

**DRAFT**

**BOARD AGENDA  
BUSINESS MEETING**

CV-S Central School  
Cherry Valley, NY

Thursday, January 18, 2024  
7:00 PM In the School Cafeteria

**I. OPENING OF MEETING**

A. QUORUM CHECK

B. CALL TO ORDER

C. PLEDGE OF ALLEGIANCE

D. SPECIAL PRESENTATIONS - Community Service, Student Representative, Administration,  
Board Committee Reports, Math Dept.- Mrs. Santillan, Mrs. Seales and Mrs. Shaffer and PAX - Mrs. Wright

E. ADDITIONS TO AGENDA

F. CORRESPONDENCE RECEIVED

G. SUPERINTENDENT'S REPORT

H. RECOGNITION OF VISITORS

**II. PROPOSED EXECUTIVE SESSION SUBJECT TO BOARD APPROVAL**

**III. CONSENT AGENDA ITEMS – Consider motion to approve consent agenda items to include  
RESOLUTIONS 1-1-2024 through RESOLUTION 17-1-2024**

A. RESOLUTION 1-1-2024  
APPROVAL OF MINUTES – December 21, 2023

B. RESOLUTION 2-1-2024  
ACKNOWLEDGE RECEIPT OF TREASURER'S AND FINANCIAL REPORTS – December 2023

**C. FINANCIAL**

RESOLUTION 3-1-2024

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District, upon  
the recommendation of the Superintendent does approve the following budget transfers:

From: A1310490 \$4000 and A5530400 \$2500	To: A1620.490 \$6500
From: A2110400 \$2900	To: A2060490 \$2900
From: A2250400 \$59000	To: A2250490 \$59000
From: A2850150 \$10000	To: A2850160 \$10000

**D. PROFESSIONAL LEARNING PLAN APPROVAL**

RESOLUTION 4-1-2024

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District does hereby approve the Professional Learning Plan per Attachment III D.

**E. SPECIAL EDUCATION AGREEMENT**

RESOLUTION 5-1-2024

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District, upon the recommendation of the Superintendent, does hereby approve the special education agreement (updated as of December 2023) with Cobleskill-Richmondville Central School from September 6, 2023 through June 26, 2024.

**F. COMBINING CONTRACTS**

RESOLUTION 6-1-2024

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District, upon the recommendation of the Superintendent, does hereby accept the Combining Contracts between the Sharon Springs Central School District and the Cherry Valley-Springfield Central School District, for Modified and Varsity Track and Field, Baseball and Softball athletic competition during the 2023-2024 season.

**G. PERSONNEL**

RESOLUTION 7-1-2024

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District, upon the recommendation of the Superintendent, does hereby accept the retirement of Wade Blanchard, Secondary Science Teacher, effective June 30, 2024.

RESOLUTION 8-1-2024

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District, upon the recommendation of the Superintendent, does hereby accept the resignation of Dean Cummings as a Bus Driver/Mechanic effective January 26, 2024.

RESOLUTION 9-1-2024

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District, upon the recommendation of the Superintendent, does hereby accept the resignation of Traci Waterman as a mentor effective December 21, 2023.

RESOLUTION 10-1-2024

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District, upon the recommendation of the Superintendent, does hereby appoint Diane Kroon to a position as a Long-term Substitute Teacher effective January 30, 2024 until filled and approves her leave of absence as a Licensed Teacher Assistant for the same time period.

RESOLUTION 11-1-2024

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District, upon the recommendation of the Superintendent, does hereby accept the resignation of Diane Kroon from teaching a class one period a day for the remainder of the 2023-24 school year effective January 29, 2024.

**RESOLUTION 12-1-2024**

**RESOLVED**, that the Board of Education of the Cherry Valley-Springfield Central School District, approves the Memorandum of Agreement appointing Adrienne Haig to teach a class one period a day for the remainder of the 2023-24 school year effective January 30, 2024.

**RESOLUTION 13-1-2024**

**RESOLVED**, that the Board of Education of the Cherry Valley-Springfield Central School District, upon the recommendation of the Superintendent, does hereby approve the following mentee/mentor pairing for the 2023-2024 school year: Megan Richards - Kelly Taggart

**RESOLUTION 14-1-2024**

**RESOLVED**, that the Board of Education of the Cherry Valley-Springfield Central School District, upon the recommendation of the Superintendent, does hereby appoint the following as an Instructional Support Substitute for the 2023-2024 school year: Kelly Fernandez

**RESOLUTION 15-1-2024**

**RESOLVED**, that the Board of Education of the Cherry Valley-Springfield Central School District, upon the recommendation of the Superintendent, does hereby appoint the following as Tellers for the Capital Project Vote to be held on February 13, 2024: Ruth Schultz, Dolores Weeks, Kathryn Lane, Paula Weaver, Anne Lennebacker - Head Teller

**RESOLUTION 16-1-2024**

**RESOLVED**, that the Board of Education of the Cherry Valley-Springfield Central School District, upon the recommendation of the Superintendent, does hereby appoint the following as a Substitute Teller for the Capital Project Vote to be held on February 13, 2024: Janet McCarty

**RESOLUTION 17-1-2024**

**RESOLVED**, that the Board of Education of the Cherry Valley-Springfield Central School District, upon the recommendation of the Superintendent, does hereby appoint the following After School Program assignments for the 2023-2024 school year: After School Program Student Peer Mentor - Kailey Barnes

**IV. NEW BUSINESS**

**V. OLD BUSINESS**

**A. POLICY REVIEW**

**RESOLUTION 18-1-2024**

**RESOLVED**, that the Board of Education of the Cherry Valley-Springfield Central School District does hereby conduct a second reading of Policy & Regulation 4327 Homebound Instruction, 6700 Purchasing, 8520 Free and Reduced Price Meal Services, and 9260 Conditional Appointment and Emergency Conditional Appointment-Student Safety.

**RESOLUTION 19-1-2024**

**RESOLVED**, that the Board of Education of the Cherry Valley-Springfield Central School District does hereby direct the District Clerk to transmit to NYSSBA updated Policy and Regulation 4327 Homebound Instruction, 6700 Purchasing, 8520 Free and Reduced Price Meal Services, and 9260 Conditional Appointment and Emergency Conditional Appointment-Student Safety to the New York State School Boards Association by January 29, 2024.

RESOLUTION 20-1-2024

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District does hereby conduct a first reading of Policy 8130.2 Workplace Violence Prevention and hereby waives the second reading due to time constraints with law requirements for February 3, 2024.

RESOLUTION 21-1-2024

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District does hereby direct the District Clerk to transmit to NYSSBA updated Policy 8130.2 Workplace Violence Prevention to the New York State School Boards Association by January 29, 2024.

VI. PROPOSED EXECUTIVE SESSION SUBJECT TO BOARD APPROVAL

- Matters leading to the employment of particular individual(s)
- Employment history of particular individual(s) or corporation(s)
- Review collective negotiations pursuant to Article 14 of the Civil Service Law (the Taylor Law)
- Review recommendations made by the Committee on Preschool Special Education

VII. ADJOURNMENT

**Professional Learning Plan  
Cherry Valley-Springfield Central School  
2023-2024**

## **Cherry Valley-Springfield Central School District Professional Development Plan**

**DISTRICT NAME:** Cherry Valley-Springfield Central School

**BEDS CODE:** 472202040000

**SUPERINTENDENT:** TheriJo Snyder

**ADDRESS:** 597 County Route 54 Cherry Valley NY 13320

**PHONE:** 607-264-9332

**FAX:** 607-264-9023

**YEAR PLAN IS IN EFFECT:** September 2023 - June 30, 2024

Superintendent:

TheriJo Snyder

Board of Education:

President Amy Garretson

Vice President Greg Lowry

April Aramini

Ellen Johnson

Erin Seeley

### **PROFESSIONAL Plan PLAN HISTORY**

Approved by the Board of Education Annually

#### **2023-24 Cherry Valley-Springfield Central School District Staff Development Committee**

TheriJo Snyder, Superintendent

Rachel Wright, Elementary Principal

Kevin Keane, Secondary Principal

Samantha Seamon, CSE Chairperson

Traci Waterman, Teacher

Jordan Rhodes, Teacher

Tom Fralick, Teacher

Michelle Gage, Teacher

Kathleen Urban, Teacher

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## Introduction

This Professional Development Plan for the Cherry Valley-Springfield Central School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. We strive to strengthen a culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Throughout this document, we reference the ultimate goal of professional development: improved student learning. While being mindful of that core purpose, it is important to acknowledge the additional benefits of this comprehensive professional development plan:

- improving job satisfaction
- improving our ability to recruit and retain highly effective educators
- increasing our knowledge of innovative practices
- meeting the NYSED requirements for professional development planning
- promoting shared decision-making and inclusive leadership

Professional development will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results and then beginning the process anew. This work is best done with colleagues and not alone, because each of us is limited by our own perception of the problem and knowledge of possible solutions.

In the Cherry Valley-Springfield Central School District, our approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction. As such, the quality of our professional development programs is influenced by a variety of factors. The National Staff Development Council recognizes these variables as the essential standards for professional development in education. The standards are

### **CONTEXT**

**Learning Communities:** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

**Leadership:** Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

**Resources:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

### **PROCESS**

**Data-Driven:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.



**Evaluation:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

**Researched-Based:** Staff development that improves the learning of all students prepares educators to apply research to decision making.

**Design:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

**Learning:** Staff development that improves the learning of all students applies knowledge about human learning and change.

**Collaboration:** Staff development that improves learning of all students provides educators with the knowledge and skills to collaborate.

## **CONTENT**

**Equity:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for students' academic achievement.

**Quality Teaching:** Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

**Family Involvement:** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

## **New York State Education Department Regulations and Requirements**

This Professional Development Plan meets the requirements of the 100.2 (dd) Regulations of the State of New York. The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Learning Standards of New York State (NYS). Additionally, public school districts are required to have a professional development plan which describes how it will provide all of its teachers, teaching assistants and long-term substitute teachers with substantial professional development opportunities and how it will provide its professional certificate holders with opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development for teachers and 75 hours for teaching assistants every five years.

## **The Professional Development Planning Process**

Although professionals in Cherry Valley-Springfield are continually improving their craft and honing their skills through their own self-improvement efforts, systemic change and growth requires collective and sustained efforts. This development plan promotes student achievement by providing learning opportunities for staff that are aligned with major school and/or district goals identified through regular needs assessments and a professional development planning process. The professional development planning process is:

### **Identify school/district educational goals**

- Review existing educational goals for state, district and schools
- Analyze student achievement data: past, present, projected trends
- Diagnose areas of student need
- Establish improvement with measurable goals expressed in terms of desired outcomes and within the context of the learning standards and district's priorities whenever possible

### **Plan for implementation**

- Outline flexible and integrated professional development strategies and activities that address the needs as identified through school and district goals
- Identify sources of expertise to assist with identified needs and goals
- Select PD content and process at each level (district, school, team, or individual)
- Identify sources and uses of financial resources

### **Implement professional development strategies**

- Integrate learning models that provide choice, differentiated learning, sustained collaboration and ongoing support
- Incorporate best practices into teaching, learning and leadership
- Identify critical factors for successful implementation

### **Monitor progress**

- Identify success measures for professional development activities
- Identify data sources and gathering method for each measure
- Plan for articulation of findings
- Keep records of PD implementation, participation and feedback
- Administer feedback surveys and collectively analyze results

## **Needs Assessment**

As part of the ongoing professional development planning cycle, the Cherry Valley-Springfield Central School District reviews multiple sources. The following items are analyzed annually to determine the focus and content of the professional development plan:

### **Student Achievement Data**

- School Report Card
- NYS and District Assessments (e.g., 3-8 testing and Regents exams)
- Disaggregated Student Achievement Data
- Report Cards
- DASA Reports/School Safety and the Educational Climate (SSEC)
- Department Data Analyses and Recommendations
- Counseling and Social Work Records
- Student Attendance and Discipline reports
- Graduation and Dropout Rates
- Special education identifications and annual reviews
- NYS Learning Standards

- College Placement Rates
- Academic Intervention Services and RtI Records
- Elementary Benchmark Reading Assessments
- College Board (AP, SAT)
- Branching Minds data

### **Surveys**

- Professional Development Needs Assessment Survey
- Professional Development Evaluation/Feedback Surveys

### **Additional Data Sources**

- Internal School Review
- BEDS Data
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Professional Performance Reviews and Observations/Evaluations
- Program Evaluations
- SED Regulations and Mandates
- Mentor Program Evaluations

## Goals and Implementation Plans for 2023-24 Professional Development

The district goals and each of the objectives designed to achieve such goals (all of which are detailed in subsequent pages) were identified in conjunction with an Internal School review process, based on the NYSED Focus School Review process, and took into consideration multiple data sources derived from a needs-assessment process. Additionally, recurring and ongoing annual commitments to professional development are noted.

**GOAL 1:** *Ensure all students are provided a quality Tier 1 instructional program that promotes student success.*

<b>Objective 1: Develop and implement a comprehensive MTSS plan.</b>			
<b>Strategies</b>			
<ol style="list-style-type: none"> <li><b>1. Develop a shared vision to service students who are most in need with evidence based instruction.</b></li> <li><b>2. Adopt best practices in teaching that will have the highest impact on student success and achievement.</b></li> <li><b>3. Implement data driven educational decision making.</b></li> </ol>			
<b>Activity</b>	<b>Timeline</b>	<b>Professional Development</b>	<b>Evidence</b>
Participate in Targeted Data Based Decision Making Team workshops	Quarterly	Southeast Regional Partnership Center	Registration/ Attendance by team members  Formalized MTSS plan
Complete data entry into Branching Minds	weekly	Data sessions with Branching Minds  Tutorials during Grade Level Meetings  Review during Faculty Meetings	Creation of intervention plans based on data entry
Research ELA universal screening tool	By June 2024 for September 2024 adoption	Demonstrations with selected companies  Development of criteria for selection	Selection of screening tool
Continued alignment of RtI processes, particularly as they relate to Special Education referrals	ongoing	Updating of Special Education referral process to reflect RtI and Child Study Team  Review of processes with all staff	Child Study Team referrals  CSE evaluations

Pilot of Bridges into Mathematics for K-5	Ongoing, with anticipated decision for February 2024	<p>Collaboration with Bridges representatives to learn the program</p> <p>Regular review of satisfaction with piloting teachers</p> <p>Regular review of student data on Bridges assessments</p>	<p>Classroom observations</p> <p>Assessment data</p>
Continued implementation of literacy programs consistent with Science of Reading	ongoing	<p>Lindamood Bell trainings</p> <p>CVSCS staff-provided sessions</p>	<p>Benchmarking data</p> <p>Attendance at Lindamood Bell and ONC trainings</p> <p>Classroom observations</p>
Continued implementation of benchmarking assessments/data collection consistent with Science of Reading practices	ongoing	ELA coordinators	<p>Benchmarking data</p> <p>Assessment calendar</p> <p>Rtl referral data</p>

**GOAL 2: Improve student achievement through content driven professional learning.**

**Objective 1:** Secondary teachers will utilize best instructional practices in their content areas that will have the greatest impact on student achievement.

**Strategies**

1. Learning Targets
2. Gradual Release of Responsibility
3. Checking for Understanding

Activity	Timeline	Professional Development	Evidence
Full implementation of the NYS Next Generation Learning Standards	Ongoing	Teachers will attend the annual conference of their statewide professional organization (NYSEC, AMTNYS, STANYS, NYSCSS).	Curriculum maps

Differentiated Assessment	Ongoing, starting in August with full day workshop with Rick Wormeli, author of <i>Fair Isn't Always Equal: Assessment and Grading in the Differentiated Classroom</i>	Follow up conference with Rick Wormeli on October 6th, continued focus on grading practices throughout the year.	Development and implementation of school wide grading policy.
Department meetings	Monthly	Review of best practices: Learning targets, gradual release of responsibility, checking for understanding.	Lesson plans reviewed in Pre and Post Observation conferences.

**GOAL 3: Through schoolwide SEL, we will create an equitable learning environment that empowers all students to achieve their potential.**

<b>Objective 1: All Staff will utilize best practices for Social Emotional Learning (SEL) Standards in order to have the greatest impact on student achievement.</b>			
<b>STRATEGIES</b>			
<ol style="list-style-type: none"> <li>1. Adopt NYS SEL Curriculum into classrooms</li> <li>2. Provide opportunities for Professional Development in Social Emotional Learning</li> <li>3. Implement data driven educational decision making</li> </ol>			
<b>Activity</b>	<b>Timeline</b>	<b>Professional Development</b>	<b>Evidence</b>
Health classes will begin implementing SEL curriculum at the Elementary level	2023-2024 School Year	Health Teacher/Elementary School Counselor	Lesson Plans
PAX will reduce risk factors and enhance protective factors to improve the health and wellbeing of individuals, families, and communities	Continuous	Trained PAX Staff	RTL Data; Observations from PAX Coach; PAX Curriculum
Students have access to a Ready to Learn Room at both the Elementary level and the High School level	Continuous	RTL Staff; School Counselors; Child Study/Student of Concern Team	RTL Data

Conduct Teen Mental Health First Aid training (tMHFA) with all students in grades 10-12.	January 2024	<u>Mental Health First Aid Training from National Council for Mental Wellbeing</u>	Track participants attendance and course documents through tMHFA Connect Platform
Positivity Project evidence based curriculum will be implemented Pre-K-12	Continuous	Weekly spotlight on character traits and strengths	Students will be empowered to build positive relationships with peers and teachers/staff
SAVE Promise Club (Students Against Violence Everywhere) fully operational	Continuous	SAVE Promise Club and club members will lead school wide initiatives to promote a positive school culture.	Start with Hello, Say Something, Say Something Anonymous Reporting System (SSARS)
Students have access to a Ready to Learn Room at both the Elementary level and the High School level	Continuous	RTL Staff; School Counselors; Child Study/Student of Concern Team	RTL Data
Building level counseling program	Continuous	All students have access to a certified school counselor. Students will experience personal/social/academic growth.	Improved student academic performance, social skills, and behavior

**Professional Development Providers**

Rachel Wright  
Kevin Keane  
TheriJo Snyder  
Samantha Seamon  
CV-S Faculty  
ONC BOCES

# **Teacher Mentor Program**

## **Cherry Valley-Springfield Central School**

Plan Adopted: August 18, 2004

Plan Revised: October 20, 2004

Plan Revised: October 19, 2006

Plan Revised September 20, 2007 (Inclusion of Experienced Teacher Mentor Program)

Plan Revised: July 22, 2010

Plan Revised: June 19, 2014

Plan Revised: July 25, 2018



## **Cherry Valley-Springfield Central School Teacher Mentoring Program**

*(NOTE: The word “teacher” refers to all professionally certified personnel)*

### **I. Purpose – Teacher Mentoring in their first year of teaching**

The purpose of the CVSCS Teacher Mentoring program is to meet the SED regulation requirements by forging a learning partnership with new staff. This will be accomplished through open communication, collaboration, a building of trust and rapport, and a sharing of resources and knowledge with ongoing support and guidance.

The specific goals of the Mentoring Program will include the following:

- Help beginning teachers transition from preparation to practice
- Provide guidance and support
- Develop and improve instructional skills and classroom management skills in order to improve student achievement
- Help beginning teachers, mentees, understand the culture of the school and community
- Maintain the retention rate for good beginning teachers
- Create a professional learning culture that crosses experience lines
- Help impart subject and content knowledge including the integration of the current standards and concepts
- Develop an understanding of the local (CVSCS) APPR process

### **Purpose – Experienced Teacher Mentoring Program**

The purpose of the CVSCS Experienced Teacher Mentoring Program is to assist an experienced teacher, new to CVSCS, in acclimating to the school and forging a partnership with the staff. This will be accomplished through open communication, collaboration, building of trust and rapport, and a sharing of resources and knowledge with ongoing support and guidance. All experienced teachers who are new to our school will be given a mentor following the same process for determining mentor/mentee pairings used for teachers new to the teaching profession.

At the discretion of the District, CVS teachers new to an assignment or teachers who would benefit from a second year of mentoring may also be afforded a mentor. In such cases, the mentor panel may make a recommendation for a mentoring partnership to the Superintendent in the same manner recommendations are made for teachers in their first year of teaching service.

The specific goals of the Experienced Teacher Mentoring Program will include the following:

- Help experienced teachers to acclimate to CVSCS or their new grade level/teaching assignment
- Provide guidance and support
- Work in a collaborative manner with staff to improve student achievement
- Maintain the retention rate for good teachers
- Help experienced teachers, mentees, understand the culture of the school and community
- Create a professional learning culture to enhance instruction, student achievement and to support District goals
- Review current standards and concepts in the context of the District's goals
- Develop an understanding of the local (CVSCS) APPR process

## **II. The Mentor Panel**

The purpose of the Mentor Panel will include the following:

- To update and maintain the mentor plan
- To design workshops/training opportunities to assist mentors and mentees
- To recommend mentor/mentee pairings to the Superintendent who, in turn, will make recommendations for appointment to the Board of Education
- To provide and encourage community building activities
- To annually evaluate the mentor program. Recommendations for financial considerations will be given to the Superintendent by March 1 and recommendations for modifying non-financial elements of the program will be given to the Superintendent by May 1. The Superintendent will share these recommendations with the Board of Education for their approval. Any revisions to the plan will be by mutual agreement between the BOE, the District and the Association.

The recommended composition of the Mentor Panel will include at least one administrator, at least four teachers and one LTA. There will be no term limits for Panel membership. Decisions made by the Panel will be reached through consensus.

## **III. Criteria for Mentor Selection**

In the development of the mentor pool the Panel recognizes that the role of the mentor is voluntary.

The Panel should consider the following when selecting mentors:

- Mastery of pedagogical skills
- Content knowledge

- Teaching ability
- Interpersonal relationship qualities
- Willingness to serve as a mentor
- Permanent or professional certification and experience in teaching
- Demonstration of outstanding teaching skills
- Exhibition of effective interpersonal and written and oral communication skills;
- Exhibition of leadership qualities
- Enthusiasm for teaching
- The Mentor Panel Chairperson may not serve as a mentor *unless an exception is mutually agreed upon.*

#### **IV. Selection of the Mentor**

In making a mentor/mentee pairing recommendation to the Superintendent, the Mentor Panel's consideration will include the following criteria:

- Tenure area
- Grade level assignment
- Proximity in the building
- Tenured; Mentor Chair will discuss exceptions with the Superintendent.
- Not someone on special administrative assignment

Occasionally, despite the best efforts of everyone involved, the mentor/mentee relationship may not meet the needs of the new teacher, or circumstances beyond the control of the mentor may interfere with his/her ability to fulfill the commitment to the program. Either the mentee or the mentor may request a change in the pairing. The chair(s) of the Panel will meet with the mentor and/or the mentee to try to resolve the issue. If no satisfactory resolution can be found, a new mentor will be assigned to the new teacher. In cases of adjustment, the mentor stipend will be prorated. A mentor will only be assigned one mentee, unless the Panel deems that circumstances warrant an exception should be made.

#### **V. Role of Mentor**

The primary role of the mentor is to provide guidance and support for the new mentee as he/she transitions from teacher preparation to teaching practice. The mentor will also facilitate and support the mentor program goals. Specific responsibilities of the mentor include the following:

- Maintaining confidentiality while building trust and rapport
- Sharing knowledge, skills and information to include current standards and concepts
- Meeting once per week for a minimum of 30 minutes with the new teacher
  - \* Note: It is recommended that mentors and mentees meet on a regular basis each week; however, they may occasionally satisfy this requirement by meeting for a longer block of time and forego a weekly meeting. *If this is the course of action, mentors must make informal contact on a weekly basis to provide positive support.*

- Visiting the new teachers classroom during teaching periods for the purpose of coaching and providing feedback
- Attending District's Mentor Panel workshops periodically throughout the year to provide feedback and support
- Participating in training
- Modeling collegiality
- Opening their classroom to the new teacher to model effective teaching techniques
- Arranging visits for the new teacher to observe other colleagues in the department or grade level
- Promoting self-reflection and self-analysis
- Offering non-judgmental listening
- Facilitating growth and development of the new teacher
- Maintaining a log of mentor/mentee activities to include weekly collaboration meetings, professional development experiences and community building activities. This documentation must also include the name of the new teacher, the teacher's certificate identification number, type of mentoring activity, number of clock hours successfully completed in the mentoring activity and the name and teaching certificate identification number of the mentor. The completed log should be submitted to the superintendent by June 1. The log is used by the Superintendent to verify that the mentorship took place and is reported to the state.
- The District must maintain these records for at least seven years from the completion date of the mentoring activities and will be made available for review by the State Education Department.
- Mentors may submit evidence of their mentoring activities to be included in the APPR evaluation.

## **VI. Mentor Activities**

As the Teacher Mentoring Program must include specific types of mentoring activities, the Mentor will be responsible for scheduling activities to assist the new teacher, which might include the following:

- Modeling effective/highly effective practice as identified in the agreed upon District APPR evaluation rubric for the new teacher
- Observing the new teacher's instruction
- Planning instruction with the new teacher
- Providing peer coaching
- Team teaching
- Orienting the new teacher to the school culture
- Attending conferences and/or professional workshops

Mentors should:

- Share teaching and classroom management skills
- Facilitate interaction with colleagues
- Assist new teacher with self-evaluation

The mentor/mentee will have a total of 4 release days, taken as full or half days, to facilitate mentor program goals and activities that need to be conducted during the school day. Mentor/mentee pairings will request release time well in advance with their building principals so substitutes can be obtained. Other times that may be scheduled to fulfill the mentor program goals include before and after school, during the school day that is mutual, summer orientation and time that may be set aside during Superintendent's Conference Days.

## **VII. Mentor Training**

The teacher mentor program will include training for mentors to assist them in fulfilling their duties.

## **VIII. Length of Partnership:**

The formal mentor partnership will be for one year; however, we hope this professional partnership will last for many years as these partners work as colleagues. The mentor panel, in conjunction with the mentor, can make a recommendation to the Superintendent at the end of the first mentor year to continue the mentoring partnership for a second year.

## **IX. Training and PDP**

Participation of mentors and mentees in training opportunities will satisfy the yearly PDP requirements.

## **X. Orientation Program**

Mentor and mentees must participate in the initial orientation program unless the partnership begins mid-year. In such a case, a modified orientation will take place.

## **XI. Other Requirements**

The purpose of the mentor program is to forge a learning partnership built on trust and rapport. The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher; unless

- A. Withholding such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school;
- B. or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character;

- C. or unless the school district has entered into an agreement, negotiated pursuant to Article 14 of the Civil Service Law whose terms are in effect, that provides that the information obtained by the mentor through interaction with the new teacher while engaged in the mentoring activities of the program may be used for evaluating or disciplining the new teacher.

## **XII. Stipends/ In-service Credit**

In accordance with Appendix F of the collective bargaining agreement, the mentor coordinator will be paid \$624 for the school year.

In accordance with Appendix F of the collective bargaining agreement, mentors will be paid \$800 for their role as a mentor for the year for teachers in their first year of service. Mentors will be paid \$600 for their role as a mentor for the year for an experienced teacher. Stipends will be prorated should a mentor serve less than a year.

In accordance with Appendix B of the collective bargaining agreement, mentors will be paid \$150/day for any summer orientation or training as planned by the Mentor Panel and approved by the Superintendent. Mentees participating in this Orientation Program during the summer vacation period will not be paid a per diem stipend or other compensation, except for in-service credit upon completion of their participation. The scheduling of this orientation program will constitute prior approval.

# Cherry Valley-Springfield Central School

## Teacher Mentor/Mentee Log

New Teacher \_\_\_\_\_

New Teacher Certificate Identification Number \_\_\_\_\_

Date of Hire \_\_\_\_\_

Mentor \_\_\_\_\_

Mentor Certificate Identification Number \_\_\_\_\_

Please submit a complete copy of the Mentor Program Log to the Superintendent by June 1 of this school year.





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## HOMEBOUND INSTRUCTION

- Required
- Local
- Notice**

Homebound instruction is a service provided to students who are unable to participate in their usual educational setting, at home or in a hospital or other institution for the treatment of children (other than a school), due to temporary or chronic illness or injury for physical, mental or emotional reasons. Homebound instruction is provided to students anticipated to be unable to attend school in person for at least ten days during a three-month period, as documented by the student's treating healthcare provider (who is licensed or authorized to provide diagnosis under Title 8 of the Education Law).

Parents/guardians must make a request for homebound instruction to the district's Medical Director or designee. Such request must include written medical verification from the student's treating healthcare provider (who is licensed or authorized by the state to provide diagnosis), and consent for the Medical Director or designee to contact the treating healthcare provider. The Medical Director will review the request and may contact the treating healthcare provider to obtain additional information. The Medical Director must notify the parent/guardian of the district's approval or denial within five school days after receiving the written medical verification. The parent may appeal denials to the Board of Education within ten school days of receiving the denial notification. If the request is approved, or if the request is denied and an appeal is pending before the Board, the district will provide instructional services within five school days after receiving notification of the student's medical condition or request for homebound instruction.

When approved for homebound instruction, secondary students receive instruction for at least ten hours per week, for at least two hours per day if possible (and starting July 1, 2023, at least fifteen hours per week, for at least three hours per day if possible). Elementary students receive at least five hours per week, for at least one hour per day if possible (and starting July 1, 2023, at least ten hours per week, for at least two hours per day if possible). Students receive credit for their work while on homebound instruction.

The higher minimum hours of instruction listed above may be reduced upon parent/guardian request, supported by documentation by the treating healthcare provider, but may not be lower than the lower minimum hours listed above. In such cases, the district must ensure that the student is unable to receive the minimum hours of instruction, must document the reason in the instruction delivery plan described below and must review the plan at least once a month to determine when the hours can be increased.

Once approved, the district makes provisions for homebound instruction for all students residing in the district attending public and nonpublic schools in grades Kindergarten to age 21. Homebound instruction may be provided by the district, or by a tutor, who must hold a New York State teaching certificate and who may be employed by a BOCES. Hospital or institutional instruction may be provided via contract with a school connected with that hospital or institution, or the district where it is located. Homebound instruction may include remote instruction as defined in state regulations 8 NYCRR §100.1(u).

The district will establish a written instruction delivery plan, with input obtained and considered from the parent/guardian and, if appropriate, the student. The plan will include at least: the number hours per week and per day of instruction, the method instruction will be delivered, the location of services, and an explanation of how the services will enable the student to maintain academic progress. The

district will review the plan as needed based on the needs of the student, or if conditions have changed. The district will maintain a record of the dates, amount, and type of instructional services the student received, including the instructor's name, subjects taught, and location where services were provided.

Homebound instruction will strive to keep students on pace to rejoin their class and maintain academic progress. The Board recognizes that students who are out of school for extended periods of time are at risk of falling behind academically and/or losing connection to the school community. The Board directs the administration to evaluate periodically whether homebound instruction is effective in keeping students on track to graduate, and if not, to take steps to improve instruction and implement approaches and/or offer services that support the transition back to school.

### **Students with Disabilities**

Students with disabilities may request home, hospital or institutional instruction as outlined above. In order for the district to provide a student with a disability with the programs and/or services outlined in their IEP in a home, hospital or institutional setting, the Committee on Special Education must meet and determine that the student's educational placement should be "home and hospital" as defined and described in 8 NYCRR sections 200.1 and 200.6.

Once the district has granted a request for home, hospital or institutional instruction for a student with a disability, the CSE will meet to make the determination of the special education programs and related services the student will receive in the home, hospital or institutional setting, and will indicate that in the student's IEP. Any related services so provided would be in addition to the minimum hours of instruction required by state regulations.

### **Students Instructed Out of School Due to Suspension**

Students who have been suspended from school will be provided with alternative instruction, as described in the district's Code of Conduct. Such instruction may be provided in the student's home or other location, including remotely, as determined by the district, balancing the best interests of the student, the safety of district personnel, and the district's resources. The district's homebound instructors may be utilized, if available. Such instruction is not subject to the requirements of state regulations for homebound instruction (8 NYCRR §100.22) referenced in the rest of this policy. However, students of compulsory education age must receive the same minimum hours of instruction required for homebound instruction outlined above. Any such instruction will be substantially equivalent to the instruction the student would have received in the regular education environment, to be determined by the district on a case-by-case basis.

Cross-ref:  
5300, Code of Conduct

Ref:  
Education Law §§1709(24); 4401 et seq.  
8 NYCRR §§100.1(u); 100.22; 175.21; 200.1; 200.6  
*Appeal of Camille S.* 39 EDR 574 (Dec. No. 14,316) (2000)  
*Formal Opinion of Counsel No. 243*, Office of Counsel, NYSED,  
<https://www.counsel.nysed.gov/sites/counsel/files/243.pdf> (10/3/23)  
*Home, Hospital, or Institutional Instruction Frequently Asked Questions*, NYSED (Jan. 2023),  
<https://www.p12.nysed.gov/sss/ssae/AltEd/documents/home-hospital-or-institutional-instruction-faqs.pdf>

Adoption Date:  
Classification:  
Revised Dates: ; **02162023, 01182024**

# PURCHASING

**(X) Required**

(X) Local

( ) Notice

The Board of Education views purchasing as serving the educational program by providing necessary supplies, equipment and related services. Purchasing will be centralized in the business office under the general supervision of the Purchasing Agent designated by the Board.

It is the goal of the Board to purchase competitively, without prejudice or favoritism, and to seek the maximum educational value for every dollar expended. Competitive bids or quotations will be solicited in connection with purchases pursuant to law. The General Municipal Law requires that purchase contracts for materials, equipment and supplies involving an estimated annual expenditure exceeding \$20,000 and public work contracts involving an expenditure of more than \$35,000 will be awarded only after responsible bids have been received in response to a public advertisement soliciting formal bids. Purchases of the same commodity cannot be artificially divided for the purpose of avoiding the threshold. Similar procurements to be made in a fiscal year will be grouped together for the purpose of determining whether a particular item must be bid.

The district's purchasing activity will strive to meet the following objectives:

1. to effectively supply all administrative units in the school system with needed materials, supplies, and contracted services;
2. to obtain materials, supplies and contracted services at the lowest prices possible consistent with the quality and standards needed as determined by the Purchasing Agent in conformance with state law and regulation and in cooperation with the requisitioning authority. The educational and physical welfare of the students is the foremost consideration in making any purchase;
3. to ensure that all purchases fall within the framework of budgetary limitations and that they are consistent with the educational goals and programs of the district;
4. to maintain an appropriate and comprehensive accounting and reporting system to record and document all purchasing transactions;
5. to ensure, through the use of proper internal controls, that loss and/or diversion of district property is prevented; and
6. **optional:** to utilize the GreenNY purchasing specifications set by New York State whenever feasible.

Opportunities will be provided to all responsible suppliers to do business with the school district. Suppliers whose place of business is situated within the district may be given preferential consideration only when bids or quotations on an item or service are identical as to price, quality and other factors.

## Special Circumstances

A. "Piggybacking"

Where permitted by law, purchases may be made through available cooperative BOCES bids, or by "piggybacking" onto contracts of the United States or agencies thereof or the federal General Services Administration (GSA), the New York State Office of General Services (OGS), departments or agencies of New York State, any New York State county, or any state or any county or political subdivision or district therein, whenever such purchases are in the best interests of the district or will result in cost savings to the district. In addition, the district will

make purchases from correctional institutions and severely disabled persons through charitable or non-profit-making agencies, as provided by law.

It is the district's responsibility to review each "piggybacking" contract corresponding to a proposed purchase, upon the advice of counsel as necessary, to determine whether the original contract does not conflict with state law or regulation, and meets the following requirements:

1. The contract must have been let by the United States, or any agency thereof, any state, or any other political subdivision or district therein;
2. The contract must have been made available for use by other governmental entities; including New York State local governments;
3. The contract must have been let to the lowest responsible bidder or on the basis of best value, in a manner consistent with General Municipal Law §103. Those main elements are: (a) public solicitation of bids or offers; (b) secure or confidential bids or offers; (c) use of a common standard for bidders or offers to compete fairly; and (d) awarded to the lowest responsible bidder, or responsible offeror of best value, which optimizes quality, cost and efficiency.

**B. Instructional Materials in Alternative Formats**

In accordance with law, the district will give a preference in the purchase of instructional materials to vendors who agree to provide materials in alternative formats. The term "alternative format" means any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district (or program of a BOCES), including but not limited to Braille, large print, open and closed captioned, audio, or an electronic file in a format compatible with alternative format conversion software that is appropriate to meet the needs of the individual student.

**C. Environmentally Conscious Purchasing**

**1. Environmentally Sensitive ("Green") Cleaning Products**

The Board is aware of the need to reduce exposure of students and staff to potentially harmful chemicals and substances used in cleaning and maintenance. In accordance with law, regulation and guidelines set forth by the Office of General Services (OGS), the district will purchase and utilize environmentally sensitive cleaning and maintenance products in its facilities whenever feasible. Cleansers purchased must, first and foremost, be effective so that the district may continue to purchase non-green products as necessary. Environmentally sensitive cleaning and maintenance products will be procured in accordance with standard purchasing procedures as outlined in this policy and regulation.

**2. GreenNY Purchasing**

Where the district is procuring a commodity, service, or technology, whether by competitive bid or other type of procurement, that is the subject of a GreenNY procurement specification that has received final approval of the NYS GreenNY Council pursuant to Executive Order No. 22 (2022), the Purchasing Agent will follow the GreenNY procurement specification to the maximum extent practicable, as long as the cost is reasonably competitive, as defined in General Municipal Law §104-a. GreenNY approved procurement specifications can be found online at: <https://ogs.ny.gov/greenny/approved-greenny-specifications>.

However, the district will not follow the GreenNY specifications if the Purchasing Agent determines that:

- a. the commodity, service or technology will not meet the district's requirements for form, function, or utility; or

- b. there is a compelling public health or safety reason not to purchase such commodity, service or technology.

### 3. Recycled Products

The district gives a preference to vendors of recycled products whenever they meet the district's specifications and the price is reasonably competitive, defined in General Municipal Law §104-a.

### D. E-Rate and other Federal Discounts

In order to ensure that the district avails itself of advantageous purchasing opportunities, the Board authorizes the Purchasing Agent to represent the district in applying for federal programs designed to discount prices for goods and services. Specifically, the Purchasing Agent will abide by the rules and regulations associated with applying for telecommunications service discounts through the Universal Service Fund (E-Rate), in addition to complying with the local purchasing policies set forth by the Board. As with all purchasing activity, appropriate documentation of the application and purchase through any federal program will be maintained by the business office.

### E. American Salt Preference

The district may give a preference to suppliers of American rock salt or sodium chloride, pursuant to the requirements of General Municipal Law §104-d.

## **Competitive Bidding**

Purchase contracts and public works contracts subject to competitive bidding will be awarded to the lowest responsible bidder, however, the Board authorizes that purchase contracts may be awarded on the basis of best value, as defined in State Finance Law §163. Other exceptions to competitive bidding are outlined below.

In addition, the Board authorizes the receipt of sealed bids for purchase contracts in electronic format, pursuant to the provisions of General Municipal Law §103(1) which addresses proper documentation, authentication, security, and confidentiality of electronic bids.

The district will comply with the requirements of General Municipal Law §103-g, which prohibits, with few exceptions, competitive bidding contracts with entities that invest significantly in the Iranian energy sector, as outlined in the accompanying regulation.

## **Exceptions to Competitive Bidding**

Competitive bidding, even if the dollar value of the purchase meets the threshold established above, is not required in the following circumstances:

1. emergencies where time is a crucial factor;
2. procurements for which there is no possibility of competition (sole source items);
3. professional services that require special skill or training (see policy 6741 for guidance on purchasing professional services);
4. purchases such as surplus or second-hand items from governmental entities, certain food and milk items, or goods and services from municipal hospitals; or
5. where the district is purchasing through (or is "piggybacking" onto) the contract of another governmental entity, where the original contract complies with the requirements of New York State law for competitive bidding.

## **Purchasing when Competitive Bidding Not Required**

Goods and services which are not required by law to be procured by the district through competitive bidding will be procured in a manner so as to ensure the prudent and economical use of public monies, in the best interests of the taxpayers, to facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances, and to guard against favoritism, improvidence, extravagance, fraud and corruption.

Alternative proposals or quotations will be secured by requests for proposals, written or verbal quotations or any other appropriate method of procurement, except as permitted by state law for procurements:

1. under a county contract;
2. under a state contract;
3. under a federal contract;
4. under a contract of another political subdivision;
5. of articles manufactured in state correctional institutions; or
6. from agencies for the blind and severely disabled.

"Piggybacking" onto the contract of other governmental agencies is permitted where the original contract is in conformance with the goals of this section.

The district will provide justification and documentation of any contract awarded to an offeror other than the lowest responsible dollar offeror, setting forth the reasons why such award is in the best interests of the district and otherwise furthers the purposes of section 104-b of the General Municipal Law.

### **General Purchasing Provisions**

The Superintendent of Schools, with the assistance of the Purchasing Agent, is responsible for the establishment and implementation of the procedures and standard forms for use in all purchasing and related activities in the district. Such procedures must comply with all applicable laws and regulations of the state and the Commissioner of Education.

No Board member, officer or employee of the school district will have an interest in any contract entered into by the Board or the district, as provided in Article 18 of the General Municipal Law.

Comments will be solicited from those administrators involved in the procurement process before enactment of the district's policies regarding purchasing and from time to time thereafter. The policies must then be adopted by Board resolution. All district policies regarding the procurement processes will be reviewed by the Board at least annually.

The unintentional failure to fully comply with the provisions of section 104-b of the General Municipal Law or the district's policies regarding procurement will not be grounds to void action taken nor give rise to a cause of action against the district or any officer or employee of the district.

#### Cross-ref:

6710, Purchasing Authority  
6741, Contracting for Professional Services

#### Ref:

Comprehensive Iran Sanctions, Accountability, and Divestment Act of 2010 (Public Law 111-195)  
Education Law §§305(14); 409-i; 1604(29-a); 1709(4-a), (9), (14), (22); 2503(7-a); 2554(7-a)  
General Municipal Law §§102; 103; 103-g; 104; 104-a; 104-b; 104-d; 109-a; 800 et seq.  
State Finance Law §§97-g(3), (4), (5); 163; 163-b; 165-a  
County Law §408-a(2)  
8 NYCRR Part 114

Adoption Date: 07092015

Classification:

Revised Dates: ; **03222018, 05162023, 01182024**





# **PURCHASING REGULATION**

The following sets forth the procedures for the procurement of goods and services by the district:

## **I. Definitions**

**Best value:** optimizing quality, cost and efficiency. The basis for best value shall reflect, whenever possible, objective and quantifiable analysis, and may also take into consideration small businesses or certified minority- or women-owned businesses as defined in State Finance Law §163.

**Purchase Contract:** a contract involving the acquisition of commodities, materials, supplies, services or equipment.

**Public Work Contract:** a contract involving labor or both materials and labor for a project such as construction.

**Reasonably Competitive:** the cost of a recycled product does not exceed (a) 10% above that of a comparable non-recycled product, or (b) 15% above that of a comparable non-recycled product, if at least 50% of the secondary materials used to make the product comes from New York State waste.

**Recycled Product:** any product manufactured from secondary materials (recovered from or otherwise destined for the waste stream), as defined in Economic Development Law §261(1), and which meets the requirements of Environmental Conservation Law §27-0717(2) and associated regulations 6 NYCRR §368.4.

## **II. General Municipal Law**

The General Municipal Law requires that purchase contracts for services, materials, equipment and supplies involving an estimated annual expenditure exceeding \$20,000 and public work contracts involving an expenditure of more than \$35,000 will be awarded only after responsible bids have been received in response to a public advertisement soliciting formal bids. Similar procurements to be made in a fiscal year will be grouped together for the purpose of determining whether a particular item must be bid.

## **III. Competitive Bidding Required**

### **A. Method of Determining Whether Procurement is Subject to Competitive Bidding**

1. The district will first determine if the proposed procurement is a purchase contract or a contract for public work.
2. If the procurement is either a purchase contract or a contract for public work, the district will then determine whether the amount of the procurement is above the applicable monetary threshold as set forth above.
3. The district will also determine whether any exceptions to the competitive bidding requirements (as set forth below) exist.

4. All advertised bids must include the following statement required by General Municipal Law 103-g: "By submission of this bid, each bidder and each person signing on behalf of any bidder certifies, and in the case of a joint bid each party thereto certifies as to its own organization, under penalty of perjury, that to the best of its knowledge and belief that each bidder is not on the list created pursuant to paragraph (b) of subdivision 3 of section 165-a of the state finance law."

B. Contract Combining Professional Services and Purchase

In the event that a contract combines the provision of professional services and a purchase, the district, in determining the appropriate monetary threshold criteria to apply to the contract, will determine whether the professional service or the purchase is the predominant part of the transaction.

C. Opening and Recording Bids; Awarding Contracts

The Purchasing Agent will be authorized to open and record bids. Contracts will be awarded to the lowest responsible bidder or a purchase contract bid of best value (as recommended by the Purchasing Agent), who has furnished the required security after responding to an advertisement for sealed bids.

In order to be considered a responsible bidder, entities must certify that they are not on the list created and maintained by the State Office of General Services cataloging significant investment in the Iranian energy sector. Such statement may be submitted electronically pursuant to General Municipal Law §103(1). Entities that cannot make this certification may only be awarded the bid if:

1. The entity's investment activities in Iran were made before April 12, 2012; the investment activities in Iran have not been expanded or renewed after that date; and the entity has adopted, publicized, and is implementing a formal plan to cease the investment activities in Iran and to refrain from engaging in any new investments in Iran; or
2. The district makes a determination, in writing, that the goods or services are necessary for the district to perform its functions and that, absent such an exemption, the district would be unable to obtain the goods or services for which the contract is offered.

D. Documentation of Competitive Bids

The district will maintain proper written documentation which will set forth the method in which it determined whether the procurement is a purchase or a public work contract.

E. Leases of Personal Property

In addition to the above-mentioned competitive bidding requirements, section 1725 of the Education Law requires that the district will be subject to competitive bidding requirements for purchase contracts when it enters into a lease of personal property.

Documentation: The district will maintain written documentation such as quotes, cost-benefit analysis of leasing versus purchasing, etc.

Any legal issues regarding the applicability of competitive bidding requirements will be presented to the school attorney for review.

#### IV. Exceptions to Competitive Bidding Requirements

The district will not be subject to competitive bidding requirements when the Board of Education, in its discretion, determines that one of the following situations exists:

1. emergency situations where:
  - a. the situation arises out of an accident or unforeseen occurrence or condition;
  - b. a district building, property, or the life, health, or safety of an individual on district property is affected; or
  - c. the situation requires immediate action which cannot await competitive bidding.

However, when the Board passes a resolution that an emergency situation exists, the district will make purchases at the lowest possible costs, seeking competition by informal solicitation of quotes or otherwise, to the extent practicable under the circumstances.

Documentation: The district will maintain records of verbal (or written) quotes, as appropriate;

2. when the district purchases surplus or second-hand supplies, materials or equipment from the federal or state governments or from any other political subdivision or public benefit corporation within the state.

Documentation: The district will maintain market price comparisons (verbal or written quotes) and the name of the government entity;

3. when the Board separately purchases eggs, livestock, fish and dairy products (other than milk), juice, grains and species of fresh fruits and vegetables grown, produced or harvested in New York State, each order not to exceed \$150,000 unless granted permission by the Commissioner of Education, subject to the requirements of General Municipal Law §103(9) and Commissioner's Regulations §114.3.

Documentation: The district will maintain documentation consistent with section 114.3 of the Regulations of the Commissioner of Education;

4. when the Board separately purchases milk produced in New York State directly from licensed milk processors. The amount expended in any fiscal year by the district may not exceed an amount equal to twenty-five cents multiplied by the number of days in the school year multiplied by the total enrollment of the district or exceed the current market price.

Documentation: The district will maintain documentation consistent with section 114.4 of the Regulations of the Commissioner of Education;

5. when the district purchases goods, supplies and services from municipal hospitals under joint contracts and arrangements entered into pursuant to section 2803-a of the Public Health Law.

Documentation: The district will maintain the legal authorization, Board authorization and market price comparisons;

6. when there is only one possible source from which to procure goods or services required in the public interest.

Documentation: The district will maintain written documentation of the unique benefits of the item or service purchased as compared to other items or services available in the marketplace; that no other item or service provides substantially equivalent or similar benefits; and that, considering the benefits received, the cost of the item or service is reasonable, when compared to conventional methods. In addition, the documentation will provide that there is no possibility of competition for the procurement of the goods.

7. when the district purchases professional services that require special skill or training, such as but not limited to, audit, medical, legal or insurance services, or property appraisals.

Documentation: The district will keep proper documentation in accordance with policy 6741; or

8. when the district purchases through the contracts of (or "piggybacks" onto) other governmental entities, as authorized by law, for certain goods and services permitted by law. Factors relevant to the decision to "piggyback" may include cost, staff time, delivery arrangements, quality of goods and services, and suitability of such goods and services to the district's needs.

Documentation: The district will keep documentation indicating why "piggybacking" is in the best interests of the district, copies of the original contract, and that the originating contract was let in a manner consistent with applicable competitive bidding requirements.

#### V. Quotes When Competitive Bidding Not Required

Goods and services which are not required by law to be procured by the district through competitive bidding will be procured in a manner so as to ensure the prudent and economical use of public monies in the best interests of the taxpayers. Alternative proposals or quotations will be secured by requests for proposals, written or verbal quotations or any other appropriate method of procurement, as set forth below.

##### A. Methods of Documentation

1. Verbal Quotations: the telephone log or other record will set forth, at a minimum, the date, item or service desired, price quoted, name of vendor, name of vendor's representative;
2. Written Quotations: vendors will provide, at a minimum, the date, description of the item or details of service to be provided, price quoted, name of contact. For example, with regard to insurance, the district will maintain documentation that will include bid advertisements, specifications and the awarding resolution. Alternatively, written or verbal quotation forms will serve as documentation if formal bidding is not required.
3. Requests for Proposals: the district will utilize RFP's to engage professional services providers in accordance with policy 6741.

##### B. Purchases/Public Work: Methods of Competition to be Used for Non-Bid Procurements; Documentation to be Maintained

The district will require the following methods of competition be used and sources of documentation maintained when soliciting non-bid procurements in the most cost-effective manner possible:

1. Purchase Contracts up to \$20,000
  - a. Contracts from \$100 to \$1,000: Verbal quotes  
Documentation will include notations of verbal quotes.
  - b. Contracts in excess of \$1,000 to \$20,000: Written quotes
2. Public Work Contracts up to \$35,000
  - a. Contracts from \$1,000 to \$10,000: Verbal quotes  
Documentation will include notations of verbal quotes.
  - b. Contracts in excess of \$10,000 to \$35,000: Written quotes

#### VI. Quotes Not Required When Competitive Bidding Not Required

The district will not be required to secure alternative proposals or quotations for those procurements as permitted by state law:

1. under a county contract;
2. under a state contract;
3. under a federal contract;
4. under a contract of another political subdivision;
5. of articles manufactured in state correctional institutions; or
6. from agencies for the blind and severely disabled.

“Piggybacking” onto the contract of other governmental agencies is permitted where the original contract is in conformance with the goals of the district’s policy and regulation for purchasing when competitive bidding is not required.

#### VII. Procurements from Other than the “Lowest Responsible Dollar Offeror”

The district will provide justification and documentation of any contract awarded to an offeror other than the lowest responsible dollar offeror, setting forth the reasons why such award is in the best interests of the district and otherwise furthers the purposes of section 104-b of the General Municipal Law.

#### VIII. Preferential and Environmentally Conscious Purchasing

##### A. Instructional Materials in Alternative Formats

In accordance with Education Law, the district gives a preference in the purchase of instructional materials to vendors who agree to provide materials in alternative formats (i.e., any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a disabled student enrolled in the district, including but not limited to Braille, large print, open and closed captioned, audio or an electronic file in an approved format).

The district will establish and follow a plan to ensure that every student with a disability who needs instructional materials in an alternative format will receive those materials at the same time that they are available to non-disabled students.

##### B. Environmentally-Sensitive Cleaning and Maintenance Products

In accordance with Education Law §409-i, the district will purchase and utilize environmentally sensitive cleaning and maintenance products whenever feasible. The purchasing agent will consult with the Green Guidelines provided by the Office of General Services.

##### C. GreenNY Purchasing

The district has opted to include the GreenNY procurement specifications in its purchasing, whenever feasible. The Purchasing Agent will determine whether a GreenNY specification exists for any potential purchase, including purchases subject to competitive bidding and those that are not, and whether to include the specification. Relevant factors include whether the cost is reasonably competitive, whether the product or service will meet the district's needs, and if there is a health or safety reason to not purchase with the specification.

D. Recycled Products

The district has opted to give a preference to vendors of recycled products whenever the price is reasonably competitive, as these terms are defined in state law and reflected in this regulation. The Purchasing Agent is directed to seek out recycled materials whenever possible, and to include this information in its advertisements.

E. American Salt Preference

The district may award contracts for rock salt or sodium chloride (whether or not subject to competitive bidding) to a responsible and reliable supplier of rock salt or sodium chloride that is mined or hand harvested in the United States, as long as the offer is within ten percent of the lowest price or best value offer.

IX. Internal Control

The Board authorizes the Superintendent of Schools, with the assistance of the Purchasing Agent, to establish and maintain an internal control structure to ensure, to the best of their ability, that the district's assets will be safeguarded against loss from unauthorized use or disposition, that transactions will be executed in accordance with the law and district policies and regulations, and recorded properly in the financial records of the district.

Comments will be solicited from those administrators involved in the procurement process before enactment of the district's regulations regarding purchasing and from time to time thereafter. The regulations must then be adopted by Board resolution. All district regulations regarding the procurement processes will be reviewed by the Board at least annually.

The unintentional failure to fully comply with the provisions of section 104-b of the General Municipal Law or the district's regulations regarding procurement will not be grounds to void action taken or give rise to a cause of action against the district or any officer or employee of the district.

Adoption Date: 07092015

Classification:

Revised Dates: ; **03222018, 05162023, 01182024**

## FREE AND REDUCED PRICE MEAL SERVICES

- Required
- Local
- Notice**

The Board of Education recognizes that the nutrition of district students is an important factor in their educational progress. The Board therefore participates in federally funded school lunch programs, and provides free or reduced price meal services to qualified district students.

The district will provide this program through the summer months. The location of this summer program will be advertised on the school website.

### **Availability, Application & Notification**

Where the district does not participate in community eligibility, notice of the availability of the free and reduced price meal programs will be sent to the homes of students, local media, the local unemployment office and large employers experiencing layoffs in the area from which the district draws its attendance. Any child who is a member of a family unit whose income is below the federally established scale is eligible to receive such services. Notification procedures for availability and eligibility will not overtly identify a student or family as eligible for free or reduced price meals.

To apply for the free or reduced price meal program:

- a. Application forms will be available in the main office of each school building and on the district website and can be completed and submitted at any time during the year.
- b. Completed forms must be submitted to the Cafeteria Manager of the school which the student attends prior to any determination of eligibility.
- c. The parent or guardian will be informed of the Cafeteria Manager's determination within one week of receiving a properly completed application.

Applications will be kept confidential.

Upon written request, the Board of Education President will hear appeals of determinations regarding such services in compliance with federal regulations governing the National School Lunch Program.

In addition, in order to reach students who are categorically eligible for free and reduced price meals and to comply with state law, three times per school year the Cafeteria Manager will review the list made available by the State Education Department of children ages three to 18 who are in households receiving federal food assistance, Medicaid benefits (for certain recipients), or Temporary Assistance for Needy Families (TANF) to identify students within the district. The district will send a notice to those families apprising them of their student's eligibility to participate in the school meal programs without further application. Notification procedures for availability and eligibility will not overtly identify a student or family as eligible for free or reduced price meals. Parents may decline participation by informing the district in writing. If the service is declined, the student will be removed from the eligibility list.

The Building Principal in conjunction with the Cafeteria Manager will establish meal time procedures that both protect the anonymity of the student and allow for proper accounting.

### **Community Eligibility**

If the district can show that the percentage of students eligible for free school meals at any one school, or group of schools, or the entire school district, is at least twenty-five percent (25%), the

district may elect for the school, schools, or district to participate in the Community Eligibility option. Pursuant to federal law and regulations, the school would provide all students at that school or schools with free breakfast and lunch, pursuant to federal regulations. The district would receive federal reimbursement corresponding to the percentage of eligible students. If the reimbursement received by the district is not sufficient to cover total nonprofit school food service program costs, non-federal funds must be used to pay the difference.

Pursuant to federal regulations, under the Community Eligibility option, student eligibility is based on household receipt of food assistance (Supplemental Nutrition Assistance Program (SNAP) or Food Distribution Program on Indian Reservations (FDPIR)), income assistance (TANF), or Medicaid benefits (for certain income levels), student participation in Head Start, or recognition of the student as homeless, runaway, migrant, or in foster care.

All affected households will receive prior notification that the school is operating under the Community Eligibility provision.

Cross-ref:  
8500, Food Service Management

Ref:  
National School Lunch Act of 1946, as amended, (42 U.S.C. §§1751-1760)  
Child Nutrition Act of 1966, as amended, (42 USC §§1771 et seq.)  
7 CFR Part 245 (245.2, Definitions; 245.5, public announcement; 245.6, categorical eligibility and direct certification/verification)  
Social Services Law §95(7)  
U.S. Department of Education guidance document, *The Community Eligibility Provision and Selected Requirements Under Title I*, January 2014, [www.ed.gov/programs/titleiparta/13-0381guidance.doc](http://www.ed.gov/programs/titleiparta/13-0381guidance.doc).

Adoption Date: 07092015  
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Revised Dates: ; **01182024**



# CONDITIONAL APPOINTMENT AND EMERGENCY CONDITIONAL APPOINTMENT - STUDENT SAFETY

- Required  
 Local  
 Notice

The Board of Education recognizes that there may be instances in which it is necessary, upon recommendation of the Superintendent of Schools, for the Board to conditionally appoint or to make an emergency conditional appointment of a prospective employee. To provide for the safety of students who have contact with an employee holding a conditional appointment or an emergency conditional appointment, the Board adopts the following policy.

No district employee who holds a conditional or emergency conditional appointment will be in contact with students other than to provide instruction and/or other required services.

No district employee who holds a conditional or emergency conditional appointment will teach a class or provide services to students with the classroom or office door closed unless the Building Principal has provided express prior permission to do otherwise.

The Building Principal or designee will, at least twice a week, monitor the activities of such employees while providing services to students during the period of their conditional or emergency conditional appointment.

In addition, the district will ensure that all personnel, including conditional and emergency conditional appointed employees, are aware of and receive training regarding the prohibition against child abuse in an educational setting and of their responsibility for reporting any such abuse. All conditionally appointed and emergency conditionally appointed employees receive this training at the time of their initial contingency appointment.

For purposes of this policy, the terms "conditionally appointed" and "emergency conditional appointment" refers to any employee holding conditional or emergency conditional appointment, as defined in Section 1709 of the Education Law.

Prospective employees subject to these requirements are those seeking a compensated position with the district, who are not already employed by the district or a student enrolled at the school, to provide services which involve direct contact with students under the age of 21, either by in-person face-to-face communication or interaction, or any other form of direct communication or interaction, including but not limited to digital or audio-based technology.

The following individuals are exempted: (1) bus drivers and attendants cleared through the Vehicle and Traffic Law, (2) individuals who provided services to the district in the previous school year either in a compensated position, as an employee of a contracted services provider, or placed pursuant to a public assistance employment program, or (3) individuals who are only expected to provide services for no more than five days in a school year, provided district employees provide in-person supervision during the services.

Cross-ref:  
9620, Child Abuse in an Educational Setting

Ref:  
Education Law §§1125-1133; 1604(39); 1709(30); 1804(9); 1950(4)(II); 2503(18); 2554(25); 2854(3)(a-2)

8 NYCRR §§100.2(hh); Part 87

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## 8130.2 WORKPLACE VIOLENCE PREVENTION

### (X) Required

(X) Local

(X) Notice

The district is committed to establishing and maintaining a safe and secure workplace for employees. Workplace violence is a safety hazard to the district, its employees, and everyone in the workplace, and will not be tolerated. All employees are expected to work together to create and maintain a safe and respectful work environment for everyone.

Workplace violence is defined as any physical assault or act of aggressive behavior occurring where employees perform any work-related duty in the course of their employment including but not limited to an attempt or threat, whether verbal or physical, to inflict physical injury upon an employee; any intentional display of force which would give an employee reason to fear or expect bodily harm; intentional and wrongful physical contact with a person without their consent that entails some injury; or stalking an employee with the intent of causing fear of material harm to the physical safety and health of such employee when such stalking has arisen through and in the course of employment.

All employees are responsible for notifying their supervisor or other designated contact person of any violent incidents, threatening behavior, including threats they have witnessed, received, or have been told that another person has witnessed or received. All acts of workplace violence will be promptly and thoroughly investigated, and appropriate action will be taken, including contacting law enforcement where necessary.

Designated Contact Person: Superintendent of Schools

As required by [Labor Law §27-b](#), the district will develop and implement a Workplace Violence Prevention Program to comply with the law and its implementing regulations. The Program will include elements required by law and regulation, including:

- a. the risk factors present in the workplace;
- b. the methods the district will use to prevent incidents of violence in the workplace;
- c. the methods and means by which the district will address specific identified hazards;
- d. a system to report workplace violence incidents in writing;
- e. a written outline for employee training; and
- f. a plan for annual program review and update

In developing the Workplace Violence Prevention Program, the district will conduct an evaluation to identify likely potential risks of violence in the workplace. Authorized employee representative(s) will be involved in:

- a. evaluating the physical environment;
- b. developing the Workplace Violence Prevention Program; and
- c. reviewing workplace violence incident reports at least annually to identify trends in the types of incidents reported, if any, and reviewing the effectiveness of the mitigating actions taken.

### **Employee Notice and Training**

As required by law, all employees will participate in Workplace Violence Prevention Training Program at the time of initial assignment and annually thereafter. Employees must be trained on:

- a. the details of the workplace violence prevention program;
- b. the measures they can take to protect themselves from risks of violence; and
- c. the specific procedures the district has implemented to protect employees (such as appropriate work practices, emergency procedures, and the use of security alarms).

Additionally, at the time of initial assignment and at least annually, employees will be informed of the requirements of [Labor Law §27-b](#), the risk factors identified in the workplace, and the location of the district's Workplace Violence Prevention Program.

This policy must be posted where notices to employees are normally posted.

### **Allegations of Violations and Non-Retaliation**

The process for employees to allege violations of the workplace violence prevention program to the state Commissioner of Labor, and the employment protections for doing so, is set forth in [Labor Law §27-b](#) and [12 NYCRR §800.6](#) and includes the following:

A "serious violation" of the workplace violence prevention program is the failure to develop and implement a program or address situations which could result in serious physical harm. "Imminent danger" is any condition or practice in the workplace where a danger exists which could reasonably be expected to cause death or serious physical harm immediately, or before the imminence of the danger can be eliminated through these complaint procedures.

Employees or their representatives who believe that a serious violation of the workplace violence prevention program exists or that an imminent danger exists (as defined above), must bring the matter to their supervisor's attention in writing, and must give the district a reasonable opportunity to correct the activity, policy or practice, before notifying the Commissioner of Labor. However, such prior written notice and opportunity

for correction is not required if there is an imminent danger or threat to the safety of a specific employee, and the employee reasonably believes in good faith that reporting to a supervisor would not result in corrective action.

If, after the matter has been brought to a supervisor's attention and a reasonable opportunity to correct the issue has passed, the issue has not been resolved and the employee still believes that a violation of the workplace violence prevention program remains or that an imminent danger exists, employees or their representatives may request an inspection from the Commissioner of Labor in writing. The Commissioner will provide a copy of the request to the district, but the employee may request that their name be withheld.

A district representative and authorized employee representative may accompany the Commissioner of Labor during the inspection to assist in the inspection. If there is no authorized employee representative, the Commissioner will consult with district employees concerning workplace safety.

The district will not take retaliatory action (terminate, suspend, demote, penalize, discriminate, or other adverse employment action in the terms and conditions of employment) against any employee because they have alleged a serious violation of the workplace violence prevention program, or imminent danger exists, requested an inspection by the Commissioner of Labor, or accompanied the Commissioner on the inspection, as prescribed by state law and regulation.

Cross-ref:

5300, Code of Conduct

8130, School Safety Plans and Teams

Ref:

[Labor Law §27-b](#)

[12 NYCRR §800.6](#)

Adoption Date: 12212023 Classification: Revised Dates:

**Cherry Valley-Springfield Central School District**

