

REGULAR MEETING
BOARD OF EDUCATION
MADRID-WADDINGTON CENTRAL SCHOOL

Tuesday, June 21, 2022

High School Library

6:30 PM

FINANCE COMMITTEE 6:00 PM

- I. Call to Order
- II. Pledge of Allegiance
- III. Acceptance of Minutes of May 17, 2022 regular board meeting
- IV. Reports
 1. Treasurer's Report
 - Action Item: Acceptance of Report(s)
 - Action Item: Acceptance of Donation
 2. Extracurricular Accounts
 3. Fitness Center
 4. Athletics
 5. CSE Recommendations
 - Action Item: Approval of CSE Recommendations
 6. Student Liaison
 7. High School Principal
 - End of Year Report
 - Future Initiatives
 8. Elementary School Principal
 - Initiatives for Next Year
 - End-of-Year
- V. Public Comment (3 minute limit per person)
- VI. Superintendent's Report
 1. MWTA MOA
 - Action Item: Approve MOA
 2. Action Item: Approval to change meetings to September 13, 2022 & June 13, 2023
 3. Phase 2 Update
- VII. Discussion of Old or New Business
 1. Hall of Fame Presentation - Scott Shoen
 2. History Club Trip
 - Action Item: Approve Spring 2024 Trip
 3. Transportation Request
 - Action Item: Approval of Transportation Requests
 4. Summer Retreat
 5. Code of Conduct - 1st Read
 6. District Comprehensive Improvement Plan (DCIP) 2022-2023
 - Action Item: Approval of DCIP
 7. School Comprehensive Education Plan (SCEP) 2022-2023
 - Action Item: Approval of SCEP
 8. AIS/RTI Intervention Plan 2022-2024

- Action Item: Approval of AIS/RTI Plan
9. Professional Learning Plan 2022-2023
 - Action Item: Approval of Professional Learning Plan
 10. Policy 5130 - Budget Adoption - 3rd & Final
 11. Policy 5230 - Acceptance of Gifts, Grants & Bequests to the District - 3rd & Final
 12. Policy 5571 - Financial Accountability - 3rd & Final
 13. Policy 5681 - School Safety Plans - 3rd & Final
 14. Policy 5685 - Fire Drills, Bomb Threats & Bus Emergency Drills - 3rd & Final
 15. Policy 5730 - School Bus Safety Program - 3rd & Final
 16. Policy 5760 - Qualifications of Bus Drivers - 3rd & Final
 17. Policy 6120 - Equal Employment Opportunity - 3rd & Final
 18. Policy 6121 - Sexual Harassment in the Workplace - 3rd & Final
 19. Policy 6140 - Employee Medical Examinations - 3rd & Final
 20. Policy 6220 - Temporary Personnel - 3rd & Final
 21. Policy 7551 - Dignity for all Students - 3rd & Final
 22. Policy 7553 - Hazing of Students - 3rd & Final
 23. Policy 8130 - Equal Educational Opportunities - 3rd & Final
 24. Policy 8220 - Career & Technical (Occupational) Ed. - 3rd & Final
 25. Policy 8240 - Instruction in Certain Subjects - 3rd & Final
 - Action Item: Approval of Policies
- VIII. Personnel
- Action Item: Approval of Personnel
- IX. Executive Session
- (If necessary, "for the purpose of discussion related to the medical, financial or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation.")*
- X. Adjournment

Upcoming Dates:

June 22	5th grade graduation 9:30 AM
	K-6 dismissal @ 11 AM
June 23	K-6 dismissal @ 11 AM
June 24	Graduation Ceremony 6 PM
July 6	Re-Organizational & Regular Meeting 6:30 PM

MADRID-WADDINGTON CSD

A/P Check Register
Bank Account: CBCAPFUND - COMMUNITY BANK CAPITAL FUND

Check Number	Check Date	Pay Type	Remit To	Warrant	Fund	Recorded	Void	Date	Reason	Check Amount	Check Number
002293	05/06/2022	C	ENI MECHANICAL, INC	0096		No	No			\$1,566.36	002293
002294	05/09/2022	C	CONTINENTAL CONSTRUCTION LLC	0097		No	No			\$115,778.98	002294
002295	05/09/2022	C	CONTINENTAL CONSTRUCTION LLC	0097		No	No			\$78,872.00	002295
002296	05/27/2022	C	CONTINENTAL CONSTRUCTION LLC	0102		No	No			\$90,597.46	002296
002297	05/27/2022	C	ENI MECHANICAL, INC	0102		No	No			\$2,766.59	002297
002298	05/27/2022	C	SEI DESIGN GROUP ARCHITECTS, PC	0102		No	No			\$1,604.42	002298
Subtotal for Bank Account: CBCAPFUND - COMMUNITY BANK CAPITAL FUND										Grand Total	\$291,185.81
										Void Total	\$0.00
										Net	\$291,185.81
										Grand Total	\$291,185.81
										Void Total	\$0.00
										Net	\$291,185.81

Selection Criteria

Bank Account: CBCAPFUND
Check date is between 05/01/2022 and 05/31/2022
Sort by: Check Number
Printed by JULIE K. ABRANTES

MADRID-WADDINGTON CSD

Budget Status Report As Of: 05/31/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
1010-400-00-0000	Board Education Other	6,000.00	965.08	6,965.08	7,181.08	0.00	-216.00
1010-400-00-1000	Prof Dev Other	5,500.00	-1,181.08	4,318.92	700.00	0.00	3,618.92
1010-490-00-0000	BOCES Services	2,490.00	0.00	2,490.00	2,241.00	0.00	249.00
1010-500-00-0000	Board Education Supplies	500.00	0.00	500.00	189.03	0.00	310.97
1040-160-00-0000	District Clerk Salary	94,747.00	0.80	94,747.80	87,459.60	7,288.20	0.00
1040-400-00-0000	District Clerk Other	1,750.00	0.00	1,750.00	574.16	0.00	1,175.84
1040-400-00-1000	Prof Dev Other	250.00	0.00	250.00	0.00	0.00	250.00
1040-500-00-0000	District Clerk Supplies	1,500.00	0.00	1,500.00	384.02	0.00	1,115.98
1060-400-00-0000	District meetings other	900.00	216.00	1,116.00	0.00	1,116.00	0.00
10 Board of Education - State Function Group Subtotal		113,637.00	0.80	113,637.80	98,728.89	8,404.20	6,504.71
1240-150-00-0000	Superintendent Salary	96,356.00	0.00	96,356.00	85,960.80	7,172.53	3,222.67
1240-160-00-0000	Superintendent Secretary	49,198.00	0.00	49,198.00	44,790.48	3,707.52	700.00
1240-400-00-0000	Chief School Admin Other	8,480.00	-1,200.00	7,280.00	6,491.57	0.00	788.43
1240-400-00-1000	Prof Dev Other	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
1240-500-00-0000	Chief School Admin Suppli	1,000.00	1,200.00	2,200.00	1,861.74	0.00	338.26
12 Central Administration - State Function Group Subtotal		167,034.00	0.00	167,034.00	139,104.59	10,880.05	7,049.36
1310-150-00-0000	Business Admin Instructio	47,459.00	-0.70	47,458.30	42,993.12	3,573.55	891.63
1310-160-00-0000	Business Admin Noninstruc	32,113.00	-0.10	32,112.90	32,067.61	2,470.29	-2,425.00
1310-400-00-0000	Business Admin Other	24,534.00	0.00	24,534.00	17,329.22	0.00	7,204.78
1310-490-00-0000	BOCES Services	86,247.00	-51,808.99	34,438.01	28,830.98	0.00	5,607.03
1310-500-00-0000	Business Admin Supplies	3,750.00	0.00	3,750.00	2,086.11	202.74	1,461.15
1320-400-00-0000	Auditing Other Exp	19,500.00	0.00	19,500.00	18,500.00	0.00	1,000.00
1325-160-00-0000	Treasurer Salary	15,393.00	0.00	15,393.00	15,633.68	1,184.02	-1,424.70
1325-400-00-0000	Treasurer Other	825.00	203.93	1,028.93	998.93	0.00	30.00
1325-500-00-0000	Treasurer Supplies	100.00	0.00	100.00	0.00	0.00	100.00
1330-160-00-0000	Tax Collector Salary	5,116.00	0.00	5,116.00	4,994.00	0.00	122.00
1330-400-00-0000	Tax Collector Other	465.00	296.07	761.07	689.44	0.00	71.63
1330-500-00-0000	Tax Collector Supplies	600.00	-500.00	100.00	39.99	0.00	60.01
1345-490-00-0000	Purchase BOCES Services	3,419.00	0.00	3,419.00	2,383.20	0.00	1,035.80
1380-400-00-0000	Fiscal Agent Fees	5,000.00	0.00	5,000.00	2,422.00	0.00	2,578.00
13 Finance - State Function Group Subtotal		244,621.00	-51,809.79	192,711.21	168,968.28	7,430.60	16,312.33
1420-400-00-0000	Legal Other Expense	10,000.00	0.00	10,000.00	5,054.99	0.00	4,945.01
1430-490-00-0000	BOCES Services - PERS	22,636.00	0.00	22,636.00	19,588.50	0.00	3,047.50
1460-490-00-0000	BOCES Services	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
14 Staff - State Function Group Subtotal		35,136.00	0.00	35,136.00	24,643.49	0.00	10,492.51
1620-160-00-0000	Operation Salaries	211,656.00	-10,000.00	201,656.00	131,139.94	12,394.25	58,121.81
1620-200-00-0000	Operation Equipment	10,000.00	-900.00	9,100.00	0.00	0.00	9,100.00
1620-400-00-0000	Operation Other Expense	30,000.00	0.00	30,000.00	19,336.00	0.00	10,664.00

MADRID-WADDINGTON CSD

Budget Status Report As Of: 05/31/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
1620-400-00-1000	Prof Dev Other	250.00	0.00	250.00	120.00	0.00	130.00
1620-402-00-0000	Natural Gas	95,000.00	-20,000.00	75,000.00	57,311.83	0.00	17,688.17
1620-407-00-0000	Electricity	158,000.00	-20,000.00	138,000.00	104,957.88	0.00	33,042.12
1620-408-00-0000	Telephone	15,000.00	0.00	15,000.00	6,340.34	0.00	8,659.66
1620-490-00-0000	BOCES Services	24,755.00	0.00	24,755.00	14,541.30	0.00	10,213.70
1620-500-00-0000	Operation Supplies	31,000.00	20,000.00	51,000.00	50,601.16	1,429.17	-1,030.33
1620-500-01-0000	Auditorium Supplies	1,800.00	0.00	1,800.00	361.49	0.00	1,438.51
1621-160-00-0000	Maintenance Salaries	232,944.00	10,000.00	242,944.00	248,754.70	12,027.07	-17,837.77
1621-200-00-0000	Maintenance Equipment	5,000.00	-5,000.00	0.00	0.00	0.00	0.00
1621-200-01-0000	Auditorium Equipment	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
1621-400-00-0000	Maintenance Other	26,000.00	0.00	26,000.00	24,986.40	1,100.00	-86.40
1621-400-01-0000	Auditorium Other	7,000.00	-4,000.48	2,999.52	500.00	0.00	2,499.52
1621-490-00-0000	Maintenance - BOCES Svces	15,315.00	0.00	15,315.00	13,783.50	0.00	1,531.50
1621-500-00-0000	Maintenance Supplies	23,000.00	20,000.00	43,000.00	19,620.80	24,895.23	-1,516.03
1670-400-00-0000	Mailing Other Expense	8,910.00	0.00	8,910.00	7,177.98	0.00	1,732.02
1670-490-00-0000	Printing BOCES Services	4,500.00	0.00	4,500.00	0.00	0.00	4,500.00
1670-500-00-0000	Mailing Supplies	750.00	0.00	750.00	711.35	22.99	15.66
1680-490-00-0000	Data Processing BOCES	396,348.00	-27,450.00	368,898.00	334,627.63	0.00	34,270.37
16 Central Services - State Function Group Subtotal		1,302,228.00	-37,360.48	1,264,877.62	1,034,872.30	61,868.71	178,136.61
1910-400-00-0000	Unallocated Insurance	72,805.00	0.00	72,805.00	53,542.20	0.00	19,262.80
1964-400-00-0000	Refund of Real Property	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
1981-490-00-0000	BOCES Admin. Charge	384,401.00	0.00	384,401.00	345,960.90	0.00	38,440.10
1983-490-00-0000	BOCES Capital Expense	200,117.00	0.00	200,117.00	180,105.30	0.00	20,011.70
19 Special Items (Contractual Expense) - State Function Group Sub		669,823.00	0.00	669,823.00	679,608.40	0.00	80,214.60
2010-490-00-0000	BOCES Curriculum Develop	36,657.00	0.00	36,657.00	23,080.06	0.00	13,576.94
2020-150-00-0000	Principals' Salaries-Elem	85,000.00	-7,000.00	78,000.00	72,000.00	6,000.00	0.00
2020-150-05-0000	Principals' Salaries-HS	98,220.00	0.00	98,220.00	88,971.44	9,247.56	1.00
2020-161-00-0000	Secretaries' Sal - Elem	42,376.00	-8,500.00	33,876.00	30,214.47	3,092.61	568.92
2020-161-05-0000	Secretaries' Sal - HS	36,750.00	-2,000.00	34,750.00	29,519.55	4,576.96	653.49
2020-162-00-0000	Monitors' Salaries - K-3	6,648.00	1,300.00	7,948.00	5,165.71	2,009.88	772.41
2020-162-00-3000	Monitors' Salaries - 4-5	2,182.00	-300.00	1,882.00	1,149.48	502.49	230.03
2020-400-00-0000	Super Other Exp - Elem	3,950.00	-800.00	3,150.00	638.57	0.00	2,511.43
2020-400-05-0000	Super Other Exp - HS	4,479.00	0.00	4,479.00	600.31	0.00	3,878.69
2020-500-00-0000	Supervision Sup - Elem	1,750.00	1,050.00	2,800.00	2,834.48	0.00	-34.48
2020-500-05-0000	Supervision Sup - HS	1,750.00	-250.00	1,500.00	143.99	0.00	1,356.01
2060-400-00-0000	Grant Writer Services	0.00	7,000.00	7,000.00	6,400.00	0.00	600.00
2060-490-00-0000	BOCES - Research & Dev	31,200.00	0.00	31,200.00	26,020.00	0.00	5,180.00
2070-150-00-0000	Inservice Instr. Salaries	500.00	0.00	500.00	0.00	0.00	500.00

MADRID-WADDINGTON CSD

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Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
20 Administration and Improvement - State Function Group Subtot:		351,462.00	-9,500.00	341,962.00	286,738.06	25,429.50	29,794.44
2110-110-00-0000	Teacher Salaries 1/2 Day	15,000.00	0.00	15,000.00	0.00	0.00	15,000.00
2110-110-01-0000	Teacher Salaries Pre-K	0.00	0.00	0.00	0.00	500.00	-500.00
2110-120-00-0000	Teacher Salaries K-3	952,565.00	-51,478.17	901,086.83	618,427.65	208,641.50	74,017.68
2110-120-01-0000	TCH Salaries K-3 PROF DEV	3,000.00	15,230.00	18,230.00	17,146.62	0.00	1,083.38
2110-120-01-1000	TCH Sal Pre-K PROF Dev	0.00	1,450.00	1,450.00	1,150.00	0.00	300.00
2110-121-00-0000	4-5 ELEMENTARY TEACHERS	552,036.00	-3,300.00	548,736.00	380,316.05	135,614.17	32,805.78
2110-121-01-0000	TCH Salaries 4-5 PROF DEV	1,000.00	6,820.00	7,820.00	8,203.33	0.00	-383.33
2110-121-03-0000	6 ELEM TCH SALARIES	204,137.00	-200.00	203,937.00	147,475.72	55,027.06	1,434.22
2110-121-03-1000	6 Tch Prof Dev Stipends	500.00	100.00	600.00	600.00	0.00	0.00
2110-122-00-0000	K-3 ELEM TCH ASSISTANT	65,804.00	2,138.64	67,942.64	39,204.72	11,975.27	16,762.65
2110-122-00-1000	Pre-K TCH ASSISTANT	0.00	18,583.50	18,583.50	10,499.34	2,903.07	5,181.09
2110-123-00-0000	4-5 ELEM TCH ASSISTANT	8,509.00	9,256.03	17,765.03	12,686.04	4,129.18	949.81
2110-123-01-0000	6 TCH ASSISTANT	0.00	400.00	400.00	400.00	0.00	0.00
2110-130-00-0000	Teacher Salaries 7-12	1,542,063.00	-66,818.55	1,475,244.45	1,095,928.14	363,449.80	15,866.51
2110-130-01-0000	TCH Sal 7-12 PROF DEV	5,000.00	0.00	5,000.00	4,833.33	0.00	166.67
2110-131-00-0000	TCH ASSIST Salaries 7-12	8,294.00	43,022.55	51,316.55	45,280.01	5,647.08	389.46
2110-140-00-0000	Substitute Teachers - K-3	35,000.00	-125.00	34,875.00	25,892.25	0.00	8,982.75
2110-140-00-1000	Substitute Tch -Pre-K	0.00	1,125.00	1,125.00	625.00	0.00	500.00
2110-140-01-0000	Substitute Teachers - 4-5	18,000.00	-1,000.00	17,000.00	4,332.75	0.00	12,667.25
2110-140-02-0000	Substitute Teachers - 6	7,000.00	0.00	7,000.00	1,759.60	0.00	5,240.40
2110-140-03-0000	Substitute TCH - 7-12	62,000.00	0.00	62,000.00	35,120.52	0.00	26,879.48
2110-150-00-0000	Tutoring Salaries- K-3	2,462.00	0.00	2,462.00	0.00	0.00	2,462.00
2110-150-01-0000	Tutoring Salaries- 4-5	1,231.00	0.00	1,231.00	0.00	0.00	1,231.00
2110-150-02-0000	Tutoring Salaries- 6	615.00	0.00	615.00	0.00	0.00	615.00
2110-150-05-0000	Tutoring Salaries- 7-12	3,692.00	-3,000.00	692.00	420.00	0.00	272.00
2110-160-00-0000	NON-INSTR SALARIES - K-3	6,212.00	0.00	6,212.00	0.00	0.00	6,212.00
2110-160-01-0000	NON-INSTR SALARIES - 4-5	3,106.00	0.00	3,106.00	0.00	0.00	3,106.00
2110-200-00-0000	General Equipment K-12	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
2110-400-00-0000	General Other Expense	19,000.00	-180.00	18,820.00	14,640.22	671.39	3,508.39
2110-400-01-0000	General Other Exp Pre-K	200.00	-200.00	0.00	0.00	0.00	0.00
2110-400-01-1000	General Other Exp K-3	650.00	-146.40	503.60	500.34	0.00	3.26
2110-400-02-0000	General Other Exp 4-5	650.00	-650.00	0.00	0.00	0.00	0.00
2110-400-03-0000	General Other Exp 6	250.00	0.00	250.00	175.50	0.00	74.50
2110-400-03-1000	Instrum Music k-3 Other E	127.00	0.00	127.00	0.00	0.00	127.00
2110-400-03-1100	Instrum Music 4-5 Other E	127.00	0.00	127.00	0.00	0.00	127.00
2110-400-03-1200	Instrum Music 6 Other E	74.00	0.00	74.00	0.00	0.00	74.00
2110-400-03-1300	PRE-K Comm & Assem Other	75.00	0.00	75.00	0.00	0.00	75.00

MADRID-WADDINGTON CSD

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Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
2110-400-03-1400	K-3 Comm & Assem Other	175.00	0.00	175.00	175.00	0.00	0.00
2110-400-03-1500	4-5 Comm & Assem Other	175.00	0.00	175.00	157.50	0.00	17.50
2110-400-03-1600	6 Comm & Assem Other	75.00	0.00	75.00	0.00	0.00	75.00
2110-400-03-1700	PRE-K Teacher Conference	750.00	-620.00	130.00	130.00	0.00	0.00
2110-400-03-1800	K-3 Teacher Conference	625.00	1,125.00	1,750.00	1,750.00	0.00	0.00
2110-400-03-1900	4-5 Teacher Conference	625.00	-375.00	250.00	250.00	0.00	0.00
2110-400-03-2000	6 Teacher Conference	100.00	0.00	100.00	0.00	0.00	100.00
2110-400-05-0000	General Other Exp 7-12	7,500.00	0.00	7,500.00	5,392.11	0.00	2,107.89
2110-400-05-0700	Phys Ed 7-12 Other Expens	361.00	0.00	361.00	48.00	0.00	313.00
2110-400-05-0800	Music Piano Accompanist	1,000.00	0.00	1,000.00	200.00	0.00	800.00
2110-400-05-1100	Instrum Music 7-12 Other	1,750.00	0.00	1,750.00	1,175.80	0.00	574.20
2110-400-05-1200	Vocal Music 7-12 Other	750.00	0.00	750.00	260.99	0.00	489.01
2110-400-05-1300	State/Nat'l Music Other 7	5,000.00	-2,476.00	2,524.00	439.23	0.00	2,084.77
2110-400-05-1600	7-12 Comm & Assem Other	1,650.00	1,350.00	3,000.00	3,000.00	0.00	0.00
2110-400-05-1700	7-12 Teacher Conference	3,000.00	1,126.00	4,126.00	3,692.62	278.00	155.38
2110-470-00-0000	Tuition - K-3	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
2110-470-03-0000	Tuition - 4-5	8,500.00	0.00	8,500.00	0.00	0.00	8,500.00
2110-470-03-1000	Tuition - 6	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
2110-470-03-1100	Tuition - 7-12	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
2110-480-01-0000	Campus/St. Mary's Text	850.00	-500.00	350.00	57.74	0.00	292.26
2110-480-03-0100	Textbooks K-3	5,000.00	7,698.21	12,698.21	12,020.40	0.00	677.81
2110-480-03-0200	Textbooks 4-5	5,000.00	-273.19	4,726.81	3,310.08	0.00	1,416.73
2110-480-03-0300	Textbooks 6	3,519.00	-216.37	3,302.63	1,981.24	0.00	1,321.39
2110-480-05-0100	Textbooks 7-12	18,519.00	-6,708.65	11,810.35	10,470.57	1,668.27	-328.49
2110-490-00-0000	BOCES Services	172,317.00	0.00	172,317.00	161,124.93	0.00	11,192.07
2110-500-00-0000	General K-12 Supplies	20,000.00	-6,420.75	13,579.25	9,809.40	1,073.13	2,696.72
2110-500-03-0000	General Pre-K Supplies	1,000.00	2,007.18	3,007.18	4,309.01	0.00	-1,301.83
2110-500-03-0100	General K-3 Supplies	8,000.00	5,023.49	13,023.49	12,844.95	0.00	178.54
2110-500-03-0110	General 4-5 Supplies	6,000.00	-1,504.00	4,496.00	4,779.57	0.00	-283.57
2110-500-03-0120	General 6 Supplies	2,500.00	-300.00	2,200.00	2,152.51	0.00	47.49
2110-500-03-0200	Art Pre-k Supplies	250.00	62.23	312.23	312.23	0.00	0.00
2110-500-03-0300	Art K-3 Supplies	1,000.00	1,499.62	2,499.62	1,059.88	0.00	1,439.74
2110-500-03-0400	Art 4-5 Supplies	750.00	669.63	1,419.63	0.00	0.00	1,419.63
2110-500-03-0500	Art 6 Supplies	400.00	0.00	400.00	400.00	0.00	0.00
2110-500-03-0600	Phys Ed PRE-K Supplies	76.00	0.00	76.00	0.00	0.00	76.00
2110-500-03-0700	Phys Ed K-3 Supplies	150.00	9.00	159.00	158.32	0.00	0.68
2110-500-03-0800	Phys Ed 4-5 Supplies	150.00	0.00	150.00	0.00	0.00	150.00
2110-500-03-0900	Phys Ed 6 Supplies	100.00	0.00	100.00	0.00	0.00	100.00
2110-500-03-1100	Instrum Music K-3 Supplie	100.00	0.00	100.00	81.94	0.00	18.06

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2110-500-03-1110	Instrum Music 4-5 Supplie	100.00	0.00	100.00	0.00	0.00	100.00
2110-500-03-1120	Instrum Music 6 Supplie	50.00	0.00	50.00	0.00	0.00	50.00
2110-500-03-1200	Vocal Music K-3 Supplies	100.00	0.00	100.00	34.98	0.00	65.02
2110-500-03-1500	Vocal Music4-5 Supplies	100.00	0.00	100.00	0.00	0.00	100.00
2110-500-03-1600	Vocal Music 6 Supplies	50.00	0.00	50.00	0.00	0.00	50.00
2110-500-05-0000	General 7-12 Supplies	12,000.00	-224.00	11,776.00	9,194.44	1,083.11	1,498.45
2110-500-05-0200	Art 7-12 Supplies	2,250.00	224.00	2,474.00	4,086.20	88.32	-1,700.52
2110-500-05-0300	Health 7-12 Supplies	105.00	0.00	105.00	0.00	0.00	105.00
2110-500-05-0400	English 7-12 Supplies	105.00	0.00	105.00	84.95	0.00	20.05
2110-500-05-0500	French 7-12 Supplies	300.00	0.00	300.00	0.00	0.00	300.00
2110-500-05-0600	Spanish 7-12 Supplies	300.00	0.00	300.00	263.00	0.00	37.00
2110-500-05-0700	Phys Ed Supplies Jones	600.00	0.00	600.00	250.00	0.00	350.00
2110-500-05-0800	Phys Ed Supplies Shoen	600.00	0.00	600.00	249.99	0.00	350.01
2110-500-05-1000	Math 7-12 Supplies	775.00	0.00	775.00	372.22	0.00	402.78
2110-500-05-1100	Instrum Music 7-12 Suppli	1,750.00	0.00	1,750.00	882.04	0.00	867.96
2110-500-05-1200	Vocal Music 7-12 Supplies	1,300.00	0.00	1,300.00	448.59	0.00	851.41
2110-500-05-1300	Science 7-12 Supplies	3,600.00	0.00	3,600.00	1,916.11	0.00	1,683.89
2110-500-05-1400	Social Studies 7-12 Suppl	400.00	0.00	400.00	0.00	0.00	400.00
2110-500-05-1700	Music 7-12 Instruments	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
2250-150-00-0000	Handicapped TCH SAL K-3	40,412.00	41,151.01	81,563.01	60,416.01	20,596.67	550.33
2250-150-00-0100	Sub Hdkp Tch Sal K-3	1,500.00	0.00	1,500.00	500.00	0.00	1,000.00
2250-150-00-1000	Hdkp Tch Prof Dev K-3	350.00	0.00	350.00	0.00	0.00	350.00
2250-150-03-0000	Handicapped TCH SAL 4-5	56,732.00	-2,483.06	54,248.94	39,962.16	14,786.64	-499.86
2250-150-03-0100	Handicapped TCH SAL 6	12,389.00	-1,008.63	11,380.37	8,529.31	2,850.47	0.59
2250-150-03-0200	Sub Hdkp TCH SAL 4-5	1,000.00	0.00	1,000.00	300.00	0.00	700.00
2250-150-03-0300	Sub Hdkp TCH SAL 6	500.00	0.00	500.00	37.50	0.00	462.50
2250-150-03-1000	Hdkp TCH SAL 4-5 Prof Dev	200.00	0.00	200.00	150.00	0.00	50.00
2250-150-03-1100	Hdkp TCH SAL 6 Prof Dev	100.00	0.00	100.00	0.00	0.00	100.00
2250-150-05-0000	Handicapped TCH SAL 7-12	186,404.00	-5,913.32	180,490.68	107,504.60	39,483.92	33,502.16
2250-150-05-0100	Sub Hdkp TCH SAL 7-12	2,500.00	0.00	2,500.00	1,500.00	0.00	1,000.00
2250-150-05-1000	Hdkp TchSal 7-12 Prof Dev	300.00	1,000.00	1,300.00	1,027.69	0.00	272.31
2250-151-00-0000	Hdkp Tch Asst K-3	144,315.00	-33,246.00	111,069.00	79,215.57	28,011.75	3,841.68
2250-151-03-0000	Hdkp Tch Asst 4-5	32,871.00	500.00	33,371.00	30,261.14	3,516.39	-406.53
2250-151-03-0100	Hdkp Tch Asst 6	19,366.00	0.00	19,366.00	3,563.66	1,299.38	14,502.96
2250-151-05-0000	Hdkp Tch Asst 7-12	75,625.00	0.00	75,625.00	47,313.19	16,174.37	12,137.44
2250-160-00-0000	Hdkp Noninstr Sal Pre-K	3,500.00	18,690.00	22,190.00	20,045.88	2,039.12	105.00
2250-160-01-0000	Hdkp Noninstr Sal K-3	10,129.00	-5,000.17	5,128.83	1,055.76	87.98	3,985.09
2250-160-03-0000	Hdkp Noninstr Sal 4-5	10,129.00	-5,000.09	5,128.91	4,734.39	394.51	0.01

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2250-160-03-0100	Hdkp Noninstr Sal 6	4,935.00	-2,457.74	2,477.26	2,286.70	190.56	0.00
2250-160-05-0000	Hdkp Noninstr Sal 7-12	12,629.00	-6,232.00	6,397.00	4,734.39	394.51	1,268.10
2250-400-00-0000	Hdkp Other Expense - K-3	73,750.00	0.00	73,750.00	41,267.12	0.00	32,482.88
2250-400-00-1100	Hdkp Other Exp - Pre-K	500.00	1,458.00	1,958.00	1,101.79	0.00	856.21
2250-400-03-0000	Hdkp Other Expense - 4-5	60,000.00	-1,737.00	58,263.00	33,209.71	0.00	25,053.29
2250-400-03-0100	Hdkp Other Expense - 6	15,000.00	-1,387.72	13,612.28	5,883.24	0.00	7,729.04
2250-400-03-1000	Hdkp Prof Dev Other 4-5	0.00	500.00	500.00	500.00	0.00	0.00
2250-400-05-0000	Hdkp Other Expense - 7-12	45,000.00	0.00	45,000.00	510.00	0.00	44,490.00
2250-400-05-1000	Hdkp Prof Dev Other 7-12	500.00	-221.00	279.00	279.00	0.00	0.00
2250-470-00-0000	Handicapped tuition K-3	30,000.00	0.00	30,000.00	770.00	0.00	29,230.00
2250-470-03-0100	Handicapped tuition 6	2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
2250-470-05-0000	Handicapped tuition 7-12	50,000.00	0.00	50,000.00	23,227.69	1,600.00	25,172.31
2250-480-00-0000	Hdkp Textbooks - K-3	500.00	0.00	500.00	0.00	0.00	500.00
2250-480-03-0000	Hdkp Textbooks - 4-5	750.00	-512.46	237.54	0.00	0.00	237.54
2250-480-03-0100	Hdkp Textbooks - 6	200.00	0.00	200.00	0.00	0.00	200.00
2250-480-05-0000	Hdkp Textbooks - 7-12	550.00	0.00	550.00	0.00	0.00	550.00
2250-490-00-0000	Handicapped BOCES Svces	1,543,185.00	0.00	1,543,185.00	1,413,564.42	0.00	129,620.58
2250-500-00-0000	CSE Supplies	300.00	480.00	780.00	794.99	0.00	-14.99
2250-500-03-0000	Handicapped K-3 Supplies	1,200.00	3,922.32	5,122.32	5,119.18	864.25	-861.11
2250-500-03-0100	Handicapped 4-5 Supplies	5,500.00	-952.14	4,547.86	4,547.86	0.00	0.00
2250-500-03-0200	Handicapped 6 Supplies	300.00	-300.00	0.00	0.00	0.00	0.00
2250-500-05-0000	Handicapped 7-12 Supplies	1,250.00	-1,250.00	0.00	0.00	0.00	0.00
2280-150-00-0000	Occ Ed Teacher Salaries	31,747.00	11,250.00	42,997.00	29,783.23	13,107.57	106.20
2280-150-00-0100	Sub Occ Ed Tch Salaries	500.00	-150.00	350.00	0.00	0.00	350.00
2280-150-00-1000	Oc Ed - Teaching Assist	150.00	0.00	150.00	0.00	0.00	150.00
2280-160-00-0000	Occ Ed Non-Teacher Salari	0.00	12,000.00	12,000.00	4,850.00	0.00	7,150.00
2280-400-05-0000	General Occ Ed Other Exp	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
2280-490-00-0000	Occ Ed BOCES Services	464,485.00	0.00	464,485.00	417,943.17	0.00	46,541.83
2280-500-05-0000	General Occ Ed Supplies	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
2330-490-00-0000	BOCES Teaching Spec Sch	31,778.00	0.00	31,778.00	26,716.20	0.00	5,061.80
21 Teaching - State Function Group Subtotal		6,816,112.00	-4,696.00	6,810,416.00	6,148,149.22	938,147.44	724,119.34
2610-150-00-0100	Sub Lib Instr Sal - K-3	150.00	-21.00	129.00	0.00	0.00	129.00
2610-150-03-0000	Library InstrSal - 4-5	0.00	4,000.00	4,000.00	1,797.61	1,571.87	630.52
2610-150-03-0100	Library InstrSal - 6	7,784.00	0.00	7,784.00	5,526.80	2,029.73	227.47
2610-150-03-0200	Sub Lib InstrSal - 4-5	150.00	0.00	150.00	0.00	0.00	150.00
2610-150-03-0400	Sub Lib InstrSal - 6	150.00	0.00	150.00	0.00	0.00	150.00
2610-150-05-0000	Library InstrSal - 7-12	19,245.00	-193.24	19,051.76	13,933.94	5,117.03	0.79
2610-150-05-0100	Sub Library Tch Sal 7-12	250.00	0.00	250.00	0.00	0.00	250.00

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2610-150-05-1100	Prof Dev Lib Tch Sal 7-12	250.00	0.00	250.00	0.00	0.00	250.00
2610-151-00-0000	LIB TCH ASSIST SAL - K-3	19,056.00	197.65	19,253.65	12,179.60	3,144.25	3,929.80
2610-151-03-0000	LIB TCH ASSIST SAL - 4-5	9,394.00	16.59	9,410.59	4,126.31	0.00	5,284.28
2610-400-00-0000	Lib & AV K-3 Other E	125.00	-38.00	87.00	0.00	0.00	87.00
2610-400-03-0000	Lib & AV 4-5 Other E	100.00	0.00	100.00	99.00	0.00	1.00
2610-400-03-0100	Lib & AV 6 Other E	75.00	-75.00	0.00	0.00	0.00	0.00
2610-400-05-0000	Lib & AV 7-12 Other E	200.00	-32.30	167.70	98.89	0.00	68.81
2610-460-00-0000	K-3 Library & AV Loan	2,000.00	588.00	2,588.00	2,588.00	0.00	0.00
2610-460-03-0000	4-5 Library & AV Loan	1,000.00	-588.00	412.00	188.70	222.92	0.38
2610-460-03-0100	6 Library & AV Loan	1,000.00	-3.74	996.26	0.00	991.96	4.30
2610-460-05-0000	7-12 Library & AV Loan	4,000.00	3.74	4,003.74	2,940.40	1,153.24	-89.90
2610-490-00-0000	Library & AV BOCES	43,055.00	0.00	43,055.00	38,046.42	0.00	5,008.58
2610-500-00-0000	Library & AV K-3 Supplie	500.00	123.30	623.30	619.69	0.00	3.61
2610-500-03-0000	Library & AV 4-5 Supplie	250.00	549.00	799.00	1,118.33	0.00	-319.33
2610-500-03-0100	Library & AV 6 Supplie	200.00	0.00	200.00	0.00	199.92	0.08
2610-500-05-0000	Library & AV 7-12 Supplie	800.00	-527.00	273.00	253.01	0.00	19.99
2630-200-00-0000	Equipment	0.00	0.00	0.00	102,000.00	0.00	-102,000.00
2630-220-00-0000	State Aided Comput Hrdwre	13,000.00	2,337.98	15,337.98	11,949.68	0.00	3,388.30
2630-400-00-0000	Computer Other	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
2630-400-00-1000	Comp Prof Dev Other	1,000.00	0.00	1,000.00	556.00	222.30	221.70
2630-460-03-0000	K-5 Software	7,000.00	0.00	7,000.00	1,381.90	0.00	5,618.10
2630-460-05-0000	6-12 Software	7,000.00	0.00	7,000.00	1,355.80	0.00	5,644.20
2630-490-00-0000	Computer BOCES	85,000.00	79,258.99	164,258.99	190,917.10	0.00	-26,658.11
2630-500-00-0000	Computer Supplies K-5	12,000.00	0.00	12,000.00	10,569.75	0.00	1,430.25
2630-500-05-0000	Computer Supplies 6-12	12,000.00	0.00	12,000.00	10,536.56	0.00	1,463.44
26 Instructional Media - State Function Group Subtotal		248,234.00	86,696.97	333,830.97	412,783.49	14,663.22	-93,606.74
2805-160-00-0000	Attendance Salaries	30,808.00	0.00	30,808.00	1,000.00	1,000.00	28,808.00
2805-400-00-0000	Attendance Other Exp	600.00	0.00	600.00	0.00	0.00	600.00
2810-150-00-0000	Guidance Instr Sal K-3	39,053.00	0.00	39,053.00	0.00	0.00	39,053.00
2810-150-00-0100	Sub Guid Instr Sal K-3	150.00	0.00	150.00	0.00	0.00	150.00
2810-150-00-1200	Instructional Salaries	150.00	0.00	150.00	0.00	0.00	150.00
2810-150-00-1300	Instructional Salaries	150.00	0.00	150.00	0.00	0.00	150.00
2810-150-03-0000	Guidance Instr Sal 4-5	19,526.00	0.00	19,526.00	0.00	0.00	19,526.00
2810-150-03-0100	Guidance Instr Sal 6	15,055.00	0.00	15,055.00	11,309.48	2,524.36	1,221.16
2810-150-05-0000	Guidance Instr Sal 7-12	88,029.00	0.00	88,029.00	69,936.44	17,309.06	783.50
2810-150-05-0100	Sub Guid Instr Sal 7-12	200.00	0.00	200.00	0.00	0.00	200.00
2810-150-05-1000	Instructional Salaries	500.00	0.00	500.00	0.00	0.00	500.00
2810-160-03-0100	Guide Noninst Sal - 6	6,818.00	0.00	6,818.00	5,831.76	933.50	52.74

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2810-160-05-0000	Guide Noninst Sal - 7-12	49,821.00	0.00	49,821.00	41,035.02	6,128.97	2,657.01
2810-400-00-0000	Guidance Other Exp K-3	1,000.00	0.00	1,000.00	198.00	0.00	802.00
2810-400-03-0000	Guidance Other Exp 4-5	750.00	0.00	750.00	102.00	0.00	648.00
2810-400-03-0100	Guidance Other Exp 6	250.00	0.00	250.00	86.80	0.00	163.20
2810-400-05-0000	Guidance Other Exp 7-12	1,000.00	0.00	1,000.00	1,522.60	0.00	-522.60
2810-500-00-0000	Guidance Supplies	0.00	0.00	0.00	0.00	128.94	-128.94
2810-500-03-0000	Guidance Sup K-3	250.00	0.00	250.00	0.00	0.00	250.00
2810-500-03-0100	Guidance Sup 4-5	250.00	0.00	250.00	0.00	0.00	250.00
2810-500-03-0200	Guidance Sup 6	250.00	0.00	250.00	0.00	159.23	90.77
2810-500-05-0000	Guidance Supplies 7-12	750.00	0.00	750.00	725.45	0.00	24.55
2815-150-00-0000	Health Services Sal	0.00	2,828.75	2,828.75	0.00	0.00	2,828.75
2815-160-00-0000	health Service Sal	32,464.00	-2,828.75	29,635.25	2,335.28	1,399.72	25,900.25
2815-400-00-0000	Health Services Other Exp	18,720.00	0.00	18,720.00	12,142.53	0.00	6,577.47
2815-500-00-0000	Health Services Supplies	4,000.00	0.00	4,000.00	2,652.92	423.09	923.99
2820-150-00-0000	Psychological Salaries	57,133.00	0.00	57,133.00	41,719.63	15,370.37	43.00
2820-400-00-0000	Psychological Other	2,500.00	-1,682.68	817.32	0.00	0.00	817.32
2820-500-00-0000	Psychological Supplies	1,200.00	1,682.68	2,882.68	2,882.68	0.00	0.00
2850-005-02-0000	Not Defined Yet	500.00	0.00	500.00	0.00	0.00	500.00
2850-150-00-0000	Cocurricular Sal. 7-12	69,415.00	0.00	69,415.00	11,517.00	39,646.09	18,251.91
2850-150-03-0000	After School Salaries K-3	4,500.00	0.00	4,500.00	0.00	0.00	4,500.00
2850-150-03-0100	After School Sal. 4-5	2,250.00	0.00	2,250.00	0.00	0.00	2,250.00
2850-150-03-0200	After School Sal. 6	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
2850-150-05-0000	After School Prog 7-12	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
2850-400-00-0000	General Co. Other 7-12	1,500.00	0.00	1,500.00	156.00	0.00	1,344.00
2850-400-02-0000	Debate Other Expense	200.00	0.00	200.00	0.00	0.00	200.00
2850-400-05-0200	Theatre Other	3,000.00	0.00	3,000.00	971.50	0.00	2,028.50
2850-500-00-0000	Cocur. General Sup. 7-12	500.00	0.00	500.00	0.00	0.00	500.00
2850-500-02-0000	Debate Supplies	718.00	0.00	718.00	0.00	0.00	718.00
2850-500-03-0000	After School Sup. K-3	250.00	0.00	250.00	0.00	0.00	250.00
2850-500-03-0100	After School Sup. 4-5	150.00	0.00	150.00	0.00	0.00	150.00
2850-500-03-0200	After School Sup. 6	100.00	0.00	100.00	0.00	0.00	100.00
2850-500-05-0000	After School Sup. 7-12	250.00	0.00	250.00	0.00	0.00	250.00
2850-500-05-0200	Theatre Supplies	3,250.00	4,000.48	7,250.48	7,250.48	80.76	-80.76
2855-150-00-0000	Coaches' Salaries	131,539.00	0.00	131,539.00	84,966.72	46,025.36	546.92
2855-200-05-0100	Equipment - Uniforms	7,000.00	2,000.00	9,000.00	8,903.45	0.00	96.55
2855-200-05-1400	General Athletic Equipmen	6,295.00	-2,000.00	4,295.00	0.00	0.00	4,295.00
2855-400-05-0200	Boys' Baseball Other Exp	3,865.00	0.00	3,865.00	2,526.00	0.00	1,339.00
2855-400-05-0300	Boys' Basketball Other Ex	6,200.00	0.00	6,200.00	5,248.80	0.00	951.20
2855-400-05-0500	Cheering Other Expense	750.00	1,523.44	2,273.44	2,273.44	0.00	0.00

MADRID-WADDINGTON CSD

Budget Status Report As Of: 05/31/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
2855-400-05-0700	Boys' Soccer Other Expens	5,000.00	-2,084.00	2,916.00	2,916.00	0.00	0.00
2855-400-05-0800	Girls' Soccer Other Expen	4,500.00	-334.44	4,165.56	3,099.50	0.00	1,066.06
2855-400-05-0900	Girls' Track Other Expens	1,100.00	0.00	1,100.00	1,094.00	0.00	6.00
2855-400-05-1000	Boys' Track Other	1,100.00	0.00	1,100.00	394.00	0.00	706.00
2855-400-05-1200	Girls' Volleyball Other E	2,925.00	895.00	3,820.00	3,820.00	0.00	0.00
2855-400-05-1300	Girls' Basketball Other E	6,500.00	0.00	6,500.00	4,833.39	0.00	1,666.61
2855-400-05-1400	General Athletic Other Ex	4,000.00	0.00	4,000.00	1,225.16	0.00	2,774.84
2855-400-05-1500	Girls' Softball Other Exp	3,865.00	0.00	3,865.00	2,667.00	0.00	1,198.00
2855-400-05-1600	Golf Other Expense	1,750.00	0.00	1,750.00	90.00	0.00	1,660.00
2855-490-00-0000	BOCES - Section X Coord	12,694.00	0.00	12,694.00	11,424.60	0.00	1,269.40
2855-500-05-0200	Boys' Baseball Supplies	0.00	715.85	715.85	715.85	0.00	0.00
2855-500-05-0300	Boys' Basketball Supplies	700.00	20.00	720.00	719.40	0.00	0.60
2855-500-05-0500	Cheerleading Supplies	250.00	-250.00	0.00	0.00	0.00	0.00
2855-500-05-0700	Boys' Soccer Supplies	1,750.00	73.00	1,823.00	1,822.65	0.00	0.35
2855-500-05-0800	Girls' Soccer Supplies	1,750.00	-546.25	1,203.75	1,203.75	0.00	0.00
2855-500-05-0900	Girls' Track Supplies	300.00	0.00	300.00	0.00	194.80	105.20
2855-500-05-1000	Boys' Track Supplies	300.00	0.00	300.00	0.00	246.65	53.35
2855-500-05-1200	Girls' Volleyball Supplie	383.00	197.00	580.00	580.00	0.00	0.00
2855-500-05-1300	Girls' Basketball Supplie	750.00	-209.60	540.40	158.00	0.00	382.40
2855-500-05-1400	General Athletic Supplies	2,500.00	0.00	2,500.00	704.55	0.00	1,795.45
2855-500-05-1500	Girls' Softball Supplies	750.00	0.00	750.00	957.64	0.00	-207.64
2855-500-05-1600	Golf Supplies	300.00	0.00	300.00	192.00	0.00	108.00
2855-500-05-1700	AED Supplies	1,092.00	0.00	1,092.00	839.52	0.00	252.48
28 Pupil Services - State Function Group Subtotal		673,868.00	4,000.48	677,868.48	366,760.99	131,670.90	189,646.59
5510-160-00-0000	Transportation Salaries	450,620.00	-13,365.98	437,254.02	382,350.02	49,880.06	5,023.94
5510-160-00-1000	Transp Sal - Pre-K	29,071.00	-630.00	28,441.00	10,218.60	0.00	18,222.40
5510-162-00-0000	Transp Office-Super Salar	44,867.00	23,495.98	68,362.98	63,854.33	5,932.76	-1,424.11
5510-200-00-0000	Transportation Equipment	5,500.00	0.00	5,500.00	0.00	0.00	5,500.00
5510-400-00-0000	Transportation Other Exp	25,000.00	-3,800.00	21,200.00	3,574.82	0.00	17,625.18
5510-401-00-0000	Transportation Insurance	18,000.00	0.00	18,000.00	11,990.55	0.00	6,009.45
5510-490-00-0000	BOCES Transp. Services	5,057.00	0.00	5,057.00	5,167.00	0.00	-110.00
5510-500-00-0000	Transportation Supplies	14,500.00	0.00	14,500.00	4,256.11	0.00	10,243.89
5510-570-00-0000	Transportation Parts	52,909.00	0.00	52,909.00	19,931.96	0.00	32,977.04
5510-571-00-0000	Transportation Gasoline	120,000.00	0.00	120,000.00	66,035.40	0.00	53,964.60
5510-572-00-0000	Transportation Oil	8,456.00	0.00	8,456.00	4,585.99	0.00	3,870.01
5510-573-00-0000	Transportation Tires & Ch	16,500.00	0.00	16,500.00	10,192.44	0.00	6,307.56
5530-200-00-0000	Equipment	5,000.00	5,900.00	10,900.00	10,900.00	0.00	0.00
5530-400-00-0000	Bus Garage Other Expense	6,500.00	3,800.00	10,300.00	10,420.61	0.00	-120.61

MADRID-WADDINGTON CSD

Budget Status Report As Of: 05/31/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
5530-410-00-0000	Bus Gararage Insurance	14,000.00	0.00	14,000.00	12,344.22	0.00	1,655.78
5530-420-00-0000	Fuel Oil	25,000.00	0.00	25,000.00	15,461.96	0.00	9,538.04
5530-470-00-0000	Garage Bldg Electricity	10,352.00	0.00	10,352.00	6,602.19	0.00	3,749.81
5530-500-00-0000	Bus Garage Supplies	2,100.00	0.00	2,100.00	1,253.16	0.00	846.84
5540-400-00-0000	Contract Transportation	15,000.00	0.00	15,000.00	0.00	0.00	15,000.00
55 Pupil Transportation - State Function Group Subtotal		868,432.00	15,400.00	883,832.00	639,139.36	66,812.82	188,879.82
7140-150-00-0000	Fitness Center Instruc	3,244.00	696.00	3,940.00	1,970.00	1,970.00	0.00
7140-160-00-0000	Fitness Center Non-Instr	12,840.00	0.00	12,840.00	14,815.00	0.00	-1,975.00
7140-200-00-0000	Fitness Center Equip	8,000.00	0.00	8,000.00	0.00	0.00	8,000.00
7140-400-00-0000	Fitness Center Other	3,000.00	0.00	3,000.00	138.00	0.00	2,862.00
7140-500-00-0000	Fintness center supplies	2,500.00	0.00	2,500.00	2,234.99	0.00	265.01
7 Community Services - State Function Group Subtotal		29,684.00	696.00	30,280.00	19,167.99	1,970.00	9,162.01
9010-800-00-0000	State Retirement	210,110.00	0.00	210,110.00	46,035.58	10,110.70	153,963.72
9020-800-00-0000	Teacher Retirement	511,573.00	0.00	511,573.00	324,717.85	106,542.27	80,312.88
9030-800-00-0000	Social Security	545,989.00	0.00	545,989.00	338,520.06	92,262.90	115,206.04
9040-800-00-0000	Workers' Compensation	49,608.00	0.00	49,608.00	36,177.38	0.00	13,430.62
9050-800-00-0000	Unemployment Insurance	25,000.00	-15,000.00	10,000.00	0.00	0.00	10,000.00
9060-800-00-0000	Health Insurance	2,544,995.00	-12,000.00	2,532,995.00	1,936,062.02	0.00	596,932.98
9060-800-00-1000	Health Ins. - Retirees	1,243,315.00	0.00	1,243,315.00	1,181,675.63	0.00	61,639.37
9060-810-00-0000	Dental Insurance	0.00	0.00	0.00	-7,310.95	0.00	7,310.95
9089-800-00-0000	Other Employee Benefits	59,633.00	27,000.00	86,633.00	86,577.66	0.00	55.34
90 Employee Benefits - State Function Group Subtotal		6,190,223.00	0.00	6,190,223.00	3,942,455.23	208,916.87	1,038,851.80
9711-600-00-0000	Building Bond Principal	720,000.00	0.00	720,000.00	0.00	0.00	720,000.00
9711-700-00-0000	Building Bond Interest	196,688.00	0.00	196,688.00	72,262.51	0.00	124,425.49
9731-600-00-0000	BAN Principal	95,000.00	0.00	95,000.00	0.00	0.00	95,000.00
9731-700-00-0000	BAN Interest	61,250.00	0.00	61,250.00	0.00	0.00	61,250.00
9770-700-00-0000	Revenue Anticipation Note	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
97 Debt Service - State Function Group Subtotal		1,082,938.00	0.00	1,082,938.00	72,262.51	0.00	1,010,675.49
9901-930-00-0000	Transfer to School Lunch	25,000.00	0.00	25,000.00	0.00	0.00	25,000.00
9901-950-00-0000	Transfer to Special	25,000.00	0.00	25,000.00	37,651.20	0.00	-12,651.20
9950-900-00-0000	Transfer to Capital/Debt	365,000.00	0.00	365,000.00	339,838.92	0.00	25,161.08
99 Interfund Transfers - State Function Group Subtotal		415,000.00	0.00	415,000.00	377,490.12	0.00	37,509.88
Total GENERAL FUND		18,187,232.00	2,337.98	18,189,569.98	13,300,862.92	1,466,083.31	3,433,633.76

Madrid-Waddington Central School District
BUDGET REPORT
For The Period Ending May 31, 2022

Expenditures:

	<u>Original Approp</u>	<u>Carry over</u>	<u>Total Approp</u>	<u>Expenditures</u>	<u>Encumb.</u>	<u>Available Balance</u>
Board of Education	\$ 113,637.00	\$ 0.80	\$ 113,637.80	\$ 98,728.89	\$ 8,404.20	\$ 6,504.71
Central Administration	\$ 351,137.00	\$ (51,809.79)	\$ 299,327.21	\$ 262,411.63	\$ 17,126.63	\$ 19,788.95
Finance	\$ 50,418.00	\$ -	\$ 50,418.00	\$ 45,661.24	\$ 1,184.02	\$ 3,572.74
Legal Services	\$ 35,136.00	\$ -	\$ 35,136.00	\$ 24,643.49	\$ -	\$ 10,492.51
Central Services	\$ 1,302,228.00	\$ (37,350.48)	\$ 1,264,877.52	\$ 1,034,872.30	\$ 51,868.71	\$ 178,136.51
Special Items	\$ 659,823.00	\$ -	\$ 659,823.00	\$ 579,608.40	\$ -	\$ 80,214.60
Instruction	\$ 8,088,676.00	\$ 75,401.45	\$ 8,164,077.45	\$ 6,204,421.76	\$ 1,109,801.06	\$ 849,854.63
Transportation	\$ 868,432.00	\$ 15,400.00	\$ 883,832.00	\$ 639,139.36	\$ 55,812.82	\$ 188,879.82
Community Services	\$ 29,584.00	\$ 696.00	\$ 30,280.00	\$ 19,157.99	\$ 1,970.00	\$ 9,152.01
Employee Benefits	\$ 5,190,223.00	\$ -	\$ 5,190,223.00	\$ 3,942,455.23	\$ 208,915.87	\$ 1,038,851.90
Debt Service	\$ 1,082,938.00	\$ -	\$ 1,082,938.00	\$ 72,262.51	\$ -	\$ 1,010,675.49
Interfund Transfers	\$ 415,000.00	\$ -	\$ 415,000.00	\$ 377,490.12	\$ -	\$ 37,509.88
	\$18,187,232.00	\$ 2,337.98	\$ 18,189,569.98	\$ 13,300,852.92	\$ 1,455,083.31	\$ 3,433,633.75

MADRID-WADDINGTON CSD

A/P Check Register
Bank Account: CBSPECAID - COMMUNITY BANK SPECIAL AID FUND

Check Number	Check Date	Pay Type	Remit To	Warrant	Fund	Recoded	Void	Date	Reason	Check Amount	Check Number
05335	05/02/2022	C	AMAZON.COM	0092		No	No			\$343.50	005335
05336	05/06/2022	C	N-FLATABLES	0096		No	No			\$3,662.05	005336
05337	05/06/2022	C	RONCO SPECIALIZED SYSTEMS, INC	0096		No	No			\$930.00	005337
05338	05/11/2022	C	WORTHINGTON DIRECT	0099		No	No			\$43,030.00	005338
Subtotal for Bank Account: CBSPECAID - COMMUNITY BANK SPECIAL AID FUND										Grand Total	\$47,966.56
										Void Total	\$0.00
										Net	\$47,966.56
										Grand Total	\$47,966.56
										Void Total	\$0.00
										Net	\$47,966.56

Selection Criteria

Bank Account: CBSPECAID
Check date is between 05/01/2022 and 05/31/2022
Sort by: Check Number
Printed by JULIE K. ABRANTES

MADRID-WADDINGTON CSD

A/P Check Register

Bank Account: CBGENFUND - COMMUNITY BANK GENERAL FUND

Check Number	Check Date	Pay Type	Remit To	Warrant	Fund	Recorded	Void	Date	Reason	Check Amount	Check Number
090575	05/02/2022	C	AETNA	0092		No	No			\$29,394.43	090575
090576	05/02/2022	C	Bigwarfe\Brooks	0092		No	No			\$91.00	090576
090577	05/02/2022	C	BLICK	0092		No	No			\$213.86	090577
090578	05/02/2022	C	DUSTIN S. COCHRAN	0092		No	No			\$500.00	090578
090579	05/02/2022	C	EMPIRE TRACTOR INC	0092		No	No			\$780.16	090579
090580	05/02/2022	C	* EVANS & WHITE ACE HARDWARE	0092		No	No			\$159.96	090580
090581	05/02/2022	C	FOUR WINDS HOSPITALS	0092		No	No			\$245.00	090581
090582	05/02/2022	C	JOHNSTON\RAE	0092		No	No			\$182.00	090582
090583	05/02/2022	C	JONES\ROBERT	0092		No	No			\$206.00	090583
090584	05/02/2022	C	KELEHER\FRANK	0092		No	No			\$103.00	090584
090585	05/02/2022	C	Luckie\Owen	0092		No	No			\$103.00	090585
090586	05/02/2022	C	MTE, INC	0092		No	No			\$43.29	090586
090587	05/02/2022	C	MX FUELS	0092		No	No			\$995.30	090587
090588	05/02/2022	C	MYERS\JAMES	0092		No	No			\$103.00	090588
090589	05/02/2022	C	NORWOOD-NORFOLK CENTRAL SCHOOL	0092		No	No			\$500.00	090589
090590	05/02/2022	C	POSTMASTER	0092		No	No			\$288.64	090590
090591	05/02/2022	C	Snap On Tools	0092		No	No			\$594.00	090591
090592	05/02/2022	C	ST LAWRENCE SUPPLY COMPANY	0092		No	No			\$41.64	090592
090593	05/02/2022	C	THIRD EYE INTERPRETING, LLC	0092		No	No			\$382.50	090593
090594	05/02/2022	C	WADDINGTON HARDWARE BUILDING SUPPLY	0092		No	No			\$10.56	090594
090595	05/03/2022	C	AMERICAN HEALTH RESOURCES	0093		No	Yes	5/4/2022	incorrect bank	\$566.67	090595
090596	05/03/2022	C	MWCS GENERAL FUND	0093		No	Yes	5/4/2022	incorrect bank	\$10,287.09	090596
090597	05/03/2022	C	MWCS PAYROLL ACCOUNT	0093		No	No			\$278,434.14	090597
090598	05/03/2022	C	MWCS SCHOLARSHIP FUND	0093		No	Yes	5/4/2022	incorrect bank	\$97.00	090598
090599	05/03/2022	C	MWCS SCHOOL RELATED PERSONNEL	0093		No	Yes	5/4/2022	incorrect bank	\$921.60	090599
090600	05/03/2022	C	NYS CHILD SUPPORT PROCESSING CENTER	0093		No	Yes	5/4/2022	incorrect bank	\$214.07	090600
090601	05/03/2022	C	NYS DEFERRED COMPENSATION	0093		No	Yes	5/4/2022	incorrect bank	\$4,823.36	090601
090602	05/03/2022	C	NYS TEACHERS' RETIREMENT SYSTEM	0093		No	Yes	5/4/2022	incorrect bank	\$1,763.00	090602
090603	05/03/2022	C	NYSUT BENEFIT TRUST	0093		No	Yes	5/4/2022	incorrect bank	\$740.46	090603
090604	05/03/2022	C	ST LAWR CTY SHERIFFS DEPT	0093		No	Yes	5/4/2022	incorrect bank	\$167.55	090604
090605	05/04/2022	C	NYS DEFERRED COMPENSATION	0094		No	Yes	5/4/2022	wrong bank account	\$4,168.32	090605
090606	05/06/2022	C	A-Verdi Storage Containers	0096		No	No			\$194.00	090606
090607	05/06/2022	C	AHLFELD\BOB	0096		No	No			\$91.00	090607
090608	05/06/2022	C	AMAZON.COM	0096		No	No			\$2,398.82	090608
090609	05/06/2022	C	ATHMEDICS	0096		No	No			\$1,281.24	090609
090610	05/06/2022	C	BIG SPOON KITCHEN	0096		No	No			\$198.00	090610

Payment Types: C=Computer Check A=Automated Payment E=Electronic Transfer(Manual) M=Manual Check

* Payee Name is different from current vendor name.

MADRID-WADDINGTON CSD

A/P Check Register
Bank Account: CBGENFUND - COMMUNITY BANK GENERAL FUND

Check Number	Check Date	Pay Type	Remit To	Warrant	Fund	Recorded	Void	Date	Reason	Check Amount	Check Number
090611	05/06/2022	C	BIMBO FOODS	0096		No	No			\$339.33	090611
090612	05/06/2022	C	BLICK ART MATERIALS	0096		No	No			\$266.16	090612
090613	05/06/2022	C	COLDTECH REFRIGERATION, LLC	0096		No	No			\$344.51	090613
090614	05/06/2022	C	DEWEY\HUNTER	0096		No	No			\$103.00	090614
090615	05/06/2022	C	EBSCO SUBSCRIPTION SERVICES	0096		No	No			\$253.01	090615
090616	05/06/2022	C	GILLEE'S AUTO TRUCK & MARINE	0096		No	No			\$905.01	090616
090617	05/06/2022	C	GLAZIER PACKING COINC.	0096		No	No			\$2,832.27	090617
090618	05/06/2022	C	HOME DEPOT	0096		No	No			\$68.87	090618
090619	05/06/2022	C	JOHNSON NEWSPAPER CORP	0096		No	No			\$855.15	090619
090620	05/06/2022	C	JOHNSTONS WATER, LLC	0096		No	No			\$3.45	090620
090621	05/06/2022	C	JOHNSTON\RAE	0096		No	No			\$182.00	090621
090622	05/06/2022	C	KELEHER\FRANK	0096		No	No			\$103.00	090622
090623	05/06/2022	C	Keleher\John	0096		No	No			\$103.00	090623
090624	05/06/2022	C	LAROCK\JERRY	0096		No	No			\$149.00	090624
090625	05/06/2022	C	LONG-PARK TIRE, INC	0096		No	No			\$1,126.00	090625
090626	05/06/2022	C	Martin\Raymond J.	0096		No	No			\$91.00	090626
090627	05/06/2022	C	MIRABITO ENERGY PRODUCTS	0096		No	No			\$11,574.60	090627
090628	05/06/2022	C	MX FUELS	0096		No	No			\$746.86	090628
090629	05/06/2022	C	NAFME	0096		No	No			\$148.00	090629
090630	05/06/2022	C	NASSP	0096		No	No			\$312.00	090630
090631	05/06/2022	C	NY BUS SALES	0096		No	No			\$929.91	090631
090632	05/06/2022	C	OGDENSBURG CITY SCHOOL DISTRICT	0096		No	No			\$800.00	090632
090633	05/06/2022	C	PEPSI COLA OGDENSBURG BOTTLERS	0096		No	No			\$645.70	090633
090634	05/06/2022	C	RAPID RIBBONS	0096		No	No			\$319.60	090634
090635	05/06/2022	C	REDISHRED ACQUISITION, INC	0096		No	No			\$23.06	090635
090636	05/06/2022	C	RENZI BROTHERS INC	0096		No	No			\$17,345.33	090636
090637	05/06/2022	C	SLIC NETWORK SOLUTIONS	0096		No	No			\$33.10	090637
090638	05/06/2022	C	ST LAWRENCE SUPPLY COMPANY	0096		No	No			\$502.53	090638
090639	05/06/2022	C	THIRD EYE INTERPRETING, LLC	0096		No	No			\$512.50	090639
090640	05/06/2022	C	WADDINGTON HARDWARE BUILDING SUPPLY	0096		No	No			\$20.48	090640
090641	05/06/2022	C	WARNER\DALE	0096		No	No			\$143.00	090641
090642	05/09/2022	C	POSTMASTER	0097		No	No			\$288.64	090642
090643	05/09/2022	C	MWCS CAPITAL FUND	0098		No	No			\$150,000.00	090643
090644	05/11/2022	C	AMAZON.COM	0099		No	No			\$499.99	090644
090645	05/11/2022	C	BARLOW\STEVEN	0099		No	No			\$194.00	090645
090646	05/11/2022	C	Bearon\Rick	0099		No	No			\$109.00	090646
090647	05/11/2022	C	CONTINENTAL CONSTRUCTION LLC	0099		No	No			\$12,730.00	090647

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MADRID-WADDINGTON CSD

A/P Check Register

Bank Account: CBGENFUND - COMMUNITY BANK GENERAL FUND

Check Number	Check Date	Pay Type	Remit To	Warrant	Fund	Recorded	Void	Date	Reason	Check Amount	Check Number
090648	05/11/2022	C	FRASER\STANLEY	0099		No	No			\$182.00	090648
090649	05/11/2022	C	GUITAR CENTER	0099		No	No			\$179.88	090649
090650	05/11/2022	C	LaQuier\Henry	0099		No	No			\$103.00	090650
090651	05/11/2022	C	LIBERTY UTILITIES - NH	0099		No	No			\$2,351.73	090651
090652	05/11/2022	C	LOWE'S WAREHOUSE	0099		No	No			\$658.11	090652
090653	05/11/2022	C	MYERS\JAMES	0099		No	No			\$103.00	090653
090654	05/11/2022	C	NATIONAL GRID	0099		No	No			\$312.52	090654
090655	05/11/2022	C	PARMETER\RAY	0099		No	No			\$108.00	090655
090656	05/11/2022	C	PUTMAN\NANCY	0099		No	No			\$182.00	090656
090657	05/11/2022	C	Reed\Bill	0099		No	No			\$85.00	090657
090658	05/11/2022	C	SALMON RIVER CENTRAL SCHOOL	0099		No	No			\$150.00	090658
090659	05/11/2022	C	The Law Firm of Frank W. Miller, PLLC	0099		No	No			\$499.83	090659
090660	05/11/2022	C	THIRD EYE INTERPRETING, LLC	0099		No	No			\$410.00	090660
090661	05/11/2022	C	WADDINGTON HARDWARE BUILDING SUPPLY	0099		No	No			\$30.54	090661
090662	05/11/2022	C	WENTZEL\STEVEN	0099		No	No			\$116.00	090662
090663	05/17/2022	C	MWCS PAYROLL ACCOUNT	0100		No	No			\$291,128.12	090663
090664	05/18/2022	C	ABRANTES\JULIE	0101		No	No			\$17.55	090664
090665	05/18/2022	C	ALLTECH INTEGRATIONS, INC.	0101		No	No			\$135.63	090665
090666	05/18/2022	C	BURKE\ELIZABETH K.	0101		No	No			\$85.00	090666
090667	05/18/2022	C	CLAXTON-HEPBURN MEDICAL CENTER	0101		No	No			\$3,000.00	090667
090668	05/18/2022	C	CURRICULUM ASSOCIATES INC	0101		No	No			\$1,326.60	090668
090669	05/18/2022	C	DAY AUTOMATION, INC	0101		No	No			\$201.25	090669
090670	05/18/2022	C	EXCELLUS HEALTH PLAN - GROUP	0101		No	No			\$239,185.41	090670
090671	05/18/2022	C	FRENCH \ DENISE	0101		No	No			\$352.85	090671
090672	05/18/2022	C	GUARDIAN	0101		No	No			\$2,643.56	090672
090673	05/18/2022	C	MADRID HIGHWAY DEPT - Town of Madrid	0101		No	No			\$1,574.64	090673
090674	05/18/2022	C	MALONE GOLF CLUB	0101		No	No			\$90.00	090674
090675	05/18/2022	C	MIKE'S TROPHIES	0101		No	No			\$657.50	090675
090676	05/18/2022	C	MX FUELS	0101		No	No			\$406.16	090676
090677	05/18/2022	C	NATIONAL GRID	0101		No	No			\$4,232.97	090677
090678	05/18/2022	C	NILES\SCOTT E.	0101		No	No			\$73.00	090678
090679	05/18/2022	C	NORTH COUNTRY THIS WEEK	0101		No	No			\$506.40	090679
090680	05/18/2022	C	OGDENSBURG CITY SCHOOL DISTRICT	0101		No	No			\$170.00	090680
090681	05/18/2022	C	PARMETER\RAY	0101		No	No			\$76.00	090681
090682	05/18/2022	C	PURCHASE POWER	0101		No	No			\$5,050.00	090682
090683	05/18/2022	C	QUILL CORPORATION	0101		No	No			\$704.21	090683

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MADRID-WADDINGTON CSD

A/P Check Register
Bank Account: CBGENFUND - COMMUNITY BANK GENERAL FUND

Check Number	Check Date	Pay Type	Remit To	Warrant	Fund	Recorded	Void	Date	Reason	Check Amount	Check Number
090684	05/18/2022	C	SMEC	0101		No	No			\$5,953.36	090684
090685	05/18/2022	C	SOCHIA\SAMUEL	0101		No	No			\$124.00	090685
090686	05/18/2022	C	SPRAGUE ENERGY SOLUTIONS, INC.	0101		No	No			\$4,168.04	090686
090687	05/18/2022	C	ST LAWRENCE-LEWIS BOCES	0101		No	No			\$366,081.91	090687
090688	05/18/2022	C	TARASKA\MERRICK	0101		No	No			\$84.00	090688
090689	05/18/2022	C	THIRD EYE INTERPRETING, LLC	0101		No	No			\$332.50	090689
090690	05/18/2022	C	W.B. MASON CO, INC.	0101		No	No			\$2,551.00	090690
090691	05/18/2022	C	WADDINGTON HARDWARE BUILDING SUPPLY	0101		No	No			\$8.86	090691
090692	05/27/2022	C	A-Verdi Storage Containers	0102		No	No			\$194.00	090692
090693	05/27/2022	C	AETNA	0102		No	No			\$29,706.04	090693
090694	05/27/2022	C	AMAZON.COM	0102		No	No			\$200.93	090694
090695	05/27/2022	C	ATHMEDICS	0102		No	No			\$4,327.00	090695
090696	05/27/2022	C	BENEFACOR FUNDING CORP.	0102		No	No			\$130.00	090696
090697	05/27/2022	C	Bigwarfe\Brooks	0102		No	No			\$64.00	090697
090698	05/27/2022	C	CANTON CENTRAL SCHOOL	0102		No	No			\$2,406.00	090698
090699	05/27/2022	C	Chase Cardmember Service	0102		No	No			\$1,474.39	090699
090700	05/27/2022	C	DAVIS VISION, INC	0102		No	No			\$1,516.00	090700
090701	05/27/2022	C	DURANTJAMES	0102		No	No			\$119.00	090701
090702	05/27/2022	C	EVANS & WHITE	0102		No	No			\$293.58	090702
090703	05/27/2022	C	FOUR WINDS HOSPITALS	0102		No	No			\$525.00	090703
090704	05/27/2022	C	FREGOEIR. THOMAS	0102		No	No			\$116.00	090704
090705	05/27/2022	C	FRENCHIE'S FORD, INC	0102		No	No			\$399.99	090705
090706	05/27/2022	C	GABRI\BUFFY	0102		No	No			\$116.00	090706
090707	05/27/2022	C	Gavin\Scott	0102		No	No			\$143.00	090707
090708	05/27/2022	C	KELEHER\FRANK	0102		No	No			\$103.00	090708
090709	05/27/2022	C	KELLOGG\SHAWN	0102		No	No			\$118.00	090709
090710	05/27/2022	C	LAMACCHIA\SAM	0102		No	No			\$206.00	090710
090711	05/27/2022	C	LaQuier\Henry	0102		No	No			\$103.00	090711
090712	05/27/2022	C	LONG-PARK TIRE, INC	0102		No	No			\$1,680.00	090712
090713	05/27/2022	C	MARLOWJUSTIN	0102		No	No			\$234.00	090713
090714	05/27/2022	C	Martin\Raymond J.	0102		No	No			\$106.00	090714
090715	05/27/2022	C	Miller\Marty	0102		No	No			\$194.00	090715
090716	05/27/2022	C	MX FUELS	0102		No	No			\$2,265.55	090716
090717	05/27/2022	C	MYERSJENNIFER	0102		No	No			\$103.00	090717
090718	05/27/2022	C	NEVES\RENE	0102		No	No			\$76.00	090718
090719	05/27/2022	C	NILES\SCOTT E.	0102		No	No			\$85.00	090719
090720	05/27/2022	C	NORTH COAST THERAPY	0102		No	No			\$6,784.70	090720
090721	05/27/2022	C	O'BRIENITOM	0102		No	No			\$119.00	090721
090722	05/27/2022	C	PITNEY BOWES INC	0102		No	No			\$396.00	090722

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MADRID-WADDINGTON CSD

A/P Check Register

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Check Number	Check Date	Pay Type	Remit To	Warrant	Fund	Recorded	Vold	Date	Reason	Check Amount	Check Number
090723	05/27/2022	C	PTSI INC	0102		No	No			\$300.00	090723
090724	05/27/2022	C	PUTMAN\NANCY	0102		No	No			\$182.00	090724
090725	05/27/2022	C	SIEGFRIED\WILL	0102		No	No			\$85.00	090725
090726	05/27/2022	C	ST LAWRENCE SUPPLY COMPANY	0102		No	No			\$439.50	090726
090727	05/27/2022	C	STARK\JOE	0102		No	No			\$103.00	090727
090728	05/27/2022	C	THIRD EYE INTERPRETING, LLC	0102		No	No			\$963.50	090728
090729	05/27/2022	C	VERIZON WIRELESS	0102		No	No			\$437.86	090729
090730	05/27/2022	C	VICTORY PROMOTIONS, INC.	0102		No	No			\$447.45	090730
090731	05/27/2022	C	WADDINGTON HARDWARE BUILDING SUPPLY	0102		No	No			\$16.25	090731
090732	05/27/2022	C	WARNER\DALE	0102		No	No			\$301.00	090732
090733	05/27/2022	C	ARQUIETT\JANICE	0103		No	No			\$599.40	090733
090734	05/27/2022	C	BACKUS\LONNIE	0103		No	No			\$1,020.60	090734
090735	05/27/2022	C	BARNEY\MARJORIE	0103		No	No			\$1,020.60	090735
090736	05/27/2022	C	BOAK\GAYLE	0103		No	No			\$1,020.60	090736
090737	05/27/2022	C	BOYD\BONNIE	0103		No	No			\$1,020.60	090737
090738	05/27/2022	C	BROWN\MARY P.	0103		No	No			\$1,020.60	090738
090739	05/27/2022	C	BRUSO\LEE	0103		No	No			\$1,620.00	090739
090740	05/27/2022	C	BUCKINGHAM\JEFFREY	0103		No	No			\$1,020.60	090740
090741	05/27/2022	C	BUFFHAM\NANCY	0103		No	No			\$399.60	090741
090742	05/27/2022	C	BURKE\RONALD	0103		No	No			\$2,041.20	090742
090743	05/27/2022	C	CLARK\LINDA	0103		No	No			\$1,020.60	090743
090744	05/27/2022	C	COONS\CAROL	0103		No	No			\$2,041.20	090744
090745	05/27/2022	C	CORNEAU\THOMAS	0103		No	No			\$2,041.20	090745
090746	05/27/2022	C	COTE\NORMAN	0103		No	No			\$599.40	090746
090747	05/27/2022	C	COUGHLIN\DONALD	0103		No	No			\$1,020.60	090747
090748	05/27/2022	C	CRUMP\BETTY	0103		No	No			\$1,020.60	090748
090749	05/27/2022	C	CRYDERMAN\DIANA L.	0103		No	No			\$599.40	090749
090750	05/27/2022	C	CURLEY\NORA	0103		No	No			\$599.40	090750
090751	05/27/2022	C	DAILEY\WILLIAM	0103		No	No			\$1,020.60	090751
090752	05/27/2022	C	DAVEY\BRIDGET	0103		No	No			\$599.40	090752
090753	05/27/2022	C	DAWLEY\BETTY	0103		No	No			\$1,020.60	090753
090754	05/27/2022	C	DENISON\JEAN	0103		No	No			\$2,041.20	090754
090755	05/27/2022	C	DICKINSON\SHIRLEY	0103		No	No			\$1,020.60	090755
090756	05/27/2022	C	DINNEEN\SANDRA	0103		No	No			\$1,428.60	090756
090757	05/27/2022	C	ELLIS\CAROLYN	0103		No	No			\$599.40	090757
090758	05/27/2022	C	FINNEGAN\DEBRA	0103		No	No			\$2,041.20	090758
090759	05/27/2022	C	FISHER\MELINDA	0103		No	No			\$1,020.60	090759
090760	05/27/2022	C	FITZGERALD\MICHELE	0103		No	No			\$599.40	090760
090761	05/27/2022	C	FORD\LINDA	0103		No	No			\$599.40	090761

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MADRID-WADDINGTON CSD

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Check Number	Check Date	Pay Type	Remit To	Warrant	Fund	Recorded	Void	Date	Reason	Check Amount	Check Number
090762	05/27/2022	C	FRANCIS \PENNY	0103		No	No			\$1,020.60	090762
090763	05/27/2022	C	GRASSO\LINDA	0103		No	No			\$1,020.60	090763
090764	05/27/2022	C	GRIFFIN\ELIZABETH	0103		No	No			\$1,020.60	090764
090765	05/27/2022	C	HAGGARD\MARGARET	0103		No	No			\$1,620.00	090765
090766	05/27/2022	C	HENRY\CATHERINE	0103		No	No			\$499.50	090766
090767	05/27/2022	C	HICKS\SHARON	0103		No	No			\$1,020.60	090767
090768	05/27/2022	C	HILDRETH\SANDRA	0103		No	No			\$1,020.60	090768
090769	05/27/2022	C	HOSMER\ROBIN	0103		No	No			\$599.40	090769
090770	05/27/2022	C	HUBBARD\KATHLEEN	0103		No	No			\$2,041.20	090770
090771	05/27/2022	C	JAKUITH\LAURI	0103		No	No			\$599.40	090771
090772	05/27/2022	C	JONES\PAUL S.	0103		No	No			\$599.40	090772
090773	05/27/2022	C	KIMBLE\GEORGE	0103		No	No			\$1,020.60	090773
090774	05/27/2022	C	KING\DONALD	0103		No	No			\$1,020.60	090774
090775	05/27/2022	C	LAMERE\LARRY	0103		No	No			\$1,020.60	090775
090776	05/27/2022	C	LATIMER\SUSAN	0103		No	No			\$1,020.60	090776
090777	05/27/2022	C	MACAULAY\JOSEPH	0103		No	No			\$1,020.60	090777
090778	05/27/2022	C	MANCHESTER\MARY	0103		No	No			\$1,620.00	090778
090779	05/27/2022	C	MARQUART\SUSAN	0103		No	No			\$1,198.80	090779
090780	05/27/2022	C	MARTIN, SHIRLEY	0103		No	No			\$599.40	090780
090781	05/27/2022	C	MCGRATH\LORETTA	0103		No	No			\$1,620.00	090781
090782	05/27/2022	C	MCINTOSH\MARION	0103		No	No			\$1,049.40	090782
090783	05/27/2022	C	MIDDLEMISS\GARY	0103		No	No			\$599.40	090783
090784	05/27/2022	C	MIDDLEMISS\RICKY	0103		No	No			\$599.40	090784
090785	05/27/2022	C	MILLER\DONNA	0103		No	No			\$2,041.20	090785
090786	05/27/2022	C *	MOULTON\SANDRA	0103		No	No			\$2,041.20	090786
090787	05/27/2022	C	MOULTON\CLAUDIA	0103		No	No			\$1,020.60	090787
090788	05/27/2022	C	ONEY\HALBERT	0103		No	No			\$1,020.60	090788
090789	05/27/2022	C	ONEY\MARCIA	0103		No	No			\$1,020.60	090789
090790	05/27/2022	C	PARMETER\LAURA	0103		No	No			\$599.40	090790
090791	05/27/2022	C	PINOVER\RICHARD	0103		No	No			\$1,020.60	090791
090792	05/27/2022	C	PRESSEY\MOLLY	0103		No	No			\$1,428.60	090792
090793	05/27/2022	C	PRYCE\PAUL	0103		No	No			\$1,198.80	090793
090794	05/27/2022	C	RAINES\DIANE	0103		No	No			\$1,020.60	090794
090795	05/27/2022	C	ROCKER\JENNETTIE	0103		No	No			\$2,041.20	090795
090796	05/27/2022	C	ROOKEY\JULIA	0103		No	No			\$1,020.60	090796
090797	05/27/2022	C	ROSE\CARL	0103		No	No			\$599.40	090797
090798	05/27/2022	C	ROSE\MICHELLE	0103		No	No			\$599.40	090798
090799	05/27/2022	C	RUDDY\ANN	0103		No	No			\$1,020.60	090799
090800	05/27/2022	C	RUDDY\JOSEPH	0103		No	No			\$3,265.80	090800

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MADRID-WADDINGTON CSD

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090801	05/27/2022	C	RUTHERFORD\ DANIEL	0103		No	No			\$599.40	090801
090802	05/27/2022	C	RUTHERFORD\ HOWARD	0103		No	No			\$2,041.20	090802
090803	05/27/2022	C	SALTON\ HELEN	0103		No	No			\$1,020.60	090803
090804	05/27/2022	C	SANTAMONT\ BARBARA	0103		No	No			\$1,620.00	090804
090805	05/27/2022	C	SEGUIN\ GERALD	0103		No	No			\$1,620.00	090805
090806	05/27/2022	C	SHELLY\ DENISE	0103		No	No			\$2,041.20	090806
090807	05/27/2022	C	SHOEN\ HELEN A.	0103		No	No			\$1,020.60	090807
090808	05/27/2022	C	SMALLWOOD\ MARY	0103		No	No			\$1,620.00	090808
090809	05/27/2022	C	SMITH\ JOHN	0103		No	No			\$599.40	090809
090810	05/27/2022	C	SPEARS\ PATRICIA	0103		No	No			\$1,020.60	090810
090811	05/27/2022	C	STEBBINS\ WANCY	0103		No	No			\$1,020.60	090811
090812	05/27/2022	C	STEBBINS\ ROBERT	0103		No	No			\$1,020.60	090812
090813	05/27/2022	C	STEINBERG\ SANDRA	0103		No	No			\$599.40	090813
090814	05/27/2022	C	STOCKWELL\ LAURINDA	0103		No	No			\$1,428.60	090814
090815	05/27/2022	C	STRAIGHT\ KENDALL	0103		No	No			\$2,041.20	090815
090816	05/27/2022	C	STREETER\ JEAN	0103		No	No			\$1,020.60	090816
090817	05/27/2022	C	THOMPSON\ SHARLENE	0103		No	No			\$1,020.60	090817
090818	05/27/2022	C	TISCHLER\ GERHARD	0103		No	No			\$599.40	090818
090819	05/27/2022	C	WHITE\ RANDOLPH	0103		No	No			\$1,020.60	090819
090820	05/27/2022	C	WIMMER\ GRID	0103		No	No			\$1,020.60	090820
090821	05/27/2022	C	WISNER\ SHIRLEY	0103		No	No			\$599.40	090821
090822	05/27/2022	C	WOODWARD\ CAROL	0103		No	No			\$1,020.60	090822
090823	05/31/2022	C	MWCS PAYROLL ACCOUNT	0104		No	No			\$419,927.72	090823
2224ERS5	05/06/2022	E	NYS EMPLOYEES RETIREMENT SYSTEM	0093		No	Yes	5/6/2022	wrong bank	\$108.32	2224ERS5
2224ERS6	05/06/2022	E	NYS EMPLOYEES RETIREMENT SYSTEM	0093		No	Yes	5/6/2022	wrong bank	\$660.88	2224ERS6
2224ERSLON	05/06/2022	E	NYS EMPLOYEES RETIREMENT SYSTEM	0093		No	Yes	5/6/2022	wrong bank	\$606.84	2224ERSLON
2224FEDTAX	05/06/2022	E	FED TAX EFT	0093		No	Yes	5/6/2022	wrong bank	\$22,190.62	2224FEDTAX
2224FICA	05/06/2022	E	FED TAX EFT	0093		No	Yes	5/6/2022	wrong bank	\$30,960.06	2224FICA
2224LINCLN	05/06/2022	E	OMNI GROUP	0093		No	Yes	5/6/2022	wrong bank	\$200.00	2224LINCLN
2224MEDI	05/06/2022	E	FED TAX EFT	0093		No	Yes	5/6/2022	wrong bank	\$7,240.74	2224MEDI
2224METL	05/06/2022	E	OMNI GROUP	0093		No	Yes	5/6/2022	wrong bank	\$440.00	2224METL
2224NY	05/06/2022	E	NYS EFT	0093		No	Yes	5/6/2022	wrong bank	\$10,996.81	2224NY
2224OPPEN	05/06/2022	E	OMNI GROUP	0093		No	Yes	5/6/2022	wrong bank	\$2,540.49	2224OPPEN
2224SECLIF	05/06/2022	E	OMNI GROUP	0093		No	Yes	5/6/2022	wrong bank	\$500.00	2224SECLIF
2224TCHDUE	05/06/2022	E	SEACOMM	0093		No	Yes	5/6/2022	wrong bank	\$2,307.50	2224TCHDUE
2224VOYA	05/06/2022	E	OMNI GROUP	0093		No	Yes	5/6/2022	wrong bank	\$388.46	2224VOYA

Payment Types: C=Computer Check A=Automated Payment E=Electronic Transfer(Manual) M=Manual Check

* Payee Name is different from current vendor name.

MADRID-WADDINGTON CSD

A/P Check Register

Bank Account: CBGENFUND - COMMUNITY BANK GENERAL FUND

Check Number	Check Date	Pay Type	Remit To	Warrant	Fund	Recoded	Void	Date	Reason	Check Amount	Check Number
Subtotal for Bank Account: CBGENFUND - COMMUNITY BANK GENERAL FUND										Grand Total	\$2,141,669.93
										Void Total	(\$102,889.84)
										Net	\$2,038,780.09
										Grand Total	\$2,141,669.93
										Void Total	(\$102,889.84)
										Net	\$2,038,780.09

Selection Criteria

Bank Account: CBGENFUND
Check date is between 05/01/2022 and 05/31/2022
Sort by: Check Number
Printed by JULIE K. ABRANTES

Payment Types: C=Computer Check A=Automated Payment E=Electronic Transfer(Manual) M=Manual Check

* Payee Name is different from current vendor name.

MADRID-WADDINGTON CSD
Revenue Status Report As Of: 06/31/2022
Fiscal Year: 2022
Fund: A GENERAL FUND

Revenue Account	Subfund	Description	Original Estimate	Adjustments	Current Estimate	Year-to-Date	Anticipated Balance	Excess Revenue
1001.000		Real Property Taxes	3,819,887.00	0.00	3,819,887.00	3,916,794.63		96,907.63
1085.000		STAR Reimbursement	794,938.00	0.00	794,938.00	698,030.21	96,907.79	
1090.000		Int. & Penal. on Real Prop.Tax	7,000.00	0.00	7,000.00	7,060.87		60.87
2230.000		Day School Tuit-Oth Dist. NYS	0.00	0.00	0.00	3,567.00		3,567.00
2401.000		Interest and Earnings	1,500.00	0.00	1,500.00	525.93	974.07	
2650.000		Sale Scrap & Excess Material	1,000.00	0.00	1,000.00	0.00	1,000.00	
2666.000		Sale of Transportation Equip.	0.00	0.00	0.00	4,540.00		4,540.00
2701.000		Refund PY Exp-BOCES Aided Srvc	175,000.00	0.00	175,000.00	166,899.75	8,100.25	
2703.000		Refund PY Exp-Other-Not Trans	500.00	0.00	500.00	708.20		208.20
2705.000		Gifts and Donations	225,000.00	0.00	225,000.00	221,004.87	3,995.13	
2770.000		Other Unclassified Rev.(Spec)	35,000.00	0.00	35,000.00	49,464.53		14,464.53
3101.000		Basic Formula Aid-Gen Aids (Ex	8,554,590.00	0.00	8,554,590.00	6,953,833.68	1,600,756.32	
3101.100		Excess Cost Aid	444,342.00	0.00	444,342.00	813,210.40		368,868.40
3102.000		Lottery Aid	828,976.00	0.00	828,976.00	1,300,297.23		471,321.23
3103.000		BOCES Aid (Sect 3609a Ed Law)	1,100,000.00	0.00	1,100,000.00	280,263.75	819,736.25	
3260.000		Textbook Aid (Incl Txtbk/Lott)	46,158.00	0.00	46,158.00	27,421.00	18,737.00	
3262.000		Computer Sftwre, Hrdwre Aid	12,390.00	0.00	12,390.00	21,945.00		9,555.00
3263.000		Library A/V Loan Program Aid	4,418.00	0.00	4,418.00	3,993.00	425.00	
3289.000		Other State Aid	30,000.00	0.00	30,000.00	0.00	30,000.00	
4601.000		Medic.Ass't-Sch Age-Sch Yr Pro	50,000.00	0.00	50,000.00	40,609.89	9,390.11	
5031.000		Interfund Transfers(Not D.Serv	365,000.00	0.00	365,000.00	724,000.00		359,000.00
5031.100		Interfund Transfers(UI)	25,000.00	0.00	25,000.00	0.00	25,000.00	
5031.200		EBALR	56,533.00	0.00	56,533.00	0.00	56,533.00	
5050.000		Interfund Trans. for Debt Svs	800,000.00	0.00	800,000.00	0.00	800,000.00	
Subfund Subtotal			17,377,232.00	0.00	17,377,232.00	16,234,169.94	3,471,664.92	1,328,492.86
Total GENERAL FUND			17,377,232.00	0.00	17,377,232.00	16,234,169.94	3,471,664.92	1,328,492.86

Selection Criteria

* Estimated revenue for Carryover Encumbrances from the prior fiscal year will not be realized.
These are estimates to balance the budget

Madrid-Waddington Central School District
BUDGET REPORT
For The Period Ending May 31, 2022

Revenue:

	<u>Initial Est Rev</u>	<u>Adjustments</u>	<u>Current Est Rev</u>	<u>Actual Revenue</u>	<u>Variance</u>
Property Taxes	\$ 4,621,825.00	\$ -	\$ 4,621,825.00	\$ 4,621,885.71	\$ 60.71
Tuition	\$ -	\$ -	\$ -	\$ 3,567.00	\$ 3,567.00
Admissions	\$ -	\$ -	\$ -	\$ -	\$ -
Interest & Earnings	\$ 1,500.00	\$ -	\$ 1,500.00	\$ 525.93	\$ (974.07)
Sale of Scrap & Excess	\$ 1,000.00	\$ -	\$ 1,000.00	\$ 4,540.00	\$ 3,540.00
Insurance Recoveries	\$ -	\$ -	\$ -	\$ -	\$ -
Medicare Part D Reimb.	\$ -	\$ -	\$ -	\$ -	\$ -
Refund of Prior Yrs Exp	\$ 175,500.00	\$ -	\$ 175,500.00	\$ 167,607.95	\$ (7,892.05)
Gifts & Donations	\$ 225,000.00	\$ -	\$ 225,000.00	\$ 221,004.87	\$ (3,995.13)
Unclassified Revenues	\$ 35,000.00	\$ -	\$ 35,000.00	\$ 49,464.53	\$ 14,464.53
Basic Aid	\$ 9,827,908.00	\$ -	\$ 9,827,908.00	\$ 9,067,341.31	\$ (760,566.69)
BOCES Aid	\$ 1,100,000.00	\$ -	\$ 1,100,000.00	\$ 280,263.75	\$ (819,736.25)
Other State Aid	\$ 142,966.00	\$ -	\$ 142,966.00	\$ 93,968.89	\$ (48,997.11)
Appropriated Res FB	\$ 446,533.00	\$ -	\$ 446,533.00	\$ -	\$ (446,533.00)
Interfund Transfer - Debt Service	\$ 800,000.00	\$ -	\$ 800,000.00	\$ 724,000.00	\$ (76,000.00)
Appropriated Fund Balance	\$ 810,000.00	\$ -	\$ 810,000.00	\$ 810,000.00	\$ -
	\$ 18,187,232.00	\$ -	\$ 18,187,232.00	\$ 16,044,169.94	\$ (2,143,062.06)

School Lunch Fund
Monthly Analysis Worksheet
For the Period Ending May 31, 2022

Beginning Fund Balance	\$10,082.59
Profit or (Loss)	\$724.49
Ending Fund Balance	\$10,807.08

Revenues

<i>Type A Sales</i>		
Breakfast	\$ -	
Lunch	\$326.30	
<i>Other Sales</i>		
Breakfast	\$782.85	
Lunch	\$4,759.20	
Total Sales		\$5,868.35
<i>Federal Aid Receivable</i>		
Breakfast	\$16,537.00	
Lunch	\$36,075.00	
<i>State Aid Receivable</i>		
Breakfast	\$643.00	
Lunch	\$474.00	
Total Aid Receivable		\$53,729.00
<i>Surplus Food</i>		\$0.00
<i>Other Revenue</i>		\$0.00
Total Revenues		\$59,597.35

Expenses

<i>Beginning Food Inventory</i>	\$18,650.88	
Add: Purchases	\$36,894.52	
Less: Ending Inventory	\$17,047.23	
Food Used		\$38,498.17
<i>Beginning Federal Food Inventory</i>	\$3,343.17	
Add: Surplus Food	\$0.00	
Less: Ending Inventory	\$2,885.11	
Federal Food Used		\$458.06
Salary		\$12,153.07
Fringe Benefits		\$9,310.47
Equipment		\$0.00
Other Expenses		\$0.00
<i>Beginning Supply Inventory</i>	\$2,886.04	
Add: Supplies Purchased	\$514.80	
Less: Ending Inventory	\$2,323.25	
Supplies Used		\$1,077.59
Total Expenses		\$58,872.86

Profit or (Loss) for Month \$724.49

MADRID WADDINGTON CENTRAL SCHOOL DISTRICT
VOTING RESULTS
05/17/22

# of Voters	<u>146</u>
# of Absentee Ballots	<u>22</u>
Total Votes	<u>168</u>

	YES	NO	Voids	Blank	Passed	Defeated
ANNUAL BUDGET						
\$19,379,011	<u>144</u>	<u>23</u>	<u>0</u>	<u>1</u>	<u>✓</u>	<u> </u>

	Amber Sullivan	Robert Smith	Write-In	Write-In	Write-In	Write-In
BOE MEMBER						
# OF VOTES	<u>140</u>	<u>132</u>	<u>3</u>	<u> </u>	<u> </u>	<u> </u>
	<u>5-yr</u>	<u>2-yr</u>				

	YES	NO	Voids	Blank	Passed	Defeated
(2) 72-Passenger Buses						
\$285,000	<u>147</u>	<u>20</u>	<u>0</u>	<u>1</u>	<u>✓</u>	<u> </u>

	YES	NO	Voids	Blank	Passed	Defeated
Capital Outlay Project						
\$100,000	<u>154</u>	<u>12</u>	<u> </u>	<u>2</u>	<u>✓</u>	<u> </u>

	Passed	Defeated

Signature Maria Day

Signature Chalie Beckstead

Substitutes 2022-2023

Aaron Armstrong	Loretta McGrath
Jennifer Armstrong	Donna Miller
Cheryl Ashley	Melody Molnar
Kathleen Bateman	Schiler Monroe
Anna Brady	Ricky Morgan
Caleb Bresett	Sandra Moulton
Kyle Burgess	Eric Newton
Riley Burke	Jennifer Palumbo
Thomas Cafarella	Noah Pandit
Camryn Chester	Laura Parmeter
Jacob Cockrell	Carol Pulley
Jennifer Collins	Millard Rogers
Lucy Condon	Debbie Sharpe
Jack Curley	Ann Silver
Nora Curley	Kathleen Valancius
Morgan Curtis	Julie VanBuren
Elizabeth Daley	Marsha Watson
Christine Domena	Sarah Weaver
Jamie Dunkelberg RN	Debra White
Tyler Fitzgerald	Samantha Wider
Tod Flanagan	Llona Wilhelm
Kimberly Foote	Angel Young
Margaret Haggard	Anne Marie Young
Christina Harris RN	
Alexis Hartmann	
Megan Howard	
Cheryl Jensen-Merrick	
Cortney Jock	
Heather Jock	
Paul Jones	
Kristina Kowalchuk	
Jesse LaMere	
Larry LaMere	
John LaShomb	
Jennie Legault	
Kerry Mayette	
Julie McBath	
Phyllis McDougall RN	

Athletics Report

6-21-22

The 2021-22 school year was another successful year for our MWCS teams. We won Section 10 championships in the following sports: Boys Soccer, Girls Soccer, Boys Basketball, Girls Basketball and Cheerleading . We also had 2 individual event champions at the Girls Track & Field championships and our 4 x 100 meter relay team also won the Section 10 championship.

Our student-athletes were also very successful in the classroom. Seven teams earned New York State Public High School Athletic Association honors as “Scholar-Athlete Teams”. To achieve this distinction, 75% of a team roster must have earned a cumulative average of 90+ during the season. These teams earned this honor: Girls Varsity Soccer, Varsity Volleyball, Girls Varsity Basketball, Cheerleading, Boys Track & Field, Girls Track & Field and Varsity Softball.

Looking ahead to the 2022-23 school year, we have a total of 134 students signed up for our various sport offerings. We will be able to field Modified, JV and Varsity teams for Girls Soccer and Volleyball as well as Modified and Varsity Boys Soccer. We also have 15 students signed up to participate in Cross Country, Girls Swimming or Football through a merger agreement with Canton CS.

The Fall sports season begins on Monday, August 22nd.

In closing, I would like to thank Mr. Burke, Mr. Binion and our Board of Education (past and present) for all of the support extended to our athletes at MWCS. It has been a pleasure serving as the Athletic Director for the past 8 seasons.

Respectfully,

Bryan Harmer

Volunteer Coaches 2022 - 2023

Chris Pryce - Soccer

Emily Huntley - Cheerleading

Kris Boettcher - Track & Field

Rachel Sanderson - Volleyball, Girls Soccer, Girls Basketball, Softball, Track & Field

Meghan Gabri - Girls Basketball

Bill Gotsch - Golf

Tom VanBuren - Baseball

Michelle Burke - Girls Basketball

Scott Shoen - Boys Basketball

Matt O'Bryan - Boys Basketball

Dennis Jones - Boys Basketball

Millard Rogers - Girls Basketball, Softball

Mike Ruddy - Girls Basketball



Fitness Center Annual Report

June 2022

Michael Frohm, Fitness Center Coordinator

Student Participation

Students have used the fitness center in their physical education classes, as well as extra curricular activities. The track and field athletes along with the JV girls softball team have developed programs with fitness center use in mind. Individual student use has continued through the Heavy Weights after school program as well.

Staff and Faculty Participation

There is a considerate amount of faculty use of the fitness center. New individuals are coming for advice from some of our student members, which has allowed them to work on their communication and programming skills.

Public Hour Participation

There has been more public participation than ever before. We have been averaging 13-16 people a night and it has created a new atmosphere for the fitness center. Michelle Burke has been essential in providing communication to community members, especially during the period of strict COVID regulations, and community members were supportive and respectful towards our rules.

Supervisors:

Supervisors have had to work harder than ever due to COVID restrictions at the beginning of the year, so it was decided that we would have two members on staff at a time. I would like to consider this trend due to the increased amount of public use of the Fitness center. Currently there will be two returning supervisors: Alaina Armstrong, Caeleigh Burke, Lane Ruddy, and Robert Pemberton. Sean Shannon will be returning to help out during the summer as well as Megan Perrine.

Due to the loss of seniors this summer we are hoping to add two more members to the team next year.

Summer Hours: Monday - Friday 5- 8 PM

Maintenance Plan

We will continue our maintenance plan with our commercial retailer Advantage Fitness for their outstanding service, and communication.

Equipment Replacement Plan

2022: Purchased: Row and Ski machine for HIT Workouts

2021: Purchased, elastic bands, as well as multiple kettlebells and 45 lb barbell

2020: Purchased multiple rollers, elastic bands, and a new 15 Pound Barbell.

Purchased Precor Treadmill.






2019: Purchased new Precor Elliptical and dumbbells up to 80 pounds.

2018: Purchased cross country equipment

2017: Purchased a Precor Treadmill to replace an 8 year old one. Also purchased a second Power Rack and free weights.

2016: Replaced an Espresso HD interactive bike and lifetime subscription.

2015: Replaced two 10 year old stationary bikes. Replaced the Smith Machine for a Power Rack and purchased more free weights to meet the student and participant desire for more free weights.

2019	2020	2021	2022	2023
Machine will be 8 years old	Machine will be 8 years old	Machine will be 8 years old	Machine will be 8 years old	Machines will be 8 years old
Replace Precor Elliptical	Replace Life Fitness Treadmill	Replace Precor AMT Elliptical	Replace Life Fitness Elliptical	Replace Precor Stationary Bikes
Approx. Cost \$6000	Approx. Cost \$8000	Approx. Cost \$6500	Approx. Cost \$7000	Approx Cost \$5000
				

2024 Plan: Overhaul of Fitness Weight Plates / Barbells

Extra-Curricular Accounts
2021-2022

Club	2021-2022 Fundraising/activity to date (June 16, 2022)	Balance
Band	festival deposits	\$ 1,087.06
Basketball	No activity-COVID	\$ 663.34
Boys Varsity Baseball	Donations	\$ 38.75
Cheering Club	centerpiece sale	\$ 641.21
Chorus	Magnet sale, NYSSMA fees	\$ 807.22
Class of 2022	doughnut sale, chocolate sale	\$ 10.53
Class of 2023	Meat raffle, beef stick sale, hanging basket sale	\$ 19,306.82
Class of 2024	River Rat Cheese sale, pointsettia sale, chocolate sale	\$ 9,535.86
Class of 2025	apparel sale, fudge sale, concession sale, popcorn sale, krispy kreme sale	\$ 4,341.34
Drama	fall play ticket sales	\$ 3,657.17
Forensics	No fundraising ~ no season due to Covid	\$ 160.75
Girls Varsity Soccer	frozen food sale	\$ 1,162.90
History Club	No fundraising	\$ 0.92
Honor Society	flower bulb sale, fruit sale	\$ 817.76
Key Club	MDA shamrocks, mask sale	\$ 3,450.24
Lab Rats	No activity-COVID	\$ 192.81
Language Club	Heat raffle, carnation sale	\$ 1,639.41
Newspaper Club	No fundraising	\$ 1.36
Spring Musical	spring musical ticket sales	\$ 12,556.94
Track	No fundraising	\$ 572.32
Tri-M Music Honor	Donations	\$ 871.29
Varsity Club	beverage sales, donations	\$ 3,865.56
Volleyball	donations	\$ 534.34
Whiz Quiz	No fundraising, reimbursement quiz question set	\$ 1,224.46
Yearbook	ads/dedications, yearbooks	\$ 3,136.14
NY State Sales Tax	chocolate, flowers	\$ 1,051.66
Balance		\$ 71,328.16
We had 4 accounts without activity. 3 of those accounts were because of COVID. The newspaper club is requesting to close their account due to being no longer active.		

Transportation Report

June 21, 2022

1. We're almost done and it's been a rough ride to the finish. We are short on employees, drivers are out sick, school trips & sports. A thank you to our mechanics who have been driving daily so we will make it.
2. We have had a couple of inspections since the last report & all buses passed.
3. We have received our yearly report from DOT. I am proud to say we have had our first ever & I think the first ever for any district to have a 100% pass rating. That has been a goal of mine since I started. Rick Paro said it is unheard of and would never happen.

Custodial Report

June 21, 2022

- PA system completed
- Cameras installed & operational
- Soccer fields ready for summer
- Setup & ready for regents
- Preparing for all graduation ceremonies
- Starting summer cleaning & maintenance

<p align="center">Recommended PERSONNEL ACTIONS June 21, 2022</p>
--

Name	Tenure Area	Assignment	Type of Appointment	Effective Date	Salary
Appointment					
Kathleen Bateman		Substitute Teacher & Teaching Assistant	Annual	May 25, 2022	\$100/day
Cassidy Hargrave		Substitute Teacher & Teaching Assistant	Annual	September 1, 2022	\$100/day
Kimberly Foote		Substitute Cleaner	Annual	June 22, 2022	\$13.20/hour
Bonnie Sabatini		Science Teacher	Annual	August 31, 2022	\$ 56,575.00
Logan Bushey		Social Studies Teacher	Annual	August 31, 2022	\$ 48,175.00
Emily Pitz		Elementary Teacher	Annual	August 31, 2022	\$ 50,575.00
Brianna Hammond		Elementary Teacher	Annual	August 31, 2022	\$ 48,175.00
Ashley Chevier		Special Education Teacher	Annual	August 1, 2022	\$ 59,575.00
Crystal Ford		Special Education Teacher	Annual	August 1, 2022	\$ 64,825.00
Matthew Daley		Home to School Liaison	Annual	July 1, 2022	\$42.00/hour
Nora Curley		Summer Driver	Annual	July 7 - August 17, 2022	\$25.69/hour
Lisa Barkley		Summer Driver	Annual	July 7 - August 17, 2022	\$26.37/hour
Dawn Jensen		Summer Monitor	Annual	July 7 - August 17, 2022	\$16.10/hour
Jennifer Milburn		Summer Monitor	Annual	July 7 - August 17, 2022	\$19.63/hour
Jennie Legault		Summer Cleaner	Annual	June 27, 2022	\$15.72/hour
Heather Jock		Summer Cleaner	Annual	June 27, 2022	\$15.72/hour
Heather Jock		Summer Program Meal Service Coord.		June 27, 2022	\$16.00/hour
Extracurricular Appts		Per Attached List	Annual	July 1, 2022	Per Contractual Rate
Substitute Appts		Per Attached List	Annual	July 1, 2022	Per Approved Rate
Volunteer Coaches		Per Attached List	Annual	July 1, 2022	
Patricia Bogart		CPSE Assistant	Annual	July 1, 2022	\$ 3,500.00
Nicole Weakfall		CPSE Coordinator	Annual	July 1, 2022	\$ 3,000.00
Buffy Gabri		Greenhouse Coordinator	Annual	July 1, 2022	\$ 3,500.00
Toni Siddon		Sub-CSE Chair	Annual	July 1, 2022	\$2,500 & 10 days summer per diem
Joseph Binion		CSE Chair/Coordinator	Annual	July 1, 2022	\$ 4,000.00
Nicole Weakfall		CSE Chair/Coordinator	Annual	July 1, 2022	\$ 4,000.00
Michelle Burke		Webmaster/Technology Coordinator	Annual	July 1, 2022	\$ 4,000.00
Brenda McCall		Athletic Director	Annual	July 1, 2022	\$ 7,400.00
Bryan Harmer		Athletic Director	As Needed	July 1, 2022	\$42.00/hour
Michelle Burke		Summer Days (maximum of 20)	Per Diem	July 1, 2022	Per Diem

I recommend the foregoing personnel actions:

			June 16, 2022	Eric Burke

Memorandum of Agreement

Between

Madrid-Waddington Teachers' Association

And

Madrid-Waddington Central School District

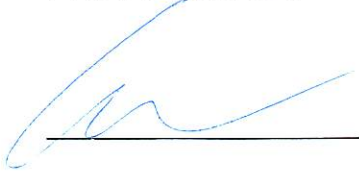
Regarding Change of Stipend for Varsity Club

The provisions of this Memorandum of Agreement shall be in effect upon ratification of the agreement in its entirety, by the board of education of the Madrid-Waddington Central School District and the membership of the Madrid-Waddington Teachers' Association.

The parties agree to modify their collective bargaining agreement for the 2022-2025 contractual term and thereafter unless a change is mutually agreed to change via collective bargaining, as it pertains to Article XXIII, Salary Schedules - Extracurricular and Co-Curricular Salary Schedules.

The Title "Varsity Club" shall be moved in the salary schedule and placed at the same stipend level as Drama Club, Stardust, Auditorium Tech Club and Innovative Elementary Program Coordinator.

FOR THE DISTRICT:



Superintendent

Board President

FOR THE ASSOCIATION:



Name

Title

Date

Mr. Eric Burke
Superintendent
M-W Central
SH 345
Madrid, N.Y.
13660

Dear Mr. Burke:

The Family of Garnet Scott Beckstead is donating \$1,000.00 to the athletic program in his memory.

While in school Garnet wrestled, played soccer and was on the boys track team. He later became employed as a bus driver at the school.

We would like this donation be directed towards the soccer program.

Sincerely,
Onalie Beckstead & Family

A handwritten signature in cursive script, appearing to read "Onalie", written in dark ink.

Mr. J. B. ...
Superintendent
M. V. ...
...

1960

Item 10 - ...

The results of ...
to the ...
The ...
The ...
The ...

...

...

Madrid-Waddington Central School District

AIS/RTI Intervention Plan K-12

2022-2024

Academic Intervention Services (AIS)

Academic Intervention Services (AIS) means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the NYS State Learning Standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the NYS State Learning Standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on state assessments. Academic Intervention Services shall be made available to English Language Learners and students with disabilities. In the case of AIS being provided to students with disabilities, services will be provided on the same basis as those provided to non-disabled students, as long as those services are consistent with the student's individualized education program.

Academic Intervention Services includes two components:

- Additional instruction that supplements the general curriculum
- Student support services needed to address barriers to improved academic performance

Academic services will be provided to students in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. Support services will be provided to address barriers to increase academic performance related to attendance, behavior, family difficulties, health issues, lack of study skills, and transition or mobility issues.

Response to Intervention

Effective July 1, 2012, all school districts in NYS must have an RTI program in place as part of its evaluation process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. The decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RTI is an effective and instructionally relevant process to inform these decisions. NYS Regulations define RTI as a school district's process to determine if a student responds to scientific, research-based instruction, which minimally must include:

- Appropriate instruction delivered to all students in the general education class by qualified personnel.
- Screenings administered to all students for the purpose of identifying those students who are not making academic progress at expected rates.
- Instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning.
- Repeated assessments of student achievement, which should include curriculum based measures.
- Written notification to the parents regarding the nature and scope of interventions.

AIS/RTI Process

- During the summer the principals decide who will receive AIS by reviewing students' results on the identified multiple measures and teacher, Grade Level Team and (Instructional Support Team) IST recommendations. The AIS Eligibility Lists are reviewed at the beginning of the school year.
- Principals can assign students to AIS or discontinue service at any time it is needed as advised by the Grade Level Team, Child Study Team, or IST.
- The principals will oversee the implementation of the parent notification requirements.
- The RTI process is used in K-4 Reading to identify students that need to be referred to CSE.

Procedures to Determine AIS Instructional Needs

Eligibility for AIS: Identification for AIS and intensity of service is based on multiple measures for each grade and subject area: Grades K-12 ELA and math, social studies and science. Students shall be considered for AIS at levels Tier 1-3:

Tier 1: Monitoring	Tier 2 – Moderate Risk	Tier 3 – High Risk
<ul style="list-style-type: none"> ▪ Lack skills needed to maintain/monitor his/her own academic achievement (e.g., organizational skills, listening skills, test-taking skills, etc.) ▪ Grades ▪ K-8: performing at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient and/or do not meet one of the benchmark criteria ▪ Grades 9-12: score near proficiency on the NYS Regents and/or do not meet one of the benchmark criteria 	<ul style="list-style-type: none"> ▪ Are inconsistent in demonstrating expectations of grade level. Consistently lack some specific skills that are required for satisfactory performance. ▪ Grades K-8: score a low Level 2 below specified scale score on NYS Assessments and/or do not meet two of the benchmark criteria ▪ Grade 9-12: score below proficiency on the NYS Regents and/or do not meet two of the benchmark criteria 	<ul style="list-style-type: none"> ▪ Are potentially at-risk of not achieving the New York State Learning Standards and/or meeting graduation requirements. ▪ Grades K-8: score Level 1 on NYS Assessments and/or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is taken into account. ▪ Grades 9-12: score below proficiency on the NYS Regents and/or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is taken into account

Exiting AIS: Based on multiple measures

It is determined that a student is achieving the standards if they have:

- Achieved proficiency on the content area NYS assessment and/or
- Achieved the benchmark criteria on two or more of the multiple measures

AIS/ RTI Criteria

Subject and Grade	Multiple Measures	Benchmark Criteria
K-12	Student Attendance	High rate of absenteeism may be related to academic difficulty
	Teacher Recommendation	Comments from teachers are considered in overall evaluation
ELA K-5	Classroom Average	Grade K-5: Level 3 or 4 (Satisfactory)
	NYS ELA Assessment: Grades 3-5	Level 3 or 4
	95% Core Phonics Program	Grades K-3: Benchmarked quarterly. Progress monitoring conducted for students not achieving the benchmarks.
	Journeys Assessments	Grades K-3: Benchmarked quarterly. Progress monitoring conducted for students not achieving the benchmarks.
	Fountas & Pinnell Benchmark Assessments	Grades K-5: Benchmarked 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart.
ELA 6-12	Class Average ELA	Grade 6: 70% Grades 7-12: 65%
	NYS ELA Assessment: Grades 6-8	Level 3 or 4
	English Language Arts Regents	65%
Math K- 5	NYS Math Assessment: Grades 3-5	Scoring level 3 or 4
	Classroom Average	Grades K-5: Level 3 or 4 (Satisfactory)
Math 6-12	Class Average	Grade 6: 70% Grades 7-12: 65%
	NYS Math Assessment: Grades 6-8	Level 3 or 4
	Algebra I, Algebra II, and Geometry Regents	65%
Social Studies 4-12	Classroom Average	Grades 4-5: Level 3 or 4 (Satisfactory) Grades 6: 70% Grades 7-12: 65%
	NYS ELA Assessment Grades 4-8	Students who score at levels 1 or 2 on the assessment at Grades 4-8 will be identified to determine whether their performance on the assessment is attributed to difficulty in areas of Social Studies content or reading and writing
	Global Studies Regents	65%
	United States History and Government Regents	65%
Science 4-12	Classroom Average	Grades 4-5: Level 3 or 4 (Satisfactory) Grades 6: 70% Grades 7-12: 65%

Subject and Grade	Multiple Measures	Benchmark Criteria
	NYS Science Assessment	Level 3 or 4
	NYS Math and ELA Assessment	Students who score at levels 1 or 2 on the assessment in Grades 4-8 will be identified to determine whether their performance on the Science assessment is attributed to difficulty in the areas of reading, writing or math
	Physical Settings in Earth Science and Living Environment Regents, Chemistry and Physics	65%

AIS/RTI K-12 Program Description

	Tier 1 – Monitoring	Tier 2 – Moderate Risk	Tier 3 – High Risk
Intensity of Service	Core instruction for all students	<u>ELA and Math</u> Grades K-2: In addition to core instruction, minimum 6 times a cycle for 30 minutes Grades 3-5: In addition to core instruction, minimum 3 times a cycle for 30 minutes Grades 6-12: In addition to core instruction, minimum 2-3 times a cycle for 42 minutes <u>Social Studies</u> Grades 4-12: Additional support provided in ELA AIS <u>Science</u> Grades 4-12: Additional support provided in ELA or Math AIS	Grades K-5: Support provided in addition to Tier 1, minimum 6 times a cycle for 30 minutes Grades 6-12: In addition to core instruction, minimum 2-3 times a cycle for 42 minutes
Grouping	Differentiated small group instruction	Small group 4-6 students:	Individual or small group 1-5 students
Staffing	Classroom teacher supported by AIS teacher, teaching assistant and special education teacher as schedules allow	AIS teacher, literacy specialist, teaching assistant, and special education teacher as schedules allow	AIS teacher, literacy specialist, teaching assistant, and special education teacher as schedules allow
Program/ Instructional Support	<ul style="list-style-type: none"> ▪ Differentiated instructional strategies used in the regular classroom are: preferential seating, reduce number of items expected to be worked on by student (homework and classwork), read directions, simplify concepts, extend timeframes, use Effective Teaching Strategies ▪ Classroom teachers will identify similar skill needs and use flexible grouping for instruction based on student need 	<ul style="list-style-type: none"> ▪ Tier 1 support ▪ Small group with similar needs instruction and collaboration with classroom teachers 	<ul style="list-style-type: none"> ▪ Tier 1 and Tier 2 support as schedule allows ▪ Individual or small group instruction for high-needs students as schedule allows ▪ Other support may include: special education support

Student Support Services

Instructional Support Team

- Child Study Team meets several times weekly to brainstorm/plan effective teaching strategies and programs for students.
- The RtI Team meets monthly to brainstorm/plan effective teaching strategies and programs for students.

School Counselor/Guidance Services

- Works with individuals as determined by teacher, instructional support team, parent and administration.
- Includes home visits, anger control and behavior management plan.
- Coordinates services with classroom teachers and all other staff who have contact with that student (i.e., special education, Title I and special areas).
- Social Skills

Migrant Education

- In place for eligible students
- Migrant Tutors

McKinney-Vento- District Liaison

Counseling Services – as deemed appropriate based on the needs of individual students.

Programming for After School and Summer Enrichment- Student clubs and academic support

SLU Tutors- St. Lawrence University

America Reads Tutors- SUNY Potsdam

Parent Involvement Requirements

Notification of AIS/RTI Services

- ◆ District notification letter to include:
 - dates when service will start
 - reasons why student needs AIS:
- ◆ subject area(s) identified
 - results of multiple measures
 - summary of services to be provided
 - student support services to be provided
 - frequency and intensity of service
 - expectations of students in relation to grade level performance
 - consequences of not achieving expected performance levels
- ◆ Additional notification required for RTI grades K-4 reading
 - strategies for increasing the student's rate of learning; and
 - the parents' right to request an evaluation for special education programs and/or services.

Notification of End of AIS/RTI Services

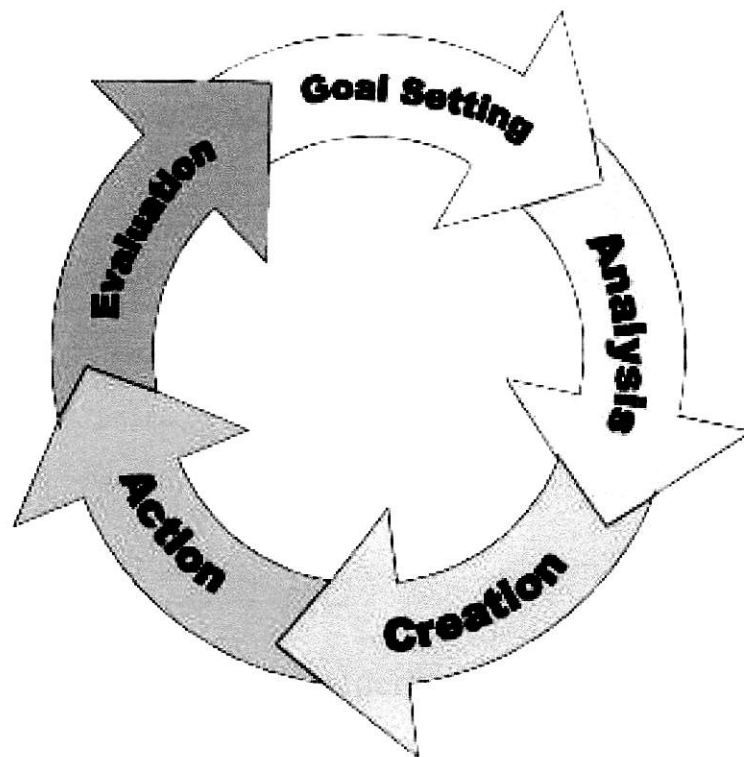
- ◆ District notification letter to include:
 - when services are to be discontinued
 - overview of student's progress
 - performance level student has attained to qualify for ending AIS (results of multiple measures)
 - assessments used in determining students levels of performance

Ongoing Communication

- ◆ Parent Square
- ◆ Fall/Spring teacher conferences
- ◆ Quarterly reports
- ◆ Phone calls, emails, and e-alerts
- ◆ District and Title I newsletters
- ◆ District website
- ◆ Parent conferences or other informal consultations each semester
- ◆ Suggestions for working with students at home

Madrid-Waddington Central School District

***Professional Learning Plan
2022-2023***



Madrid-Waddington Central School District
Professional Learning Plan

District Name: Madrid-Waddington Central School District

Beds Code: 511901040000

Superintendent: Eric Burke

Address: 2582 State Highway 345, P.O. Box 67, Madrid, NY 13660

Phone: (315) 322-5746

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Mission Statement

The Madrid-Waddington Central School District, in partnership with home and community, within a safe environment of empathy, compassion and respect, commits to maximizing each student's achievement in all domains regardless of learning style or ability.

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I. Professional Learning Planning Team

<u>Name</u>	<u>Title</u>
Eric Burke	Superintendent
Nicole Weakfall	Elementary Principal
April Sharlow	Teacher Assistant
Katrina Bailey	Math Teacher
Conner Eldridge	High School Teacher
Joe Binion	Principal
William Todd	Special Education Teacher
Nicole Baxter	Parent Representative/Teacher
Toni Siddon	CSE Chairperson/Counselor
Brenda McCall	Jr. High Teacher
Melissa Madlin	Elementary Teacher

A district team reviews and develops the Professional Learning Plan (PDP). The Professional Learning Planning Team has been actively involved in the following tasks:

- Data Analysis
- Prioritizing Needs
- Goal Setting
- Planning/Development Activities
- Plan Implementation
- Evaluation/Modifying Plan

II. Professional Learning Plan Yearly Requirement and Compliance

This Professional Learning Plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district to collaboratively create Professional Learning Plans that are reviewed annually.

Additionally, Professional Learning activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

The Madrid-Waddington Central School District will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and Professional Learning opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

The requirements of CR 100.2(dd) to have a Professional Learning Plan for the succeeding school year have been met.

The Superintendent of the district will certify to the Commissioner that the requirements of the Professional Learning Plan for the succeeding school year have been met and are compiled and are applicable to the current school year.

The school district has complied with the Professional Learning Plan applicable to the current school year.

The team will submit to the Board of Education a recommended Professional Learning Plan by September 1. The Board of Education will evaluate the effectiveness of the plan and will adopt or recommend changes at a public meeting.

The purpose of this plan is to improve student learning by providing meaningful, focused, Professional Learning opportunities that are aligned with the Learning Standards of New York State.

III. Introduction

This Professional Learning Plan for the Madrid-Waddington Central School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on and strengthens the successes already evident in the district. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Our approach to Professional Learning 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.

The purpose of Madrid-Waddington Central School District's Professional Learning Plan is to improve the quality of teaching and learning, and to directly align this plan with our continued commitment to putting students first, professionalism, instructional technology, respect for all, high expectations, learning standards, and shared decision-making.

Our Professional Learning program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical Professional Learning programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery.

As such, Professional Learning in the Madrid-Waddington Central School District will:

- reflect a commitment to ongoing and continuous Professional Learning that is based on the analyses of multiple sources of data
- include sufficient time and follow up support provided to staff to master new content and strategies
- ensure that content of Professional Learning focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning
- make certain that content of Professional Learning will provide opportunities to gain an understanding of the theory underlying the knowledge (context) and skills being learned
- support the implementation of best practices as evidenced by research
- provide both a focus on instructional repertoire and content-specific skills. Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches
- impart opportunities to explore, question, and debate in order to integrate new ideas into classroom practice
- maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process
- involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved
- include the use of flexible times and models essential for successful implementation of Professional Learning

Our comprehensive Professional Learning Plan promotes student achievement by providing learning opportunities for staff that is aligned with major school and/or district goals identified through regular needs assessments and a Professional Learning Planning process.

IV. Needs Assessment

As part of the ongoing Professional Learning Planning cycle, the Madrid-Waddington Central School District reviews multiple sources. The following items are analyzed annually to determine the focus and content of the Professional Learning Plan:

- Student Achievement Data
- School Report Card
- BEDS data
- NYS and District Assessments (e.g., 3-8 testing and Regents exams)
- Disaggregated Student Achievement Data
- Student Cohort Data
- Report Cards
- VADIR/DASA Reports
- Supervisor and Department Recommendations
- Counseling Records
- Student Attendance and Discipline reports
- Graduation and Drop-out Rates
- Special Education Identifications and Annual Reviews

- NYS Learning Standards
- College Placement Rates
- Academic Intervention Services and RTI Records
- Elementary Benchmark Reading Assessments
- College Boards (AP, SAT) Surveys
- Professional Learning Needs Assessment Surveys
- Professional Learning Evaluation/Feedback Surveys
- Additional Data Sources
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Professional Performance Reviews and Observations/Evaluations
- Program Evaluations
- SED Regulations and Mandates
- Mentor Program Evaluations

V. Description of the Plan

The New York State Professional Learning Standards and the related indicators will guide high quality Professional Learning offered by providers. Use of the standards will increase coordination of effort and consistency in providing Professional Learning to all school personnel ensuring consistent high quality Professional Learning leading to increased student achievement.

The New York State Professional Learning Standards are based on fundamental knowledge about contextual factors from converging research about effective Professional Learning and its ultimate impact on student learning. They are aligned with New York State Learning Standards.

The Ten Standards for High Quality Professional Learning

1. **Designing Professional Learning:** Professional Learning design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional Learning expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional Learning is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional Learning ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

5. **Diverse Learning:** Professional Learning ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional Learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional Learning ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. **Data-driven Professional Practice:** Professional Learning uses disaggregated student data and other evidence of student learning to determine Professional Learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional Learning promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional Learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

All Professional Learning is aligned with New York standards and assessments. Future Professional Learning will emphasize and focus on improved student outcomes. New York State Learning Standards are being infused into all appropriate curriculum areas and more students will become involved and successful on the new state assessments.

Professional Learning opportunities currently existing are:

- Grade Level/Interdisciplinary Team/Department Meetings
- Collaborative Problem Solving Cadres
- Examining Student work
- Turn-Key Training
- Faculty meetings
- Staff Development Days
- Technology/Standards Support
- Coaching/Mentoring Program
- Teacher Center or BOCES workshops/trainings
- Workshops (standalone/embedded in meetings)
- Conferences
- Distance Learning/webinars
- Training of Trainers
- Peer collaboration and visitation
- Summer curriculum development
- Speakers/consultants invited to present or work with teachers on research-based

practices (e.g., vocabulary instruction, differentiated instruction, artists in residence)

- In-service/Research/Case Studies on specific topics
- Study Groups/Book Studies
- Action Research
- After school collaborative meetings
- District sponsored summer workshops/research programs
- Affiliation with an institute of higher education
- Graduate courses
- Online courses
- Professional Organizations and Networks
- Partnerships with Community, Business Industry, and Universities

The Professional Learning Planning Team researched effective practices in Professional Learning and meets to articulate and plan for Professional Learning across grade levels.

Key ideas of effective Professional Learning include:

- Ongoing, sustained Professional Learning
- Adequately funded Professional Learning
- Mentoring new teachers
- Data driven needs identified by student assessments
- Follow through provided on initiatives
- Focus in targeted areas
- Evaluate effectiveness
- Meeting identified needs
- Multi levels of training (awareness, in-depth, support of new skills)
- Integration of Professional Learning into classroom practice
- Application to student /teacher needs
- Time allotment to be successful in Professional Learning initiatives
- Enabling teachers to collaborate
- Based on current information, research, and data
- Result driven staff development will be driven by student results

The plan will incorporate as many of these practices as possible to ensure that Professional Learning is continuous and sustained. Our Professional Learning Plan addresses the needs of staff at all stages of their careers and is applicable to professional and supplemental school staff in general education and special education. A sustained effort in these goal areas reflects a continuous systemic approach to improve student performance. As the result of focused involvement in Professional Learning, instructional staff will better meet the needs of the students they teach. Many staff are involved in curriculum review and alignment of tasks to assure access to general education curriculum for all students.

The district will measure the impact of Professional Learning on student achievement on all New York State tests. Increasing the number of students meeting proficiency in ELA and Math will indicate that classroom instruction is effective and meeting the needs of our students. Principal observations and evaluations (formal evaluations and informal "walk-throughs") will identify the use of effective classroom practices.

VI. Evaluation

A variety of needs assessments will be used to monitor the quality and effectiveness of each goal of the professional staff development program. From these assessments, gap analyses will determine adjustments relative to the overall and specific aspects of the staff development program.

A spring/summer annual review will be conducted by the Professional Learning Planning Team to discuss the evaluation data and to discuss any changes that need to be made to this plan. The plan will be updated from that meeting will be sent to the Board of Education for review and approval.

The Professional Learning Plan is created by a district committee for the purpose of improving the quality of teaching and learning. This plan ensures that teachers participate in substantial Professional Learning to remain current and meet the learning needs of their students.

VII. New Registration and Continuing Teacher and Leader Education (CTLE)

New Statutory Definition of Continuing Teacher and Leader Education is as follows: “Activities designed to improve the teacher or leader’s pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal continuing teacher and leader education activities. Such activities shall promote the professionalization of teaching and be closely aligned to district goals for student performance which meet the standards prescribed by regulations of the Commissioner.”

Any holder of a teaching certificate in the classroom teaching service, teaching assistant (Level III) certificate or an educational leadership certificate that is valid for life must register with NYSED every 5 years. Individuals who hold a professional certificate must complete 100 hours of continuing teacher and leader education, as defined by the Commissioner.

VIII. Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

The Madrid-Waddington Central School District’s teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network and other approved providers to fulfill these requirements.

For all other faculty and staff, the Madrid-Waddington Central School District meets* and will apply for an exemption from the Professional Learning requirements in language acquisition for ELLs.

**There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Madrid-Waddington Central School District's total student population as of such date as established by the commissioner.*

IX. Mentoring Program

The purpose of the Mentoring Program shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice. Mentoring fosters the Professional Learning of new teachers while improving teacher effectiveness and daily instruction. As research shows, quality teachers make all the difference in a child's education. Mentoring develops quality teachers and is crucial to maximizing student achievement. The goal of the program is to enhance the teaching/learning environment in the classroom by assisting new teachers in effective daily instruction.

One of the five essential components of our Professional Learning Plan is the Mentoring Program. As of February 2004, all new teachers in New York State must be mentored for one year to earn their Professional certification. The program offers a team approach to provide on going support, semi-monthly informational and support meetings, observational feedback, and in-service training.

The Mentoring Program includes:

- familiarizing new teachers with district policies and procedures
- pairing new teachers with mentors in their buildings
- an in-depth look at NYS Learning Standards and core curriculum
- instructional/classroom management strategies
- coordinating various assessments to match lesson objectives
- becoming aware of the types of resources available
- strategies for preparing students for State tests and District standardized tests

The Mentoring Program has been developed and implemented consistent with the Teachers Association (collective bargaining unit).

New teachers holding a professional certificate will have opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of Professional Learning every five years as prescribed in the Professional Learning Plan requirements.

On average teachers will be involved in a minimum of 20 hours of Professional Learning activities on an annual basis. All Level III teaching assistants and long-term substitute teachers participate in Professional Learning activities. These hours come from Staff Development Days in the fall and spring.

All teachers will be provided Professional Learning opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards, assessment data, teacher recommendation, etc.

The district receives teachers that have already gone through Professional Learning on school violence prevention and intervention. This training is now a requirement for teaching certification. On-going training opportunities are available through SLL BOCES workshops and other conferences.

Professional Learning will be provided to all professional and supplementary school staff who work with students with disabilities.

X. Provisions for School Violence Prevention and Intervention Training

Madrid-Waddington Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

The Madrid-Waddington Central School District will provide refreshers on school violence prevention and intervention yearly.

XI. Record Keeping

The district will maintain records of Professional Learning successfully completed by all teachers and especially for certificate holders. These records will be kept electronically and retained by the school district for at least seven years from the date of completion of the Professional Learning by the professional certificate holder and shall be available for review.

The district will maintain documentation of the implementation of the mentoring program described in the Professional Learning Plan. This information will be maintained by the school district for at least seven years from the date of completion of the mentoring activity and shall be available for review.

XII. Annual Adoption

The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).

The plan or the annual update to the plan will be adopted at a public meeting by the Board of Education.

XIII. Goals and Implementation Plans for Professional Learning

The following Professional Learning goals and objectives have been identified for the 2022-2023 school year. The goals are arranged into six areas or tenets taken from New York State Education Department: Comprehensive DTSDE School Framework developed for school and district improvement plans.

Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

School Leadership: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students.

Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success.

Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Social and Emotional Learning: Effective schools develop a systematic approach to Social-Emotional Learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.

Family and Community Engagement: Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

The data collected, generated and analyzed by the District in conjunction with district and school level plans will support the goals, objectives, strategies, activities, and evaluations of this Professional Learning Plan.

XIV. Goals and Professional Learning Activities

Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

Goal: Develop building & district staff capability for addressing learning needs of all district students by effective support, supervision and evaluation of teachers, school building leaders, and district leaders, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous Professional Learning.

Strategy: The district will examine the school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure all students are successful.			
Activities	Responsible	Time Frame	Evaluation
Facilitate district planning processes.	Superintendent	Ongoing	Meeting Minutes
Provide lead teacher evaluator trainings which will review updates of CTLE requirements.	Superintendent	Ongoing	Training Conducted
Provide staff with training on the use of collaborative technologies for use in planning.	Superintendent	Ongoing	Training Conducted
Other possible PD activities to meet specific district's needs			
District Planning <ul style="list-style-type: none"> • District Policies and Procedures • Fiscal Responsibility • Contracts • Resources and Materials • NYSED Updates • Continuity of Instruction Plan • Grant Writing • Enrollment Process • Technology • Asynchronous/Synchronous 	BOE, Superintendent, and District Administrators	2022-2023	Measurable district improvement based on surveys, contracts, best practices, NYSED regulations, attendance, graduation rates and NYSED Report Card
Health and School Safety <ul style="list-style-type: none"> • COVID-19 Response 			

<ul style="list-style-type: none"> ● Reopening Plans ● Digital Citizenship ● CPR, AED, and FEMA ● School Violence Prevention ● Sexual Harassment Training ● DASA Training ● Right to Know ● Social Emotional Health and Safety ● Wellness 			
Teacher Evaluation and Support <ul style="list-style-type: none"> ● APPR ● Teacher Mentoring Program 			
Districtwide Services <ul style="list-style-type: none"> ● Special Education ● AIS-RTI 			

School Leadership: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students.

Goal: District leaders will create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Strategy: School leaders ensure school community shares vision, mission/goals, makes strategic decisions to utilize resources, use APPR practices, and evidence-based systems to improve schoolwide practices.			
Activities	Responsible	Time Frame	Evaluation
Continued calibration and training of administrators for teacher evaluations.	Superintendent	2022-2023	Training conducted
Professional Learning will be provided for school and district management: fiscal, instructional, human resource, et. al.	District Leaders	2022-2023	Training conducted
Professional Learning on data driven instruction – assessments, evaluation, student feedback, etc.	District Leaders	2022-2023	Training conducted
Other possible PD activities to meet specific district’s needs			
School Management and Planning <ul style="list-style-type: none"> ● Fiscal Responsibility ● Scheduling ● Community and School Planning ● Online/Distance Learning ● SchoolTool ● Technology ● Instructional Resources and Materials 	District Leaders	2022-2023	Measurable School Improvement using observations, “look for” tools, assessments, data-driven instruction, APPR, NYSED School Report Card, and trainings.
Leadership <ul style="list-style-type: none"> ● Specific Trainings on Leadership ● Innovation ● Communication and Collaboration ● Research 			
Teacher Evaluation <ul style="list-style-type: none"> ● APPR ● Evaluator Experiences ● Teacher Evaluation 			

<ul style="list-style-type: none"> ● “Look For” Tools ● Informed Teaching and Evaluation Methods ● My Learning Plan 			
Schoolwide Instructional Programs and Practices <ul style="list-style-type: none"> ● Data Informed Instruction ● Interdisciplinary Collaboration ● RTI Practices ● Standards Based Grading ● Utilizing Learning Resources 			

Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success.

Goal: By June 30, 2021, the district will have an aligned and prioritized curriculum in at least one curricular area as evidenced by written documents.

Strategy: Develop vertically and horizontally aligned UPK-12 Curriculum and Assessments for all content areas based on NYS Learning Standards to improve UPK-12 student academic achievement on local and state assessments.			
Activities	Responsible	Time Frame	Evaluation
Provide Professional Learning to school leaders on curriculum work - standards prioritization and pacing.	Superintendent	Ongoing	Meeting minutes
Provide teachers and administrators with training to identify curricular gaps as evidenced by NYS and local assessments.	Principals	Ongoing	Training conducted
Continue teacher to teacher work focused on reviewing assessment results and update prioritized curriculum.	Principals	2022-2023	Prioritized curriculum
Provide support to all staff for literacy across all content areas.	Principals	2022-2023	Training conducted
Provide opportunities for teachers to deepen their understanding of subject specific content.	Principals	2022-2023	Training conducted
NYS curriculum will continue to be specially designed to meet the needs of SWD.	Principals/CSE Chair	2022-2023	Training conducted
Other possible PD activities to meet specific district's needs			
Curriculum Planning <ul style="list-style-type: none"> • NYS Learning Standards • Curriculum Alignment and Pacing • Curriculum Maps • Prioritize Curriculum • Curriculum Gap Training • Curriculum Modifications and Adaptations • Use of technology integration for Curriculum (hardware, software, and instructional implementation) - Active Inspire 	Superintendent, School Principals, and Teachers	2022-2023	Curriculum Alignment Data- Increased academic achievement for all students; APPR

<ul style="list-style-type: none"> - 1:1 Chromebooks - Clear Touch - Reading Eggs - Math Seeds ● Digital Citizenship ● Lesson and Unit Plans ● Targeted Needs and Curriculum ● Instructional Shifts ● Curricular Models ● Vertical/Horizontal Planning ● Customized Learning ● All Curricula Areas: ELA, Math, SS, Science, STEM etc. ● Electives ● Credit Acquisition ● Interdisciplinary ● Instructional Resources and Materials 			
<p>Literacy Curriculum</p> <ul style="list-style-type: none"> ● NYS Standards and Curriculum ● Vocabulary Instruction ● Reading Curriculum ● Writing Curriculum 			
<p>Assessments</p> <ul style="list-style-type: none"> ● Grading- Standards-Based ● Formative and Summative Assessments ● CBT- Computer Based Testing ● Rubrics ● Feedback to students 			

Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Goal: Teachers engage in strategic practices to address the learning needs of all students as measured by June 2021, the 3-8 ELA and Math assessment results gaps between the district average and NYS will be reduced by 10%.

Strategy: Utilize effective instructional practices to increase student achievement as demonstrated by data.			
Activities	Responsible	Time Frame	Evaluation
Professional Learning will include the demonstration/modeling the use of technology as applicable.	Principals	Ongoing	Training/Modeling conducted
Provide Professional Learning for individual curricular areas.	Principals	Ongoing	Training conducted
Provide Professional Learning on evidenced-based instructional practices such as for student engagement, for increasing rigor in questioning and learning tasks, for teachers to use data to driven instruction, differentiated instruction, brain-based learning, and mindfulness.	Principals	2022-2023	Training conducted
Provide special education teachers with CDOS tracking, other instructional strategies and ACCES-VR Professional Learning.	CSE Chair	Ongoing	Training conducted
Provide Professional Learning for meeting NYS Teaching Standards.	Principals	2022-2023	Training conducted
Provide Professional Learning on AIS/RTI programs, assessments and interventions.	Principals/Title I Coordinator	2022-2023	Meeting minutes
Provide Professional Learning to support remote instruction	District and Building Leadership	September 2021- June 2022	CTLE Credit/ Successful completion of training and implementation
Other possible PD activities to meet specific district's needs			
Instructional Strategies <ul style="list-style-type: none"> • Effective Teaching • Differentiated Instruction • Vocabulary Instruction 	Superintendent, School Principals, and	2022-2023	Data- Increased academic achievement for all students; NYSED School Report Card, APPR

<ul style="list-style-type: none"> ● Instructional Strategies ● Learning Styles ● Deep-level Thinking and Questioning Practices and Strategies – Rigor ● Coaching/Mentoring/Collaboration ● Intensity and Duration of Instruction ● Informed Teaching ● Game-Based Learning ● Project-Based Learning ● Growth Mindset ● Cooperative Learning ● Technology Integration ● Synchronous/Asynchronous Online Instruction ● Digital Choice Boards and Learning Menus 	Leaders, Teachers		
AIS-RTI <ul style="list-style-type: none"> ● Progress Monitoring ● Student Goals and Needs ● Differentiated Instruction ● RTI Interventions ● Grouping 			
Data Driven Instruction <ul style="list-style-type: none"> ● Questioning Practices ● Data Meetings ● Question Banks ● Common Interim Assessments ● Instructional Rounds 			
Special Education <ul style="list-style-type: none"> ● Explicit Direct Instruction ● Customized Learning ● Modified Grading ● Instructional Modifications and Adaptations 			

Social and Emotional Learning: Effective schools develop a systematic approach to Social-Emotional Learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.

Goal: Social, emotional, academic barriers to learning are reduced by 5% as evidenced by attendance records, VADIR incidents, and dropout rates.

Strategy: Social and emotional learning and skill-based instruction will lessen barriers to learning will allow students to develop social-emotional learning skills.			
Activities	Responsible	Time Frame	Evaluation
McKinney-Vento District Trauma-Sensitive Team (DTST) will develop a roadmap and tools to adopt a district-wide approach to addressing trauma and promote resilience in the learning environment.	District Trauma-Sensitive Team	Ongoing	Minutes/Trainings
McKinney-Vento turnkey trainers provided with strategies and suggestions for working with students from poverty, mindfulness, and trauma-informed strategies.	Support Leaders	2022-2023	Faculty meeting, training conducted
McKinney-Vento trainings on education of homeless children and youth for district staff, district liaison and Title I Mentors.	McKinney-Vento Grant Coordinator	3 network meetings/year	Training conducted
Provide Professional Learning in the area of self-regulation, stress management, and impulse control.	Principals	2022-2023	Training conducted
Provide Professional Learning for behavior management	Principals/CSE Chair	2022-2023	Training conducted
Other possible PD activities to meet specific district's needs			
District Policies and Regulations <ul style="list-style-type: none"> • DASA Training • Training in School Violence Prevention • Digital Citizenship and Online Safety • Classroom Management Techniques and Interventions 	BOE, Superintendent, District Administrators, Counselors	2022-2023	Data: Attendance, Suspensions, Referrals, Surveys

<ul style="list-style-type: none"> ● School Climate ● Community Outreach ● Support Resources 			
Social Emotional Strategies <ul style="list-style-type: none"> ● Behavior Modification Training ● Therapeutic Crisis Intervention ● Social Thinking ● Mindfulness ● Growth Mindset ● Families in Poverty ● Family Engagement ● Informed Teaching ● Positive Reinforcements ● Trauma-Informed Strategies 			
Programs <ul style="list-style-type: none"> ● Character Education ● Bullying Prevention ● Counseling ● McKinney-Vento ● Research-Based Programs ● Community Service ● Advisory Groups 			
Special Education <ul style="list-style-type: none"> ● Referral Process ● Behavioral Supports ● RTI Practices 			

Family and Community Engagement: Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

Goal: The district will create a culture of partnerships where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Strategy: Regular communication with students and families will identify student's strengths and needs, and foster high expectations for student achievement.			
Activities	Responsible	Time Frame	Evaluation
Provide Professional Learning on Math and Movement, literacy and other parent/child activities.	Principals	2022-2023	Parent partnership activities conducted
Professional Learning on developing parent partnerships.	District Leaders	2022-2023	Partnerships developed
Professional Learning on working with families in poverty.	District leaders	2022-2023	Training conducted
Other possible PD activities to meet specific district's needs			
Communication <ul style="list-style-type: none"> • SchoolTool Portal • District Newsletter • FaceBook Page • District Web Page • Google Classroom • Group Emails • Title I Annual Meeting • AIS/RTI Notifications • Enrollment Process • Communication/Collaboration • Parent Square 	Superintendent, District Administrators	2022-2023	Data: Attendance, Suspensions, Referrals, Surveys, Communication Logs

<p>Parent Education and Engagement</p> <ul style="list-style-type: none"> ● Title I Services ● Home School Supports ● Parents' Organization- PTO ● Post-Secondary Information ● Grade/School Transitions ● Web Sites ● Student Learning and Development Tips and Tools ● CTE Programs ● Family-School Partnership Building <ul style="list-style-type: none"> -Family Reading Nights 2x - per year -Teacher "Meets" -Open House -Parent Square -Grandparent's Day - Quidditch -K and Gr. Moving up ceremonies ● Links to NYS Learning Standards- http://www.nysed.gov/next-generation-learning-standards ● Counseling 			
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XV. Appendix A

New York State Teaching Standards and Elements

Professional Learning offerings for teachers will be designed with the New York State Teaching Standards in mind.

Standard 1: Knowledge of Students & Student Learning

- 1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels
- 1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes
- 1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students
- 1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning
- 1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students' learning
- 1.6 Knowledge and understanding of technological and information literacy and how they affect student learning

Standard 2: Knowledge of Content and Instructional Planning

- 2.1 Knowledge of the content they teach, including relationships among concepts, tools of inquiry, and structures and current developments within their discipline[s]
- 2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts
- 2.3 Uses a broad range of instructional strategies to make subject matter accessible
- 2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement
- 2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge
- 2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals

Standard 3: Instructional Practice

- 3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning
- 3.2 Communicate clearly and accurately with students to maximize their understanding and learning
- 3.3 Set high expectations and create challenging learning experiences for students
- 3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement
- 3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology
- 3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs

Standard 4: Learning Environment

- 4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student
- 4.2 Creates an intellectually challenging and stimulating learning environment
- 4.3 Manages the learning environment for the effective operation of the classroom
- 4.4 Organize and utilize available resources [e.g. physical space, time, people, technology to create a safe and productive learning environment

Standard 5: Assessment for Student Learning

- 5.1 Design, select, and use a range of assessment tools and processes to measure and document student learning and growth
- 5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction
- 5.3 Communicate information about various components of the assessment system
- 5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system, make adjustments to it and plan instruction accordingly
- 5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated.

Standard 6: Professional Responsibilities and Collaboration

- 6.1 Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities
- 6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning
- 6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success
- 6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations
- 6.5 Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities

Standard 7: Professional Growth

- 7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth
- 7.2 Set goals for and engage in ongoing Professional Learning needed to continuously improve teaching competencies
- 7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice
- 7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources.

XVI. Appendix B

The Interstate School Leaders Licensure Consortium Standards (ISLLC Standards)

Professional Learning offerings for administrators will be designed with the ISLLC Standards in mind.

Facilitating the development, articulation, implementation, and stewardship of learning that is shared and supported by all stakeholders

- A. Collaboratively develop and implement a shared vision and vision
- B. Collect and use data to identify goals assess organizational effectiveness and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Ensuring management of the organization, operation, and resources for a safe, efficient and effective learning environment

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationship with community partners

Acting with integrity, fairness, and in an ethical manner

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practices, transparency and ethical behavior
- C. Safeguard the values of democracy equity and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

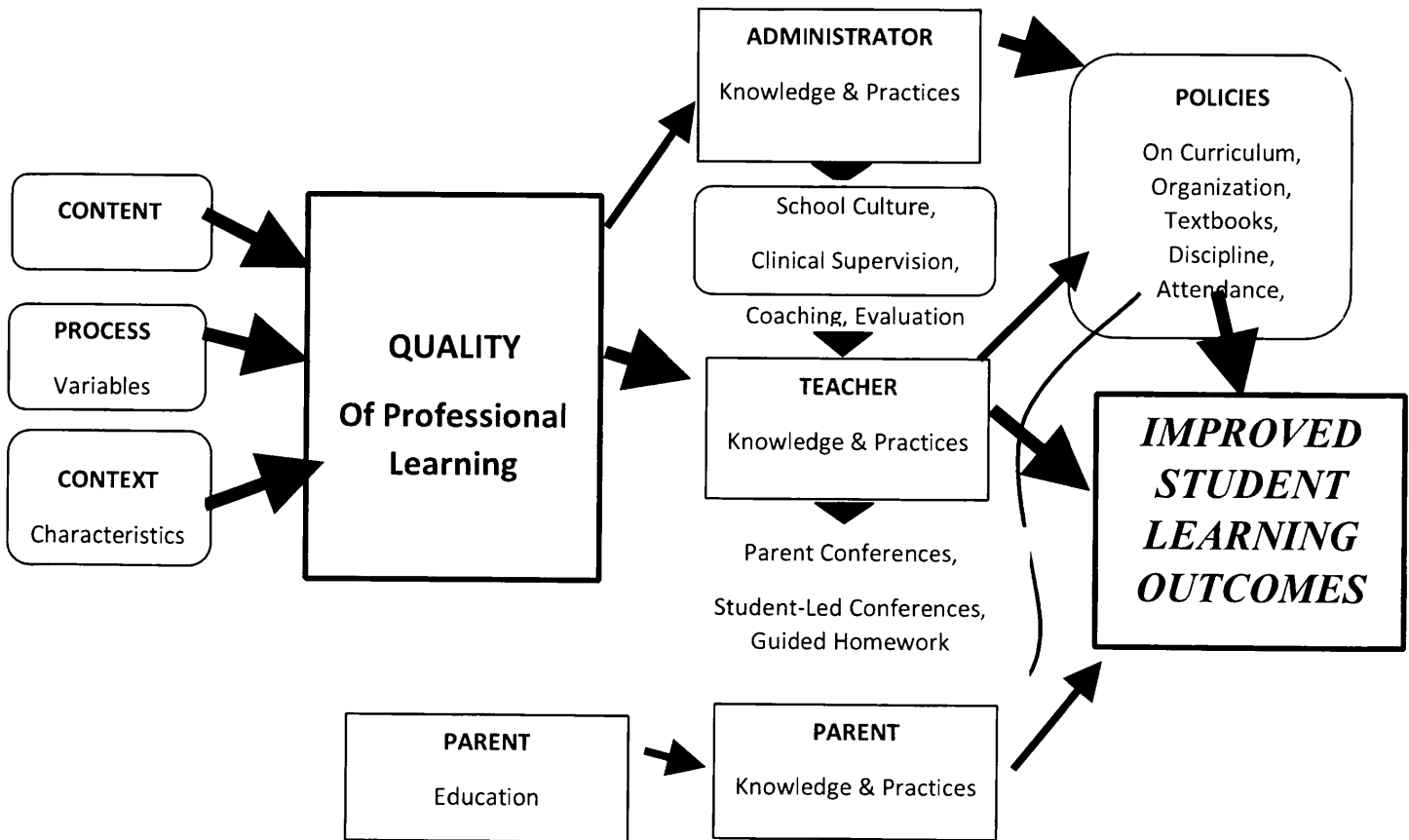
Understanding, responding to, and influencing the political social, economic legal and culture context

- A. Advocate for children, families and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

XVII. Appendix C

Evaluation of Professional Learning

Guskey's graphic organizer for Professional Learning will support the process for designing, delivering and evaluating St. Lawrence-Lewis BOCES Professional Learning.



Thomas Guskey

Evaluating Professional Learning 2000



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

2022-23

District	School Name	Grades Served
Madrid-Waddington	Madrid-Waddington Elementary School	PK-5

Collaboratively Developed By:

The Madrid-Waddington Elementary School SCEP Development Team as representatives of and in partnership with the staff, students, and families of Madrid-Waddington Elementary School.

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)

COMMITMENT I

Our Commitment

What is one commitment we will promote for 2022-23?

Why are we making this commitment?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the school's vision?*
- *Why did this emerge as something to commit to?*
- *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the school's long-term plans?*

We commit to deepening connections and building positive relationships between home and school.

The Madrid-Waddington Central School's vision places a strong emphasis on its relationship with families and the community. It states: *The Madrid-Waddington Central School District, in partnership with home and community, within a safe environment of empathy, compassion and respect, commits to maximizing each student's achievement in all domains regardless of learning style or ability.*

Over the years, Madrid-Waddington Central School has developed a reputation as a family and community centered school district. It is proud of its standing with the community, and works diligently to maintain its close relationship with families. The school is dedicated to fortifying their commitment to a strong and mutually beneficial relationship with their families and community.

The "How Learning Happens" document reminds us that learning happens all the time and everywhere, not just in the school setting. The district does not want to be seen as a self-contained entity, and wants to use the school setting to unite families through athletics, extracurricular activities, open houses, and other unifying events to reinforce the school district as a welcoming and inviting setting for all. The document also reminds us that learning is relational, and by fostering a strong school to family connection, the school is "creating a web of supportive human connection that is crucial to every young person's well-being and sense of belonging."

The Equity Self Reflection identified a need to continue to foster closer relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences.

The student interviews also reinforced their sense that social events and school wide celebrations are essential. Students are proud of their accomplishments, learning experiences, and relationships with others.

The school truly understands the value and educational benefit to students when home school relationships are strong. The school also implemented a new web-based communication tool, Parent Square, which allows for an easy flow of communication between parents and teachers.

The school feels that it is critical to continue to pursue this commitment, as the school is committed to home-school relationships and working collaboratively for student achievement and growth. The school truly understands the value and educational benefit to students when these bonds are strong.

This commitment is viewed as the cornerstone for all other commitments, and fostering collaboration between home and school allows for other commitments to be implemented with support from all stakeholders. In particular, our third commitment focuses on creating a school environment that supports **ALL** students, regardless of their ethnicity, ability, or socioeconomic status. This first commitment opens the door to allowing our third commitment to succeed, as excellent rapport with families will lead to a school environment that welcomes and supports all students.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Parent Square Communication	<p>Web-based communication tool.</p> <p>Parent Square videos will be shared with staff and parents to encourage use of and increase communication between home and school.</p> <p>Training will continue to be provided on the use of Parent Square.</p>	<p>Increased parent/school communication will be monitored to gauge an increase in frequency.</p>	<p>Training on Parent Square</p> <p>Parent Square Software</p> <p>Videos</p> <p>Data Coordinator</p>
Home- School Liaison	<p>A Home-School Liaison will be employed to allow for increased interaction between families and school and community.</p> <p>The Home-School Liaison will work with the Student Assistance Team (SAT) to identify students and families.</p>	<p>Student attendance will increase.</p> <p>Documentation that families in need will receive resources and support.</p> <p>Surveys report that parents and teachers both report an increase in</p>	<p>Home-School Liaison</p>

	<p>The Home-School Liaison will work with at-risk families to overcome barriers to regular school attendance.</p> <p>The Home-School Liaison will make referrals to state and community agencies that promote and support student attendance.</p>	communication between home and school.	
Student Support Team (SST)	<p>The Student Support Team (SST) will be dedicated to student SEL.</p> <p>A portion of staff development day will be devoted to SEL awareness and referral process, protocols and procedures.</p> <p>Throughout the year, staff will refer students to the SST using the SST referral form.</p> <p>Monthly, or as needed, the SST will meet to review referrals, identify students on track for chronic or problematic social emotional issues and discuss social emotional needs of students to identify barriers and concerns to refer to or provide needed interventions and supports.</p>	<p>Student attendance will increase.</p> <p>SST documentation that students and families received additional support.</p>	<p>Student Support Team</p> <p>Substitutes to allow team meetings</p> <p>Home-School Liaison</p> <p>Data Coordinator</p>
SEL Program	Elementary staff will implement a new SEL Program to encourage in school support and inclusion for all students.	Positive student discussions	SEL Program

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	My teachers send notes home or call my family.	75% of students agree or strongly agree
Staff Survey	We have events for families, encouraging a partnership for learning.	80% of faculty and staff agree or strongly agree.
Family Survey	Teachers contact me, not just in times of concern.	70% of families agree or disagree.

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
<ul style="list-style-type: none">● End of year Climate Survey results.<ul style="list-style-type: none">○ 70% of families agree or strongly agree with, "Teachers contact me, not just in times of concern."○ 70% of families agree or strongly agree with, "As a parent/family member, I feel connected to our school."● Student Support Team Referrals.● Home-School Liaison documentation.● Parent Square usage.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?

We commit to strengthening our ability to provide a cohesive, relevant curriculum.

Why are we making this commitment?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the school's vision?*
- *Why did this emerge as something to commit to?*
- *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the school's long-term plans?*

This critical commitment is embedded in the district's vision statement. It reads: *The Madrid-Waddington Central School District, in partnership with home and community, within a safe environment of empathy, compassion and respect, commits to maximizing each student's achievement in all domains regardless of learning style or ability.*

A cohesive, relevant curriculum that reflects the needs of ALL students is essential to promoting student growth and success during their school years and beyond.

This commitment continues the important work of curriculum alignment that began in the 2020-21 school year. Now that the groundwork has been established, it is necessary to review, revise and strengthen the transfer of curriculum to instruction.

The *"How Learning Happens"* document continues to play an important role on this commitment. It serves as a guide as the school continues to create an aligned curriculum that is rigorous and relevant to all learners and includes opportunities for students to engage in learning opportunities that build social and emotional skills as well as cognitive skills.

Student interviews clearly indicated that students relate to and require learning that is multidimensional, and that social opportunities are critical to their learning. They also reinforced the presence of strong adult/ student relationships as an important element of their ability to succeed.

The Equity Self Reflection indicated a continuing need to incorporate curriculum texts, content, and assignments that activate connections to student experiences with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered.

This is the right commitment to pursue because curriculum alignment that articulates the depth and breadth of learning at each grade level is critical and ongoing. This commitment allows for continuing dialog amongst the faculty and fosters integrity and collaboration that results in better learning outcomes for all students.

Our identified commitments are interconnected. All commitments focus on creating connections. Connections with home and community, connections with all learners, and creating and aligning a curriculum that in addition to identifying what is taught, allows for fostering deeper connections with learners.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Update and revise Curriculum Maps adding high-frequency words, as well as, looking for new patterns/ trends to update prioritized standards.	<p>Instructional Coach will meet with grade level/department area teams to continue to revise and update curriculum maps adding high frequency words and looking for new patterns/trends in prioritized standards.</p> <p>High frequency words will be prioritized by grade level and explicitly taught within the corresponding curriculum.</p> <p>Continue modeling instructional strategies and routines (shared reading lessons, vocabulary, counting collections, number talks, running records, and use of high frequency words)</p> <p>Vertical alignment meetings focused on ELA and Math will be held bi-monthly to address curriculum, standards and</p>	<p>ELA and math curriculum maps are completed and continue to be revised based on implementation in grades K-5.</p> <p>Curriculum is continued to be vertically aligned K-5 in ELA and math to include instructional practices.</p>	<p>Substitutes</p> <p>Instructional Coach</p> <p>Stipends</p> <p>Time for meetings within and between grade levels</p>

	instructional practices that flow from one grade level to the next.		
	Teachers will have the opportunity to work after school collaboratively to review, revise and update curriculum maps as needed.		
	The Instructional Coach will update the building principal on progress and identify gaps as curriculum maps and instruction are revised.		
Consistent use and common vocabulary between grade levels	During vertical alignment between grade levels, teachers will converse and agree upon common vocabulary use and instruction across grade levels in ELA and math.	Analysis of students' assessment results depict use and understanding of common vocabulary.	Substitutes
	Grade level teams will determine to have consistent methods/approaches to solve math word problems, implement math word walls and anchor charts.	Students' written responses indicate use of identified writing steps and components.	Instructional Coach
	Teachers will use the acronym's SWAG and RADD-C to support ELA instruction, specifically writing responses.		Stipends
Create common assessments that drive instruction and correlates to the report card.	Teachers will receive additional professional development on creating common assessments, both formative and summative, assessment administration, data analysis and the use of student instructional goal reports.	Increase in student growth and learning based on benchmarking assessment data.	Time for meetings within and between grade levels
			PD for staff
			Assessments
			Data Coordinator

	Teachers will identify students' skills and determine instructional planning for additional support and practice, and for enrichment based on assessment results.		Edmentum
	The principal will provide opportunities for grade level and department area meetings to review student assessment and intervention strategies.		
	Student growth results will be tracked and shared with parents and students regularly.		
Implement new phonics program in Grades K-3 (95% Core)	Teachers will receive professional development on implementing the new phonics program.	Increase in students' reading skills as measured by grade level assessments and Edmentum results.	PD for staff
	The instructional coach will work with staff on phonics program implementation and student assessment.		Phonics Program
			Assessments
			Data Coordinator
			Edmentum

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	My teachers explain things clearly when I make mistakes in class or on a test.	85% agree/strongly agree
Staff Survey	We work together across grade levels and content areas in order to provide an integrated approach to student learning.	75% agree/strongly agree
Family Survey	Our school provides information to families on the learning standards and the school curriculum.	75% agree/strongly agree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
Curriculum maps and vertical alignment are updated for ELA and math in grades K-5 to include high frequency words and vocabulary.
Phonics Program (95% Core) is fully implemented.
Edmentum Benchmarking Spring 2023 results: <ul style="list-style-type: none">• 60% of students are at or above the 50th percentile in Reading;• 60% of students are at or above the 50th percentile for Math.
Grades K-5 common assessments are created.

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

What is one commitment we will promote for 2022-23?

Increase Student Connectedness with the school.

Why are we making this commitment?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the school's vision?*
- *Why did this emerge as something to commit to?*
- *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the school's long-term plans?*

As clearly articulated in its vision statement, the district is deeply committed to all students, and strives to ensure that all aspects of their development are supported by the school: *"The Madrid-Waddington Central School District, in partnership with home and community, within a safe environment of empathy, compassion and respect, commits to maximizing each student's achievement in all domains regardless of learning style or ability."*

This commitment will assist the school in providing experiences for students that foster their total development, and focus on students that would benefit from additional support.

The school wants to ensure that all students feel a positive connection with the school. They are committed to make sure that no students "fall between the cracks", and will make a concerted effort to provide resources to address this concern.

The student interviews clearly reinforced the need for a feeling of connection with the school as being critical to their success. They provided multiple examples of the ways the school provides these connections (athletics, clubs, special events including families, etc.). They emphasized the importance of social connections with peers, and that their enjoyment of school is closely connected to their relationship with their teachers.

The document "How Learning Happens" serves as a guidepost for the school as they pursue this commitment. It is a powerful reminder that student

engagement is a product of building trusting relationships with all stakeholders, and building supportive networks that support all students.

The Equity Self Reflection identified the need to continue to facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, and make meaning of new concepts in multiple ways, and apply learning to meaningful, real world situations.

As mentioned previously, the school wants to bolster its commitment to engaging all students post pandemic. Now is the time to ensure that all students feel valued and a part of the school community. The school will carefully examine its current practices, and provide additional necessary support, programs and events that support this commitment.

This commitment is closely tied to the other commitments. Engaging families and the community is integral to student engagement. Parents and families can be powerful allies in the attempt to provide an engaging environment for all students. Providing students with a carefully constructed curriculum that aligns content and allows for all learners to succeed also results in deeper student engagement. This commitment also ties to the school's long-term plans to provide better outcomes for its students.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
After School Clubs-Enrichment	The school will offer a variety of afterschool activities that appeal to a wide range of student interests.	Student participation will be monitored.	Teacher stipends Snacks Supplies
Cooperative/Group Work/Project Based Learning	Students will engage in increased opportunities to work as part of a group or team, both in the classroom and other enrichment opportunities.	The number of opportunities for students to work cooperatively will increase. Opportunities will be monitored throughout the year.	Teacher Stipends PD for teachers Materials and Supplies
Student Engagement Strategies	Teachers will expand their repertoire of instructional strategies to engage more students during instruction.	The number of opportunities for students to respond during instruction will increase. Opportunities will be monitored throughout the year.	Teacher Stipends INstructional Coach PD for teachers
Summer Programming	School will offer summer programming to students K-5 as a continuation of the Library Reading Program.	Student participation will be monitored.	Teacher Stipends Snacks Materials and Supplies

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	We work with partners, or in groups in my class	70% of students agree or strongly agree.
Staff Survey	As a school, we talk about and reinforce the role of productive teacher/student/family relationships.	80% of faculty and staff agree or strongly agree.
Family Survey	Our school has clubs, activities, and events to help students engage and connect to schools.	80% of families agree or strongly agree.

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
Climate Survey results.
Student attendance will increase.
At faculty meetings, teachers will share ideas for collaboration in the classroom.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

☒ State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified

We envision that this Evidence-Based Intervention will support the following commitment(s) as follows

Instructional Coaching

We commit to strengthening our ability to provide a cohesive, relevant curriculum.

- Curriculum maps are revised and updated, vertically aligned, and strengthened to include high frequency words.
- Common vocabulary
- Common assessments
- Implementation of Phonics Program
- Data analysis for instruction

☐ Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified

We envision that this Evidence-Based Intervention will support the following commitment(s) as follows

Clearinghouse used and corresponding rating

☐ **What Works Clearinghouse**

- ☐ Rating: Meets WWC Standards Without Reservations
- ☐ Rating: Meets WWC Standards With Reservations

☐ **Social Programs That Work**

- ☐ Rating: Top Tier
- ☐ Rating: Near Top Tier

☐ **Blueprints for Healthy Youth Development**

- ☐ Rating: Model Plus
- ☐ Rating: Model
- ☐ Rating: Promising

☐ School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified

We envision that this Evidence-Based Intervention will support the following commitment(s) as follows

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Nicole Weakfall	Principal
Jennifer Scott	School Psychologist
Bill Todd	Special Education Teacher
Lucy Thomas	Special Education Teacher
Courtney Hallahan	Speech Teacher
Angela Drumm	Reading Specialist
Patty VanPatten	Teacher Assistant
April Sharlow	Parent
William Gotsch	Teacher
Toni Siddon	CSE Chairperson/Guidance Counselor
Brooke Santamont	Instructional Coach

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document (OPTIONAL)

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
June 2, 2022	X					
June 8, 2022		X	X	X	X	
June 10, 2022					X	

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan

Student interviews validated the need to continue to address the social and academic needs of students. Student interviews clearly reinforced the need for a feeling of connection with teachers and the school as being critical to their success. They emphasized the importance of social connections with peers, and that their enjoyment of school is closely connected to their relationship with their teachers. Student interviews clearly indicated that students relate to and require learning that is multidimensional, and that social opportunities are critical to their learning; students voiced their desire to work with other students on cooperative games and project-based learning activities. They also expressed a desire for the school to expand after-school offerings to include sports, more hands-on activities, and offerings that would include parents.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

The team completed and reviewed the Equity Self-Reflection, and a general theme arose on family and student connectedness. The team came up with three practices:

Foster close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences.

Incorporate curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered.

Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
 - b. **TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.
 - c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school
 - b. Monitor implementation closely and make adjustments as needed
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.



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EDUCATION DEPARTMENT
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District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Madrid-Waddington Central School District	Mr. Eric Burke

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

- 1 Deepening connections and building positive relationships between home and school.
- 2 Strengthening our ability to provide a cohesive, relevant curriculum.
- 3 Increasing Student Connectedness with the school.

PRIORITY I

Our Priority

What will we prioritize to extend success in 2022-23?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- How does this commitment fit into the District's vision, values and aspirations?
- Why did this emerge as something to prioritize?
- What makes this the right commitment to pursue?
- How does this fit into other commitments and the district's long-term plans?
- For Districts with identified schools:
 - In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?
 - In what ways does this support the SCEP commitments of your identified school(s)?

Deepening connections and building positive relationships between home and school.

Madrid-Waddington's DCIP will support and expand on the Elementary School's SCEP.

The Madrid Waddington School District's vision places a strong emphasis on its relationship with families and the community. It states: *The Madrid-Waddington Central School District, in partnership with home and community, within a safe environment of empathy, compassion and respect, commits to maximizing each student's achievement in all domains regardless of learning style or ability.*

Over the years, Madrid-Waddington Central School has developed a reputation as a family and community centered school district. It is proud of its standing with the community, and works diligently to maintain its close relationship with families. The school is dedicated to fortifying their commitment to a strong and mutually beneficial relationship with their families and community.

The "How Learning Happens" document reminds us that learning happens all the time and everywhere, not just in the school setting. The district does not want to be seen as a self-contained entity, and wants to use the school setting to unite families through athletics, extracurricular activities, open houses, and other unifying events to reinforce the school district as a welcoming and inviting setting for all. The document also reminds us that learning is relational, and by fostering a strong school to family connection, the school is "creating a web of supportive human connection that is crucial to every young person's well-being and sense of belonging."

The Equity Self Reflection identified a need to continue to foster closer relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences.

Priority 1

The elementary student interviews also reinforced their sense that the social events and school wide celebrations are essential. Students are proud of their accomplishments, learning experiences, and relationships with others.

The district understands the value and educational benefit to students when home school relationships are strong. The district also implemented a new web-based communication tool, Parent Square, which allows for an easy flow of communication between parents and teachers.

The district feels that it is critical to continue to pursue this commitment, as the district is committed to home-school relationships and working collaboratively for student achievement and growth. The district truly understands the value and educational benefit to students when these bonds are strong.

This priority is viewed as the cornerstone for all other commitments, and fostering collaboration between home and school allows for other commitments to be implemented with support from all stakeholders. In particular, our third priority focuses on creating a school environment that supports **ALL** students, regardless of their ethnicity, ability, or socioeconomic status. This first priority opens the door to allowing our third priority to succeed, as excellent rapport with families will lead to a school environment that welcomes and supports all students.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Parent Square Communication	<p>Web-based communication tool.</p> <p>Parent Square videos will be shared with staff and parents to encourage use of and increase communication between home and school.</p> <p>Training will be provided on the use of Parent Square.</p>	Increased parent/school communication will be monitored to gauge an increase in frequency.	<p>Training on Parent Square</p> <p>Parent Square Software</p> <p>Videos</p> <p>Data Coordinator</p>
Home- School Liaison	<p>A Home-School Liaison will be employed to allow for increased interaction between families and school and community.</p> <p>The Home-School Liaison will work with the Student Assistance Team (SAT) to identify students and families.</p> <p>The Home-School Liaison will work with at-risk families to overcome barriers to regular school attendance.</p>	<p>Student attendance will increase.</p> <p>Documentation that families in need will receive resources and support.</p> <p>Surveys report that parents and teachers both report an increase in communication between home and school.</p>	Home-School Liaison

Priority 1

Student Support Team (SST)	<p>The Home-School Liaison will make referrals to state and community agencies that promote and support student attendance.</p> <p>The district will form a Student Support Team (SST) dedicated to student SEL.</p> <p>A portion of staff development day will be devoted to SEL awareness and referral process, protocols and procedures.</p> <p>Throughout the year, staff will refer students to the SST using the SST referral form.</p>	<p>Student attendance will increase.</p> <p>SST documentation that students and families received additional support.</p>	<p>Student Support Team</p> <p>Substitutes to allow team meetings</p> <p>Home-School Liaison</p> <p>Data Coordinator</p>
SEL Program	<p>Monthly, or as needed, the SST will meet to review referrals, identify students on track for chronic or problematic social emotional issues and discuss social emotional needs of students to identify barriers and concerns to refer to or provide needed interventions and supports.</p> <p>Elementary staff will implement a new SEL Program to encourage in school support and inclusion for all students.</p>	Positive student discussions	SEL Program

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

- End of year Climate Survey results.
 - 70% of families agree or strongly agree with, "Teachers contact me, not just in times of concern."
 - 70% of families agree or strongly agree with, "As a parent/family member, I feel connected to our school."
- Student Support Team Referrals.
- Home-School Liaison documentation.
- Parent Square usage.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the District's vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district's long-term plans?*
- *For Districts with identified schools:*
 - *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
 - *In what ways does this support the SCEP commitments of your identified school(s)?*

We commit to strengthening our ability to provide a cohesive, relevant curriculum.

This critical commitment is embedded in the district's vision statement. It reads: *The Madrid-Waddington Central School District, in partnership with home and community, within a safe environment of empathy, compassion and respect, commits to maximizing each student's achievement in all domains regardless of learning style or ability.*

A cohesive, relevant curriculum that reflects the needs of ALL students is essential to promoting student growth and success during their school years and beyond.

This priority continues the important work of curriculum alignment that began in the 2020-21 school year. Now that the groundwork has been established, it is necessary to reexamine this work through the lens of the "How Learning Happens Messaging Framework" and facilitate the transfer of curriculum to instruction.

The "How Learning Happens" document will play an important role as work on this commitment continues. It will serve as a guide as the school continues to create an aligned curriculum that is rigorous and relevant to all learners and includes opportunities for students to engage in learning opportunities that build social and emotional skills as well as cognitive skills.

Student interviews clearly indicated that students relate to and require learning that is multidimensional, and that social opportunities are critical to their learning. They also reinforced the presence of strong adult/ student relationships as an important element of their ability to succeed.

Priority 2

The Equity Self Reflection indicated a continuing need to incorporate curriculum texts, content, and assignments that activate connections to student experiences with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered.

This is the right commitment to pursue because curriculum alignment that articulates the depth and breadth of learning at each grade level is critical and ongoing. This commitment allows for continuing dialog amongst the faculty and fosters integrity and collaboration that results in better learning outcomes for all students.

Our identified priorities are interconnected. All priorities focus on creating connections. Connections with home and community, connections with all learners, and creating and aligning a curriculum that in addition to identifying what is taught, allows for fostering deeper connections with learners.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Update and revise curriculum maps based on instructional implementation.	<p>Instructional Coach will meet with grade level/department area teams to continue addressing priority standards, incorporate them into curriculum, and modeling instructional strategies and routines (counting collections, number talks).</p> <p>Vertical alignment meetings focused on ELA and Math will be held bi-monthly to address curriculum, standards, and instructional practices that flow from one grade level to the next. The Instructional coach and technology coach will be available to infuse technology /strategies into lessons.</p> <p>Teachers will have the opportunity to work after school collaboratively to vertically align and adjust curriculum maps as needed.</p> <p>The Instructional Coach will update the building principal on progress and identify gaps as curriculum maps and instruction are revised.</p>	<p>ELA and math curriculum maps are completed and continue to be revised based on implementation in grades K-8.</p> <p>Curriculum is continued to be vertically aligned K-8 in ELA and math to include instructional practices.</p>	<p>Substitutes</p> <p>Instructional Coach</p> <p>Data Coordinator /Instructional Technology</p> <p>Stipends</p> <p>Time for meetings within and between grade levels</p>

Priority 2

Consistent use and common vocabulary between grade levels	During vertical alignment between grade levels, teachers will converse and agree upon common vocabulary use and instruction across grade levels in ELA and math.	Analysis of students' assessment results depict use and understanding of common vocabulary.	Substitutes
	Grade level teams will determine to have consistent methods/approaches to solve math word problems, implement math word walls and anchor charts.	Students' written responses indicate use of identified writing steps and components.	Instructional Coach
	Teachers will use the acronym's SWAG and RADD-C to support ELA instruction, specifically writing responses.		Stipends
Support Edmentum benchmarking program with supplemental software	Teachers will receive additional professional development on assessment administration, data analysis and the use of student instructional goal reports.	Increase in student growth and learning based on benchmarking assessment data.	Time for meetings within and between grade levels
	Teachers will identify students' skills and determine instructional planning utilizing supplemental software for additional support and practice, and for enrichment.	Implementation of supplemental instructional software.	Edmentum
			PD for staff
	The principal will provide opportunities for grade level and department area meetings to review student assessment and intervention results.		Supplemental software program
	Student growth results will be tracked and shared with parents and students regularly.		Data Coordinator /Instructional Technology

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

On a Spring Climate Survey, 75% of staff agree or strongly agree, “We work together across grade levels and content areas in order to provide an integrated approach to student learning.”

Curriculum maps and vertical alignment are complete for ELA and math in grades K-8.

Grades K-8 Edmentum Benchmarking Spring 2023 results:

- 60% of students are at or above the 50th percentile in Reading;
- 60% of students are at or above the 50th percentile for Math.

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- How does this commitment fit into the District's vision, values and aspirations?
- Why did this emerge as something to prioritize?
- What makes this the right commitment to pursue?
- How does this fit into other commitments and the district's long-term plans?
- For Districts with identified schools:
 - In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?
 - In what ways does this support the SCEP commitments of your identified school(s)?

We commit to increasing Student Connectedness with the school.

As clearly articulated in its vision statement, the district is deeply committed to all students, and strives to ensure that all aspects of their development are supported by the school: *"The Madrid-Waddington Central School District, in partnership with home and community, within a safe environment of empathy, compassion and respect, commits to maximizing each student's achievement in all domains regardless of learning style or ability."*

This priority will assist the schools in providing experiences for students that foster their total development, and focus on students that would benefit from additional support.

The district wants to ensure that all students feel a positive connection with the school. They fear this connection might have been lessened by the pandemic. They are committed to make sure that no students "fall between the cracks", and will make a concerted effort to provide resources to address this concern.

The elementary student interviews, along with results from the climate survey clearly reinforced the need for a feeling of connection with the school as being critical to their success. They provided multiple examples of the ways the school provides these connections (athletics, clubs, special events including families, etc.). They emphasized the importance of social connections with peers, and that their enjoyment of school is closely connected to their relationship with their teachers.

The document "How Learning Happens" serves as a guidepost for the school as they pursue this commitment. It is a powerful reminder that student

Priority 3

engagement is a product of building trusting relationships with all stakeholders, and building supportive networks that support all students.

The Equity Self Reflection identified the need to continue to facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, and make meaning of new concepts in multiple ways, and apply learning to meaningful, real world situations.

As mentioned previously, the district wants to bolster its commitment to engaging all students post pandemic. Now is the time to ensure that all students feel valued and a part of the school community. The district will carefully examine its current practices, and provide additional necessary support, programs and events that support this commitment.

This priority is closely tied to the others. Engaging families and the community is integral to student engagement. Parents and families can be powerful allies in the attempt to provide an engaging environment for all students. Providing students with a carefully constructed curriculum that aligns content and allows for all learners to succeed also results in deeper student engagement. This priority also ties to the district's vision.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
After School Clubs-Enrichment	The district will offer a variety of afterschool activities that appeal to a wide range of student interests.	Student participation will be monitored.	Teacher stipends Snacks Supplies Teacher Stipends PD for teachers Materials and Supplies Teacher Stipends PD for teachers
Cooperative/Group Work/Project Based Learning	Students will engage in increased opportunities to work as part of a group or team, both in the classroom and other enrichment opportunities.	The number of opportunities for students to work cooperatively will increase. Opportunities will be monitored throughout the year.	
Student Engagement Strategies	Teachers will expand their repertoire of instructional strategies to engage more students during instruction.	The number of opportunities for students to respond during instruction will increase. Opportunities will be monitored throughout the year.	
Summer Programming	School will offer summer programming to students K-5	Student participation will be monitored.	Teacher Stipends Snacks Materials and Supplies

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Climate Survey results:

- 80% of families agree or strongly agree, "Our school has clubs, activities, and events to help students engage and connect to schools."
- 80% of faculty and staff agree or strongly agree, "As a school, we talk about and reinforce the role of productive teacher/student /family relationships."
- 80% of junior/senior high students agree or strongly agree, "I feel welcomed and part of my school."

Student attendance will increase.

- At faculty meetings, teachers will report *when/during what activities* students are more "engaged" and interested in learning.

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School (if applicable)
Eric Burke	Superintendent	District
Joe Binion	Jr. Sr. High Principal	Jr. Sr. High School
Nicole Weakfall	Elementary Principal	Elementary School
Toni Siddon	CSE Chairperson/Guidance	District
Katrina Bailey	Math AIS Teacher	Jr. Sr. High School
Conner Eldridge	ELA Teacher	Jr. Sr. High School
William Todd	Special Education Teacher	Elementary School
Nicole Baxter	Parent	Elementary School
Brenda McCall	6 th Grade Teacher	Jr. Sr. High School
April Sharlow	Teacher Assistant	District
Melissa Madlin	Elementary Teacher	Elementary School

Stakeholder Participation

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
June 1, 2022	District Office
June 13, 2022	LGI Room

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	District Staff Survey requesting feedback, priorities, and PD needs. Teachers of subgroup were SCEP and DCIP team members.
Parents with children from each identified subgroup	Climate Survey sent to parents requesting feedback and commentary. Parents participated on the SCEP and DCIP team.
Secondary Schools: Students from each identified subgroup	Students in grades 5-12 were surveyed.

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. ☒ The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. ☒ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. ☒ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. ☒ A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. ☒ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by August 1, 2022, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).

Non-Instructional/Business
Operations**SUBJECT: BUDGET ADOPTION**

The Board will review the recommended budget of the Superintendent and seek public input and feedback regarding the recommended budget including, but not limited to, holding a public budget hearing not less than seven nor more than 14 days prior to the Annual District Meeting and Election at which the budget vote is to occur. The Board may modify the recommended budget of the Superintendent prior to its submission to District voters. Final authorization of the proposed budget is dependent upon voter approval unless a contingency budget is adopted by the Board.

The District budget for any school year, or any part of the budget, or any proposition(s) involving the expenditure of money for that school year, will not be submitted for a vote of the qualified District voters more than twice.

The District budget, once adopted, becomes the basis for establishing the tax levy on real property within the District. The District will post its final annual budget and any multi-year financial plan adopted by the Board on its website.

Contingency Budget

In the event the original proposed budget is not approved at the Annual District Meeting and Election, the Board may resubmit the original proposed budget or a revised budget for voter approval, or individual propositions may be placed before District voters, at a special meeting held on the third Tuesday of June. If the voters fail to approve the second budget submittal, or budget proposition(s), or if the Board elects not to put the proposed budget to a public vote a second time, the Board must adopt a contingency budget with a tax levy that is no greater than the prior year's levy (i.e., 0% levy growth).

The administrative component of the contingency budget is capped at the lesser of:

- a) The percent of the administrative component to the total budget in the prior year's budget, not including the capital component; or
- b) The percent that the administrative component comprised in the last proposed defeated budget for the subsequent year, not including, the capital component.

Education Law §§ 1608, 1716, 1804, 1906, 1950, 2007, 2022, 2023, 2023-a, and 2601-a
8 NYCRR §170.3

NOTE: Refer also to Policy #5110 -- Budget Planning and Development

Adoption Date

Non-Instructional/Business
Operations**SUBJECT: ACCEPTANCE OF GIFTS, GRANTS, AND BEQUESTS TO THE DISTRICT**

The Board may accept gifts, donations, grants, or bequests (collectively "gifts") of money, real property, or personal property, as well as other merchandise, that add to the overall welfare of the District provided that acceptance is in accordance with existing laws and regulations. Donations to the District are fully tax deductible so long as the gift is used exclusively for public purposes. The Board may refuse any gift that constitutes a conflict of interest, gives an appearance of impropriety, or is not in its best interests. The Board will safeguard the District, the staff, and students from commercial exploitation, from special interest groups, and the like.

The Board will not accept any gifts which will place encumbrances on future Boards, or result in unreasonable additional or hidden costs to the District. The Board may, if it deems it necessary, request that gifts of equipment, facilities, or any item that requires upkeep and maintenance include funds to carry out maintenance for the foreseeable life of the donation.

The Board will not formally consider the acceptance of gifts until and unless it receives the offer in writing from the donor or grantor or their attorney or financial advisor. Any gifts donated to the Board and accepted on behalf of the District must be by official action and resolution passed by Board majority. The Board suggests that donors or grantors work first with school administrators in determining the nature of their gift prior to formal consideration for acceptance by the Board.

The Board is prohibited, in accordance with the New York State Constitution, from making gifts or charitable contributions with District funds.

Gifts to the District will be annually accounted for as required by Generally Accepted Accounting Principles (GAAP).

All gifts become District property. A letter of appreciation, signed by the President of the Board and the Superintendent, will be sent to donors or grantors in recognition of their contribution to the District. Letters will be sent in a timely manner and will acknowledge the possible tax deduction available to donors whose gifts qualify under IRS regulations.

New York State Constitution Article 8, § 1

Education Law §§ 404(1), 1604(44), 1709(12), 1709(12-a), 1709(12-b), 1718(2), 3701, and 3703

Real Property Tax Law 980-a(3)

Adoption Date

Non-Instructional/Business
Operations**SUBJECT: FINANCIAL ACCOUNTABILITY**

The District has internal controls in place to ensure that:

- a) The goals and objectives of the District are accomplished;
- b) Laws, regulations, policies, and good business practices are complied with;
- c) Audit recommendations are considered and implemented;
- d) Operations are efficient and effective;
- e) Assets are safeguarded; and
- f) Accurate, timely, and reliable data are maintained.

The District's governance and control environment will include the following:

- a) The District's code of ethics addresses conflict of interest transactions with Board members and employees. Transactions that are less-than-arm's length are prohibited. Less-than-arm's length is a relationship between the District and employees or vendors who are related to District officials or Board members.
- b) The Board requires corrective action for issues reported in the Certified Public Accountant's (CPA's) management letter, audit reports, the Single Audit, and consultant reports.
- c) The Board has established the required policies and procedures concerning District operations.
- d) The Board routinely receives and discusses the necessary fiscal reports including the:
 - 1. Treasurer's cash reports;
 - 2. Budget status reports;
 - 3. Revenue status reports;
 - 4. Quarterly extra-classroom activity fund reports; and
 - 5. Fund balance projections (usually starting in January).
- e) The District has a long-term (three to five years) financial plan for both capital projects and operating expenses.
- f) The District requires attendance at training programs for Board members, business officials, treasurers, claims auditors, and others to ensure they understand their duties and responsibilities and the data provided to them.

SUBJECT: FINANCIAL ACCOUNTABILITY (Cont'd.)

- g) The Board has an audit committee to assist in carrying out its fiscal oversight responsibilities.
- h) The District's information systems are economical, efficient, current, and up-to-date.
- i) All computer files are secured with passwords or other controls, backed up on a regular basis, and stored at an off-site or in a secure fireproof location.
- j) The District periodically verifies that its controls are working efficiently.
- k) The District requires all staff to take leave time during which time another staff member performs the duties of the staff on leave. Staff may also schedule transactions and other responsibilities to occur electronically before taking a leave.

Audit Response

Periodically, the District receives audit reports from the External (Independent) Auditor and/or the Office of the New York State Comptroller. The Board will review all audit recommendations in consultation with the Audit Committee and respond appropriately. Independent and Comptroller audit reports and the accompanying management letters will be made available for public inspection. The District will also timely post a copy of the annual external audit report or the Comptroller's final audit report on its website for a period of five years. Notice of the availability of independent and Comptroller audit reports will be published in the District's official newspaper or one having general circulation in the District. If there is no newspaper, notice must be placed in ten public places within the District.

Education Law § 2116-a(3-b)

8 NYCRR § 170.12

General Municipal Law §§ 33(2)(c) and 35(1), (2)

NOTE: Refer also to Policy #5572 -- Audit Committee

Adoption Date

Non-Instructional/Business
Operations**SUBJECT: SCHOOL SAFETY PLANS**

The District considers the safety of its students and staff to be of the utmost importance and is keenly aware of the evolving nature of threats to schools. As such, it will address those threats accordingly through appropriate emergency response planning. The District-wide school safety plan and the building-level emergency response plan(s) will be designed to prevent or minimize the effects of violent incidents and emergencies and to facilitate the coordination of schools and the District with local and county resources in the event of these incidents or emergencies. These plans will be reviewed and updated by the appropriate team on at least an annual basis and adopted by the Board by September 1 of each school year.

The Board will make the District-wide school safety plan available for public comment at least 30 days prior to its adoption. The District-wide school safety plan may only be adopted by the Board after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. The District-wide school safety plan and any amendments must be submitted to the Commissioner, in a manner prescribed by the Commissioner, within 30 days of adoption, but no later than October 1 of each school year.

Building-level emergency response plan(s) and any amendments must be submitted to the appropriate local law enforcement agency and the state police within 30 days of adoption, but no later than October 1 of each school year. Building-level emergency response plan(s) will be kept confidential and are not subject to disclosure under the Freedom of Information Law (FOIL) or any other provision of law.

District-Wide School Safety Plan

District-wide school safety plan means a comprehensive, multi-hazard school safety plan that covers all school buildings of the District, addresses crisis intervention, emergency response and management at the District level, and has the contents as prescribed in Education Law and Commissioner's regulations.

The District-wide school safety plan will be developed by the District-wide school safety team appointed by the Board. The District-wide school safety team will include, but not be limited to, representatives of the Board, teacher, administrator, and parent organizations, school safety personnel, and other school personnel including bus drivers and monitors.

The District-wide school safety plan will include, but not be limited to:

- a) Policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including threats by students against themselves, which includes suicide;

Non-Instructional/Business
Operations**SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)**

- b) Policies and procedures for responding to acts of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including consideration of zero-tolerance policies for school violence;
- c) Appropriate prevention and intervention strategies, such as:
 - 1. Collaborative arrangements with state and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;
 - 2. Nonviolent conflict resolution training programs;
 - 3. Peer mediation programs and youth courts; and
 - 4. Extended day and other school safety programs;
- d) Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident;
- e) A description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;
- f) Procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of Executive Law Article 2-B, State and Local Natural and Man-Made Disaster Preparedness;
- g) The identification of District resources which may be available for use during an emergency;
- h) A description of procedures to coordinate the use of District resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;
- i) Policies and procedures for contacting parents, guardians, or persons in parental relation to District students in the event of a violent incident or an early dismissal;
- j) Policies and procedures for contacting parents, guardians, or persons in parental relation to an individual District student in the event of an implied or direct threat of violence by the student against themselves, which includes suicide;
- k) Policies and procedures relating to school building security, including, where appropriate: the use of school safety officers, school security officers, and/or school resource officers; and security devices or procedures;

Non-Instructional/Business
Operations**SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)**

- l) Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to, the identification of family, community, and environmental factors to teachers, administrators, school personnel including bus drivers and monitors, parents and other persons in parental relation to students of the District or Board, students, and other persons deemed appropriate to receive the information;
- m) Policies and procedures for annual multi-hazard school safety training for staff and students, provided that the District must certify to the Commissioner that all staff have undergone annual training by September 15 on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year will receive training within 30 days of hire or as part of the District's existing new hire training program, whichever is sooner;
- n) Procedures for the review and conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials;
- o) The identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions, and kidnappings;
- p) Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence, and establishing anonymous reporting mechanisms for school violence;
- q) A description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;
- r) A system for informing all educational agencies within the District of a disaster;
- s) The designation of the Superintendent or designee, as the District Chief Emergency Officer whose duties will include, but not be limited to:
 - 1. Coordinating the communication between school staff, law enforcement, and other first responders;
 - 2. Leading the efforts of the District-wide school safety team in the completion and yearly update of the District-wide school safety plan and the coordination of the District-wide school safety plan with the building-level emergency response plan(s);

SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)

3. Ensuring staff understanding of the District-wide school safety plan;
 4. Ensuring the completion and yearly update of building-level emergency response plans for each school building;
 5. Assisting in the selection of security related technology and development of procedures for the use of the technology;
 6. Coordinating appropriate safety, security, and emergency training for District and school staff, including required training in the emergency response plan;
 7. Ensuring the conduct of required evacuation and lock-down drills in all District buildings as required by law; and
 8. Ensuring the completion and yearly update of building-level emergency response plan(s) by the dates designated by the Commissioner; and
- t) Protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions in Labor Law Section 27-c.

Building-Level Emergency Response Plan

Building-level emergency response plan means a building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level and has the contents as prescribed in Education Law and Commissioner's regulations. As part of this plan, the District will define the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS).

Building-level emergency response plan(s) will be developed by the building-level emergency response team. The building-level emergency response team is a building-specific team appointed by the building principal, in accordance with regulations or guidelines prescribed by the Board. The building-level emergency response team will include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel and other school personnel including bus drivers and monitors, community members, local law enforcement officials, local ambulance, fire officials, or other emergency response agencies, and any other representatives the Board deems appropriate.

Classroom door vision panels will not be covered except as outlined in the building-level emergency response plan.

**SUBJECT: FIRE AND EMERGENCY DRILLS, BOMB THREATS, AND BUS
EMERGENCY DRILLS****Fire and Emergency Drills**

The administration of each school building will instruct and train students on appropriate emergency responses, through fire and emergency drills, in the event of a sudden emergency.

Fire and emergency drills will be held at least 12 times in each school year; eight of these will be completed by December 31. Eight of all drills will be evacuation drills, four will be through use of the fire escapes on buildings where fire escapes are provided or identified secondary exits. The other four drills will be lock-down drills. Drills will be conducted at different times of the school day. Students will also be instructed in the procedures to be followed in the event that a fire occurs during the regular school lunch period or assembly, however, this additional instruction may be waived if a drill is held during the regular lunch period or assembly.

Summer School

At least two additional drills will be held during summer school in buildings where summer school is held, and one of these drills will be held during the first week of summer school.

After-School Programs, Events, or Performances

The building principal or designee will require those in charge of after-school programs, events, or performances attended by any individuals unfamiliar with that school building, to announce at the beginning of these programs the procedures to be followed in the event of an emergency.

Bomb ThreatsSchool Bomb Threats

A bomb threat, even if later determined to be a hoax, is a criminal act. No bomb threat should be treated as a hoax when it is first received. Upon receiving any bomb threat, the school has an obligation and responsibility to ensure the safety and protection of the students and other occupants of the school. This obligation takes precedence over a search for a suspect object. Prudent action is dependent upon known information about the bomb threat-location, if any; time of detonation; etc. Specific procedures as to appropriate responses as a result of a bomb threat can be located in the building-level emergency response plan, as required by relevant law and regulation.

Non-Instructional/Business
Operations**SUBJECT: FIRE AND EMERGENCY DRILLS, BOMB THREATS, AND BUS
EMERGENCY DRILLS (Cont'd.)**Police Notification and Investigation

Appropriate law enforcement agencies must be notified by the building administrator or designee of any bomb threat as soon as possible after receiving the threat. Law enforcement officials will contact, as the situation requires, fire and/or county emergency coordinators according to the county emergency plan.

Implementation

The Superintendent or designee will develop written procedures to implement the terms of this policy. Additionally, these procedures will be incorporated in the District-wide school safety plan and the building-level emergency response plan, with provisions to provide written information to all staff and students regarding emergency procedures by October 1 of each school year, an annual drill to test the emergency response procedures under each of its building-level emergency response plans; and the annual review of the District-wide and building-level emergency response plans, along with updates as necessary, by September 1, as mandated by law or regulation.

Bus Emergency Drills

The administration will conduct a minimum of three emergency drills to be held on each school bus during the school year. The first drill will be conducted during the first seven days of school, the second drill between November 1 and December 31, and the third drill between March 1 and April 30. No drills will be conducted when buses are on routes.

Students who ordinarily walk to school will also be included in the drills. Students attending public and nonpublic schools who do not participate in regularly scheduled drills will also be provided drills on school buses, or as an alternative, will be provided classroom instruction covering the content of these drills.

Each drill will include practice and instruction in the location, use, and operation of the emergency exits, fire extinguishers, first-aid equipment, and windows as a means of escape in the event of fire or accident. Similarly, students will be instructed on all topics mandated by relevant sections of the Education Law and Commissioner's regulations, including, but not limited to, the following:

- a) Safe boarding and exiting procedures with specific emphasis on when and how to approach, board, disembark, and move away from the bus after disembarking;
- b) Advancing at least 15 feet in front of the bus before crossing the highway after disembarking;

**SUBJECT: FIRE AND EMERGENCY DRILLS, BOMB THREATS, AND BUS
EMERGENCY DRILLS (Cont'd.)**

- c) Specific hazards encountered during snow, ice, rain, and other inclement weather, including, but not necessarily limited to, poor driver visibility, reduced vehicular control, and reduced hearing; and
- d) Orderly conduct as bus passengers.

The administration of the drills will be in accordance with the New York State Education Department's Bus Safety Drill Guide and Compliance Form.

Instruction on Use of Seat Belts

When students are transported on school buses, the District will ensure that all students who are transported on any school bus owned, leased, or contracted for by the District will receive instruction on the use of seat safety belts. This instruction will be provided at least three times each year to both public and nonpublic school students who are so transported and will include, but not be limited to:

- a) Proper fastening and release of seat safety belts;
- b) Acceptable adjustment and placement of seat safety belts on students;
- c) Times at which the seat safety belts should be fastened and released; and
- d) Acceptable placement of the seat safety belts when not in use.

Education Law §§ 807, 2801-a, 3623, and 3635-a

Penal Law Article 240

8 NYCRR §§ 100.2(c), 155.17, and 156.3

NOTE: Refer also to Policy #5681 -- School Safety Plans

Adoption Date

Non-Instructional/Business
Operations**SUBJECT: SCHOOL BUS SAFETY**

The safe transportation of students to and from school is of primary concern in the administration of the school bus program. All state laws and regulations pertaining to the safe use of school buses will be observed by drivers, students, and school personnel.

Use of Portable Electronic Devices Prohibited

For purposes of this policy, and in accordance with applicable law, the terms below will be defined as follows:

- a) "Portable electronic device" means any mobile telephone (hand-held or "hands-free"), personal digital assistant (PDA), portable device with mobile data access, laptop computer, pager, broadband personal communication device, two-way messaging device, electronic game, portable computing device, or any other electronic device when used to input, write, send, receive, or read text for present or future communication.
- b) "Using" means holding a portable electronic device while viewing, taking or transmitting images, playing games, or for the purpose of present or future communication: performing a command or request to access a world wide web page, composing, sending, reading, viewing, accessing, browsing, transmitting, saving, or retrieving email, text messages, instant messages, or other electronic data.
- c) "In operation" means that the bus engine is running, whether in motion or not.

The use of portable electronic devices by a school bus driver at times the vehicle is in operation on the roadway poses a potential safety risk. All school bus drivers are prohibited from using portable electronic devices while the bus is in operation.

All school bus drivers' personal portable electronic devices must be placed in the "off" position when in the possession of the school bus driver while the bus is in operation. Portable electronic devices, including cell phones, may be used in case of emergency.

Safety Rules and Inspections

The Transportation Supervisor, in cooperation with the principals, has the responsibility of developing and publishing safety rules to be followed by drivers and passengers, including rules of student conduct. In order to ensure maximum safety to those riding school buses, it is necessary that students and drivers cooperate in this effort.

Non-Instructional/Business
Operations**SUBJECT: SCHOOL BUS SAFETY (Cont'd.)**

*If District owns the buses (insert these two paragraphs):

All buses and other vehicles owned and operated by the District will have frequent safety inspections, and will be serviced regularly. The Transportation Supervisor will maintain a comprehensive record of all maintenance performed on each vehicle.

Every bus driver is required to report promptly to the Transportation Supervisor any school bus accident, regardless of the severity, involving death, injury, or property damage.

Education Law § 3623

Vehicle and Traffic Law §§ 509-a(7), 509-i(1-b), 1174, 1225-c, and 1125-d

8 NYCRR § 156.3

17 NYCRR §§ 720.2, 721.1, and 721.2

NOTE: Refer also to Policies #5683 -- Fire and Emergency Drills, Bomb Threats, and Bus
Emergency Drills
#5761 -- Drug and Alcohol Testing for School Bus Drivers

Adoption Date

Non-Instructional/Business
Operations**SUBJECT: QUALIFICATIONS OF BUS DRIVERS**

A person will be qualified to operate a bus only if that person:

- a) Is at least 21 years of age;
- b) Has been issued an appropriate driver's license which is valid for the operation of a bus in New York State;
- c) Has passed the annual bus driver physical examination administered in accordance with Commissioner of Education and Commissioner of Motor Vehicles regulations. In no case will the interval between physical examinations exceed a 13-month period;
- d) Is not disqualified to drive a motor vehicle under any provision of law or regulation;
- e) Has on file at least three statements from three different persons who are not related by either blood or marriage to the driver or applicant pertaining to the moral character and to the reliability of the driver or applicant;
- f) Has completed, or is scheduled to complete, required New York State Education Department safety programs;
- g) Is in compliance with federal law and regulations, as well as District policy and/or regulations, as it pertains to meeting the standards governing alcohol and controlled substance testing of bus drivers if and when applicable;
- h) Has taken and passed a physical performance test approved by the Commissioner of Education at least once every two years and/or following a period of being unavailable for service for 60 or more consecutive days from their scheduled work duties. In no case will the interval between physical performance tests exceed 25 months; and
- i) Is in compliance with all other laws and regulations for operating a school bus, including licensing and training requirements.

Special Requirements for New Bus Drivers

Before employing a new bus driver, the Superintendent or designee will:

- a) Require the person to pass a physical examination within eight weeks prior to the beginning of service;
- b) Obtain a driving record from the appropriate agency in every state in which the person resided, worked, and/or held a driver's license or learner's permit during the preceding three years;
- c) Investigate the person's employment record during the preceding three years;

SUBJECT: QUALIFICATIONS OF BUS DRIVERS (Cont'd.)

Before employing a new bus driver, the Superintendent or designee will:

- d) Require the person to submit to the mandated fingerprinting procedures and criminal history background check;
- e) Request the Department of Motor Vehicles to initiate a driving record abstract check; and
- f) Require that newly hired bus drivers take and pass the physical performance test, as mandated by Commissioner's regulations, before they transport students.

Occasional Drivers

Under Commissioner's regulations, an occasional driver is defined as a certified teacher who is employed by a school district or Board of Cooperative Educational Services (BOCES) whose employment does not include serving as either a regular or substitute school bus driver. Occasional drivers used for other than regular routes are not required to fulfill the training required for regular school bus drivers.

Omnibus Transportation Employee Testing Act of 1991, (Public Law 102-143)
49 USC § 521(b)
Education Law § 3624
Vehicle and Traffic Law Article 19-A
8 NYCRR § 156.3
15 NYCRR Part 6 and § 3.2

NOTE: Refer also to Policy #5761 -- Drug and Alcohol Testing for School Bus Drivers

Adoption Date

Personnel

SUBJECT: EQUAL EMPLOYMENT OPPORTUNITY**Overview**

The District is committed to creating and maintaining an environment which is free from discrimination and harassment. This policy addresses employment discrimination. It is just one component of the District's overall commitment to maintaining a discrimination and harassment-free educational and work environment.

Consistent with this commitment and in accordance with law and regulation, the District is an equal opportunity employer that does not discriminate against any employee or applicant for employment in its programs and activities on the basis of any legally protected class or category including, but not limited to: age; race; creed; religion; color; national origin; sexual orientation; gender identity or expression; military status; sex; disability; predisposing genetic characteristics; familial status; marital status; status as a victim of domestic violence; and criminal arrest or conviction record.

The District adopts this policy as part of its effort to provide for the prompt and equitable resolution of complaints of employment discrimination. The District will promptly respond to reports of employment discrimination, ensure that all investigations are conducted within a reasonably prompt time frame and under a predictable fair grievance process that provides due process protections, and impose disciplinary measures and implement remedies when warranted.

Inquiries about this policy may be directed to the District's Civil Rights Compliance Officer(s) (CRCO(s)).

Reporting Allegations of Employment Discrimination

Any person may report employment discrimination regardless of whether they are the alleged victim or not. Reports of employment discrimination may be made orally or in writing to the District's CRCO or any other District employee including, but not limited to, a supervisor or building principal.

All District employees who witness or receive an oral or written report of employment discrimination must immediately inform the CRCO. Failure to immediately inform the CRCO may subject the employee to discipline up to and including termination. If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.

Additionally, District employees must comply with reporting requirements in any other applicable District policy or document. Applicable policies or documents may include: Policy #3420 -- Non-Discrimination and Anti-Harassment in the District.

Personnel

SUBJECT: EQUAL EMPLOYMENT OPPORTUNITY (Cont'd.)**Grievance Process for Complaints of Employment Discrimination**

The District will act to promptly, thoroughly, and equitably investigate all complaints, whether oral or written, of employment discrimination and will promptly take appropriate action to protect individuals from further discrimination.

Various District policies and documents address employment discrimination. These policies and documents may include: Policy #3420 -- Non-Discrimination and Anti-Harassment in the District. All complaints will be handled in accordance with the applicable District policies and/or documents.

The determination as to which District policies and/or documents are applicable is fact specific, and the CRCO may work with other District staff to determine which District policies and/or documents are applicable to the specific facts of the complaint.

If an investigation reveals that employment discrimination has occurred, the District will take immediate corrective action as warranted. This action will be taken in accordance with applicable law and regulation, as well as any applicable District policy, regulation, procedure, collective bargaining agreement, third-party contract, or other document such as the District's *Code of Conduct*.

Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

The District prohibits retaliation against any individual because the individual made a report or complaint, testified, assisted, or participated or refused to participate in an investigation, proceeding, or hearing related to a complaint of employment discrimination.

Complaints of retaliation may be directed to the CRCO. If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.

Where appropriate, follow-up inquiries will be made to ensure that the discrimination has not resumed and that those involved in the investigation have not suffered retaliation.

8 USC § 1324b

29 USC § 206

42 USC § 1981

Age Discrimination in Employment Act of 1967 (ADEA), 29 USC § 621 et seq.

Americans with Disabilities Act (ADA), 42 USC § 12101 et seq.

Genetic Information Non-Discrimination Act (GINA), 42 USC § 2000ff et seq.

Personnel

SUBJECT: EQUAL EMPLOYMENT OPPORTUNITY (Cont'd.)

National Labor Relations Act (NLRA), 29 USC § 151 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 USC § 790 et seq.
Title VI of the Civil Rights Act of 1964, 42 USC § 2000d et seq.
Title VII of the Civil Rights Act of 1964, 42 USC § 2000e et seq.
Title IX of the Education Amendments Act of 1972, 20 USC § 1681 et seq.
Uniformed Services Employment and Reemployment Rights Act (USERRA), 38 USC § 4301 et seq.
28 CFR Part 35
29 CFR Chapter I – National Labor Relations Board
29 CFR Chapter XIV – Equal Employment Opportunity Commission
34 CFR Parts 100, 104, and 106
45 CFR Part 86
Civil Rights Law §§ 40, 40-a, 40-c, 47-a, 47-b, and 48-a
Civil Service Law §§ 75-b and 115
Correction Law § 752
Labor Law §§ 194-a, 201-d, 201-g, 203-c, 206-c, and 215
New York State Human Rights Law, Executive Law § 290 et seq.
Military Law §§ 242, 243, and 318
9 NYCRR § 466 et seq.

NOTE: Refer also to Policies #3420 -- Non-Discrimination and Anti-Harassment in the District
#3421 -- Title IX and Sex Discrimination
#6121 -- Sexual Harassment in the Workplace

Adoption Date

Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE**Overview**

The District is committed to creating and maintaining an environment which is free from discrimination and harassment. Sexual harassment is one form of workplace discrimination. This policy addresses sexual harassment in the workplace. It is just one component of the District's overall commitment to maintaining a discrimination and harassment-free educational and work environment.

Sexual harassment is a form of employee misconduct, a violation of District policy, and unlawful. Employees of every level who engage in sexual harassment, including supervisory personnel who engage in sexual harassment, who knowingly allow such behavior to continue, or fail to report suspected sexual harassment will be subject to remedial and/or disciplinary action by the District. Sexual harassment may also subject the District to liability for harm to targets of sexual harassment. Harassers may also be individually subject to liability.

The District adopts this policy as part of its effort to provide for the prompt and equitable resolution of complaints of sexual harassment in the workplace. The District will promptly respond to reports of sexual harassment in the workplace, ensure that all investigations are conducted within a reasonably prompt time frame and under a predictable fair grievance process that provides due process protections, and impose disciplinary measures and implement remedies when warranted.

Inquiries about this policy may be directed to the District's Civil Rights Compliance Officer(s) (CRCO(s)) and/or Title IX Coordinator(s).

Scope and Application

This policy applies to all instances of sexual harassment perpetrated against a "covered person," regardless of immigration status, by anyone in the workplace, including a co-worker, supervisor, or third-party such as a non-employee, paid or unpaid intern, vendor, building security, visitor, volunteer, parent, or student. For purposes of this policy, a "covered person" includes:

- a) Employees;
- b) Applicants for employment;
- c) Paid or unpaid interns; and
- d) Non-employees, which include anyone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or other person providing services pursuant to a contract in the workplace.

Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

Sexual harassment in the workplace can occur between any individuals, regardless of their sex or gender. Unlawful sexual harassment is not limited to the physical workplace itself. Sexual harassment can occur on school property and at school functions which, for purposes of this policy, means a school-sponsored or school-authorized extracurricular event or activity regardless of where the event or activity takes place, including any event or activity that may take place virtually or in another state. It can also occur while employees are traveling for District business. Calls, texts, emails, and social media usage can constitute unlawful workplace harassment, even if they occur away from school property, on personal devices, or during non-work hours. Accordingly, conduct or incidents of sexual harassment that create or foreseeably create a disruption within the District may be subject to this policy in certain circumstances.

Other District policies and documents such as regulations, procedures, collective bargaining agreements, and the District's *Code of Conduct* may address misconduct related to sexual harassment and may provide for additional, different, or more specific grievance procedures depending on a number of factors including, but not limited to, who is involved and where the alleged sexual harassment occurred. These documents must be read in conjunction with this policy. Applicable policies or documents may include: Policy #3420 -- Non-Discrimination and Anti-Harassment in the District; and Policy #3421 -- Title IX and Sex Discrimination.

The dismissal of a complaint under one policy or document does not preclude action under another related District policy or document.

What Constitutes Sexual Harassment

Sexual harassment is a form of sex discrimination and is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, and the status of being transgender.

Under New York State Human Rights Law, sexual harassment is unlawful when it subjects an individual to inferior terms, conditions, or privileges of employment. Harassment need not be severe or pervasive to be unlawful, and can be any harassing conduct that consists of more than petty slights or trivial inconveniences.

Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's sex when:

Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

- a) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment, even if the reporting individual is not the intended target of the sexual harassment;
- b) Such conduct is made either explicitly or implicitly a term or condition of employment; or
- c) Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual's employment.

A sexually harassing hostile work environment includes, but is not limited to, words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements or sexually discriminatory remarks made by someone which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, which interfere with the recipient's job performance.

Sexual harassment also occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions, or privileges of employment. This is also called "quid pro quo" harassment.

Any covered person who feels harassed should report the conduct so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be addressed under this policy.

Examples of Sexual Harassment

The following describes some actions that may constitute unlawful sexual harassment and that are strictly prohibited:

- a) Physical acts of a sexual nature, such as:
 - 1. Touching, pinching, patting, kissing, hugging, grabbing, brushing against another person's body or poking another person's body; and
 - 2. Rape, sexual battery, molestation or attempts to commit these assaults.
- b) Unwanted sexual advances or propositions, such as:
 - 1. Requests for sexual favors accompanied by implied or overt threats concerning the target's job performance evaluation, a promotion or other job benefits or detriments; and
 - 2. Subtle or obvious pressure for unwelcome sexual activities.
- c) Sexually oriented gestures, noises, remarks or jokes, or comments about a person's sexuality or sexual experience, which create a hostile work environment.

Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

- d) Sex stereotyping, which occurs when conduct or personality traits are considered inappropriate simply because they may not conform to other people's ideas or perceptions about how individuals of a particular sex should act or look.
- e) Sexual or discriminatory displays or publications anywhere in the workplace, such as pictures, posters, calendars, graffiti, objects, promotional material, reading materials, or other materials that are sexually demeaning or pornographic. This includes such sexual displays on workplace computers or cell phones and sharing such displays while in the workplace.
- f) Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity, and the status of being transgender, such as:
 - 1. Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;
 - 2. Sabotaging an individual's work; and
 - 3. Bullying, yelling, or name-calling.

Prohibition of Retaliatory Behavior (Whistle-Blower Protection)

Unlawful retaliation can be any action that could discourage a covered person from coming forward to make or support a sexual harassment claim. Adverse action need not be job-related or occur in the workplace to constitute unlawful retaliation (e.g., threats of physical violence outside of work hours).

The District prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of a complaint of sexual harassment. Such retaliation is unlawful under federal, state, and (where applicable) local law. The New York State Human Rights Law protects any individual who has engaged in "protected activity." Protected activity occurs when a person has:

- a) Made a complaint of sexual harassment, either internally or with any anti-discrimination agency;
- b) Testified or assisted in a proceeding involving sexual harassment under the Human Rights Law or other anti-discrimination law;
- c) Opposed sexual harassment by making an oral or informal complaint of harassment to a supervisor, building principal, other administrator, or the CRCO;

Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

- d) Reported that another employee has been sexually harassed; or
- e) Encouraged a fellow employee to report harassment.

Even if the alleged harassment does not turn out to rise to the level of a violation of law, the individual is protected from retaliation if the person had a good faith belief that the practices were unlawful. However, the retaliation provision is not intended to protect persons making intentionally false charges of harassment.

Reporting Allegations of Sexual Harassment

Preventing sexual harassment is everyone's responsibility. The District cannot prevent or remedy sexual harassment unless it knows about it. Any covered person who has been subjected to behavior that may constitute sexual harassment is encouraged to report such behavior to a supervisor, building principal, other administrator, or the CRCO. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report such behavior.

Reports of sexual harassment may be made orally or in writing. A form for submission of a written complaint is posted on the District website, and all covered persons are encouraged to use this complaint form. Persons who are reporting sexual harassment on behalf of another person should use the complaint form and note that it is being submitted on another person's behalf.

District employees must comply with reporting requirements in any other applicable District policy or document. Applicable policies or documents may include: Policy #3420 -- Non-Discrimination and Anti-Harassment in the District; and Policy #3421 -- Title IX and Sex Discrimination.

Any person who believes they have been a target of sexual harassment may also seek assistance in other available forums, as explained in this policy.

Supervisory Responsibilities

All supervisors, building principals, and other administrators who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing behavior or for any reason suspect that sexual harassment is occurring, are required to report such suspected sexual harassment to the CRCO. If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.

Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

In addition to being subject to discipline if they engaged in sexually harassing conduct themselves, supervisors, building principals, and other administrators will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue.

Supervisors, building principals, and other administrators will also be subject to discipline for engaging in any retaliation.

Investigating Complaints of Sexual Harassment

All complaints or information about sexual harassment will be investigated, whether that information was reported in oral or written form. Investigations will be conducted in a timely manner, and will be confidential to the extent possible.

An investigation of any complaint, information or knowledge of suspected sexual harassment will be prompt and thorough, commenced immediately and completed as soon as possible. The investigation will be kept confidential to the extent possible. Disclosure may, however, be necessary to complete a thorough investigation of the charges and/or notify law enforcement officials. All persons involved, including complainants, witnesses, and alleged harassers will be accorded due process, as outlined below, and in accordance with any applicable collective bargaining agreements to protect their rights to a fair and impartial investigation.

The District will not tolerate retaliation against anyone who files complaints, supports another's complaint, or participates in an investigation regarding a violation of this policy.

While the process may vary from case to case, investigations should be done in accordance with the following steps:

- a) Upon receipt of a complaint, the CRCO will conduct an immediate review of the allegations, and take any interim actions (e.g., instructing the respondent to refrain from communications with the complainant), as appropriate.
If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.
- b) All complaints of sexual harassment will be investigated regardless of the form in which those complaints are made. For oral complaints, the individual will be encouraged to complete the complaint form, which is available on the District website, in writing. If he or she refuses, a complaint form based on the oral report will be prepared. The complainant will be provided a copy of the completed complaint form.

Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

- c) If documents, emails, or phone records are relevant to the investigation, take steps to obtain and preserve them.
- d) Request and review all relevant documents, including all electronic communications.
- e) Interview all parties involved, including any relevant witnesses. If a student is involved, the District will follow all applicable District policies and procedures regarding questioning students.
- f) Create written documentation of the investigation (such as a letter, memo, or email), which contains the following:
 - 1. A list of all documents reviewed, along with a detailed summary of relevant documents;
 - 2. A list of names of those interviewed, along with a detailed summary of their statements;
 - 3. A timeline of events;
 - 4. A summary of prior relevant incidents, reported or unreported; and
 - 5. The basis for the decision and final resolution of the complaint, together with any corrective action(s).
- g) Keep the written documentation and associated documents in a secure and confidential location.
- h) Promptly notify the individual who reported and the individual(s) about whom the complaint was made of the final determination and implement any corrective actions identified in the written document.
- i) Inform the individual who reported of the right to file a complaint or charge externally as outlined in this policy.

Additionally, other District policies and documents address sexual harassment. These policies and documents may include: Policy #3420 -- Non-Discrimination and Anti-Harassment in the District; and Policy #3421 -- Title IX and Sex Discrimination. All complaints will be handled in accordance with the applicable District policies and/or documents.

The determination as to which District policies and/or documents are applicable is fact specific, and the CRCO may work with other District staff such as the District's Title IX Coordinator(s) to determine which District policies and/or documents are applicable to the specific facts of the complaint.

Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

If an investigation reveals that sexual harassment has occurred, the District will take immediate corrective action as warranted. This action will be taken in accordance with applicable law and regulation, as well as any applicable District policy, regulation, procedure, collective bargaining agreement, third-party contract, or other document such as the District's *Code of Conduct*.

Annual Training

The District will provide a sexual harassment prevention training program to all employees on an annual basis. The training will be interactive and will include:

- a) An explanation of sexual harassment consistent with guidance issued by the Department of Labor in consultation with the Division of Human Rights;
- b) Examples of conduct that would constitute unlawful sexual harassment;
- c) Information concerning the federal and state statutory provisions concerning sexual harassment and remedies available to victims of sexual harassment;
- d) Information concerning employees' rights of redress and all available forums for adjudicating complaints; and
- e) Information addressing conduct by supervisors and any additional responsibilities for such supervisors.

Notification

The District will provide this policy to all employees in writing. The District will post this policy prominently throughout the District to the extent practicable.

At the time of hiring and at every annual sexual harassment prevention training program, the District will provide each employee a notice containing this policy and the information presented at the District's sexual harassment prevention training program.

This notice will be provided in English and in the language identified by the employee as his or her primary language, provided that the New York State Department of Labor Commissioner has published a template of the model materials in that language.

The notice will be delivered in writing, either in print or digitally. The notice will either link to or include, as an attachment or printed copy, the policy and training materials.

Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)**Legal Protections and External Remedies**

Sexual harassment is not only prohibited by the District but is also prohibited by state, federal, and, where applicable, local law.

Aside from the District's internal process, individuals may also choose to pursue legal remedies with the following governmental entities. While a private attorney is not required to file a complaint with a governmental agency, an individual may seek the legal advice of an attorney.

In addition to those outlined below, individuals may have additional legal protections.

State Human Rights Law (HRL)

The HRL, codified as N.Y. Executive Law, art. 15, Section 290 et seq., applies to all employers in New York State with regard to sexual harassment, and protects covered persons, regardless of immigration status. A complaint alleging violation of the HRL may be filed either with the Division of Human Rights (DHR) or in New York State Supreme Court.

Complaints with DHR may be filed any time within one year (three years beginning August 12, 2020) of the harassment. If an individual did not file with DHR, they can sue directly in state court under the HRL, within three years of the alleged sexual harassment. An individual may not file with DHR if they have already filed a HRL complaint in state court.

Complaining internally to the District does not extend the time to file with DHR or in court. The one year or three years is counted from the date of the most recent incident of harassment.

Individuals do not need an attorney to file a complaint with DHR, and there is no cost to file with DHR.

DHR will investigate the complaint and determine whether there is probable cause to believe that sexual harassment has occurred. Probable cause cases are forwarded to a public hearing before an administrative law judge. If sexual harassment is found after a hearing, DHR has the power to award relief, which varies but may include requiring the District to take action to stop the harassment, or redress the damage caused, including paying of monetary damages, attorney's fees, and civil fines.

DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458. Individuals may call (718) 741-8400 or visit: www.dhr.ny.gov.

Contact DHR at (888) 392-3644 or visit dhr.ny.gov/complaint for more information about filing a complaint. The website has a complaint form that can be downloaded, filled out, notarized and mailed

Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)

to DHR. The website also contains contact information for DHR's regional offices across New York State.

Civil Rights Act of 1964

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 USC Section 2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint, and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief, but may take other action including pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An individual alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov, or via email at info@eeoc.gov.

If an individual filed an administrative complaint with DHR, DHR will file the complaint with the EEOC to preserve the right to proceed in federal court.

Title IX

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex in any federally funded education program or activity. The U.S. Department of Education's Office for Civil Rights (OCR) enforces Title IX of the Education Amendments Act of 1972.

For more information about how to file a complaint, contact OCR at 800-421-3481 (TDD 800-877-8339) or visit: <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html>. The website contains information about filing the complaint online, by mail, or by email.

Local Protections

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city, or town in which they live to find out if such a law exists.

Personnel

SUBJECT: SEXUAL HARASSMENT IN THE WORKPLACE (Cont'd.)Local Police Department

If the harassment involves unwanted physical touching, coerced physical confinement, or coerced sex acts, the conduct may constitute a crime. Contact the local police department.

Title VII of the Civil Rights Act of 1964, 42 USC § 2000e et seq.

Title IX of the Education Amendments Act of 1972, 20 USC § 1681 et seq.

29 CFR § 1604.11(a)

34 CFR Subtitle B, Chapter I

Civil Service Law § 75-b

New York State Human Rights Law, Executive Law § 290 et seq.

Labor Law § 201-g

NOTE: Refer also to Policies #3420 -- Non-Discrimination and Anti-Harassment in the District
#3421 -- Title IX and Sex Discrimination
#7531 -- Sexual Harassment of Students

Adoption Date

Personnel

SUBJECT: EMPLOYEE MEDICAL EXAMINATIONS**Pre-employment Medical Examinations**

The District will not require applicants for positions to undergo a medical examination prior to an offer of employment. Further, the District will not make inquiries of a job applicant as to whether the applicant is an individual with a disability or as to the nature or severity of a disability. However, the District may make pre-employment inquiries into the ability of an applicant to perform job-related functions.

Examinations During Employment

The Board reserves the right to request a medical examination at any time during employment, at District expense, in order to determine whether an employee can perform the essential functions of the position with or without reasonable accommodation or for other valid employment reasons.

All bus drivers and substitute bus drivers must have yearly physical examinations. Each bus driver initially employed by the District will have a physical examination within the eight weeks prior to the beginning of service. In no case will the interval between physical examinations exceed a 13-month period.

All medical and health related information will be kept in accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Examinations and Inquiries

The District may conduct voluntary medical examinations, including voluntary medical histories, which are part of an employee health program available to employees at that work site. The District may make inquiries into the ability of an employee to perform job-related functions.

The District, however, will not require a medical examination and will not make inquiries as to whether the employee is an individual with a disability or as to the nature or severity of the disability, unless the examination or inquiry is shown to be job related and consistent with business necessity.

SUBJECT: EMPLOYEE MEDICAL EXAMINATIONS (Cont'd.)

Americans with Disabilities Act (ADA), 42 USC § 12101 et seq.

Section 504 of the Rehabilitation Act of 1973, 29 USC § 790 et seq.

Health Insurance Portability and Accountability Act of 1996 (HIPAA), Public Law 104-191

28 CFR §§ 41.55 and 42.513

29 CFR §§ 1630.13 and 1630.14

34 CFR § 104.14

Civil Service Law § 72

Education Law §§ 913 and 3624

Vehicle and Traffic Law §§ 509-b, 509-d, and 509-g

8 NYCRR §§ 136.3 and 156.3

15 NYCRR Part 6

Adoption Date

Personnel

SUBJECT: TEMPORARY PERSONNEL

The District may need to utilize temporary appointments. The terms of these appointments will be defined by the Board on a case-by-case basis.

Student Teachers

The District will cooperate with teacher training institutions in the placement of student teachers to provide beginning teachers with the best possible student teaching experience.

Schools are required to allow student teachers to videotape themselves providing instruction in a classroom to meet part of their performance assessment requirements for teaching certification. The video must remain confidential, is a confidential record of the New York State Education Department (NYSED), and is not subject to viewing or disclosure to an individual or entity other than the student teacher applicant and relevant NYSED personnel.

Substitute Teachers

A substitute teacher is employed in the place of a regularly appointed teacher who is absent, but is expected to return. The Superintendent will employ appropriately qualified substitute teachers. It is recognized that fully certified persons will not always be available for employment as substitute teachers. The District will employ substitute teachers in accordance with law and regulation.

The Board will annually establish the rate for per diem substitute teachers.

8 NYCRR §§ 80-1.5 and 80-5.4

Adoption Date

Students

SUBJECT: DIGNITY FOR ALL STUDENTS**Overview**

The District seeks to create an environment free of harassment, bullying, and discrimination; to foster civility in its schools; and to prevent conduct that is inconsistent with its educational mission. This policy is just one component of the District's overall commitment to maintaining a discrimination and harassment-free educational and work environment.

The District, therefore, prohibits all forms of harassment and bullying of students by employees or other students on school property and at school functions. The District further prohibits discrimination against students, including, but not limited to, discriminatory acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by employees or other students on school property and at school functions.

In addition, other acts of harassment, bullying, and/or discrimination that occur off school property may be subject to discipline or other corrective action, where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

The District adopts this policy as part of its effort to provide for the prompt and equitable resolution of complaints of harassment, bullying, and/or discrimination of students. The District will promptly respond to reports of harassment, bullying, and/or discrimination of students, ensure that all investigations are conducted within a reasonably prompt time frame and under a predictable fair grievance process that provides due process protections, and impose disciplinary measures and implement remedies when warranted.

Inquiries about this policy may be directed to the District's Dignity Act Coordinator(s) (DAC(s)).

Dignity Act Coordinator

In each of its schools, the District will designate at least one employee to serve as the DAC and receive reports of harassment, bullying, and/or discrimination. Each DAC will be:

- a) Approved by the Board;
- b) Licensed and/or certified by the Commissioner as a classroom teacher, school counselor, school psychologist, school nurse, school social worker, school administrator or supervisor, or Superintendent;
- c) Instructed in the provisions of the Dignity for All Students Act and its implementing regulations;

Students

SUBJECT: DIGNITY FOR ALL STUDENTS (Cont'd.)

- d) Thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex;
- e) Provided with training which addresses the social patterns of harassment, bullying, and discrimination, including, but not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex;
- f) Provided with training in the identification and mitigation of harassment, bullying, and discrimination; and
- g) Provided with training in strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings.

The District will widely disseminate the name, designated school, and contact information of each DAC to all school personnel, students, and parents or persons in parental relation by:

- a) Listing it in the *Code of Conduct*, with updates posted on the District's website;
- b) Including it in the *Code of Conduct's* plain language summary provided to all parents or persons in parental relation to students before the beginning of each school year;
- c) Providing it to parents or persons in parental relation in at least one District or school mailing or other method of distribution each school year, including, but not limited to, electronic communication and/or sending information home with each student. If the information changes, parents and persons in parental relation will be notified in at least one subsequent District or school mailing, or other method of distribution as soon as practicable thereafter;
- d) Posting it in highly visible areas of school buildings; and
- e) Making it available at the District and school-level administrative offices.

If a DAC vacates his or her position, the District will immediately designate another eligible employee as an interim DAC, pending approval of a successor DAC from the Board within 30 days of the date the position was vacated. In the event a DAC is unable to perform his or her duties for an extended period of time, the District will immediately designate another eligible employee as an interim DAC, pending the return of the previous individual to the position.

Students

SUBJECT: DIGNITY FOR ALL STUDENTS (Cont'd.)**Training and Awareness**

Each year, all employees will be provided with training to promote a supportive school environment that is free from harassment, bullying, and discrimination, and to discourage and respond to incidents of harassment, bullying, and/or discrimination. This training may be provided in conjunction with existing professional learning and will be conducted consistent with guidelines approved by the Board, and will include training to:

- a) Raise awareness and sensitivity to potential acts of harassment, bullying, and discrimination;
- b) Address social patterns of harassment, bullying, and discrimination;
- c) Inform employees on the identification and mitigation of harassment, bullying, and discrimination;
- d) Enable employees to prevent and respond to incidents of harassment, bullying, and discrimination;
- e) Make employees aware of the effects of harassment, bullying, cyberbullying, and discrimination on students;
- f) Provide strategies for effectively addressing problems of exclusion, bias, and aggression;
- g) Include safe and supportive school climate concepts in curriculum and classroom management; and
- h) Ensure the effective implementation of school policy on conduct and discipline.

Rules against harassment, bullying, and discrimination will be included in the *Code of Conduct*, publicized District-wide, and disseminated to all staff and parents or persons in parental relation. Any amendments to the *Code of Conduct* will be disseminated as soon as practicable following their adoption. The District will provide new employees with a complete copy of the current *Code of Conduct* upon beginning their employment, and distribute an age-appropriate summary to all students at a school assembly at the beginning of each school year.

Internal Reports and Investigations of Harassment, Bullying, and/or Discrimination

All District employees who witness or receive an oral or written report of harassment, bullying, and/or discrimination are required to take action. District employees must make an oral report promptly to the Superintendent or principal, their designee, or the DAC not later than one school day after witnessing or receiving an oral or written report of harassment, bullying, and/or discrimination. No later than two school days after making the oral report, the District employee must file a written report with the Superintendent or principal, their designee, or the DAC.

Students

SUBJECT: DIGNITY FOR ALL STUDENTS (Cont'd.)

The Superintendent or principal, their designee, or the DAC will lead or supervise the thorough investigation of all reports of harassment, bullying, and/or discrimination and ensure that all investigations are promptly completed after the receipt of a written report. In investigating any allegation, the investigator may seek the assistance of the District's Civil Rights Compliance Officer(s) (CRCO(s)) and/or Title IX Coordinator(s) in investigating, responding to, and remediating complaints of harassment, bullying, and/or discrimination.

Additionally, other District policies and documents address harassment, bullying, and discrimination of students. These policies and documents may include: Policy #3420 -- Non-Discrimination and Anti-Harassment in the District; Policy #3421 -- Title IX and Sex Discrimination; Policy #7531 -- Sexual Harassment of Students; and the District's *Code of Conduct*. All complaints will be handled in accordance with the applicable District policies and/or documents.

The determination as to which District policies and/or documents are applicable is fact specific, and the DAC may work with other District staff such as the District's CRCO(s) and/or Title IX Coordinator(s) to determine which District policies and/or documents are applicable to the specific facts of the complaint.

When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the Superintendent or principal, their designee, or the DAC will take prompt action, consistent with applicable laws and regulations as well as the District's *Code of Conduct*, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom the behavior was directed.

The Superintendent or principal, their designee, or the DAC will promptly notify the appropriate local law enforcement agency when it is believed that any harassment, bullying, and/or discrimination constitutes criminal conduct.

Reporting IncidentsReporting Incidents to the Superintendent

At least once during each school year, each building principal will provide a report on data and trends related to harassment, bullying, and/or discrimination to the Superintendent in a manner prescribed by the District. This report will be used to submit the annual School Safety and the Educational Climate (SSEC) Summary Data Collection form to the State Education Department (SED).

Students

SUBJECT: DIGNITY FOR ALL STUDENTS (Cont'd.)**Reporting of Material Incidents to the Commissioner of Education**

Each school year, the District will submit to the Commissioner a report of material incidents of harassment, bullying, and/or discrimination that occurred during the school year in accordance with law and regulation. This report will be submitted in a manner prescribed by the Commissioner, on or before the basic educational data system (BEDS) reporting deadline or other date determined by the Commissioner.

Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

Any person who has reasonable cause to suspect that a student has been subjected to harassment, bullying, and/or discrimination by an employee or student on school grounds or at a school function, and who acts reasonably and in good faith in reporting it to school officials, the Commissioner, or law enforcement authorities, or who otherwise initiates, testifies, participates, or assists in any formal or informal proceedings, will have immunity from any civil liability that may arise from making that report, or from initiating, testifying, participating, or assisting in those proceedings. The District also prohibits any retaliatory behavior directed against any complainant, victim, witness, or any other individual who participated in the reporting or investigation of an incident of alleged harassment, bullying, and/or discrimination.

Publication of District Policy

At least once during each school year, all employees, students, and parents or persons in parental relation will be provided with a written or electronic copy of this policy, or a plain-language summary of it. The policy or summary will include information relating to how students, parents or persons in parental relation, and employees may report harassment, bullying, and/or discrimination. Additionally, the District will maintain a current version of this policy on its website at all times.

Application

Nothing in this policy or its implementing regulations should be interpreted to preclude or limit any right or cause of action provided under any local, state, or federal ordinance, law or regulation including, but not limited to, any remedies or rights available under the Individuals with Disabilities Education Act, Title VII of the Civil Rights Law of 1964, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990.

Students

SUBJECT: DIGNITY FOR ALL STUDENTS (Cont'd.)

Education Law §§ 10-18 and 2801
8 NYCRR § 100.2

NOTE: Refer also to Policies #1330 -- Appointments and Designations by the Board
#3420 -- Non-Discrimination and Anti-Harassment in the District
#3421 -- Title IX and Sex Discrimination
#5670 -- Records Management
#6490 -- Use of Email in the District
#7310 -- Code of Conduct
#7531 -- Sexual Harassment of Students
#7552 -- Student Gender Identity
#7553 -- Hazing of Students
#8130 -- Equal Educational Opportunities
#8242 -- Civility, Citizenship, and Character Education/Interpersonal
Violence Prevention Education
District *Code of Conduct*

Adoption Date

Students

SUBJECT: HAZING OF STUDENTS

The District is committed to providing a safe, productive, and positive learning environment within its schools. Hazing activities are demeaning and abusive behaviors that harm victims, are inconsistent with the educational goals of the District, and may constitute criminal conduct. Consequently, hazing of students by other students or groups of students is strictly prohibited on school property, in school buildings, on school buses, by school-sponsored groups, clubs, or teams, and at school-sponsored events and/or activities whether occurring on or off-campus. Hazing is prohibited regardless of the victim's apparent willingness to participate in the activity.

For purposes of this policy, the term "hazing" is defined as any humiliating or dangerous activity expected of a student to join a group, regardless of their willingness to participate. Acts constituting hazing may range in severity from teasing or embarrassing a student to various forms of physical, emotional, and/or sexual abuse. Hazing behaviors include, but are not limited to:

- a) Humiliation: socially offensive, isolating, or uncooperative behaviors.
- b) Substance abuse: abuse of tobacco, alcohol, or illegal drugs.
- c) Other dangerous actions: hurtful, aggressive, destructive, and disruptive behaviors.

Hazing is a form of harassment and bullying and may constitute discrimination. Various District policies and documents address discrimination and harassment of students. These policies and documents may include: Policy #3420 -- Non-Discrimination and Anti-Harassment in the District; Policy #3421 -- Title IX and Sex Discrimination; Policy #7551 -- Dignity for All Students; Policy #7531 -- Sexual Harassment of Students; and the District's *Code of Conduct*. As such, the District's response to reports of hazing will be handled in accordance with the applicable District policies and/or documents.

Education Law §§ 10-18, 1709-a, 2503-a, and 2801
Penal Law §§ 120.16 and 120.17
8 NYCRR § 100.2

NOTE: Refer also to Policies #3420 -- Non-Discrimination and Anti-Harassment in the District
#3421 -- Title IX and Sex Discrimination
#7310 -- Code of Conduct
#7531 -- Sexual Harassment of Students
#7551 -- Dignity for All Students
District Code of Conduct

Adoption Date

Instruction

SUBJECT: EQUAL EDUCATIONAL OPPORTUNITIES**Overview**

The District is committed to creating and maintaining an environment which is free from discrimination and harassment. This policy addresses the provision of equal educational opportunities to students. It is just one component of the District's overall commitment to maintaining a discrimination and harassment-free educational and work environment.

Consistent with this commitment and in accordance with law and regulation, the District provides equal opportunity for students and does not discriminate against any student enrolled in (or any candidate for admission to) its programs and activities on the basis of any legally protected class or category including, but not limited to: race; color; religion; disability; national origin; sexual orientation; gender identity or expression; military status; sex; age; marital status; pregnancy; parental status; weight; ethnic group; or religious practice. Further, the District provides equal access to its facilities to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 (as a patriotic society).

The District adopts this policy as part of its effort to provide for the prompt and equitable resolution of complaints of discrimination. The District will promptly respond to reports of discrimination, ensure that all investigations are conducted within a reasonably prompt time frame and under a predictable fair grievance process that provides due process protections, and impose disciplinary measures and implement remedies when warranted.

Inquiries about this policy may be directed to the District's Civil Rights Compliance Officer(s) (CRCO(s)).

Educational Services for Married/Pregnant Students

The opportunity to participate in all of the programs and activities of the District will not be restricted or denied because of pregnancy, parenthood, or marriage. Pregnant students will be encouraged to remain and participate in District programs. The forms of instruction provided to these students may include any or all of the following:

- a) Remain in school with provisions for special instruction, scheduling, and counseling as needed;
- b) Receive home instruction;
- c) Attend BOCES programs.

The Superintendent or designee, in consultation with student services staff, the school physician, and the student's personal physician, may make program modifications which are feasible and necessary to accommodate the special needs of these students.

Instruction

SUBJECT: EQUAL EDUCATIONAL OPPORTUNITIES (Cont'd.)**Reporting Allegations of Discrimination**

In order for the District to enforce this policy, and to take corrective action as warranted, it is essential that students who believe that they have been a victim of discrimination, as well as any other person who has knowledge of or witnesses any possible discrimination, immediately report the alleged conduct or incident. Reports of discrimination may be made orally or in writing to any District employee including, but not limited to, a teacher, building principal, or CRCO.

All District employees who witness or receive an oral or written report of discrimination must immediately inform the CRCO. Failure to immediately inform the CRCO may subject the employee to discipline up to and including termination. If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.

Additionally, District employees must comply with reporting requirements in any other applicable District policy or document. Applicable policies or documents may include: Policy #3420 -- Non-Discrimination and Anti-Harassment in the District; Policy #3421 -- Title IX and Sex Discrimination; Policy #7551 -- Dignity for All Students; and the District's *Code of Conduct*.

Grievance Process for Complaints of Discrimination

The District will act to promptly, thoroughly, and equitably investigate all complaints, whether oral or written, of discrimination and will promptly take appropriate action to protect students from further discrimination.

Various District policies and documents address discrimination. These policies and documents may include: Policy #3420 -- Non-Discrimination and Anti-Harassment in the District; Policy #3421 -- Title IX and Sex Discrimination; Policy #7551 -- Dignity for All Students; and the District's *Code of Conduct*. All complaints will be handled in accordance with the applicable District policies and/or documents.

The determination as to which District policies and/or documents are applicable is fact specific, and the CRCO may work with other District staff such as the District's Title IX Coordinator(s) and/or Dignity Act Coordinator(s) (DAC(s)) to determine which District policies and/or documents are applicable to the specific facts of the complaint.

If an investigation reveals that discrimination has occurred, the District will take immediate corrective action as warranted. This action will be taken in accordance with applicable law and regulation, as

Instruction

SUBJECT: EQUAL EDUCATIONAL OPPORTUNITIES (Cont'd.)

well as any applicable District policy, regulation, procedure, collective bargaining agreement, third-party contract, or other document such as the District's *Code of Conduct*.

Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

The District prohibits retaliation against any individual because the individual made a report or complaint, testified, assisted, or participated or refused to participate in an investigation, proceeding, or hearing related to a complaint of discrimination.

Complaints of retaliation may be directed to the CRCO. If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.

Where appropriate, follow-up inquiries will be made to ensure that the discrimination has not resumed and that those involved in the investigation have not suffered retaliation.

Age Discrimination Act of 1975, 42 USC § 6101 et seq.
Americans with Disabilities Act (ADA), 42 USC § 12101 et seq.
Equal Educational Opportunities Act of 1974, 20 USC § 1701 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 USC § 790 et seq.
Title IV of the Civil Rights Act of 1964, 42 USC § 2000c et seq.
Title VI of the Civil Rights Act of 1964, 42 USC § 2000d et seq.
Title IX of the Education Amendments Act of 1972, 20 USC § 1681 et seq.
28 CFR Part 35
34 CFR Parts 100, 104, 106, 110, and 270
45 CFR Part 86
Civil Rights Law §§ 40, 40-c, and 47-b
Education Law §§ 10-18, 313, 2801, 3201, and 3201-a
New York State Human Rights Law, Executive Law § 290 et seq.
8 NYCRR § 100.2
9 NYCRR § 466 et seq.

NOTE: Refer also to Policies #3281 -- Use of Facilities by the Boy Scouts of America and Patriotic Youth Groups
#3420 -- Non-Discrimination and Anti-Harassment in the District
#3421 -- Title IX and Sex Discrimination
#7310 -- Code of Conduct
#7531 -- Sexual Harassment of Students
#7551 -- Dignity for All Students
District *Code of Conduct*

Adoption Date

Instruction

SUBJECT: CAREER AND TECHNICAL (OCCUPATIONAL) EDUCATION

The District recognizes the need for career and technical (occupational) education and reaffirms its policy of strengthening available career and technical education programs through utilization of any available federal and state funds for that purpose and supporting BOCES' programs. Accordingly, these programs may be offered by the District and/or through a BOCES.

Equal Opportunity

The District prohibits discrimination on the basis of any legally protected class or category including, but not limited to, race, color, creed, religion, disability, use of a service animal, national origin, sexual orientation, gender identity or expression, military status, sex, age, and marital status in any career and technical education program or activity of the District.

Career and technical education programs and activities will be readily accessible to students with disabilities.

Public Notification

Prior to the beginning of each school year or academic semester, the District will issue an appropriate public announcement which advises students, parents, employees, and the general public that career and technical education opportunities will be offered without regard to any legally protected class or category including, but not limited to: race; color; creed; religion; disability; use of a service animal; national origin; sexual orientation; gender identity or expression; military status; sex; age; and marital status. Included in this announcement will be the name, address, telephone number, and email address of the District's Civil Rights Compliance Officer(s) (CRCO(s)) and Title IX Coordinator(s).

Grievance Procedure

Various District policies and documents address discrimination. These policies and documents may include: Policy #3420 -- Non-Discrimination and Anti-Harassment in the District; Policy #3421 -- Title IX and Sex Discrimination; Policy #7551 -- Dignity for All Students; and the District's *Code of Conduct*. All complaints will be handled in accordance with the applicable District policies and/or documents.

Local Advisory Council

The Board will appoint a Local Advisory Council for Career Education. The Board may, with BOCES approval, utilize the BOCES Advisory Council as its Local Advisory Council.

Instruction

SUBJECT: CAREER AND TECHNICAL (OCCUPATIONAL) EDUCATION (Cont'd.)

Age Discrimination Act of 1975, 42 USC § 6101 et seq.
Americans with Disabilities Act (ADA), 42 USC § 12101 et seq.
Equal Educational Opportunities Act of 1974, 20 USC § 1701 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 USC § 790 et seq.
Title IV of the Civil Rights Act of 1964, 42 USC § 2000c et seq.
Title VI of the Civil Rights Act of 1964, 42 USC § 2000d et seq.
Title IX of the Education Amendments Act of 1972, 20 USC § 1681 et seq.
28 CFR Part 35
34 CFR Parts 100, 104, 106, 110, and 270
45 CFR Part 86
Civil Rights Law §§ 40, 40-c, and 47-b
Education Law Article 93 and §§ 10-18, 313, 2801, 3201, and 3201-a
New York State Human Rights Law, Executive Law § 290 et seq.
8 NYCRR §§ 100.2 and 141 et seq.
9 NYCRR § 466 et seq.

NOTE: Refer also to Policies #3420 -- Non-Discrimination and Anti-Harassment in the District
#3421 -- Title IX and Sex Discrimination
#7531 -- Sexual Harassment of Students
#7551 -- Dignity for All Students
#8130 -- Equal Educational Opportunities
District Code of Conduct

Adoption Date

Instruction

SUBJECT: INSTRUCTION IN CERTAIN SUBJECTS

Generally, the Board has the authority to prescribe the course of study in the schools of the District. However, there are general curriculum areas and specific topics in which the District must prescribe instruction. All students in the District will receive instruction in accordance with any applicable laws and regulations.

Driver Education

A driver education course may be offered under the conditions set forth by the New York State Education Department and Commissioner's regulations.

Gifted and Talented Students

The Board will provide appropriate educational programs for students identified as gifted and talented.

Physical Education Class

All students, except those with medical excuses, will participate in physical education in accordance with the Commissioner's regulations, which require that all students attend and participate in physical education as follows:

- a) All students in grades K through 3 will participate in a daily program for a minimum of 120 minutes per week. All students in grades 4 through 6 will participate in a program three times per week for a minimum of 120 minutes per week. The minimum time devoted to these programs (K through 6) is exclusive of any time that may be required for dressing and showering.
- b) Students in grades 5 through 6 that are in a middle school will participate in the physical education program a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester, or a comparable time each semester if the school is organized in other patterns.
- c) All secondary students (in grades 7 through 12) will have the opportunity for regular physical education, but not less than three times per week in one semester and two times per week in the other semester or for a comparable time each semester if the school is organized in other patterns. For students in grades 10 through 12 only, a comparable time each semester will be provided if students have demonstrated acceptable levels of physical fitness, physical skills, and knowledge of physical education activities in extra class programs or out-of-school activities approved by the physical education staff and the school administration.
- d) For grades K through 12, a district may provide an equivalent program as approved by the Commissioner of Education.

Instruction

SUBJECT: INSTRUCTION IN CERTAIN SUBJECTS (Cont'd.)

An excuse from physical education class may be accepted from a licensed physician for medical reasons or a licensed chiropractor for conditions of the spine.

Any student who is temporarily or permanently unable to participate in the regular program of physical education will be provided with adaptive physical education that meets their particular needs.

Health and Mental Health Education

The District's health education program recognizes the multiple dimensions of health by including instruction related to:

- a) Mental health;
- b) The relation of physical and mental health;
- c) The misuse and abuse of alcohol, tobacco, and other drugs; and
- d) The prevention and detection of certain cancers.

This instruction will enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity.

Health education programs provided by the District will be designed according to the needs and abilities of the students at successive grade levels in accordance with applicable laws and regulations.

Education Law Article 90 and §§ 803, 804, 806-a, 1709, and 3204
8 NYCRR Part 142 and §§ 100.2(c), 107.2, 135.1, 135.3, and 135.4

Adoption Date