

**REGULAR MEETING
BOARD OF EDUCATION
MADRID-WADDINGTON CENTRAL SCHOOL
Tuesday, June 11, 2024
High School Library
6:30 PM**

- I. Call to Order
- II. Pledge of Allegiance
- III. Acceptance of Minutes of May 21, 2024 regular board meeting
- IV. Reports
 1. Treasurer's Report
 - Action Item: Acceptance of Report(s)
 2. Extracurricular Accounts
 3. Athletics
 4. Fitness Center
 5. CSE Recommendations
 - Action Item: Approval of CSE Recommendations
 6. Student Liaison
 7. High School Principal
 - End of Year Report
 8. Elementary School Principal
 - Summer Program Update
- V. Public Comment (3 minute limit per person)
- VI. Superintendent's Report
 1. Capital Project Update
- VII. Discussion of Old or New Business
 1. Summer Retreat
 2. Substitute Rates
 3. Code of Conduct - 1st Read
 4. Transportation Requests
 - Action Item: Approval of Transportation Requests
 5. Professional Learning Plan 2024-2025
 - Action Item: Approval of 2024-2025 Professional Learning Plan
 6. Title I Parent & Family Engagement Policy Review
 7. AIS/RTI Plan 2024-2026
 - Action Item: Approval of 2024-2026 AIS/RTI Plan
 8. 2024-2025 District Wide Safety Plan
 - 1st Read
 9. 2024-2025 Building Level Plan
 - 1st Read
- 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 14-25	Regents Exams
June 19	Juneteenth Holiday - No school
June 20	UPK Ceremony 9 AM
June 21	Kindergarten Graduation 9 AM
June 21 - 25	K-6 dismissal @ 11:30 AM
June 25	5th Grade Graduation 9:30 AM
June 28	Graduation Ceremony 6 PM
July 1	Re-Organizational & Regular Meeting 6:30 PM

A Regular Meeting of the Board of Education of the Madrid-Waddington Central School was held on May 21, 2024. The Board President, Bruce Durant, called the meeting to order at 6:30PM.

ROLL CALL Present: Bruce Durant, Charles Grant, Ryan Hayes, Chris Pryce, Mike Ruddy, Robert Smith, Amber Sullivan

Others: Eric Burke, Julie Abrantes, Patricia Bogart, Joseph Binion, Edward Miller, Elliott Woodward, Zoey French, Grace LaMora, Abigail Burwell, Hunter Bowman, Cassidy Caswell, Clarence Andress, Baiylee Jessmer and Lily Bush

Excused: Wyatt Boswell, Katie Logan

NO. 2024-101 Motion by Grant, seconded by Smith, to approve the minutes of the April 22, 2024 regular board meeting.
Approval of Minutes

Yeas: All Present

Nays: None

NO. 2024-102 Motion by Grant, seconded by Hayes, to accept the Treasurer's Report for the period ending April 30, 2024.
Treasurer's Report

Yeas: All Present

Nays: None

NO. 2024-103 Motion by Sullivan, seconded by Smith, to accept the NYSIR donation of \$1,000 towards the Donation Community Empowerment and Awareness event schedule for the end of May 2024.
NYSIR

Yeas: All Present

Nays: None

NO. 2024-104 Motion by Ruddy, seconded by Hayes, that the Board, to accept the recommendation of the CSE/CPSE Committee on Special Education and Committee on Pre-School Special Education, as listed on the attached sheets, and approves the authorization of funds to implement the special education programs and services consistent with such recommendations.

Yeas: All Present

Nays: None

The Following Reports Were Given:

- Transportation – written by Shawn Losey
- Building & Grounds – written by James Murray
- Student Liaison – Zoey French
 - Spring Sports Update
 - ExtraCurricular Activity Update
 - National Honor Society Induction
- High School – Joseph Binion
 - End of Year Events
 - Regents Exams
 - History Club Trips

NO 2024-105 Motion by Grant, seconded by Pryce, that the board, upon the recommendation of Superintendent Trips - Burke, does hereby approve the following History Club over overnight trips:

- History Club**
Japan 2026
Italy/Greece
2027
1. Japan 2026
 2. Italy & Greece 2027

Yeas: All Present

Nays: None

Reports Cont'd:

- Superintendent's Report – Eric Burke
 - Capital Project Update
 - Preliminary Review of Polara Study
 - Sports Mergers 2024-25

NO. 2024-105 Motion by Pryce, seconded by Grant, that the board, upon the recommendation of Superintendent Sports Mergers 2024-25 Burke, does hereby approve the following 2024-25 sports mergers:

1. Boys' Varsity Hockey – Norwood-Norfolk CSD
2. Girls' Varsity Hockey – Canton CSD
3. Boys' and Girls' Mod & Varsity Indoor Track & Field – Canton CSD
4. Boys' and Girls' Mod & Varsity Swimming – Canton CSD
5. Boys' and Girls' Mod, JV & Varsity Lacrosse – Canton CSD
6. Boys' Mod, JV & Varsity Football – Canton CSD
7. Boys' and Girls' Mod & Varsity Cross Country – Canton CSD
8. Boys' and Girls' Mod & Varsity Wrestling – Canton CSD

Yeas: All Present

Nays: None

Discussion of Old or New Business

- 2024-2025 Board of Education Meeting Dates

NO. 2024-106 Motion by Grant, seconded by Smith, that the board, upon the recommendation of 2024-25 Superintendent Burke, does hereby approve the proposed 2024-25 BOE Meeting dates.

BOE Mtg

Dates

Yeas: All Present

Nays: None

NO. 2024-107 Motion by Pryce, seconded by Sullivan, that the board, upon the recommendation of Superintendent Appointments Burke, does hereby approve the following personnel actions for the 2023-24 school year:

Appointments:

- | | |
|-------------|---|
| L Jaquith | 1. Lauri Jaquith; Sub Tch. & TA, eff. May 22, 2024, \$115/day |
| M Moore | 2. Michelle Moore; Sub Cleaner, eff. May 8, 2024, \$15/hr. |
| A Armstrong | 3. Alaina Armstrong; Sub TA, eff. May 8, 2024, \$115/day |
| T Keegan | 4. Tori Keegan; Sub TA, eff. May 14, 2024, \$115/day |
| M Cutler | 5. Matthew Cutler; Sub TA, eff. April 30, 2024, \$115/day |
| T Burke | 6. Tina Burke; Sub Cleaner, eff. May 10, 2024, \$15/hr. |
| Vol Coaches | 7. As per attached listing, eff. 2024-2025 SY |

Medical Leave:

- | | |
|----------|---|
| K Murray | 8. Katie Murray; TA, approx. 6/6/24-6/20/24 |
|----------|---|

Termination:

- | | |
|------------|--|
| D Tyo, Jr. | 9. David Tyo Jr; 4-Hr Custodian, terminated eff. 4/12/24 |
|------------|--|

Contracts:

- | | |
|------------|--|
| N Weakfall | 10. Nicole Weakfall; Elem. Princ., eff. 7/1/24, salary of \$85,646 |
|------------|--|

Yeas: All Present

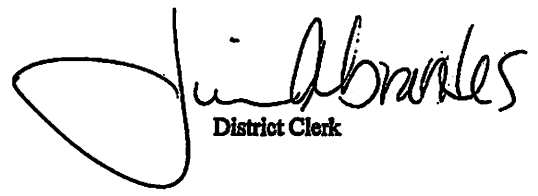
Nays: None

No. 2024-108 Motion by Smith, seconded by Pryce, to adjourn the regular meeting at 7:09PM.

Adjournment

Yeas: All Present

Nays: None

A handwritten signature in black ink, appearing to read "Juana Abrantes". The signature is fluid and cursive, with a large, prominent loop on the left side of the first letter.

District Clerk

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
002347	05/03/2024	C	WHITTON CONSTRUCTION, LLC	0097		No	No			\$41,258.50	002347
002348	05/31/2024	C	SEI DESIGN GROUP ARCHITECTS, PC	0103		No	No			\$84,700.00	002348
Subtotal for Bank Account: CBCAPFUND - COMMUNITY BANK CAPITAL FUND										Grand Total	\$125,958.50
										Void Total	\$0.00
										Net	\$125,958.50
										Grand Total	\$125,958.50
										Void Total	\$0.00
										Net	\$125,958.50

Selection Criteria

Bank Account: CBCAPFUND
Check date is between 05/01/2024 and 05/31/2024
Sort by: Check Number
Printed by JULIE K. ABRANTES

MADRID-WADDINGTON CSD
Budget Status Report As Of: 05/31/2024
Fiscal Year: 2024

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	7,500.00	0.00	7,500.00	6,626.06	0.00	873.94
1010-400-00-1000	Prof Dev Other	5,500.00	-4,750.00	750.00	0.00	0.00	750.00
1010-490-00-0000	BOCES Services	2,590.00	0.00	2,590.00	2,317.50	0.00	272.50
1010-500-00-0000	Board Education Supplies	500.00	0.00	500.00	248.96	0.00	251.04
1040-160-00-0000	District Clerk Salary	101,496.00	0.00	101,496.00	97,592.25	3,903.70	0.05
1040-400-00-0000	District Clerk Other	1,750.00	0.00	1,750.00	1,700.18	0.00	49.82
1040-400-00-1000	Prof Dev Other	250.00	0.00	250.00	520.20	0.00	-270.20
1040-500-00-0000	District Clerk Supplies	1,500.00	-189.52	1,310.48	16.17	0.00	1,294.31
1060-400-00-0000	District meetings other	2,700.00	189.52	2,889.52	2,889.52	0.00	0.00
10 Board of Education - State Function Group Subtotal		123,786.00	-4,750.00	119,036.00	111,910.84	3,903.70	3,221.46
1240-150-00-0000	Superintendent Salary	101,699.00	434.33	102,133.33	94,990.50	3,805.32	3,337.51
1240-160-00-0000	Superintendent Secretary	54,040.00	-434.33	53,605.67	51,000.00	2,040.00	565.67
1240-400-00-0000	Chief School Admin Other	8,480.00	-5,099.42	3,380.58	3,262.74	0.00	117.84
1240-400-00-1000	Prof Dev Other	2,000.00	5,099.42	7,099.42	7,961.26	0.00	-861.84
1240-500-00-0000	Chief School Admin Suppli	1,500.00	0.00	1,500.00	263.65	0.00	1,236.35
12 Central Administration - State Function Group Subtotal		167,719.00	0.00	167,719.00	157,478.15	5,845.32	4,395.53
1310-150-00-0000	Business Admin Instructio	50,090.00	976.67	51,066.67	47,509.50	1,894.68	1,662.49
1310-160-00-0000	Business Admin NonInstruc	33,361.00	0.05	33,361.05	32,078.00	1,283.05	0.00
1310-400-00-0000	Business Admin Other	30,351.00	-5,976.72	24,374.28	17,460.21	0.00	6,914.07
1310-490-00-0000	BOCES Services	84,174.00	-35,000.00	49,174.00	21,740.44	0.00	27,433.56
1310-500-00-0000	Business Admin Supplies	3,750.00	0.00	3,750.00	2,534.27	62.74	1,152.99
1320-400-00-0000	Auditing Other Exp	28,000.00	-2,000.00	26,000.00	26,000.00	0.00	0.00
1325-160-00-0000	Treasurer Salary	15,450.00	2,280.00	17,740.00	16,937.55	802.45	0.00
1325-400-00-0000	Treasurer Other	825.00	-309.01	515.99	0.00	0.00	515.99
1325-400-00-1000	Prof Dev Other	0.00	158.38	158.38	158.38	0.00	0.00
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	5,402.00	642.00	6,044.00	6,044.00	0.00	0.00
1330-400-00-0000	Tax Collector Other	465.00	108.63	573.63	573.63	0.00	0.00
1330-500-00-0000	Tax Collector Supplies	600.00	-600.00	0.00	0.00	0.00	0.00
1345-490-00-0000	Purchase BOCES Services	3,590.00	0.00	3,590.00	2,152.80	0.00	1,437.20
1380-400-00-0000	Fiscal Agent Fees	7,500.00	0.00	7,500.00	2,982.00	0.00	4,518.00
13 Finance - State Function Group Subtotal		293,668.00	-39,710.00	223,948.00	176,170.78	4,042.92	43,734.30
1420-400-00-0000	Legal Other Expense	25,000.00	0.00	25,000.00	8,398.75	0.00	16,611.25
1430-490-00-0000	BOCES Services - PERS	22,853.00	0.00	22,853.00	23,305.74	0.00	-452.74
1460-490-00-0000	BOCES Services	2,500.00	-2,500.00	0.00	0.00	0.00	0.00
14 Staff - State Function Group Subtotal		50,353.00	-2,500.00	47,853.00	31,694.49	0.00	16,158.51
1620-160-00-0000	Operation Salaries	259,153.00	-42,290.00	216,863.00	201,966.35	8,553.92	6,342.73
1620-200-00-0000	Operation Equipment	10,000.00	0.00	10,000.00	0.00	6,723.18	3,276.82

MADRID-WADDINGTON CSD
Budget Status Report As Of: 05/31/2024
Fiscal Year: 2024

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
1620-400-00-0000	Operation Other Expense	25,000.00	-18,000.00	7,000.00	2,924.80	0.00	4,075.20
1620-400-00-1000	Prof Dev Other	250.00	0.00	250.00	140.00	0.00	110.00
1620-402-00-0000	Natural Gas	117,000.00	-60,500.00	56,500.00	61,627.41	0.00	-5,127.41
1620-407-00-0000	Electricity	175,000.00	-40,000.00	135,000.00	102,169.09	0.00	32,830.91
1620-408-00-0000	Telephone	15,000.00	0.00	15,000.00	5,432.13	0.00	9,567.87
1620-480-00-0000	BOCES Services	24,755.00	0.00	24,755.00	17,045.10	0.00	7,709.90
1620-500-00-0000	Operation Supplies	40,000.00	12,500.00	52,500.00	56,662.26	589.56	-4,751.82
1620-500-01-0000	Auditorium Supplies	1,800.00	-1,000.00	800.00	365.00	0.00	435.00
1621-160-00-0000	Maintenance Salaries	313,913.00	0.00	313,913.00	268,844.00	8,749.93	36,319.07
1621-160-02-0000	Maint Salaries - Chem Hyg	0.00	0.00	0.00	291.67	0.00	-291.67
1621-200-00-0000	Maintenance Equipment	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
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	30,000.00	43,000.00	73,000.00	75,027.76	7,962.00	-9,989.76
1621-400-01-0000	Auditorium Other	7,000.00	-7,000.00	0.00	0.00	0.00	0.00
1621-490-00-0000	Maintenance - BOCES Svces	17,950.00	0.00	17,950.00	16,130.70	0.00	1,819.30
1621-500-00-0000	Maintenance Supplies	23,000.00	31,000.00	54,000.00	53,033.28	0.00	966.72
1670-400-00-0000	Mailing Other Expense	8,910.00	-6,000.00	2,910.00	2,186.00	0.00	724.00
1670-490-00-0000	Printing BOCES Services	6,000.00	0.00	6,000.00	3,600.00	0.00	2,400.00
1670-500-00-0000	Mailing Supplies	750.00	0.00	750.00	238.47	0.00	511.53
1680-490-00-0000	Data Processing BOCES	441,299.00	-75,000.00	366,299.00	435,683.73	0.00	-69,384.73
16 Central Services - State Function Group Subtotal		1,526,780.00	-163,260.00	1,363,490.00	1,303,367.75	32,578.69	27,543.66
1910-400-00-0000	Unallocated Insurance	79,694.00	-11,000.00	68,694.00	66,026.40	0.00	2,667.60
1984-400-00-0000	Refund of Real Property	2,500.00	-2,500.00	0.00	0.00	0.00	0.00
1981-490-00-0000	BOCES Admin. Charge	425,358.00	0.00	425,358.00	382,822.20	0.00	42,535.80
1983-490-00-0000	BOCES Capital Expense	200,298.00	0.00	200,298.00	180,268.20	0.00	20,029.80
19 Special Items (Contractual Expense) - State Function Group Sub:		707,850.00	-13,500.00	694,350.00	629,116.80	0.00	65,233.20
2010-490-00-0000	BOCES Curriculum Develop	38,123.00	0.00	38,123.00	24,225.56	0.00	13,897.44
2020-150-00-0000	Principals' Salaries-Elem	82,750.00	0.00	82,750.00	79,567.25	3,182.75	0.00
2020-150-05-0000	Principals' Salaries-HS	105,180.00	0.00	105,180.00	101,048.00	3,882.00	250.00
2020-161-00-0000	Secretaries' Sal - Elem	38,930.00	-1,300.00	37,630.00	33,334.25	1,199.35	3,096.40
2020-161-05-0000	Secretaries' Sal - HS	39,774.00	0.00	39,774.00	35,360.00	1,414.40	2,999.60
2020-162-00-0000	Monitors' Salaries - K-3	14,976.00	-2,800.00	12,176.00	9,424.71	1,424.51	1,326.78
2020-162-00-3000	Monitors' Salaries - 4-5	2,486.00	7,100.00	9,586.00	6,793.39	619.45	2,173.16
2020-162-05-0000	Monitors' Salaries - 7-12	5,203.00	-3,000.00	2,203.00	1,410.40	423.10	369.50
2020-400-00-0000	Super Other Exp - Elem	3,310.00	-3,241.00	69.00	0.00	0.00	69.00
2020-400-00-1000	Prof Dev Other Elem	550.00	941.00	1,491.00	991.00	0.00	500.00
2020-400-05-0000	Super Other Exp - HS	4,207.00	-93.44	4,113.56	850.00	0.00	3,263.56
2020-400-05-1000	Prof Dev Other HS	550.00	-550.00	0.00	513.24	0.00	-513.24

MADRID-WADDINGTON CSD
Budget Status Report As Of: 05/31/2024
Fiscal Year: 2024
Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
2020-500-00-0000	Supervision Sup - Elem	1,750.00	-1,500.00	250.00	163.82	0.00	86.18
2020-500-05-0000	Supervision Sup - HS	1,750.00	-1,500.00	250.00	182.99	0.00	67.01
2060-400-00-0000	Grant Writer Services	20,000.00	0.00	20,000.00	14,000.00	0.00	6,000.00
2070-150-00-0000	Inservice Instr. Salaries	500.00	-136.44	363.56	0.00	0.00	363.56
20 Administration and Improvement - State Function Group Subtot:		360,039.00	-6,079.88	353,959.12	307,864.61	12,145.56	33,948.95
2110-110-00-0000	Teacher Salaries 1/2 Day	15,000.00	-15,000.00	0.00	0.00	0.00	0.00
2110-110-01-0000	Teacher Salaries Pre-K	4,250.00	-874.98	3,375.02	0.00	0.00	3,375.02
2110-120-00-0000	Teacher Salaries K-3	952,719.00	-36,457.94	916,261.06	730,292.13	181,716.12	4,252.81
2110-120-01-0000	TCH Salaries K-3 PROF DEV	5,000.00	7,199.59	12,199.59	12,232.92	0.00	-33.33
2110-120-01-1000	TCH Sal Pre-K PROF Dev	700.00	133.33	833.33	833.33	0.00	0.00
2110-121-00-0000	4-5 ELEMENTARY TEACHERS	614,613.00	-45,043.40	569,569.60	436,794.53	128,471.04	4,304.03
2110-121-01-0000	TCH Salaries 4-5 PROF DEV	3,500.00	3,474.98	6,974.98	7,008.31	0.00	-33.33
2110-121-03-0000	6 ELEM TCH SALARIES	243,848.00	-12,000.00	231,848.00	176,551.00	52,390.51	2,904.49
2110-121-03-1000	6 Tch Prof Dev Stipends	1,000.00	0.00	1,000.00	588.00	0.00	412.00
2110-122-00-0000	K-3 ELEM TCH ASSISTANT	104,061.00	-92,262.46	11,798.54	15,886.11	918.00	-5,005.57
2110-122-00-1000	Pre-K TCH ASSISTANT	54,600.00	-15,000.00	39,600.00	35,480.90	6,480.00	-2,360.90
2110-123-00-0000	4-5 ELEM TCH ASSISTANT	48,029.00	-43,757.50	4,271.50	4,154.25	918.00	-800.75
2110-123-01-0000	6 TCH ASSISTANT	0.00	1,322.50	1,322.50	1,322.50	0.00	0.00
2110-130-00-0000	Teacher Salaries 7-12	1,579,573.00	-36,162.00	1,543,411.00	1,231,859.20	309,342.43	2,209.37
2110-130-01-0000	TCH Sal 7-12 PROF DEV	5,000.00	6,246.00	11,246.00	11,621.00	0.00	-375.00
2110-131-00-0000	TCH ASSIST Salaries 7-12	60,346.00	-45,119.82	15,226.18	3,103.00	807.60	11,315.58
2110-140-00-0000	Substitute Teachers - K-3	35,000.00	0.00	35,000.00	39,229.38	0.00	-4,229.38
2110-140-00-1000	Substitute Tch -Pre-K	1,000.00	0.00	1,000.00	57.50	0.00	942.50
2110-140-01-0000	Substitute Teachers - 4-5	18,000.00	-10,000.00	8,000.00	4,387.92	0.00	3,612.08
2110-140-02-0000	Substitute Teachers - 6	7,000.00	0.00	7,000.00	1,988.03	0.00	5,011.97
2110-140-03-0000	Substitute TCH - 7-12	62,000.00	-64.00	61,936.00	35,525.63	0.00	26,410.37
2110-150-00-0000	Tutoring Salaries- K-3	2,462.00	-2,462.00	0.00	0.00	0.00	0.00
2110-150-01-0000	Tutoring Salaries- 4-5	1,231.00	-1,231.00	0.00	0.00	0.00	0.00
2110-150-02-0000	Tutoring Salaries- 6	615.00	-615.00	0.00	0.00	0.00	0.00
2110-150-05-0000	Tutoring Salaries- 7-12	3,692.00	19,372.00	23,064.00	25,704.00	0.00	-2,640.00
2110-160-00-0000	NON-INSTR SALARIES - K-3	1,700.00	-1,700.00	0.00	0.00	0.00	0.00
2110-160-00-1000	NON-INSTR SALARIES Pre-K	1,000.00	-1,000.00	0.00	0.00	0.00	0.00
2110-160-01-0000	NON-INSTR SALARIES - 4-5	250.00	-250.00	0.00	0.00	0.00	0.00
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	-6,172.12	12,827.88	9,834.48	0.00	2,993.40
2110-400-01-0000	General Other Exp Pre-K	200.00	-144.01	55.99	55.99	0.00	0.00
2110-400-01-1000	General Other Exp K-3	650.00	526.32	1,176.32	1,336.32	0.00	-160.00
2110-400-02-0000	General Other Exp 4-5	650.00	-295.87	354.13	370.13	0.00	-16.00

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Budget Account	Description	Initial Appropriation	Adjustments	Appropriation	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
2110-400-03-0000	General Other Exp 6	250.00	0.00	250.00	250.00	229.50	0.00	20.50
2110-400-03-1000	Instrum Music k-3 Other E	127.00	373.50	500.50	500.50	500.50	0.00	0.00
2110-400-03-1100	Instrum Music 4-5 Other E	127.00	-77.00	50.00	50.00	50.00	0.00	0.00
2110-400-03-1200	Instrum Music 6 Other E	74.00	0.00	74.00	74.00	40.00	0.00	34.00
2110-400-03-1300	PRE-K Comm & Assem Other	75.00	0.00	75.00	75.00	0.00	0.00	75.00
2110-400-03-1400	K-3 Comm & Assem Other	175.00	0.00	175.00	175.00	0.00	0.00	175.00
2110-400-03-1500	4-5 Comm & Assem Other	175.00	0.00	175.00	175.00	0.00	0.00	175.00
2110-400-03-1600	6 Comm & Assem Other	75.00	0.00	75.00	75.00	0.00	0.00	75.00
2110-400-03-1700	PRE-K Teacher Conference	750.00	-382.94	367.06	367.06	0.00	0.00	367.06
2110-400-03-1800	K-3 Teacher Conference	625.00	188.28	813.28	813.28	813.28	0.00	0.00
2110-400-03-1900	4-5 Teacher Conference	625.00	-188.28	436.72	436.72	0.00	0.00	436.72
2110-400-03-2000	6 Teacher Conference	100.00	0.00	100.00	100.00	0.00	0.00	100.00
2110-400-05-0000	General Other Exp 7-12	7,500.00	-1,698.39	5,801.61	5,801.61	2,021.15	0.00	3,780.46
2110-400-05-0700	Phys Ed 7-12 Other Expens	361.00	0.00	361.00	361.00	32.00	0.00	329.00
2110-400-05-0800	Music Piano Accompanist	1,000.00	-260.00	740.00	740.00	740.00	0.00	0.00
2110-400-05-1100	Instrum Music 7-12 Other	1,750.00	0.00	1,750.00	1,750.00	1,203.00	0.00	547.00
2110-400-05-1200	Vocal Music 7-12 Other	750.00	313.00	1,063.00	1,063.00	100.00	0.00	0.00
2110-400-05-1300	State/Nat'l Music Other 7	5,000.00	-4,900.00	100.00	100.00	0.00	0.00	0.00
2110-400-05-1600	7-12 Comm & Assem Other	1,650.00	-500.00	1,150.00	1,150.00	0.00	0.00	1,150.00
2110-400-05-1700	7-12 Teacher Conference	3,000.00	1,698.39	4,698.39	4,698.39	5,291.96	0.00	-593.57
2110-470-00-0000	Tuition - K-3	2,000.00	10,574.00	12,574.00	12,574.00	11,386.51	0.00	1,187.49
2110-470-03-0000	Tuition - 4-5	8,500.00	-8,500.00	0.00	0.00	0.00	0.00	0.00
2110-470-03-1000	Tuition - 6	1,500.00	-1,500.00	0.00	0.00	0.00	0.00	0.00
2110-470-03-1100	Tuition - 7-12	5,000.00	20,000.00	25,000.00	25,000.00	21,820.50	6,000.00	-2,820.50
2110-480-01-0000	Campus/St. Mary's Text	850.00	0.00	850.00	850.00	0.00	0.00	850.00
2110-480-03-0100	Textbooks K-3	5,000.00	12,281.08	17,281.08	17,281.08	17,251.68	0.00	29.40
2110-480-03-0200	Textbooks 4-5	5,000.00	-1,183.42	3,816.58	3,816.58	3,816.58	0.00	0.00
2110-480-03-0300	Textbooks 6	3,519.00	2,119.54	5,638.54	5,638.54	5,638.54	0.00	0.00
2110-480-05-0100	Textbooks 7-12	18,519.00	-5,296.78	13,222.22	13,222.22	15,702.69	914.29	-3,394.76
2110-490-00-0000	BOCES Services	202,800.00	0.00	202,800.00	202,800.00	196,069.73	0.00	6,710.27
2110-500-00-0000	General K-12 Supplies	20,000.00	-4,566.24	15,433.76	15,433.76	13,438.22	0.00	1,995.54
2110-500-03-0000	General Pre-K Supplies	1,000.00	564.55	1,564.55	1,564.55	1,564.55	0.00	0.00
2110-500-03-0100	General K-3 Supplies	8,000.00	10,384.05	18,384.05	18,384.05	18,384.05	0.00	0.00
2110-500-03-0110	General 4-5 Supplies	6,000.00	2,890.64	8,890.64	8,890.64	8,890.64	0.00	0.00
2110-500-03-0120	General 6 Supplies	2,500.00	-1,737.67	762.33	762.33	762.33	0.00	0.00
2110-500-03-0200	Art Pre-K Supplies	250.00	-2.88	247.12	247.12	247.12	0.00	0.00
2110-500-03-0300	Art K-3 Supplies	1,000.00	138.61	1,138.61	1,138.61	1,138.61	0.00	0.00
2110-500-03-0400	Art 4-5 Supplies	750.00	4.27	754.27	754.27	754.27	0.00	0.00
2110-500-03-0500	Art 6 Supplies	400.00	-11.36	388.64	388.64	388.64	0.00	0.00

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2110-500-03-0600	Phys Ed PRE-K Supplies	78.00	-76.00	0.00	0.00	0.00	0.00
2110-500-03-0700	Phys Ed K-3 Supplies	150.00	18.95	168.95	168.95	0.00	0.00
2110-500-03-0800	Phys Ed 4-5 Supplies	150.00	288.00	438.00	438.00	0.00	0.00
2110-500-03-0900	Phys Ed 6 Supplies	100.00	-27.17	72.83	72.83	0.00	0.00
2110-500-03-1100	Instnum Music K-3 Supplie	100.00	-7.02	92.98	92.98	0.00	0.00
2110-500-03-1110	Instnum Music 4-5 Supplie	100.00	-100.00	0.00	0.00	0.00	0.00
2110-500-03-1120	Instnum Music 6 Supplie	50.00	-50.00	0.00	0.00	0.00	0.00
2110-500-03-1200	Vocal Music K-3 Supplies	100.00	-6.84	93.16	93.16	0.00	0.00
2110-500-03-1500	Vocal Music4-5 Supplies	100.00	-100.00	0.00	0.00	0.00	0.00
2110-500-03-1600	Vocal Music 6 Supplies	50.00	-50.00	0.00	0.00	0.00	0.00
2110-500-05-0000	General 7-12 Supplies	12,000.00	-1,906.90	10,093.10	12,195.77	11.26	-2,113.93
2110-500-05-0200	Art 7-12 Supplies	2,250.00	0.00	2,250.00	2,333.22	0.00	-83.22
2110-500-05-0300	Health 7-12 Supplies	105.00	537.82	642.82	642.82	0.00	0.00
2110-500-05-0400	English 7-12 Supplies	105.00	28.57	133.57	133.57	0.00	0.00
2110-500-05-0500	French 7-12 Supplies	300.00	-100.00	200.00	187.89	0.00	12.11
2110-500-05-0800	Spanish 7-12 Supplies	300.00	207.90	507.90	507.90	0.00	0.00
2110-500-05-0700	Phys Ed Supplies Jones	600.00	-600.00	0.00	0.00	0.00	0.00
2110-500-05-0800	Phys Ed Supplies Shoen	600.00	1,898.99	2,498.99	3,134.10	0.00	-635.11
2110-500-05-1000	Math 7-12 Supplies	775.00	-250.00	525.00	499.79	0.00	25.21
2110-500-05-1100	Instnum Music 7-12 Suppli	1,750.00	-56.83	1,693.17	1,693.17	0.00	0.00
2110-500-05-1200	Vocal Music 7-12 Supplies	1,300.00	-913.00	487.00	247.91	0.00	239.09
2110-500-05-1300	Science 7-12 Supplies	3,600.00	-200.00	3,400.00	3,301.98	0.00	98.02
2110-500-05-1400	Social Studies 7-12 Suppl	400.00	-355.85	44.15	0.00	0.00	44.15
2110-500-05-1700	Music 7-12 Instruments	2,000.00	628.00	2,628.00	2,628.00	0.00	0.00
2250-150-00-0000	Handicapped TCH SAL K-3	165,984.00	67,020.45	233,004.45	195,795.25	37,209.20	0.00
2250-150-00-0100	Sub Hdhp Tch Sal K-3	1,500.00	0.00	1,500.00	1,150.00	0.00	350.00
2250-150-00-1000	Hdhp Tch Prof Dev K-3	350.00	1,800.00	2,150.00	2,150.00	0.00	0.00
2250-150-03-0000	Handicapped TCH SAL 4-5	86,320.00	-44,987.45	41,332.55	32,307.50	9,025.05	0.00
2250-150-03-0100	Handicapped TCH SAL 6	37,701.00	-941.25	36,859.75	35,177.65	1,682.10	0.00
2250-150-03-0200	Sub Hdhp TCH SAL 4-5	1,000.00	0.00	1,000.00	857.00	0.00	143.00
2250-150-03-0300	Sub Hdhp TCH SAL 6	500.00	0.00	500.00	476.35	0.00	23.65
2250-150-03-1000	Hdhp TCH SAL 4-5 Prof Dev	200.00	0.00	200.00	200.00	0.00	0.00
2250-150-03-1100	Hdhp 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	152,622.00	-4,038.25	148,583.75	122,540.20	25,808.51	235.04
2250-150-05-0100	Sub Hdhp TCH SAL 7-12	2,500.00	-75.00	2,425.00	2,285.00	0.00	160.00
2250-150-05-1000	Hdhp TchSal 7-12 Prof Dev	300.00	500.00	800.00	800.00	0.00	0.00
2250-151-00-0000	Hdhp Tch Aset K-3	60,520.00	1,861.12	62,381.12	59,978.54	7,184.80	-4,782.22
2250-151-03-0000	Hdhp Tch Aset 4-5	1,500.00	36,947.36	38,447.36	30,928.46	8,656.40	-1,137.50

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2250-151-03-0100	Hdkp Tch Asst 6	7,662.00	13,499.13	21,161.13	20,414.34	1,064.29	-317.50
2250-151-05-0000	Hdkp Tch Asst 7-12	100,615.00	-36,867.83	63,747.17	57,240.40	7,382.80	-876.03
2250-180-00-0000	Hdkp Noninstr Sal Pre-K	3,500.00	0.00	3,500.00	3,365.50	134.50	0.00
2250-180-01-0000	Hdkp Noninstr Sal K-3	1,237.00	194.26	1,431.26	1,376.25	55.01	0.00
2250-180-03-0000	Hdkp Noninstr Sal 4-5	5,547.00	0.50	5,547.50	5,334.25	213.25	0.00
2250-180-03-0100	Hdkp Noninstr Sal 6	2,679.00	1.77	2,680.77	2,576.00	104.77	0.00
2250-180-05-0000	Hdkp Noninstr Sal 7-12	8,843.00	554.47	9,397.47	9,036.00	361.47	0.00
2250-400-00-0000	Hdkp Other Expense - K-3	73,750.00	-10,000.00	63,750.00	74,182.37	0.00	-10,432.37
2250-400-00-1000	Hdkp Prof Dev Other - K-3	0.00	552.72	552.72	552.72	0.00	0.00
2250-400-00-1100	Hdkp Other Exp - Pre-K	500.00	-52.22	447.78	0.00	0.00	447.78
2250-400-03-0000	Hdkp Other Expense - 4-5	60,000.00	-30,000.00	30,000.00	21,787.60	0.00	8,212.40
2250-400-03-0100	Hdkp Other Expense - 6	15,000.00	-5,000.00	10,000.00	5,242.50	0.00	4,757.50
2250-400-03-1000	Hdkp Prof Dev Other 4-5	0.00	152.21	152.21	152.21	0.00	0.00
2250-400-05-0000	Hdkp Other Expense - 7-12	45,000.00	-36,886.15	8,113.85	2,880.00	0.00	5,233.85
2250-400-05-1000	Hdkp Prof Dev Other 7-12	500.00	1,233.44	1,733.44	1,733.44	0.00	0.00
2250-470-00-0000	Handicapped tuition K-3	10,000.00	-10,000.00	0.00	0.00	0.00	0.00
2250-470-03-0000	Handicapped tuition 4-5	0.00	13,808.25	13,808.25	13,808.25	0.00	0.00
2250-470-03-0100	Handicapped tuition 6	2,500.00	18,330.00	20,830.00	10,415.00	10,415.00	0.00
2250-470-05-0000	Handicapped tuition 7-12	10,000.00	12,950.84	22,950.84	17,325.84	5,625.00	0.00
2250-480-00-0000	Hdkp Textbooks - K-3	500.00	-500.00	0.00	0.00	0.00	0.00
2250-480-03-0000	Hdkp Textbooks - 4-5	750.00	-750.00	0.00	0.00	0.00	0.00
2250-480-03-0100	Hdkp Textbooks - 6	200.00	-200.00	0.00	0.00	0.00	0.00
2250-480-05-0000	Hdkp Textbooks - 7-12	550.00	-550.00	0.00	0.00	0.00	0.00
2250-490-00-0000	Handicapped BOCES Svces	1,871,850.00	-600,000.00	1,271,850.00	624,661.51	0.00	647,188.49
2250-500-00-0000	CSE Supplies	300.00	4,153.70	4,453.70	4,453.70	0.00	0.00
2250-500-03-0000	Handicapped K-3 Supplies	4,200.00	-3,467.71	732.29	725.72	0.00	6.57
2250-500-03-0100	Handicapped 4-5 Supplies	8,500.00	-8,163.70	336.30	328.20	0.00	8.10
2250-500-03-0200	Handicapped 6 Supplies	6,300.00	-6,300.00	0.00	0.00	0.00	0.00
2250-500-05-0000	Handicapped 7-12 Supplies	4,250.00	-3,611.38	638.62	638.62	0.00	0.00
2280-150-00-0000	Occ Ed Teacher Salaries	58,609.00	-13,816.84	44,792.16	28,427.00	6,690.50	9,674.66
2280-150-00-0100	Sub Occ Ed Tch Salaries	500.00	0.00	500.00	617.50	0.00	-117.50
2280-150-00-1000	Oc Ed - Teaching Assist	150.00	0.00	150.00	0.00	0.00	150.00
2280-150-00-1100	Occ Ed Prof Dev Tch Sal	0.00	583.33	583.33	583.33	0.00	0.00
2280-400-05-0000	General Occ Ed Other Exp	2,000.00	-1,583.33	416.67	395.00	0.00	21.67
2280-490-00-0000	Occ Ed BOCES Services	627,500.00	0.00	627,500.00	594,153.50	0.00	33,346.50
2280-500-05-0000	General Occ Ed Supplies	1,500.00	-1,500.00	0.00	0.00	0.00	0.00
2330-490-00-0000	BOCES Teaching Spec Sch	35,310.00	0.00	35,310.00	11,945.06	0.00	23,364.94
21 Teaching - State Function Group Subtotal		7,676,924.00	-942,753.37	6,734,170.63	5,142,923.41	809,581.90	781,665.32

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2610-150-00-0100	Sub Lib Instr Sal - K-3	150.00	-150.00	0.00	0.00	0.00	0.00
2610-150-03-0100	Library InstrSal - 6	8,484.00	353.37	8,837.37	6,937.30	1,900.07	0.00
2610-150-03-0200	Sub Lib InstrSal - 4-5	150.00	-150.00	0.00	0.00	0.00	0.00
2610-150-03-0400	Sub Lib InstrSal - 6	150.00	-34.27	115.73	175.37	0.00	-59.64
2610-150-05-0000	Library InstrSal - 7-12	20,942.00	1,338.13	22,280.13	17,489.50	4,790.63	0.00
2610-150-05-0100	Sub Library Tch Sal 7-12	250.00	41.77	291.77	442.13	0.00	-150.36
2610-150-05-1100	Prof Dev Lib Tch Sal 7-12	250.00	-250.00	0.00	0.00	0.00	0.00
2610-151-00-0000	LIB TCH ASSIST SAL - K-3	12,677.00	494.73	13,171.73	10,422.87	2,856.28	-107.42
2610-151-03-0000	LIB TCH ASSIST SAL - 4-5	6,387.00	-27.22	6,359.78	4,985.68	1,427.72	-53.60
2610-400-00-0000	Lib & AV K-3 Other E	125.00	-32.79	92.21	0.00	0.00	92.21
2610-400-03-0000	Lib & AV 4-5 Other E	100.00	0.00	100.00	0.00	0.00	100.00
2610-400-03-0100	Lib & AV 6 Other E	75.00	0.00	75.00	70.82	0.00	4.18
2610-400-05-0000	Lib & AV 7-12 Other E	200.00	0.00	200.00	207.50	0.00	-7.50
2610-460-00-0000	K-3 Library & AV Loan	2,000.00	0.00	2,000.00	1,979.92	0.00	20.08
2610-460-03-0000	4-5 Library & AV Loan	1,000.00	0.00	1,000.00	976.54	0.00	23.46
2610-460-03-0100	6 Library & AV Loan	1,000.00	0.00	1,000.00	926.40	0.00	73.60
2610-460-05-0000	7-12 Library & AV Loan	4,000.00	38.62	4,038.62	3,860.28	0.00	78.34
2610-490-00-0000	Library & AV BOCES	45,050.00	0.00	45,050.00	40,104.40	0.00	4,945.60
2610-500-00-0000	Library & AV K-3 Supplie	500.00	-17.36	482.64	482.64	0.00	0.00
2610-500-03-0000	Library & AV 4-5 Supplie	250.00	29.50	279.50	279.50	0.00	0.00
2610-500-03-0100	Library & AV 6 Supplie	200.00	14.68	214.68	214.68	0.00	0.00
2610-500-05-0000	Library & AV 7-12 Supplie	800.00	-432.65	367.35	3,263.30	0.00	-2,895.95
2630-220-00-0000	State Aided Comput Hrdwre	13,000.00	1,234.96	14,234.96	14,234.96	0.00	0.00
2630-400-00-0000	Computer Other	1,500.00	-1,234.96	265.04	0.00	0.00	265.04
2630-400-00-1000	Comp Prof Dev Other	1,000.00	0.00	1,000.00	1,102.29	0.00	-102.29
2630-460-03-0000	K-5 Software	7,000.00	0.00	7,000.00	4,505.00	0.00	2,495.00
2630-460-05-0000	6-12 Software	7,000.00	0.00	7,000.00	1,688.00	0.00	5,312.00
2630-490-00-0000	Computer BOCES	105,000.00	0.00	105,000.00	105,845.67	0.00	-845.67
2630-500-00-0000	Computer Supplies K-5	12,000.00	0.00	12,000.00	11,732.15	0.00	267.85
2630-500-05-0000	Computer Supplies 6-12	12,000.00	0.00	12,000.00	11,486.67	0.00	513.33
26 Instructional Media - State Function Group Subtotal		263,240.00	1,216.51	264,456.51	243,513.55	10,974.70	9,868.28
2805-160-00-0000	Attendance Salaries	36,005.00	-32,500.00	3,505.00	2,023.80	101.20	1,380.00
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	42,265.00	-31,893.85	10,371.15	3,589.54	0.00	6,781.61
2810-150-00-0100	Sub Guid Instr Sal K-3	150.00	20,616.00	20,766.00	20,691.00	0.00	75.00
2810-150-00-1200	Instructional Salaries	150.00	-150.00	0.00	0.00	0.00	0.00
2810-150-00-1300	Instructional Salaries	150.00	-150.00	0.00	0.00	0.00	0.00
2810-150-03-0000	Guidance Instr Sal 4-5	21,773.00	-19,923.83	1,849.17	1,849.17	0.00	0.00

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2810-150-03-0100	Guidance Instr Sal 6	17,438.00	14,068.01	31,506.01	24,418.96	7,087.04	0.01
2810-150-03-0200	Sub Guid Instr Sal 4-5	0.00	9,834.00	9,834.00	10,659.00	0.00	-825.00
2810-150-05-0000	Guidance Instr Sal 7-12	151,042.00	-23,250.00	127,792.00	81,192.98	20,872.79	25,726.23
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 Nominst Sal - 6	5,596.00	0.00	5,596.00	0.00	0.00	5,596.00
2810-160-05-0000	Guide Nominst Sal - 7-12	37,410.00	-29,706.44	7,703.56	4,952.00	198.00	2,553.56
2810-400-00-0000	Guidance Other Exp K-3	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
2810-400-03-0000	Guidance Other Exp 4-5	750.00	0.00	750.00	0.00	0.00	750.00
2810-400-03-0100	Guidance Other Exp 6	250.00	0.00	250.00	0.00	0.00	250.00
2810-400-05-0000	Guidance Other Exp 7-12	1,000.00	0.00	1,000.00	62.69	35.00	902.31
2810-500-00-0000	Guidance Supplies	0.00	12.00	12.00	12.00	0.00	0.00
2810-500-03-0000	Guidance Sup K-3	250.00	-12.00	238.00	0.00	0.00	238.00
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	-35.00	215.00	29.89	0.00	185.11
2810-500-05-0000	Guidance Supplies 7-12	750.00	35.00	785.00	804.18	368.48	-387.66
2815-160-00-0000	health Service Sal	96,603.00	-32,000.00	64,603.00	46,641.60	13,408.40	4,553.00
2815-400-00-0000	Health Services Other Exp	20,000.00	-5,000.00	15,000.00	9,253.00	3,000.00	2,747.00
2815-500-00-0000	Health Services Supplies	5,000.00	0.00	5,000.00	2,621.30	0.00	2,378.70
2820-150-00-0000	Psychological Salaries	61,958.00	2,508.44	64,466.44	50,160.24	14,304.20	0.00
2820-150-00-1000	Psych. Sal. Prof Dev	0.00	200.00	200.00	200.00	0.00	0.00
2820-400-00-0000	Psychological Other	2,500.00	-1,697.22	802.78	125.00	0.00	677.78
2820-400-00-1000	Psych Prof Dev Other	0.00	270.00	270.00	270.00	0.00	0.00
2820-500-00-0000	Psychological Supplies	1,200.00	427.22	1,627.22	1,627.22	0.00	0.00
2850-005-02-0000	Not Defined Yet	750.00	-750.00	0.00	0.00	0.00	0.00
2850-150-00-0000	Cocurrular Sal. 7-12	72,365.00	-10,000.00	62,365.00	56,947.00	0.00	5,418.00
2850-150-03-0000	After School Salaries K-3	4,500.00	19,387.50	23,887.50	26,457.50	0.00	-2,570.00
2850-150-03-0100	After School Sal. 4-5	2,250.00	10,622.00	12,872.00	14,554.00	0.00	-1,682.00
2850-150-03-0200	After School Sal. 6	1,000.00	-466.00	534.00	488.00	0.00	66.00
2850-150-03-0300	Summer School Elem	0.00	16,069.92	16,069.92	16,069.92	0.00	0.00
2850-150-05-0000	After School Prog 7-12	5,000.00	-1,045.00	3,955.00	3,402.00	0.00	553.00
2850-400-00-0000	General Co. Other 7-12	1,500.00	0.00	1,500.00	169.00	0.00	1,331.00
2850-400-02-0000	Debate Other Expense	200.00	0.00	200.00	0.00	0.00	200.00
2850-400-03-0000	After School Other - K-3	200.00	-200.00	0.00	0.00	0.00	0.00
2850-400-03-0100	After School Other 4-5	200.00	-200.00	0.00	0.00	0.00	0.00
2850-400-03-0200	After School Other - 6	100.00	-100.00	0.00	0.00	0.00	0.00
2850-400-05-0000	After School Other - 7-12	500.00	61.00	561.00	5,267.61	0.00	-4,706.61
2850-400-05-0200	Theatre Other	4,000.00	-1,006.00	2,994.00	2,994.00	0.00	0.00
2850-500-00-0000	Cocur. General Sup. 7-12	500.00	0.00	500.00	328.20	0.00	171.80

MADRID-WADDINGTON CSD
Budget Status Report As Of: 05/31/2024
Fiscal Year: 2024
Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
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	750.00	-750.00	0.00	0.00	0.00	0.00
2850-500-03-0100	After School Sup. 4-5	750.00	340.92	1,090.92	1,090.92	0.00	0.00
2850-500-03-0200	After School Sup. 6	300.00	-181.00	119.00	119.00	0.00	0.00
2850-500-03-0300	Summer School Sup - Etern	0.00	17.65	17.65	17.65	0.00	0.00
2850-500-05-0000	After School Sup. 7-12	750.00	671.21	1,421.21	1,421.21	0.00	0.00
2850-500-05-0200	Theatre Supplies	6,000.00	3,482.66	9,482.66	9,037.35	824.66	-379.55
2855-150-00-0000	Coaches' Salaries	135,872.00	0.00	135,872.00	133,489.00	1,777.00	606.00
2855-200-05-0100	Equipment - Uniforms	7,000.00	0.00	7,000.00	6,633.20	0.00	366.80
2855-200-05-1400	General Athletic Equipmen	6,295.00	0.00	6,295.00	2,038.20	0.00	4,256.80
2855-400-05-0200	Boys' Baseball Other Exp	3,865.00	0.00	3,865.00	1,785.50	0.00	2,079.50
2855-400-05-0300	Boys' Basketball Other Ex	6,200.00	48.70	6,248.70	6,248.70	0.00	0.00
2855-400-05-0500	Cheering Other Expense	1,000.00	1,729.79	2,729.79	2,643.81	0.00	85.98
2855-400-05-0700	Boys' Soccer Other Expens	5,000.00	0.00	5,000.00	3,417.60	0.00	1,582.40
2855-400-05-0800	Girls' Soccer Other Expen	4,500.00	-1,601.50	2,898.50	2,898.50	0.00	0.00
2855-400-05-0900	Girls' Track Other Expens	2,000.00	0.00	2,000.00	1,200.00	0.00	800.00
2855-400-05-1000	Boys' Track Other	2,000.00	0.00	2,000.00	1,125.00	0.00	875.00
2855-400-05-1200	Girls' Volleyball Other E	4,000.00	589.16	4,589.16	4,589.16	0.00	0.00
2855-400-05-1300	Girls' Basketball Other E	6,500.00	0.00	6,500.00	5,283.01	0.00	1,216.99
2855-400-05-1400	General Athletic Other Ex	7,500.00	0.00	7,500.00	6,024.58	0.00	1,475.42
2855-400-05-1500	Girls' Softball Other Exp	3,865.00	0.00	3,865.00	5,395.07	0.00	-1,530.07
2855-400-05-1600	Golf Other Expense	1,750.00	0.00	1,750.00	695.00	0.00	1,055.00
2855-490-00-0000	BOCES - Section X Coord	17,000.00	0.00	17,000.00	15,777.00	0.00	1,223.00
2855-500-05-0200	Boys' Baseball Supplies	0.00	0.00	0.00	0.00	0.00	0.00
2855-500-05-0300	Boys' Basketball Supplies	1,000.00	-48.70	951.30	763.80	0.00	187.50
2855-500-05-0500	Cheerleading Supplies	500.00	-500.00	0.00	0.00	0.00	0.00
2855-500-05-0700	Boys' Soccer Supplies	1,750.00	0.00	1,750.00	1,314.92	0.00	435.08
2855-500-05-0800	Girls' Soccer Supplies	1,750.00	-217.45	1,532.55	869.42	0.00	663.13
2855-500-05-0900	Girls' Track Supplies	500.00	0.00	500.00	363.00	0.00	137.00
2855-500-05-1000	Boys' Track Supplies	500.00	0.00	500.00	398.00	0.00	102.00
2855-500-05-1200	Girls' Volleyball Supplie	500.00	0.00	500.00	468.59	0.00	31.41
2855-500-05-1300	Girls' Basketball Supplie	1,000.00	0.00	1,000.00	898.55	0.00	101.45
2855-500-05-1400	General Athletic Supplies	3,500.00	0.00	3,500.00	403.51	0.00	3,096.49
2855-500-05-1500	Girls' Softball Supplies	750.00	0.00	750.00	54.98	0.00	695.02
2855-500-05-1600	Golf Supplies	500.00	0.00	500.00	384.00	0.00	116.00
2855-500-05-1700	AED Supplies	750.00	2,311.55	3,061.55	3,061.55	0.00	0.00
28 Pupil Services - State Function Group Subtotal		834,720.00	-90,083.26	744,636.74	607,750.58	61,976.97	74,909.19
5510-160-00-0000	Transportation Salaries	576,086.00	0.00	576,086.00	509,612.79	53,279.94	13,193.27

MADRID-WADDINGTON CSD
Budget Status Report As Of: 05/31/2024
Fiscal Year: 2024

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
5510-160-00-1000	Transp Sal - Pre-K	29,071.00	0.00	29,071.00	17,991.97	1,312.16	9,766.87
5510-162-00-0000	Transp Office-Super Salar	101,946.00	0.00	101,946.00	94,707.50	3,746.50	3,492.00
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	-2,305.82	22,694.18	13,900.52	0.00	8,793.66
5510-400-00-1000	Transp Prof Dev Other Exp	0.00	300.00	300.00	300.00	0.00	0.00
5510-401-00-0000	Transportation Insurance	19,000.00	2,005.82	21,005.82	20,917.82	0.00	88.00
5510-480-00-0000	BOCES Transp. Services	5,310.00	0.00	5,310.00	4,228.20	0.00	1,081.80
5510-500-00-0000	Transportation Supplies	16,000.00	0.00	16,000.00	8,639.27	0.00	7,360.73
5510-570-00-0000	Transportation Parts	62,000.00	0.00	62,000.00	43,266.59	0.00	18,733.41
5510-571-00-0000	Transportation Gasoline	132,000.00	0.00	132,000.00	97,977.47	0.00	34,022.53
5510-572-00-0000	Transportation Oil	12,000.00	0.00	12,000.00	5,821.95	0.00	6,178.05
5510-573-00-0000	Transportation Tires & Ch	17,000.00	0.00	17,000.00	8,150.00	0.00	8,850.00
5530-200-00-0000	Equipment	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
5530-400-00-0000	Bus Garage Other Expense	6,500.00	-2,000.00	4,500.00	8,111.56	0.00	-3,611.56
5530-410-00-0000	Bus Gararage Insurance	16,000.00	-4,750.00	11,250.00	11,049.27	0.00	200.73
5530-420-00-0000	Fuel Oil	32,000.00	-12,000.00	20,000.00	14,842.32	0.00	5,157.68
5530-470-00-0000	Garage Bldg Electricity	13,000.00	-5,000.00	8,000.00	5,089.24	0.00	2,910.76
5530-500-00-0000	Bus Garage Supplies	2,100.00	2,000.00	4,100.00	4,779.79	0.00	-679.79
5540-400-00-0000	Contract Transportation	15,000.00	-15,000.00	0.00	0.00	0.00	0.00
56 Pupil Transportation - State Function Group Subtotal		1,090,513.00	-36,750.00	1,053,763.00	869,386.26	68,338.60	126,038.14
7140-150-00-0000	Fitness Center Instruc	4,363.00	0.00	4,363.00	4,363.00	0.00	0.00
7140-160-00-0000	Fitness Center Non-Instr	19,000.00	0.00	19,000.00	17,235.00	0.00	1,765.00
7140-200-00-0000	Fitness Center Equip	8,000.00	0.00	8,000.00	7,686.00	0.00	304.00
7140-400-00-0000	Fitness Center Other	3,000.00	0.00	3,000.00	381.60	0.00	2,618.40
7140-500-00-0000	Fintness center supplies	3,500.00	-3,000.00	500.00	176.00	0.00	324.00
7 Community Services - State Function Group Subtotal		37,863.00	-3,000.00	34,863.00	29,851.60	0.00	5,011.40
9010-800-00-0000	State Retirement	220,037.00	12,830.41	232,867.41	158,523.48	12,646.84	61,697.09
9020-800-00-0000	Teacher Retirement	528,260.00	-12,830.41	515,429.59	393,689.30	83,146.68	38,593.61
9030-800-00-0000	Social Security	612,572.00	-75,000.00	537,572.00	419,917.81	73,199.40	44,454.79
9040-800-00-0000	Workers' Compensation	53,656.00	-15,000.00	38,656.00	34,123.89	0.00	4,532.11
9050-800-00-0000	Unemployment Insurance	5,000.00	-4,500.00	500.00	0.00	0.00	500.00
9060-800-00-0000	Health Insurance	2,605,852.00	-228,483.72	2,377,368.28	2,061,068.95	0.00	316,299.33
9060-800-00-1000	Health Ins. - Retirees	1,486,786.00	-117,233.76	1,369,552.24	1,133,338.66	0.00	236,213.58
9060-810-00-0000	Dental Insurance	0.00	0.00	0.00	-419.21	0.00	419.21
9089-800-00-0000	Other Employee Benefits	7,500.00	0.00	7,500.00	6,827.93	0.00	672.07
90 Employee Benefits - State Function Group Subtotal		5,519,663.00	-440,217.48	5,079,445.52	4,207,070.81	168,992.92	703,361.79
9711-600-00-0000	Building Bond Principal	975,000.00	-230,000.00	745,000.00	0.00	0.00	745,000.00
9711-700-00-0000	Building Bond Interest	269,728.00	0.00	269,728.00	190,378.48	0.00	79,349.52

MADRID-WADDINGTON CSD
Budget Status Report As Of: 05/31/2024
Fiscal Year: 2024
Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
9770-700-00-0000	Revenue Anticipation Note	10,000.00	-10,000.00	0.00	0.00	0.00	0.00
	97 Debt Service - State Function Group Subtotal	1,254,728.00	-240,000.00	1,014,728.00	190,378.48	0.00	824,349.52
9901-930-00-0000	Transfer to School Lunch	100,000.00	0.00	100,000.00	100,000.00	0.00	0.00
9901-950-00-0000	Transfer to Special	25,000.00	-15,000.00	10,000.00	8,878.38	0.00	1,121.62
9950-900-00-0000	Transfer to Capital/Debt	725,000.00	1,996,417.48	2,721,417.48	2,721,417.48	0.00	0.00
	99 Interfund Transfers - State Function Group Subtotal	850,000.00	1,981,417.48	2,831,417.48	2,830,295.86	0.00	1,121.62
Total GENERAL FUND		20,727,836.00	0.00	20,727,836.00	16,838,773.97	1,168,381.18	2,720,680.85

Madrid-Waddington Central School District
BUDGET REPORT
For The Period Ending May 31, 2024

Expenditures:

	<u>Original Approp</u>	<u>Adjustment</u>	<u>Total Approp</u>	<u>Expenditures</u>	<u>Encumb.</u>	<u>Available Balance</u>
Board of Education	\$ 123,786.00	\$ (4,750.00)	\$ 119,036.00	\$ 111,910.84	\$ 3,903.70	\$ 3,221.46
Central Administration	\$ 369,445.00	\$ (40,000.00)	\$ 329,445.00	\$ 278,800.57	\$ 9,085.79	\$ 41,558.64
Finance	\$ 61,932.00	\$ 290.00	\$ 62,222.00	\$ 54,848.36	\$ 802.45	\$ 6,571.19
Legal Services	\$ 50,353.00	\$ (2,500.00)	\$ 47,853.00	\$ 31,694.49	\$ -	\$ 16,158.51
Central Services	\$ 1,526,780.00	\$ (163,290.00)	\$ 1,363,490.00	\$ 1,303,367.75	\$ 32,578.59	\$ 27,543.66
Special Items	\$ 707,850.00	\$ (13,500.00)	\$ 694,350.00	\$ 629,116.80	\$ -	\$ 65,233.20
Instruction	\$ 9,134,923.00	\$ (1,037,700.00)	\$ 8,097,223.00	\$ 6,302,052.15	\$ 894,679.13	\$ 900,491.72
Transportation	\$ 1,090,513.00	\$ (36,750.00)	\$ 1,053,763.00	\$ 869,386.26	\$ 58,338.60	\$ 126,038.14
Community Services	\$ 37,863.00	\$ (3,000.00)	\$ 34,863.00	\$ 29,851.60	\$ -	\$ 5,011.40
Employee Benefits	\$ 5,519,663.00	\$ (440,217.48)	\$ 5,079,445.52	\$ 4,207,070.81	\$ 168,992.92	\$ 703,381.79
Debt Service	\$ 1,254,728.00	\$ (240,000.00)	\$ 1,014,728.00	\$ 190,378.48	\$ -	\$ 824,349.52
Interfund Transfers	\$ 850,000.00	\$ 1,981,417.48	\$ 2,831,417.48	\$ 2,830,295.86	\$ -	\$ 1,121.62
	\$ 20,727,836.00	\$ -	\$ 20,727,836.00	\$ 16,838,773.97	\$ 1,168,381.18	\$ 2,720,680.85

MADRID-WASHINGTON 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
093846	05/03/2024	C	ADAM'S PHILIP	0097		No	No			\$119.99	093846
093847	05/03/2024	C	AMAZON.COM	0097		No	No			\$2,895.95	093847
093848	05/03/2024	C	BALFOURILG.	0097		No	No			\$213.70	093848
093849	05/03/2024	C	BARLOWSTEVEN	0097		No	No			\$242.50	093849
093850	05/03/2024	C	BENEFACOR FUNDING CORP.	0097		No	No			\$86.40	093850
093851	05/03/2024	C	BESAWGLEN	0097		No	No			\$132.50	093851
093852	05/03/2024	C	BIG SPOON KITCHEN	0097		No	No			\$522.00	093852
093853	05/03/2024	C	BIMBO FOODS	0097		No	No			\$901.88	093853
093854	05/03/2024	C	BRICK & MORTAR MUSIC	0097		No	No			\$89.00	093854
093855	05/03/2024	C	BULKBOOKSTORE	0097		No	No			\$1,035.50	093855
093856	05/03/2024	C	BURKE WICHILLE	0097		No	No			\$322.64	093856
093857	05/03/2024	C	CAFARELLAVANITA	0097		No	No			\$115.87	093857
093858	05/03/2024	C	CANTON CENTRAL SCHOOL	0097		No	No			\$3,851.00	093858
093859	05/03/2024	C	Chase Cardmember Service	0097		No	No			\$284.49	093859
093860	05/03/2024	C	Deluxe For Business	0097		No	No			\$339.38	093860
093861	05/03/2024	C	FOLLETT CONTENT SOLUTIONS, INC	0097		No	No			\$3,194.16	093861
093862	05/03/2024	C	FRASERSTANLEY	0097		No	No			\$227.50	093862
093863	05/03/2024	C	FRENCHIE'S FORD, INC	0097		No	No			\$1,196.59	093863
093864	05/03/2024	C	GILLEE'S AUTO TRUCK & MARINE	0097		No	No			\$1,323.83	093864
093865	05/03/2024	C	GLAZIER PACKING COINC.	0097		No	No			\$1,801.21	093865
093866	05/03/2024	C	HAUN WELDING SUPPLY INC	0097		No	No			\$135.94	093866
093867	05/03/2024	C	KUCAKEITH	0097		No	No			\$227.50	093867
093868	05/03/2024	C	MF ATHLETIC	0097		No	No			\$761.00	093868
093869	05/03/2024	C	MORGANS AUTO SALES	0097		No	No			\$350.00	093869
093870	05/03/2024	C	MWCS - SCHOOL CAFETERIA	0097		No	No			\$3,850.00	093870
093871	05/03/2024	C	NORTHEASTERN SIGN CORPORATION	0097		No	No			\$5.00	093871
093872	05/03/2024	C	OGDENSBURG CITY SCHOOL DISTRICT	0097		No	No			\$11,625.00	093872
093873	05/03/2024	C	PEPSI COLA OGDENSBURG BOTTLERS	0097		No	No			\$1,646.45	093873
093874	05/03/2024	C	PERRINIEWEGHAN	0097		No	No			\$668.73	093874
093875	05/03/2024	C	POSTMASTER	0097		No	No			\$430.14	093875
093876	05/03/2024	C	QUILL CORPORATION	0097		No	No			\$205.30	093876
093877	05/03/2024	C	REDISHRED ACQUISITION, INC	0097		No	No			\$25.37	093877
093878	05/03/2024	C	REDMONDBROOKE	0097		No	No			\$2,625.00	093878
093879	05/03/2024	C	RENZI BROTHERS INC	0097		No	No			\$28,367.42	093879
093880	05/03/2024	C	SALMON RIVER CENTRAL SCHOOL	0097		No	No			\$150.00	093880
093881	05/03/2024	C	SLIC FIBER	0097		No	No			\$133.66	093881
093882	05/03/2024	C	ST LAWRENCE SUPPLY COMPANY	0097		No	No			\$238.30	093882
093883	05/03/2024	C	SUPERIOR PLUS ENERGY SERVICES, INC	0097		No	No			\$534.41	093883

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

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
093884	05/03/2024	C	SYRACUSE SCENERY & STAGE LIGHTING	0097		No	No			\$617.80	093884
093885	05/03/2024	C	TARASKAWERRICK	0097		No	No			\$112.50	093885
093886	05/03/2024	C	THIRD EYE INTERPRETING, LLC	0097		No	No			\$320.00	093886
093887	05/03/2024	C	WHITTON CONSTRUCTION, LLC	0097		No	No			\$14,271.00	093887
093888	05/14/2024	C	95% Group, LLC	0098		No	No			\$7,920.00	093888
093889	05/14/2024	C	AMAZON.COM	0098		No	No			\$292.67	093889
093890	05/14/2024	C	BARKLEY'S SAFE AND LOCK CO	0098		No	No			\$142.10	093890
093891	05/14/2024	C	BATTERY JUNCTION.COM	0098		No	No			\$53.04	093891
093892	05/14/2024	C	BESAWSTEVEN M	0098		No	No			\$91.00	093892
093893	05/14/2024	C	BigwarfelBrooks	0098		No	No			\$106.00	093893
093894	05/14/2024	C	BOUCHEYBRIAN	0098		No	No			\$91.00	093894
093895	05/14/2024	C	Cazenovia Equipment Co, Inc.	0098		No	No			\$37.14	093895
093896	05/14/2024	C	CHEVIERASHLEY	0098		No	No			\$100.00	093896
093897	05/14/2024	C	DevinsRobert	0098		No	No			\$242.50	093897
093898	05/14/2024	C	EI US, LLC	0098		No	No			\$1,368.59	093898
093899	05/14/2024	C	EMPOWER FOR IMPROVEMENT, LLC	0098		No	No			\$2,000.00	093899
093900	05/14/2024	C	EXXON MOBIL	0098		No	No			\$193.08	093900
093901	05/14/2024	C	GRAINGER	0098		No	No			\$60.79	093901
093902	05/14/2024	C	GUITAR CENTER	0098		No	No			\$118.50	093902
093903	05/14/2024	C	HOME DEPOT	0098		No	No			\$1,555.86	093903
093904	05/14/2024	C	JOHNSTONS WATER, LLC	0098		No	No			\$30.35	093904
093905	05/14/2024	C	JOHNSTONRAE	0098		No	No			\$91.00	093905
093906	05/14/2024	C	JONESROBERT	0098		No	No			\$106.00	093906
093907	05/14/2024	C	KELLY SALES CORPORATION	0098		No	No			\$339.26	093907
093908	05/14/2024	C	LAMACCHIASAM	0098		No	No			\$242.50	093908
093909	05/14/2024	C	LAROCKJERRY	0098		No	No			\$284.00	093909
093910	05/14/2024	C	LAROCKROSEANNE M.	0098		No	No			\$62.99	093910
093911	05/14/2024	C	LIBERTY UTILITIES - NY	0098		No	No			\$2,780.22	093911
093912	05/14/2024	C	LOWE'S WAREHOUSE	0098		No	No			\$184.31	093912
093913	05/14/2024	C	MainvilleDaniel	0098		No	No			\$242.50	093913
093914	05/14/2024	C	MartinRaymond J.	0098		No	No			\$252.00	093914
093915	05/14/2024	C	MX FUELS	0098		No	No			\$1,176.33	093915
093916	05/14/2024	C	NATIONAL GRID	0098		No	No			\$282.66	093916
093917	05/14/2024	C	NILESISCOTT E.	0098		No	No			\$127.50	093917
093918	05/14/2024	C	NORWOOD-NORFOLK CENTRAL SCHOOL	0098		No	No			\$700.00	093918
093919	05/14/2024	C	NY BUS SALES	0098		No	No			\$327.21	093919
093920	05/14/2024	C	POSTMASTER	0098		No	No			\$430.14	093920
093921	05/14/2024	C	QUILL CORPORATION	0098		No	No			\$126.89	093921
093922	05/14/2024	C	STARKJOE	0098		No	No			\$91.00	093922

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

MADRID-WASHINGTON 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
083923	05/14/2024	C	SULLIVANSTEVE	0088	No	No			\$128.00	083923
083924	05/14/2024	C	SUPERIOR PLUS ENERGY SERVICES, INC	0088	No	No			\$626.83	083924
083925	05/14/2024	C	SWINYEREVON M.	0088	No	No			\$79.99	083925
083926	05/14/2024	C	WADDINGTON HARDWARE BUILDING SUPPLY	0088	No	No			\$206.51	083926
083927	05/14/2024	C	WARNERDALE	0088	No	No			\$212.00	083927
083928	05/14/2024	C	WILCZEK DANIEL	0088	No	No			\$116.34	083928
083929	05/14/2024	C	YOUNGHANZIEDWARD	0088	No	No			\$186.54	083929
083930	05/14/2024	C	MWCS PAYROLL ACCOUNT	0089	No	No			\$313,648.93	083930
083931	05/17/2024	C	AJ'S PORTABLES, LLC	0100	No	No			\$45.00	083931
083932	05/17/2024	C	EI US, LLC	0100	No	No			\$586.54	083932
083933	05/17/2024	C	LAWTON ELECTRIC COMPANY	0100	No	No			\$225.00	083933
083934	05/17/2024	C	MALONE GOLF CLUB	0100	No	No			\$105.00	083934
083935	05/17/2024	C	MIRABITO ENERGY PRODUCTS	0100	No	No			\$573.62	083935
083936	05/17/2024	C	MORGANS AUTO SALES	0100	No	No			\$40.00	083936
083937	05/17/2024	C	NATIONAL GRID	0100	No	No			\$4,580.70	083937
083938	05/17/2024	C	NY BUS SALES	0100	No	No			\$850.63	083938
083939	05/17/2024	C	OGDENSBURG CITY SCHOOL DISTRICT	0100	No	No			\$200.00	083939
083940	05/17/2024	C	Partridge Run	0100	No	No			\$500.00	083940
083941	05/17/2024	C	SMEC	0100	No	No			\$4,283.94	083941
083942	05/17/2024	C	SPRAGUE ENERGY SOLUTIONS, INC.	0100	No	No			\$3,424.86	083942
083943	05/17/2024	C	ST LAWRENCE-LEWIS BOCES	0100	No	No			\$252,195.81	083943
083944	05/17/2024	C	STANTONSHERRIE L	0100	No	No			\$207.00	083944
083945	05/17/2024	C	The Clubhouse at TLGC	0100	No	No			\$80.00	083945
083946	05/17/2024	C	TRANE COMPANY	0100	No	No			\$840.00	083946
083947	05/17/2024	C	WADDINGTON HARDWARE BUILDING SUPPLY	0100	No	No			\$75.93	083947
083948	05/23/2024	C	AETNA	0101	No	No			\$32,427.50	083948
083949	05/23/2024	C	AMAZON.COM	0101	No	No			\$857.51	083949
083950	05/23/2024	C	BESAWGLEN	0101	No	No			\$147.50	083950
083951	05/23/2024	C	Bigwarf@Brooks	0101	No	No			\$121.00	083951
083952	05/23/2024	C	BOUCHEYBRIAN	0101	No	No			\$182.00	083952
083953	05/23/2024	C	BRICK & MORTAR MUSIC	0101	No	No			\$863.66	083953
083954	05/23/2024	C	BUREAU OF EDUCATION & RESEARCH	0101	No	No			\$279.00	083954
083955	05/23/2024	C	BURKE MICHELLE	0101	No	No			\$438.45	083955
083956	05/23/2024	C	CURRIERHERB	0101	No	No			\$116.00	083956
083957	05/23/2024	C	D & S GREENHOUSE	0101	No	No			\$224.00	083957
083958	05/23/2024	C	DAVIS VISION, INC	0101	No	No			\$1,379.27	083958
083959	05/23/2024	C	EI US, LLC	0101	No	No			\$1,661.86	083959

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

MADRID-WASHINGTON 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
083980	05/23/2024	C	EXCELLUS HEALTH PLAN - GROUP	0101		No	No			\$247,927.08	083980
083981	05/23/2024	C	GUARDIAN	0101		No	No			\$4,077.33	083981
083982	05/23/2024	C	JENKINS HVAC AND GENERAL CONTRACTORS	0101		No	No			\$3,318.55	083982
083983	05/23/2024	C	JOHNSTON/RAE	0101		No	No			\$91.00	083983
083984	05/23/2024	C	JONES/ROBERT	0101		No	No			\$287.00	083984
083985	05/23/2024	C	KELLY SALES CORPORATION	0101		No	No			\$191.25	083985
083986	05/23/2024	C	LAMACH/IASAM	0101		No	No			\$80.00	083986
083987	05/23/2024	C	LAROCK/JERRY	0101		No	No			\$128.00	083987
083988	05/23/2024	C	MACAULAY/THOMAS	0101		No	No			\$232.00	083988
083989	05/23/2024	C	Martin/Raymond J.	0101		No	No			\$136.00	083989
083970	05/23/2024	C	MCBATH/DAVID	0101		No	No			\$75.00	083970
083971	05/23/2024	C	MIRABITO ENERGY PRODUCTS	0101		No	No			\$538.77	083971
083972	05/23/2024	C	NORTH COAST THERAPY	0101		No	No			\$4,597.20	083972
083973	05/23/2024	C	NYAFT	0101		No	No			\$40.00	083973
083974	05/23/2024	C	PITNEY BOWES INC	0101		No	No			\$231.00	083974
083975	05/23/2024	C	REDMOND/BROOKE	0101		No	No			\$2,722.78	083975
083976	05/23/2024	C	ST LAWRENCE SUPPLY COMPANY	0101		No	No			\$88.95	083976
083977	05/23/2024	C	THAYER/ RANDY	0101		No	No			\$65.00	083977
083978	05/23/2024	C	THIRD EYE INTERPRETING, LLC	0101		No	No			\$1,200.00	083978
083979	05/23/2024	C	VERIZON WIRELESS	0101		No	No			\$408.86	083979
083980	05/23/2024	C	WARNER/DALE	0101		No	No			\$262.00	083980
083981	05/23/2024	C	WOODCHOP SHOP INC.	0101		No	No			\$28.00	083981
083982	05/29/2024	C	MWCS PAYROLL ACCOUNT	0102		No	No			\$472,601.55	083982
083983	05/31/2024	C	AMAZON.COM	0103		No	No			\$1,248.03	083983
083984	05/31/2024	C	BARKLEY'S SAFE AND LOCK CO	0103		No	No			\$169.00	083984
083985	05/31/2024	C	BENEFACOR FUNDING CORP.	0103		No	No			\$43.20	083985
083986	05/31/2024	C	BOWMAN/HUNTER	0103		No	No			\$280.00	083986
083987	05/31/2024	C	BURKE/ERIC S	0103		No	No			\$1,241.71	083987
083988	05/31/2024	C	Chase Cardmember Service	0103		No	No			\$2,444.02	083988
083989	05/31/2024	C	DANEHY/TIMOTHY	0103		No	No			\$145.00	083989
083990	05/31/2024	C	GRAINGER	0103		No	No			\$561.84	083990
083991	05/31/2024	C	JOCK PEST CONTROL	0103		No	No			\$10,000.00	083991
083992	05/31/2024	C	JOHNSON NEWSPAPER CORP	0103		No	No			\$2,889.52	083992
083993	05/31/2024	C	KELLEY/LARRY	0103		No	No			\$143.00	083993
083994	05/31/2024	C	MIRABITO ENERGY PRODUCTS	0103		No	No			\$434.93	083994
083995	05/31/2024	C	O'BRIEN/TOM	0103		No	No			\$156.00	083995
083996	05/31/2024	C	PIGEON/ALFRED	0103		No	No			\$141.00	083996
083997	05/31/2024	C	PUTMAN/MANCY	0103		No	No			\$130.00	083997
083998	05/31/2024	C	QUILL CORPORATION	0103		No	No			\$483.13	083998
083999	05/31/2024	C	ST LAWRENCE SUPPLY COMPANY	0103		No	No			\$101.85	083999

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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
094000	05/31/2024	C	TERRELL DAVID KURT	0103		No	No			\$145.00	094000
094001	05/31/2024	C	TRANE COMPANY	0103		No	No			\$860.00	094001
094002	05/31/2024	C	WADDINGTON HARDWARE BUILDING SUPPLY	0103		No	No			\$60.68	094002
Subtotal for Bank Account: CBGENFUND - COMMUNITY BANK GENERAL FUND										Grand Total	\$1,491,471.87
										Void Total	\$0.00
										Net	\$1,491,471.87
										Grand Total	\$1,491,471.87
										Void Total	\$0.00
										Net	\$1,491,471.87

Selection Criteria

Bank Account: CBGENFUND
Check date is between 05/01/2024 and 05/31/2024
Sort by: Check Number
Printed by JULIE K. ABRANTES

MADRID-WADDINGTON CSD
Revenue Status Report As Of: 05/31/2024
Fiscal Year: 2024
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	3,959,825.00	0.00	3,959,825.00	4,136,395.97		176,570.97
1081.000		Other Pmnts in Lieu of Taxes	38,933.00	0.00	38,933.00	39,160.38		227.38
1085.000		STAR Reimbursement	795,000.00	0.00	795,000.00	621,162.67	173,837.33	
1090.000		Int. & Penal. on Real Prop. Tax	7,000.00	0.00	7,000.00	9,574.16		2,574.16
1311.000		Other Day School Tuition (Indv)	0.00	0.00	0.00	9,346.00		9,346.00
2401.000		Interest and Earnings	15,000.00	0.00	15,000.00	72,470.94		57,470.94
2410.000		Rental of Real Property,Indiv.	0.00	0.00	0.00	1,313.42		1,313.42
2440.000		Rental of Buses	0.00	0.00	0.00	617.35		617.35
2650.000		Sale Scrap & Excess Material	1,000.00	0.00	1,000.00	350.00	650.00	
2666.000		Sale of Transportation Equip.	0.00	0.00	0.00	5,000.00		5,000.00
2680.000		Insurance Recoveries	0.00	0.00	0.00	6,904.56		6,904.56
2701.000		Refund PY Exp-BOCES Aided Srvc	190,000.00	0.00	190,000.00	269,803.08		79,803.08
2703.000		Refund PY Exp-Other-Not Trans	500.00	0.00	500.00	52.28	447.72	
2705.000		Gifts and Donations	185,600.00	0.00	185,600.00	197,365.28		11,765.28
2770.000		Other Unclassified Rev.(Spec)	57,000.00	0.00	57,000.00	58,333.26		1,333.26
3101.000		Basic Formula Aid-Gen Aids (Ex	10,825,372.00	0.00	10,825,372.00	8,769,802.81	2,055,569.19	
3101.100		Excess Cost Aid	307,348.00	0.00	307,348.00	923,677.50		616,329.50
3102.000		Lottery Aid	1,150,000.00	0.00	1,150,000.00	1,651,889.86		501,889.86
3103.000		BOCES Aid (Sect 3609a Ed Law)	1,319,705.00	0.00	1,319,705.00	309,140.85	1,010,564.15	
3260.000		Textbook Aid (Incl Txtbk/Lott)	48,963.00	0.00	48,963.00	27,248.00	21,715.00	
3262.000		Computer Sftwre, Hrdwre Aid	12,390.00	0.00	12,390.00	21,857.00		9,467.00
3263.000		Library AV Loan Program Aid	4,200.00	0.00	4,200.00	3,975.00	225.00	
3289.000		Other State Aid	30,000.00	0.00	30,000.00	78,745.60		48,745.60
4601.000		Medic.Ass't-Sch Age-Sch Yr Pro	50,000.00	0.00	50,000.00	25,086.68	24,913.32	
5031.000		Interfund Transfers(Not D.Serv	625,000.00	0.00	625,000.00	0.00	625,000.00	
5031.100		Interfund Transfers(UI)	5,000.00	0.00	5,000.00	0.00	5,000.00	
5050.000		Interfund Trans. for Debt Svs	300,000.00	0.00	300,000.00	0.00	300,000.00	
	Subfund Subtotal		19,927,836.00	0.00	19,927,836.00	17,239,272.66	4,217,921.71	1,529,368.36
Total GENERAL FUND			19,927,836.00	0.00	19,927,836.00	17,239,272.66	4,217,921.71	1,529,368.36

* 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, 2024**

Revenue:

	<u>Initial Est Rev</u>	<u>Adjustments</u>	<u>Current Est Rev</u>	<u>Actual Revenue</u>	<u>Variance</u>
Property Taxes	\$ 4,800,758.00	\$ -	\$ 4,800,758.00	\$ 4,806,293.18	\$ 5,535.18
Tuition	\$ -	\$ -	\$ -	\$ 9,346.00	\$ 9,346.00
Interest & Earnings	\$ 15,000.00	\$ -	\$ 15,000.00	\$ 74,401.71	\$ 59,401.71
Sale of Scrap & Excess	\$ 1,000.00	\$ -	\$ 1,000.00	\$ 5,350.00	\$ 4,350.00
Insurance Recoveries	\$ -	\$ -	\$ -	\$ 6,904.56	\$ 6,904.56
Refund of Prior Yrs Exp	\$ 190,500.00	\$ -	\$ 190,500.00	\$ 269,855.36	\$ 79,355.36
Gifts & Donations	\$ 185,600.00	\$ -	\$ 185,600.00	\$ 197,365.28	\$ 11,765.28
Unclassified Revenues	\$ 57,000.00	\$ -	\$ 57,000.00	\$ 58,333.26	\$ 1,333.26
Basic Aid	\$ 12,282,720.00	\$ -	\$ 12,282,720.00	\$ 11,345,370.17	\$ (937,349.83)
BOCES Aid	\$ 1,319,705.00	\$ -	\$ 1,319,705.00	\$ 309,140.85	\$ (1,010,564.15)
Other State Aid	\$ 145,553.00	\$ -	\$ 145,553.00	\$ 156,912.28	\$ 11,359.28
Appropriated Res FB	\$ 630,000.00	\$ -	\$ 630,000.00	\$ -	\$ (630,000.00)
Interfund Transfer - Debt Service	\$ 300,000.00	\$ -	\$ 300,000.00	\$ -	\$ (300,000.00)
Appropriated Fund Balance	\$ 800,000.00	\$ -	\$ 800,000.00	\$ 800,000.00	\$ -
	\$ 20,727,836.00	\$ -	\$ 20,727,836.00	\$ 18,039,272.65	\$ (2,688,563.35)

**School Lunch Fund
Monthly Analysis Worksheet
For the Period Ending May 31, 2024**

Beginning Fund Balance	(\$118,058.63)
Profit or (Loss)	\$70,856.62
Ending Fund Balance	(\$47,202.01)

Revenues

<i>Type A Sales</i>		
Breakfast	\$ 122.12	
Lunch	\$1,303.05	
<i>Other Sales</i>		
Breakfast	\$664.20	
Lunch	\$8,318.45	
Total Sales		\$10,407.82
<i>Federal Aid Receivable</i>		
Breakfast	\$11,771.00	
Lunch	\$23,848.00	
<i>State Aid Receivable</i>		
Breakfast	\$6,652.00	
Lunch	\$13,270.00	
Total Aid Receivable		\$55,541.00
<i>Surplus Food</i>		\$15,135.87
<i>Other Revenue</i>		\$84,936.78
Total Revenues		\$166,021.47

Expenses

<i>Beginning Food Inventory</i>	\$26,085.19	
Add: Purchases	\$48,787.55	
Less: Ending Inventory	\$23,212.85	
Food Used		\$51,659.89
<i>Beginning Federal Food Inventory</i>	\$5,515.70	
Add: Surplus Food	\$15,135.87	
Less: Ending Inventory	\$4,767.10	
Federal Food Used		\$15,884.47
Salary		\$17,157.06
Fringe Benefits		\$12,009.94
Equipment		\$0.00
Other Expenses		\$1,407.07
<i>Beginning Supply Inventory</i>	\$4,209.15	
Add: Supplies Purchased	\$667.36	
Less: Ending Inventory	\$4,008.16	
Supplies Used		\$868.35
Total Expenses		\$95,164.85

Profit or (Loss) for Month \$70,856.62

**Madrid-Waddington Central School
Treasurer's Report
For The Period Ending May 31, 2024**

General Fund	435,175.19
School Lunch Fund	23,087.99
General Fund Checking Account	<u>458,263.18</u>
 Federal Fund Checking Account	 164,449.55
 Scholarship Account	
 Payroll Checking Account	 0.00
 Capital Fund Checking Account	 46,518.83
 General Fund Money Market Account - Chase Bank @ 1.92%	
General Fund Savings	4,053,835.38
Unemployment	41,699.42
Building Reserve	660,445.34
Employee Benefit Reserve	198,758.26
Transportation Reserve	404,778.25
School Lunch	0.00
Federal Fund	0.00
Debt Service	1,163,193.47
Capital Fund	1,213,306.32
Chase Money Market Account	<u>7,736,016.44</u>
 Fidelity Investment -Scholarship Account	 12,167.35

MADRID WADDINGTON CENTRAL SCHOOL DISTRICT
 VOTING RESULTS
 05/21/24

of Voters 121
 # of Absentee Ballots - 1.8 -
 Total Votes 139

	YES	NO	Voids	Blank	Passed	Defeated
ANNUAL BUDGET \$20,989,629	<u>130</u>	<u>9</u>	_____	_____	<input checked="" type="checkbox"/>	_____

	Bruce Durant	Robert Smith	Write-In	Write-In	Write-In	Write-In
BOE MEMBER # OF VOTES	<u>127</u>	<u>123</u>	_____	_____	_____	_____

	YES	NO	Voids	Blank	Passed	Defeated
1 72-PASSENGER BUSES, 1 24-PASSENGER HANDICAPPED BUS \$350,000	<u>130</u>	<u>8</u>	<u>1</u>	_____	<input checked="" type="checkbox"/>	_____

	YES	NO	Voids	Blank	Passed	Defeated
Capital Outlay Project \$100,000	<u>131</u>	<u>7</u>	_____	<u>1</u>	<input checked="" type="checkbox"/>	_____

Signature Oralio Beckstead

Signature Marcia Oray

Signature _____

Signature _____

SCOTT ATKINSON - WWNY 315-788-3800 EXT 1
 NEWSROOM@WWNYTV.NET
 BBECKSTEAD@WDT.NET
 JENNIE.COLBURN@SLLBOCES.ORG
 matt@northcountrynow.com

**Recommended
PERSONNEL ACTIONS
June 11, 2024**

Name	Tenure Area	Assignment	Type of Appointment	Effective Date	Salary
Appointment					
Extracurricular Appts		Per Attached List	Annual	July 1, 2024	Per Contractual Rate
Substitute Appts		Per Attached List	Annual	July 1, 2024	Per Approved Rate
Sarah Weaver		Volunteer Volleyball Coach	Annual	2024-2025 School Year	
Lisa Barkley		Summer Driver	Annual	July 22 - August 8, 2024	\$35.48/hour
Nora Curley		Summer Driver	Annual	July 22 - August 8, 2024	\$35.15/hour
Donald Ashley		Summer Driver	Annual	July 22 - August 8, 2024	\$33.26/hour
Heather Jock		Summer Driver	Annual	July 22 - August 8, 2024	\$27.26/hour
Michelle Hissam		Substitute Summer Monitor	Annual	July 22 - August 8, 2024	Current Rate
Dawn Jensen		Summer Monitor	Annual	July 9 - August 19, 2024	\$20.77/hour
Jennie Legault		Summer Monitor	Annual	July 9 - August 19, 2024	\$17.96/hour
Patricia Bogart		CPSE Assistant	Annual	July 1, 2024	\$ 4,000.00
Nicole Weakfall		CPSE Coordinator	Annual	July 1, 2024	\$ 3,500.00
Buffy Gabri		Greenhouse Coordinator	Annual	July 1, 2024	\$ 3,500.00
Toni Siddon		Sub-CSE Chair	Annual	July 1, 2024	\$2,500 & 10 days summer per diem
Joseph Binion		CSE Chair/Coordinator	Annual	July 1, 2024	\$ 4,500.00
Nicole Weakfall		CSE Chair/Coordinator	Annual	July 1, 2024	\$ 4,500.00
Michelle Burke		Webmaster/Technology Coordinator	Annual	July 1, 2024	\$ 4,500.00
Brenda McCall		Athletic Director	Annual	July 1, 2024	\$ 10,000.00
Michelle Burke		Summer Days (maximum of 20)	Per Diem	July 1, 2024	Per Diem

I recommend the foregoing personnel actions:

June 7, 2024

Eric Burke

Extra-Curricular Accounts 2023-2024

Account Name	Balance 7/1/23	Receipts	Total (Balance+Receipts)	Payments	Balance 6/06/24
Band	\$ 797.06	\$ 150.00	\$ 947.06	\$ 596.00	\$ 351.06
Basketball	\$ 1,568.34	-	-	-	\$ 1,568.34
Boys Varsity Baseball	\$ 88.75	\$ 20.00	\$ 108.75	-	\$ 108.75
Boys Varsity Soccer	\$ 1,000.00	\$ 323.30	\$ 1,323.30	\$ 433.00	\$ 890.30
Cheering Club	\$ 2,591.21	\$ 1,615.20	\$ 4,206.41	\$ 2,369.45	\$ 1,836.96
Chorus	\$ 954.40	\$ 6,785.00	\$ 7,739.40	\$ 7,267.25	\$ 472.15
Class of 2024	\$ 14,897.67	\$ 16,237.22	\$ 31,134.89	\$ 25,615.39	\$ 5,519.50
Class of 2025	\$ 10,220.54	\$ 13,765.20	\$ 23,985.74	\$ 8,497.43	\$ 15,488.31
Class of 2026	\$ 12,626.77	\$ 9,493.66	\$ 22,120.43	\$ 3,377.52	\$ 18,742.91
Class of 2027	\$ -	\$ 15,301.04	\$ 15,301.04	\$ 9,229.33	\$ 6,071.71
Drama Club	\$ 3,805.45	-	-	-	\$ 3,805.45
Forensics	\$ 137.35	-	-	-	\$ 137.35
Girls Varsity Soccer	\$ 62.90	\$ 2,936.00	\$ 2,998.90	\$ 2,080.98	\$ 917.92
History Club	\$ 7.28	\$ 4,133.44	\$ 4,140.72	\$ 4,140.34	\$ 0.38
Honor Society	\$ 997.85	\$ 4,378.00	\$ 5,375.85	\$ 2,973.28	\$ 2,402.57
Key Club	\$ 921.45	\$ 1,635.00	\$ 2,556.45	\$ 1,216.47	\$ 1,339.98
Lab Rats	\$ 202.81	-	-	-	\$ 202.81
Language Club	\$ 1,359.41	-	-	-	\$ 1,359.41
Spring Musical	\$ 17,164.87	\$ 17,679.98	\$ 34,844.85	\$ 29,036.59	\$ 5,808.26
Track	\$ 1,025.55	-	\$ 1,025.55	\$ 24.95	\$ 1,000.60
Tri-M Music Honor	\$ 354.61	\$ 75.00	\$ 429.61	\$ 195.50	\$ 234.11
The Nest	-	\$ 75.00	\$ 75.00	\$ 49.12	\$ 25.88
Varsity Club	\$ 4,026.02	\$ 5,623.13	\$ 9,649.15	\$ 7,040.86	\$ 2,608.29
Volleyball	\$ 309.34	-	\$ 309.34	\$ 225.00	\$ 84.34
Whiz Quiz	\$ 1,234.46	-	\$ 1,234.46	\$ 414.00	\$ 820.46
Yearbook	\$ 155.00	\$ 4,441.74	\$ 4,596.74	\$ 3,629.64	\$ 967.10
NY State Sales Tax	\$ 1,204.38	\$ 846.64	\$ 2,051.02	\$ 2,044.38	\$ 6.64
Totals	\$ 77,713.47	\$ 105,364.55	\$ 175,207.60	\$ 110,456.48	\$ 72,771.54



Fitness Center Annual Report

June 2024

June 2024 Michael Frohm, Fitness Center Coordinator

Student Participation:

Students have used the fitness center in their physical education classes, as well as extracurricular 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 weightlifting course run by Mr. Jones.

Staff and Faculty Participation:

There is a considerable amount of faculty use of the fitness center. New individuals have sought 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 8-15 people per night, creating a new atmosphere for the fitness center. Michelle Burke has been essential in providing communication to community members, and community members have been supportive and respectful towards our rules.

Supervisors:

I would like to consider this trend of two supervisors on a night, due to the increased amount of public use of the Fitness Center. Currently, there will be three returning supervisors for the fall of next year: William Moots, Annika Zysik, and Aoife Burke

Due to the loss of seniors this summer, we are hoping to add four more members to the team in the fall of next year.

Summer Hours: Monday - Friday 5-8 PM

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

Equipment Replacement Plan





2024: Added Precor StairMaster Based on Community Request.

2023: Replaced Life Fitness with Precor elliptical

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.

2020	2021	2023	2025 (Eye)
Machine will be 8 years old	Machine will be 8 years old	Machine will be 8 years old	Machines will be 8 years old, but due to little abuse are in great shape
Replace Life Fitness Treadmill	Replace Precor AMT Elliptical	Replace Life Fitness Elliptical	Replace Precor Stationary Bikes
Approx. Cost \$8000	Approx. Cost \$6500	Approx. Cost \$7000	Approx Cost \$5000
			

Meeting with Distributor

I met with Mitch Clark to discuss a future purchase plan for the fitness center, similar to the one I inherited from Cathy Henry. Currently, we have all the equipment we need for our present use and available space.

However, the track team requires additional space, and some of our lifting equipment is outdated and needs replacement. Specifically, I would like to acquire a new leg extension and leg curl combination for next year. The current equipment is over 10 years old, so replacing it would not only bring in new technology but also provide much-needed space for the fitness center.

Athletics Report-Spring 2024

Spring sports participation numbers:

Modified Baseball-13

Varsity Baseball-16

Golf-10 (2 mergers from Lisbon)

Lacrosse merger with Canton-3

Modified softball-20

JV softball-15

Varsity softball-16

Modified Track- 14

Varsity Track-24

MWCS Spring sports team accomplishments include:

~The boys and girls track team will be sending 3 athletes to states June 7th and 8th. Kaitlyn Putman will compete in the Discus. Hailey Marcellus in pentathlon, and Ty Hawkins in shot put and discus. Hailey Marcellus received the distinguished Patti Baldwin Award, chosen by the officials for an outstanding female athlete that is recognized for their academic accomplishment as well as athletic excellence and character.

~The softball team, baseball team, and boys and girls track teams earned NYSPHSAA Scholar-Athlete team recognition. To earn this distinction, 75% of the team roster must have an academic average of 90 or above. The Girls track team had a team average of 92.87, the boys track team had a team average of 90.37, the softball team had a team average of 91.9 and the baseball team had an average of 91.8.

~Six of our senior athletes were recognized by Section 10 as "Athletes of Distinction". To earn this honor, athletes must have played 2 seasons of a particular sport while earning a cumulative average of 90+ since 9th grade. Those seniors are Erica Bates, Zoey French, Lillan Todd, Kyle Murphy, Nicholas Moquin, and Aaron Putman.

Thank you for your continued support of our athletic programs!

Substitutes 2024-2025

Alaina Armstrong
Jennifer Armstrong
Cheryl Ashley
Craig Ashley
Donald Ashley
Benjamin Averill
Courtney Barton
Kathleen Bateman
Anna Brady
Riley Burke
Tina Burke
Jacqueline Butler
Judy Cheney
Elizabeth Daley
Matthew Cutler
Timothy Dashnaw
Laura Finnegan
Tyler Fitzgerald
Tod Flanagan
Kimberly Foote
Sabrina Hare RN
Alexis Hartmann
Michelle Hissam
Diannah Hitsman
Lauri Jaquith
Heather Jock
Paul Jones
Tori Keegan
Kristina Kowalchuk
Jennie Legault
Lisa Mayette
Phyllis McDougall RN
Donna Miller
Schiler Monroe
Michelle Moore
Susan Morgan

Melissa Quintavalle
Eve Ruddy
Joseph Ruddy
Ann Silver
Evon Swinyer
Kelly Thayer
Chloe Tiernan
Miranda Tiernan
Ellen Tyo
Kathleen Valancius
Julie VanBuren
Patricia VanPatten
Sarah Weaver

Substitute Pay Rates		
		7/1/2023
Substitutes for:		2023-24
Custodian		\$15.00
Cafeteria Worker		\$15.00
Cleaner		\$15.00
Clerical		\$15.00
Clerical (Retired)		\$15.00
Driver		\$17.00
Teacher Aide / Monitor		\$15.00
Registered Nurse		\$130.00/day
Other health care (ie, LPN)		\$120.00/day
Teacher (Certified)		\$130.00/day
Teacher (Retired)		\$140.00/day
Teacher (Non-certified) / Teaching Asst		\$115.00/day
Fitness Center Supervisor		\$15.00
Fitness Center Security		\$15.00
NYS Minimum Wage		\$14.20/\$15.00

EXTRACURRICULAR & CO-CURRICULAR APPOINTMENTS FOR 2024-2025

Auditorium Club	Michelle Burke
Battle of the Books	Bill Gotsch (Co); Tina Kowalchuk (Co)
Boys JV Basketball	Quinn Shoen
Boys Modified Baseball	
Boys Modified Basketball	Michael Frohm
Boys Modified Soccer	Aaron Jones
Boys Varsity Baseball	Justin Richards
Boys Varsity Basketball	Aaron Jones
Boys Varsity Soccer	Quinn Shoen
Co-ed Track	Bryan Huntley
Co-ed Asst. Track	Rachel Sanderson
Modified Track	Ashley Chevier
Cheerleading	Danielle Armstrong
eSports	Michael Frohm (Co); Kris Boettcher (Co)
Class Advisor - Freshmen 2028	Nicole Baxter
Class Advisor - Sophomore 2027	Bryan Huntley (Co); Conner Eldridge (Co)
Class Advisor - Junior - 2026	Bonnie Sabatini
Class Advisor - Senior - 2025	Meghan Perrine (Co); Julia Watson (Co)
Drama Club Advisor	Mark Ruddy
Extracurricular Treasurer	Brenda McCall
Fitness Ctr Coordinator	Michael Frohm
Girls JV Softball	Michelle Burke
Girls JV Basketball	
Girls JV Volleyball	Charlie French
Girls Modified Volleyball	Michele Weaver
Girls Modified Basketball	Buffy Gabri
Girls Modified Soccer	Buffy Gabri
Girls Modified Softball	Buffy Gabri
Girls Varsity Basketball	Charlie French
Girls Varsity Soccer	Justin Richards
Girls Varsity Softball	Meghan Perrine
Girls Varsity Volleyball	Charlie French
Chemical Hygiene Officer	Bryan Huntley
History Club	Sandra Ruddy
Innovative Elementary Prog. Coordinator	Bill Gotsch & Tina Kowalchuk
Key Club	Toni Siddon
National Honor Society Advisor	Michelle Robinson
National Junior Honor Society Advisor	Michele Weaver
The Nest	Brianne Sterling (Co); Meghan Perrine (Co)
Outing Club	Michael Frohm (Co); Conner Eldridge (Co)
Spring Musical Vocal Director	Brianne Sterling
Spring Musical Pit Conductor	Brianne Sterling
Spring Musical, Stage Director	Nicole Baxter
Spring Musical, Stage Manager	Emily Pitz
Stardust	Brianne Sterling
Summer Band	Jill Roberts
Tri-M Honor Society	Brianne Sterling
Varsity Golf	Aaron Jones
Varsity Letter Club	Justin Richards
Whiz Quiz Advisor	Michelle Robinson
Yearbook Advisor	Dayle Grant

SUBJECT: TITLE I PARENT AND FAMILY ENGAGEMENT

The District will collaborate with parents and other family members to help students participating in Title I programs reach their full academic potential and to improve the District's overall academic quality. As part of its collaboration, the District will conduct outreach; plan and implement programs, activities, and procedures for parent and family member engagement; and consult meaningfully with parents and family members.

District-Wide Parent and Family Engagement

To facilitate parent and family participation, the District will:

- a) Involve parents and family members in jointly developing this policy, its Title I Plan, and its support and improvement plans. If the parents or family members indicate that the Title I plan is not satisfactory, the District will submit their comments to the State Education Department along with the plan;
- b) Improve student academic achievement and school performance through coordination, providing technical assistance, and giving support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in;
- c) Coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local programs;
 - The district works closely with Head Start program service providers
 - Migrant Program
 - CSE/CPSE and other federal, state, and local programs.
 - Parents of children serviced by these programs are invited to all parent involvement activities
- d) Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of its Title I schools. The evaluation will include identifying:
 1. Barriers to greater participation by parents and family members in Title I activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 2. The needs of parents and family members to assist with their child's learning, including engaging with school personnel and teachers; and
 3. Strategies to support successful school and family interactions.

- Parent/teacher conferences
 - Citizenship assemblies
 - Open House/Curriculum Night
 - Student Awards
 - Extra-curricular activities
 - Parent involvement activities
 - Other programs to support school and family interactions
- e) Use the evaluation's findings to design evidence-based strategies for more effective parent and family member engagement, and to revise the policy, if needed;
- f) Involve parents in Title I activities, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the students' needs, to develop, revise, and review the parent and family engagement policy; and
- Open Houses/Curriculum Night for parents
 - Written reports to parents from the staff
 - Parent-Teacher Conferences
 - Notification to all parents with child participating in the compensatory education program, including goals and objectives for this program
 - SchoolTool- access for Elem, MS, and HS parents to view student grades, assignments, progress reports, etc.
 - Parents of children participating in Title I programs are invited to review the parent and family engagement policy
- g) Involve parents and family members in decisions regarding how it spends funds reserved for parent and family engagement activities.

District-wide issues such as parent and family engagement are discussed at the annual Title I meeting.

School-Level Parent and Family Member Engagement

The Board directs each school receiving Title I funds to develop a building-level parent and family member engagement plan with that school's parents and family members. In addition to the content included above, each school building-level plan will:

- a) Describe how to convene an annual meeting, at a convenient time, to inform parents and family members of their school's participation in Title I programs, to explain Title I requirements, and to identify the right of the parents and family members to be involved. All parents and family members of these children will be invited and encouraged to attend the meeting;

- b) Offer flexibility in scheduling meetings, and may provide transportation, child care, or home visits related to parent and family member engagement, using Title I funds;
- c) Involve parents and family members in an organized, ongoing, and timely way in planning, reviewing, and improving Title I programs, including this policy;
- d) Provide parents and family members with timely information about programs, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the achievement levels of the challenging state academic standards, and, if requested by parents or family members, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to their child's education. The District will respond to any suggestions as soon as practicably possible; and
- e) Develop a compact jointly with parents and family members that outlines how they, school staff, and students will share responsibility for improved student academic achievement. The compact will also detail the means by which the school and parents and family members will build and develop a partnership to help all children achieve the state's standards.
- f) Have a compact that:
 1. Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable these students to meet the challenging state academic standards;
 2. Describes the ways in which each parent or family member will be responsible for supporting the child's learning, volunteering in the child's classroom, and participating, as appropriate, in decisions relating to the child's education and positive use of extracurricular time; and
 3. Addresses the importance of communication between teachers and parents or family members on an ongoing basis through, at a minimum:
 - (a) Parent or family member-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;
 - (b) Frequent reports to parents or family members on the child's progress;
 - (c) Reasonable access to staff, opportunities to volunteer and participate in the child's class, and observing their classroom activities.
 - Encourage parents to confer with staff at any time between reporting periods
 - Guidance Workshops and Transition meetings
 - Hold an annual meeting and invite parents of participating children
 - Elementary Open House Curriculum Night- hand out curriculum materials to parents to facilitate supporting their students at home

- Teacher web pages- information for parents and students
- Parents are invited to participate in school book fairs and various fundraising activities
- District web page and district newsletter
- Parents as guest speakers
- Elementary/Middle School Counselor is available to meet with an/or discuss specific problems with parents and students, and to offer suggestions as needed
- Communication to parents of district wide information and policies
 - Communication platforms for parent-teacher communication
 - Elementary rules sent home and signed by student and parent
 - Weekly academic monitoring reports for students (as needed and appropriate)
 - Bus rules sent home at high school level
 - Elementary calendar sent home with students
 - Study tips sent home; tips for having a successful conference
 - Permission slips signed for internet usage
 - High School Student Handbook is on district website
 - Dress Code Policy

- (d) Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

If the parents or family members believe that the building-level parent and family engagement plan is not satisfactory, the school will submit their comments when it makes the plan available to the District.

To ensure effective involvement of parents or family members and to support a partnership among the school involved, parents or family members, and the community, to improve student academic achievement, the District and each school will:

- a) Provide assistance to parents or family members of children served by the District or school to understand topics such as the challenging state academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of the children;
- Open House/Curriculum Night for parents/guardians
 - Periodic utilization of the district newsletter to keep parents informed
 - Parent/teacher conferences
 - Parent Teacher Organization (PTO)
 - Interpreting Individual Student Reports
 - Written reports to parent from the staff. These reports will detail students' progress.

- An annual meeting held for all parents of participating children
 - Notification to all parents if their child will be participating in the compensatory education program, including goals and objectives for this program
 - District Web Page
 - Links to practice sites for state exams
 - Links to activities that support learning
 - Access to teacher e-mails for communication
- b) Provide materials and training to help parents or family members to work with the children to improve their achievement, such as literacy training and using technology (including education about the harms of copyright piracy) to foster parent and family member engagement;
- Open House/Curriculum Night for Parents
 - Parent/teacher conferences
 - Hold an annual meeting and invite all parents of participating children
 - Newsletter
 - District Web Page
 - Links to practice sites for state exams
 - Links to activities that support learning
- c) Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents or family members, in the value and utility of parent or family member contribution, and in how to reach out to, communicate with, and work with parents or family members as equal partners; implement and coordinate parent or family member programs; and build ties between parents or family members and the school;
- Teacher mentoring of new teachers, sharing ideas for effective parent communication
 - Mentoring program for new teachers
 - Discussions at faculty meetings of ways to reach out to, and communicate with, parents with definite outcomes and timeline established
 - Positive progress reports/calls home to parents
 - SchoolTool
 - District and Teacher Web Pages
 - Grades agenda books sent home, elementary parents are asked to initial homework
- d) Coordinate and integrate, to the extent feasible and appropriate, parent and family member engagement programs and activities with federal, state, and local programs, including public preschool programs that encourage and support parents and family members in more fully participating in the education of the children;
- Parent Night for parents of Pre-K children
 - UPK and kindergarten program overview
 - Child development information
 - Assessments used to determine student placement in Kindergarten program
 - Focus on the whole child: social, emotional, physical, academic, etc.

- Family Fun Night, coordinated with book fair to encourage parents to buy books for their children and classrooms
 - Each grade level comes up with a game for parents and children to participate in
 - Stories read aloud in library by community members, staff, etc.
 - Family activities to participate in school community
 - Summer program
- e) Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents or family members of participating children in a format and, to the extent practicable, in a language the parents or family members can understand;
- f) Provide other reasonable support for parent and family member engagement activities as parents or family members may request.

In addition, the District and each school may:

- a) Involve parents or family members in developing training for teachers, principals, and other educators to improve the effectiveness of this training;
- b) Provide necessary literacy training from funds received under this part if the District has exhausted all other reasonably available sources of funding for the training;
- c) Pay reasonable and necessary expenses associated with local parent and family member engagement activities, including transportation and child care costs, to enable parents and family members to participate in school-related meetings and training sessions;
- d) Train parents or family members to enhance the involvement of other parents or family members;
- e) Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents or family members who are unable to attend these conferences at school, to maximize parent and family engagement and participation;
- f) Adopt and implement model approaches to improving parent and family engagement;
- g) Establish a District-wide parent and family member advisory council to provide advice on all matters related to parent and family member engagement in supported programs; and
- h) Develop appropriate roles for community-based organizations and businesses in parent and family member engagement activities.

In carrying out the parent and family member engagement requirements, the District and its schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children),

including providing information and school reports in a format and, to the extent practicable, in a language they understand.

Procedures for Filing Complaints/Appeals

The District will disseminate free of charge to parents and family members of children in Title I programs, and to appropriate private school officials or representatives, adequate information regarding the District's written complaint procedures for resolving Title I issues.

***Comparability of Services**

The District will ensure equivalence among its schools of the same grade span and levels of instruction with regard to teachers, administrators, and auxiliary personnel, as well as equivalence in providing curriculum materials and instructional supplies in Title I programs.

Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act of 2015

20 USC §§ 6318 and 6321

34 CFR Parts 74-86, 97-99, and 200

Adoption Date: 6/21/22

Madrid-Waddington Central School District

AIS/RTI Intervention Plan K-12

2024-2026

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	<p><u>ELA and Math</u> Grades K-2: In addition to core instruction, minimum 6 times a cycle for 30 minutes</p> <p>Grades 3-5: In addition to core instruction, minimum 3 times a cycle for 30 minutes</p> <p>Grades 6-12: In addition to core instruction, minimum 2-3 times a cycle for 42 minutes</p> <p><u>Social Studies</u> Grades 4-12: Additional support provided in ELA AIS</p> <p><u>Science</u> Grades 4-12: Additional support provided in ELA or Math AIS</p>	<p>Grades K-5: Support provided in addition to Tier 1, minimum 6 times a cycle for 30 minutes</p> <p>Grades 6-12: In addition to core instruction, minimum 2-3 times a cycle for 42 minutes</p>
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

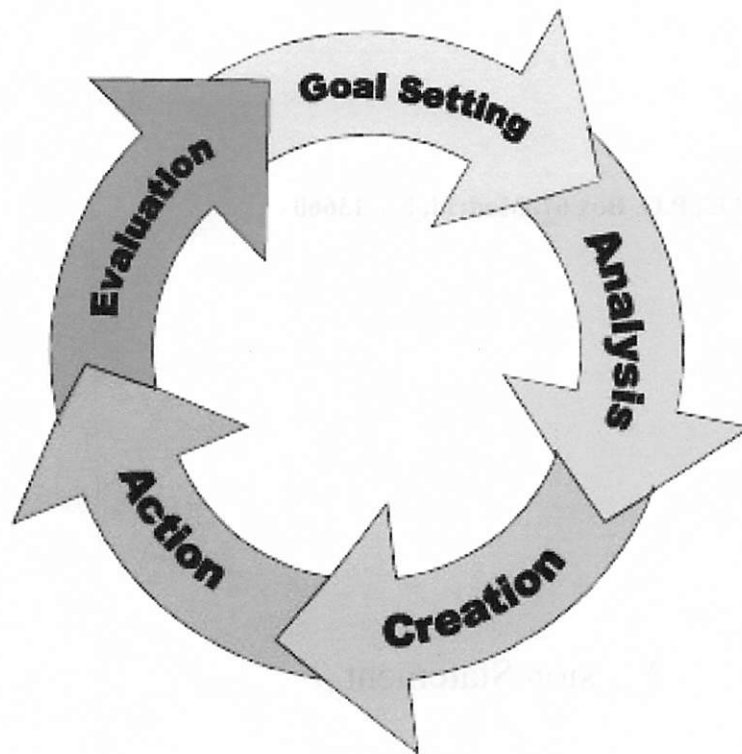
- ◆ District notification letter to include:
 - when services are to be discontinued
 - overview of student's progress
 - performance level student has attained to qualify for ending AIS (results of multiple measures)
 - assessments used in determining students levels of performance

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
2024-2025*



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	Teaching Assistant
Katrina Bailey	Math Teacher
Conner Eldridge	ELA Teacher
Joe Binion	Jr. – Sr. Principal
William Todd	Special Education Teacher
Nicole Baxter	Parent Representative/Teacher
Toni Siddon	Counselor
Brenda McCall	Jr. High Teacher
Angela Drumm	Title I 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.*

CTLE Language Acquisition Requirement for ELLs

ESOL and bilingual education teachers- Educators who are subject to CTLE, and hold a Professional English to Speakers of Other Languages (ESOL) certificate or Bilingual Education extension, must complete a minimum of 50 percent of their required CTLE clock hours 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 ELLs.

Other teachers, school building leaders, and school district leaders- All other Professional teacher, School Building Leader, and School District Leader certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.

School district business leaders- School district business leaders (SDBLs) who hold the Professional SDBL certificate would complete a minimum of 15 percent of the required CTLE clock hours dedicated to the needs of ELLs and Federal, State, and local mandates for ELLs.

Teaching Assistants - Level III- Teaching Assistant Level III certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition, addressing the needs of ELLs and integrating language and content instruction for such ELLs.

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 ongoing 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

Effective December 31, 2019 (not retroactive), educators acting as a mentor to a new classroom teacher as part of a school district or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

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

Districts/sponsors will issue Certificates of Completion and maintain records of the CTLE awarded for 8 years. These records will be kept electronically and retained by the school district from the date of completion of the Professional Learning by the professional certificate holder and shall be available for review.

The district will utilize the NYSED CTLE Certificate of Completion Form.

<https://www.highered.nysed.gov/tcert/pdf/ctle-certificate-completion-form.pdf>

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

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 eight 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 2024-2025 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	2024-2025	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 			
<p>Teacher Evaluation and Support</p> <ul style="list-style-type: none"> ● APPR ● Teacher Mentoring Program 			
<p>Districtwide Services</p> <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	2024-2025	Training conducted
Professional Learning will be provided for school and district management: fiscal, instructional, human resource, et. al.	District Leaders	2024-2025	Training conducted
Professional Learning on data driven instruction – assessments, evaluation, student feedback, etc.	District Leaders	2024-2025	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	2024-2025	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 			
<p>Schoolwide Instructional Programs and Practices</p> <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: 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	2024-2025	Prioritized curriculum
Provide support to all staff for literacy across all content areas.	Principals	2024-2025	Training conducted
Provide opportunities for teachers to deepen their understanding of subject specific content.	Principals	2024-2025	Training conducted
NYS curriculum will continue to be specially designed to meet the needs of SWD.	Principals/CSE Chair	2024-2025	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	2024-2025	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 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	2024-2025	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	2024-2025	Training conducted
Provide Professional Learning on AIS/RTI programs, assessments and interventions.	Principals/Title I Coordinator	2024-2025	Meeting minutes
Provide Professional Learning to support remote instruction	District and Building Leadership	2024-2025	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	2024-2025	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 	<p>Leaders, Teachers</p>		
<p>AIS-RTI</p> <ul style="list-style-type: none"> ● Progress Monitoring ● Student Goals and Needs ● Differentiated Instruction ● RTI Interventions ● Grouping 			
<p>Data Driven Instruction</p> <ul style="list-style-type: none"> ● Questioning Practices ● Data Meetings ● Question Banks ● Common Interim Assessments ● Instructional Rounds 			
<p>Special Education</p> <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	2024-2025	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	2024-2025	Training conducted
Provide Professional Learning for behavior management	Principals/CSE Chair	2024-2025	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	2024-2025	Data: Attendance, Suspensions, Referrals, Surveys

<ul style="list-style-type: none"> ● School Climate ● Community Outreach ● Support Resources 			
<p>Social Emotional Strategies</p> <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 			
<p>Programs</p> <ul style="list-style-type: none"> ● Character Education ● Bullying Prevention ● Counseling ● McKinney-Vento ● Research-Based Programs ● Community Service ● Advisory Groups 			
<p>Special Education</p> <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	2024-2025	Parent partnership activities conducted
Professional Learning on developing parent partnerships.	District Leaders	2024-2025	Partnerships developed
Professional Learning on working with families in poverty.	District leaders	2024-2025	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	2024-2025	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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XIV. 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

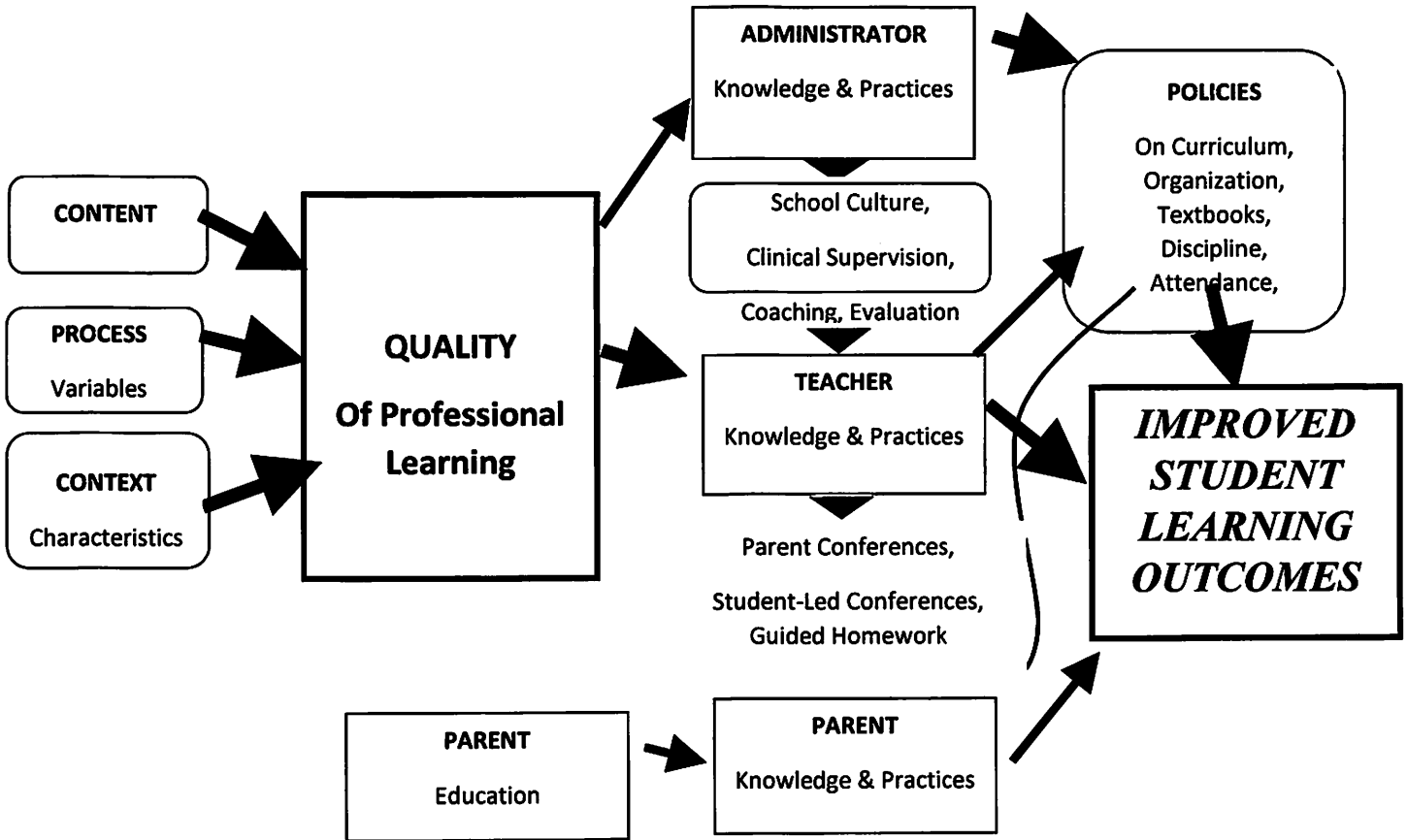
Understanding, responding to, and influencing the political social, economic legal and culture context

- 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

CODE OF CONDUCT



MWCS 2024-2025 DIGNITY FOR ALL STUDENTS ACT COORDINATORS

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INTRODUCTION

The Madrid Waddington Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

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

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this code of conduct (“code”).

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

DEFINITIONS

For purposes of this code, the following definitions apply.

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

“Parent” means parent, guardian or person in parental relation to a student.

“School property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

“School function” means any school-sponsored extra-curricular event or activity.

“Violent student” means a student under the age of 21 who:

- 1. Commits an act of violence upon a school employee, or attempts to do so.**
- 2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.**
- 3. Possess, while on school property or at a school function, a weapon.**

4. **Displays, while on school property or at a school function, what appears to be a weapon.**
5. **Threatens, while on school property or at a school function, to use a weapon.**
6. **Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.**
7. **Knowingly and intentionally damages or destroys school district property.**

“Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all district students have the right to:

1. **Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.**
2. **Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.**
3. **Access school rules and, when necessary, receive an explanation of those rules from school personnel.**

B. Student Responsibilities

All district students have the responsibility to:

1. **Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.**
2. **Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.**
3. **Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.**
4. **Work to the best of their ability in all academic and extracurricular**

- pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
 6. Work to develop mechanisms to control their anger.
 7. Ask questions when they do not understand.
 8. Seek help in solving problems that might lead to discipline.
 9. Dress appropriately for school and school functions.
 10. Accept responsibility for their actions.
 11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

ESSENTIAL PARTNERS

A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Ensure their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Build good relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.

B. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students

regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen students' self-concept and promote confidence to learn.

2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan.
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Maintain confidentiality in conformity with federal and state law.
8. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

C. Guidance Counselors

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
7. Make known to students and families the resources in the community that are available to meet their needs.
8. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.

D. Other School Personnel

- 1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.**
- 2. Maintain confidentiality in accordance with federal and state law.**
- 3. Be familiar with the code of conduct.**
- 4. Help children understand the district's expectations for maintaining a safe, orderly environment.**
- 5. Participate in school-wide efforts to provide adequate supervision in all school spaces.**
- 6. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.**
- 7. Address personal biases that may prevent equal treatment of all students.**

E. Principals

- 1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.**
- 2. Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.**
- 4. Evaluate on a regular basis all instructional programs.**
- 4. Support the development of and student participation in appropriate extracurricular activities.**
- 5. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.**
- 6. Maintain confidentiality in accordance with federal and state law.**
- 7. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.**

F. Superintendent

- 1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.**

2. Review with district administrators the policies of the Board of education and state and federal laws relating to school operations and management.
3. Inform the Board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
6. Maintain confidentiality in accordance with federal and state law.
7. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.

G. Board of Education

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Maintain confidentiality in accordance with federal and state law.
3. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the code of conduct.
4. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
5. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
6. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.
7. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function

STUDENT DRESS CODE

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

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

- 1. Be safe, appropriate and not disrupt or interfere with the educational process.**
- 2. Recognize that extremely brief garments are not appropriate.**
- 3. Include footwear at all times. Footwear that is a safety hazard will not be allowed.**
- 4. Not include the wearing of hats in the classroom except for a medical or religious purpose.**
- 5. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.**
- 6. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.**

Each Building Principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including suspension. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline.

PROHIBITED STUDENT CONDUCT

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

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

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

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

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:**
 - 1. Running in hallways.**
 - 2. Making unreasonable noise.**
 - 3. Using language or gestures that are profane, lewd, vulgar or abusive.**
 - 4. Obstructing vehicular or pedestrian traffic.**
 - 5. Engaging in any willful act which disrupts the normal operation of the school community.**
 - 6. Trespassing. Students are not permitted in any area of the building unless there is a scheduled and supervised activity.**
 - 7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.**

- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:**
 - 1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.**
 - 2. Lateness for, missing or leaving school without permission.**
 - 3. Skipping detention.**

- C. Engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:**
 - 1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.**

- D. Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:**
 - 1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.**
 - 2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.**

- 3. Possessing a weapon.**
- 4. Displaying what appears to be a weapon.**
- 5. Threatening to use any weapon.**
- 6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.**
- 7. Intentionally damaging or destroying school district property.**

E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others. Examples of such conduct include, but are not limited to:

- 1. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.**
- 2. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.**
- 3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.**
- 4. Discrimination, which includes using race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability to deny rights, equitable treatment or access to facilities available to others.**
- 5. Harassment (or Bullying), is the creation of a hostile environment by conduct or threats, intimidation or abuse.**
- 6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.**
- 7. Hazing, which includes an induction, initiation or membership process involving harassment.**
- 8. Selling, using, distributing or possessing obscene material.**
- 9. Using vulgar or abusive language, cursing or swearing.**
- 10. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco, or the use of any form of e-cigarette or vape.**
- 11. Possessing, consuming, selling, offering, manufacturing, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as "designer drugs" which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.**

12. Inappropriately using or sharing prescription and over-the-counter drugs.
 13. Gambling.
 14. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 99, or discharging a fire extinguisher.
- F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.
- G. Engage in any form of academic misconduct. Examples of academic misconduct include, but not limited to:
1. Plagiarism.
 2. Cheating.
 3. Copying.
 4. Altering records.
 5. Assisting another student in any of the above actions.
- H. **Bullying: Peer Abuse in the Schools**

Bullying of a student by another student is strictly prohibited on school property, in school buildings and on school buses, at school sponsored events and/or activities whether occurring on or off campus.

Bullying can take three forms:

- 1) Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);
- 2) Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats);
- 3) Psychological (including, but not limited to spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

Bullying may also occur as various forms of harassment and/or hazing of students by other students (including “pledging” and/or a student’s initiation into or affiliation with a school or student related organization or team.)

The District also prohibits “Internet bullying” (also referred to as “cyber-bullying”) including the use of instant messaging, e-mail, web sites, chat rooms, and text messaging when such use can reasonably be expected to substantially disrupt the

educational process in the school or a school function.

REPORTING VIOLATIONS

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the Building Principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the Principal, the Principal's designee or the Superintendent of Schools.

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

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

The Principal or his/her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the Principal or his/her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

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

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability, unless the discipline is consistent with the student's individualized education plan (IEP).

A. Penalties

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

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

13. Permanent suspension from school – Superintendent, Board

B. Procedures

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

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

1. Detention

Teachers, Principals and the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Principal or the Superintendent or their designees.

In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

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

3. Suspension from athletic participation, extra-curricular activities and other privileges

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

4. In-school Suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes Principals and the Superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension."

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

5. Teacher Disciplinary Removal of Disruptive Students

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

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

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

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

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

The teacher must complete a district-established disciplinary removal form and meet with the Principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the Principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the Principal or designee prior to the beginning of classes on the next school day.

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

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

The Principal may require the teacher who ordered the removal to attend the informal conference.

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

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

- 1. The charges against the student are not supported by substantial evidence.**
- 2. The student's removal is otherwise in violation of law, including the district's**

code of conduct.

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

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

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

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

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

6. Suspension from School

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the Principals.

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

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

a) Short term (five days or less) Suspension from School

When the Superintendent or Principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

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

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

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

b) Long term (more than five days) Suspension from School

When the Superintendent or Principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the

student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

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

An appeal of the decision of the Superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within 10 business days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

c.) Permanent suspension

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

d.) Procedure after suspension

The Board may condition a student's early return from a suspension on the student's voluntary participation in counseling or specialized classes, such as anger management or dispute resolution. The Board retains discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions shall be specified in writing.

7. Minimum Periods of Suspension

1. Students who bring a weapon to school

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing

pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

- 1. The student's age.**
- 2. The student's grade in school.**
- 3. The student's prior disciplinary record.**
- 4. The Superintendent's belief that other forms of discipline may be more effective.**
- 5. Input from parents, teachers and/or others.**
- 6. Other extenuating circumstances.**

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

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

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

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

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

suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

8. Referrals

1. Counseling

The Guidance Office shall handle all referrals of students to counseling.

2. PINS Petitions

The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

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

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

The Superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

ALTERNATIVE INSTRUCTION

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

DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district's student code of conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the district follows suspension and removal procedures that are consistent with those protections. The code of conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities

- 1. For purposes of this section of the code of conduct, the following definitions apply.**

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

A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself/herself or others.

An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such

IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

- a. The Board, the district (BOCES) Superintendent of Schools or a Principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.**
- b. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.**
- c. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.**
- d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.**

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

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

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

3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

- 1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 - a. for more than 10 consecutive school days; or**
 - b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.****
- 2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.**

However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

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

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

to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

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

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

- b. Conduct a manifestation determination review of the relationship between the student’s disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
- 2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
 - a. The Superintendent, Principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
 - b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - (1) conducted an individual evaluation and determined that the student is not a student with a disability, or
 - (2) determined that an evaluation was not necessary and

provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

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

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

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

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

not a manifestation of the student's disability.

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

D. Expedited Due Process Hearings

1. **An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:**
 - a. **The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.**
 - b. **The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.**
 - (1) **During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.**
 - (2) **If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.**
2. **An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although**
3. **the impartial hearing officer may grant specific extensions of such**

time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

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

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

CORPORAL PUNISHMENT

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

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

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

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

STUDENT SEARCHES AND INTERROGATIONS

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

In addition, the Board authorizes the Superintendent of Schools, Building Principals, the school nurse and district security officials to conduct searches of students and their belongings, in most instances, with exceptions set forth below in A. and B., if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

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

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

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

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and other School Storage Places

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

B. Strip searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. A request to remove an outer coat or jacket

does not constitute a strip search. Strip searches are intrusive in nature and are not permissible. If school authorities believe there is an emergency situation that could threaten the safety of others, the student shall, to the extent practicable, be isolated and secured. Police and parents will be contacted immediately.

C. Documentation of Searches

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

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

The Principal or the Principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The Principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the item is turned over to the police. The Principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

D. Police Involvement in Searches and Interrogations of Students

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

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

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

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

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

E. Child Protective Services Investigations

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

All requests by child protective services to interview a student on school property shall be made directly to Principal or his or her designee. The Principal or designee shall set the time and place of the interview. The Principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex.

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

VISITORS TO THE SCHOOLS

The Board recognizes that the success of the school program depends, in part, on support by the larger community. The Board wishes to foster a positive climate where members of the community have the opportunity to observe the hard work and accomplishments of the students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the school:

- 1. Anyone who is not a regular staff member or student of the school will be considered a visitor.**
- 2. All visitors to the school must enter through the designated single point of entry and report to the office of the Principal upon arrival at the school. There they will be required to present photo identification, sign the visitor's register and will be issued a visitor's identification sticker, which must be worn at all times while in the school or on school grounds. The visitor must return to the Principal's office to sign out at the visitor's register.**
- 3. Visitors attending school functions that are open to the public after regular hours, such as parent-teacher organization meetings or public gatherings, are not required to report.**
- 4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s) and the building principal, so that class disruption is kept to a minimum.**
- 5. Teachers are expected not to take class time to discuss individual matters with visitors.**
- 6. Any unauthorized person on school property will be reported to the Principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.**
- 7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.**

PUBLIC CONDUCT ON SCHOOL PROPERTY

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including students, teachers and district personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and

prevent abuse of the rights of others.

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

A. Prohibited Conduct

No person, either alone or with others, shall:

- 1. Intentionally injure any person or threaten to do so.**
- 2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.**
- 3. Disrupt the orderly conduct of classes, school programs or other school activities.**
- 4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.**
- 5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).**
- 6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.**
- 7. Obstruct the free movement of any person in any place to which this code applies.**
- 8. Violate the traffic laws, parking regulations or other restrictions on vehicles.**
- 9. Possess, consume, sell, offer, manufacture, distribute or exchange alcoholic beverages, controlled or illegal substances or any synthetic versions (whether or specifically illegal or labeled for human consumption), or be under the influence of either on school property or at a school function.**
- 10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.**
- 11. Loiter on or about school property.**
- 12. Gamble on school property or at school functions.**
- 13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.**
- 14. Willfully incite others to commit any of the acts prohibited by this code.**
- 15. Violate any federal or state statute, local ordinance or Board policy while**

on school property or while at a school function.

B. Penalties

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

- 1. Visitors - Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.**
- 2. Students - They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.**
- 3. Tenured faculty members - They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law § 3020-a or any other legal rights that they may have.**
- 4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law § 75 - They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law § 75 or any other legal rights that they may have.**
- 5. Staff members other than those described in subdivisions 4 and 5 - They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.**

C. Enforcement

The Principal or his/her designee shall be responsible for enforcing the conduct required by this code.

When the Principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the Principal or designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Principal or designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the Principal or designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

DISSEMINATION AND REVIEW

A. Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this code of conduct by:

- 1. Providing copies of an age-appropriate, written in plain language, summary of the code to all students at an assembly held at the beginning of each school year.**
- 2. Providing a plain language language summary to all parents at the beginning of the school year, and thereafter on request.**
- 3. Posting the complete code of conduct on the district's website.**
- 4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.**
- 5. Providing all new employees with a copy of the current code of conduct when they are first hired.**
- 6. Making copies of the code available for review by students, parents and other community members.**

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

B. Review of Code of Conduct

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

The Board may appoint an advisory committee to assist in reviewing the code and the district's response to code of conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

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

The code of conduct and any amendments to it will be filed with the Commissioner of Education no later than 30 days after adoption.

APPENDIX A:

MWCS HIGH SCHOOL

ATTENDANCE

Absence is the main cause of failure in school. Unless your health forbids or unless some emergency arises at home, you should be in school. Responsibility for making up work lies entirely with you. You should make appointments with your teachers to determine what is to be made up. You assume the entire burden of getting this work done and handed in to your teachers. Punctuality and regular school attendance are essential to success in school and later on the job. **BE ON TIME AND IN YOUR CLASS EACH DAY.**

All absences must be verified by a note from the parent within forty-eight hours of your return to school indicating the reason for absence. Legal excuses for absence include personal illness, medical, dental or legal appointments, religious observance and death in the family.

All absence, as well as tardiness and truancy is recorded daily. Car problems, oversleeping and personal reasons are not acceptable excuses for being late. **LATE STUDENTS ARE TO REPORT TO THE OFFICE IMMEDIATELY UPON ARRIVAL, UNLESS SCHEDULED FOR AN ACTIVITY. ALL STUDENTS ARE TO LEAVE THE BUILDING AT 2:08 PM.**

NOTIFICATION REGARDING USE OF SURVEILLANCE CAMERA IN SCHOOL BUILDINGS, SCHOOL BUSES AND ON SCHOOL GROUNDS

The Board of Education recognizes its responsibility to promote and foster school safety and ensure a safe and effective learning environment. After having carefully considered and balanced the rights of privacy with the District's duty to promote discipline, health, welfare and safety of staff and students, as well as that of the general public who has occasion to use school facilities, the Board supports the use of surveillance cameras in its schools, on its buses and/or on school grounds. District surveillance cameras will only be utilized in public areas where there is no "reasonable expectation of privacy." Recordings may be shared with law enforcement officials in accordance with their official duties and/or as otherwise authorized by law.

**District Policy #5683 — Use of Surveillance Cameras in the School District
Adopted July 22, 2008**

BUS BEHAVIOR

It is the school district's responsibility to provide proper and safe transportation to and from school. Bus drivers are expected to exercise the same degree of supervision as a teacher would in a classroom. No student has the right to interfere with the safe and comfortable transportation of another student or the bus driver. Such actions as fighting, shouting, objectionable language, smoking, or any other behavioral problem may result in restrictions or losing the right to ride the bus.

Students are to ride only the bus they are assigned. The High School Office must approve any changes. Generally students are allowed to ride another bus to the home of a friend, relative, etc. These requests should be made in writing by a parent/guardian.

CAFETERIA/LUNCH/FOOD/BEVERAGES

Student behavior in the school cafeteria should be based on courtesy and cleanliness. This means leaving the area neat and in a condition you would like to live in. Each student is scheduled for a one-half hour lunch period. Students must go through the cafeteria line and pay for their choice of foods. Once you have eaten you may leave the cafeteria. The gym is available for students wishing to participate in limited activity. Appropriate behavior is expected.

As a general rule, food should not leave the cafeteria. Arrangements to eat in other locations must be made in advance. Students are not to go into areas where classes are being held during their lunch period. Each month the lunch menu is printed and is available to each student in the main office.

Students are subject to restrictions regarding food and beverages. During the regular school day, consumption *should mostly occur only during the designated lunch and breakfast periods. Though there are numerous exceptions and special circumstances.* The school reserves the right to control foods and beverages purchased on or off school grounds.

SCHOOL DANCES

Throughout the school year, dances may be held in the school on Friday or Saturday evenings. Sign up for the use of this activity must be done through the high school office, well in advance of the date requested. Permission for school dances will be given only to existing clubs and class organizations at the High School.

Each of the following regulations will be in effect:

1. Dances are for MWCS students only, unless special approval is obtained from the main office. The sponsoring organization may designate grade level.
2. No drinking of alcoholic beverages or use of drugs before or during will be permitted. A violation may result in restriction from all extra-curricular events, as well as possible legal action.
3. Students exhibiting unbecoming conduct may be asked to leave school grounds.
4. Dances will be from 8:00-11:00 p.m., unless otherwise approved.
5. Students admitted to the dance will not be allowed to leave and return later.

10th PERIOD

The official school day at the high school ends at 2:50 p.m. Students whose work is complete, are not involved in extracurricular activities after school, or have not been assigned detention by the office or a teacher, are **expected** to leave on their regular dismissal bus at 2:08 p.m.

Students assigned to 10TH PERIOD are to report to their teacher immediately at the bell. **STUDENTS ARE NOT TO REMAIN AFTER SCHOOL TO VISIT WITH TEACHERS, FRIENDS, CLEAN LOCKERS, USE THE LIBRARY, ETC.** At 2:50 PM all high school students must report to the office to pick up detention bus pass for transportation home.

DISCIPLINE CODE

It is the policy of the Board of Education at Madrid-Waddington Central that disciplinary actions be progressive in nature to allow growth and change in student behavior. It recognizes, however, that some serious misbehavior may require an action not within the normal progression. The progression of discipline would generally follow this pattern: teacher reprimand, detention, curtailment of privileges, parental contact, short term suspension (five days or less), long term suspension, legal action, Superintendent's Hearing or Board of Education Hearing.

UNACCEPTABLE BEHAVIORS:

The following behaviors are considered unacceptable at Madrid-Waddington Central School and may result in one of the disciplinary actions as outlined in the progression of discipline.

1. Profane and/or vulgar language will not be tolerated. Students using this

type of language may be assigned school detention or suspension. If the language is directed at staff member, the staff member will immediately report the incident to the building principal. Appropriate disciplinary action will be taken by the building principal.

2. Kissing and embracing by students in school is considered unacceptable behavior. Persistent violations will be referred to the building principal for disciplinary action.
3. Insubordination or disrespect to a staff member will not be tolerated.
4. Student fighting or harassment of each other may result in detention or suspension. These behaviors may also result in legal action being taken.
5. No student will use physical force or attempt to use physical force against a staff member. Instances may result in detention, suspension, Superintendent's hearing or Board of Education hearing.
6. Stealing or entering a locker, classroom, or school building without permission may result in detention, suspension or legal action. If a student uses another student's property without authorization, it may be considered stealing. Students guilty of this infraction will be required to pay for the property.
7. Destroying, defacing school, staff or student property may require restitution. Offenses of this type may result in detention, suspension or legal action.
8. COMPUTERS: Unauthorized, inappropriate, or illegal use of computer facilities will not be tolerated and will be reported to the building principal.
9. Students tardy to school and/or class will not be tolerated and will initially be dealt with by the teacher in charge.
10. Skipping classes, school, or failure to report to an assigned class or study hall will not be tolerated. Teachers should also deal with the student individually who skips their class. Habitual skipping is truancy and will be dealt with by the Administration.
11. Weapons and dangerous objects of any type are not permitted in school the school building or on school grounds of the District without Administrative authorization. In accordance with the Gun-Free Schools Act of 1994, any student who, after a hearing held pursuant to Education Law #3214, is found guilty of bringing a firearm onto the premises of any school owned or controlled by this school district will be subject to a penalty of at least a one year suspension from school. However, in determining an appropriate penalty, the Superintendent of Schools may modify the suspension requirement on a case- by-case basis, considering, among other things, the totality of circumstances surrounding the offense and the student's previous record.

12. Due to the health hazards associated with smoking, and in accordance with federal and state law, students are forbidden to use or possess tobacco, tobacco-related products (also known as “smokeless” or “chewing” tobacco), or any form of e cigarette or “vape” on school premises, on school buses, or at school-sponsored activities.
13. Students will not possess or be under the influence of alcohol, drugs, or controlled substances or bring alcohol beverages, drugs, or drug related paraphernalia onto school grounds or into school buildings or school owned vehicles. Students will not misuse, sell or distribute prescription or non-prescription drugs, over the counter medications, or any other substance or fluid intended to or reputed to have a metabolic impact on the human body. Violations of this rule may result in suspension and legal action.
14. Any electronic devices considered disruptive to the learning process are restricted in school and on the school buses. Students are discouraged from bringing any non-essential digital or electronic devices to school, as they are always at risk to be damaged or stolen. Staff members may, at any time, restrict the use of such devices and also may ask a student to turn the device over to them. Such matters will reach their ultimate resolution through the building principal.
15. Any willful action on the part of students that disrupts the educational process at Madrid-Waddington Central School will not be tolerated.
16. The student’s record of behavior will be used to determine the severity of a penalty.
17. Misbehavior may result in more than one penalty.

A STUDENT’S RIGHTS AND RESPONSIBILITIES

1. ACCESS TO RECORDS

Parents of students or eligible students may inspect and review educational records upon request. A written request must be submitted to the building principal. A copy of the Student Records Policy, outlining this procedure, and also including the type, location, and custodians of educational records in this district, is available at the High School Office. The disclosure of educational records as well as the correction and appeals procedure is also included in this policy.

2. RULES

RIGHTS — A student has the right to know all the rules in advance that govern

his or her conduct in school.

RESPONSIBILITY — Rules must be obeyed promptly. A student has the responsibility to read school rules. He or she is responsible for remembering the rules. A student is required to obey the teacher's reasonable requests or directions.

3. SUSPENSION

RIGHTS — five days or less

A.) A student has the right to know why he or she has been suspended. The building principal normally informs the student of the reason for suspension.

B.) A student has the right to explain his or her side.

RESPONSIBILITY — Correcting improper behavior is the student's responsibility. A student has the responsibility to make sure misbehavior does not occur again. The responsibility for an appeal belongs with the student or his/her parents.

4. SUSPENSION

RIGHTS — five days or more — this type of suspension can only be done by the Board of Education or the Superintendent. A student has the right to the following:

A.) A hearing

B.) Reasonable notice indicating what he or she is accused of doing.

C.) Present evidence and ask witnesses to testify.

D.) Cross examine witnesses who testify against him or her.

E.) Appeal the decision of the Principal, Superintendent and Board of Education to the Commissioner of Education.

RESPONSIBILITY — A student is responsible for conducting himself/herself in a courteous and respectful manner.

5. EXCLUSION FROM EXTRACURRICULAR ACTIVITIES

RIGHTS — A student may not be excluded from activities unless there is a legitimate basis to do so.

RESPONSIBILITY — Mature and considerate conduct is required at all school functions.

6. ACADEMIC PENALTIES

RIGHTS — An academic penalty may not be used as a punishment for general misconduct. A student may not be disciplined for misbehavior by assigning extra homework, by lowering a grade or withholding a grade unless the misbehavior is related to the penalty.

RESPONSIBILITY — Honesty and integrity are required of a student in all academic areas. Each student has the responsibility to help maintain a learning atmosphere in the classroom.

7. RIGHT TO AN EDUCATION

RIGHTS — A student has the right to a free education until twenty-one years of age, or until he/she graduates from High School. This includes the right to a free BOCES education. Also included is the right to remediation when a student falls below the State Standard on certain tests.

RESPONSIBILITY — This right can be forfeited by conduct that is harmful to the best interest of the school's welfare, safety and health.

8. PREGNANCY OR ILLNESS

RIGHTS — A pregnant student has the right to remain in school before and after the birth of the baby. A student has the right to request a tutor after an extended illness.

RESPONSIBILITY — A student is responsible for maintaining an adequate level of performance for meeting course and grade requirements. The student or parents must request or make arrangements with the building principal for a tutor, and must verify an extended illness through a physician.

9. DISCRIMINATION

RIGHTS — Students have the right to equal treatment in school *without respect to race, sex, religion, color, national origin, or physical or mental ability.*

RESPONSIBILITY — Discrimination against a fellow student is not allowed. A student is responsible for treating all people in school with respect and dignity. *Harassing behavior, sexual or otherwise, should be reported immediately to a school staff member with the understanding that the main office will ultimately be informed.*

10. STUDENT PUBLICATIONS

RIGHTS — Students have the right to express their views in speech, writing, or through any other medium or form, limited solely by those restrictions imposed on all citizens generally and those specifically applicable to children and youths in a school setting. Students have a right to distribute literature on school grounds and in school buildings provided such distribution does not interfere with or disrupt the educational process.

RESPONSIBILITY — All student publications must comply with the rules for responsible journalism. Libelous statements, unfounded charges and accusations, obscenity, false statements, materials advocating racial or religious prejudice, hatred, violence, the breaking of laws and school policies and/or regulations, or materials designed to disrupt the educational process will not be permitted. The Board of Education reserves the right to edit or delete such speech, which it feels is inconsistent with the district's basic educational mission. No literature may be distributed unless a copy is submitted in advance to the Superintendent of Schools and the Building Principal.

11. SYMBOLIC EXPRESSION

RIGHTS — Buttons and armbands for self-expression for a legitimate issue are permitted.

RESPONSIBILITY — An orderly and reasonably quiet atmosphere is necessary for many learning situations. The student is required to help maintain this atmosphere. Interference with the educational process may cause the loss of this right.

12. PLEDGE OF ALLEGIANCE

RIGHTS — A person does not have to say the Pledge to the Flag. Students have the right to stand quietly, remain seated or leave the room, if he or she has a political, philosophical or religious objection to saying the pledge.

RESPONSIBILITY — A student has the responsibility to exercise right in a serious manner based on personal convictions and conscience. He or she also has the responsibility to obey the directions of the teacher.

13. PERSONAL APPEARANCE

RIGHTS — The choice of personal clothing generally belongs to the individual.

RESPONSIBILITY — Clothing or clothing graphics and other aspects of an appearance must not cause a disruption, be unsafe, unhealthy, or otherwise undermine the school's basic educational mission.

14. SEARCHES

RIGHTS — Lockers and personal property will only be searched with reasonable cause.

RESPONSIBILITY — A student is responsible for keeping illegal or harmful material out of the school, school buses, school functions or areas under the supervision of the school.

15. POLICIES AND INTERROGATIONS

RIGHTS — The student has the right to decline a police interview for activities outside the school. However, he or she may be questioned on school property if the investigation involves a crime on school property. The student has the right to remain silent under criminal arrest.

RESPONSIBILITIES — Students have an obligation to obey laws and school rules. It is each student's responsibility to respect the rights of others. A student is required to answer the questions of administration and staff members honestly and respectfully.

DRIVING TO SCHOOL

Students who drive, as well as riders, are required to be in the building and seated in homeroom at **7:40 a.m.** Any lateness to school due to driving or riding may require detention period make-up time. Repeated instances of tardiness may result in loss of driving/riding privileges and students may be required to use school transportation.

Driving/riding privileges may also be revoked for unsafe operation of the vehicle, loitering in the parking lot, truancy and leaving school without permission. All cars are to be parked in the main parking lot in front of the high school building. **Snowmobiles and ATV vehicles are not allowed on school property.**

LEAVING SCHOOL

Upon boarding the school bus and/or arriving at school a student is subject to the rules and regulations of the school. Students may not leave school before the end of the day without permission of the office. A parental note or telephone call must be presented to the office prior to the time the student is scheduled to leave. Notes after the fact will not be accepted. Before a student leaves the school grounds he/she must check out in the office. Parents or their designees who are picking up and transporting students will be required to sign them out in the main office.

LIBRARY

The high school library is open each day from 7:50 a.m. to 2:08 p.m. Students may sign out of study hall or come to the library for reference work, research work, computer use or to borrow a book. Books may be signed out for a two-week period. Students will be expected to pay for lost library materials. No passes will be issued from the library.

For grades 8-12 students that want to leave their study hall for the library, must sign up on the appropriate sheet for their study hall period before going to homeroom. The student reports directly to the library at the beginning of the period. Attendance is taken in the library and reported to the study hall teacher.

- *Sign-ups must be completed before the homeroom bell.*
- *Do not sign other students' names.*
- *Do not sign up for more than one study hall period per day.*
- *Students who are late to the library will be sent back to study hall.*

Pre-signed passes (Grades 6-12):

- *Students who did not sign up for library, but who have a pre-signed reference pass should report directly to the library, and give their pass to the librarian.*
- *Late passes will not be accepted.*
- *Students must work on the assigned project for the entire period.*
-

LOCKERS & BACKPACKS

Each student is assigned a hall locker and a gym locker at the beginning of the school year. Hall lockers are for storage of books, coats, and notebooks. **A hall locker or a gym locker is not a safe.** Students are reminded not to leave valuable items or money in lockers. Hall lockers are assigned to the students for their use, but remain the property of the school.

The high school administration has the right to search any locker if reasonable cause exists. Grade 6 and 7 students may use a school lock by paying a security deposit. If a lock is brought from home, circumstances may require it to be cut from the locker. Lockers with built in locks are **NOT** to be tampered with in an effort to interfere with their proper operation.

Backpacks, in their use and storage, can be a difficult thing to manage. MWCS does not allow wheeled devices for books and materials. We also caution that over-sized backpacks not be crammed into lockers and may not be the best-suited

for school. We urge students to be responsible in their use and placement of backpacks. Unattended backpacks are at risk for theft and tampering.

HIV POLICY

The Board of Education recognizes the public concern over the health issues surrounding Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus Infection (HIV). The Board also recognizes, based upon the current state of medical knowledge, that the virus associated with AIDS is not easily transmitted and there is no evidence that AIDS or HIV virus can be transmitted by casual social contact in the open school setting.

The Board acknowledges the rights of those students diagnosed as having AIDS or HIV infection to continue their education as well as the rights of all students in the school district to learn and participate in school activities without being subjected to significant risks to their health. The Board also takes notice that under current law and regulations the disclosure of confidential AIDS and/or HIV-related information must be strictly limited.

Accordingly, it is the policy of the Board of Education that no student shall be denied the opportunity to attend school, continue his/her education or take part in school-related activities solely on the basis of being diagnosed as having AIDS or HIV infection.

In accordance with current state law and regulations, it is also the policy of the Board of Education to prevent any student from being subjected to adverse or discriminatory treatment or stigma because he or she has been diagnosed as having AIDS or being HIV-infected.

HEALTH

The Nurse's Office will be open each school day from 7:30 until 3:15 daily.

In the event of an accident or injury at any time:

1. Notify the teacher in charge of the class
2. Proceed (with the teacher if necessary) to the nurse's office or the main office.

REPORT CARDS TO PARENTS

Each student receives a report card for each six-week marking period. Students will bring their report cards home for the first, second, fourth and fifth six —week periods. Report cards in January and June will be mailed home.

EMERGENCY SCHOOL CLOSING

In the event it is necessary to close the school building for severe winter weather conditions or for an unexpected emergency, parents and students will be notified through the local radio stations: WMSA and WYBG in Massena, WSLB and WNCQ in Ogdensburg, WSLU in Canton and WPDM in Potsdam. Closings are also listed on television stations (WWNY, WWTI and NEWS10 NOW). Emergency closings will be displayed on the school website: www.mwcsk12.org.

SCIENCE LAB REQUIREMENTS

It is the requirement of the Science Bureau of the State of Education Department that students complete lab requirements for Earth Science, Biology, Chemistry, and Physics. These are prerequisites for taking the Regents Examinations in these subjects. Instructors will set the completion dates.

STUDENT APPEARANCE/DRESS CODE

The school acknowledges that a correlation exists between good grooming and personal attire and achievement. A similar relationship exists between student dress and acceptable standards of conduct. Recognizing these relationships, the following dress practices ARE NOT ALLOWED IN SCHOOL.

1. Headwear or head coverings of any kind (male or female).
2. Any article of apparel which displays the following:
 - Obscene words, pictures or designs
 - Sexually suggestive remarks
 - Pro-alcohol or drug related messages
 - Derogatory comments regarding race, gender, religion or sexual orientation
3. Tube tops, halter-tops, spaghetti straps, strapless or backless dresses or any garment that exposes under garments.
4. Dresses, skirts or shorts that are not longer than fingertip length will not be permitted. (Hands at sides)
5. Clothing that is transparent or exposes the midriff, navel or cleavage.
6. Underwear worn as outer garments.
7. Pants, skirts or shorts worn below the intended waistline or inside out.
8. No pajamas/sleepwear of any kind.
9. Cut-up shorts, pants or shirts with slits, rips or holes.
10. Bare feet. Footwear must be worn at all times and securely fastened.
11. Any item that may be considered disruptive to the educational process.

STUDENT MEDICATIONS

Drugs and medication prescribed by a Physician are to be reported and left with either the School Nurse or in the Main office. No more than the daily requirement should be brought to school.

STUDY HALL REGULATIONS

Students are required to use this time to the best educational advantage. Sleeping, socialization, card playing and non-class activities are not permitted. Pre-signed teacher passes are required to leave study hall. Student passes will be issued for lockers, restrooms, and offices only. Passes are not to be issued or accepted for a classroom area except for specific remedial and/or make-up work (pre-signed pass required). Passes to the music area, stage, gym, and shops may require permission of the main office. PERMANENT PASSES TO ANY AREA ARE NOT ALLOWED.

WORK PERMITS

Work permits are available through the Main Office. Any student ages 11-18 is eligible for a work permit if he/she is employed. Students should check with their employer and/or the main office for details.

SUMMER SCHOOL

Summer school provides the opportunity for students to enroll in courses that they have not had time for in their yearly schedule, to make up credits and improve grades, and to accelerate their high school program. Generally students from this District attend summer school in Massena. Students must register through our Guidance Office and then, through the office at the school they have chosen to attend. Information on all of the summer schools is usually available by the first week in June.

ON LINE COURSES

It is possible for credits earned through online courses to be applied towards graduation requirements. However, the following conditions must be met:

- ALL online course work must receive written approval from the High School Office in advance.

- All online course work must be done through MWCS approved, online affiliates.
- All course work for June graduation must be completed and results returned to guidance office by the last day of regular school finals, in advance of Regents week.

TEXTBOOKS

Basic textbooks are loaned to the students for their use during the school year. Some workbooks and related supplies may be charged to the students. Textbooks are to be kept clean and handled carefully. Please be sure that your name, grade, and the school are written in the book in case the book is misplaced. Students will be required to pay for lost or damaged books.

TELEPHONE

Students will not be allowed to use the office phone except in **cases of emergency**. In the event that a student receives a call he/she will be called out of class only if an emergency exists. The non-pay phone is available for limited student use during **lunch period** and **study halls** to make necessary local calls. The High School Office or the student's classroom teacher must approve use during other times. Student access to phones may be limited or restricted for engaging in lengthy calls or for excessive use.

VISITORS

School, in an educational sense, is a place of business and the students and staff are rarely in a position to host visitors for purely social purposes. With the exception of academic, professional and parental visitors, all other visitation is expected to occur outside of school hours.

Regardless of the nature of the visit, all visitors must report to and sign in at either the high school or elementary main office.

LOST AND FOUND

Students losing personal possessions at school should report this to the office as soon as possible. Any school equipment such as textbooks, sports equipment, etc. should also be reported. It is strongly suggested that valuable possessions not be brought to school. In the event that it is necessary to bring money into the building it may be left in the office until needed. **AGAIN — A LOCKER IS NOT A SAFE!!!**

HOMEWORK ASSIGNMENTS WHEN YOU ARE ABSENT

If a student is absent from school for 1-3 days, we suggest they obtain homework assignments through a fellow classmate who is able to pick up the necessary assignments, worksheets etc. from teachers. (These arrangements should be made with a fellow classmate the night after the first day of absence.)

If a student is absent from school for a long period of time (3 or more days at a time), parents may contact the high school office and we will assist in getting assignments together for a parent/guardian to pick up. Due to the time element involved, we ask your cooperation in this matter.

ACCESS TO RECORDS

As a parent or a student over 18 years of age, you should be aware of your right to:

1. Inspect and review the student's educational records.
2. The right to exercise a limited control over other people's access to the student's educational records.
3. The right to seek to correct the student's educational records, through a hearing, if necessary.
4. The right to file a complaint with the U.S. Department of Education, Washington, D.C. if the school district fails to comply with the act.
5. A copy of the District's student record policy may be obtained in the Central office located in the High School building.

NATIONAL HONOR SOCIETY

The procedure for selection of students for the National Honor Society is directly derived from the Society Handbook in conjunction with the rules and expectations delineated in the constitution of the Kathryn E. Fay Chapter. The following are integral aspects of this selection process.

1. The guidance counselor reviews the student's academic records to determine scholastic eligibility. This is based upon the most recent cumulative grade point average.
2. Scholastically eligible students are contacted and requested to complete and submit a Student Activity Information Sheet.
3. All high school faculty members are asked to complete student evaluation forms based upon the necessary criteria of Leadership, Service, and

Character.

4. Members of the Honor Council then review information concerning the potential candidates. Candidates must receive a majority vote of the Honor Council to be inducted into the local chapter of the Honor Society.

Selection for membership in the National Honor Society is an honor extended by the Honor Council. There may be times that an academically eligible student is not selected. This situation is bound to arise because of the need to meet all the requirements of the selection process as evaluated by the council members.

It is clearly stated in National Honor Society policy that all eligible students must have a fair and equal opportunity to be considered, not to be selected. Special efforts will be made to explain the selection process to an individual student and/or parents who are dissatisfied. However, the chapter is not obligated to share information concerning specific students not selected for membership in the society.

PUBLIC CONDUCT ON SCHOOL PROPERTY

Madrid-Waddington Central School expects a high standard of conduct from its students, faculty and support staff, as well as visitors to the schools. The school will enforce a code of conduct, which governs the conduct of all persons, whether or not their presence is authorized, upon any premises or property under the control of the district and used in its teaching, administrative, cultural, recreational, athletic, and other programs and activities.

Prohibited Conduct—No person, either alone or with others, shall:

1. Cause or threaten physical injury to any other person, for the purpose of compelling or inducing such other person to refrain from any act which he/she has a lawful right to do, or to do any act which he/she has a lawful right not to do.
2. Use, possess, sell or distribute alcohol, illegal drugs and drug paraphernalia;
3. Smoke or use tobacco,
4. Physically restrain or detain any other person, nor remove such person from any place where he/she is authorized to remain, except that students may be restrained as permitted by Commissioner's Regulations (see 5314, Corporal Punishment)
5. Damage or destroy property of the district or under its jurisdiction, nor remove or use such property without authorization;
6. Without permission, expressed or implied, enter into any private office of an

administrative officer, member of the faculty or staff member;

7. Enter upon and remain in any building or facility for any purpose other than its authorized uses or in such manner as to obstruct its authorized use by others;
8. Without authorization, remain in any building or facility after it is normally closed;
9. Refuse to leave any building or facility after being required to do so by an authorized administrative officer, member of the faculty or staff member;
10. Obstruct the free movement of persons and vehicles in any place to which these rules apply;
11. Disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his/her views, including invited speakers;
12. Have in his/her possession upon any premises to which these rules apply, any rifle, shotgun, pistol, revolver, or other firearm or weapon without the written authorization of the Superintendent of Schools, whether or not a license to possess the same has been issued to such person;
13. Incite others to commit any of the acts herein prohibited with specific intent to procure them to do so; and/or
14. Violate any law, regulation or Board policy.

Penalties: Anyone who violates any of the provisions of these rules is subject to appropriate penalties, up to and including time-out, verbal reprimand, written reprimand, detention, withholding of privileges, suspension, ejection, arrest, and/or prosecution.

APPENDIX B

MWCS ELEMENTARY

STUDENT BEHAVIOR CODE OF CONDUCT

GOALS: To establish a positive learning atmosphere for all; to ensure understanding and respect for the rights of all persons; to protect rights of all; to promote individual responsibility and self-control; to maximize teaching and learning time for all.

RESPONSIBILITIES:

Parent Responsibility: To have a knowledge of student expectations thereby demonstrating interest in their child's behavior by supporting these expectations.

Board of Education Responsibility: To adopt and review a uniform policy for positive and appropriate conduct in school.

Educator Responsibility: To inform students of expectations and establish and enforce appropriate rules and consequences according to the particular grade level.

Student Responsibility: To know, abide by, and demonstrate appropriate conduct as stated in student expectations.

GENERAL BUILDING INSTRUCTIONS:

1. The school day begins at 8:45 A.M. Students should plan to arrive no earlier than 8:25 A.M.
2. Use proper entrances when you come in and leave the school building.
3. Walk quietly in the halls and keep to the right. Running in the halls is dangerous.
4. Consider others and use the bathrooms properly. Help keep them clean.

5. Keep the water fountains clean. Be orderly when you line up to take a drink. Pushing is dangerous.
6. Fire drills are for your safety. Line up quietly and quickly. Move quickly.
7. If you see strangers in the building or on the school grounds, tell your teacher or the office at once.

USE OF SCHOOL PHONE:

Students will be allowed to use the phone only in extreme emergencies. It is the student's responsibility to remember lunch money, gym clothes, appropriate notes, instruments, homework, after-school programs, etc.

***** IMPORTANT ~ PLEASE NOTE *****

For the protection of all of our students and staff, we require any change in how a student is bused to/from school **to be in writing** from parents/guardians. The requests should be dated so there is **no mistake** about when a student is to take a different bus. **ONLY IN AN EMERGENCY** can the school take telephone requests for bus changes.

STUDENT EXPECTATIONS:

1. Walk in an orderly manner at all times.
2. Respect the rights and the property of others.
3. Exercise courtesy, cooperation, and kindness.
4. Demonstrate responsibility; complete class and homework assignments, care for own money, notes, etc.
5. Follow classroom rules.
6. Obey reasonable requests of any/all staff members.
7. All notices from school should be delivered to your parents/guardians.

LOSS OR DESTRUCTION OF SCHOOL PROPERTY:

Students and their parents are responsible to make restitution for district-owned property which is damaged or destroyed by students.

TEXTBOOKS: All textbooks are on loan to students for use during the school year. Each student is responsible for the textbooks issued to him/her. All textbooks must be returned or fines paid for lost or damaged books, before the student may receive his/her report card. Therefore, it is in the student's best interest to keep textbooks clean and care for them properly.

All School materials should be properly maintained. This includes art, music, physical education, library and cafeteria materials. **No writing** on textbooks is allowed.

ELECTRONIC DEVICES:

We are aware of the increased ownership of electronic devices *(such as cell phones, iPods, game consoles, etc.) among our students. The usage of these devices during the school day is **not** necessary. All incoming and outgoing emergency calls relating to your child should be made through the school office. Inappropriate use of electronic devices by students will be referred to the Elementary Principal.

INSTRUCTIONAL SUPPLIES:

It is the parent/guardian responsibility to supply the basic items for school. A list of supplies for your child's upcoming grade level will be sent home when available.

VISITORS:

We encourage parents/guardians to visit our school and observe it in action. However, we request that you make an appointment through the elementary office and stop in the office before proceeding to the classroom.

FAMILY VACATIONS:

We do not recommend vacations be taken while school is in session. The staff at Madrid-Waddington feels strongly that students who complete school work at home due to missed school receive minimal learning due to lost classroom instruction. In the event a child is to be absent, for anything other than a legal excuse, the elementary principal should be notified.

MEDICATIONS:

Students may not bring any medication to school. All medication should be brought to school by parent/guardian, in the original container.

If it is necessary for a student to take medication during school hours, **state law requires:**

1. **The parent/guardian provide the school nurse with a written request from the doctor, indicating the medication dosage and the time to administer.**
2. **Over-the-counter medications must be accompanied by a note from the parent/guardian. This includes cough drops.**

CAFETERIA RULES:

1. Follow directions the first time given.
2. Use good manners.
3. Do not throw food or other objects.
4. Use classroom voice and stay in your seat.
5. Do not leave the cafeteria without permission from the monitor or your

teacher.

6. No spitting.
7. No fighting.
8. No pushing in line or running in the dining room.

CONSEQUENCES:

1. First time: warning given.
2. Second time: put at a table by himself/herself.
3. Third time: sent to the Principal.

REASONABLE REQUEST BY STAFF MEMBERS:

All students shall be expected and required to fulfill any reasonable request issued by any staff member. Failure to comply will be considered insubordination. (Reasonable defined: in this instance, something that is legal, in line with, or not contrary to Board of Education policy, and would be expected of all students in a similar situation.

CONSEQUENCES:

1. Disciplined by principal
2. Call to parent
3. Possible suspension

NOTIFICATION REGARDING USE OF SURVEILLANCE CAMERA IN SCHOOL BUILDINGS, SCHOOL BUSES AND ON SCHOOL GROUNDS

The Board of Education recognizes its responsibility to promote and foster school safety and ensure a safe and effective learning environment. After having carefully considered and balanced the rights of privacy with the District's duty to promote discipline, health, welfare and safety of staff and students, as well as that of the general public who has occasion to use school facilities, the Board supports the use of surveillance cameras in its schools, on its buses and/or on school grounds. District surveillance cameras will only be utilized in public areas where there is no "reasonable expectation of privacy." Recordings may be shared with law enforcement officials in accordance with their official duties and/or as otherwise authorized by law.

**District Policy #5683 — Use of Surveillance Cameras in the School District
Adopted July 22, 2008**

Madrid-Waddington CSD District Wide Safety Plan

Revision Date: June 2024

Commissioner's Regulations 155.17

DISTRICT-WIDE SCHOOL SAFETY PLAN

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The District-wide Plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural and manmade disasters. To address these threats, the State of New York has enacted the Safety Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response and recovery with respect to a variety of emergencies in each school district and its schools.

Madrid-Waddington ("District") supports the SAVE Legislation, and intends to facilitate the planning process. The District Superintendent of Schools encourages and advocates on-going district-wide cooperation of Project SAVE.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

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

B. Identification of School Teams

The District has created a District-wide School Safety Team including the following persons:

Position	Name or Title
Superintendent/Chief Emergency Officer	Eric Burke
Board of Education Representatives	Katie Logan, Amber Sullivan, Chris Pryce
Administration Representatives	Joe Binion and Nicole Weakfall
Teacher Representative	Bryan Huntley
Parent Organization Representative	Ted Schulz
School Safety Personnel	Joe Binion and James Murray
School Nurse	Amber Murphy
School Counselors	Toni Siddon, Katie Hayes
Transportation Department	Shawn Losey
Representatives from Local Fire	Jacob Roome (Madrid) and Kevin Sharlow (Waddington)
Representatives from Local Rescue	Ron Burke (Madrid) and Jacquelyn Brown (Waddington)
Representative from NY State Police	Brian Coakley

C. Concept of Operations

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

D. Plan Review and Public Comment

- This plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis on or before July 1 of each year.
- Pursuant to Commissioner's Regulation 155.17(e)(3), this plan will be made available for public comment 30 days prior to its adoption. The District-wide and Building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- While linked to the District-wide School Safety Plan, Building-level Emergency Response Plan shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-level Emergency Response Plan will be supplied to both local and State Police within 30 days of adoption.

SECTION II: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of sites of potential emergency

The District has established procedures for the identification of potential sites and the internal and/or external hazards that may be present in them. These procedures are developed in coordination with the local Emergency Management Office, Fire Department and law enforcement agencies, and the use of a Risk Probability Checklist. Appendix 2 of this Plan shows the results of this procedure.

B. Actions in response to an emergency

The District has identified the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation and sheltering. The Building-level Emergency Response Plan includes identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

Lock-down	Sheltering/Evacuation
Threats of Violence	Intruder
Hostage/Kidnapping	Explosive/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological
School Bus Accident	Radiological
Gas Leak	Epidemic
Pandemic	Emergency Remote Instruction Plan
Others as determined by the Building-level School Safety Team	

C. District resources and personnel available for use during an emergency

The District has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in accordance with the Incident Command System as deemed appropriate by the Incident Commander. (See Incident Command System Position and Description chart.)

Specific procedures, policies, persons, phone numbers and training are located in the Building-level Emergency Response Plan. The Incident Commander will contact 9-1-1 for advice and assistance when needed.

D. Procedures to coordinate the use of school district resources during emergencies

The District uses the Incident Command System model for emergency actions. For district-wide emergencies the Incident Commander will be the District Superintendent. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building-level Emergency Response Plan. Building-level Incident Command staff are identified in the Building-level Emergency Response Plan.

E. Annual multi-hazard school training for staff and students

The District will conduct annual training for both staff and students in school safety issues. Training will be coordinated by the Health & Safety Office, and may consist of classroom activities, general assemblies, tabletop exercises, full scale drills or other appropriate actions to increase the awareness and preparedness of staff and students. Staff, students, and parents will be provided prior notice as to when these emergency drills will take place.

Drills and other exercises will be coordinated with local, county and state emergency responders and preparedness officials. Existing plans will be revised in response to post-incident critiques of these drills.

Trauma Informed Drills and Exercises

Drills and training will be conducted in a trauma informed, developmentally and age-appropriate manner; drills and training will not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; and students and staff will be informed when a school is conducting a drill.

Parental Notification of Drills and Exercises

MWCSD provides parents prior notification when emergency drills take place: Lockdown and Emergency Evacuation. This includes an annual letter regarding safety protocols, drills, and parent notification system for emergencies, via ParentSquare

Training procedures and frameworks are included in Appendix 3.

F. Staff development

Each year during the Staff Development Day, training in Violence Prevention and Intervention as well as mental health awareness will be offered. Refresher training in searching for suspicious packages will be provided as needed.

G. Remote Learning Protocols for Emergency Closure Days

Communication:

- **ParentSquare** will be the learning management system used by teachers in PreK-Grade 5.
- **Google Classroom** and **Google Meet** will be the learning management system used by teachers in Grades 6-12.
- Ongoing communication with families will take place through **Google Classroom, email, and/or ParentSquare.**

Jr.-Sr. High School Protocols:

- All students in Grades 6-12 will use their district provided Chromebook to attend live synchronous instruction via Google Meet.
- Students will follow their normal 9-period schedule at these times:

1st: 9:00-9:18 AM	4th: 10:00-10:18 AM	7th: 11:00-10:18 AM
2nd: 9:20-9:38 AM	5th: 10:20-10:38 AM	8th: 11:20-11:38 AM
3rd: 9:40-9:58 AM	6th: 10:40-10:58 AM	9th: 11:40-11:58 AM
- Period attendance will be taken for all students.
- Teachers will also be available for Office Hours from 12:00-1:00 PM to provide additional assistance.
 - Students can reach out to their teachers via **Google Classroom, email, and/or ParentSquare** to inform their teacher that they require additional help.
 - Teachers will respond during Office Hours to provide assistance via **Google Meet, Google Classroom, email, and/or ParentSquare.**

Elementary School Protocols:

- All students in Pre-Kindergarten - Grade 5 will be assigned a Remote Learning Packet to be completed on an Emergency Remote Day. Classroom teachers will provide directions for completion and may be contacted through **ParentSquare or email.**
- Work may be submitted via photos sent in ParentSquare, email, or turned in the following

school day.

- Elementary teachers will be available for office hours from 9:00 AM-1:00 PM. Parents may reach out to teachers via ParentSquare to set up a time to meet and have questions answered.

Responsibilities:

- **Teachers and Related Service Providers will:**
 - Ensure that all students in Pre-K, Kindergarten, and Grades 1-5 receive a Remote Learning Packet.
 - Ensure that all students in grades 6-12 are familiar with the learning management system that will be used.
 - Establish virtual meeting expectations and practice with students in grades 6-12.
 - Remind students and parents of procedures when a remote learning day is announced, and make sure students are prepared with Chromebooks and/or appropriate materials and/or packets.
 - Require elementary students to participate in approximately one-two hours daily independent practice time.
 - Require middle and high school students to participate in approximately three-four hours of daily instruction inclusive of additional independent practice time.
- **Parents will:**
 - Ensure children are prepared to log on to remote instruction should a remote day be called.
 - Notify the school immediately if your family is in need of a hotspot to provide Wi-Fi. Please call (315) 322-5746 ext. 200
 - Remind children of procedures should a remote learning day be announced, and make sure students are prepared with Remote Learning Packets, Chromebooks, and appropriate materials.

******Closures that require remote instruction for more than five days will require us to resort to a full synchronous schedule to the extent practicable.******

SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A. Policies and procedures for responding to implied, or direct threats of violence or acts of violence by students, teachers, other school personnel and visitors to the school

The District has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat of committing the act of violence and are included herein as Appendix 4 of this document.

The Madrid-Waddington School District uses a wide range of methods to ensure that students, staff and parents are made aware of early detection of violent behaviors. Some specific methods include the use of the student handbook, student calendar, code of conduct, PDP handouts and a Health & Safety Committee.

The Incident Commander will, based on the situation, determine the appropriate steps to be taken. These may include, but are not limited to; lock-down, search, evacuation or contacting 9-1-1. Specific steps are outlined in the Building-level Plan. The Incident Commander will monitor the incident, adjust their response as appropriate during the incident and work to protect students and staff.

In accordance with Allyssa's Law, the Madrid-Waddington CSD will annually assess the necessity for classroom teacher and school personnel use of a panic button alert system.

B. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident

Law enforcement officials will be contacted by the Incident Commander in line with the Building-level Emergency Response Plan and will be requested based upon the "closest response agency" concept to ensure that the response to the incident is as rapid as possible. The Incident Commander will contact the appropriate law enforcement agency by calling 9-1-1.

Policies are listed in Appendix 4. Specific procedures are outlined in the Building Level Plan.

The district has also considered zero tolerance policies and has determined that Madrid-Waddington School District will not adopt them. Punishment will be judged on a case-by-case basis, the Code of Conduct and other district policies.

C. Appropriate responses to emergencies

The District recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The district has developed specific procedures for responding to bomb threats, hostage taking, intrusions and kidnappings.

Lock-downs, evacuations and contacting local law enforcement through the Incident Command Structure will be used. Specific steps are found in the Building-level Plan.

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

The district has plans and procedures to contact parents and guardians through the use of telephones, radio stations, intercom, fax, emergency alert systems, E-mail, television and written communications. Specific procedures are outlined in the Building-level Plan to handle early dismissals, evacuation and sheltering. Contact phone numbers are listed in the phone directory found in the Building Specific Plans.

Parent and guardian phone numbers are found in the main office.

The Incident Commander, based on the situation, will make the determination as to which form of communication will be used: i.e., television, radio, phone numbers.

SECTION IV: COMMUNICATION WITH OTHERS

A. Obtaining assistance during emergencies from emergency services organizations and local government agencies

During emergencies, local government agencies, including emergency services, can be obtained via the local emergency management office or through the local emergency communication center. The Incident Commander will authorize the procurement of these agencies.

B. Procedures for obtaining advice and assistance from local governmental officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law

Madrid-Waddington School District will work with county and other local officials when an Article 2-B emergency is declared. The Incident Commander, based on the actual Article 2-B situation, will contact the Emergency Management Office for guidance by calling 9-1-1.

C. A system for informing all educational agencies within a school district of a disaster

The District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. See Appendices 1 and 10 for the list of educational agencies within the district.

D. In case of a school district, maintaining certain information about each educational agency located in the school district, including information on:

Each Building-level Emergency Response Plan will include the following information:

- School population
- Number of staff
- Transportation needs
- Business and home telephone numbers of key officials of each such educational agency

The Building-level School Safety Teams will ensure that this information is current and accurate.

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

A. Policies and procedures related to school building security, including, where applicable, the use of school safety officers and/or security devices or procedures

Specific policies related to building security are found in Appendix 6. Madrid-Waddington School District currently does not have any special building security at this time; if and when security procedures are added, the plan will be amended with established policies.

The Madrid-Waddington School District does have procedures for lock-down, evacuation and sheltering. The specific procedures are found in the Building-level Plan.

B. Policies and procedures for the dissemination of informative materials

The District is committed to the use of age-appropriate interpersonal violence prevention education programs for the students.

C. Prevention and intervention strategies

The District continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies include, but are not limited to:

- Collaborative agreements with state and local law enforcement officials designed to ensure that staff are adequately trained including being trained to de-escalate potentially violent situations
- Non-violent conflict resolution training programs
- Peer mediation programs and youth courts
- Extended day and other school safety programs

D. Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents

The District recognizes that communication is a vital key in the prevention and intervention of violence in schools. To that end, the District is exploring programs in the following areas:

- Youth-run programs
- Peer mediation
- Conflict resolution
- Creating a forum or designating a mentor for students concerned with bullying or violence
- Establishing anonymous reporting mechanisms for school violence
- Others based on district needs

E. Description of duties, hiring and screening process, and required training of hall monitors and other school safety personnel

The Madrid-Waddington School District currently does not employ hall monitors, SRO's or other security personnel. If and when the school does employ security personnel, duties will be listed.

APPENDICES

Appendix 1

Listing of all school buildings covered by the District-wide School Safety Plan with addresses of buildings and contact names and telephone numbers for building staff.

Building Name	Address	Contact Name	Phone Number
M-W Elementary & Jr./Sr. High	2582 SH 345 Madrid, NY 13660	Eric Burke Joe Binion Nicole Weakfall	315-322-5746

Appendix 2

Building Risk Determination

Appendix 3

Training Policy

Appendix 4

Policies dealing with Violence on School Property

Appendix 5

Regulation References

-155.17 *Executive Law 2-B

Policy (or policy number) regarding building security, school safety officers and dissemination of informative materials here.

Appendix 6

Community Relations Policy

Appendix 7

Description of duties, hiring and screening process, and required training of hall monitors and other school safety personnel.

Appendix 8

Copies of all Building-level Emergency Response Plans. Identification of local and state law enforcement agencies where building-level plans are filed.

Appendix 9

Memoranda of Understanding or agreements relevant to implementation of the District-wide Plan and, where appropriate, Building-level Emergency Response Plan.

Appendix 10

List of local Educational Agencies

Appendix 2

Building Risk Determination

Appendix 2
Building Risk Determination

Building	Address
Madrid-Waddington Central School	PO Box 67 Madrid, New York

Internal Hazards

- Civil Disturbance
- *Bomb Threat
- *Hostage
- *Intruder
- *Kidnapped person/Missing Child
- *Civil unrest
- *Anthrax (bio-terrorism)
- *Lock-down
- *Evacuation
- *Sheltering

Fire and Explosion

- *Explosion
- *Fire

Systems Failure

- *Electrical system failure
- *Fuel shortage
- *Gas leak
- *Heating system failure (loss of heat)
- *Roofing failure (leak)
- *Sewage system failure
- *Structural failure
- *Water system failure

Medical Emergency

- *Allergic reaction/Bleeding/Blow to the head
- *Broken bones/Burns/Choking/Diabetic shock
- *Epileptic convulsions/shock
- *Bites
- *Blood/body fluid exposure (infection control)
- *Electric Shock

Medical Emergency

- *Epidemic shock
- *Food poisoning
- *Heart attack
- *Toxic exposure
- *Death/Suicide

External Hazards

- Weather Related
- *Flood/mudslide
- *Storm/snow/ice/wind/hurricane
- *Thunderstorm
- *Tornado

Environmental Problems

- *Air pollution
- *Flood/mudslide
- *Hazardous material spills/releases
- *Radiological incident
- *Storm/snow/ice/wind/hurricane
- *Extreme cold/heat
- *Thunderstorm/lightning storm
- *Tornado
- *Toxic material spill/releases
- *Water contamination

Other External Hazards

- *Airplane crash
- *School bus accident
- *Earthquake
- *Highways
- Pandemic

Appendix 3

Training

Appendix 3

Training will be provided by the Jefferson-Lewis BOCES Health & Safety Office as required.

Topics that will be offered include:

Two-hour Violence Prevention and Intervention

Incident Command System

Red Cross Shelter Management

Searching for Suspicious Packages

DASA: Dignity for All Students Act

Sexual Harassment

Trauma Informed Practices

Threat Assessment Team: Consultation with At-Risk Global

Appendix 4

Policies Dealing with Violence on School Property

Appendix 4

Board Duties and Responsibilities:	1320	Code of Ethics
Board Policy Development:	1420	Administration in Absence of a Board Policy
Employee Rights:	4020	Drug-Free Workplace
	4030	Prohibition of Smoking and the Use of Tobacco Products
	4040	Dangerous Weapons and Materials in School
	4070	Drug and Alcohol Testing
Employee Responsibilities:	4230	Drivers who Transport Students on an Occasional Basis
	4235	Use of Personal Protective Equipment
Student Rights:	5000	Equal Educational Opportunities for Students
	5010	Sexual Harassment of Students
	5010R	Sexual Harassment of Students Regulation
	5010E	Student Grievance Form for Complaints Alleging Discrimination Based upon Sex
	5020	Discrimination of Students
	5020R	Discrimination of Students Regulation
	5020E	Student Grievance Form for Complaints Alleging Discrimination
	5030	Student Complaint and Grievance Procedure
	5040	Physical Restraint and Corporal Punishment
	5050	Student Records
	5050R	Student Records Regulation
Student Safety:	5120	Suspected Child Abuse, Neglect and Maltreatment
	5120R	Suspected Child Abuse, Neglect and Maltreatment Regulation
Student Responsibilities:	5200	School Conduct and Discipline
	5210	Students Rights and Responsibilities
	5220	Student Suspension
	5230	Alcohol, Tobacco and Substance Abuse
	5231	Prohibition of Smoking and the Use of Tobacco Products
	5240	Dangerous Weapons and Materials in School
Instruction:	6000	The Regents Bill of Rights for Children

Appendix 5

Regulations

Appendix 5

The Madrid-Waddington School District will comply with Article 155.17 and Executive Law 2-B. Copies of the regulations are available in the Health & Safety Office.

Appendix 6

Community Relations Policy

Appendix 6

COMMUNITY RELATIONS

Public Use of District Facilities:

2000	Use of Madrid-Waddington School District Facilities
2000R	Rules and Regulations for Community Use of School Facilities
2005	Public Conduct on Madrid-Waddington School District Property
2005R	Rules and Regulations for Public Conduct on School Property
2010	Use of Madrid-Waddington School District Property
2010E	Request for Permission to Use Madrid-Waddington School Equipment by Outside Agencies and Others

FACILITIES

7000	Emergency Plans
7010	Reporting of Hazards

Appendix 7

Safety Personnel

The Safety Coordinator for Madrid-Waddington School District
is Joe Binion

Appendix 8

Building-level Emergency Response Plans

Please See Separate Building-level Plan

Appendix 8

St. Lawrence County

Copies of the Building-level Emergency Response Plans are filed with the following agencies:
Use only agencies that apply

New York State Police
St. Lawrence County Sheriff
Madrid Fire and Rescue
Waddington Fire and Rescue
St. Lawrence County Public Health

New York State Police Department

29 Stearns Street
Massena, NY 13662 (315) 769-3503

St. Lawrence County Sheriff

48 Court Street
Canton, NY 13617 (315) 379-2365

Madrid Fire Department

10 Church Street
Madrid, NY 13660 (315) 322-4346

Waddington Fire Department

51 Maple Street
Waddington, NY 13694 (315) 388-4441

St. Lawrence County Public Health

80 NY-310
Canton, NY 13617 (315) 386-2325

Appendix 9

Memoranda of Understanding

Appendix 9

Madrid-Waddington School District has agreements in place for sheltering, transportation and shelter management.

The actual agencies for which these plans exist are found in the Building-level Emergency Response Plan.

Appendix 10

Component School District

Appendix 10

Mr. Christopher Rose

Brasher Falls Central School District
1039 State Highway 11C
Brasher Falls, NY 13613
(315) 389-5131 Ext. 29108
<http://www/bfcsd.org>

Ms. Susan Todd

Canton Central School District
99 State Street
Canton, NY 13617
(315) 386-8561 Ext. 44204
<http://www.ccsdk12.org>

Mr. Matthew Southwick

Clifton-Fine Central School District
P.O. Box 75
11 Hall Avenue
Star Lake, NY 13690
(315) 848-3333 Ext. 190
<http://www.cliftonfine.org>

Mr. Jim Nee

Colton-Pierrepont Central School District
4921 State Highway 56
Colton, NY 13625
(315) 262-2100 Ext. 34144
<http://cpcs.k12.ny.us>

Ms. Erin Woods

Edwards-Knox Central School District
2512 County Route 24
Hermon, NY 13652
(315) 562-8130 Ext. 25532
<http://www.ekcsk12.org>

Mrs. Jacquelyn Kelly

Gouverneur Central School District
133 East Barney Street
Gouverneur, NY 13642
(315) 287-4870
<http://gouverneurcentralschool.org>

Mr. Lauren Morley

Hammond Central School District

P.O. Box 185

51 South Main Street

Hammond, NY 13646

(315) 324-5931 Ext. 26100

<http://hammondcsd.schoolwires.net>

Mr. Robert Finster

Harrisville Central School District

P.O. Box 200

Harrisville, NY 13648

(315) 543-2707 Ext. 27901

<http://harrisvillecsd.schoolwires.net>

Mr. Megan Foster

Hermon-DeKalb Central School District

709 East DeKalb Road

DeKalb Junction, NY 13630

(315) 347-3442 Ext. 2320

<http://www.hdcsk12.org>

Mr. Jesse Coburn

Heuvelton Central School District

87 Washington Street

Heuvelton, NY 13654

(315) 344-2414 Ext. 28891

<http://heuvelton.schoolfusion.us>

Mr. Patrick Farrand

Lisbon Central School District

6866 County Route 10

Lisbon, NY 13658

(315) 393-4951 Ext. 23185

<http://lisboncs.schoolwires.com>

Mr. Eric Burke

Madrid-Waddington Central School District

P.O. Box 67

2582 State Highway 345

Madrid, NY 13660

(315) 322-5746 Ext. 35221

<http://www.mwcsk12.org>

Mr. Ronald Burke

Massena Central School District
84 Nightengale Avenue
Massena, NY 13662
(315) 764-3706 Ext. 3008
<http://www.mcs.k12.ny.us>

Ms. Stacey Vaughn

Morristown Central School District
P.O. Box 217
Morristown, NY 13664
(315) 375-8814 Ext. 21001
<http://mcsd.schoolfusion.us>

Mr. James Cruikshank

Norwood-Norfolk Central School District
P.O. Box 194
7852 State Highway 56
Norwood, NY 13668
(315) 353-9951 Ext. 38733
<http://www.nncsk12.org>

Mr. Kevin Kendell

Ogdensburg City School District
1100 State Street
Ogdensburg, NY 13669
(315) 393-0900 Ext. 31901
<http://www.ogdensburgk12.org>

Mr. Steven Coffin

Parishville-Hopkinton Central School District
P.O. Box 187
12 County Route 17
Parishville, NY 13672
(315) 265-4642 Ext. 24402
<http://phcs.neric.org>

Mr. Jerry Griffin

Potsdam Central School District
29 Leroy Street
Potsdam, NY 13676
(315) 265-2000 Ext. 733
<http://www.potsdam.k12.ny.us>