

WAYNE CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION MEETING AGENDA



DATE: April 24, 2002
TIME: 7:30 p.m.
PLACE: District Office Board Room

- 7:30 Call to Order /Pledge of Allegiance
- 7:35 Approval of Agenda/Approval of Minutes
- 7:40 Public Comment
- 7:50 Board Member Comments
- 7:55 Board President's Comments
- 8:00 Action Item Report
- 8:05 Superintendent's Report
1. Facilities [propositions](#) Options Discussion Att. 1
 2. Student Questions
- 8:40 Items for Board Action:
1. [BOCES](#) Board Election Att. 2
 2. 2002-2003 School District [Calendar](#) Att. 3
 3. Approve SEQRA Resolutions Att. 4
 3. Pool Vote Discussion
- 8:50 [POLICY](#) - First Readings Att. 5
- 9:00 Public Comment/Board Comments
- 9:05 Adjournment

District Mission Statement

Based on the belief that all students can learn, the staff of the Wayne Central School District accepts the responsibility to teach all students, regardless of differences, the fundamental skills. We further accept the responsibility to challenge all students to attain higher levels of achievement. Wayne Central will provide the opportunity, environment, and encouragement to meet this goal while developing the whole child, physically, socially, emotionally, and culturally.

Building Proposition Options

Listed below are five different ways the building project could be broken down into propositions for voting. Many of these options have been discussed by either the full Board or its Facilities Sub-committee.

Option A

Proposition 1. Buildings And Fields	\$11,015,000
Proposition 2. Pool	\$ 4,000,000

Option B

Proposition 1. Instructional	\$9,876,000
Proposition 2. Athletics	\$5,139,000

Option C

Proposition 1. Instructional	\$9,890,000
Proposition 2. Athletics	\$1,125,000
Proposition 3. Pool	\$4,000,000

Option D

Proposition 1. Must Do	\$ 4,327,000
Proposition 2. Should Do	\$10,688,000

Option E

Proposition 1. All	\$15,015,000
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1. Ontario Elementary

Elements:

•	3.8	<i>replace stair treads</i>	\$25,000
•	3.9	<i>replace asbestos floor tiles</i>	\$38,000
•	3.11	<i>replace front stairs</i>	\$75,000
		Estimated Cost:	\$138,000

2. Ontario Primary

Elements:

•	4.4	<i>replace asbestos tiles</i>	\$ 75,000
•	4.15	<i>replace lead pipes</i>	\$157,000
•	4.21	<i>repair foundation</i>	\$ 63,000
•	4.22	<i>replace partial roof</i>	\$350,000

Estimated Cost: \$645,000

3. Freewill

Elements:

- 5.10 *replace partial roof* \$290,000
- 5.12 *secure front entrance system* \$100,000
- 5.20 *replace asbestos tile* \$ 57,000
- 5.21 *replace emergency generator* \$ 19,000
- 5.11 *replace carpet* \$188,000

Estimated Cost: \$654,000

4. Middle School

Elements:

- 2.2 *reconstruct sidewalks* \$ 50,000
- 2.7 *secure entrance/main office* \$188,000
- 2.23 *replace electric panels* \$ 10,000

Estimated Cost: \$248,000

5. Fields

Elements:

- 1.3 *upgrade varsity track and field* \$1,125,000
- 1.8 *install baseball/softball scoreboard* \$ 7,000
- 1.9 *relocate press box* \$ 7,000

Estimated Cost: \$1,139,000

6. District Wide

Elements:

- 1.15 *replace district phone system* \$500,000

Estimated Cost: \$500,000

7. High School

Elements:

- 1.1 *improve bus loop* \$1,025,000
- 1.12 *increase cafeteria seating* \$ 113,000
- 1.14 *replace partial roof* \$ 769,000
- 1.19 *replace identified floor tile* \$ 190,000
- 1.17 *replace asbestos tile above old gym* \$ 32,000
- 1.18 *replace asbestos pipe insulation* \$ 13,000
- 1.21 *upgrade fitness/weight room* \$ 324,000
- 1.13 *replace technology center* \$ 687,000
- 1.13 *replace library* \$ 938,000
- construct science wing* \$3,600,000

Estimated Cost: \$7,691,000

8. Pool

Estimated Cost: \$4,000,000

Total Estimated Project Cost: \$15,015,000

WAYNE-FINGER LAKES BOCES
ELECTION

OFFICIAL BALLOT

There are three (3) vacant seats on the Wayne-Finger Lakes Board of Cooperative Educational Services to be filled at a Board Meeting on Wednesday, April 24, 2002. The Board of Education of your district is allowed one vote per vacancy. Nominated candidates are listed below in the order determined by lot, with their address and school district of residence.

CANDIDATE'S NAME

ADDRESS (School District of Residence)

- | | | |
|----|--------------------|---|
| 1. | <u>Nancy Scher</u> | <u>65 Cornelia Street, Dresden, NY 14441 (Penn Yan)</u> |
| 2. | <u>Clay Bishop</u> | <u>7425 Wintergreen Point, Wolcott, NY 14590 (North Rose Wolcott)</u> |
| 3. | <u>Lynn Gay</u> | <u>PO Box 232, East Bloomfield, NY 14443 (Bloomfield)</u> |

RESOLVED that the Board of Education of the Wayne Central School District at its April 24, 2002 meeting has voted for _____ to fill the vacant seat as a member of the Wayne-Finger Lakes Board of Cooperative Educational Services, effective immediately upon election and will continue until the term expires on June 30, 2005.

BOARD MEMBER ROLL CALL VOTE

- | | | | | | |
|----------|----------------------------------|-----------------------|-----------|----------------------------------|-----------------------|
| | Y | N | | Y | N |
| 1. _____ | <input checked="" type="radio"/> | <input type="radio"/> | 6. _____ | <input checked="" type="radio"/> | <input type="radio"/> |
| 2. _____ | <input checked="" type="radio"/> | <input type="radio"/> | 7. _____ | <input checked="" type="radio"/> | <input type="radio"/> |
| 3. _____ | <input checked="" type="radio"/> | <input type="radio"/> | 8. _____ | <input checked="" type="radio"/> | <input type="radio"/> |
| 4. _____ | <input checked="" type="radio"/> | <input type="radio"/> | 9. _____ | <input checked="" type="radio"/> | <input type="radio"/> |
| 5. _____ | <input checked="" type="radio"/> | <input type="radio"/> | 10. _____ | <input checked="" type="radio"/> | <input type="radio"/> |

Abstained:
Absent:
Resolution approved: Yes No

RESOLVED that the Board of Education of the _____ School District at its April 24, 2002 meeting has voted for _____ to fill the vacant seat as a member of the Wayne-Finger Lakes Board of Cooperative Educational Services, effective immediately upon election And will continue until the term expires on June 30, 2005.

BOARD MEMBER ROLL CALL VOTE

- | | | | | | |
|----------|----------------------------------|-----------------------|-----------|----------------------------------|-----------------------|
| | Y | N | | Y | N |
| 1. _____ | <input checked="" type="radio"/> | <input type="radio"/> | 6. _____ | <input checked="" type="radio"/> | <input type="radio"/> |
| 2. _____ | <input checked="" type="radio"/> | <input type="radio"/> | 7. _____ | <input checked="" type="radio"/> | <input type="radio"/> |
| 3. _____ | <input checked="" type="radio"/> | <input type="radio"/> | 8. _____ | <input checked="" type="radio"/> | <input type="radio"/> |
| 4. _____ | <input checked="" type="radio"/> | <input type="radio"/> | 9. _____ | <input checked="" type="radio"/> | <input type="radio"/> |
| 5. _____ | <input checked="" type="radio"/> | <input type="radio"/> | 10. _____ | <input checked="" type="radio"/> | <input type="radio"/> |

Abstained:
Absent:
Resolution approved: Yes No

RESOLVED that the Board of Education of the _____ School District at its April 24, 2002 meeting has voted for _____ to fill the vacant seat as a member of the Wayne-Finger Lakes Board of Cooperative Educational Services, effective immediately upon election and will continue until the term expires on June 30, 2005.

BOARD MEMBER ROLL CALL VOTE

- | | | | | | |
|----------|----------------------------------|-----------------------|-----------|----------------------------------|-----------------------|
| | Y | N | | Y | N |
| 1. _____ | <input checked="" type="radio"/> | <input type="radio"/> | 6. _____ | <input checked="" type="radio"/> | <input type="radio"/> |
| 2. _____ | <input checked="" type="radio"/> | <input type="radio"/> | 7. _____ | <input checked="" type="radio"/> | <input type="radio"/> |
| 3. _____ | <input checked="" type="radio"/> | <input type="radio"/> | 8. _____ | <input checked="" type="radio"/> | <input type="radio"/> |
| 4. _____ | <input checked="" type="radio"/> | <input type="radio"/> | 9. _____ | <input checked="" type="radio"/> | <input type="radio"/> |
| 5. _____ | <input checked="" type="radio"/> | <input type="radio"/> | 10. _____ | <input checked="" type="radio"/> | <input type="radio"/> |

Abstained:
Absent:
Resolution approved: Yes No

(SEE OTHER SIDE)

ADMINISTRATIVE BUDGET VOTE

RESOLVED that the Board of Education of the _____ School District, at its April 24, 2002 meeting has voted for approval of the 2002-03 tentative administrative budget of the Wayne-Finger Lakes Board of Cooperative Educational Services in the amount of \$2,365,398.

BOARD MEMBER ROLL CALL VOTE

	Y	N		Y	N
1. _____	<input type="radio"/>	<input type="checkbox"/>	6. _____	<input type="radio"/>	<input type="checkbox"/>
2. _____	<input type="radio"/>	<input type="checkbox"/>	7. _____	<input type="radio"/>	<input type="checkbox"/>
3. _____	<input type="radio"/>	<input type="checkbox"/>	8. _____	<input type="radio"/>	<input type="checkbox"/>
4. _____	<input type="radio"/>	<input type="checkbox"/>	9. _____	<input type="radio"/>	<input type="checkbox"/>
5. _____	<input type="radio"/>	<input type="checkbox"/>			

Abstained:

Absent:

Resolution approved: Yes No

Clerk, Board of Education

School District

This ballot was received in my office on _____.

Clerk, Wayne-Finger Lakes BOCES

**This ballot must be received by Thursday, April 25, 2002. Please return to:
Carolyn Robinson, Board Clerk
Wayne-Finger Lakes BOCES
Eisenhower Building, 131 Drumlin Court
Newark, NY 14513-1863
FAX: (315) 332-7425 (24 hours)**

July

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				(19/20)

October

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	(21/22)

November

M	T	W	T	F
(17/18)				* 1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			(15/15)

Wayne Central School District 2002-2003 School Calendar



DATE	DESCRIPTION
July 4	Independence Day Holiday
July 5	Designated Holiday
Sept 2	Labor Day Holiday
Sept 3	Staff Training Day – All Staff
Sept 4	School Opens
Oct 11	Staff Training Day – All Staff
Oct 14	Columbus Day Holiday
Nov 8	End of Marking Period
Nov 11	Veteran's Day Holiday
Nov 13	Parent/Teacher Conference Day
Nov 15	Parent/Teacher Conference Day
Nov 27	Staff Training Day – All Staff
Nov 28-29	Thanksgiving Holiday
Dec 4	Early Release Day
Dec 23-Jan 2	Christmas Recess
Jan 3	Staff Training Day—All Staff
Jan 20	Martin Luther King Holiday
Jan 21-24	NYS Regents Exams
Jan 24	End of Marking Period
Feb. 5	Early Release Day
Feb 17-21	Winter Recess
March 7	Staff Training Day—All Staff
April 4	End of Marking Period
April 9	Parent/Teacher Conference Day
April 11	Parent/Teacher Conference Day
Apr 14-18	Spring Recess
May 9	Early Release Day
May 26	Memorial Day Holiday
June 17-24	NYS Regents Exams
June 24	End of Marking Period
June 25	Staff Training Day—All Staff
June 25	Regents Rating Day
June 26	Staff Training Day—All Staff

(181/188)

- Supt Conference Day
- Holiday/Recess
- P-TConferences (half days)
- First Day for Students
- Early Release Days
- Regents Exams
- * End of 10-Week Period

Recess and/or end of year dates may need to be changed because of weather or other conditions that would require school closings during the school year.

April 12, 2002

January

M	T	W	T	F
(19/20)		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	* 24
27	28	29	30	31

February

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
				(15/15)

March

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				(20/21)

April

M	T	W	T	F
	1	2	3	* 4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		(17/17)

May

M	T	W	T	F
(21/21)			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

June

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	* 24	25	26	27
30				(17/19)

To: Michael Havens, Superintendent of Schools
From: Gregory Atseff, Assistant Superintendent for Business ¥-'
Date: April 11, 2002
Re: Resolutions for SEQRA

The following resolutions are part of the SEQRA process and need to be adopted by the Board of Education. There are two (2) resolutions, one for the high school, and one for the other four buildings. The high school's is separate because there is a proposed addition to that building. Once the review process is complete by SED, the Board will be required to pass another resolution formerly declaring no environmental impact. Please present the attached resolutions to the Board of Education at their meeting on April 24, 2002.

Please let me know if you have any questions.

RESOLUTION REGARDING STATE ENVIRONMENTAL QUALITY REVIEW

WHEREAS, the Wayne Central School District Board of Education (the "Board") has considered the impact on the environment of the proposed action:

1. Armstrong Middle School (SED # 65-08-01-06-0-006-007):
The project consists of general renovations including asbestos abatement, finish upgrades, and minor space modifications.
2. Ontario Elementary School (SED # 65-08-01-06-0-002-008):
The project consists of general renovations including asbestos abatement, finish upgrades, and minor space modifications.
3. Ontario Primary School (SED # 65-08-01-06-0-004-009):
The project consists of general renovations including asbestos abatement, finish upgrades, and minor space modifications.
4. Freewill Elementary School (SED # 65-08-01-06-0-007-006):
The project consists of general renovations including asbestos abatement, finish upgrades, and minor space modifications.

WHEREAS, the Board has reviewed the Scope of Proposed Project prepared for the Proposed Action, and has further consulted with its Architects with respect to the environmental impacts of the Proposed Action, now therefore

BE IT RESOLVED, by the Wayne Central School District as follows:

1. The Board hereby determines the Proposed Action is a Type II action in accordance with Article 8 of the Environmental Conservation Law (State Environmental Quality Review Act, SEQRA) having no significant environmental impact.
2. No further review of the Proposed Action is required under SEQRA.
3. This resolution shall be effective immediately.

RESOLUTION REGARDING STATE ENVIRONMENTAL QUALITY REVIEW

WHEREAS, the Wayne Central School District Board of Education (the "Board") has considered the impact on the environment of the proposed action:

1. James A. Beneway High School (SED # 65-08-01-06-0-001-006): The project consists of general renovations including asbestos abatement, finish upgrades, and minor space modifications. It will also include the construction of approximately 18,740 square feet of additional educational space, construction of a new pool occupying approximately 14,200 square feet within the existing building footprint, and renovations to the District's main athletic field.

WHEREAS, the Board has reviewed the Scope of Proposed Project prepared for the Proposed Action, and has further consulted with its Architects with respect to the environmental impacts of the Proposed Action, now therefore

BE IT RESOLVED, by the Wayne Central School District as follows:

1. The Board hereby determines the Proposed Action is an Unlisted Action in accordance with Article 8 of the Environmental Conservation Law (State Environmental Quality Review Act, SEQRA).
2. The Board establishes itself as Lead Agency for the SEQRA process for the proposed action.
3. This resolution shall be effective immediately.

POLICY PRESENTED FOR FIRST READING:

- 4000 District Mission Statement
- 4300 Curriculum Content
- 4311.1-R Display of the American Flag Regulation
- 4322 Enrichment Program
- 4327-R Home Bound Instruction Regulation
- 4331 Summer Schools
- 4720 District Programs

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POLICIES PRESENTED FOR SECOND READING:

None

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Y

April 24, 2002

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DISTRICT MISSION STATEMENT

Based upon the belief that all students can learn, the staff of the Wayne Central School District accepts the responsibility to teach all students, regardless of differences, the fundamental skills. We further accept the responsibility to challenge all students to attain higher levels of achievement. Wayne Central will provide the opportunity, environment, and encouragement to meet this goal while developing the whole child physically, socially, emotionally and culturally.

COMMENCEMENT [GOALS] OUTCOMES • Adult Roles, Skills & Knowledge

[Wayne Central graduates will ...

- | | | |
|--------------------------------|-------------------------------|---|
| 1. be effective communicators | 3.be self-reliant individuals | 5.possess daily living and general career skills] |
| 2. act as responsible citizens | 4.be complex thinkers] | |

CITIZEN

A citizen is a responsible, law-abiding member of society who:

- Has a strong sense of values;
- Knows right from wrong;
- Is aware of community news, issues and norms;
- Accepts diversity in ethnicity and belief;
- Has knowledge of government at all levels and issues relative to each;
- Associates with others in positive and productive ways.

LIFE - LONG LEARNER

A life-long learner is one who perseveres, is self-motivated, is innately curious, focused and:

- Is able to set goals;
- Adheres to deadlines/due-dates, has time management skills and abilities;
- Is a problem solver, can define problems, analyze information and task analyze/prioritize potential solutions
- Has the ability to select the best "tool/strategy" for the situation, and can enlist others in the process of evaluation and refocusing.

LEADER

A leader is a problem solver with effective communication skills. S/he has an ability to motivate others and:

- Is a strong willed person with vision, beliefs and convictions to carry out each.
- Is able to recognize and effectively use all resources, such as material, time and human
- Is responsible and accountable for self and others.

WORKER - WAGE EARNER - BUSINESS OWNER

A worker/wage earner is an individual who is trust worthy, moral and ethical, and who:

- Possesses basic job skills with a willingness to change, grow and develop new skills;
- Is a good communicator;
- Demonstrates leadership skills and initiative and the ability to work as a team player;
- Is responsible, reliable and respectful to others;
- Has the ability to make sound decisions.

(continued)

DISTRICT MISSION STATEMENT

CONSUMER

A consumer is an individual who has knowledge of the global economy and:

- Utilizes and applies budgeting skills and credit awareness;
- Maintains long-terms personal financial planning (savings, banking, retirement);
- Understand one's rights, responsibilities and risks.

COUNSELOR/TEACHER/MENTOR

A counselor/teacher/mentor is an individual who is patient, self-confident, assertive leader who:

- Is a problem solver and can guide others to solve problems;
- Is an active listener;
- Is aware of issues, societal, family, religious differences and different customs;
- Has interpersonal skills and values others opinions.

PARENT/FAMILY MEMBER

A parent/family member is an individual who:

- Is nurturing and loving;
- Displays flexibility;
- Has high character and morals;
- Is accountable and consistent with respect to expectations and follow through;
- Becomes actively involved in their children and family's education and other pursuits.

FRIEND

A friend is an individual who shows great interest and respect for others, and who:

- Is non-judgmental and available when a time of need arises;
- Is unselfish, honest, supportive, caring and genuine;
- Is an open-minded listener who seeks to understand before being understood;
- Give him/herself to other without expectations of compensation or return of favor.

Cross-Reference: Policy 0210, Goals for Instructional Program

Policy Adopted: January 29, 1997
Revised: April 2002

WAYNE CENTRAL SCHOOL DISTRICT

CURRICULUM CONTENT

The Board of Education believes that the content of the instructional curriculum in the district should be designed to prepare students to be productive workers and members of society as well as qualified to pursue further education if they so desire. The curriculum should be consistent with state requirements as well as community values. Broad instructional goals should be constant throughout the grades, with variety in learning objectives at each grade level.

Besides the locally-developed Commencement Outcomes, the [board] **Board of Education** supports the following [state] **NYS** Learning Standards as the basis for the curriculum in the district:

[SOCIAL STUDIES

- Understanding of the history of the United States and New York State
- Understanding of the history of the world
- Understanding of local, national and global geography
- Understanding of the major concepts of economics and economic systems
- Understanding of civics, citizenship, and government, including avenues of participation

MATHEMATICS, SCIENCE, AND TECHNOLOGY

- Use of mathematical analysis, scientific inquiry and engineering design to pose questions and solve problems
- Access to and management of information using appropriate technologies
- Understanding and application of mathematics in real-world settings and solving problems through number systems and processes
- Understanding and application of scientific concepts and principles in physical and living environments
- Application of technological knowledge and skills to solve problems related to human and environmental needs
- Understanding of connections among mathematics, science, and technology
- Application of skills of mathematics, science, and technology to address real-life problems and make informed decisions

ENGLISH LANGUAGE ARTS

Use of reading, writing, speaking, and listening for

- information and understanding
- literary response and expression
- critical analysis and evaluation
- social interaction

LANGUAGES OTHER THAN ENGLISH

- Use of a language other than English for communication
- Development of cross-cultural skills and understandings

THE ARTS

- Creation, performance, and participation in the arts
- Knowledge and use of arts materials and resources
- Response to and analysis of works of art
- Understanding of the cultural contributions of the arts

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

- Knowledge of career options and requirements
- Application of academic knowledge and skills in workplace settings
- Competence in the basic skills necessary for success in work
- Acquisition of career-specific skills for those in career majors

HEALTH, PHYSICAL EDUCATION, AND HOME ECONOMICS

- Establishment and maintenance of physical fitness and personal health
- Creation and maintenance of a safe and healthy environment
- Management of personal and community resources]

(continued...)

HEALTH, PHYSICAL EDUCATION, AND HOME ECONOMICS

1. **Personal Health and Fitness** - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
2. **A Safe and Healthy Environment** - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment
3. **Resource Management** - Students will understand and be able to manage their personal and community resources.

MATHEMATICS, SCIENCE, AND TECHNOLOGY

1. **Analysis, Inquiry, and Design** - Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
2. **Information Systems** - Students will access, generate, process, and transfer information using appropriate technologies
3. **Mathematics** - Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
4. **Science** - Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
5. **Technology** - Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
6. **Interconnectedness: Common Themes** - Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
7. **Interdisciplinary Problem Solving** - Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

ENGLISH - LANGUAGE ARTS

1. **Students will listen, speak, read and write for information and understanding** - As listeners and readers, students will collect data, facts and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.
2. **Language for Literary Response and Expression** - Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.
3. **Language for Critical Analysis and Evaluation** - Students will listen, speak, read and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speaker and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on experiences, ideas, information and issues.
4. **Language for Social Interaction** - Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As reader and listeners, they will use the social communications of others to enrich their understanding of people and their views.

LANGUAGES OTHER THAN ENGLISH

1. **Communication Skills** - Students will be able to use a language other than English for communication.
2. **Cultural Understanding** - Students will develop cross-cultural skills and understandings.

THE ARTS

1. **Creating, Performing, and Participating in the Arts** - Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
2. **Knowing and Using arts materials and Resources** - Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
3. **Responding to and Analyzing Works of Art** - Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
4. **Understanding the Cultural Contributions of the Arts** - Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

1. **Career Development** - Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
2. **Integrated Learning** - Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
3. **Universal Foundation Skills** - Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
4. **Career Majors** - Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

SOCIAL STUDIES

1. **History of the United State and New York** - Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras themes, developments, and turning points in the history of the United States and New York.
2. **World History** - Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in world history and examine the broad sweep of history from a variety of perspectives.
3. **Geography** - Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live - local, national and global - including the distribution of people, places, and environments over the Earth's surface.
4. **Economics** - Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
5. **Civics, Citizenship, and Government** - Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States Constitution; the basic civil values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship including avenues of participation.

Revisions to Existing Policy, Presented by Policy Committee
Proposed Revisions in Bold Type [Deleted Items in Brackets]
Presented for First Reading, April 10, 2002

DISPLAY OF THE AMERICAN FLAG REGULATION

Flags Displayed Out-of-Doors and on Movable Hoists Indoors

A United States Flag shall be displayed in front of every school building in the district every day that school is in session and at such other times as the Superintendent of Schools shall direct. Unless otherwise stated, the flags shall be flown at full-staff. The flags may also be displayed at night upon special occasions, at the discretion of the Superintendent **of Schools**, when it is desired to produce a patriotic effect.

In addition to days when school is in session, the flags will be displayed on the following days: New Year's Day, Martin Luther King, Jr. Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Flag Day, the Fourth of July, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Pearl Harbor Day and Christmas Day. If any of these days (except Flag Day) falls on a Sunday, the flag shall be displayed on the next day. In addition, the flag shall be displayed on each general election day and each day appointed by the President of the United States or by the Governor of New York as a day of general thanksgiving or for displaying the flag.

Flags shall be flown at half-staff on Pearl Harbor Day, on days commemorating the death of a personage of great importance, and on days designated by the President or the Governor.

The flag will not be displayed on days when the weather is inclement. Appropriate lighting will be provided during periods when the flag remains on display during hours of darkness.

Hoisting of the Flag

The flag shall be hoisted briskly and lowered ceremoniously.

[In half staffing the flag] **When the flag is hoisted to half-staff**, it first should be hoisted to the peak for an instant and then lowered to the half-staff position. The flag shall be again raised to the peak before it is lowered for the day. The flag shall never be put at half-mast in the middle of the day. It must be put at half mast in the morning only.

Indoor Flags and Those Not on Movable Hoists

There shall be a United States flag in each assembly room of every school in the district. It is the duty of the teacher or other person in charge of each assembly room to ensure that the flag in the room is displayed from a staff standing at the audience's right as they face the stage. If the flag is placed on the platform, it should stand at the right of the speaker as he/she faces the audience and at the audience's left as they face the stage.

Policy Adopted: January 29, 1997
Revised: April ..., 2002

WAYNE CENTRAL SCHOOL DISTRICT

ENRICHMENT PROGRAMS [FOR GIFTED & TALENTED STUDENTS]

The Board of Education believes that **enrichment** programs [traditionally viewed for the gifted and talented student] greatly benefit the entire school program and encourages programs that provide enrichment opportunities for all students. The Board of Education also encourages educational programs that challenge and promote the realization of individual potential in all students.

Further, the Board of Education recognizes that the allocation of resources toward appropriate **enrichment** programs [for students identified as gifted and talented] is necessary and must be done in a way that is educationally sound as well as cost-effective.

Consistent with district efforts to develop a continuum of learning experiences which address the special gifts and talents of students, the superintendent of schools, with input from appropriate school personnel, will develop a plan for **enrichment programs** [education of gifted and talented students]

The superintendent of schools will submit a status report to the Board of Education, on an annual basis, which will include:

- (1) the criteria for student participation in programs,
- (2) the status of ongoing programs,
- (3) recommendations for new programs
- (4) the identification and allocation of resources for all on-going and recommended programs
- (5) provisions for staff development to promote effective implementation of programs, and
- (6) provisions for ongoing monitoring and evaluation of students and programs

The Board of Education recognizes the value of community support for program success and encourages the use of community resources for special programs and periodic reporting of activities through the district newsletter.

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The superintendent of schools will submit a status report to the Board of Education, on an annual basis, which will include:

- (7) the criteria for student participation in programs,
- (8) the status of ongoing programs,
- (9) recommendations for new programs
- (10) the identification and allocation of resources for all on-going and recommended programs
- (11) provisions for staff development to promote effective implementation of programs, and
- (12) provisions for ongoing monitoring and evaluation of students and programs

The Board of Education recognizes the value of community support for program success and encourages the use of community resources for special programs and periodic reporting of activities through the district newsletter.

HOMEBOUND INSTRUCTION REGULATION

1. A written request for homebound instruction may be submitted to the building principal by the student's family physician, the School Physician, [Director of Pupil Personnel Services], **Director of Student Services** or the Superintendent of Schools. The request will include the reason for the request and the expected duration for homebound instruction. The decision to provide homebound instruction rests with the district administration.
2. The building principal is responsible for the following:
 - a) assignment of a homebound instructor
 - b) coordinating the homebound instructional program with classroom instruction
 - c) ensuring the service begins in a timely manner
 - d) ensuring all classroom assignments, materials, tests and other assessments are available to the homebound instructor
 - e) sending report cards to the parents/guardians of students receiving homebound instruction
3. The homebound instructor is responsible for the following:
 - a) picking up all pertinent books, materials, and tests and assessments at the school office, and return all completed work to classroom teachers
 - b) discussing the student's progress and grading with the classroom teacher, who is responsible for assigning quarter and final grades, as well as recommending the student's placement for the subsequent year
 - c) submitting time cards on a weekly basis to the building principal, with a copy to the school nurse to serve as a record for student attendance purposes
 - d) coordinating time of instruction with the parent or guardian of the student
 - e) returning all instructional materials to the principal
 - f) completing a report summarizing student progress in each subject/course
4. For those students who are receiving homebound instruction services due to psychological problems, the [Director of Pupil Personnel Services] **Director of Student Services** will periodically investigate the need for continued services. A similar procedure will be followed by the School Physician for those students receiving such services due to medical reasons.
5. Elementary students are to receive a minimum of one (1) hour of instruction per school day. Secondary students are to receive a minimum of two (2) hours of instruction school per day. Homebound instruction will not be provided during summer school.
6. A parent or guardian must be present if homebound instruction is to be conducted in the home of the student.
7. If travel outside of the district is necessary, the district will reimburse the teacher at the rate approved by the Board of Education. Such travel shall not exceed a one-way distance of 35 road miles by most direct route from the district office.

SUMMER SCHOOLS

The Board of Education may operate and/or participate in a summer school program, under the administration of the Superintendent of Schools or designee. The summer school program may be designed to meet the needs of the students in remedial course work, extra credit and enrichment courses.

Included in this policy is district participation in a summer school program (**.end here**) [operated by a consortium of Wayne County Schools]

Ref: Education Law §§3602; 4402 et seq.
8 NYCRR §§110 et. seq.; 200.1(jj)(kk)(ll); 200.4(c)(2),(d); 200.5(b); 200.6(j); 200.8
Matter of Kovalsky, 33 EDR 352 (1993)
Matter of Hannahs, 21 EDR 706 (1982)

TESTING PROGRAMS

The Board of Education believes that testing programs can provide a meaningful source of information about curriculum and overall student achievement.

In addition to the subject matter examinations given by the classroom teachers, the school district will administer standardized tests that measure achievement, ability, interests and vocational aptitudes.

The school district will establish and maintain a standardized basic testing program that can be used, communicated and interpreted by school personnel. Information will be disseminated to parents as appropriate and in accordance with law.

Testing results will be provided:

1. **as an assessment of the educational program of district curriculum. Student results will be reported in tested areas from year to year,**
2. in reports to the Board of Education (**School Report Cards**)
[Comprehensive Assessment Report],
3. as data for use by guidance counselor in an effort to promote student growth.

The district-testing program shall include those tests required by state law.

Ref: 8 NYCRR §§100.3(b)2; 100.4(d)1;100.5(a)4; 100.5(b)5; 100.5(c)5

Policy Adopted: January 29, 1997

WAYNE CENTRAL SCHOOL DISTRICT

Revised: :April ..., 2002