

MARION CENTRAL SCHOOL
4034 Warner Road, Marion, NY 14505
Regular Board of Education Meeting
September 11, 2023
6:00 PM Jr.-Sr. High School Library

AGENDA

Documents Pertaining to this Agenda can be found on the District Website



Mission

We engage all students to achieve their fullest potential today and to be prepared for tomorrow's opportunities.

Vision

The leader in growing future-ready generations.

Core Beliefs

We believe....

Students are at the heart of what we do.

Innovation is critical to our success.

Integrity is the foundation of our conduct.

Engagement is achieved through rigor, relevance and relationships.

Teamwork is the key to excellence.

Personalized Learning is the future of education.

A. OPENING

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. **Approval of Agenda**

(Action)

B. COMMUNITY COMMENTS ON AGENDA ITEMS

- Opportunity for Public Comments/Questions

C. PRESENTATION

- Professional Development Plan (PDP) 2023-2024 (Enc.)
Approve 2023-24 PDP Plan

(Action)

D. REPORTS

1. Board of Education
2. Superintendent – E. Lloyd
 - Opening Day
 - 2023-24 Board Meeting Presentation Schedule (Enc.)
 - Homeschool Students
 - Participation in non-athletic extracurricular events
 - Transportation of homeschool students
 - MCSD Graduate Survey
 - Code of Conduct Revisions
3. Director of Finance & Operations – R. Walker
 - Capital Project
 - MOA with CSEA regarding Personal Leave
 - Financial Report (Enc.)

Approval of the 2023-24 Code of Conduct (Enc.)

(Action)

Approval of the MOA between Marion Central School District and Marion School Unit 9104, Wayne County Local 859, CSEA, Inc., Local 1000, AFSCME, AFL-CIO (Enc.)

(Action)

Approval of Financial Reports

(Action)

4. Administrators

E. CONSENT AGENDA

(Action)

1. Accept Minutes of Board of Education Meeting of August 21, 2023 (Enc.)
2. Approval of Placement of CSE/CPSE Students (Enc.)
3. Approval of Warrants Report (Enc.)
4. Approval of Budget Transfers (Enc.)
5. Approval of the appointment of **Eileen Sterchi** as a LTS Spanish Teacher for Marion Jr.-Sr. High School, effective September 1, 2023, salary \$77,308.44.

6. Approval of the 4-year Probationary Appointment of **Richard Chute** as a Physical Education Teacher for Marion Jr-Sr High School, effective September 1, 2023; Certification ~ Physical Education (Grades K-12), Initial, salary: \$41,000/year, fingerprint clearance on file. (Enc.)
7. Approval of the appointment of **Justin Nizio** as an Extended Per Diem Substitute Science Teacher for Marion Jr-Sr High School, effective August 31, 2023 – November 13, 2023; Certification ~ Chemistry (Grades 7-12), pending, at a rate of \$150/day, fingerprint clearance on file. (Enc.)
8. Approval of the appointment of **Sarah Griffin** as a Teacher/Classroom Aide at Marion Jr-Sr High School, effective September 1, 2023 rate: \$14.45/hr, fingerprint clearance on file. (Enc.)
9. Approval of the appointment of **Brenda Doell** as a 1:1 Student Specific Aide at Marion Jr-Sr High School, effective September 1, 2023 rate: \$15.45/hr, fingerprint clearance on file. (Enc.)
10. Approval of appointment of **Nicole Francis** as a Bus Monitor for Marion Central School District, effective September 1, 2023, rate: \$15.25/hr., fingerprint clearance on file. (Enc.)
11. Approval of the appointment of **Paula Chapman** as a District-wide Tutor for Marion Central School District; effective September 1, 2023; Certifications ~ Elementary (Grades PreK-6), Permanent; salary: \$41,392/year; fingerprint clearance on file. (Enc.)
12. Approval of the appointment of **Michael McGreevy** as a substitute bus monitor and bus driver in training for Marion Central School District, fingerprint clearance on file. (Enc.)
13. Approval of the appointment of **Meaghan Finnerty** as a substitute bus monitor and bus driver in training for Marion Central School District, fingerprint clearance on file. (Enc.)
14. Approval of the appointment of **Jessica Romero** as a Non-Certified Substitute Teacher Assistant, Teacher/Classroom Aide, Cafeteria/Recess Monitor, for Marion Elementary School, pending fingerprint clearance.
15. Approval of the appointments of **Rachel Bentley, Alisha Minier, and Ashley Hunter** as cafeteria/recess monitors at Marion Elementary School for the 2023-24 school year effective 9/6/23, rate \$14.45/hr, pending fingerprint clearance.
16. Approval of the appointment of **Jennifer Brown-Walters and Kaitlin Gilman** as cafeteria/recess monitors at Marion Elementary School for the 2023-24 school year.
17. Approval of the correction of hourly rate of **Paula Docteur**, Teacher Aide (Health) at Marion Elementary School from \$14.45/hr. to \$15.65/hr.
18. Approval of the correction of hourly rate of **Teresa Wurster**, Teacher/Classroom Aide at Marion Elementary School from \$14.45/hr. to \$15.90/hr, credit for previous experience.
19. Accept the resignation of **Erica Hill** as a 3-hour Food Service Helper at Marion Jr-Sr High School, effective September 1, 2023. (Enc.)
20. Approval of the appointment of **Vicky Mullin** as an Ext. Per Diem Substitute Typist at the Jr-Sr High School Main Office, effective September 5, 2023 – December 11, 2023.
21. Appointment of Asbestos (LEA) Designee – James Long
22. Approval of the appointment of **Tanya Lent** as a Substitute Registered Nurse for Marion Elementary School, pending fingerprint clearance.
23. Approval of the appointment of **Paul Byron** as Arrival and Departure Traffic Monitor for Marion Elementary School for the 2023-24 school year with a stipend of \$500.00 each.

24. Approval of the appointments of **Paul Byron, Terri Hollebrandt, Richie Chute and Vicky Mullin** as Substitute Athletic Supervisors.
25. Approve the creation of a 1:1 Teacher Aide position at Marion Elementary School needed to fulfill special education IEP requirements.

F. COMMUNITY COMMENTS

- G. EXECUTIVE SESSION (Action)**
It is anticipated that the Board of Education will go into Executive Session for the specific purpose of discussing potential litigation.

H. 2022-23 BOARD EVALUATION (Enc.)

- I. ADJOURNMENT (Action)**
Next Board Retreat – **Monday, September 25, 2023 6:00 PM at the Marion Jr-Sr High Library**



Marion Central School District

Professional Learning Plan

2023-2024

Approved by the BOE ~

Philosophical Framework

Mission - We engage all students to achieve their fullest potential today and to be prepared for tomorrow's opportunities.

Vision - The leader in growing future ready generations.

Core Beliefs:

- Students are at the heart of what we do.
- Innovation is critical to our success.
- Engagement is achieved through rigor, relevance and relationships.
- Teamwork is the key to excellence
- Personalized Learning is the future of education.
- Integrity is the foundation of our conduct.

District - 5 Year Goals

- Each student enters school healthy and learns about and practices a healthy lifestyle
- Each student learns in a environment that is physically and emotionally safe for students and adults
- Each student is actively engaged in learning and connected to the school and the broader community
- Each student is has access to personalized learning and is supported by qualified, caring adults
- Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment

The Marion Central School District has one elementary building and one Jr. Sr. High school. The Curriculum Instructional Council (CIC) and Building Leadership Teams will assist in the planning and coordination of these activities. The CIC is responsible for analyzing data which includes quantitative and qualitative information regarding teacher and leader practice as well as student outcomes. They are also responsible for setting goals and establishing mechanisms for the evaluation of professional learning. The comprehensive data is analyzed and a plan is developed on an annual basis during the summer CIC sessions. This plan is reviewed regularly throughout the year in order to inform the following year's plan. A Professional Learning Plan will be formally adopted by the BOE on an annual basis.

Marion Central School District Professional Learning Plan 2023-2024

Professional Learning Committee Membership

Name	Title
Dr. Ellen Lloyd	Superintendent of Schools
Nikki Miller	Assistant Superintendent of Instruction
Casey Steiner	Elementary School Principal
Shane Dehn	Jr-Sr. High Principal
Melissa Levi	Director of Student Support Services
David Wise	Director of Technology and Innovative Programs
Shawn Finnity	HS Math Project Leader - Teacher
Vanessa Hysell	HS SS Project Leader - Teacher
Kyle Kellerhouse	HS Science Project Leader - Teacher, Elementary Parent
Shelly Thompson	LOTE Project Leader -Teacher
Marissa Reynolds	CTE Project Leader - Teacher
Brandie Jones	Special Education Project Leader
Kristen Belculfine	K-12 Arts Project Leader -Teacher
Angie Parker	PK-6 Special Education/Intervention Project Leader - Teacher
Laura DeYoung	3-6 ELA Project Leader - Teacher

Marion Central School District Professional Learning Plan 2023-2024

Julie Reesor	3-6 Math Project Leader - Teacher, Jr Sr High Parent
Alyson Clair	PK-6 Science Project Leader - Teacher
Bethany Hendricks	PK-2 ELA Project Leader - Teacher, Parent
Jenna Atkins	PK-2 Math Project Leader - Teacher, Parent
Jamie Flint	PK-6 Social Studies Project Leader - Teacher
Karen Livingston	Student Services Representative - HS Counselor
Abigail Cantello	Student Services Representative - Elementary Counselor

The district consults and works collaboratively with Finger Lakes Community College and SUNY Oswego

New York State Department Regulations and Requirements

This professional learning plan is in compliance with Commissioner's Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional learning activities outlined in this plan provide educators and leaders 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.

Marion Central School District, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional learning providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, training, and professional learning opportunities qualifying for CTLE credits. Such certificates will include: participant's name, title of the program attended, date and location of program, number of hours completed, and providing sponsor's name.

Marion Central School District Professional Learning Plan 2023-2024

The content of the Marion Central School District's professional learning plan is being supported in part by BOCES, RBERN, Mid-West Regional Partnership Center, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

Philosophy

The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that administrators, teachers, teaching assistants, and other instructional staff participate in professional learning, they have opportunities for professional growth, remain current with their profession and meet the learning needs of their students. We are committed to high-quality professional learning to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional learning initiatives. Professional learning provided to internal employees is tailored to the needs of the individual district, and building progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional learning in alignment with the New York State Professional Learning Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

- A. **Professional Growth and Collaboration:** Professional learning fosters a foundation of continuous professional growth characterized by collaborative relationships, reflection, respect and commitment to student and educator learning.
- B. **Expanding Professional Capacity:** Professional learning builds individual and collective capacity for deepening and expanding educator expertise and improving outcomes for all students.
- C. **Leadership:** Professional learning develops and fosters skillful leaders who cultivate vision, capacity, advocacy, communication and support systems.
- D. **Professional Learning Approaches:** Professional learning integrates theories, research and models of adult learning to achieve intended outcomes.
- E. **Utilizing Data:** Professional learning incorporates a variety of sources and types of student, educator, and system data to monitor student progress, sustain professional growth, and inform, plan, assess, and evaluate professional learning.

Marion Central School District Professional Learning Plan 2023-2024

- F. **Cultural Responsiveness:** Professional learning responds to a culturally and linguistically diverse population of learners and promotes academic and social-emotional growth by emphasizing and building upon their cultural strengths, knowledge, and skills.
- G. **Engagement Among Diverse Communities:** Professional learning building capacity for educators, families, community members, and other stakeholders for shared ownership of student and community access.

Professional Learning Goal

The purpose of the plan is to improve teaching by ensuring that teachers participate in substantial professional learning in order that they remain current with their profession and meet the learning needs of their students.

District Priority Areas for 2023-2024

- Instruction, Assessment, Intervention & Enrichment of a Guaranteed & Viable Curriculum
- Instructional Practices & Pedagogy for Accelerated and Personalized Learning
- Culturally Responsive-Sustaining Education
- Whole Child Framework Approach to Learning

Marion Central School District Professional Learning Plan 2023-2024

Action Plans

Goal 1: Train and assimilate new teachers and teachers new to the district to the academic standards, vision and culture building their capacity for effective teaching resulting in academic success among students.

Objectives:

- To experience purposeful growth and shifts in teaching practice based on thoughtful self-assessment and goal setting.
- To thrive in their first years of practice and teaching at the Marion Central School District
- To embrace the practice of reflection and continuous improvement
- To promote a collaborative culture.

Enduring Understandings:

- Effective teachers have a tremendous, positive impact on student success.
- Teachers make a difference in student learning.
- Schools must utilize strategies to build individual and collective capacity for effective quality instruction in all classrooms.

Essential Questions:

- How do we teach, lead and learn to engage all students to achieve their fullest potential today and be prepared for tomorrow's opportunities?

Activity/Strategy	Evidence	Responsibility	Timeline
New Staff - Teacher Orientation	<ul style="list-style-type: none">• Agenda• Attendance	<ul style="list-style-type: none">• District Administration	Summer 2023
Technology @ Marion	<ul style="list-style-type: none">• Agenda• Attendance	<ul style="list-style-type: none">• Director of PL and Integrated Technology	Summer 2023
Rigor, Relevance and Relationships @ MCSD	<ul style="list-style-type: none">• Agenda• Attendance	<ul style="list-style-type: none">• Assistant Superintendent of	Summer 2023

Marion Central School District Professional Learning Plan 2023-2024

	<ul style="list-style-type: none"> Materials 	Instruction	
Effective Teaching Framework - Danielson	<ul style="list-style-type: none"> Agenda Attendance Materials 	<ul style="list-style-type: none"> Building Principals 	Fall 2023
Personalized Learning - Core 4 Micro-Credential for 1st Year Teachers	<ul style="list-style-type: none"> Issued Micro-credential 	<ul style="list-style-type: none"> ASI, Superintendent New Teacher Mentor 	2023-2024 School Year
Teach. Reflect. Learn Micro-credential for 2nd Year Teachers	<ul style="list-style-type: none"> Issued Micro-credential 	<ul style="list-style-type: none"> ASI Second Year Teacher Mentor 	2023-2024 School Year
Mentor/Intern Meetings - 4 Sessions throughout school year	<ul style="list-style-type: none"> Agendas Materials 	<ul style="list-style-type: none"> ASI Supertintendent 	October 2023 December 2023 February 2024 April 2024
New Teacher Portfolio <ul style="list-style-type: none"> Year 1 Year 2 Year 3 	<ul style="list-style-type: none"> Portfolio 	<ul style="list-style-type: none"> Mentor New Teacher Building Principal 	2023-2024 School Year
Mentor - New Teacher Process	<ul style="list-style-type: none"> Portfolio Monthly Mtgs 	<ul style="list-style-type: none"> Mentor New Teachers Building Principal 	2023-2024

Marion Central School District Professional Learning Plan 2023-2024

Provisions for Mentoring Program

The Marion Central School Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Marion Central School holding an initial certification will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Procedure for Selecting Mentors	<ul style="list-style-type: none">● Interview committee will review the needs of the new hire.● Interview will review the criteria for mentors● Based on that analysis, the committee will recommend 1-2 possible mentors to the administration.● Administration will match the intern with a mentor.
Role of the Mentors	<p>New Teacher/Hire:</p> <ul style="list-style-type: none">● To engage in reflective practices and self-improvement● To maximize the opportunity by leading the interactions with the mentor <p>Mentor:</p> <ul style="list-style-type: none">● To facilitate the new teacher's self-assessment and goal setting process● To listen and communicate with the new teachers● To provide confidential support and resources related to planning, classroom management, instructional strategies, parental interactions and professional responsibilities.

Marion Central School District Professional Learning Plan 2023-2024

Preparation of Mentors	<ul style="list-style-type: none">● One training session per year for those serving as a mentor.
Types of Mentoring Activities	<ul style="list-style-type: none">● Observation of new teacher by mentor every quarter● Observation of mentor or another teacher every quarter● Keep "Interaction Log" - which will be handed in quarterly● Attend four mandatory meetings per year● Attend the two training sessions for mentors● Meet with the principal monthly
Time Allotted for Mentoring	<ul style="list-style-type: none">● Mentors and new teachers will meet an equivalent of ½ day per month● Attempts will be made to schedule common planning time as much as possible

Based on NYS Regulations, effective December 31, 2019 (not retroactive), educators acting as a mentor to a new classroom teacher as part of their district mentoring program may, at the discretion of the district, 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 district, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

Marion Central School District Professional Learning Plan 2023-2024

Goal 2: Provide educators and school staff with strategies and skills to meet the academic, social, and emotional needs of ELLs.

Objectives

- Utilize best practices to support and sustain English Language Learner's social and emotional developmental needs.
- Employ best practices related to cultural responsiveness, co-teaching strategies, and integrating language and content instruction for ELLs.
- Create a safe and supportive environment that is conducive to learning.

Enduring Understandings:

- English Language Learners are everyone's responsibility.
- We are committed to ensuring that all students have equal access to quality instruction.
- There must be an explicit effort made to ensure that all teachers and other school professionals are equipped with the necessary skills and knowledge to meet the needs of ELL students.

Essential Questions:

- How do we teach, lead and learn to engage all students to achieve their fullest potential today and be prepared for tomorrow's opportunities?

The Marion Central School District has historically had fewer than 30 English Language Learners enrolled. As prescribed in the Commissioner's Regulations, the District has annually requested permission for an exemption from the professional development requirements identified in 100.2(dd). The district will provide professional development opportunities for staff certified as English to Speakers of Other Languages and to staff working with ELLs including best practices in that regard. If the district does not receive the waiver, to meet the Continuing Teacher and Leader Education (CTLE) requirements, all holders of professional certificates in the certificate title of English to Speakers of Other Languages (ESOL) or Bilingual Education extension who, must complete a minimum of 50 percent of the required professional development clock hours for such certificate title 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 district provides such opportunities for such teachers to participate in district-provided professional

Marion Central School District Professional Learning Plan 2023-2024

development through local offerings as well as the use of outside providers such as, but not limited to, Regional Bilingual Educator Resource Network (R-Bern), conferences, trainings, and webinars to allow for this requirement to be met.

In addition, for all other holders of professional certificates in the classroom teaching service, school building and district leaders a minimum of 15 percent of the required professional development clock hours, unless waived due to district population, in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners must be completed. The district provides opportunities for such teachers and certificate holders to participate in district-provided professional development through elective offerings (a fall series and a spring series), as well as the use of outside providers, such as, but not limited to, R-BERN, conferences, trainings, workshops and webinars to meet this requirement. The district provides such opportunities for such certificate holders to participate in district-provided professional development through local offerings as well as the use of outside providers such as, but not limited to, Regional Bilingual Educator Resource Network (R-Bern), conferences, trainings, and webinars to allow for this requirement to be met.

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

Holders of a level III teaching assistant certificate must also complete a minimum of 15 percent of the required professional development clock hours in language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners. The district provides such opportunities for such teachers to participate in district-provided professional development through local offerings as well as the use of outside providers such as, but not limited to, Regional Bilingual Educator Resource Network (R-Bern), conferences, trainings, and webinars to allow for this requirement to be met.

Additional information related to the CTLE Language Acquisition Requirement can be found using the embedded links:

CTLE Language Acquisition Requirement:

<http://www.highered.nysed.gov/tcert/resteachers/ctle-language-acquisition.html>

Language Acquisition Requirement Chart:

<https://www.highered.nysed.gov/tcert/pdf/languageacquisitiontable.pdf>

Marion Central School District Professional Learning Plan 2023-2024

Activity/Strategy	Evidence	Responsibility	Timeline
Attendance @ BOCES sponsored training with regard to co-teaching, ENL, instruction and language development will be supported and encouraged.	<ul style="list-style-type: none"> • My Learning Plan documentation • Conference Approvals 	<ul style="list-style-type: none"> • ASI • Building Principals • Teachers • ELL Teachers 	2023-2024 School Year
Monroe 2 BOCES - Regional Bilingual Education Education Resource Network will be used for PD training as deemed appropriate.	<ul style="list-style-type: none"> • Conference Approvals • My Learning Plan documentation 	<ul style="list-style-type: none"> • ELL Teachers • ASI • Building Principals 	2023-2024 School Year
ELL teachers will participate in NYSESLAT regional scoring on an annual basis.	<ul style="list-style-type: none"> • Regional Scoring Sign-ups 	<ul style="list-style-type: none"> • ASI • ELL Teachers 	Spring 2024
ELL teachers will participate in the Wayne County ENL Consortium to work on common goals to meet the needs of students, families and their learning communities	<ul style="list-style-type: none"> • Meeting Minutes • Time Sheets 	<ul style="list-style-type: none"> • ELL Teachers • ASI • WC Consortium Liaison representative 	2023-2024 School Year

Goal 3: School Safety

Provisions for School Violence Prevention and Intervention

Marion 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.

Upon request or determination of necessity, Marion Central School District will provide refreshers on school violence prevention and intervention.

In instructional settings, Marion Central School District will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades PK through 12.

Activities/Strategies:

1. A district-wide safety team representing all stakeholders meets quarterly to review and revise relevant documents.
2. The district provides yearly training for all staff on Bloodborne Pathogen Exposure Prevention, Hazard Communication: Right to Understand, Bullying: Recognition & Response, Sexual Harassment: Staff to Staff, Cultural Competence and Racial Bias, Child Abuse: Mandatory Reporting, Student Mental Health: Awareness, Intervention & Referral, Sexual Misconduct: Staff to Student, NY Ed Law 2-D and Title IX Compliance. These trainings are done through Utica Mutual Insurance Group.
3. Required drills will be conducted annually (8 evacuation, 4 lockdown).
4. Mental health and wellness activities through the district wellness committee.
5. The District PBIS and MTSS teams meet on a regular basis to review data and update plans accordingly.
6. The district TIG plan will be reviewed and updated as needed.
7. The code of conduct will be reviewed and updated annually.
8. Building Safety plans will be reviewed and updated annually.

Goal 4: Planning for Future -Ready Generations

Priority Area: Instruction, Assessment, Intervention & Enrichment of a Guaranteed & Viable Curriculum

Deliver instruction that ensures proficiency of the GVC using appropriate instructional strategies; function in a continuous process, focused and dedicated to a shared mission, ensuring high levels of learning for every student guided by the four critical questions of a PLC.

Action Areas:

- Explore and utilize the Four Critical Questions with all educators
- Articulate and Assess daily/weekly learning targets
 - Scaling learning targets to define proficiency
 - Responding to a learning target for all levels of learners
 - Building Teacher Clarity
 - Develop Success Criteria and learning progressions for all learning intentions
- Implement Benchmarking Assessment System
- Use the Remark System for Data Analysis
- Participate in Data Analysis Meetings and PLCs to assist in planning for the instructional cycle
- MTSS
- Formative Assessment in any learning environment
- Prioritize essential academic content standards that ALL students must master to prepare for their next grade or course (GVC)
 - Proficiency standards
 - Priority learning targets
- Ensure Alignment of benchmarks with the GVC
- Analyze horizontal and vertical sequence of GVC using the leading and criterion indicators (Marzano, 2003)

Priority Area: Instructional Practices & Pedagogy for Accelerated and Personalized Learning (in all learning models)

Provide responsive and flexible approaches to instruction that fosters & accelerates success for each student, every day, through continuous intentional adjustment of instructional strategies.

Action Areas:

- AI Implications on teaching & learning
- Core Four Elements of PL & the Four Critical Questions
- Diversity, Equity and Inclusion - Culturally Responsive Systems
- Enhance PLCs (learning standards groups/grade levels)
- Best Practices and Effective Instructional Strategies of PL (for all learning modalities)
- Flexible Instructional Technology
- Rigor/Relevance/Relationships
- Visible Learning Strategies
- Teacher and student agency
- Teacher Clarity & Success Criteria
- School - Family Relationships
- Science of Reading PK-12
- Teacher Credibility and Collective Efficacy
- Function Based Thinking Aligned Interventions
- MTSS - Panorama (Early Warning Indicators)
- Social Emotional Learning

Priority Area: Culturally Responsive-Sustaining Education

Create and sustain safe, nurturing and engaging learning environments for all students through well-developed culturally responsive-sustaining equitable systems of instruction and support.

Action Areas:

- Provide district wide training on DEI and Cultural Responsive-Sustaining Environments
- Explore Inclusive and Culturally Responsive Instructional Practices
- Identify bias in our systems ~ including curriculum & assessment practices
- Family and Community Engagement through a DEI lens

Priority Area: Whole Child Framework Approach To Learning

Provide students with the assistance and structure for attaining long-term success in all areas of their life. When students are *healthy, safe, supported, engaged and challenged*, they are able to learn to the best of their ability and achieve their fullest potential.

Action Areas:

- Healthy
 - Implement the 23-24 Wellness Plan for Improvement based on the School Health Index
 - Coordinated School Health Approach to student & family supports and services
 - Improve district wide alignment of meeting Smart Snack standards and guidelines
 - Communicate and collaborate with families and caregivers to promote the health and well-being of each student
- Safe
 - MTSS/PBIS
 - Social Emotional Learning and the use of Panorama
 - Function Based Thinking Training and Coaching
 - Function Based Thinking aligned interventions
 - Diversity, Equity and Inclusion ~(inclusive learning spaces & language)
 - Responding to intolerant language

Marion Central School District Professional Learning Plan 2023-2024

- Restorative Practices & Alternatives to suspension
- TIG
- TCIS
- WEB Transition Program
- Kindergarten Readiness Program
- Culturally Responsive Instruction
- Engaged
 - Personalized Learning - Core 4 Elements
 - Rigor/Relevance/Relationships
 - Student Agency and self-efficacy
 - Teacher Clarity & Success Criteria
 - Teacher Credibility
- Supported
 - Personalized Learning
 - Assessment System - Data Driven Instruction
 - MTSS - Intervention Systems
 - Family Engagement
 - Reciprocal Communication with Families
 - Address Cognitive Challenges to academic success
- Challenged
 - GVC
 - Rigor/Relevance/Relationships
 - Data Driven Instruction
 - College & Career & Future Readiness
 - Seal of Civic Readiness

Marion Central School District Professional Learning Plan 2023-2024

Estimated Average Number of Hours each teacher/leader is expected to participate in PL

Position	Hours	Methodology
Teachers	Recommend at least 20 hours per year to stay on track for the 100 hour requirement.	Conference Days, Staff Meetings, Early Release Days, Micro-Credentials, other workshops, SafeSchools Required Trainings, Professional Organizations, Teacher Resource Center
Teaching Assistants	Recommend at least 20 hours per year to stay on track for the 100 hour requirement.	Conference Days, Staff Meetings, Early Release Days, Micro-Credentials, other workshops, SafeSchools Required Trainings
Administrators	Recommend at least 20 hours per year to stay on track for the 100 hour requirement.	APPR Training, BOCES workshops & meetings, additional personalized choices, SafeSchool Required Trainings, other workshops/conferences and through professional organizations
Support Staff	Minimum 3.5 hours of required mandatory SafeSchools Training	SafeSchools Trainings, Other workshops based on need and position

Marion Central School District Professional Learning Plan 2023-2024

Appendix A

List of anticipated consultants that may be utilized during the 2023-2024 school year by the Marion Central School District where CTLE credit will be awarded if the content of the learning sessions meet the acceptable CTLE activity requirements of being is content-specific, pedagogy related or based on language acquisition.

Topic	Organization/Consultant Provider
English Language Learners	Alicia Van Borssum, EdD Coordinator, Project CELLS: Western NY Collaboration for English Language Learner Success Warner Graduate School of Education University of Rochester Office: 585-276-4779 Mobile: 585-261-7460 Mid West RBERN ENL - Collaborative Consortium (Wayne County)
Personalized Learning/Innovation	Education Elements Wayne Finger Lakes BOCES
Math Curriculum	Math Expressions Curriculum ThinkCentral Houghton Mifflin Harcourt Ready
Benchmarking and Instructional Planning	iReady -- Curriculum Associates Achieve3000

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	Castle Learning Fountas & Pinnell Remark iXL Acadience Learning
College and Career Readiness	Career Readiness Institute Successful Practices Network
School Safety	Utica Mutual Insurance Company
Teacher Evaluations/PD Tracking	My Learning Plan Frontline Education
Writing	Being a Writer Creating a Collaborative Classroom Ready
Special Education	BOCES - Midwest Regional Partnership Center
Curriculum, Assessment and Instruction	WFL BOCES Monroe 1 BOCES Monroe 2 BOCES GV BOCES WFL Teacher Resource Center
Social Emotional Learning/ MTSS	Panorama SecondStep
Micro- Credentials/Online Trainings	Bloomboard

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	Digital Promise https://www.mentalhealthdnys.org/ Independent Learning MCSD On-Demand Learning ASCD Activate
Digital Content Providers	iReady OdyesseyWare Achieve3000 MyOn Discovery Education Keyboarding without Tears Castle Learning Classlink Schoolology Workbench iXL Google SeeSaw GoGuardian Accelerated Reader Parent Square

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Regulatory Provision -- Continuing Teacher and Leader Education (CTLE)

As of July 1, 2016, the law requiring 175 hours for certain certification holders has changed to 100 hours with more specifics related to approved activities and sponsors. A full list of registration and CTLE requirements by certification type and employment status can be found below:

Registration and CTLE Requirements			
Certificate Type	Employment Status	Registration Requirements	CTLE Requirements
Permanent Certificate Holders			
PERMANENT Classroom Teacher/School Leader	Practicing in a NYS school district or BOCES	Active registration is required	NOT subject to CTLE
PERMANENT Classroom Teacher/School Leader	NOT practicing in a NYS school district or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE
PERMANENT Pupil Personnel Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE
Professional Certificate Holders			
PROFESSIONAL Classroom Teacher/School Leader	Practicing in a NYS school district or BOCES	Active registration is required	100 hours of CTLE is required during every five year registration period

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PROFESSIONAL Classroom Teacher/School Leader	NOT practicing in a NYS school district or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Teaching Assistant Certificate Holders			
Level III Teaching Assistant	Practicing in a NYS school district or BOCES	Active registration is required	100 hours of CTLE is required during every five year registration period
Level III Teaching Assistant	NOT practicing in a NYS school district or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Continuing Teaching Assistant	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE
Level I, Level I Renewal, Level II Teaching Assistants	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE
Other Certificate Holders			
Initial Classroom Teacher/School Leader	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Classroom Teacher or Provisional School Administrator/Supervisor	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Pupil Personnel Services (PPS)	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE

Approved Sponsors

NYSED Law requires the Department to approve all CTLE sponsors. Marion Central School District, along with other NYS school districts and BOCES will submit their professional development plan and attest that their plan is consistent with 100.2(dd) of the Commissioner's Regulations and that they meet the requirements of Subpart 80-6 for approved CTLE. Other entities that may become sponsors include: Teacher Centers, NYS Institutes of Higher Education, Professional Organizations and unions and any other entity approved by the Department. Professional Development Plans should include a list of contracted entities or individuals that will provide CTLE hours on behalf of the school district:

- Marion Central School
- Wayne-Finger Lakes BOCES
- Wayne-Finger Lakes Teacher Center
- All other school districts, BOCES, entities, organizations or individuals who are approved by the Department and listed on the Office of Teaching Website
- As well as those identified or listed through this said plan.

Approved CTLE sponsors, including school districts, must maintain records of the CTLE awarded for eight years and must provide educators with either:

- The [Completion of Approved CTLE Hour\(s\) Certificate form](#) (CTLE completion form), **or**
- An alternative form or format that captures the same information requested on the CTLE completion form (e.g., CTLE certificates), **or**

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- Access for educators to generate a CTLE certificate with the information requested on the CTLE completion form (e.g., from a professional learning management system– MCSD uses My Learning Plan through Frontline Education).

Additional Certificate Holder Responsibilities

Certificate holders will attest to the number of hours completed annually through the TEACH system which must include the name of the course, the focus of course, sponsor of course and clock hours. Additionally, as individuals, certificate holders must maintain a record of completed CTLE for their 5 year cycle, and for at least 3 years thereafter, which include:

- Title of Program
- Total number of hours completed
- Number of hours completed in language acquisition for ELL students (possible waiver exemption)
- Sponsor's name and identifying number
- Attendance verification
- Date and location of program

Acceptable CTLE

Acceptable CTLE must be conducted through 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 CTLE activities. Such activities shall promote the professionalism of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Acceptable CTLE must be taken from a sponsor approved by the Department and shall be the study in the content area of any certificate title held by the individual or in pedagogy, and include any required study in language acquisition addressing the needs of English Language Learners as described in section 80-6.3 of Commissioner's Regulations.

Appendix B

District Demographics

Marion Central School District is a rural district located in Wayne County, about 20 miles east of Rochester. The district is part of the Wayne Finger Lakes BOCES. The district includes portions of seven townships and covers approximately 32 square miles with a total population of about 5000. The district is considered an **average need** resource district. The district's current in district enrollment is around 641.

Student Population

- 48% Economically disadvantaged
- 13% Students with disabilities classification rate
- 1% English as New Language Learners
- Subgroups
 - 88% - White
 - 9% - Hispanic or Latino
 - 1% - Black or African American
 - 3% - Multiracial

Faculty & Staff

- Instructional Staff: 76
- Support Staff: 75

Marion Central School District Professional Learning Plan 2023-2024

The Marion Central School District embraces a personalized learning framework to meet the needs of each student through the implementation of the core four elements of personalized learning; targeted instruction, flexible content & tools, student reflection and ownership as well as data-driven instructional decisions. The district pairs these core four elements with the four critical questions of a PLC framework. The district implements a multiplied tiered-system of student supports for both academics and behavior. As a district we strive to provide a “Whatever I Need” (WIN) approach for all students at the Tier 1 level while implementing research-based interventions with fidelity for those students in Tier 2 and Tier 3. The district utilizes a whole child approach that is culturally responsive and sustaining in striving to meet the needs of all learners. Every student and teacher is provided with their own personal computing device, and has wireless access to high speed internet.

The professional learning for our staff is personalized to ensure that it is continuous and sustained as well as aligned with our mission, vision, core beliefs and district goals. A comprehensive needs assessment guides our decision making and assists in establishing our annual priorities to help achieve our five year academic and student achievement goals.

The following are items are included in our comprehensive needs assessment:

<ul style="list-style-type: none">● State assessment data analysis● Internal academic data analysis● Attendance data analysis● Discipline data analysis● Behavior data analysis● Teacher performance data analysis● Parent surveys● Social-emotional learning data● Classroom observations - learning walk data● ASCD School Improvement Survey Tool	<ul style="list-style-type: none">● Curriculum audit● Teacher surveys● Student surveys● Building Plan Reflections● Learning Standard Plan Reflections● MTSS/PBIS Tiered Fidelity Rubric● Counseling Plan Data● ESSA Accountability and School Report Card Data● Mission/Vision/Core Beliefs Reflection
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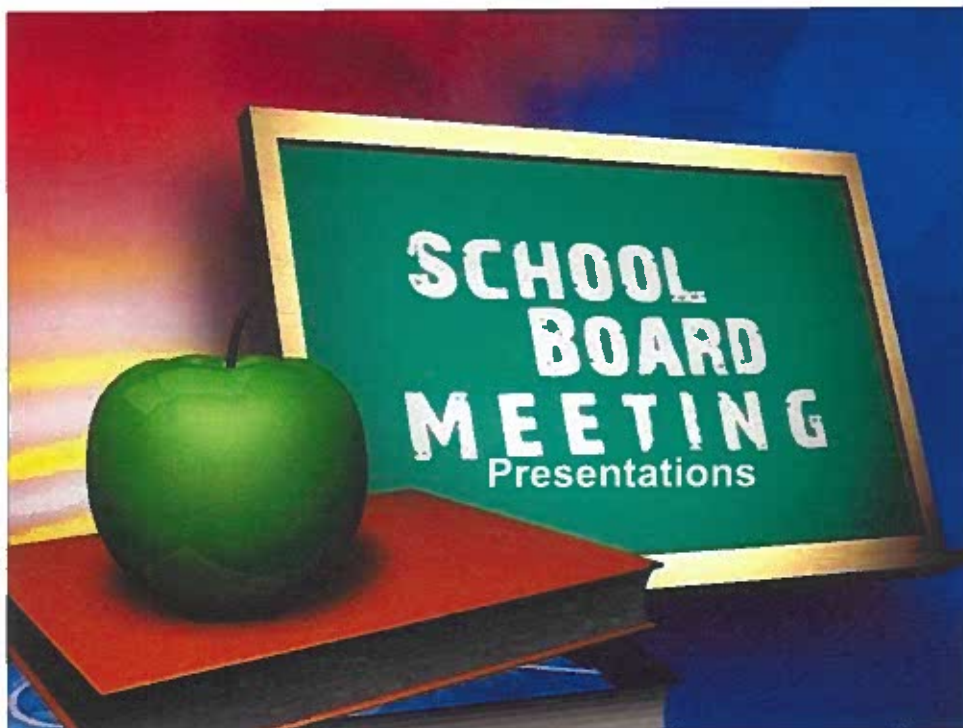
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The comprehensive needs assessment is completed by the Curriculum Instructional Council (CIC) during their summer sessions.

Steps in PLP Development Cycle

1. Comprehensive Needs Assessment completed during July Session of CIC
2. Data is analyzed and priorities are established for next academic school year.
3. Building teams develop and align their plan with the identified priorities.
4. These plans are peer reviewed to ensure they are aligned with five year goals, priorities, and philosophical framework.
5. District and building plans are shared with the BOE -- District plan is adopted at September Meeting.
6. Learning Standard Plans are developed that align with the building and district plans.
7. Plans are implemented - They guide the focus for professional learning activities throughout school-year.
8. Building Teams, CIC and Learning Standard groups meet on a monthly basis to ensure progress is being made on each plan
9. At the end of each school year - the plans from the concluding school year are reflected on and these are shared as part of the comprehensive needs assessment.
10. Data gathered for next analysis.

<u>Marion Elementary School Building Plan</u>	<u>Marion Jr Sr High School Building Plan</u>	<u>Learning Standard Group Plans</u> Available by Nov 1st each year
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September 11th	PDP 2023-24
October 2nd	Building Plans
November 6th	Counseling Plan
December 4th	Seal of Civic Readiness
January 8th	Community Schools
February 12th	MES Mid-Year Update
March 4th	Jr Sr HS Mid-Year Update
April 16th	The Arts Pathway
May 7th	Budget Hearing
June 3rd	TBD

Marion Central School

Code of Conduct

*As Required by
New York State S.A.V.E. Legislation*

July-September 2023

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CODE OF CONDUCT

I. INTRODUCTION

The Board of Education ("Board") 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").

Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this Code of Conduct by:

1. Providing a public hearing prior to Board approval.
2. Providing copies of a summary of the Code to all students, in an age-appropriate, plain-language version, at a general school assembly held at the beginning of each school year.
3. Making copies of the Code available to all parents at the beginning of the school year.
4. Providing a summary of the Code of Conduct written in plain language to all parents of District students before the beginning of the school year and making this summary available later upon request.
5. 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.
6. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
7. Making copies of the Code available for review by students, parents and other community members and provide opportunities to review and discuss this Code with the appropriate personnel.

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

II. DEFINITIONS

For the purpose of this code, the following definitions apply.

"Disruptive student" means a 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 the biological, adoptive or foster 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 (Education Law Section 11[1]).

"School Bus" means every motor vehicle owned and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law Section 11[1] and Vehicle and Traffic Law Section 142).

"School function" means any school-sponsored extracurricular event or activity.

"Disability" means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11[4] and Executive Law Section 292[21]).

"Disability" means any restriction or lack (due to any impairment) of ability to perform an activity in the manner or within the range considered typical.

"Employee" means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law Section s11[4] and 1125[3]).

"Harassment" and "Bullying" means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or

mental, emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law Section 11[7]).

"Race" means a group of persons related by a common descent or heredity. For purposes of enumeration the U.S. Census Bureau uses terms such as: "White/Caucasian", "Black/African American/African-descent", "Asian", "Bi-racial", "Hispanics/Latinos" etc. to describe and classify the inhabitants of the United States.

"Color" means the term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.

"Weight" means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".

"National Origin" means a person's country of birth or ancestor's country of birth.

"Ethnic Group" means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.

"Religion" means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

"Religious Practice" means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

"Sex" means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)

"Gender" means actual or perceived sex and includes a person's gender identity or expression (Education Law Section 11[6]).

"Sexual orientation" means the sex to which a person is sexually attracted. Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual. "Sexual Orientation" means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law Section 11[5]).

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

1. Commits an act of violence upon a school employee.
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.
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 Section 921 for purposes of the Gun Free Schools Act. It also means any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, slingshot, metal knuckle knife, box cutters, can sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, toy, instrument, material or substance that can cause serious physical injury or death when used as a weapon.

III. STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

With every right comes a responsibility.

It is the student's right:

- 1) To attend school in the district in which one's parent or legal guardian resides. →
- 2) To expect that school will be a safe, orderly and purposeful place for all students to gain an education and to be treated fairly. →
- 3) To be respected as an individual. →
- 4) To express one's opinions verbally or in writing. →
- 5) To dress in such a way as to express one's personality. →

It is the student's responsibility:

- To attend school daily, regularly and on time, perform assignments, and strive to do the highest quality work possible and be granted the opportunity to receive a good education.
- To be aware of all rules and expectations regulating student's behavior and conduct oneself in accordance with these guidelines.
- To respect one another and to treat others in the manner that one would want to be treated.
- To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict, the rights and privileges of others.
- To dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting.

- | | | | |
|-----|--|---|---|
| 6) | To be afforded equal and appropriate educational opportunities. | → | To be aware of available educational programs in order to use and develop one's capabilities to their maximum. |
| 7) | To take part in all school activities on an equal basis regardless of race, color creed, religion, religious practice, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability. | → | To work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others. |
| 8) | To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems. | → | To be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate. |
| 9) | To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity. | → | To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination. |
| 10) | Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty as a connection with the imposition of the penalty. | → | To react to direction given by teachers, administrators and other school personnel in a positive manner. To work to develop mechanisms to control their anger and accept responsibility for their actions. |
| 11) | Access school rules and, when necessary, receive an explanation of those rules from school personnel. | → | To 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. |

IV. ESSENTIAL PARTNERS

A. PARENTS/GUARDIANS

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

10. Work with our schools to maintain open and respectful communication.
11. Provide a place for study and ensure homework assignments are completed.
12. Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.
13. Report incidents of discrimination and harassment that are witnessed or otherwise brought to their attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
14. Maintain confidentiality about all personal information and educational records concerning students and their families.

B. TEACHERS

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/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
2. Know school policies and rules, and enforce them in a fair and consistent manner.
3. Communicate to students and parents:
 - a. Expectations for students
 - b. Classroom discipline plan.
4. Be prepared to teach.
5. Demonstrate interest in teaching and concern for student achievement.
6. 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.
- f. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
10. Maintain confidentiality about all personal information and educational records concerning students and their families.

2.

C. SCHOOL COUNSELORS/STUDENT SUPPORT

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 the students their educational progress, career plans and graduation requirements.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Coordinate Multi-tiered Systems of Support services, as needed, with student, parent, building principal and teachers.
7. Maintain and encourage 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/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
8. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
9. Maintain confidentiality about all personal information and educational records concerning students and their families.

D. OTHER SCHOOL STAFF & VOLUNTEERS

1. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
2. Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
3. Assist in promoting a safe, orderly and stimulating school environment.
4. Maintain confidentiality about all personal information and educational records concerning students and their families.
5. Maintain and encourage 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/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
6. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member or volunteer's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

E. PRINCIPALS

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
3. Evaluate on a regular basis the effective safety, behavioral and school management issues related to all instructional programs, appropriately documenting action steps.
4. Maintain and encourage 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/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
5. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).
6. Be responsible for enforcing the Code of Conduct, ensuring that all cases are resolved promptly and fairly and, when necessary, appropriately documenting actions.
7. Maintain confidentiality about all personal information and educational records concerning students and their families.

F. SUPERINTENDENT

1. Promote a safe, orderly and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the Board of Education 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. Address all areas of school-related safety concerns.
7. Maintain confidentiality about all personal information and educational records concerning students and their families.

G. BOARD OF EDUCATION

1. The District Code of Conduct will be reviewed and adopted annually.
2. Collaborate with students, teachers, administrators 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.
3. Approve 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.
4. Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national

origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.

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

6. Maintain confidentiality about all personal information and educational records concerning students and their families.

H. USE OF ELECTRONIC COMMUNICATION DEVICES

3.

Students are prohibited from using or having on or in an operational mode any paging device, mobile telephone, cellular telephone, laser pointer or pen or any other type of telecommunications or imaging device during instructional time, except as expressly permitted in connection with authorized use in classrooms. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten others. This type of harassment is generally referred to as cyberbullying. If a student violates this prohibition, then the student is subject to discipline under this provision and/or any other provision in the District *Code of Conduct* that may be applicable to the circumstances involved. Any electronic device that is permitted on school property is encouraged to be kept on the person and in a concealed manner.

Teachers and all other Board personnel should exemplify and reinforce acceptable student dress and behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate appearance and conduct in the school setting.

V. 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 or pose a threat to the safety and/or health of self or others, or violate any lawful statute.
2. Recognize that extremely brief garments are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Students are allowed to wear hats in the halls. Individual teachers have the right to determine if a student may or may not wear a hat in their classroom. Students must comply with the teacher's request.

6. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, ancestry, national origin, sex, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.

Each building principal 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. A more comprehensive dress code can be found in each building's student handbook.

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 in-school suspension for the day. Any student who fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

VI. PROHIBITED STUDENT CONDUCT

The Board of Education expects 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 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:
 1. Running in hallways.
 2. Making unreasonable noise.
 3. Using language or gestures that are profane, lewd, vulgar or abusive.
 4. Inappropriate use of cell phones and other electronic devices.
 5. Inappropriate displays of affection.
 6. Engaging in any willful act which disrupts the normal operation of the school community.
 7. Failing to comply with the lawful directions of teachers, school administrators or other school personnel in charge of students.

8. Being late for school or class.
9. Being unprepared for class.
10. Obstructing vehicular or pedestrian traffic.
11. Trespassing. Students are not permitted in any area of the school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
12. Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or Internet/intranet account; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the District Acceptable Use Policy.
13. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, cameras, and other personal electronic devices deemed inappropriate by the administration).
14. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:

1. Failing to comply with the lawful 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, District administrators or other District employees or otherwise demonstrating disrespect.
2. Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior as per District Code of Conduct.
- 2-3. Inciting others to endanger the health and safety of themselves or others.

D. Engage in conduct that is violent. Examples of violent conduct include:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon any person lawfully on school property.
2. Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function. "Weapon" means a firearm as defined in 18 USC Section 921 for purposes of the Gun Free Schools Act. It also means any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, slingshot, metal knuckle knife, box cutters, can 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 serious physical injury or death when used as a weapon.

4. Displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Facilitating or encouraging others to cause harm or threaten with a weapon.
7. Intentionally damaging or destroying the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
8. Intentionally damaging or destroying school district property.

E. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:

1. Lying, deceiving or giving false info to school personnel.
2. Stealing the property of the 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. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
4. Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function.
5. Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
6. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.
7. Cyberbullying, including the use of social media, email, websites, chat rooms, text messaging, or by any other electronic means, either on or off campus, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
8. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
9. Hazing
10. Selling, using or possessing obscene material.

11. Smoking a cigarette, cigar, pipe or using chewing, smokeless tobacco, or E-Cigarettes.
12. Possessing, consuming, selling, attempting to sell, distributing, purchasing, exchanging prohibited substances including, but not limited to powdered alcohol, tobacco, tobacco products including, but not limited to cigarettes, pipes, chewing tobacco, snuff, herbal tobacco products, simulated tobacco products that imitate or mimic tobacco products, e-cigarettes, vapes, cloves, bidis and kreteks as well as matches and lighters; or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia which shall include, but not limited to all e-cigarettes, vapes and any other device which may be used for the purposes of facilitating the inappropriate use of substances or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as "designer drugs." Inappropriately using or sharing prescription and over-the-counter drugs. E-cigarettes, any other nicotine, THC, smoking devices, edibles, and other related products will be considered as drug paraphernalia.
13. Gambling and gaming.
14. Inappropriate touching and/or indecent exposure.
15. Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.
16. Violating gender privacy when using school restroom facilities.
- 16-17. Inciting others to engage in conduct that endangers the health, safety or morals of others.

F. Engage in misconduct while on a school bus. Students are expected to refrain from engaging in misconduct 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, fighting, harassment, and discrimination will not be tolerated.

1. Students will not enter or leave a bus while it is in motion.
2. Students will keep arms, heads inside the bus at all times.
3. Emergency doors and windows will be left alone.
4. Students will not use profanity or vulgar language or gestures.
5. Students will not use prohibited substances on the bus.
6. Students will refrain from excessive noise.
7. Students will refrain from any horseplay on the bus.
8. Students will not litter on the bus.
9. Students will not be insubordinate to the bus driver and will follow their directions.
10. Students will not interfere with the safe operation of the bus.

G. Engage in any form of academic misconduct. Examples of academic misconduct include:

1. Plagiarism (presenting another person's work as their own)

2. Cheating
3. Altering records
4. Accessing other users' email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.
5. Violation of the District Acceptable Use Policy for technology.
6. Assisting another student in any of the above actions.
7. Forgery of passes, permission slips, absence notes, tardy notes and dismissal notes.
8. Assisting another student in any of the above activities.

VII. REPORTING VIOLATIONS OF THE CODE OF CONDUCT

Any person observing another person violating this Code of Conduct shall report this information immediately to school personnel. Any weapons, alcohol or illegal/prohibited substances found shall be confiscated immediately, followed by notification of the parent of the student involved and the appropriate disciplinary action taken, up to and including permanent suspension and referral for prosecution.

The building principal 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 learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student(s) and explain the conduct that violated the code of conduct and constituted a crime.

Violations of the Dignity for All Students Act should be reported to the Dignity Act Coordinator of the building in which the incident occurred. A formal written report should be submitted via an online form found on the district website under the Dignity for All Students tab.

VIII. DISCIPLINARY PROCEDURES AND PENALTIES

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. A student identified as having a disability shall not be disciplined for behavior related to their disability.

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 with one another. 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 driver, lunch monitors, teachers, principal, superintendent.
3. Written notification to parent - teachers, principal, superintendent
4. Detention - teachers, principal, superintendent
5. Suspension from transportation- principal, superintendent
6. Suspension from athletic participation - principal, superintendent
7. Suspension from social or extracurricular activities - principal, superintendent
8. Suspension of other privileges - principal, superintendent
9. In-school suspension - principal, superintendent
10. Removal from classroom - aides, teaching assistants, substitutes, teachers, principal, superintendent.
11. Short-term (five days or less) suspension from school - principal, superintendent, board of education
12. Long-term (more five days) suspension from school - principal, superintendent, board of education
13. Permanent suspension from school - superintendent, board of education

B. PROCEDURES

The amount of due process a student is entitled to before a penalty is imposed will depend on the type of penalty imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must let the student know what misconduct the student is alleged to have committed, and must investigate 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 a verbal warning, written warning, written notification to their parents or detention are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. 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 administrator's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal, director of transportation, or the superintendent. In such cases, the student's parent/guardian will become responsible for seeing that their 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 Section 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal to discuss the conduct and the penalty involved.

2. Suspension from extracurricular activities and other privileges

A student subjected to a suspension from extracurricular activities or other privileges is not entitled to a full hearing pursuant to Education Law Section 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.

3. In-school Suspension

The Board recognizes that the school must balance the need for students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorized building 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". "In-school suspension" is the temporary removal of students from the classroom and their placement in another area of the school building designated for such a suspension where students will receive substantially equivalent, alternative education.

A student subject to an in-school suspension is not entitled to a full hearing pursuant to Education Law Section 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.

4. Teacher Removal of Disruptive Students

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 disruptive student can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In many instances the classroom teacher can control disruptive student behavior by using good management techniques. Occasionally, however, it may be necessary for a teacher to remove a disruptive student from the classroom to ensure that the other students continue to learn.

A classroom teacher may remove a student from class no more than five days if the teacher determines that the student is disruptive. The removal from class applies to the class of the removing teacher only.

If the student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student, before the student is removed, with an explanation for why he or she is being removed. The student must also be given the opportunity to present their version of the relevant events. Only after this informal discussion may a teacher remove a student from class.

If the student does pose 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 their version of the relevant events within one full school day.

The teacher must complete a district-established referral form and meet with the principal or other administrator 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 referral forms. If the principal 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 prior to the beginning of classes on the next school day.

Within one school day 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 and behavior modification(s) to remedy the cause 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 by the day after 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.

If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parent a chance to present the student's version of the relevant events. The informal meeting must be held within two school days of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent, teacher 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 students are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law.
3. The conduct warrants suspension from school pursuant to Education Law Section 3214 and a suspension will be imposed.

The principal or their designee must make a determination as to whether to overturn the removal before the close of business on the day of the informal hearing. 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. At the teacher's discretion, he or she may rescind the removal prior to the expiration of the full period of removal.

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 their class. The principal must keep a log of all removals of students from class. Removal of a student with a disability may, under certain circumstances, constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from their class until they have 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.

Nothing in this section of the code of conduct abridges the customary right or responsibility of a principal to suspend a student. Further, nothing in this code abridges the customary right and responsibility of a teacher to manage student behavior in the classroom. Short-term, time-honored classroom management techniques such as "time out" in an elementary classroom or in an administrator's office or sending the student briefly into the hallway are not considered removals from class. The removal process should not become a substitute for effective classroom management.

5. 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 building 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 Section 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 parent 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/ her/their 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 Board of Education with the District Clerk within 10 business days of the date of the 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 building 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 be represented by counsel, the right to question witnesses against him or her or they and the right to present witnesses and other evidence on his or her behalf.

The superintendent shall personally hear and determine the proceeding of 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 of 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. Minimum Periods of Suspension

1. Students who bring a weapon to school

Any students 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:

- a) The student's age.
- b) The student's grade in school.
- c) The student's prior disciplinary record.
- d) The Superintendent's belief that other forms of discipline may be more effective.

- e) Input ~~from~~ parents, teachers and/or others.
- f) Other extenuating circumstances.

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 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 engages in conduct which results in the student being removed from the classroom by teacher(s) on four or more occasions during a semester, or three or more occasions during a trimester, will be suspended 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 a hearing 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.

IX. DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities are entitled to enjoy certain procedural protections ~~when~~ school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities

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

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

A “**student presumed to have a disability**” means a student who the school district is deemed to have knowledge was a student with a disability before the behavior that precipitated disciplinary action. This includes the District having knowledge that such student had a disability if prior to the time the behavior occurred:

- a. The parent of such student expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency or to a teacher of the student that the student is in need of special education, provided that such expression of concern may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
- b. The parent of the student requested a Committee on Special Education (CSE) or Section 504 evaluation of the student; or
- c. A teacher of the student, or other personnel of the District, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other supervisory personnel of the school district.

A student is not presumed to have a disability when:

- a. The parent of the student has not allowed a CSE or Section 504 evaluation of the student;
- b. The parent of the student has refused CSE or Section 504 services; or
- c. It was determined that the student is not a student with a disability as defined by the CSE or Section 504 Team.

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

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 “interim alternative educational setting” (“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 disability from their current educational placement as follows:

4. The Board, the District ~~(BOCES)~~ Superintendent of Schools or a Building Principal delegated the authority to suspend students may ~~order the placement of a student with a disability into a 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.~~ suspend a student with a disability for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior, except when such short-term suspension will result in a change in placement as identified below.

2-1. ~~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.~~ The Superintendent may suspend a student with a disability up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (1) 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. Such suspension cannot be determined to result in a change in placement as identified below. Students with disabilities who are suspended for more than five consecutive schools days pursuant to a finding of guilt at a Superintendent's hearing shall be entitled to a manifestation determination review ("MDR") at the second phase of that hearing. Should a manifestation be found at that MDR, the student is entitled to return to school immediately, even if the student has not served the full period of suspension.

3. The Superintendent or Principal may order additional suspensions of not more than ~~40~~ five 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.

4-1. When a student with a disability is found guilty at a long-term suspension hearing and the misconduct is determined to be a manifestation fo the student's disability by the MDR Team, ~~t~~The Superintendent may order the placement of a student with a disability in a 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 inflicts serious bodily

injury, carries or possesses a weapon to school or to a school function, or knowingly possesses or uses illegal drugs or sells or solicits the same of carries or possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

- a) "Serious bodily injury" means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
- b) "Weapon" means the same as "dangerous weapon" under 18 U.S.C. § 930(g)(w) which include "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 ½ inches in length."
- a)c) "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.
- b)d) "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.

3.4. 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. Placement in an IAES by an impartial hearing officer would require the District to first initiate an impartial due process hearing. Placement in an IAES for an impartial hearing officer does not require student disciplinary proceedings.

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 disciplinary change in placement based on a pattern of suspension or removal (based on the nature of the conduct/behavior for each suspension/removal, the length of each suspension/removal, the total amount of time the student is removed, and/or the proximity of the suspensions or removals to one another) unless a manifestation is found according to the procedures below.

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 MDR has determined that the behavior was not a manifestation of their disability may be placed in an IAES by the Superintendent according to the requirements provided above when their behavior involves serious bodily injury, it has been 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. Students may also be placed in an IAES by an impartial hearing officer as a result of an impartial due process hearing according to the procedures provided above when the student's current educational placement poses a risk of harm to the student or others.

C. SPECIAL RULES REGARDING THE SUSPENSION OR REMOVAL OF STUDENTS WITH DISABILITIES

1. The District's Committee on Special Education manifestation determination review ("MDR") shall:

- a. Conduct a review of all relevant information related to the student's conduct and the student's disability to determine whether the student's conduct is a manifestation of the disability. Such review must be made immediately, if possible, but in no case later than 10 school days after:
 1. A decision is made by the Superintendent of Schools to change the placement of a student to an interim alternative educational setting; or
 2. A decision is made by an impartial hearing officer to place a student in an interim alternative educational setting; or
 3. A decision is made by the Board of Education, Building Principal or Superintendent to impose a suspension that constitutes a disciplinary change in place.
 - b. The MDR team will determine whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability or the conduct in question was the direct result of the District's failure to implement the student's IEP or Section 504 Plan, 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.
 - c. For students with disabilities who are found guilty of misconduct at a Superintendent's disciplinary hearing for a long-term suspension, the MDR will be conducted during phase two of the hearing.
2. The District's Committee on Special Education/Section 504 Team shall, for students whose misconduct is determined by the MDR team to be a manifestation of the student's disability:

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

3. Procedures for students presumed to have a disability:

- a. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for special education or Section 504 services at the time of the misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the District is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had such knowledge before the behavior occurred, the student will be considered a student presumed to have a disability for discipline purposes.
- b. The District shall be deemed to have knowledge that such student had a disability if prior to the time the behavior occurred:
 - i. the parent of such student has expressed concern in writing to the Director of Pupil Personnel Services or CSE/Section 504 Chairperson or to a teacher of the student that the student is in need of special education or Section 504 accommodations, provided that such expression of concern may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
 - ii. the parent of the student has requested a CSE or Section 504 evaluation of the student; or
 - iii. a teacher of the student, or other personnel of the District, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the Director of PPS or CSE Chairperson of the District or to other supervisory personnel of the District in accordance with the District's established child find or special education referral system.
- c. A student is not a student presumed to have a disability for discipline purposes if:
 - i. the parent of the student has not allowed an evaluation of the student; or
 - ii. the parent of the student has refused CSE or Section 504 services; or
 - iii. it was determined that the student is not a student with a disability pursuant to state and federal laws and regulations.
- d. Students presumed to have a disability are entitled to the same disciplinary protections as students with disabilities.

a.—

~~If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from their 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 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, building 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 of, 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. Parents will be notified of disciplinary removal upon the date the decision is made and shall be provided the Procedural Safeguards Notice. The parents of a student with a disability subject to a suspension of five (5) consecutive school days or fewer shall be provided with the same opportunity for an informal conference available to parents of students without disabilities under the Education Law. The removal of a student with a disability other than a suspension or placement in IAES shall be conducted in accordance with the due process procedures applicable to such removals of students without disabilities, except that school personnel may not impose such removal for more than ten (10) consecutive days or for a period that would result in a disciplinary change in placement, unless the MDR team has determined that the behavior is not a manifestation of the student's disability. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services to the extent required under IDEA.

4. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Regulations of the Commissioner of Education incorporated into this policy.

5. 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.

~~3-6. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than 5 school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Regulations of the Commissioner of Education incorporated into this policy. 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 their 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 of Education 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 5 school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Regulations of the Commissioner of Education incorporated into this policy.~~

~~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 it has been 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 Regulations of the Commissioner of Education incorporated into this policy.~~

D. EXPEDITED DUE PROCESS HEARINGS

1. An expedited due process hearing shall be conducted in the manner specified by the Regulations of the Commissioner of Education incorporated into this policy 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 their current educational placement, or during the pending 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 pending 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 pending 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. The District shall arrange for the expedited due process hearing according to the following time period, unless the parent and the District mutually agree in writing to waive the resolution meeting or agree to use mediation:

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

- b. The expedited due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within fifteen (15) days of receipt of the due process complaint.
- c. The expedited due process hearing shall occur within twenty (20) school days of the date the complaint requesting the hearing is filed.
- d. The impartial hearing officer shall make a determination within ten (10) school days after the hearing.

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

~~4. An expedited due process hearing shall be completed in 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he/she/they 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.

X. 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.

XI. 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.

A 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, they make an admission against their own interest, they provide the same information that is received independently from other sources, 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 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.

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. Students Lockers, Desks, Automobiles 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, automobiles 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, automobiles and other storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Search of Automobiles

Students are permitted to park on school premises as a matter of privilege, not of right. School districts retain authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. Patrols and exterior inspections may be conducted without notice, without student consent, and without a search warrant. The interiors of student vehicles, however, may be inspected only when there is reasonable suspicion to believe that illegal or unauthorized materials are contained inside.

C. Use of Drug Sniffing Dogs

The majority of courts that have addressed the use of drug sniffing dogs in schools have adopted the following standard: School districts may randomly use drug sniffing dogs to sniff hallways and locker areas, as well as parking lots. The use of such dogs for these limited purposes is generally not considered a search and does not require reasonable suspicion. However, using a dog to sniff students, or a particular student's locker or car, requires reasonable and individualized suspicion, since such an act is considered a search.

D. Use of Cameras

School districts are permitted to use security cameras in school buses and in school buildings. Cameras should not be used in areas where students have a reasonable expectation of privacy, such as locker rooms and toilet areas.

E. Questioning of Students

Questioning of students by school officials, even in the presence of police officers, is non-custodial and does not require that the student be given Miranda warnings. Furthermore, school officials are not required to contact a student's parents before questioning a student concerning an alleged infraction of a school rule.

F. Strip Searches

If school officials believe that a student possesses contraband that can be secured only by means of a strip search, school officials should not conduct the search, but should have the student removed from school by the police.

G. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police 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.
2. Probable cause to believe a crime has been committed on school property or at a school function, or
3. Been invited by school officials.

H. 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 an administrator. The administrator shall set the time and place of the interview. The administrator 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 their 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 their 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 they were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

XII. VISITORS TO THE SCHOOLS

The Board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Building Principal is responsible for all persons in building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a "visitor".
2. All visitors to the school will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on the school grounds. The visitor must return the identification badge before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. 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), 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 appropriate school personnel. 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.

XIII. 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.

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 abuse of the rights of others.

A. PROHIBITED CONDUCT

No person, either alone or with others, shall:

1. Act in a way that interrupts, hinders, or agitates the normal order and/or function of the school community.
2. Intentionally injure any person or threaten to do so.
3. Intentionally damage or remove district property.
4. Disrupt the orderly conduct of classes, school programs or other school activities.
5. 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.
6. The creation of a hostile environment by conduct, with or without physical contact and/or by verbal threats, intimidation or abuse of such a severe nature that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
7. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
8. Obstruct the free movement of any person in any place to which this code applies.
9. Violate the traffic laws, parking regulations or other restrictions on vehicles;
10. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled/prohibited substances, or be under the influence of either on school property or at a school function.
11. Possess or use firearms or other weapons including air guns, pistols, rifles, shotguns, ammunition, explosives, box cutters, knives, gas canisters, pepper spray or other noxious spray 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.
12. Loiter on or about school property.

13. Gamble on school property or at school functions.
14. Refuse to comply with any lawful order of identifiable school district officials performing their duties.
15. Willfully incite others to commit any of the acts prohibited by this code.
16. 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, law enforcement will be contacted.
2. Students - They shall be subject to immediate ejection and to disciplinary action as the facts may warrant, including any of the penalties listed in the “Penalties” section of this code of conduct, in accordance with the due process of law requirements.
3. Tenured Faculty Members – They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Education Law section 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 section 75 – They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law section 75 or any other legal rights that they may have.
5. Staff Members other than those described in subdivisions 3 and 4– They shall be subject to immediate ejection and to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. ENFORCEMENT

All school personnel shall be responsible for enforcing the conduct required by this code.

When any school personnel sees an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, the school personnel shall tell the individual that the conduct is prohibited and attempt to persuade the individual 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 school personnel 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.

Dignity Act Coordinators

Jr.-Sr. HS: Shane Dehn sdehn@marioncs.org 315-926-4228

Elementary: Casey Steiner csteiner@marioncs.org 315-926-4256

REVENUES**2022-2023****2023-2024**

	PROPOSED BUDGET	ADJUSTED + OR -	CURRENT PROJECTION	PROPOSED BUDGET	ADJUSTED + OR -	CURRENT PROJECTION
*****	*	*	*	*	*	*
LOCAL SOURCES						
REAL PROPERTY TAXES	7,176,358	22,801	7,199,159	7,353,555	-	7,353,555
NON-PROPERTY TAXES (SALES TAX)	260,000	(1,449)	258,551	250,000	-	250,000
CHARGES FOR SERVICES	5,000	75,698	80,698	5,000	9,168	14,168
USE OF MONEY & PROPERTY	5,000	325,382	330,382	45,000	29	45,029
SALE OF PROP/COMP-LOSS	-	40,800	40,800	-	-	-
MISCELLANEOUS	80,000	224,691	304,691	80,000	44	80,044
TOTAL LOCAL	\$ 7,526,358	\$ 687,923	\$ 8,214,281	\$ 7,733,555	\$ 9,241	\$ 7,742,796
STATE SOURCES						
BASIC FORMULA AIDS/FLEX AID	11,056,411	(1,552,303)	9,504,108	12,663,594	-	12,663,594
PUBLIC EXCESS COST AID (SWD)	198,369	1,602,709	1,801,078	112,745	-	112,745
PRI EXCESS COST AID -	244,992	63,243	308,235	292,825	-	292,825
TRADEWINDS - CRP						
BOCES AID	1,100,251	(48,753)	1,051,498	1,051,592	-	1,051,592
TEXTBOOK AID						
SOFTWARE AID	52,101	(381)	51,720	52,477	-	52,477
LIBRARY MATERIALS AID						
COMPUTER HARDWARE & TECHNOLOGY	11,679	(144)	11,535	11,767	-	11,767
UNIVERSAL PRE-K						
HOMELESS AID	-	144,432	144,432	-	-	-
TOTAL STATE AID	\$ 12,663,803	\$ 208,803	\$ 12,872,606	\$ 14,185,000	\$ -	\$ 14,185,000
FEDERAL FISCAL STABILIZATION GRANT						
TOTAL STATE AID ALL SOURCES						
CARES GEER & ESSER						
FEDERAL/MEDICAID	15,000	40,936	55,936	15,000	-	15,000
INTERFUND TRANSFER		275	275			
TOTAL REVENUE	\$ 20,205,161	\$ 937,936	\$ 21,143,097	\$ 21,933,555	\$ 9,241	\$ 21,942,796
USE OF FUND BALANCE						
APPROPRIATED FUND BALANCE	818,934	-	818,934	753,745	-	753,745
APPROP USE OF EPC RESERVES	-	-	-	-	-	-
APPROP USE OF 4.8 RESERVES	-	-	-	-	-	-
APPROPRIATED USE OF 2.3 RESERVES	-	-	-	-	-	-
APPROPRIATED USE OF RESTRICTED FUNDS	200,000	-	200,000	-	-	-
APPROP USE OF 11.595 RESERVES	-	-	-	-	-	-
APPROP USE OF EXCEL RESERVES	-	-	-	-	-	-
TOTAL BUDGET	\$ 21,224,095	\$ 937,936	\$ 22,162,031	\$ 22,687,300	\$ 9,241	\$ 22,696,541

EXPENDITURES

	2022-2023			2023-2024		
BUDGET AREA	NET BUDGET =	PROJECTED EXPENSE =	PROJECTED BALANCE =	NET BUDGET =	PROJECTED EXPENSE =	PROJECTED BALANCE =
GENERAL SUPPORT	2,794,555	2,493,258	301,297	2,748,046	2,441,096	306,949
INSTRUCTION	10,754,550	9,930,513	824,037	11,312,573	10,883,090	429,483
TRANSPORTATION	1,091,490	1,046,663	44,827	1,180,410	1,068,795	111,616
COMMUNITY SERVICES	3,000	1,140	1,860	3,000	2,000	1,000
UNDISTRIBUTED	6,337,500	5,533,699	803,801	7,797,190	7,449,193	347,997
INTERFUND TRANSFERS	525,000	578,003	(53,003)	140,000	140,000	-
CAPITAL OUTLAY						
TOTAL APPROP/EXPENSE/BAL	21,506,095	19,583,276	1,922,820	23,181,219	21,984,174	1,197,045
TOTAL APPROP/EXPENSE/BAL	21,506,095	19,583,276	\$1,922,820	23,181,219	21,984,174	\$1,197,045
PERCENT UNSPENT BUD APPROP	-0.35%			7.23%		
TRANSFER TO CAPITAL FUND						

FUND BALANCE

	2022-2023		2023-2024	
BEGINNING TOTAL FUND BAL		\$ 9,775,969		\$ 11,335,791
ADD REVENUES		21,143,097		21,942,796
RESERVE EQUITY TRANSFER		-		-
SUB-TOTAL		30,919,067		33,278,587
SUBTRACT EXPENDITURES		(19,583,276)		(21,984,174)
SUBTRACT TRANSFER TO CP				
PRIOR PERIOD ADJUSTMENT		-		-
ENDING TOTAL FUND BALANCE		\$ 11,335,791		\$ 11,294,413
Non Spendable - Prepaid Expenditures		349,386		
RESTRICTED		(349,386)		
- Unemployment Insurance 6/24/1991		86,404		85,255
- 2010 Bus Purchase Capital Reserve 5/18/2010 - 10 YRS - \$3,000,000		321,988		319,513
- Retirement Contribution 8/23/2010		1,734,670		2,104,322
- Employee Benefit Accrued Liability 8/23/2010		920,504		1,099,518
- Worker's Comp Reserve		466,714		510,026
- Reserve for Encumbrances		204,114		-
- Legal Liability Reserve		9,090		8,960
- 2018 Reserve for Capital 05/15/18 10 yrs - \$5,000,000		2,495,829		2,863,854
- 2019 Capital for Bus 5/21/18 10 yrs - \$5,000,000		1,273,440		1,856,555
TOTAL RESTRICTED RESERVE FUNDS		\$ 7,512,759		\$ 8,848,003
		(7,512,759)		(8,848,003)
UNRESERVED FUND BALANCE		\$ 3,473,646		\$ 2,446,410
ASSIGNED/APPROPRIATED FUND BALANCE				
- RESERVE FOR ENCUMBRANCES		2,721,765		-
- DESIGNATED TO REDUCE TAXES				
UNASSIGNED				
UNASSIGNED FUND BALANCE		\$ 2,719,901		\$ 2,446,410

MEMORANDUM OF AGREEMENT

Marion Central School District,

- and -

Marion School Unit 9104, Wayne County Local 859

CSEA, Inc., Local 1000, AFSCME, AFL-CIO

This Agreement is entered into by and between the Marion Central School District (the “District”) and the Marion School Unit 9104, Wayne County Local 859, CSEA, Inc., Local 1000, AFSCME, AFL-CIO (the “Association”), (collectively referred to as the “Parties”).

Whereas, the Association and the District are parties to a 2023-2027 collective bargaining agreement (hereinafter referred to as the “CBA”); and

Whereas, the CBA at Article VII – **Fringe Benefits**, Section 1(J), Personal Leave provides that All non-instructional personnel employed on a regular full-time basis shall be entitled to three (3) days of personal leave; and

Whereas, the District wishes to provide personal leave for all employees of the District.

Now, therefore, the Parties agree as follows:

- 1) Article VII – Fringe Benefits, Section 1(J), Personal Leave, subsection 1 shall, in pertinent part, be amended as follows:

J. Personal Leave

1. All non-instructional personnel employed on a regular ~~full-time~~ basis shall be entitled to three (3) days of personal leave, other than sick leave, for matters which must be attended to during the school day. **In the case of a regular full time employee, Any personal days not used at the end of the school year will be added to the employee’s accumulated sick leave. For all other employees personal leave shall not be cumulative.**
- 2) The above changes will take effect when this Agreement is fully executed, and approved by the Board of Education. The changes to this section shall be prospective only from the effective date of approval, and in no way shall be applied retroactively.
- 3) The Parties acknowledge that the terms of this Agreement shall be incorporated into any successor agreement to the CBA.
- 4) All other components of the CBA shall remain unaltered.

Dated: _____

Dr. Ellen Lloyd, Superintendent

Dated: _____

Kim Wemesfelder, CSEA President

MARION CENTRAL SCHOOL
4034 Warner Road, Marion, NY 14505
Regular Board of Education Meeting
August 21, 2023 – 6:00 PM
Jr.-Sr. High School Library

- BOARD MEMBERS PRESENT:** M. Kuelling, R. Marshall, J. Monroe, J. Reesor and A. Taber
- ADMINISTRATORS PRESENT:** D. Bavis, R. Walker, and D. Wise
- GUESTS:** See guest register.
- A1. CALL TO ORDER** Mr. Marshall called the meeting to order at 6:02 P.M. and led the Pledge of Allegiance.
- A4. APPROVAL OF AGENDA** Motion by Ms. Taber, seconded by Mr. Reesor, and unanimously carried the following resolution: BE IT RESOLVED, that the Board of Education, pursuant to Education Law, approves the agenda of August 21, 2023 with the update to the soccer coach salary that was made to the attachment in packet. (FY 23/24 August #2) 5-0-0
- B. COMM AGENDA COMMENTS** An opportunity for community questions and comments on agenda topics was given. No comments were made.
- C. PROBATIONARY APPOINTS** Motion by Mr. Monroe, seconded by Mrs. Kuelling, and unanimously carried by Board members present: 5-0-0
- C1. APPROVE PROB APPT.** RESOLVED, that the Board of Education, upon the recommendation of the Superintendent of Schools and pursuant to Education Law, approves the two-month probationary appointment of **James Long** as Director of Facilities for Marion Central School District; at a rate of \$90,000.00/year; Civil Service competitive title Director of Facilities II; effective August 28, 2023. (FY 22/22 August #2)
- C2. APPROVE PROB APPT.** RESOLVED, that the Board of Education, upon the recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four-year probationary appointment of **Heather Schoonerman** as an Elementary Teacher at Marion Elementary School, at a rate of \$56,000.00/year in the tenure area of Elementary, effective 9/1/2023 – 06/30/2027 or sooner upon termination by the board. This expiration date is tentative and conditional only. Except to the extent required by the applicable provisions of Section 3014 of the Education Law, in order to be granted tenure the teacher must receive composite or overall annual professional performance review ratings pursuant to Section 3012-c and/or 3012-d of the Education Law of either effective or highly effective in at least two (2) of the three (3)

preceding years, and if the teacher receives an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time. (FY 23/24 August #2)

C3. APPROVE PROB APPT.

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four-year probationary appointment of **Sarah Weyman** as an Elementary Teacher at Marion Elementary School, at a rate of \$49,000.00/year in the tenure area of Elementary, effective 9/1/2023 – 06/30/2027 or sooner upon termination by the board. This expiration date is tentative and conditional only. Except to the extent required by the applicable provisions of Section 3014 of the Education Law, in order to be granted tenure the teacher must receive composite or overall annual professional performance review ratings pursuant to Section 3012-c and/or 3012-d of the Education Law of either effective or highly effective in at least two (2) of the three (3) preceding years, and if the teacher receives an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time. (FY 23/24 August #2)

C4. APPROVE PROB APPT.

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent of Schools and pursuant to Education Law, approves the three-year probationary appointment of **Alison Maloney** as a Special Education Teacher at Marion Elementary School, at a rate of \$55,000.00/year in the tenure area of Special Education, effective 9/1/2023 – 06/30/2026 or sooner upon termination by the board. This expiration date is tentative and conditional only. Except to the extent required by the applicable provisions of Section 3014 of the Education Law, in order to be granted tenure the teacher must receive composite or overall annual professional performance review ratings pursuant to Section 3012-c and/or 3012-d of the Education Law of either effective or highly effective in at least two (2) of the three (3) preceding years, and if the teacher receives an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time. (FY 23/24 August #2)

C5. ACCEPT RESIGNATION

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent of Schools and pursuant to Education Law, accepts the resignation of **Nicole DeLyser** as a 1:1 Aide for Marion Jr-Sr High School, effective 8/30/2023. (FY 23/24 August #2)

C6. APPROVE PROB APPT.

RESOLVED, that the Board of Education, upon the recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four-year probationary appointment of **Nicole DeLyser** as a Teacher Assistant at Marion Elementary School, at a rate of \$17.45/hour in the special subject tenure area of Teacher Assistant, effective 9/1/2023 – 06/30/2027 or sooner upon termination by the board. This expiration date is tentative and conditional only. Except to the extent required by the applicable provisions of Section 3014 of the Education Law, in order to be granted tenure the teacher must receive composite or overall annual professional performance review ratings pursuant to Section 3012-c and/or 3012-d of the Education Law of either effective or highly effective in at least two (2) of the three (3) preceding years, and if the teacher receives an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time. (FY 23/24 August #2)

D1. BOARD REPORTS

Mr. Marshall reported on the Board/Administrative Team retreat stating that Dr. Lloyd ran it very well, there was good interaction between the group and it was purposeful. The Board would like to do this more often and enjoyed the big picture thinking. Mr. Marshall wanted to remind the Board members that there are copies of the School Law Book in the District Office and the Clerk purchases copies each year if they would like their own updated copy. Lastly, Ms. Taber mentioned that her daughter participated in Peaceful Schools Theatre Camp that Marion, Sodus and Williamson were able to access through the Community Schools Grant; it was a great experience and fostered a sense of belonging.

D2. SUPERINTENDENT REPORT

Dr. Lloyd reported that we have hired a lot of new staff and they will be coming in for an orientation August 28th with new teachers also coming in on August 29th. She then mentioned that all staff orientation will be held on August 31st and that the agenda was sent out to all employees. Next Dr. Lloyd shared with the Board the book about Stanley the Therapy Dog, written by Mrs. VanCamp's class and read a few pages from the book. Dr. Lloyd mentioned that the district would be having a booth in front of the Elementary School at the Fall Festival; that it's a great way to connect with families and the community. Lastly, she discussed a Social Media Mass Tort, explaining what it is and read an excerpt from the documents shared in the board packet.

APPROVE RESOLUTION

Motion by Mrs. Kuelling, seconded by Ms. Taber, and unanimously carried the following resolution: Be it resolved that the Board of Education, upon the recommendation of the Superintendent of Schools and pursuant to Education Law, approves the resolution authorizing litigation against social media companies as presented. (FY 23/24 August #2) 5-0-0

D3. DIRECTOR OF FINANCE

Mr. Walker updated the Board on the capital project work stating that everyone is pleased to back in their work place. The last of the carpet replacement is currently being finished in the cafeteria loop and science wing and the message boards outside both buildings should be finished a few weeks after school begins. He then reported that Mr. Marshall had been approached by a few people asking about donations for dugouts and he asked Rich if it was possible to accept possible donations. Mr. Walker responded that dugouts would be considered open enclosure which does not need to go through SED as long as it is not put up by the school district.

APPROVE UNAUDITED FINAN RPT

Motion by Mr. Reesor, seconded by Mr. Monroe, and unanimously carried the following resolution: Be it resolved that the Board of Education, upon the recommendation of the Superintendent of Schools and pursuant to Education Law, approves the Unaudited Financial Report as presented. (FY 23/24 August #2) 5-0-0

E. CONSENT AGENDA ITEMS

Motion by Mrs. Kuelling, seconded by Ms. Taber, and unanimously carried by Board members present: 5-0-0

E1. MEETING MINUTES

RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the Meeting Minutes of the July 10, 2023 reorganizational board meeting. (FY 23/24 August #2)

E2. MEETING MINUTES

RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the Meeting Minutes of the August 16, 2023 Board/Administrative Team Retreat meeting. (FY 23/24 August #2)

E3. CSE/CPSE PLACEMENTS

RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the placement of students into special education programs. (FY 23/24 August #2)

E4. APPROVAL WARRANTS	RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the warrants. (FY 23/24 August #2)
F5. INTERNAL CLAIMS AUDIT RPT	RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the Internal Claims Auditor Report as presented. (FY 23/24 August #2)
E6. APPROVAL BUDGET TRANSF	RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the budget transfers. (FY 23/24 August #2)
E7. APPRVE COMP SAFETY PLAN	RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the comprehensive safety plan as presented. (FY 23/24 August #2)
E8. APPRVE CODE OF CONDUCT	RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the District code of conduct as presented. (FY 23/24 August #2)
E9. INTERMUNICIPAL AGMT	RESOLVED, that the Board of Education, upon the recommendation of the Superintendent of Schools and pursuant to Education Law, approves the Intermunicipal Agreement with the Town of Marion for Tax Collection. (FY 23/24 August #2)
E10. OT SHARING AGMT	RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the OT Sharing Agreement between Williamson Central School District for the 2022-23 school year. (FY 23/24 August #2)
E11. P-T FOOD SVC DIR AGMT	RESOLVED, that the Board of Education upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the part-time Food Service Director Employment Agreement between Warren Bushart and Marion Central School District for the 2023-24 school year. (FY 23/24 August #2)
E12. APPROVE FOOD SVC MGMT	RESOLVED, that the Board of Education upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the Food Service Management Agreement between Marion Central School District and W-FL BOCES. (FY 23/24 August #2)

- E13. APPRVE OPEN FALL COACHES** RESOLVED, that the Board of Education upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of additional Fall Coaches for the Fall 2023-24 season as presented. (FY 23/24 August #2)
- E14. CREATE POSITION** RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the creation of a Teacher/Classroom Aide position at Marion Elementary School for the purpose of fulfilling special education IEP requirements. (FY 23/24 August #2)
- E15. CREATE POSITION** RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the creation of a Teacher Aide position at Marion Jr-Sr High School. (FY 23/24 August #2)
- E16. CREATE POSITION** RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the creation of a District-wide Tutor, non-union contract, full-time position with benefits for the 2023-24 school year. (FY 23/24 August #2)
- E17. ACCEPT RESIGNATION** RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, accepts the resignation of **Robert Goodell** as a Physical Education and Health Teacher at Marion Jr-Sr High School, effective August 4, 2023. (FY 23/24 August #2)
- E18. ACCEPT RESIGNATION** RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, accepts the resignation of **Brianne Raes** as Interim Assistant Principal for Marion Central School District and as a Special Education Teacher at Marion Jr-Sr High School, effective August 25, 2023. (FY 23/24 August #2)
- E19. ACCEPT RESIGNATION** RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, accepts the resignation of **Carol McManus** as Sr. Typist, Secretary to the Principal at Marion Elementary School, effective August 31, 2023. (FY 23/24 August #2)
- E20. ACCEPT RESIGNATION** RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, accepts the resignation of **Taylor Wolfe** as Physical Education Teacher at Marion Elementary School effective September, 2023. (FY 23/24 August #2)

E21. ACCEPT RESIGNATION

RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, accepts the resignation of **Taylor Wolfe** as Modified Girls Soccer Coach effective August 16, 2023. (FY 23/24 August #2)

E22. APPROVE TEACHER AIDE

RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of **Paula Docteur** as a Teacher Aide (Health) at Marion Elementary School, effective September 1, 2023, at a rate of \$14.45/hr., fingerprint clearance on file. (FY 23/24 August #2)

E23. APPROVE SUB BUS MONITR

RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of **Katie French** as a Substitute Bus Monitor/Attendant for Marion Central School District. (FY 23/24 August #2)

E24. APPROVE TEACHER AIDE

RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of **Teresa Wurster** as a Teacher/Classroom Aide at Marion Elementary School, effective September 1, 2023, rate: \$14.45/hr. (FY 23/24 August #2)

E25. APPROVE TEACHER AIDE

RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of **Emma Lancaster** as a Teacher/Classroom Aide at Marion Elementary School, effective September 1, 2023, rate: \$14.45/hr, pending fingerprint clearance. (FY 23/24 August #2)

E26. APPROVE TEACHER AIDE

RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of **Allison Brewer** as a Teacher/Classroom Aide at Marion Elementary School, effective September 1, 2023, rate: \$14.45/hr., pending fingerprint clearance. (FY 23/24 August #2)

E27. ACCEPT RESIGNATION

RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, accepts the resignation of **Megan Ryan** as a Food Service Helper for Marion Central School District located at Wayne Education Center, effective August 30, 2023. (FY 23/24 August #2)

E28. APPROVE TEACHER AIDE

RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of **Megan Ryan** as a Teacher/Classroom Aide at Marion Elementary School, effective September 1, 2023, rate: \$14.45/hr. (FY 23/24 August #2)

E29. APPROVE SR. TYPIST

RESOLVED, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves appointment of **Megan DeRose** as Sr. Typist - Civil Service, competitive title, in the Main Office for the Principal of Marion Elementary School effective September 1, 2023 at a rate of \$17.45/hour. (FY 23/24 August #2)

E30. APPROVE BUS DRIVER

RESOLVED, that the Board of Education upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of **Kecia Bush** as a full-time bus driver for Marion Central School District, effective September 1, 2021, rate: \$24.10/hr. (FY 23/24 August #2)

E31. APPROVE 3-HR FOOD SVC

RESOLVED, that the Board of Education upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of **Erica Hill** as a 3-hr/day Food Service Helper at Marion Jr-Sr High School, effective September 1, 2023, rate: \$14.45/hr. (FY 23/24 August #2)

F. COMMUNITY COMMENTS

An opportunity for community questions and comments was given. No comments were made.

G. ADJOURNMENT

Motion by Mr. Reesor, seconded by Mrs. Kuelling, and unanimously carried by Board members present the following resolution: BE IT RESOLVED, that the Board of Education approves the adjournment of its August 21, 2023, meeting at 6:34 PM.

Respectfully Submitted,

Nadine Mitchell
School District Clerk

MARION CSD



Check Warrant Report For A - 25: PR #5 9/1/2023 TA For Dates 8/19/2023 - 9/1/2023

Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
48682	09/01/2023	253	CSEA INC.	A 724		371.26	
					Check Total:	371.26	
102213	09/01/2023	696	MARION CENTRAL SCHOOL PAYROLL	A 710		97,448.77	
					Check Total:	97,448.77	
102214	09/01/2023	872	NYS INCOME TAX BUREAU	A 721		4,837.90	
					Check Total:	4,837.90	
102215	09/01/2023	1905	THE OMNI GROUP	A 729		700.00	
				A 729		701.53	
				A 729		366.45	
				A 729		200.00	
				A 729		1,125.84	
				A 729		350.00	
				A 729		150.00	
					Check Total:	3,593.82	
102216	09/01/2023	3944	DEPARTMENT OF THE TREASURY	A 726		7,911.61	
				A 726		7,911.61	
				A 722		9,717.73	
				A 726		1,850.32	
				A 726		1,850.32	
					Check Total:	29,241.59	
102217	09/01/2023	6531	HSA BANK A DIVISION OF WEBSTER BANK NA	A 720C		1,476.00	
					Check Total:	1,476.00	

MARION CSD

Check Warrant Report For A - 25: PR #5 9/1/2023 TA For Dates 8/19/2023 - 9/1/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
Number of Transactions: 6					Warrant Total:	136,969.34	
					Vendor Portion:	136,969.34	

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 6 in number, in the total amount of \$136,969.34. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/5/23 [Signature] D/R OFFER
Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 136,969.34. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/5/23 [Signature] Claims Auditor
Date Auditor's Signature Title

MARION CSD

Check Warrant Report For A - 24: GENERAL SEPTEMBER 1, 2023 For Dates 9/1/2023 - 9/30/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
48685	09/01/2023	2862	ADVANTAGE AUTO STORES	A 5510.570-04-0009	240069	19.46	19.46
				A 5510.570-04-0009	240069	58.38	58.38
					Check Total:	77.84	
48686	09/01/2023	3965	AMAZON CAPITAL SERVICES, INC.	A 2110.500-02-0004	240306	125.62	125.62
				A 2825.500-02-0004	240300	105.27	105.27
				A 2825.500-02-0004	240304	261.97	261.97
				A 2110.500-02-0004	240248	30.49	30.49
				A 2110.500-02-0004	240302	122.92	122.92
					Check Total:	646.27	
48687	09/01/2023	2369	BENEFIT RESOURCE INC.	A 9089.801-01-0002	240000	700.00	700.00
					Check Total:	700.00	
48688	09/01/2023	3256	CINTAS CORPORATION #411	A 5510.423-04-0002	240008	78.86	78.86
				A 1621.423-01-0002	240008	29.10	29.10
				A 5510.423-04-0002	240008	175.79	175.79
				A 1621.423-01-0002	240008	29.10	29.10
				A 5510.423-04-0002	240008	78.86	78.86
				A 1621.423-01-0002	240008	29.10	29.10
					Check Total:	420.81	
48689	09/01/2023	1792	DELUE AUTOMOTIVE	A 5510.425-04-0009	240088	129.98	129.98
					Check Total:	129.98	
48690	09/01/2023	8033	ENERGO	A 5530.477-04-0012	240175	33.41	33.41
					Check Total:	33.41	
48691	09/01/2023	390	FLAGHOUSE	A 2110.500-02-0004	230971	57.10	57.10
					Check Total:	57.10	
48692	09/01/2023	8020	GREECE CENTRAL SCHOOL DISTRICT	A 2250.471-01-0002		3,879.00	

MARION CSD

Check Warrant Report For A - 24: GENERAL SEPTEMBER 1, 2023 For Dates 9/1/2023 - 9/30/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
48693	09/01/2023	4363	LICCIARDI RADIO SERVICES INC		Check Total:	3,879.00	
				A 5510.425-04-0009	240079	450.00	450.00
48694	09/01/2023	2066	DANA LUCKMAN		Check Total:	450.00	
				A 1621.428-02-0003	240323	77.00	77.00
48695	09/01/2023	2052	MAC TOOLS		Check Total:	77.00	
				A 5510.570-04-0009	240067	215.99	215.99
48696	09/01/2023	708	MARION SERVICE CENTER		Check Total:	215.99	
				A 1621.500-01-0003	240319	26.00	26.00
48697	09/01/2023	2576	NCS PEARSON, INC.		Check Total:	26.00	
				A 2820.500-03-0005	231086	289.80	289.80
				A 2820.500-03-0005	231086	919.07	919.07
48698	09/01/2023	3943	PLANK ROAD PUBLISHING, INC.		Check Total:	1,208.87	
				A 2110.409-02-0004	240276	112.45	112.45
48699	09/01/2023	1002	PRINCIPAL FINANCIAL GROUP		Check Total:	112.45	
				A 9045.801-01-0002	240050	135.00	135.00
48700	09/01/2023	1687	PYRAMID SCHOOL PRODUCTS		Check Total:	135.00	
				A 2110.500-02-0004	230973	45.15	45.15
48701	09/01/2023	1032	REALLY GOOD STUFF, INC.		Check Total:	45.15	
				A 2110.500-02-0004	231004	83.98	83.98
				A 2110.500-02-0004	231008	60.05	60.05
48702	09/01/2023	1718	ROCHESTER GAS & ELECTRIC		Check Total:	144.03	
				A 1620.477-03-0002	240178	693.15	693.15
				A 5530.477-04-0012	240180	29.63	29.63

MARION CSD

Check Warrant Report For A - 24: GENERAL SEPTEMBER 1, 2023 For Dates 9/1/2023 - 9/30/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
				A 1621.477-01-0002	240178	27.68	27.68
					Check Total:	750.46	
48703	09/01/2023	7718	SCHOOL DATEBOOKS (SDI)	A 2110.500-02-0004	240249	336.72	336.72
				A 2110.500-02-0004	240249	303.05	303.05
					Check Total:	639.77	
48704	09/01/2023	1128	SCHOOL SPECIALTY	A 2110.500-02-0004	240284	848.52	848.52
					Check Total:	848.52	
48705	09/01/2023	1450	WILLIAMSON HARDWARE INC	A 1620.500-03-0003	240057	11.83	11.83
				A 1620.500-03-0003	240057	12.57	12.57
					Check Total:	24.40	
Number of Transactions: 21						Warrant Total:	10,622.05
						Vendor Portion:	10,622.05

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 21 in number, in the total amount of \$10,622.05. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/5/23 [Signature] DIR. OFFIN
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 10,622.05. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/5/23 [Signature] Claims Auditor
 Date Auditor's Signature Title

MARION CSD

Check Warrant Report For A - 23: GENERAL AP SEPTEMBER 1, 2023 For Dates 9/1/2023 - 9/30/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
48683	09/01/2023	2369	BENEFIT RESOURCE INC.	A 600		150.00	
					Check Total:	150.00	
48684	09/01/2023	1019	R P FEDDER CORP	A 600		6,628.54	
					Check Total:	6,628.54	
					Warrant Total:	6,778.54	
					Vendor Portion:	6,778.54	

Number of Transactions: 2

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 2 in number, in the total amount of \$6,778.54. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/5/23 [Signature] D. KOFFIN
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 6,778.54. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/5/23 [Signature] Claims Auditor
 Date Auditor's Signature Title

MARION CSD

Check Warrant Report For C - 2: CAFETERIA SEPTEMBER 1, 2023 For Dates 9/1/2023 - 9/30/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
7242	09/01/2023	116	BREEN'S SHOP 'N SAVE				
				C 2860.410-01-0002	240145	22.92	22.92
				C 2860.410-01-0002	240145	38.14	38.14
				C 2860.410-01-0002	240145	22.96	22.96
				C 2860.410-01-0002	240145	22.14	22.14
				C 2860.410-01-0002	240145	26.53	26.53
				C 2860.410-01-0002	240145	18.59	18.59
					Check Total:	151.28	
7243	09/01/2023	1335	UPSTATE NIAGARA COOP., INC.				
				C 2860.410-01-0002	240138	385.56	385.56
					Check Total:	385.56	
7244	09/01/2023	3372	WRIGHT BEVERAGE				
				C 2860.410-01-0002	240143	205.20	205.20
					Check Total:	205.20	
					Warrant Total:	742.04	
					Vendor Portion:	742.04	

Number of Transactions: 3

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 3 in number, in the total amount of \$742.04. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/5/23 [Signature] DIF OFFICER
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 742.04. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/5/23 [Signature] Claims Auditor
 Date Auditor's Signature Title

MARION CSD

Check Warrant Report For H - 9: CAPITAL SEPTEMBER 1, 2023 For Dates 9/1/2023 - 9/30/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
200457	09/01/2023	1587	HMI MECHANICAL MECHANICAL SYSTEMS, INC.	H21 1620.294-03-0001	240297	102,766.25	102,766.25
						Check Total:	102,766.25
200458	09/01/2023	4050	KAPLAN-SCHMIDT ELECTRIC, INC.	H21 1620.296-02-0000	221027	73,805.07	73,805.07
				H21 1620.296-03-0000	221027	57,558.41	57,558.41
				H21 1620.296-03-0001	221027	4,933.97	4,933.97
						Check Total:	136,297.45
200459	09/01/2023	3741	PARADIGM	H21 2110.240-00-0000	221033	13,683.00	13,683.00
						Check Total:	13,683.00
						Warrant Total:	252,746.70
						Vendor Portion:	252,746.70

Number of Transactions: 3

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 3 in number, in the total amount of \$252,746.70. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/5/23 [Signature] DIROFFIN
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 252,746.70. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/5/23 [Signature] Claims Auditor
 Date Auditor's Signature Title

MARION CSD

Check Warrant Report For F - 8: SPECIAL AID SEPTEMBER 1, 2023 For Dates 9/1/2023 - 9/30/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
2958	09/01/2023	7714	JODEE COURT	FA23 2253.472-00-0000		250.00	
					Check Total:	250.00	
2959	09/01/2023	7716	MARCY OSBURN	FA24 2253.472-00-0000	240113	720.00	720.00
				FA24 2253.472-00-0000	240113	360.00	360.00
					Check Total:	1,080.00	
2960	09/01/2023	4430	SUNOCO LP	F426 5510.571-04-0426	240182	4,814.22	4,814.22
					Check Total:	4,814.22	
2961	09/01/2023	4196	VILLA OF HOPE	FA24 2253.472-00-0000	240111	4,216.80	4,216.80
					Check Total:	4,216.80	

MARION CSD

Check Warrant Report For F - 8: SPECIAL AID SEPTEMBER 1, 2023 For Dates 9/1/2023 - 9/30/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
Number of Transactions: 4					Warrant Total:	10,361.02	
					Vendor Portion:	10,361.02	

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 4 in number, in the total amount of \$10,361.02. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/5/23 [Signature] PIROFFIN
Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 10,361.02. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/5/23 [Signature] Claims Auditor
Date Auditor's Signature Title

MARION CSD



Check Warrant Report For A - 22: GENERAL AUGUST 25, 2023 For Dates 8/1/2023 - 8/31/2023

Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
48660	08/25/2023	3965	AMAZON CAPITAL SERVICES, INC.	A 2110.500-02-0004	240248	9.99	9.99
				A 2110.500-02-0004	240266	429.68	429.68
				A 2110.500-02-0005	240265	193.56	193.56
				A 5530.500-04-0009	240296	40.45	40.45
				A 1620.500-02-0003	240290	81.84	81.84
					Check Total:	755.52	
48661	08/25/2023	3622	CARDIAC LIFE PRODUCTS, INC.	A 1620.500-03-0003	240289	1,961.76	1,961.76
					Check Total:	1,961.76	
48662	08/25/2023	7688	CASCADE SCHOOL SUPPLIES INC	A 2250.500-02-0004	230865	23.69	23.69
					Check Total:	23.69	
48663	08/25/2023	4245	SHANE DEHN	A 2020.409-03-0005	240254	500.00	500.00
					Check Total:	500.00	
48664	08/25/2023	3270	ENERGY COOP OF AMERICA	A 1620.477-02-0002	240173	1,543.12	1,543.12
					Check Total:	1,543.12	
48665	08/25/2023	361	EXCELLUS HEALTH PLAN GR- HOSP	A 9060.804-01-0002	240184	181,379.86	181,379.86
				A 9060.800-01-0002	240184	28,009.53	28,009.53
				A 9060.800-01-0002	240184	36,664.38	36,664.38
				A 9060.800-01-0002	240184	4,577.94	4,577.94
				A 9060.800-01-0002	240184	4,026.05	4,026.05
					Check Total:	254,657.76	
48666	08/25/2023	1549	EXCELLUS HEALTH PLAN GR- DENTAL	A 9060.805-01-0002	240185	9,017.40	9,017.40
				A 9060.800-01-0002	240185	7,800.54	7,800.54
					Check Total:	16,817.94	
48667	08/25/2023	2421	FERRARA FIORENZA PC	A 2250.401-03-0005	240037	150.00	150.00
				A 1420.441-01-0001	240043	598.00	598.00

MARION CSD

Check Warrant Report For A - 22: GENERAL AUGUST 25, 2023 For Dates 8/1/2023 - 8/31/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
48668	08/25/2023	581	K & D DISPOSAL, INC.		Check Total:	748.00	
				A 1620.427-02-0003	240027	281.50	281.50
				A 5530.473-04-0002	240041	80.00	80.00
				A 1620.427-03-0003	240027	261.50	261.50
					Check Total:	623.00	
48669	08/25/2023	1009	PTSI, INC.				
				A 5530.500-04-0009	240298	84.54	91.30
				A 5530.500-04-0009	240244	155.74	168.20
					Check Total:	240.28	
48670	08/25/2023	3198	BRIANNE RAES				
				A 2020.401-03-0005	240258	479.00	479.00
					Check Total:	479.00	
48671	08/25/2023	1718	ROCHESTER GAS & ELECTRIC				
				A 1620.477-02-0002	240178	2,264.61	2,264.61
					Check Total:	2,264.61	
48672	08/25/2023	8094	SL EMPIRE SOLAR IV LLC				
				A 1620.477-03-0002	240174	3,411.50	3,411.50
					Check Total:	3,411.50	
48673	08/25/2023	2881	SODUS CENTRAL SCHOOL				
				A 2855.409-03-0008		1,227.03	
					Check Total:	1,227.03	
48674	08/25/2023	3106	SPEECH CORNER				
				A 2250.500-02-0004	240270	168.94	168.94
					Check Total:	168.94	
48675	08/25/2023	8203	STATE CHEMICAL SOLUTIONS				
				A 5510.500-04-0009	240293	237.35	237.35
					Check Total:	237.35	
48676	08/25/2023	8022	CASEY STEINER				
				A 2020.409-02-0004	240255	500.00	500.00
				A 2020.409-02-0004	240255	500.00	500.00
					Check Total:	1,000.00	
48677	08/25/2023	1242	SUPER DUPER CATALOG				

MARION CSD



Check Warrant Report For A - 22: GENERAL AUGUST 25, 2023 For Dates 8/1/2023 - 8/31/2023

Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
				A 2250.500-02-0004	240269	39.95	44.90
					Check Total:	39.95	
48678	08/25/2023	1357	VERIZON WIRELESS				
				A 2630.429-01-0001	240169	989.98	989.98
					Check Total:	989.98	
48679	08/25/2023	3539	WEST FIRE SYSTEMS, INC.				
				A 1620.427-02-0003	240116	737.50	737.50
				A 1620.427-03-0003	240116	1,400.00	1,400.00
					Check Total:	2,137.50	
48680	08/25/2023	1450	WILLIAMSON HARDWARE INC				
				A 5510.500-04-0009	240064	102.56	102.56
					Check Total:	102.56	
48681	08/25/2023	3621	David Wise				
				A 2630.401-02-0004	240256	500.00	500.00
					Check Total:	500.00	
					Warrant Total:	290,429.49	
					Vendor Portion:	290,429.49	

Number of Transactions: 22

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 22 in number, in the total amount of \$290,429.49. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/25/23 [Signature] DIP OFFIN
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 290,429.49. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/25/23 [Signature] Claims Auditor
 Date Auditor's Signature Title

MARION CSD



Check Warrant Report For F - 7: SPECIAL AID AUGUST 25, 2023 For Dates 8/1/2023 - 8/31/2023

Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
2957	08/25/2023	7888	WALKER, RICHARD	FF23 2110.460-00-0000		144.65	

Check Total: 144.65

Warrant Total: 144.65

Vendor Portion: 144.65

Number of Transactions: 1

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 1 in number, in the total amount of \$144.65. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/25/23 [Signature] Dir of Fin
Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 144.65. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/25/23 [Signature] Claims Auditor
Date Auditor's Signature Title

MARION CSD

Check Warrant Report For H - 7: CAPITAL AP AUGUST 25, 2023 For Dates 8/1/2023 - 8/31/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
200451	08/25/2023	3540	DAY AUTOMATION	H21 600		7,191.48	
						Check Total:	7,191.48
						Warrant Total:	7,191.48
						Vendor Portion:	7,191.48

Number of Transactions: 1

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 1 in number, in the total amount of \$7,191.48. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/25/23 [Signature] Dir of Fin
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 7,191.48. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/25/23 [Signature] Claims Auditor
 Date Auditor's Signature Title

MARION CSD

Check Warrant Report For H - 8: CAPITAL AUGUST 25, 2023 For Dates 8/1/2023 - 8/31/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
200452	08/25/2023	8112	CORPORATE FLOORING INNOVATIONS, INC				
				H21 2110.240-00-0000	230768	15,664.00	15,664.00
				H21 2110.240-00-0000	230768	36,004.00	36,004.00
					Check Total:	51,668.00	
200453	08/25/2023	6511	IVERSEN CONSTRUCTION CORP				
				H21 1620.293-02-0000	221026	80,207.29	80,207.29
				H21 1620.293-04-0000	221026	884.75	821.55
				H21 1620.293-03-0000	221026	59,507.15	59,507.15
				H21 1620.293-03-0001	221026	11,944.14	11,944.14
					Check Total:	152,543.33	
200454	08/25/2023	4050	KAPLAN-SCHMIDT ELECTRIC, INC.				
				H21 1620.296-02-0000	221027	60,829.73	60,829.73
				H21 1620.296-03-0000	221027	47,439.32	47,439.32
				H21 1620.296-03-0001	221027	4,066.55	4,066.55
					Check Total:	112,335.60	
200455	08/25/2023	7977	MONROE PIPING & SHEET METAL, LLC				
				H21 1620.294-02-0000	221028	11,529.56	11,529.56
				H21 1620.294-03-0000	221028	22,682.79	22,682.79
					Check Total:	34,212.35	
200456	08/25/2023	7972	SESSLER ENVIORNMENTAL SERVICES, LLC				
				H21 2110.240-02-0001	221032	281,870.53	281,870.53
				H21 2110.240-03-0001	221032	140,264.49	140,264.49
					Check Total:	422,135.02	

MARION CSD

Check Warrant Report For H - 8: CAPITAL AUGUST 25, 2023 For Dates 8/1/2023 - 8/31/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
Number of Transactions: 5					Warrant Total:	772,894.30	
					Vendor Portion:	772,894.30	

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 5 in number, in the total amount of \$772,894.30. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/25/23 [Signature] DIR OF FIN
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 772,894.30. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/25/23 [Signature] Claims Auditor
 Date Auditor's Signature Title

MARION CSD



Check Warrant Report For A - 21: PR #4 8/18/2023 TA For Dates 8/18/2023 - 8/18/2023

Check #	Check Date	Vendor ID	Vendor Name	Account	Check Description PO Number	Check Amount	Liquidated
48635	08/18/2023	253	CSEA INC.	A 724	Trust & Agency Payment - CSEA: Dues	371.26	
					Check Total:	371.26	
48636	08/18/2023	814	N.Y.S CHILD SUPPORT PROCESSING	A 723	Trust & Agency Payment - SUPPORT	424.28	
					Check Total:	424.28	
48637	08/18/2023	812	NYS MEMBER BENEFITS	A 724A	Trust & Agency Payment - NYSUTLEG	230.44	
					Check Total:	230.44	
48638	08/18/2023	1330	UNITED WAY OF GREATER ROCHESTE	A 785	Trust & Agency Payment - UNITEDWA	22.00	
					Check Total:	22.00	
102206	08/18/2023	694	MARION C.S. GENERAL FUND	A 720	Trust & Agency Payment	94.10	
				A 720		670.35	
					Check Total:	764.45	
102207	08/18/2023	696	MARION CENTRAL SCHOOL PAYROLL	A 710	Trust & Agency Payment	95,153.64	
					Check Total:	95,153.64	
102208	08/18/2023	808	N Y S EMPLOYEES RETIREMENT SYS	A 718	Trust & Agency Payment	2,007.87	
				A 718		532.00	
					Check Total:	2,539.87	
102209	08/18/2023	872	NYS INCOME TAX BUREAU	A 721	Trust & Agency Payment	4,807.44	
					Check Total:	4,807.44	
102210	08/18/2023	1905	THE OMNI GROUP	A 729	Trust & Agency Payment	850.00	
				A 729		701.53	
				A 729		366.45	
				A 729		200.00	

MARION CSD

Check Warrant Report For A - 21: PR #4 8/18/2023 TA For Dates 8/18/2023 - 8/18/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	Check Description PO Number	Check Amount	Liquidated
				A 729		1,125.84	
				A 729		350.00	
				A 729		150.00	
					Check Total:	3,743.82	
102211	08/18/2023	3944	DEPARTMENT OF THE TREASURY		Trust & Agency Payment		
				A 726		7,790.19	
				A 726		7,790.19	
				A 722		9,565.01	
				A 726		1,821.97	
				A 726		1,821.97	
					Check Total:	28,789.33	
102212	08/18/2023	6531	HSA BANK A DIVISION OF WEBSTER BANK NA		Trust & Agency Payment		
				A 720C		1,626.00	
					Check Total:	1,626.00	
Number of Transactions: 11						Warrant Total:	138,472.53
						Vendor Portion:	138,472.53
						Payroll Portion:	0.00

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 11 in number, in the total amount of \$138,472.53. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/23/23 [Signature] DIRECTOR OF FIN
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 138,472.53. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/23/23 [Signature] Claims Auditor
 Date Auditor's Signature Title

MARION CSD

Check Warrant Report For A - 18: GENERAL AUGUST 18, 2023 For Dates 8/1/2023 - 8/31/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
48639	08/18/2023	8009	ALLEN TUNNELL CORPORATION	A 1330.402-01-0002		2,100.00	
					Check Total:	2,100.00	
48640	08/18/2023	3965	AMAZON CAPITAL SERVICES, INC.	A 1620.500-02-0003	240246	19.99	19.99
				A 1620.500-02-0003	240251	159.98	159.98
				A 1240.500-01-0001	240253	106.43	106.43
				A 5530.500-04-0009	240252	85.94	85.94
				A 1620.500-03-0003	240246	176.84	176.84
					Check Total:	549.18	
48641	08/18/2023	7964	ASI ASSOCIATES, INC.	A 2110.500-03-0023	240232	21.60	21.60
					Check Total:	21.60	
48642	08/18/2023	2908	BEACON ATHLETICS	A 1621.428-03-0003	231064	1,970.00	1,970.00
					Check Total:	1,970.00	
48643	08/18/2023	3298	ROBERTA AND ROBERT CHAPMAN	A 9060.800-01-0002		4,605.71	
					Check Total:	4,605.71	
48644	08/18/2023	3691	ECONOMY PRODUCTS & SOLUTIONS INC.	A 1620.500-03-0003	240225	1,930.36	1,930.36
				A 1620.500-03-0003	240225	1,293.15	1,293.15
					Check Total:	3,223.51	
48645	08/18/2023	3163	MARION CSD FED FUND	A 1621.571-01-0003	240299	399.40	399.40
				A 5510.571-04-0002	240299	4,226.74	4,226.74
					Check Total:	4,626.14	
48646	08/18/2023	4272	MAX PRINTING	A 1240.500-01-0001	240260	140.00	140.00
					Check Total:	140.00	
48647	08/18/2023	861	NYS ASSOC OF SCHOOL BUS OFFICIALS	A 1310.425-01-0002	240059	428.00	496.57

MARION CSD

Check Warrant Report For A - 18: GENERAL AUGUST 18, 2023 For Dates 8/1/2023 - 8/31/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
48648	08/18/2023	879	NYS UNEMPLOYMENT INSURANCE		Check Total:	428.00	
				A 9050.802-01-0002		610.23	
					Check Total:	610.23	
48649	08/18/2023	1626	RELIANT COMMUNITY CU/VISA				
				A 1310.401-01-0002	240053	200.00	200.00
				A 2630.461-03-0005	240170	179.76	179.76
				A 2110.500-03-0018	240127	166.98	166.98
				A 2110.500-03-0017	230571	279.00	279.00
					Check Total:	825.74	
48650	08/18/2023	1718	ROCHESTER GAS & ELECTRIC				
				A 1620.477-02-0012	240180	2,241.88	2,241.88
				A 1620.477-03-0012	240180	2,240.46	2,240.46
					Check Total:	4,482.34	
48651	08/18/2023	1128	SCHOOL SPECIALTY				
				A 2110.500-03-0010	231027	702.78	702.78
					Check Total:	702.78	
48652	08/18/2023	1700	SPECTRA SERVICES				
				A 2110.425-03-0023	231090	221.00	595.00
				A 2110.425-03-0017	231091	612.00	612.00
					Check Total:	833.00	
48653	08/18/2023	1219	STAPLES CONTRACT & COMMERCIAL				
				A 2110.500-03-0018	231034	655.79	655.79
				A 2810.500-03-0006	240228	5.92	5.92
				A 2110.500-03-0018	231034	17.26	17.26
				A 2810.500-03-0006	240228	307.91	307.91
				A 2110.500-03-0018	231034	30.16	30.16
				A 2810.500-03-0006	240228	25.38	25.38
				A 2810.500-03-0006	240228	10.18	10.18
					Check Total:	1,052.60	
48654	08/18/2023	1406	WCWSA				
				A 1620.474-02-0002	240177	77.00	77.00
				A 1620.474-03-0002	240177	193.00	193.00

MARION CSD



Check Warrant Report For A - 18: GENERAL AUGUST 18, 2023 For Dates 8/1/2023 - 8/31/2023

Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
						Check Total:	270.00
48655	08/18/2023	1450	WILLIAMSON HARDWARE INC				
				A 1620.500-02-0003	240057	64.72	64.72
						Check Total:	64.72
						Warrant Total:	26,505.55
						Vendor Portion:	26,505.55

Number of Transactions: 17

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 17 in number, in the total amount of \$26,505.55. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/18/23 [Signature] Dir of Fin
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 26,505.55. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/18/23 [Signature] Claims Auditor
 Date Auditor's Signature Title

MARION CSD

Check Warrant Report For F - 6: SPECIAL AID AUGUST 18, 2023 For Dates 8/1/2023 - 8/31/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
2954	08/18/2023	1626	RELIANT COMMUNITY CUMISA				
				FR22 2110.450-01-0000	231070	27.92	57.92
				FR22 2110.450-01-0000	240203	845.00	845.00
					Check Total:	872.92	
2955	08/18/2023	4430	SUNOCO LP				
				F426 5510.571-04-0426	240182	3,288.54	3,288.54
					Check Total:	3,288.54	
2956	08/18/2023	7738	CYNTHIA VENABLE				
				FA24 2253.472-00-0000	240207	880.32	880.32
					Check Total:	880.32	
					Warrant Total:	5,041.78	
					Vendor Portion:	5,041.78	

Number of Transactions: 3

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 3 in number, in the total amount of \$5,041.78. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/18/23 [Signature] Dir of Fin
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 5,041.78. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/18/23 [Signature] Claims Auditor
 Date Auditor's Signature Title

MARION CSD



Check Warrant Report For H - 6: CAPITAL AUGUST 18, 2023 For Dates 8/1/2023 - 8/31/2023

Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
200448	08/18/2023	1587	HMI MECHANICAL MECHANICAL SYSTEMS, INC.				
				H21 1620.294-03-0001	240297	3,372.50	3,372.50
				H21 1620.294-03-0001	240297	87,651.75	87,651.75
					Check Total:	91,024.25	
200449	08/18/2023	1999	SEI DESIGN GROUP				
				H21 2110.245-00-0000	210569	8,135.61	8,135.61
					Check Total:	8,135.61	
200450	08/18/2023	4290	WATCHDOG BUILDING PARTNERS, LLC				
				H21 2110.201-00-0000	210934	24,500.00	24,500.00
					Check Total:	24,500.00	
					Warrant Total:	123,659.86	
					Vendor Portion:	123,659.86	

Number of Transactions: 3

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 3 in number, in the total amount of \$123,659.86. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/18/23 [Signature] PIROFFIN
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 123,659.86. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/18/23 [Signature] Claims Auditor
 Date Auditor's Signature Title

MARION CSD

Check Warrant Report For A - 19: GENERAL AP AUGUST 18, 2023 For Dates 8/1/2023 - 8/31/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
48656	08/18/2023	7939	KATHRYN LYUBOMIRSKY	A 600		420.35	
					Check Total:	420.35	
48657	08/18/2023	1626	RELIANT COMMUNITY CUN/ISA	A 600		68.00	
					Check Total:	68.00	
48658	08/18/2023	1219	STAPLES CONTRACT & COMMERCIAL	A 600		86.87	
				A 600		6.38	
				A 600		3.12	
				A 600		40.68	
				A 600		5.80	
				A 600		4.96	
				A 600		4.16	
				A 600		17.97	
					Check Total:	169.94	
48659	08/18/2023	7808	TOLLS BY MAIL PAYMENT PROCESSING CENTER	A 600		4.56	
					Check Total:	4.56	

MARION CSD



Check Warrant Report For A - 19: GENERAL AP AUGUST 18, 2023 For Dates 8/1/2023 - 8/31/2023

Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
Number of Transactions: 4					Warrant Total:	662.85	
					Vendor Portion:	662.85	

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 4 in number, in the total amount of \$662.85. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/18/23 [Signature] Dir of Fin
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 662.85. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/18/23 [Signature] Claims Auditor
 Date Auditor's Signature Title

Check Warrant Report For F - 9: SPECIAL AID SEPTEMBER 8, 2023 For Dates 9/1/2023 - 9/30/2023

Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
2962	09/08/2023	4196	VILLA OF HOPE	FA24 2253.472-00-0000	240111	3,689.70	5,783.20

Number of Transactions: 1

Check Total:	3,689.70
Warrant Total:	3,689.70
Vendor Portion:	3,689.70

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 1 in number, in the total amount of \$3,689.70. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

<u>9/8/23</u>	<u>[Signature]</u>	<u>DIR OF FIN</u>
Date	Signature	Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 3,689.70. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

<u>9/7/23</u>	<u>[Signature]</u>	<u>Claims Auditor</u>
Date	Auditor's Signature	Title

MARION CSD

Check Warrant Report For A - 27: GENERAL AP SEPTEMBER 8, 2023 For Dates 9/1/2023 - 9/30/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
48706	09/08/2023	1048	J.C. EHRLICH CO., INC.				
				A 600		55.68	
				A 600		87.00	
				A 600		87.00	
				A 600		87.00	
				A 600		87.00	
				A 600		-139.20	
Number of Transactions: 1						Check Total:	264.48
						Warrant Total:	264.48
						Vendor Portion:	264.48

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 1 in number, in the total amount of \$264.48. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/7/23 [Signature] Dick K. Fin
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 264.48. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/7/23 [Signature] Claims Auditor
 Date Auditor's Signature Title

MARION CSD

Check Warrant Report For A - 28: GENERAL SEPTEMBER 5, 2023 For Dates 9/1/2023 - 9/30/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
48707	09/08/2023	2862	ADVANTAGE AUTO STORES	A 5510.570-04-0009	240069	300.36	300.36
				A 5510.570-04-0009	240069	15.21	15.21
					Check Total:	315.57	
48708	09/08/2023	2802	DAVE BARMASTER	A 5510.401-04-0009	240124	173.25	173.25
				A 5510.401-04-0009	240124	6.78	6.78
					Check Total:	180.03	
48709	09/08/2023	7621	BARTLETT SEPTICC SERVICE	A 1620.427-03-0003	240034	2,000.00	2,000.00
					Check Total:	2,000.00	
48710	09/08/2023	195	CHAMPION ASPHALT MAINTENANCE	A 1620.427-03-0003	240200	4,371.08	4,371.08
					Check Total:	4,371.08	
48711	09/08/2023	3687	DAVIS-ULMER INC	A 1620.427-02-0003	240033	490.00	490.00
				A 1620.427-03-0003	240033	560.00	560.00
					Check Total:	1,050.00	
48712	09/08/2023	3691	ECONOMY PRODUCTS & SOLUTIONS INC.	A 1620.500-02-0003	240222	1,376.00	1,376.00
				A 1620.500-03-0003	240222	1,297.00	1,297.00
					Check Total:	2,673.00	
48713	09/08/2023	3270	ENERGY COOP.OF AMERICA	A 1621.477-01-0002	240173	5.87	5.87
				A 5530.477-04-0002	240173	217.57	217.57
					Check Total:	223.44	
48714	09/08/2023	4041	INTERSTATE BATTERIES OF ROCHESTER	A 5510.570-04-0009	240055	261.90	261.90
					Check Total:	261.90	
48715	09/08/2023	1048	J.C. EHRLICH CO., INC.	A 1620.427-03-0003	240245	475.00	475.00
				A 1620.427-02-0003	240245	425.00	425.00

MARION CSD

Check Warrant Report For A - 28: GENERAL SEPTEMBER 5, 2023 For Dates 9/1/2023 - 9/30/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
48716	09/08/2023	8016 JOURNEY SPORTSWEAR & PRINTING	A 1620.427-02-0003	240245	87.00	87.00	
			A 1620.427-03-0003	240245	87.00	87.00	
			A 1620.427-02-0003	240245	87.00	87.00	
			A 1620.427-03-0003	240245	87.00	87.00	
			Check Total:		1,248.00		
48717	09/08/2023	4163 LIGHTS AUTO PARTS/NAPA	A 1310.500-01-0002	240309	967.75	967.75	
			A 2110.500-02-0004	240309	1,000.00	1,000.00	
			A 2110.500-03-0017	240309	1,000.00	1,000.00	
			Check Total:		2,967.75		
48718	09/08/2023	829 NEIS	A 5510.570-04-0009	240048	8.63	8.63	
			A 5510.570-04-0009	240048	-8.63	-8.63	
			A 5510.570-04-0009	240048	18.04	18.04	
			A 5510.570-04-0009	240048	27.96	27.96	
Check Total:		46.00					
48719	09/08/2023	3106 SPEECH CORNER	A 1620.427-02-0003	240089	399.30	399.30	
			Check Total:		399.30		
48720	09/08/2023	1219 STAPLES CONTRACT & COMMERCIAL	A 2250.500-02-0004	240268	125.96	125.96	
			Check Total:		125.96		
48721	09/08/2023	3019 TALLMADGE TIRE SERVICE	A 2250.500-02-0004	230860	32.48	164.34	
			Check Total:		32.48		
48722	09/08/2023	7627 THE METRO GROUP INC	A 5510.573-04-0009	240032	70.00	70.00	
			Check Total:		70.00		
			A 1620.427-02-0003	240046	228.69	228.69	
			A 1620.427-03-0003	240046	228.69	228.69	
			Check Total:		457.38		

MARION CSD



Check Warrant Report For A - 28: GENERAL SEPTEMBER 5, 2023 For Dates 9/1/2023 - 9/30/2023

Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
48723	09/08/2023	7798	TRADITION FORD	A 5510.570-04-0009	240036	37.60	37.60
					Check Total:	37.60	
48724	09/08/2023	1031	WAYNE COUNTY NY	A 1330.409-01-0002		1,297.50	
					Check Total:	1,297.50	
48725	09/08/2023	3539	WEST FIRE SYSTEMS, INC.	A 5530.427-04-0003	240061	650.00	650.00
					Check Total:	650.00	
48726	09/08/2023	1450	WILLIAMSON HARDWARE INC	A 1620.500-03-0003	240057	34.64	34.64
				A 1620.500-03-0003	240057	35.59	35.59
					Check Total:	70.23	
					Warrant Total:	18,477.22	
					Vendor Portion:	18,477.22	

Number of Transactions: 20

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 20 in number, in the total amount of \$18,477.22. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/7/23 [Signature] PIR OFFICER
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 18,477.22. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/7/23 [Signature] Claims Auditor
 Date Auditor's Signature Title

MARION CSD

Check Warrant Report For C - 3: CAFETERIA SEPTEMBER 8, 2023 For Dates 9/1/2023 - 9/30/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
7245	09/08/2023	432	BIMBO BAKERIES USA INC	C 2860.410-01-0002	240142	156.24	156.24
					Check Total:	156.24	
7246	09/08/2023	2610	MAIN-FORD GENERAL SUPPLY CO.	C 2860.200-01-0002	230933	27,660.39	27,660.39
					Check Total:	27,660.39	
7247	09/08/2023	1246	SYSCO FOOD SERVICES	C 2860.410-01-0002	240148	5,092.37	5,092.37
					Check Total:	5,092.37	
					Warrant Total:	32,909.00	
					Vendor Portion:	32,909.00	

Number of Transactions: 3

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 3 in number, in the total amount of \$32,909.00. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/7/23 [Signature] D. R. O'FFIN
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 32,909.00. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/7/23 [Signature] Claims Auditor
 Date Auditor's Signature Title

MARION CSD

Check Warrant Report For H - 10: CAPITAL SEPTEMBER 8, 2023 For Dates 9/1/2023 - 9/30/2023



Check #	Check Date	Vendor ID	Vendor Name	Account	PO Number	Check Amount	Liquidated
200460	09/08/2023	8199	HEALTHY GLASS, LLC	HA23 2110.240-03-0000	240168	23,162.50	23,162.50
						Check Total:	23,162.50
						Warrant Total:	23,162.50
						Vendor Portion:	23,162.50

Number of Transactions: 1

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 1 in number, in the total amount of \$23,162.50. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/8/23 [Signature] P.R. O'KFIN
 Date Signature Title

Certification of Warrant

To The District Treasurer: I hereby certify that I have audited the above claims in the total amount of \$ 23,162.50. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

9/8/23 [Signature] Claims Auditor
 Date Auditor's Signature Title

**BUDGET TRANSFER APPROVAL**

**Marion Central School District
4034 Warner Rd.
Marion, NY 14505**

Fiscal Year: 22-23**Fund: A**

From Account	To Account	Dollar Value	Reason (If Specified)
1310.160.01.0002	1310.162.01.0002	500	remove neg balance
1620.160.03.0002	1620.161.03.0003	210	remove neg balance
1620.500.02.0002	1620.491.05.0001	3000	remove neg balance
2020.161.02.0002	2020.161.03.0002	1250	remove neg balance
2110.131.03.0002	2110.140.02.0002	1300	remove neg balance
2110.401.02.0004	2110.409.02.0004	2510	remove neg balance
2250.150.03.0002	2110.409.03.0017	5100	remove neg balance
2110.482.03.0017	2110.481.02.0004	10000	remove neg balance
2250.152.01.0002	2250.153.02.0002	4650	remove neg balance
5510.160.04.0002	5510.162.04.0001	865	remove neg balance
2250.150.03.0002	5510.163.04.0002	27800	remove neg balance
5510.167.04.0002	5510.166.04.0002	1260	remove neg balance
9010.800.01.0002	5510.571.04.0002	remove neg balance	23900
9089.800.01.0002	9089.801.01.0002	3200	remove neg balance
9731.700.01.0002	9711.718.01.0002	197600	remove neg balance

Signed: 8/28/2023 3:41:33 PM by RICHARD W WALKER

Signed: 8/29/2023 10:36:15 AM by ELLEN M LLOYD

Signed: 8/29/2023 11:13:21 AM by Susan Bond



MARION JR.-SR. HIGH SCHOOL

4034 Warner Road * Marion, NY 14505
Phone 315-926-4228 * FAX 315-926-3114

Dr. Ellen Lloyd
Superintendent

Shane Dehn
Jr. Sr. High School Principal

Brianne Raes
Interim PK-12 Assistant Principal

August 23rd, 2023

Dr. Lloyd;

I recommend Richard Chute for the position of probationary Physical Education/ Health Teacher at the Jr./Sr. High School. Richard has a rich background in athletics and quality student teaching experience in physical education. We're confident that he will be a great addition to our Marion Family.

Sincerely,

Shane Dehn
Principal
Marion Jr./Sr. High School





MARION JR.-SR. HIGH SCHOOL

4034 Warner Road * Marion, NY 14505
Phone 315-926-4228 * FAX 315-926-3114

Dr. Ellen Lloyd
Superintendent

Shane Dehn
Jr. Sr. High School Principal

Brianne Raes
Interim PK-12 Assistant Principal

August 23rd, 2023

Dr. Lloyd;

I recommend Justin Niziol for the position of extended per-diem Chemistry Teacher at the Jr./Sr. High School. Justin has taught chemistry at the college level and is in the process of acquiring his chemistry certification. We're confident that he will be a great addition to our Marion Family.

Sincerely,

Shane Dehn
Principal
Marion Jr./Sr. High School





MARION JR.-SR. HIGH SCHOOL

4034 Warner Road * Marion, NY 14505
Phone 315-926-4228 * FAX 315-926-3114

Dr. Ellen Lloyd
Superintendent

Shane Dehn
Jr. Sr. High School Principal

Brianne Raes
Interim PK-12 Assistant Principal

August 23rd, 2023

Dr. Lloyd;

I recommend Sarah Griffin for the position of classroom aide at the Jr./Sr. High School. Sarah has a tremendous amount of experience with leadership in community agencies and is prepared to bring that background to life in her new role. We're confident that she will be a great addition to our Marion Family.

Sincerely,

Shane Dehn
Principal
Marion Jr./Sr. High School



We engage all students to achieve their fullest potential today and to be prepared for tomorrow's opportunities



MARION JR.-SR. HIGH SCHOOL

4034 Warner Road * Marion, NY 14505
Phone 315-926-4228 * FAX 315-926-3114

Dr. Ellen Lloyd
Superintendent

Shane Dehn
Jr. Sr. High School Principal

Brianne Raes
Interim PK-12 Assistant Principal

August 23rd, 2023

Dr. Lloyd;

I recommend Brenda Doell for the position of 1:1 student specific aide at the Jr./Sr. High School at the rate of \$15.45/ hour, based on experience. Brenda has experience as an aide in two other local districts. We're confident that she will be a great addition to our Marion Family.

Sincerely,

Shane Dehn
Principal
Marion Jr./Sr. High School





**MARION CENTRAL SCHOOL
TRANSPORTATION DEPARTMENT
315.926.2436 Office 315.926.2320 Fax
*Shelene Lochner-Hayes, Interim Director***

September 6, 2023

Dr. Lloyd, Mr. Walker and Board Of Education Members:

I am recommending the appointment of Nicole Francis as a returning full time bus monitor. Nicole has American Sign Language training, a requirement for her bus, and has worked this summer with us on building and bus cleaning.

Nicole began with us in 2013, left for a few parenting years, and has decided to return. I am glad to welcome her back to our team.

Regards,

**Shelene Lochner Hayes
Interim Director**



MARION JR.-SR. HIGH SCHOOL

4034 Warner Road * Marion, NY 14505
Phone 315-926-4228 * FAX 315-926-3114

Dr. Ellen Lloyd
Superintendent

Shane Dehn
Jr. Sr. High School Principal

Brianne Raes
Interim PK-12 Assistant Principal

August 31st, 2023

Dr. Lloyd;

I recommend Paula Chapman for the position of district tutor. Paula completed the duties of that position during the 2022-23 academic year with success. We are excited to have her back in the position this year..

Sincerely,

Shane Dehn
Principal
Marion Jr./Sr. High School





**MARION CENTRAL SCHOOL
TRANSPORTATION DEPARTMENT
315.926.2436 Office 315.926.2320 Fax
*Shelene Lochner-Hayes, Interim Director***

September 6, 2023

Dr. Lloyd, Mr. Walker and Board Of Education Members:

I am recommending the appointment of Michael McGreevy as a substitute bus monitor and school bus driver in training. Michael is a Marion resident with a daughter attending our Jr. Sr. High School, he has obtained his permit, I have his fingerprint clearance (verbal from Bus Driver Certification Unit), he has passed his physical and pre hire drug test. He is ready to begin training and eager to move forward with licensing.

Regards,

A handwritten signature in blue ink, reading "Shelene L. Hayes", is positioned above the printed name. The signature is fluid and cursive.

Shelene Lochner Hayes
Interim Director



**MARION CENTRAL SCHOOL
TRANSPORTATION DEPARTMENT
315.926.2436 Office 315.926.2320 Fax
*Shelene Lochner-Hayes, Interim Director***

September 6, 2023

Dr. Lloyd, Mr. Walker and Board Of Education Members:

I am recommending the appointment of Meaghan Finnerty as a substitute bus monitor and school bus driver in training. Meaghan is a Marion graduate who has children attending our Elementary building. She has a long career at Fingerlakes DDSO working with challenged adults and would like to bring her skills and knowledge to our District as a bus driver.

Her character references are favorable, she has been fingerprinted and is studying to obtain her permit.

Regards,

A handwritten signature in blue ink, reading "Shelene L. Hayes". The signature is fluid and cursive, with a long horizontal stroke at the end.

Shelene Lochner Hayes
Interim Director



Nadine Mitchell <nmitchell@marioncs.org>

Cafeteria Monitors

1 message

Casey Steiner <csteiner@marioncs.org>

Fri, Sep 1, 2023 at 2:12 PM

To: Ellen Lloyd <elloyd@marioncs.org>, Nadine Mitchell <nmitchell@marioncs.org>

Hello,

I would like to recommend the following people for cafeteria monitor positions.

- Rachel Bentley (pending fingerprinting)
- Alicia Minier (pending fingerprinting)
- Ashley Hunter (pending fingerprinting clearance & application)

Thank you,

Casey

--

Casey Steiner (she/her)
Elementary School Principal
Marion Central School District

From: Erica Hill <ericamilliman2015@gmail.com>

Date: Tue, Sep 5, 2023 at 9:27 AM

Subject: Re: Finger prints

To: Warren Bushart <wbushart@marioncs.org>

Good morning Warren,

I'm sorry to tell you this but I ended up taking another job at this time. Thank you so much for offering me the job and interviewing me.

Thank you again

Erica

SUGGESTED TIMELINE FOR SCHOOL BOARD EVALUATION

SUGGESTED TIMELINE	ACTION
Summer	1. The board confirms the district's vision, mission, and core values, and develops the annual goals for the district.
Summer/Early Fall	2. The board collectively defines its own annual priority objectives that have measurable targets to be completed in 12 months, and are in alignment with the district goals. 3. The board's professional development plan is reviewed and supports the board professional development goals and annual priority objectives.
Fall	4. The board reviews and agrees upon the evaluation process, instrument, rating method and possible supporting documents/information/data to be used to measure performance. 5. The board president will review the evaluation process and instrument with new board members.
Early Winter	6. The board may conduct an informal mid-year formative performance assessment.
Spring	7. Individual board members complete the self-evaluation instrument and submit their completed instrument to the board president or designee for compilation. 8. Shortly thereafter, board members and the superintendent meet in a special teambuilding workshop session to discuss their evaluation results and determine the board's official evaluation rating and commentary. Professional development suggestions may be included as part of the final evaluation.
Summer	9. Repeat cycle.

PART I

RATING THE SCHOOL BOARD ON PERFORMANCE

Instructions for rating the performance standards

Individual board members may rate the board's professional practice as shown in the example below. Board members may place an "X" in the box that best describes the board's performance in that professional practice area and then determine the overall rating for the standard area based on the HEDI rating scale. Consider the importance of the professional practice if an overall performance rating is not clearly evident.

USE AN "X" TO MARK THE RATING OF EACH AREA

PART I: RATING THE SCHOOL BOARD ON PERFORMANCE STANDARDS

STANDARD 5: ETHICAL LEADERSHIP
 The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	Possible Data Sources: <input type="checkbox"/> Articulation or publication of plans and programs for students' success <input type="checkbox"/> Board members' code of ethics Additional Sources: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
	Continuously exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
A. Board members actively promote the belief in the success of all students in the district.					
B. Board members act as conscientious role models, and exhibit professionalism.					
C. Board members exercise their authority only as a board of the whole and recognize that no individual board member has authority to take individual action on behalf of the board.					
D. Board members avoid conflicts of interest and appropriately disclose if one arises.					
E. The board has adopted and annually reaffirms its code of ethics.					
Rating					Rating for this standard HE E D I <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments: (Identify strengths or recommendations for improvement)					

STANDARD 1: VISION, LEADERSHIP & ACCOUNTABILITY

The board of education commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	Possible Data Sources: <input type="checkbox"/> Written and visible vision statement <input type="checkbox"/> Established district goals <input type="checkbox"/> Board agendas <input type="checkbox"/> Board presentations <input type="checkbox"/> Board retreats <input type="checkbox"/> Communication materials, website, newsletters <input type="checkbox"/> Annual evaluation of the superintendent report <input type="checkbox"/> Board self-evaluation report Additional Sources: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
A. The board develops a shared vision and mission that reflects student achievement and community priorities, and communicates it to the community.					
B. The board develops annual district goals in alignment with the district vision and mission and adopts an action plan developed by the superintendent to meet the annual goals. Goals are communicated to the community.					
C. The board regularly monitors progress on district goals, effective instruction and student achievement with data-based information.					
D. The board annually evaluates the job performance of the superintendent and monitors the progress made on annual superintendent objectives.					
E. The board conducts a self-evaluation to monitor its own performance and participates in professional development, including board training and seminars.					
					Rating for this standard
Rating					HE E D I <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments: (Identify strengths or recommendations for improvement)					

STANDARD 2: BOARD GOVERNANCE & POLICY

The board of education works effectively as a team and collaborates with the superintendent, exhibits a shared understanding of board and superintendent roles, maintains a set of board operating procedures, and leads/governs the district through policy.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	Possible Data Sources: <input type="checkbox"/> Date and agenda of annual retreat <input type="checkbox"/> Policy review and updates <input type="checkbox"/> Board operations manual <input type="checkbox"/> Board meeting observation assessment <input type="checkbox"/> Board member handbook and/or new board member orientation materials <input type="checkbox"/> Attendance records at state-mandated training Additional Sources: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
A. The board and superintendent participate in an annual retreat to build team relationships, review roles, responsibilities, and board operations and orient new board members.					
B. The board has a procedure in place for reviewing established policies on a regular basis and developing new ones.					
C. The board closely adheres to its own procedures, protocols and policies for effective board operations.					
D. The board clearly understands its governance role and responsibilities, adheres to open meetings laws, and delegates district operation responsibilities to the superintendent.					
E. Board members publically support the decision of the majority and speak with a unified voice.					
Rating					Rating for this standard HE E D I <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments: (Identify strengths or recommendations for improvement)					

STANDARD 3: COMMUNICATION & COMMUNITY RELATIONS

The board of education effectively communicates with the superintendent and the local community, represents community interests and values, and ensures district information and decisions are communicated to the community.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	Possible Data Sources: <input type="checkbox"/> Communication policies or procedures <input type="checkbox"/> Schedules of or invitations to community forums <input type="checkbox"/> Reports or presentations on programs that demonstrate community partnerships <input type="checkbox"/> Legislative meetings, letters, or advocacy efforts <input type="checkbox"/> Newsletters and website <input type="checkbox"/> Survey results Additional Sources: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
A. The board develops a collaborative relationship with the superintendent, keeping cooperation and respectful discussions at the core of its deliberation.					
B. The board establishes effective communication with parents, students, staff and community members while respecting the chain of command and lines of responsibility.					
C. The board works with the superintendent to gain input from the community using forums, survey instruments and other vehicles following agreed-upon procedures.					
D. The board actively generates support for the district through its vision and promoting educational opportunities for all students.					
E. The board is an advocate for the district's interests with legislators and other elected public officials.					
					Rating for this standard
Rating					HE E D I <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments: (Identify strengths or recommendations for improvement)					

STANDARD 4: FISCAL RESOURCES, STAFF RECRUITMENT & ENVIRONMENT

The board of education oversees the fiscal conditions of the district, aligns resources to meet district goals, ensures appropriate policies for staff recruitment and retention, supports districtwide learning and promotes conditions for health and safety.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	Possible Data Sources: <input type="checkbox"/> Policy on budget adoption <input type="checkbox"/> Communication materials, website, newsletters <input type="checkbox"/> Facilities plan and schedule for updates <input type="checkbox"/> Internal audit report <input type="checkbox"/> External audit report <input type="checkbox"/> Risk assessment report <input type="checkbox"/> Policy on recruitment and hiring criteria <input type="checkbox"/> Professional development plans Additional Sources: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
A. The board adopts an annual budget that adheres to the provisions of the law and allocates resources based on the district's vision, goals, and priorities for student learning.					
B. The board keeps the community informed about the financial needs of the district, seeks cost savings and operational efficiencies and invites community input.					
C. The board monitors a facilities plan that meets district student and staff health and safety regulations and guidelines.					
D. The board ensures that the audit committee functions in accordance with NYS regulatory requirements, reviews internal and external audit findings and responds accordingly.					
E. The board supports the recruitment of highly effective teachers, administrators and staff and provides professional development and support to meet APPR requirements.					
					Rating for this standard HE E D I <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Rating					
Comments: (Identify strengths or recommendations for improvement)					

STANDARD 5: ETHICAL LEADERSHIP

The board of education promotes the success of ALL students and staff, and conducts district business in a fair, respectful and responsible manner.

Professional Practice	Highly Effective	Effective	Developing	Ineffective	Possible Data Sources: <input type="checkbox"/> Articulation or publication of plans and programs for students' success <input type="checkbox"/> Board members' code of ethics Additional Sources: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria	
A. Board members actively promote the belief in the success of all students in the district.					
B. Board members act as conscientious role models, and exhibit professionalism.					
C. Board members exercise their authority only as a board of the whole and recognize that no individual board member has authority to take individual action on behalf of the board.					
D. Board members avoid conflicts of interest and appropriately disclose if one arises.					
E. The board has adopted and annually reaffirms its code of ethics.					
					Rating for this standard HE E D I <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Rating					
Comments: (Identify strengths or recommendations for improvement)					

PART II

SCHOOL BOARD ANNUAL OBJECTIVES

Instructions for Rating the School Board on Annual Objectives

It is recommended that boards develop their own annual objectives specifically designed to enhance board performance. When evaluating the board's performance, board members should review data, and other sources of evidence to demonstrate the progress made toward and/or attainment of each objective.

Each annual board objective defines the expected outcomes, such as this sample: "The school board will establish a subcommittee that will be charged with developing a New Member Orientation plan for new board members by May 1st of the coming year".

THE SMART MODEL

Identifying annual objectives should define priorities and issues unique to the board and to the district. Three to five key annual objectives should be developed that follow the SMART model (specific, measurable, achievable, relevant and time-bound). Optimally, the objectives are within the scope of the board's control. Benchmarks showing progress at certain intervals throughout the year may be reported and applied to each objective.

- Define expectations
- Avoid generalities and use verbs to start the sentence
- Quality, quantity, timeliness and cost
- Challenging, but attainable goals
- Link the goal to higher level district goals where appropriate
- Set timelines to complete the goal with benchmarks to indicate progress

Note: While it is recommended that annual objectives be developed each year, it is understood that in some instances they may not be developed.

ANNUAL SCHOOL BOARD OBJECTIVES

Annual objectives and evidence of progress need to be identified before completing this sheet.

For the board member's convenience, the district clerk can prepopulate this chart with the board's annual objectives.

ANNUAL SCHOOL BOARD OBJECTIVES (Up to 5)	EVIDENCE OF PROGRESS OR COMPLETION (Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		Exceeded Objective	Met Objective	Partially Met Objective	Didn't Meet Objective
1. Increase Community Engagement/Communication <ul style="list-style-type: none"> Hold at least two Public Forums, Open dialogue with the BOE Submit articles to the Black Knight Banner on what the BOE has done. Increase Social Media presence. 	•				
2. Conduct a Community Survey <ul style="list-style-type: none"> How does the public feel about our budget process, ask for volunteers? How does the public feel about the leadership of the BOE? How does the public feel about the current facilities appearance? 	•				
3.					

SCHOOL BOARD EVALUATION SUMMARY SHEET

For Part I and Part II

<p>Summary Rating Instructions:</p> <p>To be completed by the individual board member.</p> <p>Place the performance rating for each corresponding standard in the grid to the right.</p>	PART I - Standards				HE	E	D	I
	1. Vision, Leadership & Accountability							
	2. Board Governance & Policy							
	3. Communication & Community Relations							
	4. Fiscal Resources, Staff Recruitment & Environment							
	5. Ethical Leadership							

<p>Summary Rating Instructions:</p> <p>To be completed by the individual board member.</p> <p>Place the performance rating for each corresponding standard in the grid to the right.</p>	PART II - Objectives				HE	E	D	I
	Annual Objective #1 – Increase Community Engagement/Communication							
	Annual Objective #2 – Conduct a Community Survey							
	Annual Objective #3							
	Annual Objective #4							
	Annual Objective #5							

PART III

SCHOOL BOARD EVALUATION

FINAL PERFORMANCE SUMMARY SHEET

Board President's Name: _____ Date: _____

Evaluators (list all board members):

Michele Kuelling	Robert Mashall	Jason Monroe
John Reesor	Amber Taber	

This summary sheet can be used to indicate the collective rating of the school board's performance using the HEDl scale.

Summary Rating Instructions:

The board president or designee will tally each board member's ratings for the five standards and objectives and record the totals in the corresponding boxes.

PART I - Standards:		HE	E	D	I
1. Vision, Leadership & Accountability					
2. Board Governance & Policy					
3. Communication & Community Relations					
4. Fiscal Resources, Staff Recruitment & Environment					
5. Ethical Leadership					
PART II - Objectives:		HE	E	D	I
Annual Objective # 1 – Increase Community Engagement/Communication					
Annual Objective # 2 – Conduct a Community Survey					
Annual Objective # 3					

Summary Comments:

Performance Improvement Suggestions:

For Your Information



**ENROLLMENT COMPARISONS
MARION CSD**

GRADE	19/20			20/21			21/22			22/23			23/24		
	OPENING 9/4/19	BEDS	CURRENT June 1	OPENING 9/9/20	BEDS 10/7/20	CURRENT June 1	OPENING 9/7/21	BEDS	CURRENT June 1	OPENING 9/7/22	BEDS 10/3/22	CURRENT June EOY	OPENING 9/6/23	BEDS	CURRENT
KDG	44	43	44	54	53	54	53	55	53	57	57	57	56		
1ST	41	41	42	34	33	36	47	48	48	47	46	46	47		
2ND	56	56	56	39	39	40	41	39	38	51	49	50	45		
3RD	49	47	48	47	48	48	40	40	37	41	41	40	49		
4TH	44	44	43	39	39	40	54	54	54	41	39	38	43		
5TH	50	51	51	42	42	46	45	45	43	58	57	57	36		
6TH	47	47	46	46	48	49	48	48	47	43	43	42	57		
UNGR/HB												1			
K-6 TOTAL	331	329	330	301	302	313	328	329	320	338	332	331	333	0	0
7TH	44	44	44	43	43	45	54	54	52	51	49	49	44		
8TH	61	62	61	41	41	37	44	43	43	53	51	50	49		
9TH	49	51	50	62	63	61	35	35	36	44	43	43	52		
10TH	46	46	45	46	46	44	59	55	54	38	36	32	42		
11TH	53	52	50	44	44	43	44	44	43	52	52	52	32		
12TH	50	50	50	51	51	50	41	41	39	44	44	43	55		
UNGR				1	1	1	1	2	1		2	1	1		
7-12 TOTAL	303	305	300	288	289	281	278	274	268	282	277	270	275	0	0
Sub-Total K-12 In District	634	634	630	589	591	594	606	603	588	620	609	601	608	0	0
Classified CSE Students															
In MCS Schools (Above)	83	84	83	85	86	84	76	75	74	77	78	75	86		
In BOCES Programs	12	12	13	9	9	9	13	13	14	15	17	14	15		
In Other Public Schools	7	9	10	8	8	8	7	6	5	4	5	4	5		
In Private Schools	5	5	6	8	8	9	10	11	11	9	10	10	10		
Pend Placements/Home Tutor	2	2	1	2	1	1	1	1	3	3	2	4	2		
CSE Total	109	112	113	112	112	111	107	106	107	108	112	107	118	0	0
Parochial	20	19	20	20	13	16	22	20	24	24	29	26	30		
Home School	33	33	34	85	89	81	82	82	75	67	67	76	76		
Sub-Total K-12 Out of District	79	80	84	132	128	124	135	133	132	122	130	134	138	0	0
Total K-12 Residents	713	714	714	721	719	718	741	736	720	742	739	735	746	0	0
Pre-School Placements(Some UPK)	20	22	30	15	15	19	11	12	20	15	14	25	16		
UPK	53	53	54	21	21	23	38	38	35	39	39	41	28		