personal days are used.

SICK LEAVE - The confidential employee will be eligible for one day of sick leave for each month of employment. Sick leave may be accumulated to a total of 195 days. Such days will be credited on July 1 of each year.

The District will establish a sick leave bank of twenty days. In the event an employee's sick leave is exhausted, the employee may make application for the use of the sick leave bank. A medical certificate certifying the illness must accompany the application.

VACATION - Confidential employees will be eligible for vacation days as follows:

Service years 1-6	14 days per year
Service years 7-13	17 days per year
Service years 14-20	20 days per year
Service year 21	21 days per year
Service year 22	22 days per year
Service year 23	23 days per year
Service year 24	24 days per year
Service year 25 and beyond	25 days per year

The maximum vacation days per year for an employee is 25 days.

Vacations may be taken through January of the year following accrual (i.e. vacation earned from July 1 of one school year through January 31 of the succeeding school year.) This provision allows a use period of nineteen months. If vacation is not taken during the use period designated, it will be forfeited. Six months or more of service will be regarded as one year of service for vacation accrual purposes.

Employees shall be allowed to accumulate vacation up to a maximum of 30 days.

SALARY RATES

BASE

Secretary to the Superintendent ..... $55,000 - $99,000

BASE

Employee Benefits Technician; Confidential Secretary; Senior Account Clerk/Typist; Senior Typist; School District Treasurer; ..... $36,000 - $97,000

PSP

Professional Standards Program (PSP) awards will be granted for the following certificates in the amounts of:

Basic	$75/month
Associate Professional	$80/month
Advanced I	$90/month
Advanced II	$95/month
Advanced III, CEOE, Associate, Bachelor or Master Degree in Related Field	$105/month

LONGEVITY

Effective July 1, 2026, employees shall be entitled to a longevity payment that commences on July 1st of each year as follows:

Third (3rd) year of service at the rate of .15/hour
Fifth (5th) year of service at the rate of .25/hour
Tenth (10th) year of service at the rate of .75/hour
Fifteenth (15th) year of service at the rate of .80/hour
Twentieth (20th) year of service at the rate of .85/hour
Twenty-fifth (25th) year of service at a rate of .90/hour
Thirtieth (30th) year of service at a rate of .95/hour

Longevity shall be included in the employee's regular and overtime hourly rates.

WORK YEAR

All confidential personnel will be on a 12-month schedule. The work week will be 37.50 hours per week. All work over 37 ½ hours will be considered overtime at 1.5 times the hourly rate, or compensatory time at 1.5 times the additional hours worked.

EMERGENCY CLOSING DAYS

In the event of unscheduled closings mandated by agencies other than the District, the District will pay those employees with salary agreements their regular compensation as if school were in session. Employees actually required to work during such closings will receive an additional amount equal to their straight-time salary.

EVALUATION

Employees shall be evaluated at least once annually by the appropriate Administrator according to approved District procedures and forms.

Specific Plan Design Changes

***Effective January 1, 2027*, the following services shall have the co-pays listed below.**

Service	Co-pay as of 1/1/2027	Current Co-pay
Emergency Room (waived if the patient is admitted within twenty-four (24) hours.)	**$150**	$100
Inpatient Hospital Stay	**$50**	$0
Observation Stay	**$50**	$0
Emergency Transportation	**$30**	$25
Specialist Office Visit	**$30**	$25
Urgent Care Visit	**$30**	$25
Outpatient Surgery	**$30**	$25
Laboratory & Pathology (Routine and Diagnostic)	**$15**	$0
X-rays (Routine & Diagnostic)	**$15**	$25
Advance Imaging (MRI, CT, PET, scans)	**$30**	$25

Corning Painted Post Dental Schedule	2026-27
Clinical Oral Examinations	
Initial Oral Examination	$55
Periodic Oral Examination	$55
X-Rays	
Intraoral complete series 14 Periapicals plus 2 bitewings	$204
Intraoral single, first film	$39
Intraoral, each additional film	$32
Bitewing, single	$18
Bitewings, two films	$66
Bitewings, four films	$120
Panoramic - maxillary and mandibular single film	$81
Tests and Laboratory Examinations	
Pulp vitality tests	$18
Dental Prophylaxis (Teeth Cleaning)	
Adults	$120
Children	$96
Fluoride Treatments	
Topical application of fluoride (varnish and non-varnish), one treatment (excluding Prophylaxis)	$50

Amalgam Restorations (Silver Fillings) Including Polishing	
Amalgam - one surface - primary	$43
Amalgam - two surface - primary	$64
Amalgam - three surface - primary	$74
Amalgam - one surface - permanent	$43
Amalgam - two surface - permanent	$64
Amalgam - three surface - permanent	$85
Reinforced Amalgam - first Pin	$18
Silicate Restorations	
Silicate cement - one surface	$53
Acrylic, Plastic or Composite Resin Restorations	
Acrylic, Plastic or Composite Resin - one surface - primary	$35
Acrylic, Plastic or Composite Resin - involving incisal angle - primary	$53
Acrylic, Plastic or Composite Resin - two surface - primary	$64
Acrylic, Plastic or Composite Resin - one surface - permanent	$53
Acrylic, Plastic or Composite Resin - involving incisal angle - permanent	$128
Reinforced Acrylic, Plastic or composite resin - first pin	$18
Crowns - Single Restorations Only	
Temporary (fractured) tooth	$124
Other Restorative Services	
Recement Inlays or Crowns	$43
Fillings (sedative)	$53
Pulp Capping	
Pulp cap - direct (excluding final restoration)	$35
Pulp cap - indirect (excluding final restoration)	$28
Root Canal Therapy (Includes Treatment Plan, Clinical Procedures and Follow-up Care) X-Rays, Pulp Test, Pulpotomy Inclusive of this Allowance	
One canal (excludes final restoration)	$425
Two canals (excludes final restoration)	$531
Three canals (excludes final restoration)	$655
Repairs to Dentures	
Repair broken complete denture base	$89
Repair broken partial denture	$89
Replace missing or broken teeth on complete denture (per tooth)	$159
Adding tooth to existing partial	$124
Oral Surgery (including Local Anesthesia and Routine Post-Operative Care)	
Biopsy and exams of oral tissue (hard)	$124
Biopsy and exams of oral tissue (soft)	$124
Simple Extractions (Permanent Teeth) Single Tooth	$71
Simple Extractions (Permanent Teeth) Each Additional tooth	$71
Unclassified Treatment	
Palliative (emergency) treatment of dental pain - Minor procedure	$53
Professionals Visits	
House Calls	$35
Hospital Calls	$35

Space Maintainers	
Fixed unilateral type	$230
Removable, unilateral	$195
Inlay Restorations	
Inlay, metallic - one surface	$354
Inlay, metallic - two surface	$531
Inlay, metallic - three surface	$585
Inlay, metallic per tooth (in addition to above)	$89
Porcelain Restorations	
Inlay, porcelain	$63
Crowns - Single Restorations Only (not part of bridge or placed over implants)	
Resin with high noble metal	$620
Porcelain fused to high noble metal	$868
Porcelain fused to noble metal	$797
Crown, full cast high noble metal	$620
Periapical Services	
Retrograde filling	$89
Surgical Extraction (includes local anesthesia and routine post operative care)	
Extraction of tooth, erupted	$106
Extraction of impacted tooth - (soft tissue)	$159
Extraction of impacted tooth - partially bony	$213
Extraction of tooth, complete bony impaction	$301
Other Surgical Procedures Applied to Teeth	
Tooth Transplantation	$213
Incision and drainage of abscess intraoral soft tissue	$89
Removal of odontogenic cyst or tumor - lesion diameter up to 1.25 cm	$177
ALVEOPLASTY (surgical preparation of ridge for dentures) per quadrant, not in conjunction with extractions - per quad	$177
Orthodontics - Full Banded Cases	
Initial Exam and diagnosis (1 every 5 years - includes examination, study models, x-rays and photographs)	$266
Active treatment including appliances per month	$133
Maximum $3,000	
Retentive treatment - 10 visits	$27
Surgical exposure of impacted or unerupted tooth for orthodontic reasons (including orthodontic attachments)	$177
Surgical exposure of impacted or unerupted tooth to aid eruption	$177
Appliances for Tooth Guidance	
Removable appliance therapy	$354
Fixed, appliance therapy	$354
Periodontics Surgical Services	
Gingivectomy or gingivoplasty (per quad)	$354
Osseous surgery (including flap entry and closure) (per quad)	$531
Pedicle soft tissue graft procedure	$390
Adjunctive Services	
Periodontal scaling and root planning - per quad	$89

Miscellaneous Services

Preventive periodontal procedures following active therapy (periodontal prophylaxis)	$89

Prosthodontics - Removal Diagnostic Procedures, Complete Dentures, Including

Adjustments

Complete upper or lower	$886
Immediate upper or lower	$886

Partial Dentures - Including Adjustments

Upper partial - resin base (including any conventional clasps, rests and teeth)	$1,240
Lower cast metal base with resin saddles (including any conventional clasps, rests and teeth)	$1,240
Upper partial cast metal base with resin saddles (including conventional clasps, rests and teeth)	$1,329
Removable unilateral partial denture one piece - (including clasps and pontics)	$742

Adjustments to Dentures (Other than dentist providing appliances)

Complete denture	$35
Partial denture	$17

Denture Relining

Relining upper complete denture (chairside reline)	$266
Relining lower complete denture (chairside reline)	$266
Relining upper partial denture (chairside reline)	$213
Relining lower partial denture (chairside reline)	$213

Fixed Bridges (Each Abutment and Each Pontic Constitutes a unit in a bridge)

Bridge Pontics

Pontic - resin with high noble metal	$585
Pontic - porcelain fused to high noble metal	$709
Pontic - cast high noble metal	$531

Abutments

Crown - resin with high noble metal	$709
Crown - porcelain fused to high noble metal	$797
Crown - full cast high noble metal	$585

3/15/2020 revised
6/30/2020 revised
2/17/2021 revised
6/30/2021 revised
6/30/2022 revised
6/30/2023 revised
6/30/2024 revised
6/30/2025 revised
6/30/2026 revised

CORNING-PAINTED POST AREA SCHOOL DISTRICT
SUGGESTED CONDITIONS OF EMPLOYMENT FOR EDUCATION ASSISTANTS
July 1, 2026 through June 30, 2027

BENEFITS

HEALTH AND DENTAL INSURANCE – The District health insurance plan will be equivalent to the specifications of the Excellus Blue Cross/Blue Shield PPO H – Custom Rx Plan.

Effective July 1, 2016:

Tier 1 – Five dollars ($5.00) generic
Tier 2 – Thirty dollars ($30.00) brand name
Tier 3 – Fifty dollars ($50.00) all other prescription drugs

The prescription drug rider includes a 90-day mail order option. A single co-pay for a 90-day supply shall only be available through the mail order plan. There will be a $750 annual cap per person for out-of-pocket prescription co-pays.

All "New Scripts" shall be subject to Step Therapy. "New Scripts" are defined as scripts for prescriptions which the patient is currently not taking. In addition, all new scripts for specialty drugs are subject to Prior Authorization.

Effective July 1, 2019:

Emergency room visits shall have a co-pay of $100 per visit. The co-pay shall be waived if the patient is admitted within twenty-four (24) hours.

Telemedicine copays shall have a $0 co-pay.

Effective January 1, 2027:

Plan design changes will go into effect per the attached "Specific Plan Design Changes"

Dental Insurance – The District dental insurance shall be the Corning Painted Post Area School District Dental Schedule (see Attached Schedule).

HEALTH INSURANCE BUY-OUT - Any individual currently enrolled in a two-person or family plan, whose spouse is covered under another health insurance plan, shall be offered an annual cash buy-out of $3,000 to surrender coverage under the District plan and become enrolled under the spouse's plan. One-third ($1,000) will be paid in the second pay of December of the school year and two-thirds ($2,000) will be paid in the second pay of the following July. If, during the course of a year, coverage under the spouse's plan ceases, the staff member shall be entitled to re-enroll under the District's plan following written notification to Personnel Services. The staff member will be paid a pro rata portion of the buy-out amount by the District.

VISION COVERAGE - The District shall participate in and pay 50% of the cost of coverage. The employee shall pay 50% of such vision coverage through payroll deduction.

PREMIUM CONTRIBUTION - Employees whose employment level is at .60 full time equivalent (FT) or higher shall be eligible for participation in the family, two-person, or individual health plan.

Participating employees will contribute 1.1% for an individual policy, 1.4% for a two (2) person policy, and 1.7% for a family policy of all wages and supplements appearing on their annual salary notice towards the cost of health/dental coverage. This contribution is applicable to overtime and supplemental pay. Contributions for health insurance related to overtime and supplemental pay shall be deducted as the employee earns it.

Employees whose employment level is at .59 FT or less shall be able to participate in the health plan by contributing a pro rata portion of the individual, two-person, or family plan premium amount based upon their FT.

Effective January 1, 2027, participating employees will contribute 8% of the annual premium equivalents for health and dental insurance.

RETIREE PREMIUM CONTRIBUTION – Eligible employees who retire with at least ten (10) consecutive years of insurance eligible status as a District employee and are at least fifty-five (55) years of age or older after September 1, 2026, will contribute 12% of the annual cost of the health insurance plan premium or premium equivalent.

Employees who retire on or after July 1, 2016 may choose between the Excellus BC/BS Classic Blue or the Excellus BC/BS Healthy Blue health insurance plan. Those who enroll in the Excellus BC/BS Healthy Blue plan are only eligible for the plan from the date of retirement until eligible for Medicare. Upon Medicare eligibility, the health insurance plan defaults to the Excellus BC/BS Classic Blue Secure plan, and the premium contribution rate shall be the rate upon immediate retirement.

The un-remarried spouse and dependent children of deceased employees and deceased retired employees may continue health coverage under the Surviving Dependent Unlimited COBRA option, if the survivor pays the COBRA costs.

FLEXIBLE SPENDING PLAN - Eligible employees may voluntarily participate in the Flexible Spending Plan established by the District, pursuant to IRS Code §125. Plan procedures and limitations, if any, shall be established by the District. Revisions to the plan design shall be communicated to eligible employees at least thirty (30) days prior to implementation.

LIFE INSURANCE - Each Education Assistant will receive group life insurance coverage of $40,000. This shall be at no cost to the Education Assistant; premium contributions will be prorated for part-time positions of .59 FT or less. An Education Assistant retiring from the District will have $20,000 group life insurance paid by the District to age 65 and reducing according to the group plan thereafter.

DIRECT BANK DEPOSIT - The District agrees to make available to all employees the option of having their payroll check deposited directly into the bank or credit union of their choice. If the request is for a bank with which the District has no relationship, the employee will provide the appropriate contact information to enable the District and bank to establish a relationship.

TAX SHELTER PLAN - The District agrees that, in accordance with Section 3109 of the Education Laws of New York State, it will enter into an agreement with any employee(s) to reduce the annual salary for such employee(s) for the purpose of salary tax shelter for such employee(s) who qualify under Section 403b of the Internal Revenue code of 1954, revised 1974.

The list of participating companies may be obtained from the office of Personnel Services.

RETIREMENT

Section 1

The District shall provide, under the New York State Employees' Retirement System, the non-contributory "20-Year Career Plan," Section 75-I, and the "$20,000 Maximum Death Benefit," Section 60-b.

Section 2

In the event the New York State Legislature authorizes the purchase of military service credits, the District will make this option available to the employees, provided however, that there shall be no cost to the District. Such purchase of military service credits shall not be included in either an employee's seniority standing or longevity payment.

Section 3

Employees who notify the District that they will retire, shall be allowed to utilize accumulated, unused sick leave in the following manner: Any employee giving at least one (1) year's notice of retirement shall be entitled to a sick leave payout of one (1) day per week from the time of notification to the actual retirement. In no case shall this buyout exceed two (2) years or one (1) available sick leave day per week. For each

week that an employee receives a buyout as provided for herein, their remaining, accumulated sick leave shall be reduced by one (1) day per week. Utilization of the provisions of this section, shall in no way impact any other provisions of this agreement.

Section 4
Employees shall be eligible for the provisions of Section 3 above, provided
a) The employee has fifteen (15) consecutive years of service with the District and
b) The employee will have reached his/her fifty-fifth birthday at the time he/she leaves District employment.

Section 5
Should the State offer a retirement incentive subsequent to an employee receiving benefits under Section 3 above, the employee shall have waived the right to such State incentive.

Section 6
Any employee who retires under Section 3 and 4, shall have such monies distributed as a non-elective employer contribution into the employee's 403 (b) account. The employee's 403 (b) provider must be on the District's approved vendor list and will comply with all IRC laws and regulations. This shall be a no cash option.

HOLIDAY SCHEDULE
Paid holidays are to be fifteen (15) in number for the duration of this agreement. If during the school year, the holiday falls on Saturday or Sunday, and there is no school on the previous Friday or succeeding Monday, they will be observed on the day designated. Employees are only eligible for paid holidays occurring during their contracted length of employment.

Independence Day
Labor Day
Columbus Day
Veterans' Day
Thanksgiving Day
Day after Thanksgiving
Christmas Day
*Day before or after Christmas
New Year's Day
*Day before or after New Year's Day
Martin Luther King, Jr. Birthday
*President's Day
Good Friday
Memorial Day
Juneteenth

*These holidays will be designated in agreement with the school calendar, at the discretion of the Superintendent or his designee.

WORKERS' COMPENSATION LEAVE - Any employee who is absent from work due to an occupational injury or disease as defined by the Workers' Compensation Law shall be eligible for leave in accordance with the following:

When necessarily absent from duty because of an injury or disease covered by the Workers' Compensation Law, an employee may:

a. Draw up to one (1) calendar month compensation leave at regular pay provided the employee returns any Workers' Compensation payments to the District. This will be at no loss in accumulated leave or benefits.

OR

Draw against accumulated paid leave and benefits but keep any workers' compensation payments.

b. After one (1) calendar month, an employee may draw up to twice his accumulated sick leave provided the employee returns any workers' compensation benefits to the District.

c. Upon exhausting sick leave, an employee may draw up to twice the accumulated vacation and personal days, with full pay, provided the employee returns any workers' compensation payments to the district.

Provided that:

a. The Workers' Compensation Board, when it has ruled, finds that an employee injury or disease occurred in the performance of his duty.

b. There is not good and sufficient reason to believe that an employee could report to work on a full-time or part-time basis.

c. An employee's services would not have been terminated or ceased under law.

d. In the event that an employee is found ineligible because of A, B, or C above, the District will be reimbursed for any payments which it made during the unapproved period.

An employee will:

a. Be restored, on a day for day basis, any accumulated leave credits used if the compensation board credits the employer for "wages paid."

b. Have no leave charges made if he returns on a part-time basis.

c. Have no charges made against either wages or any leave for required appearances before the Workers' Compensation Board or to attend any Board ordered examinations.

PERSONAL LEAVE - Leave may be granted to the employee with approval of the immediate supervisor. Personal leave will be used by the employee for business, legal, or family matters that cannot be accomplished outside of working hours. Personal leave will not be used for social or recreational purposes.

If no personal days are requested in any given year, three days will be credited to the employee's sick leave accumulation. Two days will be added to the employee's sick leave accumulation if one personal day is used, and one day will be added to the employee's sick leave accumulation if two personal days are used.

SICK LEAVE - The Education Assistants group will be eligible for one day of sick leave for each month of employment. Sick leave may be accumulated to a total of 185 days for 10-month employees and 190 days for 11-month employees. Such days will be credited on July 1 of each year.

The District will establish a sick leave bank of twenty days. In the event an employee's sick leave is exhausted, the employee may make application for the use of the sick leave bank. A medical certificate certifying the illness must accompany the application.

VACATION (10-month staff excluded) - Education Assistants will be eligible for vacation days as follows:

Service years 1-6	14 days per year
Service years 7-13	17 days per year
Service years 14-20	20 days per year
Service year 21	21 days per year
Service year 22	22 days per year
Service year 23	23 days per year
Service year 24	24 days per year
Service year 25 and beyond	25 days per year

The maximum vacation days per year for an employee is 25 days.

Vacations may be taken through January of the year following accrual (i.e. vacation earned from July 1 of one school year through January 31 of the succeeding school year.) This provision allows a use period of nineteen months. If vacation is not taken during the use period designated, it will be forfeited. Six months or more of service will be regarded as one year of service for vacation accrual purposes.

Education Assistants shall be allowed to accumulate vacation up to a maximum of 30 days.

IN-SERVICE TRAINING - Opportunities for in-service training will be provided with the Supervisor's approval.

Secretarial assistance will be provided as needed to all Assistants, Specialists and Therapists.

BASE SALARY RATES/ WORK YEAR

Occupational Therapist/Physical Therapist (10 Months)	$40,000 - $103,000
Occupational Therapist Assistant (10 Months)	$30,000 - $65,000
Network Technology Specialist (12 Months)	$39,000 - $115,000
Network Technician (12 Months)	$39,000 - $90,000
Testing & Assessment Coordinator (12 Months)	$50,000 - $105,000
Public Information Coordinator (12 Months)	$47,000 - $102,000
Job Coach (10 Months)	$30,000 - $50,000
Behavior Specialist (10 months)	$50,000 - $75,000

MILEAGE PAYMENTS

Mileage driven by an employee in the performance of the District's business shall be reimbursed by the District at the District's rate.

EVALUATION

Employees shall be evaluated at least once annually by the appropriate Administrator according to approved District procedures and forms.

EMERGENCY CLOSING DAYS

In the event that Education Assistants are not required by the Superintendent or his designee to report for a regularly scheduled workday or are released from their duties prior to the end of a regularly scheduled workday, they shall suffer no loss of pay.

Specific Plan Design Changes
***Effective January 1, 2027*, the following services shall have the co-pays listed below.**

Service	Co-pay as of 1/1/2027	Current Co-pay
Emergency Room (waived if the patient is admitted within twenty-four (24) hours.)	**$150**	$100
Inpatient Hospital Stay	**$50**	$0
Observation Stay	**$50**	$0
Emergency Transportation	**$30**	$25
Specialist Office Visit	**$30**	$25
Urgent Care Visit	**$30**	$25
Outpatient Surgery	**$30**	$25
Laboratory & Pathology (Routine and Diagnostic)	**$15**	$0
X-rays (Routine & Diagnostic)	**$15**	$25
Advance Imaging (MRI, CT, PET, scans)	**$30**	$25

Corning Painted Post Dental Schedule	2026-27
Clinical Oral Examinations	
Initial Oral Examination	$55
Periodic Oral Examination	$55
X-Rays	
Intraoral complete series 14 Periapicals plus 2 bitewings	$204
Intraoral single, first film	$39
Intraoral, each additional film	$32
Bitewing, single	$18
Bitewings, two films	$66
Bitewings, four films	$120
Panoramic - maxillary and mandibular single film	$81
Tests and Laboratory Examinations	
Pulp vitality tests	$18
Dental Prophylaxis (Teeth Cleaning)	
Adults	$120
Children	$96
Fluoride Treatments	
Topical application of fluoride (varnish and non-varnish), one treatment (excluding Prophylaxis)	$50

Amalgam Restorations (Silver Fillings) Including Polishing	
Amalgam - one surface - primary	$43
Amalgam - two surface - primary	$64
Amalgam - three surface - primary	$74
Amalgam - one surface - permanent	$43
Amalgam - two surface - permanent	$64
Amalgam - three surface - permanent	$85
Reinforced Amalgam - first Pin	$18
Silicate Restorations	
Silicate cement - one surface	$53
Acrylic, Plastic or Composite Resin Restorations	
Acrylic, Plastic or Composite Resin - one surface - primary	$35
Acrylic, Plastic or Composite Resin - involving incisal angle - primary	$53
Acrylic, Plastic or Composite Resin - two surface - primary	$64
Acrylic, Plastic or Composite Resin - one surface - permanent	$53
Acrylic, Plastic or Composite Resin - involving incisal angle - permanent	$128
Reinforced Acrylic, Plastic or composite resin - first pin	$18
Crowns - Single Restorations Only	
Temporary (fractured) tooth	$124
Other Restorative Services	
Recement Inlays or Crowns	$43
Fillings (sedative)	$53
Pulp Capping	
Pulp cap - direct (excluding final restoration)	$35
Pulp cap - indirect (excluding final restoration)	$28
Root Canal Therapy (Includes Treatment Plan, Clinical Procedures and Follow-up Care) X-Rays, Pulp Test, Pulpotomy Inclusive of this Allowance	
One canal (excludes final restoration)	$425
Two canals (excludes final restoration)	$531
Three canals (excludes final restoration)	$655
Repairs to Dentures	
Repair broken complete denture base	$89
Repair broken partial denture	$89
Replace missing or broken teeth on complete denture (per tooth)	$159
Adding tooth to existing partial	$124
Oral Surgery (including Local Anesthesia and Routine Post-Operative Care)	
Biopsy and exams of oral tissue (hard)	$124
Biopsy and exams of oral tissue (soft)	$124
Simple Extractions (Permanent Teeth) Single Tooth	$71
Simple Extractions (Permanent Teeth) Each Additional tooth	$71
Unclassified Treatment	
Palliative (emergency) treatment of dental pain - Minor procedure	$53
Professionals Visits	
House Calls	$35
Hospital Calls	$35

Space Maintainers	
Fixed unilateral type	$230
Removable, unilateral	$195
Inlay Restorations	
Inlay, metallic - one surface	$354
Inlay, metallic - two surface	$531
Inlay, metallic - three surface	$585
Inlay, metallic per tooth (in addition to above)	$89
Porcelain Restorations	
Inlay, porcelain	$63
Crowns - Single Restorations Only (not part of bridge or placed over implants)	
Resin with high noble metal	$620
Porcelain fused to high noble metal	$868
Porcelain fused to noble metal	$797
Crown, full cast high noble metal	$620
Periapical Services	
Retrograde filling	$89
Surgical Extraction (includes local anesthesia and routine post operative care)	
Extraction of tooth, erupted	$106
Extraction of impacted tooth - (soft tissue)	$159
Extraction of impacted tooth - partially bony	$213
Extraction of tooth, complete bony impaction	$301
Other Surgical Procedures Applied to Teeth	
Tooth Transplantation	$213
Incision and drainage of abscess intraoral soft tissue	$89
Removal of odontogenic cyst or tumor - lesion diameter up to 1.25 cm	$177
ALVEOPLASTY (surgical preparation of ridge for dentures) per quadrant, not in conjunction with extractions - per quad	$177
Orthodontics - Full Banded Cases	
Initial Exam and diagnosis (1 every 5 years - includes examination, study models, x-rays and photographs)	$266
Active treatment including appliances per month	$133
Maximum $3,000	
Retentive treatment - 10 visits	$27
Surgical exposure of impacted or unerupted tooth for orthodontic reasons (including orthodontic attachments)	$177
Surgical exposure of impacted or unerupted tooth to aid eruption	$177
Appliances for Tooth Guidance	
Removable appliance therapy	$354
Fixed, appliance therapy	$354
Periodontics Surgical Services	
Gingivectomy or gingivoplasty (per quad)	$354
Osseous surgery (including flap entry and closure) (per quad)	$531
Pedicle soft tissue graft procedure	$390
Adjunctive Services	
Periodontal scaling and root planning - per quad	$89

Miscellaneous Services	
Preventive periodontal procedures following active therapy (periodontal prophylaxis)	$89
Prosthodontics - Removal Diagnostic Procedures, Complete Dentures, Including Adjustments	
Complete upper or lower	$886
Immediate upper or lower	$886
Partial Dentures - Including Adjustments	
Upper partial - resin base (including any conventional clasps, rests and teeth)	$1,240
Lower cast metal base with resin saddles (including any conventional clasps, rests and teeth)	$1,240
Upper partial cast metal base with resin saddles (including conventional clasps, rests and teeth)	$1,329
Removable unilateral partial denture one piece - (including clasps and pontics)	$742
Adjustments to Dentures (Other than dentist providing appliances)	
Complete denture	$35
Partial denture	$17
Denture Relining	
Relining upper complete denture (chairside reline)	$266
Relining lower complete denture (chairside reline)	$266
Relining upper partial denture (chairside reline)	$213
Relining lower partial denture (chairside reline)	$213
Fixed Bridges (Each Abutment and Each Pontic Constitutes a unit in a bridge) Bridge Pontics	
Pontic - resin with high noble metal	$585
Pontic - porcelain fused to high noble metal	$709
Pontic - cast high noble metal	$531
Abutments	
Crown - resin with high noble metal	$709
Crown - porcelain fused to high noble metal	$797
Crown - full cast high noble metal	$585

3/15/2020 revised
6/30/2020 revised
2/17/2021 revised
6/30/2021 revised
6/30/2022 revised
6/30/2023 revised
6/30/2024 revised
6/30/2025 revised
6/30/2026 revised

Corning School District
Bank Account Reconciliations
April 30, 2026

	General	School Lunch	Special Aid	Capital
Balance Prior Month	$ 39,257,095.92	$ 1,437,011.58	$ 310,646.25	$ 5,614,451.97
Receipts - Current Month	32,788,570.73	17,838.38	238,349.67	10,216,586.46
Total Receipts + Balance	72,045,666.65	1,454,849.96	548,995.92	15,831,038.43
Disbursements - Current Month	(31,236,945.81)	(230,057.91)	(390,225.50)	(8,400,831.21)
Ending Balance	$ 40,808,720.84	$ 1,224,792.05	$ 158,770.42	$ 7,430,207.22
Balance per Bank Statement	$ 41,487,534.36	$ 1,292,002.53	$ 168,403.42	$ 8,221,371.65
Add: Deposits in Transit	0.00	1,274.98	0.00	0.00
Less: Outstanding Checks	(678,813.52)	(68,485.46)	(9,633.00)	(791,164.43)
Other Adjustments	0.00	0.00	0.00	0.00
Reconciled Bank Balance	$ 40,808,720.84	$ 1,224,792.05	$ 158,770.42	$ 7,430,207.22

Reserves & CDs:	$ 12,710,327.96

	Library Checking	Memorial & Trust	Debt Service
Balance Prior Month	$ 90,509.58	$ 204,234.15	$ 1,372,907.90
Receipts - Current Month	668,674.46	362,128.95	31,825.01
Total Receipts + Balance	759,184.04	566,363.10	1,404,732.91
Disbursements - Current Month	(753,284.00)	(75,610.61)	0.00
Ending Balance	$ 5,900.04	$ 490,752.49	$ 1,404,732.91
Balance per Bank Statement	$ 759,184.04	$ 495,180.94	$ 1,404,732.91
Add: Deposits in Transit	0.00	0.00	0.00
Less: Outstanding Checks	(753,284.00)	(4,428.45)	0.00
Other Adjustments	0.00	0.00	0.00
Reconciled Bank Balance	$ 5,900.04	$ 490,752.49	$ 1,404,732.91

Corning School District
Bank Account Reconciliations
May 31, 2026

	General	School Lunch	Special Aid	Capital
Balance Prior Month	$ 40,808,670.95	$ 1,224,792.05	$ 158,770.42	$ 7,430,207.22
Receipts - Current Month	34,341,768.32	17,662.78	398,797.05	3,331,095.91
Total Receipts + Balance	75,150,439.27	1,242,454.83	557,567.47	10,761,303.13
Disbursements - Current Month	(30,520,698.06)	(258,334.55)	(278,107.56)	(6,654,065.02)
Ending Balance	$ 44,629,741.21	$ 984,120.28	$ 279,459.91	$ 4,107,238.11
Balance per Bank Statement	$ 47,088,310.66	$ 1,025,745.53	$ 313,870.71	$ 4,360,866.49
Add: Deposits in Transit	0.00	1,113.30	0.00	0.00
Less: Outstanding Checks	(2,458,569.45)	(42,738.55)	(34,410.80)	(253,628.38)
Other Adjustments	0.00	0.00	0.00	0.00
Reconciled Bank Balance	$ 44,629,741.21	$ 984,120.28	$ 279,459.91	$ 4,107,238.11
Reserves & CDs:	$ 11,520,116.01			

	Library Checking	Memorial & Trust	Debt Service
Balance Prior Month	$ 5,900.04	$ 490,752.49	$ 1,404,732.91
Receipts - Current Month	370.31	365,851.88	865,272.08
Total Receipts + Balance	6,270.35	856,604.37	2,270,004.99
Disbursements - Current Month	(1,792.93)	(141,253.36)	0.00
Ending Balance	$ 4,477.42	$ 715,351.01	$ 2,270,004.99
Balance per Bank Statement	$ 4,477.42	$ 735,117.01	$ 2,270,004.99
Add: Deposits in Transit	0.00	0.00	0.00
Less: Outstanding Checks	0.00	(19,766.00)	0.00
Other Adjustments	0.00	0.00	0.00
Reconciled Bank Balance	$ 4,477.42	$ 715,351.01	$ 2,270,004.99

CORNING-PAINTED POST AREA SCHOOL DISTRICT

RECOMMENDATION FOR BID AWARD REPORT #27-009 17 June 2026 (BD. DATE)

BID TITLE: PHYSICAL EDUCATION SUPPLIES BID

ADVERTISED: 20 March & 22 March 2026 in the Leader and/or Star Gazette

VENDORS: Bids were forwarded to 46 vendors of which 6 responded.*

BIDS OPENED: 2:00 p.m. on 17 April 2026

*LISTING OF VENDORS SUBMITTING BIDS:

Collins Sports Medicine, 370 Paramount Dr, Raynham, MA 02767
Henry Schein Inc, 135 Duryea Rd, Melville, NY 11747
Laux Sports LLC, 25 Pineview Dr, Suite A, Amherst, NY 14228
Medco Supply, 3333 Finley Rd, Suite 575, Downers Grove, IL 60515
Pyramid School Products, 6510 N. 54th St., Tampa, FL 33610-1908
US Games - BSN Sports, LLC, 14460 Varsity Brands Way, Farmers Branch, TX 75244

BID ADVISOR: Rebecca Gentile, Director of Athletics

BID RECOMMENDATION: It is recommended that the bid be awarded by line item, per unit price, to the lowest responsible bidder meeting all specifications and requirements as follows:

Company	**Total Price**	**Item #**
Collins Sports Medicine	$132.25	099, 100, 104, 105, 237, 238, 239, 244
Henry Schein Inc	$622.94	236, 240, 242
Laux Sporting Goods	$300.63	007, 041, 054
Medco Supply	$37.72	241, 243
US Games	$66.24	034, 150
Total Bid		**$1,159.78**

2021-2022 Corning - Painted Post Area School District
PE Bid
Recommendation to the Board of Education

Type	Item	Description	Company	Code	Qty	Unit	Price	Total
HEALTH	099	CURITY TEFLA PADS 2"X3", CURAD	Collins Sports Medicine	9520	1	BX/100	$5.57	$5.57
HEALTH	100	CURITY TEFLA PADS 3"X4", CURAD	Collins Sports Medicine	9521	1	BX/100	$10.54	$10.54
HEALTH	104	NON-STERILE GAUZE SPONGES, 4"X4"	Collins Sports Medicine	84088	3	BG/200	$3.51	$10.53
HEALTH	105	NOSEBLEED PLUGS 50/PK	Collins Sports Medicine	999922PK	2	PK	$0.59	$1.18
Health	237	Arm Splints, Reusable, Child's, 3" X 9"	Collins Sports Medicine	SP1005F	4	EA	$3.51	$14.04
Health	238	Ambra Le Roy Supra-Grip Double Velcro Self Closure Elastic Bandage, 6 X 5.5 Yrds *No Substitutes*	Collins Sports Medicine	90655EA	8	EA	$2.85	$22.80
Health	239	Ambra Le Roy Supra-Grip Double Velcro Self Closure Elastic Bandage, 6 X 11 Yrds, *No Substitutions*	Collins Sports Medicine	90611EA	8	EA	$5.70	$45.60
Health	244	Medi-Dyne Skin-on-skin Squares, 200 Count *No Substitutions*	Collins Sports Medicine	SOS1200	1	Jar	$21.99	$21.99
					28			**132.25**
Health	236	Lysol Brand Disinfecting Wipes, 80/Can	Henry Schein Inc	9038719	3	EA	$9.78	$29.34
Health	240	Andover Powerflex 2" X 6 Yrds Black, 24/case *No Substitutions*	Henry Schein Inc	6130167	12	CS	$37.73	$452.76
Health	242	Jaybird 1" X 15 yrds, 48/case *No Substitutions*	Henry Schein Inc	5290019	2	CS	$70.42	$140.84
					17			**622.94**
Bag	007	24"x36" Mesh Ball Bag - orange	Laux Sporting Goods	MB21OR	3	EA	$3.78	$11.34
Balls	041	Wilson NCAA Legend Basketball - 27.5"	Laux Sporting Goods	WZ202201XB5	2	ea	$21.87	$43.74
Gym	054	Competative Class Volleyball VSL215	Laux Sporting Goods	VSL215	15	EA	$16.37	$245.55
					20			**300.63**
Health	241	Biofreeze, 4 oz tube *No Substitutions*	Medco Supply	081697333	2	EA	$11.75	$23.50
Health	243	Leukotape P Sports Tape, 1-1/2" X 15 yrds *No Substitutions*	Medco Supply	081171230	2	EA	$7.11	$14.22
					4			**37.72**
Balls	034	VOIT Enduro Playground Ball - 10" - NO SUBSTITUTES	US Games	VPG10HNY	4	ea	$6.12	$24.48
Tape	150	Deluxe Vinyl Floor Tape - Rainbow (1"x60yds) 6/set	US Games	#FTAP16xx	2	st	$20.88	$41.76
					6			**66.24**
					75			**1,159.78**

CORNING-PAINTED POST AREA SCHOOL DISTRICT

RECOMMENDATION FOR BID AWARD REPORT # 27-010 17 June 2026
(BD. DATE)

BID TITLE: INTERSCHOLASTIC BID

ADVERTISED: 20 March and 22 March 2026 in the Leader and the Star Gazette

VENDORS: Bids were forwarded to 44 vendors of which 10 responded.*

BIDS OPENED: 3:00 p.m. on 17 April 2026

*LISTING OF VENDORS SUBMITTING BIDS:

Aluminum Athletic Equipment, 1000 Enterprise Dr, Royersford, PA 19468-1298
BSN Sports, 14460 Varsity Brands Way, Farmers Branch, TX 75244
Korney Board Aids, 124 Harrison Ave, Roxton, TX 75477 (Bids rejected)
Laux Sports LLC, 25 Pineview Dr, Suite A, Amherst, NY 14228
Medco Supply, 3333 Finley Rd, Suite 575, Downers Grove, IL 60515
MFAC, LLC, 1600 Division Rd, West Warwick, RI 02893
Pyramid School Products, 6510 N 54th St, Tampa, FL 33610-6446
Riddell, 7501 Performance Land, North Ridgeville, OH 44039
School Specialty, LLC, 140 Marble Dr, Lancaster, PA 17601
Sportsman's, 829 Horner St, Johnstown, PA 15902

BID ADVISOR: Rebecca Gentile, Director of Athletics

BID RECOMMENDATION: That the bids be awarded to the lowest responsible bidders meeting all specifications, and/or bidding acceptable substitutes or alternates, and with the Board exercising its right to award on a consolidated group basis or individual line item basis as follows:

COMPANY	AMOUNT	ITEMS AWARDED
BSN Sports	$2,142.65	053, 060, 102, 126, 195, 264, 265, 268, 269, 305, 312, 559, 619, 740, 746, 765
Laux Sports LLC	$9,544.63	005, 006, 040, 057, 088, 090, 091, 166, 246, 247, 280, 281, 323, 362, 385, 391, 522, 601, 614, 620, 622, 660, 730, 731, 733, 734, 754
Medco Supply	$55.52	050
No Bid		046, 052, 238, 764

Pyramid School Products	$603.55	017, 067, 217, 218, 677
Riddell	$2,050.80	007, 378, 454, 626
School Specialty LLC	$364.31	037, 038, 039, 061, 065, 086, 285, 586, 599
Sportsman's	$15,133.40	022, 023, 029, 045, 048, 056, 064, 099, 144, 145, 161, 170, 171, 188, 197, 200, 201, 202, 220, 371, 380, 395, 398, 402, 433, 460, 464, 525, 526, 528, 617, 624, 645, 770, 772, 807, 808
Total Bid	**$29,894.86**	

2021-2022 Corning - Painted Post Area School District
IS Bid
Recommendation to the Board of Education

Type	Item	Description	Company	Code	Qty	Unit	Price	Total
B/G Bsktbl	053	Scorebook - Mark V Basketball	BSN Sports LLC	1474258	6	ea	$6.72	$40.32
B/G Bsktbl	060	Stopwatch	BSN Sports LLC	1266702	4	ea	$6.37	$25.48
B/G Lax	102	Chest Protector - Maverik MX EKG - NOCSAE Appv.Size Large - NO SUBSTITUTES	BSN Sports LLC	1477493	1	ea	$82.65	$82.65
B/G Lax	126	Goalie Stick - Lacrosse -Complete - White - Soft Mesh - Mens	BSN Sports LLC	1469589	1	ea	$153.42	$153.42
B/G Soc	195	Bag - Ball Bag, Nike - NO SUBSTITUTES	BSN Sports LLC	NKBA5200010MISC	4	ea	$29.98	$119.92
B/G Swim	264	Powerfin Pro - Gold(6.5-7.5) - NO SUBSTITUTES	BSN Sports LLC	AE0061512004555	3	ea	$52.62	$157.86
B/G Swim	265	Powerfin Pro - Gold (Sz 11-12) - NO SUBSTITUTES	BSN Sports LLC	AE0061512001112	3	ea	$52.62	$157.86
B/G Swim	268	Powerfin Pro - Gold (Sz 8-9) - NO SUBSTITUTES	BSN Sports LLC	AE006151200759	8	ea	$52.62	$420.96
B/G Swim	269	Powerfin Pro - Gold (Sz 9.5-10.5) - NO SUBSTITUTE	BSN Sports LLC	AE0061512009510	8	ea	$52.62	$420.96
B/G Tennis	305	Igloo 5-8 Gallon Beverage Cooler	BSN Sports LLC	1376916	2	ea	$40.37	$80.74
B/G Tennis	312	Scorebook - Tennis - NO SUB	BSN Sports LLC	1303254	4	ea	$19.73	$78.92
Gymn	559	Gym Chalk (8 2oz Blks/1lb Package)	BSN Sports LLC	PGE4360X	2	pk	$13.18	$26.36
Softball	619	Bownet Big Mouth Replacement Bags	BSN Sports LLC	1462083	4	ea	$37.12	$148.48
Track/Xcountry	740	Tape - 200' Open Reel Measuring Tape	BSN Sports LLC	MSTAP200	1	ea	$15.42	$15.42
Volleyball	746	Antenna - Clamp-On	BSN Sports LLC	1451585	2	st	$94.97	$189.94
Volleyball	765	Rotation Locator - Dual	BSN Sports LLC	1464191	2	ea	$11.68	$23.36
					55			2,142.65
B/G Bsktbl	005	12" x 18" KBA Playmaker (RM-1 Basketball Full Court)	Laux Sporting Goods	SRM-1	2	ea	$15.44	$30.88
B/G Bsktbl	006	18"x24" KBA Portable Playmaker - White Board (Black Lines)	Laux Sporting Goods	PP-1824	2	ea	$44.40	$88.80
B/G Bsktbl	040	Inflator - Electric - "Quick Ball Inflator"	Laux Sporting Goods	IPC-100	1	ea	$134.40	$134.40
B/G Bsktbl	057	Slipp-Nott - Base & Pad 15" x 18"	Laux Sporting Goods	D-SM60	1	ea	$33.38	$33.38
B/G Lax	088	Balls - INDOOR Lacrosse Balls (Pink)	Laux Sporting Goods	PLP-DZ	3	dz	$15.40	$46.20
B/G Lax	090	Balls - White Lacrosse (Game Balls) Stamped w/NOCSAE Standard	Laux Sporting Goods	LBNW-DZ	50	dz	$18.86	$943.00
B/G Lax	091	Balls - Yellow Official Lacrosse - Stamped - NOCSAE Standard"	Laux Sporting Goods	LBNG-DZ	5	dz	$18.86	$94.30
B/G Lax	166	Rage Cage Club V4 Full-Size Folding Lacrosse Goal w/Shot Blocker	Laux Sporting Goods	CLUB-V6	1	ea	$317.70	$317.70
B/G Swim	246	Finis Agility Hand Paddles (Med)	Laux Sporting Goods	1.05.129xx	8	pr	$16.45	$131.60
B/G Swim	247	Finis Agility Hand Paddles (Sm)	Laux Sporting Goods	1.05.129xx	5	pr	$16.45	$82.25
B/G Swim	280	Speedo Team Kickboards - Black	Laux Sporting Goods	87753005001	20	ea	$17.48	$349.60
B/G Swim	281	Speedo Team Pull Buoy	Laux Sporting Goods	87753023420	30	ea	$10.67	$320.10
Baseball	323	Balls - Spaulding NFHS Pro Series Baseballs	Laux Sporting Goods	41100HS	35	dz	$93.74	$3,280.90

2021-2022 Corning - Painted Post Area School District
IS Bid
Recommendation to the Board of Education

Type	Item	Description	Company	Code	Qty	Unit	Price	Total
Football	362	"Sports Dry"	Laux Sporting Goods	Dry	1	ea	$74.68	$74.68
Football	385	Balls - ALPHA Varsity Leather Game Football	Laux Sporting Goods	726758	16	ea	$88.72	$1,419.52
Football	391	Balls - Spaulding J5V Composite Footballs - Youth Size	Laux Sporting Goods	726858	6	ea	$21.33	$127.98
Football	522	Scorebook - Football Stat	Laux Sporting Goods	5190	2	ea	$13.78	$27.56
Softball	601	Baseball/Softball Line-Up Cards, Large (5.5x8.5) 4-Part	Laux Sporting Goods	LUC25	3	ea	$4.98	$14.94
Softball	614	Batting Tee - "Tanner Tee" (Size: Normal)	Laux Sporting Goods	TT001	4	ea	$77.43	$309.72
Softball	620	BowNet Big Mouth X	Laux Sporting Goods	BowBMX	3	ea	$145.92	$437.76
Softball	622	BowNet Soft Toss X	Laux Sporting Goods	BowSTX	1	ea	$145.92	$145.92
Softball	660	Rawlings Coolflo Fastpitch Highlighter Black Softball Batting Helmet	Laux Sporting Goods	RCFHLFG	10	ea	$38.69	$386.90
Track/XCountry	730	Spikes - 1/4" Replacement Pyramid Spikes (100/pk)	Laux Sporting Goods	842	20	pk	$9.79	$195.80
Track/XCountry	731	Spikes - 3/8" Replacement Pyramid Spikes (100/pk)	Laux Sporting Goods	843	10	pk	$9.79	$97.90
Track/XCountry	733	Spikes, Pyramid - 1/2" (100/Bag)	Laux Sporting Goods	841	4	ea	$9.79	$39.16
Track/XCountry	734	Spikes, Pyramid - 5/8" (100/Bag)	Laux Sporting Goods	844	4	bg	$9.79	$39.16
Volleyball	754	Ball Cart - Hammock - Black	Laux Sporting Goods	BCHAM	3	ea	$124.84	$374.52
					250			**9,544.63**
B/G Bsktbl	050	Kramer Pre-Wrap - Black 48/rolls case	Medco Supply	081595826	1	cs	$55.52	$55.52
					1			**55.52**
B/G Bsktbl	046	LifeLadder Plyometric & Agility Workout Pack	No Bid		2	pk	$0.00	$0.00
B/G Bsktbl	052	Rope - Super Speed	No Bid		30	ea	$0.00	$0.00
B/G Swim	238	AquaVolo DragSox - Med Resist	No Bid		10	pr	$0.00	$0.00
Volleyball	764	Net Ratchet - Crank Handle	No Bid		2	ea	$0.00	$0.00
					44			**0.00**
B/G Bsktbl	017	Basketball - Heavy Weighted Training	Pyramid School Products	BHT72	5	ea	$29.95	$149.75
B/G Bsktbl	067	Xertube Med (Red)	Pyramid School Products	XF300	30	ea	$8.09	$242.70
B/G Soc	217	Pinnies - Adult Size - Orange	Pyramid School Products	SVMOR	20	ea	$2.29	$45.80
B/G Soc	218	Pinnies - Adult Size - Red	Pyramid School Products	SVMRD	20	ea	$2.29	$45.80
Softball	677	Trainer - Strike Zone Home Plate	Pyramid School Products	B024	10	ea	$11.95	$119.50
					85			**603.55**
B/G Bsktbl	007	48"x72" KBA Locker Room Playmaker	Riddell		2	ea	$816.15	$1,632.30
Football	378	Bag - Team Equipment	Riddell	R27574	1	ea	$21.25	$21.25
Football	454	Knee Pads - Riddell Biolite Vent Air - Small (pairs)	Riddell	R48159	35	pr	$6.55	$229.25
Soft	626	Champro TRIPLE Quarterback Playbook Wrist Band - Youth - Black - NO SUBSTITUTES	Riddell	A050	40	ea	$4.20	$168.00

2021-2022 Corning - Painted Post Area School District
IS Bid
Recommendation to the Board of Education

Type	Item	Description	Company	Code	Qty	Unit	Price	Total
					78			**2,050.80**
B/G Bsktbl	037	Dry Erase Pens (4/Set)	School Specialty LLC	1402628	5	ST	$1.26	$6.30
B/G Bsktbl	038	Expo Whiteboard Cleaner - 8oz. Spray	School Specialty LLC	059634	1	ea	$3.15	$3.15
B/G Bsktbl	039	Foam Eraser for Whiteboards	School Specialty LLC	084465	4	ea	$0.31	$1.24
B/G Bsktbl	061	Stopwatch, Robic 505	School Specialty LLC	2217635	2	ea	$5.66	$11.32
B/G Bsktbl	065	Whistle - The Classic Fox 40	School Specialty LLC	1319279	19	ea	$3.56	$67.64
B/G Lax	086	Ball Bag - Black	School Specialty LLC	2217626	4	EA	$3.73	$14.92
B/G Swim	285	Stopwatch (SC 505)	School Specialty LLC	2217635	8	ea	$5.66	$45.28
Softball	586	Bag - Wheeled Equipment Bag	School Specialty LLC	2120595	2	ea	$69.67	$139.34
Softball	599	Balls -Softballs - 12" Leather, 88 Stitch, Cork Center, .47 COR (Yellow w/Red Stitching)	School Specialty LLC	1404003	8	dz	$9.39	$75.12
					53			**364.31**
B/G Bsktbl	022	Basketball - Spaulding TF-1000 Legacy 29.5" Mens Basketball	Sportsman's		15	ea	$83.56	$1,253.40
B/G Bsktbl	023	Basketball - TF-1000 Legacy Womens Basketball	Sportsman's		15	ea	$83.56	$1,253.40
B/G Bsktbl	029	Beilein Shooting Trainer - Regulation Men's Size	Sportsman's		2	ea	$79.50	$159.00
B/G Bsktbl	045	Lanyards	Sportsman's		19	ea	$0.28	$5.32
B/G Bsktbl	048	Medicine Ball - 4 Kilo	Sportsman's	T48/hB4K	5	ea	$21.90	$109.50
B/G Bsktbl	056	Slipp Nott - Replacement Pads 26" x 26"	Sportsman's		5	ea	$48.90	$244.50
B/G Bsktbl	064	Water Bottles & Carrier- Collaspsible w/6 Quart size bottles w/ Push pull lid	Sportsman's	QT-WBC	2	st	$22.80	$45.60
B/G Lax	099	Cascade Lacrosse Goalie Throat Guard - Smoke	Sportsman's		1	ea	$26.60	$26.60
B/G Lax	144	Mouth Guards - Black	Sportsman's		150	ea	$0.40	$60.00
B/G Lax	145	Mouth Guards - Strapless -Black	Sportsman's	1050CSB	24	ea	$0.40	$9.60
B/G Lax	161	Pinnies - Reversible Black/White (Adult Large) "CORNING HAWKS" on both fronts & #'s on Backs (Adult	Sportsman's		115	ea	$17.90	$2,058.50
B/G Lax	170	Scorebook - Men's Lacrosse	Sportsman's	LSIM	3	ea	$5.60	$16.80
B/G Lax	171	Scorebook - Women's Lacrosse	Sportsman's	LSIW	3	ea	$5.60	$16.80
B/G Lax	188	Throat Protector C-2	Sportsman's		3	ea	$26.60	$79.80
B/G Soc	197	Ball - Spaulding TF-5000, Size 5 Soccer Ball	Sportsman's		50	ea	$44.70	$2,235.00
B/G Soc	200	Ball Pump 3	Sportsman's	T48P10	2	ea	$8.95	$17.90
B/G Soc	201	Captain's Arm Band - Adult Size - Black	Sportsman's		6	ea	$1.86	$11.16
B/G Soc	202	Captain's Arm Band - Adult Size - Yellow	Sportsman's		2	ea	$1.86	$3.72
B/G Soc	220	Scorebook - Soccer	Sportsman's	551	2	ea	$4.60	$9.20
Football	371	AK3 Black Knee Pad (Pair)	Sportsman's		90	pr	$12.88	$1,159.20

2021-2022 Corning - Painted Post Area School District
IS Bid
Recommendation to the Board of Education

Type	Item	Description	Company	Code	Qty	Unit	Price	Total
Football	380	Bag - Wheeled	Sportsman's	T48WHEELBAG38	1	ea	$69.70	$69.70
Football	395	Balls - Wilson GST Leather Footballs - Junior	Sportsman's		8	ea	$71.60	$572.80
Football	398	Belts - Black	Sportsman's	WBB	40	ea	$0.65	$26.00
Football	402	Bottle Carrier w/8 Qt Bottles	Sportsman's	QT-WBC	4	st	$22.80	$91.20
Football	433	Girdle -Compression (1113XX02) White Medium	Sportsman's	FGPM	10	ea	$18.65	$186.50
Football	460	Mouth Guards - Black w/strap - 25 per pack	Sportsman's		56	ea	$10.00	$560.00
Football	464	NIKE Pro Combat Playcoach (Triple Window Wristband) - Black - NO SUBSTITUTES	Sportsman's		40	ea	$15.88	$635.20
Football	525	Shoulder Pads - Riddell Power SPX - Large	Sportsman's	HP4.0AP-L	6	ea	$179.00	$1,074.00
Football	526	Shoulder Pads - Riddell Power SPX - XL	Sportsman's	HP4.0AP-XL	6	ea	$179.00	$1,074.00
Football	528	Shoulder Pads- Riddell Power SPX - Med	Sportsman's	HP4.0AP-M	6	ea	$179.00	$1,074.00
Softball	617	BowNet Ball Plastic Bucket (Black)	Sportsman's	48010	4	ea	$12.95	$51.80
Softball	624	Catchers Set - Headgear, Chest Protector, & Leg Guards Black	Sportsman's	CBSF11	1	st	$169.90	$169.90
Softball	645	Jugs Softie Softball/Indoor Softball - Game Ball Yellow	Sportsman's	CSB62	3	dz	$79.50	$238.50
Wrestling	770	Mat Tape (4") - 28 YD - 24/CS	Sportsman's	4PST-24PK	1	cs	$151.20	$151.20
Wrestling	772	Scorebook, Cliff Keen	Sportsman's	WSI	2	ea	$5.30	$10.60
Football	807	Girdle-Compression (1113XXD2) White Large	Sportsman's	FGPL	10	EA	$18.65	$186.50
Football	808	Girdle - Compression (1113XXD2) White X-Large	Sportsman's	FGPXL	10	ea	$18.65	$186.50
					722			**15,133.40**
					1,288			**29,894.86**

WELLIVER
PLAN | MANAGE | BUILD

June 10th, 2026

Mr. Paul Webster
School Business Official
Corning-Painted Post Area School District
165 Charles Street
Painted Post, NY 14870

Corning-Painted Post Area School District
2026 Frederick Carder Elementary Crawlspace Encapsulation Project -
Contract Award Recommendation

Dear Mr. Webster:

After receipt and review of the bids received on May 28th, 2026, for the Corning-Painted Post 2026 Frederick Carder Elementary Crawlspace Encapsulation Project, it is Welliver's recommendation that the Corning-Painted Post Area School District award the **General Contractor Contract** as follows:

General Contractor Contract: Streeter Associates, Inc.

General Contractor Contract Base Bid:	*$660,000*
Alternate #1 (Vapor Barrier at Area A under the Gymnasium) – Add	*$20,000*
Total Contract Amount Including Alternates #1:	***$680,000***

This award recommendation is contingent upon the successful bidder submitting proper bonds, insurance, and acceptable equivalent lists, which are required within ten days of execution of the contract.

If you have any questions regarding this matter, please feel free to contact me.

Sincerely,

Welliver

Corey Gee
Project Manager

WELLIVER
PLAN | MANAGE | BUILD

June 10th, 2026

Mr. Paul Webster
School Business Official
Corning-Painted Post Area School District
165 Charles Street
Painted Post, NY 14870

Corning-Painted Post Area School District
2026 Frederick Carder Elementary Crawlspace Encapsulation -
Contract Award Recommendation

Dear Mr. Webster:

After receipt and review of the bids received on May 28th, 2026, for the Corning-Painted Post 2026 Frederick Carder Elementary Crawlspace Encapsulation Project, it is Welliver's recommendation that the Corning-Painted Post Area School District award the **Mechanical Contract** as follows:

Mechanical Contract: Kuehne Construction Inc.

Mechanical Contract Base Bid:	*$141,800*
Alternate #1 (Vapor Barrier at Area A under the Gymnasium) – Add	*NA*
Total Contract Amount Including Alternates #1:	***$141,800***

This award recommendation is contingent upon the successful bidder submitting proper bonds, insurance, and acceptable equivalent lists, which are required within ten days of execution of the contract.

If you have any questions regarding this matter, please feel free to contact me.

Sincerely,

Welliver

Corey Gee
Project Manager

WELLIVER
PLAN | MANAGE | BUILD

June 10th, 2026

Mr. Paul Webster
School Business Official
Corning-Painted Post Area School District
165 Charles Street
Painted Post, NY 14870

Corning-Painted Post Area School District
2026 Frederick Carder Elementary Crawlspace Encapsulation Project-
Contract Award Recommendation

Dear Mr. Webster:

After receipt and review of the bids received on May 28th, 2026, for the Corning-Painted Post 2026 Frederick Carder Elementary Crawlspace Encapsulation Project, it is Welliver's recommendation that the Corning-Painted Post Area School District award the **Electrical Contract** as follows:

Electrical Contract: Matco Electric Corporation

Electrical Contract Base Bid:	*$60,000*
Alternate #1 (Vapor Barrier at Area A under the Gymnasium) – Add	*NA*
Total Contract Amount Including Alternate #1:	***$60,000***

This award recommendation is contingent upon the successful bidder submitting proper bonds, insurance, and acceptable equivalent lists, which are required within ten days of execution of the contract.

If you have any questions regarding this matter, please feel free to contact me.

Sincerely,

Welliver

Corey Gee
Project Manager

WELLIVER
PLAN | MANAGE | BUILD

June 10th, 2026

Mr. Paul Webster
School Business Official
Corning-Painted Post Area School District
165 Charles Street
Painted Post, NY 14870

Corning-Painted Post Area School District
2026 Frederick Carder Elementary Crawlspace Encapsulation Project-
Contract Award Recommendation

Dear Mr. Webster:

After receipt and review of the bids received on May 28th, 2026, for the Corning-Painted Post 2026 Frederick Carder Elementary Crawlspace Encapsulation Project, it is Welliver's recommendation that the Corning-Painted Post Area School District award the **Plumbing Contract** as follows:

Plumbing Contract: Kimble, Inc.

Plumbing Contract Base Bid:	*$23,500*
Alternate #1 (Vapor Barrier at Area A under the Gymnasium) – Add	*NA*
Total Contract Amount Including Alternate #1:	***$23,500***

This award recommendation is contingent upon the successful bidder submitting proper bonds, insurance, and acceptable equivalent lists, which are required within ten days of execution of the contract.

If you have any questions regarding this matter, please feel free to contact me.

Sincerely,

Welliver

Corey Gee
Project Manager

June 10th, 2026

Mr. Paul Webster
School Business Official
Corning-Painted Post Area School District
165 Charles Street
Painted Post, NY 14870

Corning-Painted Post Area School District
2026 Frederick Carder Elementary Crawlspace Encapsulation Project
Contract Award Recommendation

Dear Mr. Webster:

After receipt and review of the bids received on May 28th, 2026 for the Corning-Painted Post 2026 Frederick Carder Elementary Crawlspace Encapsulation Project, it is Welliver's recommendation that the Corning-Painted Post Area School District award the **Security & Controls Co-Op Prime Contract** as follows:

Security & Controls Co-Op Prime Contract: Day Automation

Security & Controls Co-Op Work Base Bid:	*$24,301*
Alternate #1 (Vapor Barrier at Area A under the Gymnasium) – Add	*NA*
Total Contract Amount:	***$24,301***

Cooperative Purchasing Vendor: NYS OGS Security & Solutions (Contract Number: PT-68783)

This award recommendation is contingent upon the successful bidder submitting proper bonds, insurance, and acceptable equivalent lists, which are required within ten days of execution of the contract.

If you have any questions regarding this matter, please feel free to contact me.

Sincerely,

Welliver

Corey Gee
Project Manager