

DRAFT

**BOARD AGENDA
BUSINESS MEETING**

Thursday, October 20, 2022
6:30 PM In the School Cafeteria

CV-S Central School
Cherry Valley, NY

- I. OPENING OF MEETING
 - A. QUORUM CHECK
 - B. CALL TO ORDER
 - C. PLEDGE OF ALLEGIANCE
 - D. AUDIT COMMITTEE MEETING
 - E. PUBLIC HEARING - Policy 5300 Code of Conduct - 5300.30 Prohibited Student Conduct
 - F. SPECIAL PRESENTATIONS - Community Service, Student Representative, Administration, Board Committee Reports, Technology Plan/IT, 3-8 Data and Sr. Trip Proposal
 - G. ADDITIONS TO AGENDA
 - H. CORRESPONDENCE RECEIVED
 - I. SUPERINTENDENT'S REPORT **Capital Project (School Based Health Central) Special Vote Result
 - J. BOARD OF EDUCATION COMMITTEE REPORTS
 - K. 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 1-10-2022 through RESOLUTION 12-10-2022
 - A. RESOLUTION 1-10-2022
APPROVAL OF MINUTES – September 15, 2022
 - B. RESOLUTION 2-10-2022
ACKNOWLEDGE RECEIPT OF TREASURER'S AND FINANCIAL REPORTS – September 2022
 - C. FINANCIAL
RESOLUTION 3-10-2022
RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District, upon the recommendation of the Superintendent does hereby acknowledge the following movement:
\$250,000 to Capital Reserve for upcoming project based on the Building Condition Survey
\$225,000 to Capital Reserve for the School Based Health Center Project

D. ACCEPT AUDIT

RESOLUTION 4-10-2022

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District, upon the recommendation of the Audit Committee, does hereby accept the audit for fiscal year ending June 30, 2022, conducted by the Bonadio Group.

E. SERVICE PROVIDER AGREEMENT

RESOLUTION 5-10-2022

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District, upon the recommendation of the Superintendent, does hereby approve the Agreement for the 2022-2023 school year with the following Service Provider: Janet Williammee, Educational Consultant, as per Attachment III E.

F. ROADS DEEMED UNREASONABLE HAZARDOUS CONDITIONS FOR TRANSPORTATION OF STUDENTS

RESOLUTION 6-10-2022

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District, upon the recommendation of the Superintendent, deems the following roads, if used for transportation of students, would involve unreasonable hazardous conditions at any time per Attachment III F.

G. PROFESSIONAL LEARNING PLAN APPROVAL

RESOLUTION 7-10-2022

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

H. PERSONNEL

RESOLUTION 8-10-2022

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 Extracurricular assignments for the 2022-2023 school year:

Chaperone for Dances, Basketball Games, Concerts, Drama Performances and Track & Field - Amanda Cade
Basketball Clocks - Amanda Cade, Ernie Whiteman, BJ Whiteman, Rich Whiteman and Nathan Climenhaga

RESOLUTION 9-10-2022

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District, upon the recommendation of the Superintendent, does hereby appoint any full time teacher, licensed teacher assistant or aide to work as Activity Leaders with the After School Program during the 2022-2023 school year.

RESOLUTION 10-10-2022

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 Instructional Support Staff Substitutes for the 2022-2023 school year: Hope Lowry Lisa Lent

RESOLUTION 11-10-2022

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 Substitute for the 2022-2023 school year: Brenda Carpenter Lisa Lent

RESOLUTION 12-10-2022

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 as volunteers for the 2022- 2023 school year: Ginger Thayer Erin Redden

IV. NEW BUSINESS

A. POLICY REVIEW

RESOLUTION 13-10-2022

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District does hereby conduct a first reading of Regulation 4526-R Acceptable Use Regulation and Policy 5695 Students and Personal Electronic Devices.

V. OLD BUSINESS

A. POLICY REVIEW

RESOLUTION 14-10-2022

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District does hereby conduct a second reading of Policy 5300 Code of Conduct - 5300.30 Prohibited Student Conduct.

RESOLUTION 15-10-2022

RESOLVED, that the Board of Education of the Cherry Valley-Springfield Central School District does hereby direct the District Clerk to transmit the NYSSBA updated Policy 5300 Code of Conduct - 5300.30 Prohibited Student Conduct to the New York State School Boards Association by October 28, 2022.

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)

VII. ADJOURNMENT

PROHIBITED STUDENT CONDUCT

(X) Required

- () Local
- () Notice

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment with the goal of making school a community free of violence intimidation, bullying, harassment, and discrimination. Exclusion from the school environment and suspension will only be used when necessary to protect the safety of students and staff or when all other measures have been exhausted.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their mistakes or misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on educating students so that they may learn from their behavior and grow in self-discipline.

The Board recognizes the need to make its expectations for student behavior while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their behavior.

Students may be subject to disciplinary action, up to and including, in extreme or repeated occurrences, suspension from school, when they:

- A. Engage in conduct that is disorderly. Examples of this type of behavior include, but are not limited to:
 - 1. Running or otherwise unsafe behavior in hallways.
 - 2. Making unreasonable noise.
 - 3. Using language or gestures that are profane, lewd, vulgar or abusive.
 - 4. Obstructing vehicular or pedestrian traffic.
 - 5. Engaging in any willful act which 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.

- B. Engage in conduct that deliberately goes against what a student has been asked to do or where they are supposed to be at any given time. This behavior is considered insubordinate. Examples of this type of behavior include, but are not limited to:
 - 1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating belligerence or disrespect.
 - 2. Lateness for, missing or leaving school without permission.

3. Skipping detention.
- C. Engage in conduct that prevents others from being able to learn, focus, or be engaged in their work. This behavior is considered disruptive. Examples of this type of behavior include, but are not limited to:
1. Inappropriate public sexual contact.
 2. Display or use of personal electronic devices, such as, but not limited to, cell phones, music or video players, cameras, in a manner that is in violation of district policy.
- D. Engage in conduct that is violent. Examples of this type of behavior include, but are not limited to:
1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, other school employee, another student or any other person lawfully on school property.
 2. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
 3. Displaying what appears to be a weapon.
 4. Threatening to use any weapon.
 5. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
 6. Intentionally damaging or destroying school district property.
- E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others. Examples of such this type of behavior include, but are not limited to:
1. Attempting to engage in or perform an act of violence noted in Section D.
 2. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
 3. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
 4. 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.
 5. Discrimination, which includes using race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability to deny rights, equitable treatment or access to facilities available to others.
 6. Harassment (or Bullying), is the creation of a hostile environment by conduct or threats, intimidation or abuse. (See policy 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
 7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
 8. Hazing, which includes an induction, initiation or membership process involving harassment (see policy 0115 for a more complete definition).
 9. Selling, using, distributing or possessing obscene material.
 10. Using vulgar or abusive language, cursing or swearing.
 11. Smoking a cigarette, cigar, pipe, electronic cigarette (i.e., vape), or using chewing or smokeless tobacco, or smoking/vaping/ingesting cannabis or concentrated cannabis (includes cannabis products) or smoking cannabinoid hemp (except for lawful medical cannabis use in compliance with state law and regulation).
 12. Possessing, consuming, selling, offering, manufacturing, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either.

"Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as "designer drugs" which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.

13. Inappropriately using or sharing prescription and over-the-counter drugs.
14. Gambling.
15. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
16. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
17. Knowingly making false statements or knowingly submitting false information to school staff during a disciplinary process.

F. Engage in misbehaviors otherwise prohibited by sections A-E of this section while on a school bus and to remain seated, keep objects and body parts inside the bus, obey the directions from the bus driver or monitor. 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 misbehavior. Examples of academic misbehavior include, but are not limited to:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Assisting another student in any of the above actions.

H. Engage in off-campus misbehavior that interferes with or can reasonably be expected to substantially disrupt the educational process in the school or a school function. Such misbehavior includes threatening or harassing students or school personnel through any means off-campus, including cyberbullying (for a complete definition of harassment, bullying and cyberbullying refer to policy 0115, Student Harassment and Bullying Prevention and Intervention).

Ref:

Education Law §§10 – 18 (Dignity for All Students Act)
Mahanoy Area School District v. B.L., 594 U.S. (2021)

Adoption Date:

Classification:

Revised Dates: ; **09.22**

RELATED SERVICE AGREEMENT

This AGREEMENT made this 20th day of October 2022, by and between CHERRY VALLEY-SPRINGFIELD CENTRAL SCHOOL DISTRICT (the "District") Board of Education and Janet Williammee, who resides at 3134 Co. Hwy. 11, Hartwick, NY 13348.

WHEREAS, the District's Board of Education is required to provide educational consulting services to students identified by the District's Committee on Special Education ("CSE") to be in need of such related services; and

WHEREAS, Consultant is duly certified by the State of New York as a teacher who can provide services.

NOW, THEREFORE, the parties mutually agree as follows:

1. Consultant will provide consulting services during the 2022-2023 school year for the student identified by the District's CSE to be in need of such services in the amount and frequency agreed upon for this student. Such services shall be appropriate to the needs of the student served. Consultant will submit to the District on at least a quarterly basis during the 2022-2023 school year written progress reports prepared and signed by the Consultant.
2. Consultant warrants and represents that she is properly licensed, certified and/or registered as required by the law of the State of New York to provide the services required by this Agreement. The services rendered under this Agreement shall conform to current accepted professional standards and skills for such services.
3. Consultant shall observe all applicable laws and requirements relating to the confidentiality of records and personally identifiable information relative to the services provided pursuant to this Agreement.
4. This Agreement may be terminated by either party at any time, with or without cause, upon not less than thirty (30) days written notice to the other party; provided however, that failure of Consultant to comply with any of the terms, conditions, or requirements expressed in this Agreement shall constitute a material breach of the Agreement and shall entitle the District's Board of Education to terminate the Agreement immediately upon delivery of written notice of termination to Consultant.
5. For services rendered by Consultant to the District under the terms of this Agreement, the District's Board of Education will pay Consultant as follows:
One Hundred (100.00) dollars per sixty (60) minute session.

6. It is understood and agreed that at all times for all purposes hereunder, Consultant is an independent contractor and is not an employee of the District. Consultant shall not make any claim, demand, or application for any right, privilege, or benefit applicable to an employee of the District, including but not limited to worker's compensation, unemployment insurance benefits, social security coverage, or retirement membership coverage. The District will not withhold from the fee payments to Consultant any sums for state or federal income tax, unemployment insurance, workers' compensation, disability insurance or social security insurance (FICA). Consultant understands and agrees that such insurance and tax payments are the sole responsibility of Consultant.

Board of Education President
Cherry Valley-Springfield Central School District



Janet Williammee
Educational Consultant

Roads not approved for school bus transport 2022-2023

Town of Cherry Valley

Middle Section of Barringer Road
Mill Rd.
Connecting Road between Vanderwerker Rd and 32A
Shulgay Road
Lower Section of Rendering Works Road (off Rte. 20)
Skopeletti Road
Chestnut Ridge Road
Countryman Mountain Road
O.P. Fields Rd.
Wilson Road
Kniskern Road
Bosma Lane
** Morton Road – Winter Plan
Hinkley Road
Salt Springville Road
Irish Hollow
Graves Road
*** Porath Road – Winter Plan
Dykeman Rd.

Village of Cherry Valley

Hamilton Street
Wall Street
Maple Lane
Limekiln Road
Maiden Lane
Quarry Street

Town of Middlefield

**** Gately Hill Road – Winter Plan
Pier Hill Road
Darling Road
*Roseboom Hill
*Skillan Road
*Hinman Road
*Harbison Road
Butterbowl Road
*Ricetown Road – Seasonal Portion (signs)
*Bussman Road
*Boyd Road
*Blacks Road – Seasonal Portion (signs)
Rosco Jones Road
Tabor Rd.
Zubowich Road
Weigel Road

Town of Roseboom

Adair Road
Butter Milk Hill Road
Bob Rich Road
Piers Hill Road
Laflure Road
Perry Hill Road
Kirshman Hill Road
**Gage Schoolhouse Hill Rd. – Winter Plan
Edwards Road
Roseboom Hill Road
**Doc Ahlers Road – first snow or Dec. 1 through May 1
Thompson Hill Road (Rte. 165 to Gray’s)
*Joe Chamberlain Road (Turnaround to Truck Trail)
*West Brown Road (One-shot to Dead End)
*Hoose Road (Hill by Yermakov to Turnaround beyond Dip)
*Moss Road (Butkereiit to Truck Trail)
**Standard Hill - first snow or Dec. 1 through April 1
Hren Road

Town of Springfield

Doyle Rd.
Mt. Tom Rd.
Roads posted as seasonal

Town of Minden

Moyer Lane
***Dingman Rd.
Chriss Road
Cook Road
Quinn Road
Korniat Road

*Seasonally posted roads. ** Dates (First snow through May 1) ***As needed

**** The Gately Hill winter plan should be as follows:

The winter plan that was in place previous years will stand with day to day decisions for travel on this road based on short-term snow accumulations.

Approved: October 20, 2022 Board of Education Meeting

**Professional Learning Plan
Cherry Valley-Springfield Central School
2022-2023**

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: October 2022 - June 30, 2023

Superintendent:

TheriJo Snyder

Board of Education:

President Amy Garretson
Vice President Greg Lowry
April Aramini
Erin Seeley
Robert Tabor

PROFESSIONAL Plan PLAN HISTORY

Approved by the Board of Education – October 20, 2022

**2022-23 Cherry Valley-Springfield Central School District
Staff Development Committee**

TheriJo Snyder, Superintendent
Rachel Wright, Elementary Principal
Kevin Keane, Secondary Principal
Bonnie Georgi, Director of CSE
Tracia Waterman, Teacher
Wade Blanchard, Teacher
Jordan Rhodes, Teacher
Tom Fralick, Teacher
Michelle Gage, Teacher
Kathleen Urban, Teacher

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Introduction

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Professional Development Providers

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 Rtl Records
- Elementary Benchmark Reading Assessments
- College Board (AP, SAT)

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 2022-23 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 students have academic support to address gaps in learning that have been exacerbated by COVID.*

Objective 1.1: Align a standardized RtI procedure throughout the elementary to ensure proper support is provided to all students in ELA and Math.

Strategies

1. **Develop a shared vision to service students who are most in need with evidence based instruction.**
2. **Adopt best practices in teaching that will have the highest impact on student success and achievement.**
3. **Implement data driven educational decision making.**

Activity	Timeline	Professional Development	Evidence
Introduce Math RtI at faculty meeting	October 2022	Review of the RtI criteria and procedures for Math (whole faculty)	Sign in sheet for faculty meeting
Align referral process with current Reading RtI process	Fall 2016	Updating of RtI referral form to denote Math and Reading concerns and data	Referral form updated
Revitalize Child Study Team	Fall 2022	Collaborating and reviewing best practices for Child Study Team meetings	Agenda/minutes for Child Study Team throughout the year Referral data
Adopt a benchmark assessment for PK-6 Math	Fall 2022	ELA and Math Coordinators; RtI staff	Benchmark data Assessment calendar
Identify gaps in services	ongoing	Analyze student need from benchmarking and classroom assessments	Grade level meeting minutes RtI meeting calendar

Objective 1.2: Increase the percentage of students reading on grade level by 30 points, by the end of 3rd grade.

STRATEGIES

Adopt best practices for reading instruction PK-6, backed by research, to have the highest impact on student success and achievement.

Implement and continue data driven decision making.

Activity	Timeline	Professional Development	Evidence
Implement literacy programs consistent with Science of Reading	ongoing	Lindamood Bell trainings ONC BOCES book studies	Benchmarking data Attendance at Lindamood Bell and ONC trainings Classroom observations
Introduce and implement benchmarking assessments/data collection consistent with Science of Reading practices	Fall 2022	ELA coordinators	Benchmarking data Assessment calendar Rtl referral data

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

Objective 3.1: 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	Summer 2022 - Ongoing	Next Generation Standards Supporting All Students Conferences Professional Development Toolkits	Curriculum maps

Technology Integration	Ongoing	Model Schools, Distributed leadership in a Digital Conversion model (Strengths based leadership)	The Digital Conversion Team will meet quarterly to review instructional technology goals.
Individual Professional Development Plans (IPDPs)	Ongoing	Introduction at October Conference Day	Plans (a template will be introduced in October)
Department meetings	Monthly	Led by Department Chairs who are on the Curriculum Team.	Cross curricular turn key training will occur at school wide faculty meetings.

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

Objective 1: All Staff will utilize best practices for Social Emotional Learning (SEL) Standards in order to have the greatest impact on student achievement.

STRATEGIES

- 1. Adopt NYS SEL Curriculum into classrooms**
- 2. Provide opportunities for Professional Development in Social Emotional Learning**
- 3. Implement data driven educational decision making**

Activity	Timeline	Professional Development	Evidence
Implement Youth Mental Health First Aid training. Have 50% of all faculty and staff trained in YMHFA	Summer 2022-Spring 2023	Mental Health First Aid Training from National Council for Mental Wellbeing	Track participants attendance and course documents through MHFA Connect Platform
Health classes will begin implementing SEL curriculum at the Elementary level	2022-2023 School Year	Health Teacher/Elementary School Counselor	Lesson Plans
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
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
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
Bonnie Georgi
CVS Faculty

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.

4526-R ACCEPTABLE USE REGULATION

The following rules and regulations govern the use of the district's computer network system and access to the Internet.

I. Administration

- The Superintendent of Schools shall designate a Director of Technology to oversee the district's computer network.
- The Director of Technology shall track and examine all network activities, as appropriate, to ensure proper use of the system.
- The Director of Technology shall be responsible for disseminating and interpreting district policy and regulations governing use of the district's network at the building level with all network users.
- The Director of Technology shall provide employee training for proper use of the network and will ensure that staff supervising students using the district's network provide similar training to their students, including providing copies of district policy and regulations governing use of the district's network.
- The Director of Technology shall ensure that all disks and software loaded onto the computer network have been scanned for computer viruses.
- The Director of Technology will review staff requests to use 'cloud-based' educational software/applications to ensure that personally identifiable information (PII) is protected in accordance with district standards prior to student use.
- All student agreements to abide by district policy and regulations and parental consent forms shall be kept on file in the district office.

II. Internet Access

- Students will be provided Internet access: in a controlled environment.
- Students will be provided with individual access accounts
- Students may have Internet access: for educational purposes.
- Student Internet access may be restricted depending on the grade level.
- Students are not to participate in chat rooms.
- Students may construct their own web pages using district computer resources.
- Students will have individual e-mail address.

A staff member will be required to track these activities.

III. Acceptable Use and Conduct

- Access to the district's computer network is provided for educational purposes and research consistent with the district's mission and goals.
- Use of the district's computer network is a privilege, not a right. Inappropriate use may result in the suspension or revocation of that privilege.
- Each individual in whose name an access account is issued is responsible at all times for its proper use.
- All network users will be issued a login name and password. Passwords must be changed periodically.
- Only those network users with written permission from the principal or computer network coordinator may access the district's system from off-site (e.g., from home).
- All network users are expected to abide by the generally accepted rules of network etiquette. This includes being polite and using only appropriate language. Abusive or sexual language or images, vulgarities and swear words are all inappropriate.

- Network users identifying a security problem on the district's network must notify the appropriate teacher, administrator or computer network coordinator. Under no circumstance should the user demonstrate the problem to anyone other than to the district official or employee being notified.
- Any network user identified as a security risk or having a history of violations of district computer use guidelines may be denied access to the district's network.

IV. Prohibited Activity and Uses

The following is a list of prohibited activity concerning use of the district's computer network. Violation of any of these prohibitions may result in discipline or other appropriate penalty, including suspension or revocation of a user's access to the network.

- Using the network for commercial activity, including advertising.
- Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the district computer network.
- Using the network to receive, transmit or make available to others obscene, offensive, or sexually explicit material.
- Using the network to receive, transmit or make available to others messages that are racist, sexist, abusive or harassing to others.
- Using another user's account or password.
- Attempting to read, delete, copy or modify the electronic mail (e-mail) of other system users and deliberately interfering with the ability of other system users to send and/or receive e-mail.
- Forging or attempting to forge e-mail messages.
- Engaging in vandalism. Vandalism is defined as any malicious attempt to harm or destroy district equipment or materials, data of another user of the district's network or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or placing a computer virus on the network.
- Using the network to send anonymous messages or files.
- Using the network to receive, transmit or make available to others a message that is inconsistent with the district's Code of Conduct.
- Revealing the personal address, telephone number or other personal information of oneself or another person.
- Using the network for sending and/or receiving personal messages.
- Intentionally disrupting network traffic or crashing the network and connected systems.
- Installing personal software or using personal disks on the district's computers and/or network without the permission of the appropriate district official or employee.
- Using district computing resources for commercial or financial gain or fraud.
- Stealing data, equipment or intellectual property.
- Gaining or seeking to gain unauthorized access to any files, resources, or computer or phone systems, or vandalize the data of another user.
- Wastefully using finite district resources.
- Changing or exceeding resource quotas as set by the district without the permission of the appropriate district official or employee.
- Using the network while access privileges are suspended or revoked.

- Using the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette.

V. User Account Creation

- New employees, upon approval by the Board of Education at CVS will receive a form with:
 - a. Network account login information with username and temporary password.
 - b. Phone extension with voice mail instructions (if applicable).
 - c. School Tool / SMS information
- New students will receive Google Workspace / school email login information upon completion of all enrollment and any other documentation required by the Cherry Valley Springfield Central School.
- New student accounts will be active on their first day of classes.

•GENERAL

- All system-level passwords (e.g., root, enable, Windows Administrator, application administration accounts, etc.) must be changed every one to two years.
- All user-level passwords for employees (e.g., email, web, desktop computer, etc.) must be changed at least **every 60 to 90 days**.
- All user-level passwords for students (e.g., email, web, desktop computer, etc.) must be changed at least **every 120 days**.
- All user-level and system-level passwords must conform to the guidelines described below.
- All network and e-mail access to the Cherry Valley Springfield Central School system will be disabled within 24 hours after employees' last day of employment upon retirement or resignation.
- Upon termination of employment, network and email access will be suspended immediately.
- Students who are no longer enrolled in the Cherry Valley Springfield Central School system will have their network and e-mail accounts suspended immediately.
- Students who have graduated from the Cherry Valley Springfield Central School system will have their email accounts active for an additional 90 days. After the 90-day period, the e-mail account will be suspended.

VI. No Privacy Guarantee

All users using the district's computer network should not expect, nor does the district guarantee privacy for electronic mail (e-mail) or any use of the district's computer network. The district reserves the right to access and view any material stored on district equipment or any material used in conjunction with the district's computer network.

VII. Sanctions

All users of the district's computer network and equipment are required to comply with the district's policy and regulations governing the district's computer network. Failure to comply with the policy or regulation may result in disciplinary action as well as suspension and/or revocation of computer access privileges.

In addition, illegal activities are strictly prohibited. Any information pertaining to or implicating illegal activity will be reported to the proper authorities. Transmission of any material in violation of any federal, state and/or local law or regulation is prohibited. This includes, but is not limited to materials protected by copyright, threatening or obscene material or material protected by trade secret. Users must respect all intellectual and property rights and laws.

VIII. District Responsibilities

The district makes no warranties of any kind, either expressed or implied, for the access being provided. Further, the district assumes no responsibility for the quality, availability, accuracy, nature or reliability of the service and/or information provided. Users of the district's computer network and the Internet use information at their own risk. Each user is responsible for verifying the integrity and authenticity of the information that is used and provided.

The district will not be responsible for any damages suffered by any user, including, but not limited to, loss of data resulting from delays, non-deliveries, misdeliveries, or service interruptions caused by its own negligence or the errors or omissions of any user. The district also will not be responsible for unauthorized financial obligations resulting from the use of or access to the district's computer network or the Internet.

Further, even though the district may use technical or manual means to regulate access and information, these methods do not provide a foolproof means of enforcing the provisions of the district policy and regulation.

Adoption date: July 9, 2015

Revised date: Nov. 17, 2022

Cherry Valley-Springfield Central School District

5695 STUDENTS AND PERSONAL ELECTRONIC DEVICES

The Cherry Valley-Springfield Central School district recognizes that the use of electronic devices can be a crucial part of the curriculum of many courses. However, with the ever-expanding capabilities of many electronic devices, opportunities for inappropriate use by the students increase. Where the use of electronic devices disrupts or impedes the learning process, restrictions may be imposed.

A. Cell phones:

Cell phones may not be used on school grounds during the school day, during after school study hall and after school detention, with the exception of lunch.

Students may not wear headphones in the building during school hours, with the exception of lunch. Headphones may only be used under the discretion of the instructor.

A student who brings a cell phone to school must keep it off and in his or her locker or otherwise concealed. If a student is seen by a staff member with a cell phone the following action and consequence will occur:

Offense	Action Taken	Consequences
1st Offense	Student directed to put phone away	
2nd Offense	Phone confiscated and returned to the student at the end of the day	One day of lunch detention Parent contacted
3rd Offense	Phone confiscated and returned to the parent at the end of the day	One day after school detention Parent Conference with Administration
4th+ Offense	Phone confiscated and returned to the parent at the end of the day	One day of In-School Suspension Parent Conference with Administration

It is understood that the consequences outlined above are considered minimum consequences and may be amended or altered depending on the circumstances.

Students who refuse to give cell phones to staff members/administration are considered insubordinate and subject to discipline for insubordination under the student code of conduct.

There are times when the use of a cell phone may be permitted in the classroom for instructional purposes when the instructor is conducting a special lesson. The instructor will complete a request for use with the building principal. Students will be directed that the cell phone is only to be used during that class and for the purposes specified by the instructor and under the direction of the instructor

Students may use cell phones on field trips at the discretion of the instructor. Such use would be considered a “teachable moment” intended to promote Digital Citizenship.

Students may use cell phones when attending extracurricular activities on school property after school hours, provided the cell phone use is not disruptive to the activity. Cell phones should be turned to vibrate at concerts, drama productions, and awards nights, and used in a manner which does not disrupt the event.

During emergency situations, it is imperative that we are able to effectively communicate with students; therefore, students are not permitted to use cell phones/electronic devices during emergency situations or during drills intended to prepare for emergency situations.

B. Electronic Devices:

Personal electronic devices may not be used on school grounds during the school day, during after school study hall and after school detention, with the exception of lunch.

In addition, any radio, sound or recording equipment is considered disruptive to the learning process and is not allowed in school. The electronic equipment will be confiscated and held in the main office until the end of the day when it then can be picked up.

There are times when the use of a personal electronic device may be permitted in the classroom for instructional purposes when the instructor is conducting a special lesson. The instructor will complete a request for use with the building principal. Students will be directed that the personal electronic device is only to be used during that class and for the purposes specified by the instructor and under the direction of the instructor.

Students may not wear headphones in the building during school hours, with the exception of lunch. Headphones may only be used under the discretion of the instructor.

The production, possession, transmission and/or distribution of text material including but not limited to sexually suggestive images, nude or partially nude images, or sexually explicit text in any media is strictly prohibited. Any student receiving such images is required to immediately report to a building administrator. Students may be subject to all district forms of discipline, including police involvement/ arrest.

Any form of bullying on electronic devices will not be tolerated. Any student who feels he/she is being bullied needs to report incident to building administrator.

Students with individualized education plans (IEPs), 504 Plans, or documentation from a medical practitioner that specifically requires the use of an electronic device may do so as specified.

If a student is seen by a staff member with a personal electronic device the following action and consequence will occur:

Offense	Action Taken	Consequences
1st Offense	Student directed to put device away	
2nd Offense	Device confiscated and returned to the student at the end of the day	One day of lunch detention Parent contacted
3rd Offense	Device confiscated and returned to the parent at the end of the day	One day after school detention Parent Conference with Administration
4th+ Offense	Device confiscated and returned to the parent at the end of the day	One day of In-School Suspension Parent Conference with Administration

It is understood that the consequences outlined above are considered minimum consequences and may be amended or altered depending on the circumstances.

C. Communication:

Students are to go to the office to make phone calls home. Parents/guardians are encouraged to call the school office. The school office staff is excellent at relaying messages from parents to students. Emergency phone calls can always be made in the main office, guidance office, health office or classrooms during school hours.

D. The Cherry Valley-Springfield Central School District will not be held responsible for the loss, theft or destruction of any portable electronic devices, including cell phones. Further, the district is not responsible for locating a device that has allegedly been stolen or missing.

E. Annual Review

The Board of Education and the Cell Phone & Personal Electronic Devices Committee shall bi-annually review the Student and Personal Electronic Devices Policy to evaluate the effectiveness of the policy, and to stay current in the ever-expanding capabilities of cell phones and electronic devices.