

WAYNE CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION MEETING AGENDA

DATE: March 27, 2002

TIME: 6:30 p.m.

PLACE: District Office Board Room

6:30 Call to Order /Pledge of Allegiance

6:35 Executive Session

7:30 Approval of Agenda/Approval of [MINUTES](#)

Att. 1

7:35 Public Comment

7:45 Board Member Comments

7:50 Board President's Comments

7:55 Athletic Recognition – Mike Patterson

8:00 Action Item Report

8:05 Superintendent's Report

1. Pouring Rights
2. Mentor Teacher Presentation – Marcia Standera
3. [School Report Card](#)
4. April Board Meeting
5. Budget Discussion
6. Student Questions

Att. 2

8:50 Items for Board Action:

1. [TREASURER'S](#) Report – December
2. [ANNUAL](#) District Resolutions
3. Annual [Fire](#) Safety Report

Att. 3

Att. 4

Att. 5

9:00 Policy

9:05 Public Comment/Board Comments

9:10 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.

WAYNE CENTRAL SCHOOL DISTRICT
Ontario Center, New York 14520

BOARD OF EDUCATION MINUTES**UNOFFICIAL UNTIL APPROVED**

DATE: Wednesday, March 13, 2002
TYPE: Regular Business Meeting

TIME: 6:30 p.m.
PLACE: District Office

PRESENT: Trustees Anderson, Brunner (arrived @ 6:39 p.m., left @ 9:36 p.m., returned @ 9:44 p.m.), Johnson (left @ 9:36 p.m.), Lyke, Ratcliffe (arrived @ 6:35 p.m.), Robusto, Triou, Wyse; District Clerk Switzer; Administrators Havens, Young, Armocida, La Ruche, Siracuse, Saxby, Woodard, Atseff, Spring, Pearles

ABSENT: Trustee Griswold

GUESTS: Visitor's Roster filed in clerk's file, this meeting

I. **CALL TO ORDER:** 6:30 p.m. by Mark A. Wyse, School Board President

II. **EXECUTIVE SESSION** (Personnel)

Mr. Robusto offered a **MOTION** to adjourn the meeting, at 6:34 p.m., for an executive session on personnel matters pertaining to specific personnel. 6 Ayes, 0 Nays, 3 Absent (Mrs. Brunner, Mr. Griswold, Mr. Ratcliffe), Carried.

(Mr. Ratcliffe entered the meeting @ 6:35 p.m.) (Mrs. Brunner entered the meeting @ 6:39 p.m.)

III. **RECONVENE:** 7:59 p.m.

IV. **RECESS:** 8:00 p.m.

V. **RECONVENE:** 8:04 p.m.

VI. **PLEDGE OF ALLEGIANCE**

VII. **APPROVAL OF AGENDA & MINUTES** (February 27, 2002)

Mr. Johnson offered a **MOTION** to approve the agenda for this evening's meeting as presented. 8 Ayes, 0 Nays, 1 Absent (Mr. Griswold), Carried.

Mrs. Lyke offered a **MOTION** to approve the minutes of the meeting of February 27, 2002 as presented. 8 Ayes, 0 Nays, 1 Absent (Mr. Griswold), Carried.

A. VIII. PUBLIC COMMENT

Mr. Wyse noted that school board meetings are meetings conducted in public, not public meetings. The Board of Education devotes a portion of the agenda to time for public comment and responses require the action of the total school board. The Board of Education encourages public participation and requests that each speaker provide their name, address, group(s) they represent (if any), and the topic(s) they wish to address.

- A. Paul Sucher, 1606 Ridge Road, Ontario Center, a substitute bus driver, addressed the eligibility of substitute drivers for retroactive field trip pay under the collective bargaining agreement with the CSEA support staff. The substitute drivers believe they are eligible for this retroactive payment and have filed a written request with the school board. He stated that substitute drivers would seek recognition for collective bargaining if retroactive payments are denied and they would be pleased to have further discussions with the school board on the issue.

- B. Laura R. Loomis, 7736 Tamarack Lane, Ontario, asked when a public referendum might occur on proposed capital improvement projects. Mr. Wyse noted that topic was scheduled for discussion later on this evening's agenda.

Mr. Wyse thanked the speakers for their comments.

IX. BOARD MEMBER COMMENTS

- A. Mrs. Lyke shared a clipping from the *Our Towns* section of the *Democrat & Chronicle*, dated today, about the **environmental award** made to Mrs. Nancy Driscoll, a sixth grade science teacher at Thomas C. Armstrong Middle School, and extended congratulations to her on the award.
- B. Mr. Johnson stated that he attended the **high school's musical production** of "The Pajama Game" this past weekend and extended compliments to students, staff and volunteers who participated and assisted in production. He noted that the performances illustrated the many skills of our students and the numerous compliments made on the performance and the excellent facility at the performing arts center.

X. BOARD PRESIDENT'S COMMENTS

*Mr. Wyse extended congratulations to junior Mike Patterson on his second place finish in **state wrestling championships**. He added that the match would appear in the school district's weekly broadcast on FLTV Cable Channel 12.*

*Mr. Wyse extended congratulations to the students, coaches and parents associated with the **middle school science olympiad team** on their first place win in the regional competition for the third consecutive year. The team will advance to statewide competition at SUNY New Paltz, where they placed second last year, on April 20th.*

Mr. Wyse extended congratulations to all persons involved in presentation and production of the **high school musical**, "The Pajama Game."

Mr. Wyse noted that **middle school** students, staff and parents are now rehearsing for a production of "The Pirates of Penzance" on April 5th & 6th.

Mr. Wyse noted that **petitions for school trustee candidates** are now available from the school district clerk. He asked if trustees wished to **visit parent group/PTA meetings** to share this information; Mrs. Brunner and Mr. Triou volunteered.

XI. REPORT ON ACTION ITEMS BY THE SUPERINTENDENT OF SCHOOLS

- A. Mr. Havens provided updated information for trustees on access to school board agenda items through electronic media and apologized for delays that may have occurred.

XII. REPORTS OF THE SUPERINTENDENT OF SCHOOLS

REPORT ON CULTURAL CLIMATE PROJECT @ Ontario Elementary School

Mr. Havens introduced Joseph Siracuse, principal, and David Marean, a physical education instructor and spirit chair, to review school climate activities at Ontario Elementary School.

They narrated a visual presentation on the numerous efforts to encourage and recognize positive **student behavior and learning climates**. They range from weekly bus behavior to monthly citizen awards and lessons on respect for others and ecology. Staff members, bus drivers and parents assist in presentation and recognition efforts.

DISCUSS RATES FOR TUTORS & SUBSTITUTE PERSONNEL • 2002-2003

(Teacher, Registered Professional Nurse, Teacher Aide/Assistant, Monitor, Typist, Receptionist, Bus Driver, Food Service Helper)

Mr. Havens noted that the Board of Education will establish rates for substitute employees as part of the 2002-2003 budget process and asked for any comments from trustees on information included with the meeting agenda.

Mr. Wyse asked what past practice used to set rates for substitute bus drivers. He noted that proposed rates for substitute bus drivers is less than the amount sought in the letter received from them and asked if this would pose difficulties in obtaining substitute drivers.

Mr. Havens feels confident we will have substitute personnel and noted that the proposed rates are greater than those paid in contiguous Wayne County school districts and are in the lower third of rates in neighboring Monroe County districts. He added substitutes are always difficult to obtain in some areas (e.g. registered professional nurse)

Mr. Wyse stated that the Board of Education reviewed data for five (5) similar districts during collective bargaining with the teacher's union, not necessarily neighboring districts, and suggested using that approach for the support staff substitute rates.

Mr. Robusto stated he understands that persons often work as substitute teachers to remain available for future employment opportunities and asked if they are automatically considered for such openings.

Mr. Havens stated that persons who are employed by the school district are guaranteed the opportunity for an interview for an open position but that provision is not presently provided for substitute personnel. In some cases, persons with prior experience as substitutes in the school district are offered an interview.

Mrs. Lyke stated she would not expect that the majority of substitutes are seeking full-time jobs since they like the flexibility that those positions offer.

Mr. Ratcliffe asked that comparative substitute wage data include Webster CSD in light of its proximity for local persons to accept substitute assignments.

Mr. Wyse asked about the differential in substitute teacher pay rates. Mr. Pearles noted the different rates for certified, uncertified and retired teachers.

Mr. Wyse suggested consideration of prior service of retired school bus drivers who choose to return as substitutes.

Mr. Robusto asked if the new state regulations starting in 2003 about uncertified teachers, as noted by Mr. Pearles, would also apply to substitute teachers. Mr. Havens expects that the NYS Education Department will make necessary provisions by then.

Mr. Triou asked if the school district still has difficulty in obtaining substitute teachers. Mr. Havens stated that the situation is better but difficulties do occur.

RECOMMENDATIONS OF FACILITIES COMMITTEE FOR CAPITAL IMPROVEMENT PROJECTS

Mr. Havens stated that the environmental review process has started as outlined by the NYS Environmental Review Act (SEQRA). The school attorney has advised that it is not necessary for the school board to adopt a resolution to serve as lead agency.

Mrs. Brunner noted that the facilities committee has met with Mr. Havens, Mr. Atseff, the architect and the construction management firm to prepare the scope of a proposed capital improvement project for review and consideration by the Board of Education. She distributed information on the SEQRA process, excerpts capital improvement issues at prior school board meetings and cost estimates for the proposed improvements.

Mrs. Brunner noted that the forty-five (45)-day period to determine negative declaration must occur before the Board of Education can schedule a special school election on proposed capital improvement projects. The nature of the environmental review process is determined by the final scope of proposed capital improvement projects; trustees will consider that aspect this evening. A second forty-five-(45) day period is needed to publish legal notices for a referendum.

She noted prior school board action (*cf.* Minutes Page 8533, January 16, 2002) to present the proposal for a swimming pool as a separate proposition at the May school election. The cost estimates she distributed this evening show \$4 million for a pool.

Mrs. Brunner reviewed the proposed scope of a capital improvement project as prepared by the facilities committee. It includes both the “must do” health and safety items at each school and additional items at the high school as outlined as follows (estimated costs in parentheses):

Ontario Primary School (\$645,000): replace asbestos tiles, replace lead pipes, repair foundation, and replace portion of roof

Ontario Elementary School (\$138,000): replace stair treads, replace asbestos floor tiles, replace exterior front steps

Freewill Elementary School (\$654,000): replace portion of roof, install security system for front entrance, replace asbestos tile, replace emergency generator, replace carpet

Thomas C. Armstrong Middle School (\$248,000): reconstruct sidewalks, security upgrades for front (west) entrance and main office, replace electrical panels

Fields (\$1,139,000): upgrade track and fields, install baseball/softball scoreboard, install bleachers and relocate press box

District-Wide (\$500,000): replace telephone system

James A. Beneway Senior High School (\$7,691,000): improve bus loop, increase cafeteria (dining room) seating, replace portion of roof, replace floor tiles, replace asbestos ceiling tiles (old gym), replace asbestos pipe insulation, upgrade fitness/weight room, technology/media center upgrades, construct science classroom wing

Mrs. Brunner asked if trustees concurred with the proposed scope of a capital improvement project.

Mr. Anderson offered a **MOTION** to accept the scope of a proposed capital improvement project as outlined above and presented by Mrs. Brunner as chairperson of the facilities committee.

Mr. Ratcliffe noted that the proposal for construction of a science wing at the high school represents a large portion of the proposed capital improvements and asked for a review of the justification for this proposed work.

Mr. Havens noted that with the exception of the two (2) science classrooms constructed in 1992 (as part of the BOCES classroom addition), the science space at the high school was last expanded circa 1953 (“B” wing) and circa 1957 (“C” wing, later changed to non-science use). That space and the original “A” wing science classroom/labs (circa 1951) is scattered within the high school and is smaller than needed for science classrooms.

In terms of room utilization at the high school, the space gained in 2004 with the classrooms presently leased to Wayne-Finger Lakes BOCES will only meet current needs and does not include any additional science classroom or lab space.

In addition, with a nationally ranked science program at the middle school, there is a desire to provide top-notch science facilities for students to continue that tradition at the high school level. He noted that the cost for science classrooms is greater due to larger sized rooms (900 sq. ft.) and space for labs than regular classrooms (775 sq. ft.)

Mr. Havens shared conversations he had with some resident students that better science facilities and programs were among the reasons they chose to attend non-public school. Those conversations and review of room use at the high school have convinced him of the need to consider construction of a new science wing to provide a top-notch, nationally ranked science program at the high school.

Mr. Johnson expanded on Mr. Havens’ comments and noted that expansion and improvement of high school science facilities would not only extend our nationally ranked programs but also provide

Westinghouse and other prestigious scholarship opportunities for our students. Mr. Havens noted that our students continually demonstrate their desire and ability to meet new challenges.

Mrs. Lyke stated her view that expanded and updated science classrooms and labs would also allow the school district to attract and retain top science teachers.

Mr. Johnson stated that he believes that the facilities committee fulfilled its charge by presenting must do health and safety items and concentrating on long-term needs for the high school. He feels that the proposed science classrooms are an absolute necessity.

On question, the vote was 8 Ayes, 0 Nays, 1 Absent (Mr. Griswold), Carried.

Mr. Havens stated that will provide trustees with appropriate information as the SEQRA process occurs. Discussion of possible dates for a referendum on proposed capital improvement items will occur after the SEQR process is completed. He has asked Mr. Atseff to re-assemble the ad hoc school-community committee that reviewed capital improvement needs to update them on the status of projects and future options.

FORMAT OF REFENDUM ON PROPOSED CAPITAL IMPROVEMENT ITEMS

Mrs. Brunner asked the pleasure of trustees on the format of a public referendum on proposed capital improvement items.

Mr. Johnson prefers two separate proposition; one for the must do and desired items and one for a pool, with the condition that the former must pass if the latter is to take effect, if approved.

Mr. Anderson stated his preference is for two separate propositions; one for educational items and one for athletic issues with the same condition that the former must pass if the latter is to take effect, if approved.

Mr. Wyse stated that he views a pool as a stand-alone proposition and all other items outlined this evening as another proposition, with the pool proposal contingent on approval of the other proposal. He added that local athletes have waited for several years for a track where they can host home meets and he feels that we need to support programs already have in place.

Mrs. Lyke stated that she has heard numerous comments in support of upgrading the track and fields and favors them as part of a proposition of the must do and desired items, separate from a pool proposal.

Mr. Ratcliffe stated he agrees with the comments stated by trustees on the approach for presenting proposed capital improvements.

Mr. Anderson asked what would happen if the pool proposition is approved by voters but the other proposal was not. Mr. Wyse noted that the first proposition would need to pass for a pool proposal to move forward if those were the conditions placed on the ballot.

Mr. Anderson stated that he would view voter approval of a proposal for a pool as an indication of the wishes of district residents.

Mr. Robusto stated he views a pool proposal separate from the other items.

Mr. Ratcliffe stated he supports a separate proposal for a pool contingent on voter approval of the other proposition.

Mr. Wyse noted comments he has received from some residents who are supportive of proposed capital improvements apart from a pool. He sensed it was not likely, however, that they would support those improvements if a pool is included in the proposition.

Mr. Havens suggested review of these comments by the facilities committee.

Mr. Johnson asked when the SEQRA process begins and when trustees would know when next steps might occur. Mr. Havens stated that the SEQRA process started today and will extend for forty-five (45) days.

Josh Gilmore, 324 Ida Red Lane, Ontario, feels that the district should concentrate on support of athletic teams we now have and that voters would feel that way as well; he favors efforts to meet needs of the track team before creating a swim team and building a pool.

PROPOSED 2002-2003 BUDGET • ADMINISTRATIVE COMPONENT, REVENUES & TAX LEVY

Mr. Havens noted that presentation and review of Draft #1 of the administrative component, proposed revenues and tax levy for the 2002-2003 school budget is scheduled for this evening's meeting.

Mr. Atseff reviewed Draft #1 of the administrative component, noting the increased liability insurance rates and provisions for upgrades to servers in the district computer network. Expenses generally reflect a "hold the line" philosophy.

Projected revenue appropriations in Draft #1 include state aid (current Governor's proposal, less than last year), reduced building aid (lower debt), no increase in BOCES aid (frozen by the Governor), less sales tax (based on actual receipts this year), and a sizeable drop in earnings from investments (reduced interest rates). Slight increases are proposed in textbook aid, computer software aid and applied fund balance. Revenues from rental for classrooms by BOCES will only appear in the next two years, when the lease ends.

Draft #1 totals \$31,150,591 with a proposed property tax levy of \$17 million, an increase of 16.8%. The largest portion of the proposed budget (72.7%) is the program component.

Mr. Triou asked where grant funded items appear in the proposed budget. Mr. Atseff explained that grants are recorded and expended through the special aid fund. Mrs. Lyke asked if salaries are allocated in that fund; Mr. Atseff stated they are.

Mr. Anderson asked how much the school district receives in grants each year. Mr. Atseff stated appx. \$250,000 to \$300,000. Mr. Anderson asked what the source of those grant funds was; Mr. Atseff stated they are both flow-through federal funds and state funds. Mr. Havens and Mrs. Woodard noted examples of uses of grant funds.

Mr. Havens noted that Draft #1 includes no new programs or initiatives and reflects a proposed property tax levy increase of 16.8%. He shared a copy of the five-(5) levels of budget reduction criteria developed by the administrative council to achieve a proposed tax levy in the 4% to 10% range set by the Board of Education. (copy filed in clerk's agenda file, this meeting). He noted that they continue weekly meetings on budget review with the goal to work harder and smarter and achieve better results.

He added that a reduction of the proposed tax levy increase from 16.8% to 4% to 10% will not occur without reduction of some programs. The easy reductions were made in the past two budget years.

DISCUSSION OF SCHOOL BUS PURCHASE RESERVE FUND

Mr. Havens asked Mr. Atseff to review the status of the school bus purchase reserve fund with the Board of Education.

Mr. Atseff noted that the Commissioner of Education has issued a ruling on school bus purchase reserve funds. While the district has obtained voter approval in the past on a continuing reserve fund with a limit on expenses, the new ruling changes annual spending to an aggregate level of expense with voter approval required to renew the fund for a new aggregate amount.

As a result, it is necessary for the Board of Education to present a proposition to voters at the 2002 annual school election (May 21st) seeking permission to establish a new school bus purchase reserve fund.

Mr. Triou asked what limit the school bus purchase reserve fund presently has; Mr. Atseff stated \$400,000. Mr. Triou asked what new limit is proposed. Mr. Atseff stated that based on annual bus purchases, the proposed new limit is \$1,250,000.

The practice of depositing state aid for bus purchases and receipts for sale of surplus busses into the school bus purchase reserve fund would continue.

Mr. Anderson asked how much would remain in the reserve fund each year under an aggregate basis. Mr. Atseff stated not more than \$450,000 at any one time.

Mr. Anderson asked how many other reserve funds are impacted by the Commissioner's Decision. Mr. Atseff stated it appears only capital reserve funds, not liability reserve or unemployment insurance funds.

STUDENT QUESTIONS

(1) Josh Gilmore, supra, asked what is being done to repair the computer network in the high school's media-center and about the imbalance of heat in varied portions of the high school. Mr. Havens offered updates.

(Mr. Johnson & Mrs. Brunner left the meeting @ 9:36 p.m.)

XIII. RECESS: 9:36 p.m.

XIV. RECONVENE: 9:47 p.m.

XV. ITEMS FOR BOARD OF EDUCATION ACTION

A. PERSONNEL CHANGES

Mr. Havens presented the following personnel changes for review and consideration by the Board of Education:

INSTRUCTIONAL STAFF

TENURE RECOMMENDATION

RESOLUTION TO GRANT TENURE TO MICHELLE GUERRERI IN THE AREA OF SPECIAL EDUCATION EFFECTIVE MAY 15, 2002

RESOLVED, that, upon the recommendation of the superintendent of schools, Michelle Guerrieri, who is permanently certified in the area of special education, is hereby appointed to tenure in the special education tenure area effective May 15, 2002

APPOINTMENTS:

Additional Per Diem Substitute Teachers • 2001 – 2002 School Year

See Listing, Clerk's Agenda File, This Meeting

Additional Spring Coaches, Extra-Duty & Extra-Curricular Appointments• 2001-02 Sch Year

See Listing, Clerk's Agenda File, This Meeting

LEAVES OF ABSENCE:

Diane Di Gravio, science teacher, assigned to the middle school, a paid FMLA disability leave of absence, effective May 24 through June 30, 2002 (childbearing)

Lisa Golubjatnikov, English teacher, assigned to the high school, an extension of an unpaid leave of absence, effective September 1, 2002 through January 30, 2003 (child rearing)

Michelle Goodwin, elementary teacher, assigned to Ontario Elementary School, an extension of an unpaid leave of absence, effective September 1, 2002 through January 30, 2003 (child rearing)

Tracy Harvey, elementary teacher, assigned to Ontario Elementary School, a paid FMLA disability leave of absence effective May 20 through June 30, 2002 (child bearing)

Jennifer Latshaw, special education teacher, assigned to the high school, an extension of an unpaid leave of absence, effective September 1, 2002 through January 30, 2003 (child rearing)

Jeannine Nowak, business teacher, assigned to the high school, a paid disability leave of absence, effective March 4 through May 24, 2002 followed by an unpaid leave of absence, effective May 25 through June 30, 2002 (child-bearing and child-rearing) (amends action of February 14, 2002)

SUPPORTIVE STAFF:

RESIGNATIONS:

Robert Shaw, custodian, assigned to the high school, effective March 14, 2002 (termination)

Barbara Walsh, teacher aide, assigned to the high school, effective February 25, 2002 (termination)

APPOINTMENTS:

Linda Neal, cleaner, assigned to maintenance, a permanent civil service appointment effective March 23, 2002 @ current salary (having completed a successful probationary period)

Dianne Provo, teacher aide, assigned to the high school, a permanent civil service appointment effective March 30, 2002 @ current salary (having completed a successful probationary period)

LEAVE OF ABSENCE:

Elizabeth Burns, teacher aide, assigned to the middle school, an unpaid FMLA leave of absence effective March 11 through June 30, 2002 (child bearing)

WAGE ADJUSTMENTS • 2002-2003 (Confidential & District-Wide Personnel)

CONFIDENTIAL DISTRICT OFFICE PERSONNEL

Effective July 1, 2002, the salaries of the following named positions are adjusted by sixty-five cents (\$.65) per hour:

Administrative Assistant	Senior Typist, Business Office	Treasurer
Payroll Account Clerk	Senior Typist, Human Resources Office	

DISTRICT-WIDE SUPERVISORY PERSONNEL

Effective July 1, 2002, the salaries of the following named positions are adjusted by 3.50%:

Assistant Superintendent for Instruction	Director of Facilities
Director of Human Resources	Food Service Supervisor
Director of Student Services	Technology Coordinator
School District Clerk/Communications Director/Attendance Officer	

Effective July 1, 2002, the salaries of the following named positions are adjusted as noted:

Assistant Superintendent for Business: \$95,200
(to reflect duties and responsibilities commensurate to those of Ass't Superintendent for Instruction)

Transportation Supervisor: \$58,600

Mr. Anderson offered a **MOTION**, seconded by Mr. Triou, to approve/adopt the personnel changes, tenure recommendation and wage adjustments as recommended by the superintendent of schools.

(Mrs. Brunner re-entered the meeting @ 9:44 p.m.)

XVI. EXECUTIVE SESSION (Personnel)

Mr. Anderson offered a **MOTION** to adjourn the meeting, at 9:48 p.m., for an executive session on personnel matters pertaining to specific persons. 7 Ayes, 0 Nays, 2 Absent (Mr. Griswold, Mr. Johnson), Carried.

XVII. RECONVENE: 9:53 p.m.

XVIII. ITEMS FOR BOARD OF EDUCATION ACTION (continued)

A. PERSONNEL ACTION (continued)

On the question, the vote was 7 Ayes, 0 Nays, 2 Absent (Mr. Griswold, Mr. Johnson), Carried

B. CSE & CPSE PLACEMENT RECOMMENDATIONS

Mr. Havens presented the pupil placement recommendations of the Committees on Special Education and Pre-School Special Education for review and consideration by the Board of Education.

Mrs. Brunner offered a **MOTION**, seconded by Mr. Triou, to adopt the following **RESOLUTIONS** for pupil placements by the CSE/CPSE, **TO WIT:**

(1) to approve the recommendation for CSE pupil placements,

RESOLUTION TO APPROVE RECOMMENDATIONS OF THE COMMITTEE ON SPECIAL EDUCATION AND AUTHORIZE ARRANGEMENT OF RECOMMENDED SPECIAL PROGRAMS & SERVICES

RESOLVED, that the Board of Education approves the recommendations of the Committee on Special Education and authorizes the Director of Student Services to arrange the recommended special programs and services.

(2) to approve the recommendation for CPSE pupil placements:

RESOLUTION TO APPROVE RECOMMENDATIONS OF THE COMMITTEE ON PRE-SCHOOL SPECIAL EDUCATION AND AUTHORIZE ARRANGEMENT OF RECOMMENDED SPECIAL PROGRAMS & SERVICES

RESOLVED, that the Board of Education approves the recommendations of the Committee on Pre-School Special Education and authorizes the Director of Student Services to arrange the recommended special programs and services.

On the question, the **RESOLUTIONS** were adopted by a vote of 7 Ayes, 0 Nays, 2 Absent Mr. Griswold, Mr. Johnson).

C. CONSENSUS AGENDA

- (1) Reports of the School District Treasurer (A/O 1/31/02)
- (2) Adopt Resolution for Non Public Health Services • East Irondequoit CSD
- (3) Award Bids for Sale of Surplus School Busses/Pick-Up Truck

Mr. Havens presented the consensus agenda for review and consideration by the Board of Education.

Mr. Anderson offered a **MOTION**, seconded by Mr. Triou, to approve/adopt the consensus agenda, as presented by the superintendent of schools, as follows:

- (1) Receive & file **reports of the school district treasurer** for the period ending January 31, 2002 (copies attached to these minutes in the minute book)

- (2) Adopt a **RESOLUTION for Non Public Health Services • East Irondequoit CSD, TO WIT:**

**RESOLUTION FOR HEALTH SERVICES CONTRACT
WITH EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT**

(Non-Public School Pupils, 2001-2002)

RESOLVED, that the Board of Education of Wayne Central School District hereby approves a contract with the Board of Education of East Irondequoit Central School District for health service charges, pursuant to §912 of the State Education Law, for pupils at non-public schools in the 2001-2002 school year, and authorizes the President and Clerk of the Board of Education to execute said contract, pending approval of same by the Superintendent of Schools (copy of contract filed in clerk's files)

- (3) Award **bids for sale of surplus school busses** #163, 164, 165, 179, 180, 184, 188, 190 and a **1986 Chevy 4 x 4 pick-up truck** to the highest responsible bidders, multiple bid award (copy of bid summary filed in clerk's agenda file, this meeting)

Mr. Anderson asked for clarification on the treasurer's report for the liability reserve fund. Mr. Atseff provided an explanation.

On the question, the consensus agenda was approved/adopted by a vote of 7 Ayes, 0 Nays, 2 Absent (Mr. Griswold, Mr. Johnson).

XIX. ADDITIONAL PUBLIC COMMENT

- A. Paul Sucher, supra, noted the difference as a former trustee and substitute employee.

XX. ADDITIONAL BOARD MEMBER COMMENTS

- A. Mr. Robusto asked for clarification on a **timeline for a referendum** and the **format propositions might take** for capital improvement projects. Mr. Havens outlined potential timeframes and options for presentation of propositions for voter consideration.
- B. Mr. Robusto asked how the **cost of a proposed swimming pool** would vary as a stand-alone proposal. Mr. Havens reviewed rated capacity and state aid guidelines.
- C. Mr. Anderson noted that the architect told the facilities committee that the proposed capital improvements would qualify for nearly 100% **state building aid**, at the district's aid ratio, if the science classrooms and technology improvements are included. Mr. Atseff stated that the district's aid ratio is appx. 67%.
- D. Mrs. Brunner noted that the school board has previously decided to present a **swimming pool a separate proposal**.
- E. Mr. Triou stated that the **policy committee** continues its meetings on the Erie #1 BOCES policy review service and will provide copies of proposed additional policies from that process with trustees for information. He noted that the next committee meeting is set for Tuesday, March 26th @ 4 p.m. at the district office. He also requested a **regular meeting agenda item for committee reports**.
- F. Mr. Triou thanked Mr. Atseff for the **format of the proposed budget information** and the ease and completeness of that effort.
- G. Mr. Triou extended thanks to the **facilities committee** for their efforts in refining and presenting proposed capital improvement items for consideration by trustees.

- H. Mr. Wyse extended thanks to the **facilities committee** for the work and effort to prepare and present proposed capital improvement projects this evening. He is pleased that trustees reached agreement this evening on the scope of a proposed project.
- I. Mr. Wyse extended thanks to the **policy committee** for their diligence in review of policy updates and noted recent ease in use of the CD-ROM of the current policy handbook in answer to a question from a constituent. He feels that is a great service of the committee this year; Mr. Triou acknowledged Mr. Switzer's efforts on that effort.
- J. Mr. Anderson relayed a question from a constituent on why the **American Flag** displayed on the exterior of the transportation garage is not illuminated at night as required by flag protocol. Mr. Havens will check into the matter.

XXI. ADJOURNMENT

Mr. Triou offered a **MOTION** to adjourn the meeting at 10:10 p.m. 7 Ayes, 0 Nays, 2 Absent (Mr. Griswold, Mr. Johnson), Carried.

Respectfully submitted,

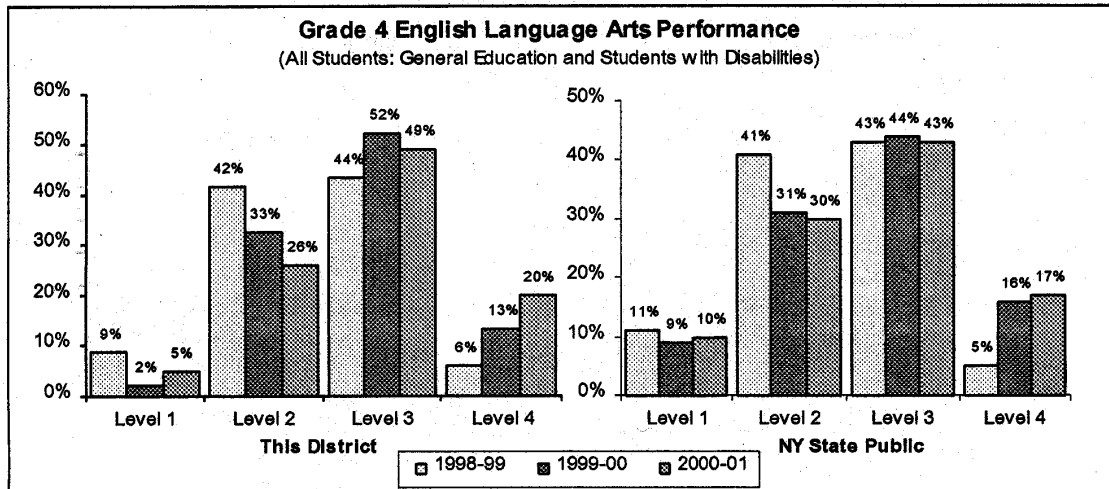
JAMES E. SWITZER
School District Clerk

State Education Department

School Report Card

**Wayme Central School District
Ontario Center, NY 14520**

Elementary Level English Language Arts



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4	Total	
Jan 1999	General Education		0	0	8	83	98	14	203	650
	Students with Disabilities	1	0	0	12	14	3	0	29	607
	All Students	1	0	0	20	97	101	14	232	645
Jan 2000	General Education		0	0	3	66	121	32	222	660
	Students with Disabilities	1	0	1	2	13	6	0	21	632
	All Students	1	0	1	5	79	127	32	243	658
Jan 2001	General Education		0	0	5	50	109	47	211	667
	Students with Disabilities	3	0	1	7	13	10	1	31	629
	All Students	3	0	1	12	63	119	48	242	662

Grade 4 English Language Arts Levels - Listening, Reading, and Writing Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 692 to 800 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 645 to 691 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 603 to 644 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 455 to 602 are in this level.

Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
January 2001	0	0

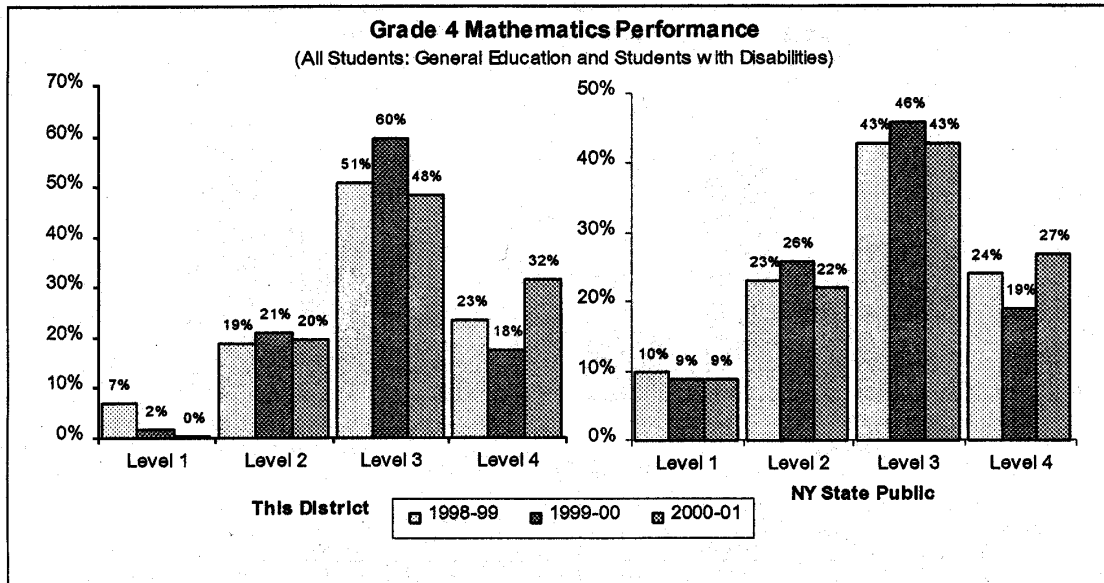
¹ For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

² These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.

³ These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

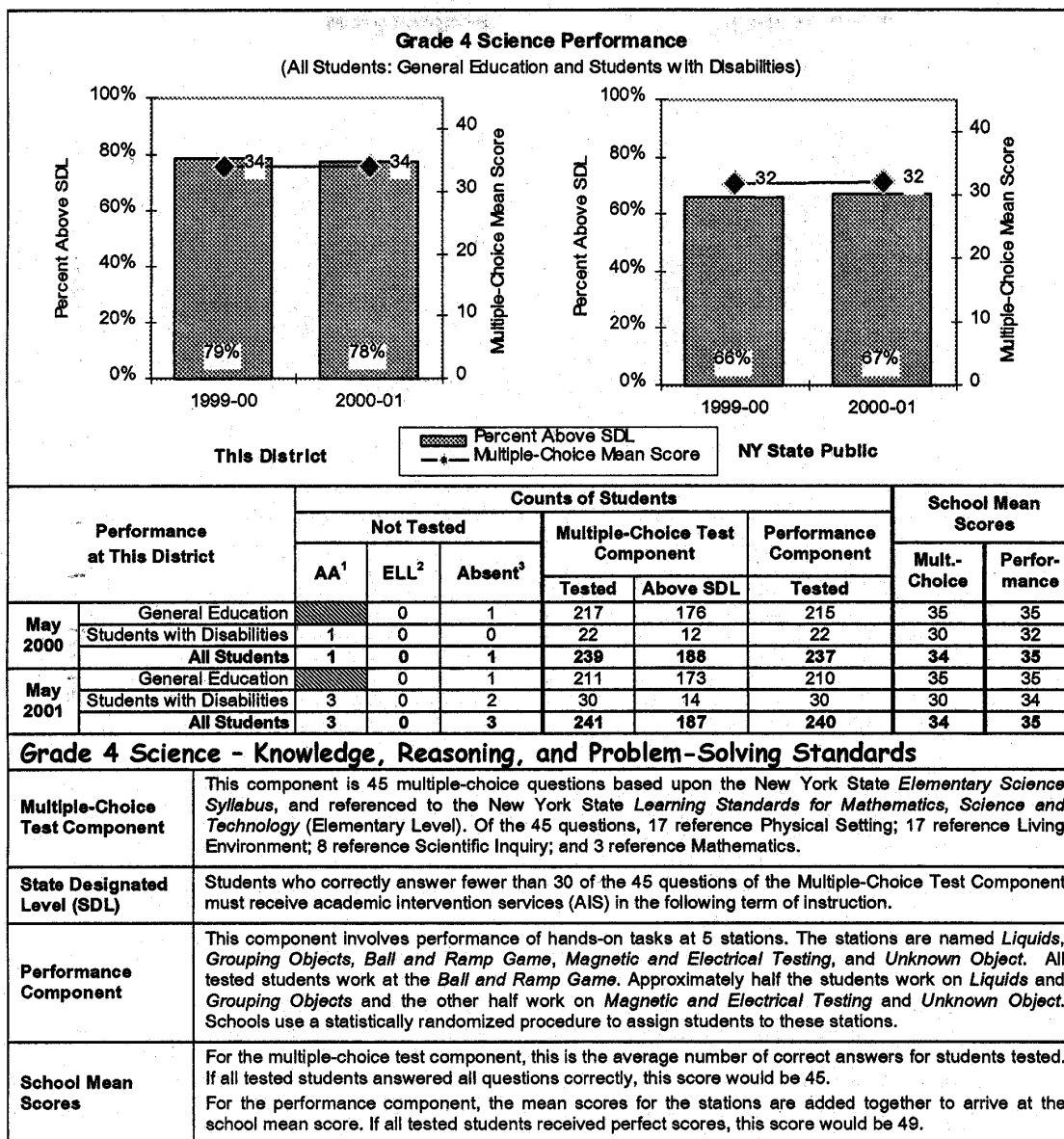
Elementary Level Mathematics



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	0	5	35	110	52	202	659
	Students with Disabilities	1	0	0	11	9	7	2	29	618
	All Students	1	0	0	16	44	117	54	231	654
May 2000	General Education		0	2	3	34	137	42	216	656
	Students with Disabilities	1	0	0	1	16	5	0	22	631
	All Students	1	0	2	4	50	142	42	238	654
May 2001	General Education		0	0	1	32	107	72	212	667
	Students with Disabilities	3	0	0	0	16	11	5	32	640
	All Students	3	0	0	1	48	118	77	244	663
Grade 4 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards										
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 678 to 810 are in this level.									
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 637 to 677 are in this level.									
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 602 to 636 are in this level.									
Level 1	These students have serious academic deficiencies . All students scoring from 448 to 601 are in this level.									

- ¹ For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
- ² These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.
- ³ These students were enrolled at the time of testing but were not present to complete some part of this mathematics assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level Science



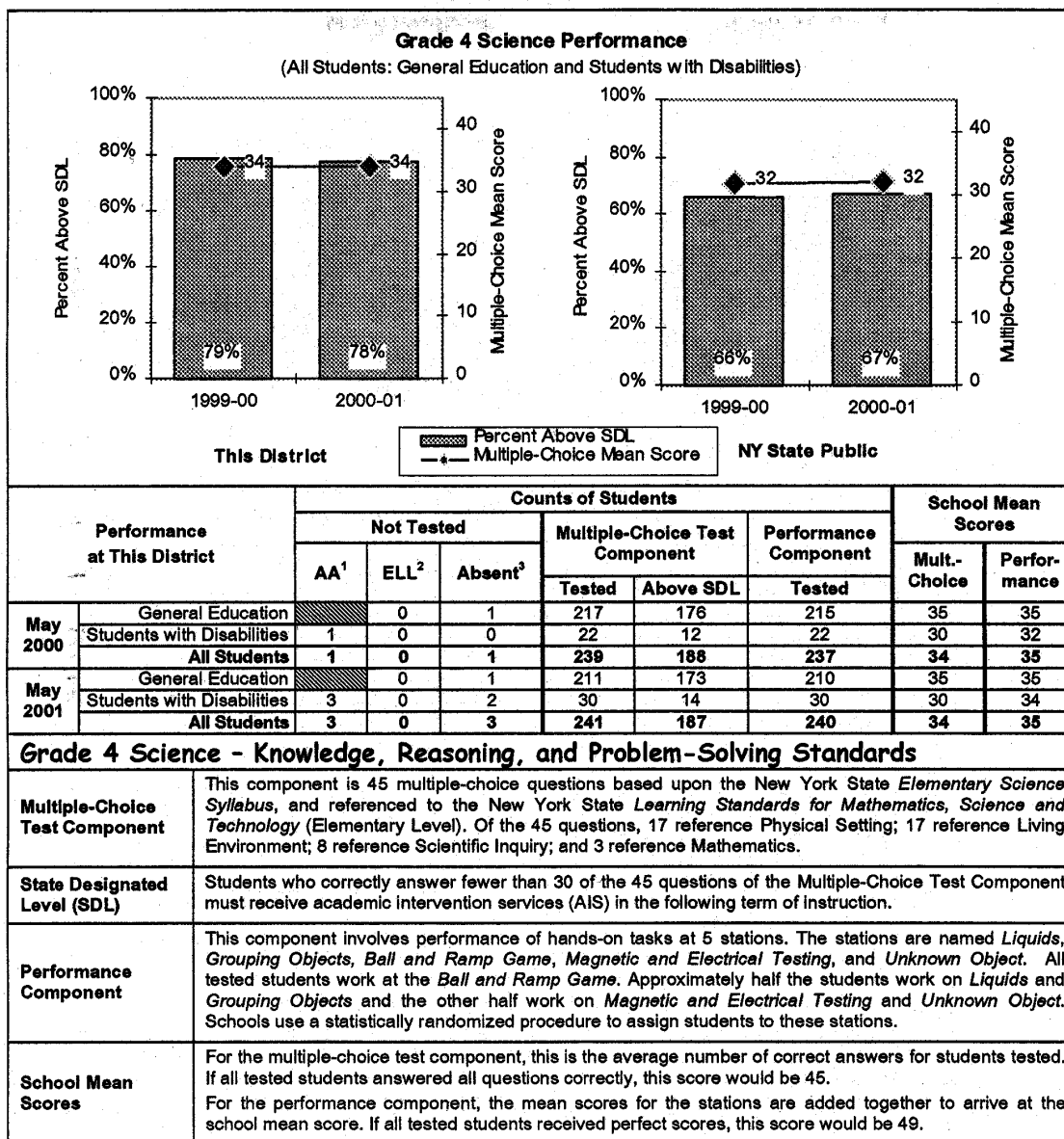
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but did not complete any part of this science assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level Science



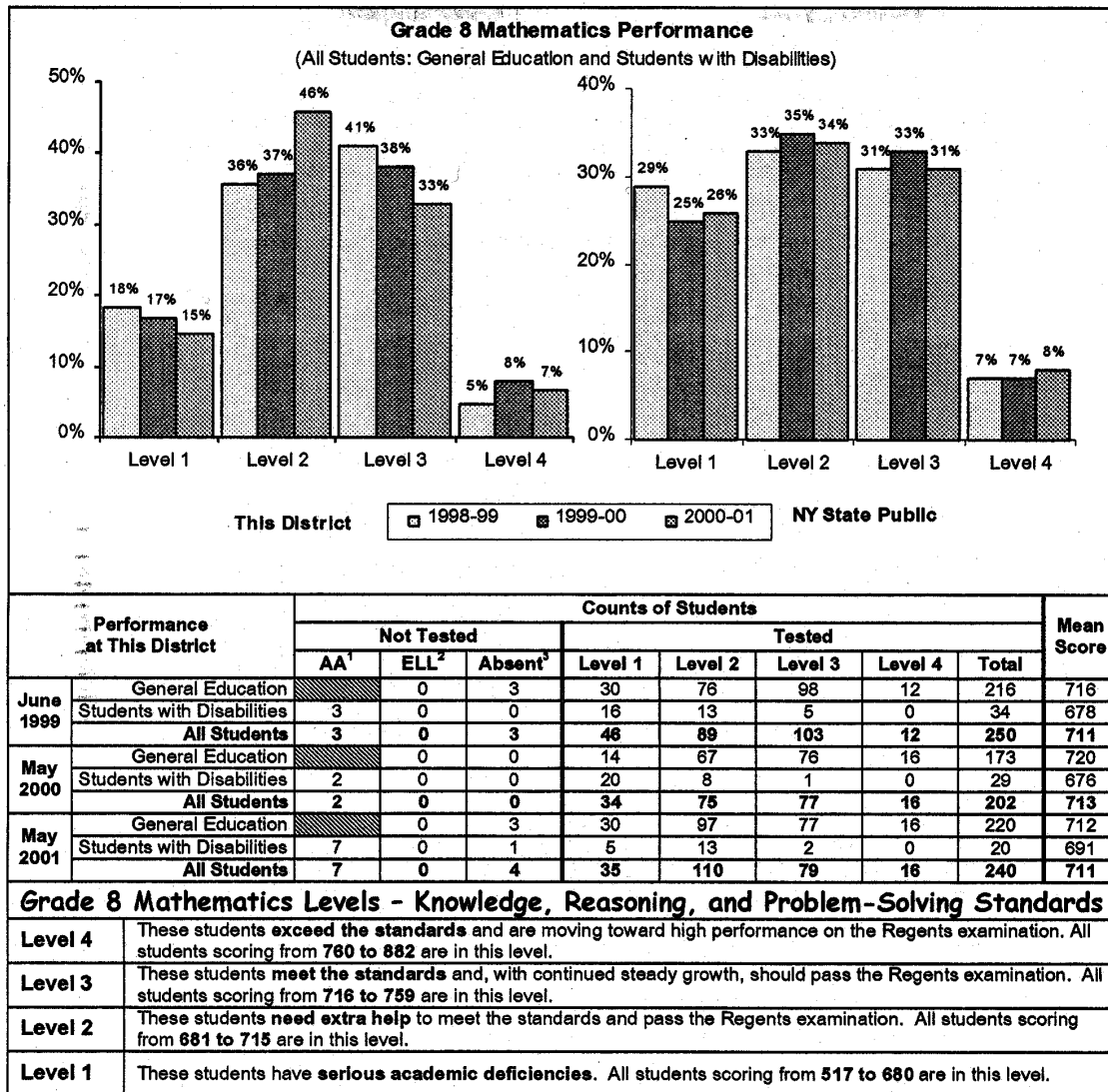
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but did not complete any part of this science assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Middle Level Mathematics



* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School Profile** page of this report. Further explanation is available at <http://www.emsc.nysed.gov/report2002/similar.html>

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

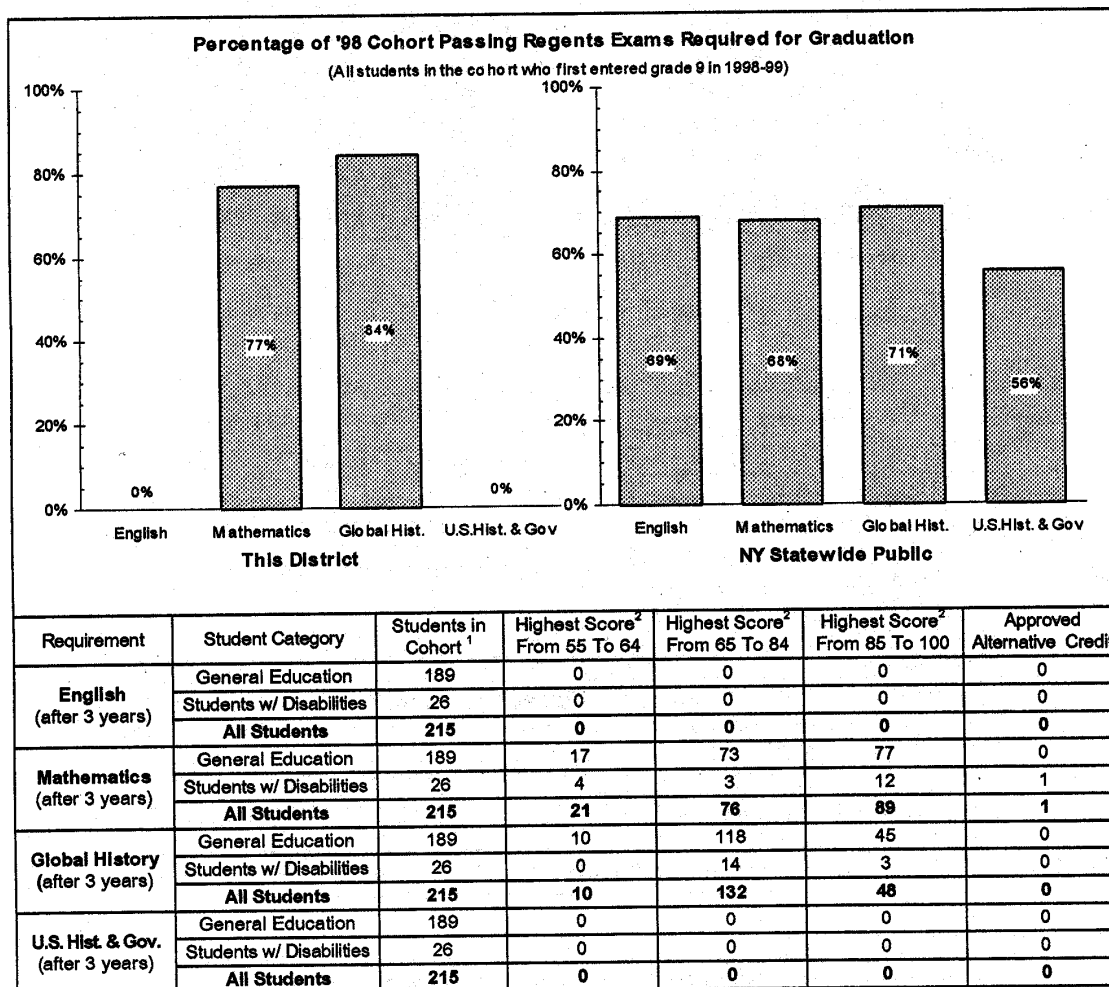
2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of the mathematics assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

High School Achievement - After Three Years of Instruction

This section presents the success of students on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results for these students after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



¹ Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

² Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "All Students" category.

School District Profile

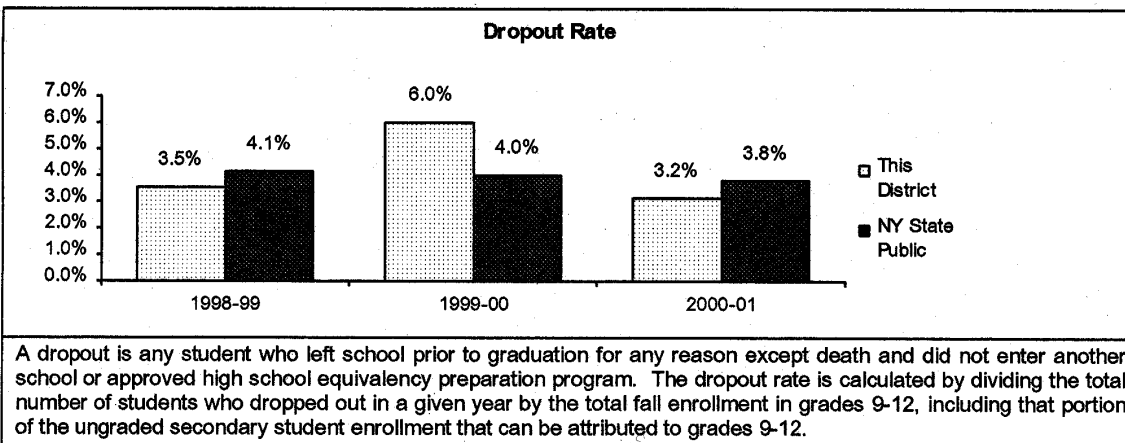
Superintendent: Mr. Michael Havens			Phone: (315)524-0201	
Organization 2000-01		School District Staff ¹ (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
K-12	2,876	228	37	74

1999-00 School District Total Expenditure per Pupil	\$10,360
1999-00 NY State Public Schools Total Expenditure per Pupil	\$11,040

Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	245
Kindergarten	193	Grade 8	245
Grade 1	194	Grade 9	204
Grade 2	214	Grade 10	225
Grade 3	207	Grade 11	183
Grade 4	237	Grade 12	184
Grade 5	242	Ungraded Elementary with Disabilities	36
Grade 6	226	Ungraded Secondary with Disabilities	41

Student Demographics	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	3	0.1%	3	0.1%	5	0.2%
Eligible For Free Lunch	312	11.4%	210	7.9%	184	6.9%

Need to Resource Capacity (N/RC) Group	The State Education Department assigns each school district to a comparison group based on student demographics and the resource capacity of the district. This district is in N/RC Group 5. This district has average needs relative to local resource capacity.
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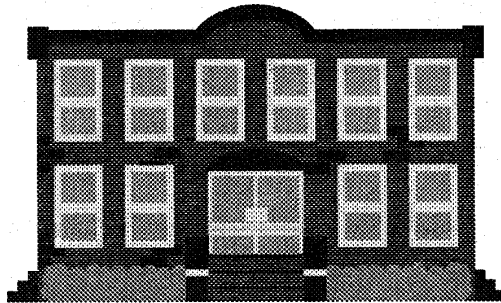


¹ Some district-employed staff serve in more than one school. These shared people are included in counts reported here.

650801-06-0006

The New York State School Report Card
for
Freewill Elementary School
in
Wayne Central School District

An Overview of Academic Performance



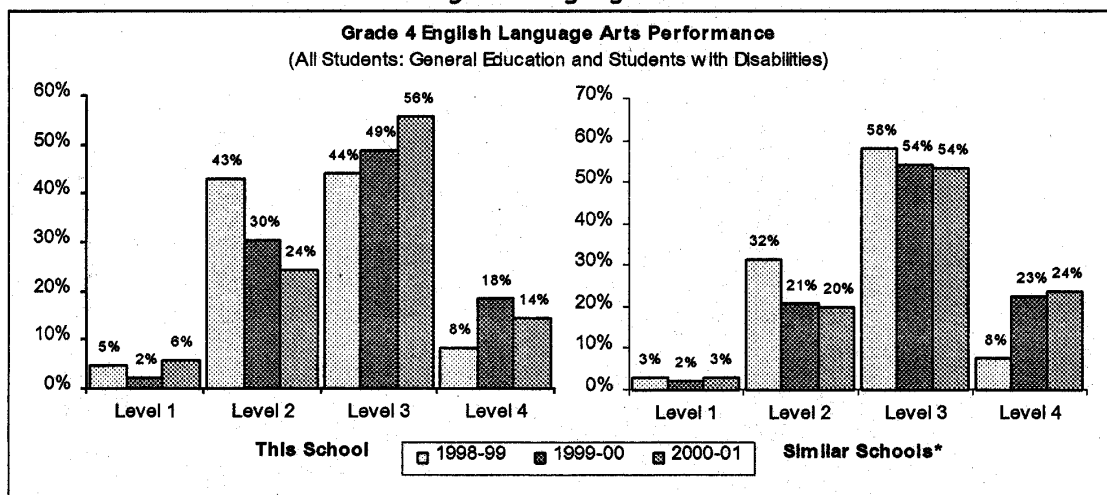
March 2002



The University of the State of New York
The State Education Department

March 11, 2002

Elementary Level English Language Arts



Performance at This School		Counts of Students								Mean Score
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4	Total	
Jan 1999	General Education		0	0	3	31	37	7	78	653
	Students with Disabilities	1	0	0	1	6	1	0	8	627
	All Students	1	0	0	4	37	38	7	86	650
Jan 2000	General Education		0	0	1	24	42	17	84	664
	Students with Disabilities	0	0	0	1	4	3	0	8	643
	All Students	0	0	0	2	28	45	17	92	662
Jan 2001	General Education		0	0	1	15	38	9	63	665
	Students with Disabilities	0	0	0	3	2	1	1	7	624
	All Students	0	0	0	4	17	39	10	70	661

Grade 4 English Language Arts Levels - Listening, Reading, and Writing Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 692 to 800 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 645 to 691 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 603 to 644 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 455 to 602 are in this level.

Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
February 2000	0	0

* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at <http://www.emsc.nysed.gov/repcrd2002/similar.html>.

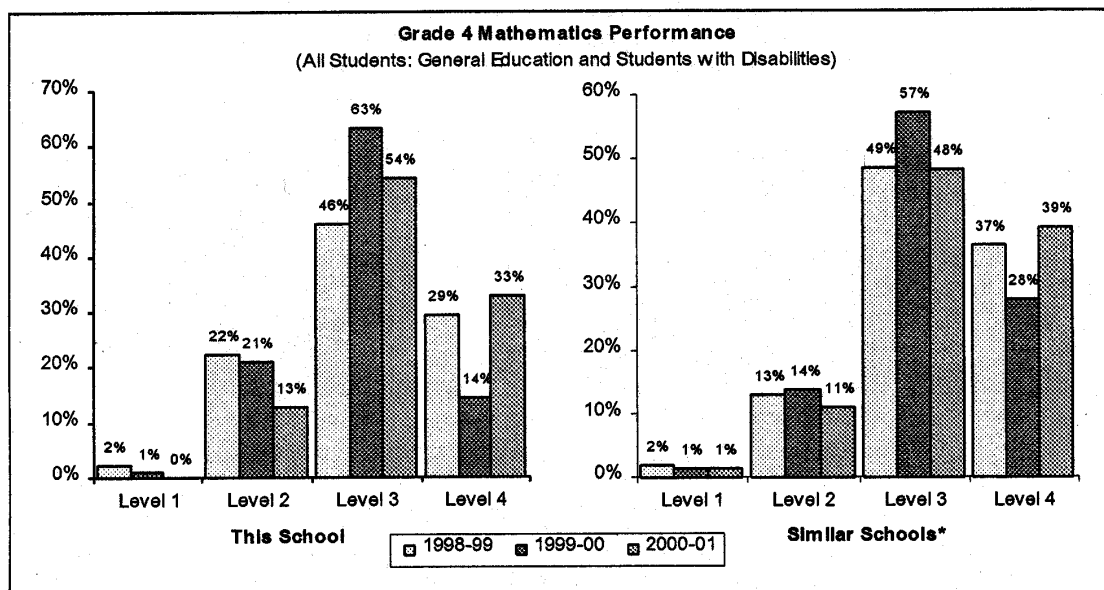
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.

3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level Mathematics



Performance at This School		Counts of Students								Mean Score
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	0	1	15	37	24	77	663
	Students with Disabilities	1	0	0	1	4	2	1	8	632
	All Students	1	0	0	2	19	39	25	85	660
May 2000	General Education		0	1	1	14	54	13	82	653
	Students with Disabilities	0	0	0	0	5	3	0	8	637
	All Students	0	0	1	1	19	57	13	90	652
May 2001	General Education		0	0	0	6	34	22	62	671
	Students with Disabilities	0	0	0	0	3	4	1	8	645
	All Students	0	0	0	0	9	38	23	70	668

Grade 4 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 678 to 810 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 637 to 677 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 602 to 636 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 448 to 601 are in this level.

* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School Profile** page of this report. Further explanation is available at <http://www.emsc.nysed.gov/repcrd2002/similar.html>.

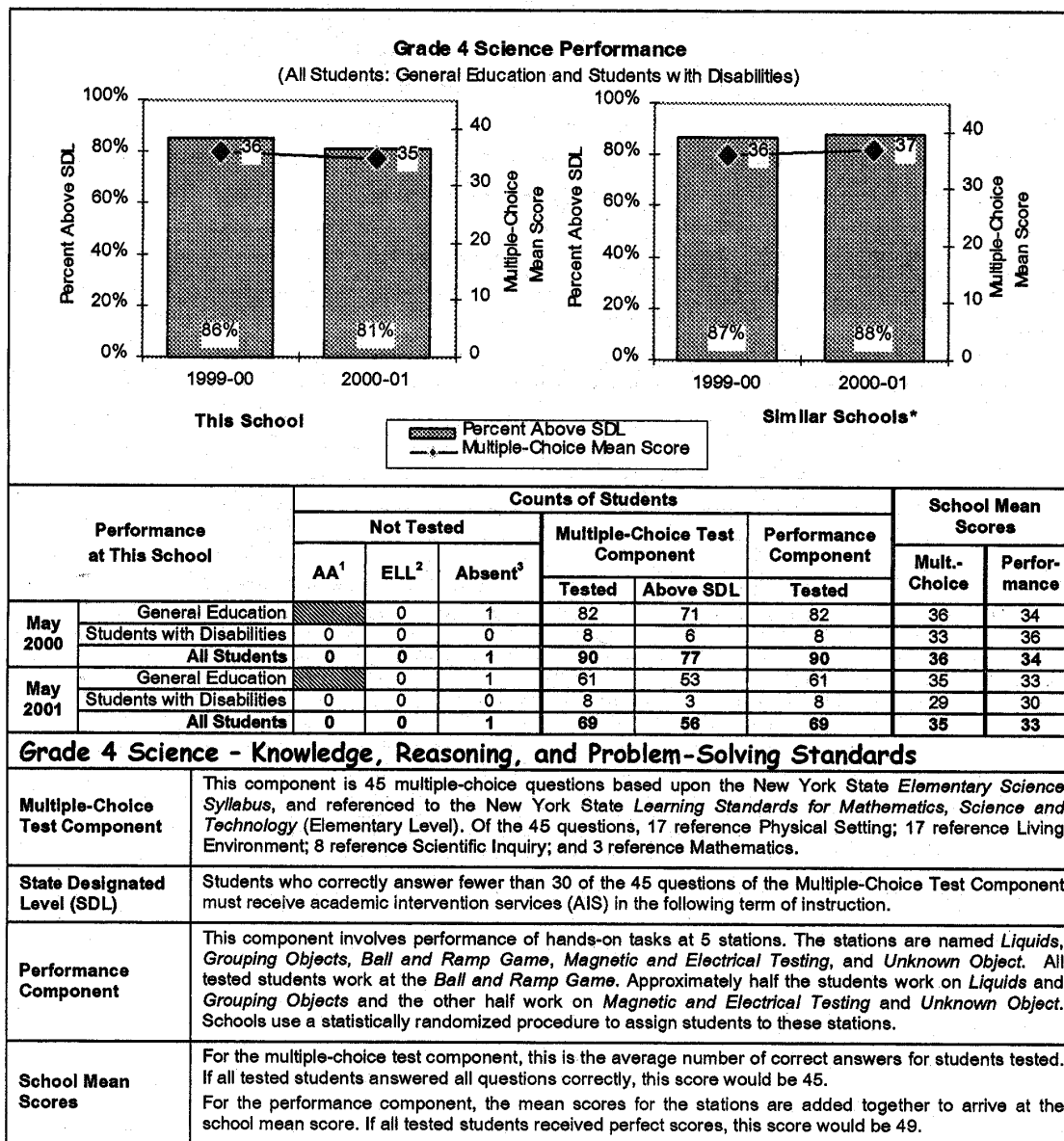
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3 These students were enrolled at the time of testing but were not present to complete some part of this mathematics assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level Science



* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School Profile** page of this report. Further explanation is available at <http://www.emsc.nysed.gov/repcrd2002/similar.html>.

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but did not complete any part of this science assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

School Profile

Principal: Ms. Kim Saxby		Phone: (315)524-0285	
Organization 2000-01		School Staff ¹ (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
K-5	476	35	3

1999-00 School District-wide Total Expenditure per Pupil	\$10,360
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Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	0
Kindergarten	70	Grade 8	0
Grade 1	78	Grade 9	0
Grade 2	83	Grade 10	0
Grade 3	79	Grade 11	0
Grade 4	71	Grade 12	0
Grade 5	95	Ungraded Elementary with Disabilities	0
Grade 6	0	Ungraded Secondary with Disabilities	0

Student Demographics Used To Determine Similar School Groups	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	0	0.0%	0	0.0%	0	0.0%
Eligible For Free Lunch	44	10.1%	24	5.9%	17	4.2%

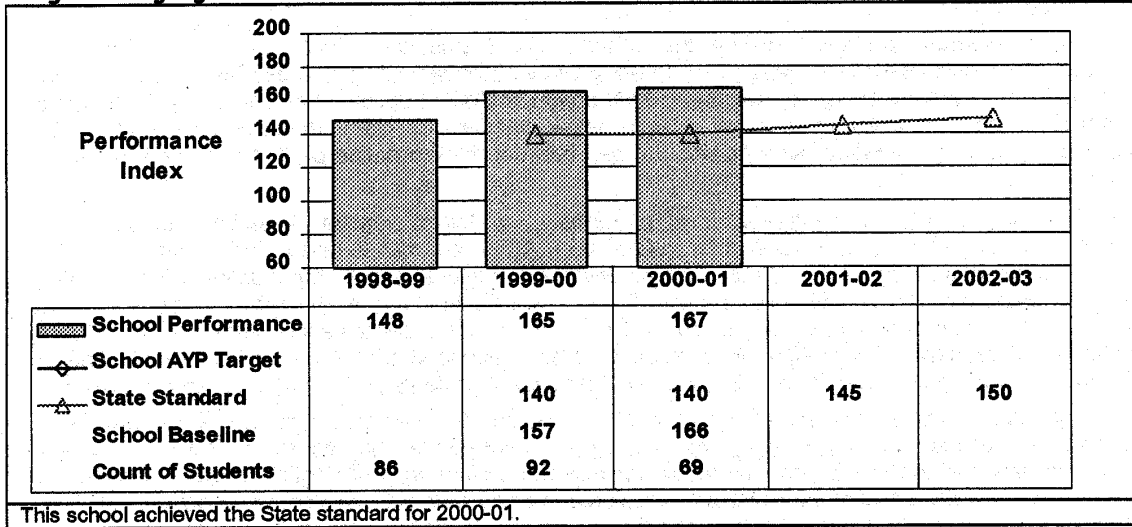
Similar Schools Group	This school is in Similar Schools Group 13. All schools in this group are elementary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for elementary level schools in these districts.
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¹ Some district-employed staff serve in more than one school. These shared people are not reported here.

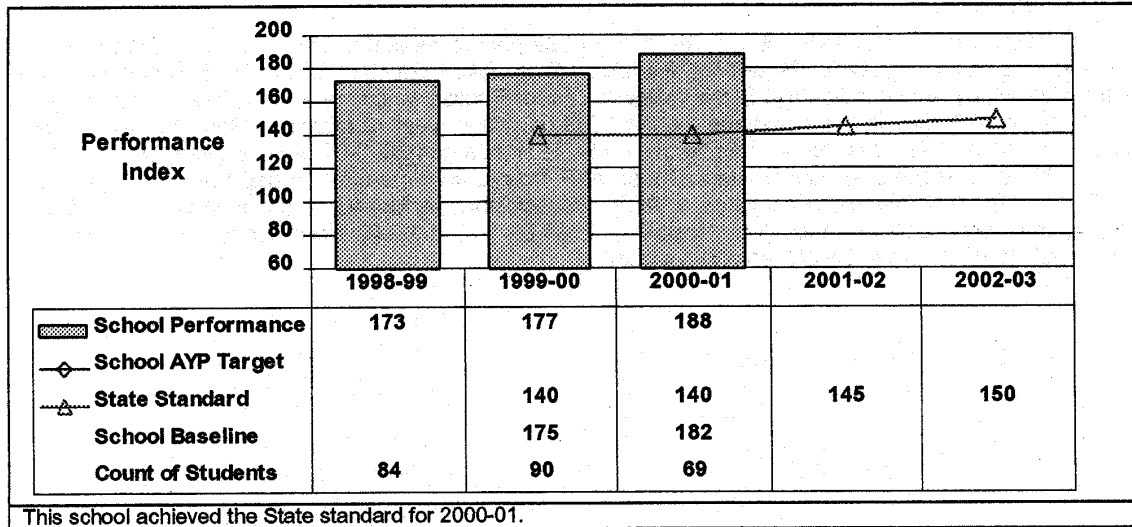
Elementary-Level School Performance

The Performance Index used to measure elementary school performance is computed using aggregate results of the State Grade 4 assessments for continuously enrolled students.

English Language Arts Performance of Students in Grade 4



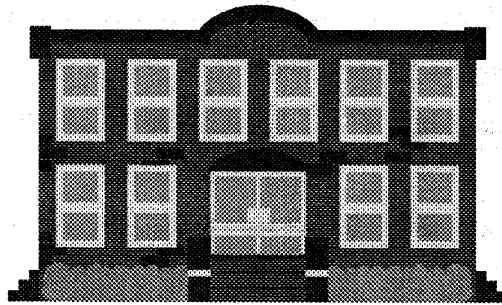
Mathematics Performance of Students in Grade 4



650801-06-0004

The New York State School Report Card
for
Ontario Primary School
in
Wayne Central School District

An Overview of Academic Performance



March 2002



The University of the State of New York
The State Education Department

March 11, 2002

School Profile

Principal: Mr. Robert LaRuche		Phone: (315)524-0276	
Organization 2000-01		School Staff ¹ (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
K-2	382	30	1

1999-00 School District-wide Total Expenditure per Pupil	\$10,360
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Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	0
Kindergarten	123	Grade 8	0
Grade 1	116	Grade 9	0
Grade 2	131	Grade 10	0
Grade 3	0	Grade 11	0
Grade 4	0	Grade 12	0
Grade 5	0	Ungraded Elementary with Disabilities	12
Grade 6	0	Ungraded Secondary with Disabilities	0

Student Demographics Used To Determine Similar School Groups	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	1	0.2%	2	0.5%	2	0.5%
Eligible For Free Lunch	50	16.0%	36	13.4%	17	6.6%

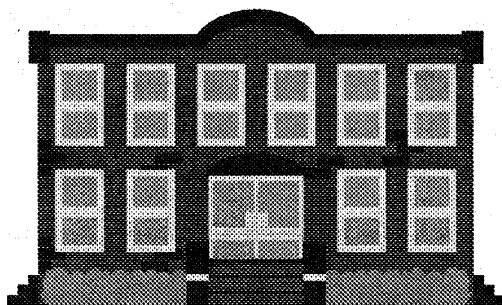
Similar Schools Group	This school is in Similar Schools Group 13. All schools in this group are elementary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for elementary level schools in these districts.
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¹ Some district-employed staff serve in more than one school. These shared people are not reported here.

650801-06-0001

The New York State School Report Card
for
Ontario Elementary School
in
Wayne Central School District

An Overview of Academic Performance



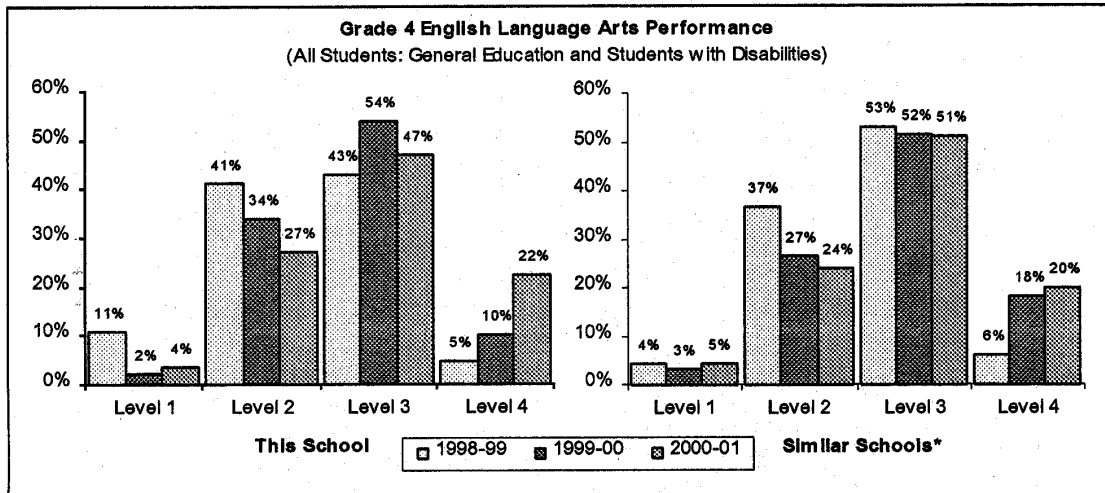
March 2002



The University of the State of New York
The State Education Department

March 11, 2002

Elementary Level English Language Arts



Performance at This School		Counts of Students								Mean Score
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4	Total	
Jan 1999	General Education		0	0	5	52	61	7	125	648
	Students with Disabilities	0	0	0	11	8	2	0	21	600
	All Students	0	0	0	16	60	63	7	146	641
Jan 2000	General Education		0	0	2	42	79	15	138	658
	Students with Disabilities	1	0	1	1	9	2	0	12	622
	All Students	1	0	1	3	51	81	15	150	655
Jan 2001	General Education		0	0	4	35	71	38	148	668
	Students with Disabilities	3	0	1	2	11	9	0	22	634
	All Students	3	0	1	6	46	80	38	170	663

Grade 4 English Language Arts Levels - Listening, Reading, and Writing Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 692 to 800 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 645 to 691 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 603 to 644 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 455 to 602 are in this level.

Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
February 2000	0	0

* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at <http://www.emsc.nysed.gov/repcrd2002/similar.html>.

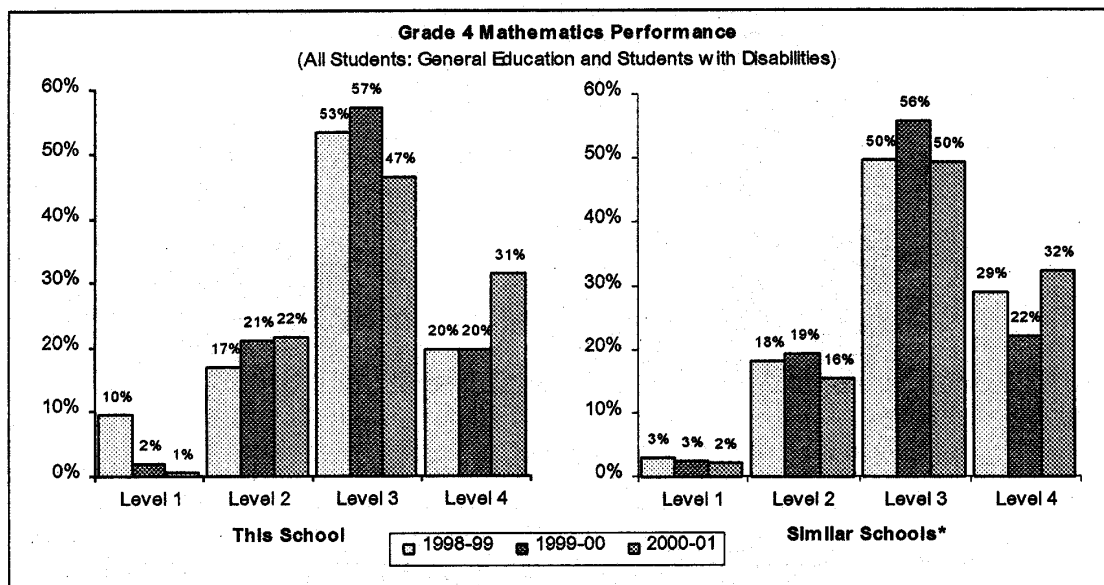
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2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.

3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level Mathematics



Performance at This School		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	0	4	20	73	28	125	657
	Students with Disabilities	0	0	0	10	5	5	1	21	612
	All Students	0	0	0	14	25	78	29	146	651
May 2000	General Education		0	1	2	20	83	29	134	658
	Students with Disabilities	1	0	0	1	11	1	0	13	623
	All Students	1	0	1	3	31	84	29	147	655
May 2001	General Education		0	0	1	26	73	50	150	666
	Students with Disabilities	3	0	0	0	11	7	4	22	640
	All Students	3	0	0	1	37	80	54	172	662

Grade 4 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 678 to 810 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 637 to 677 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 602 to 636 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 448 to 601 are in this level.

* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School Profile** page of this report. Further explanation is available at <http://www.emsc.nysed.gov/reprcd2002/similar.html>.

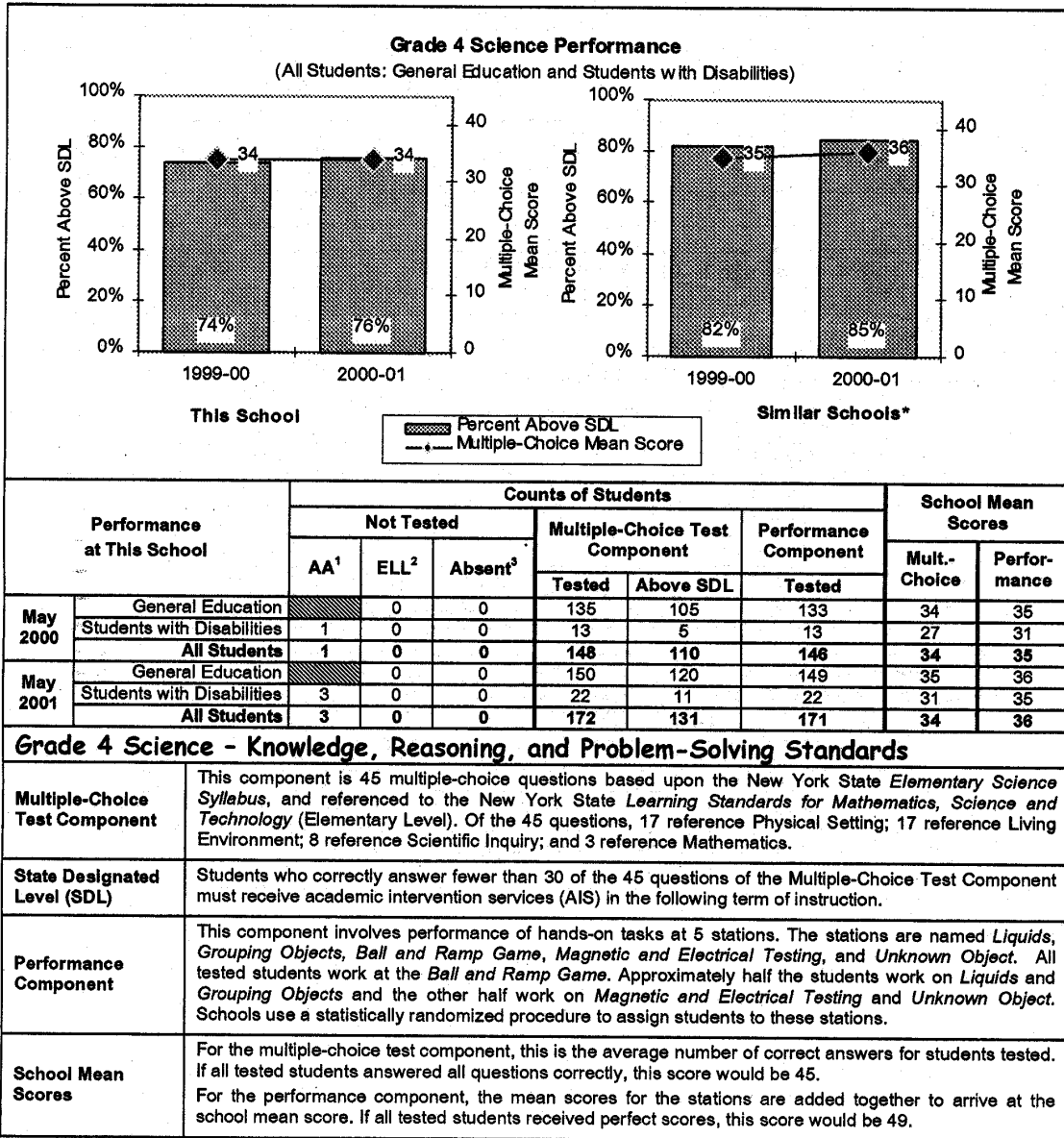
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

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3 These students were enrolled at the time of testing but were not present to complete some part of this mathematics assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level Science



* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School Profile** page of this report. Further explanation is available at <http://www.emsc.nysed.gov/repcrd2002/similar.html>.

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but did not complete any part of this science assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

School Profile

Principal: Mr. Joseph Siracuse			Phone: (315)524-0266
Organization 2000-01		School Staff ¹ (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
3-5	455	33	3

1999-00 School District-wide Total Expenditure per Pupil	\$10,360
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Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	0
Kindergarten	0	Grade 8	0
Grade 1	0	Grade 9	0
Grade 2	0	Grade 10	0
Grade 3	128	Grade 11	0
Grade 4	166	Grade 12	0
Grade 5	147	Ungraded Elementary with Disabilities	14
Grade 6	0	Ungraded Secondary with Disabilities	0

Student Demographics Used To Determine Similar School Groups	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	0	0.0%	0	0.0%	1	0.2%
Eligible For Free Lunch	69	15.3%	49	10.5%	55	12.1%

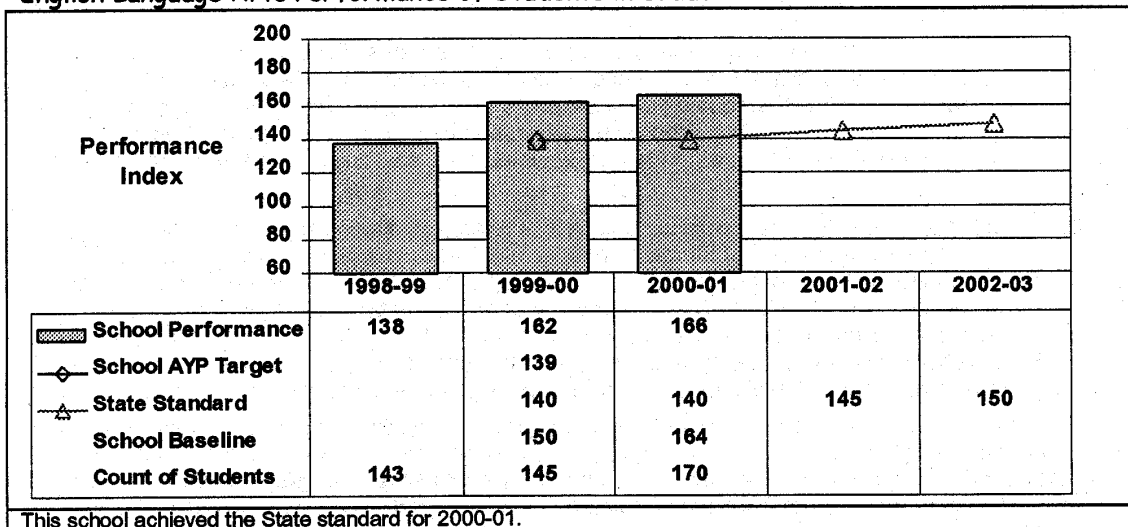
Similar Schools Group	This school is in Similar Schools Group 14. All schools in this group are elementary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for elementary level schools in these districts.
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¹ Some district-employed staff serve in more than one school. These shared people are not reported here.

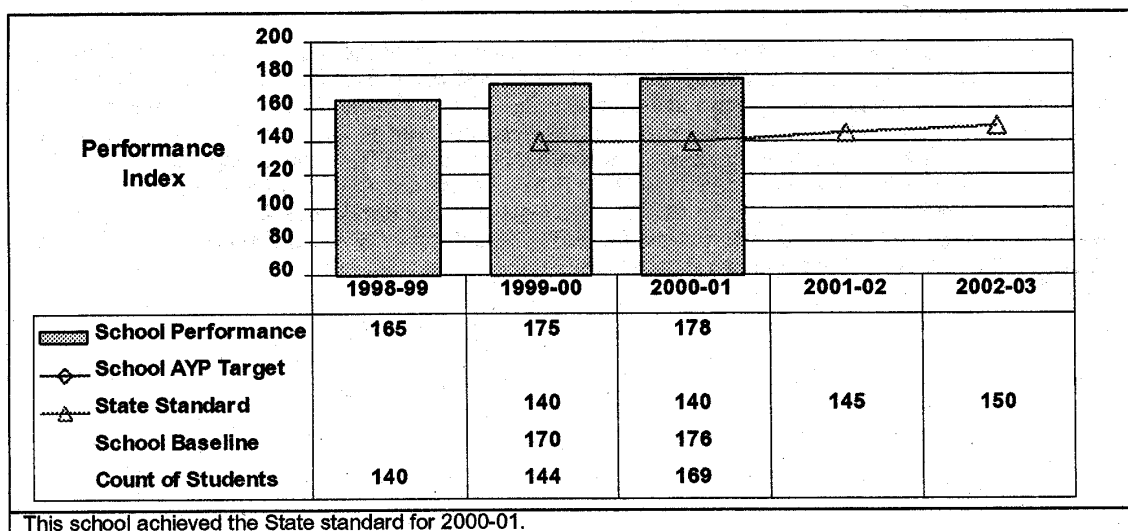
Elementary-Level School Performance

The Performance Index used to measure elementary school performance is computed using aggregate results of the State Grade 4 assessments for continuously enrolled students.

English Language Arts Performance of Students in Grade 4



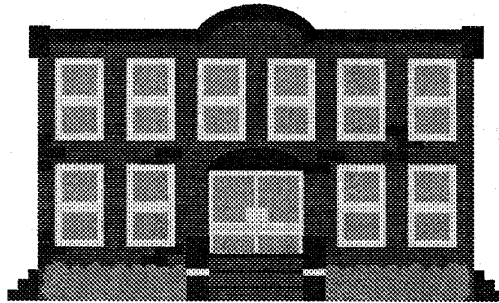
Mathematics Performance of Students in Grade 4



650801-06-0005

The New York State School Report Card
for
Wayne Central Middle School
in
Wayne Central School District

An Overview of Academic Performance



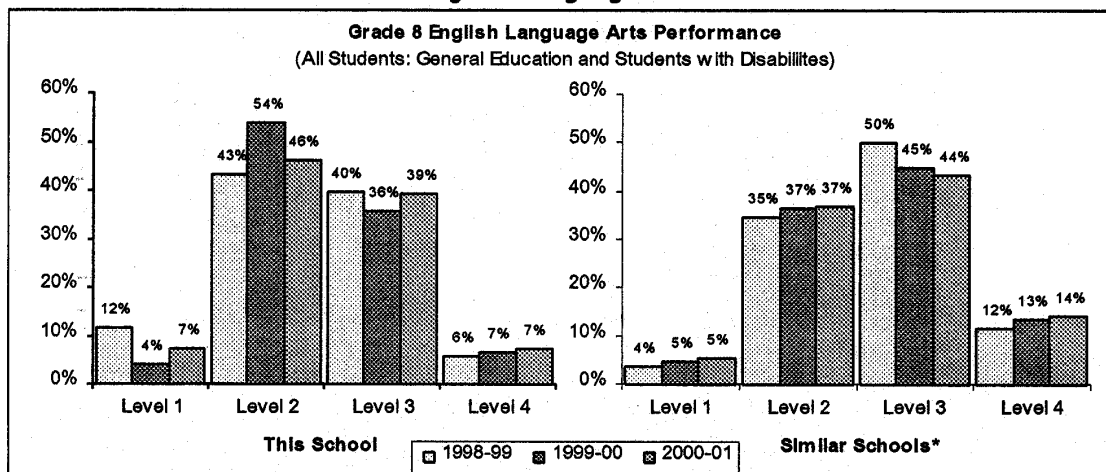
March 2002



The University of the State of New York
The State Education Department

March 11, 2002

Middle Level English Language Arts



Performance at This School		Counts of Students								Mean Score
		Not Tested			Tested					
		AA ¹	ELL ²	Absent	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	9	13	89	94	14	210	700
	Students with Disabilities	1	0	1	15	16	2	0	33	665
	All Students	1	0	10	28	105	96	14	243	695
May 2000	General Education		0	0	3	87	70	13	173	702
	Students with Disabilities	2	0	0	5	20	1	0	26	669
	All Students	2	0	0	8	107	71	13	199	698
May 2001	General Education		0	2	14	100	91	16	221	700
	Students with Disabilities	3	0	1	3	8	1	1	13	675
	All Students	3	0	3	17	108	92	17	234	698

Grade 8 English Language Arts Levels - Listening, Reading, and Writing Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 739 to 830 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 701 to 738 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 662 to 700 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 527 to 661 are in this level.

Performance of English Language Learners (ELL)

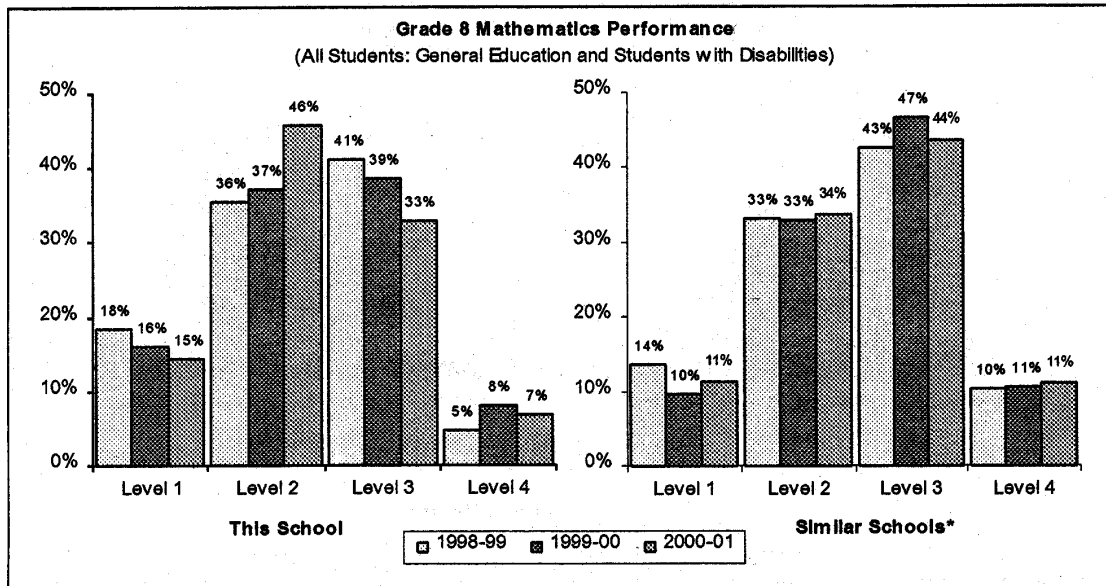
ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 8 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 2001	0	0

* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at <http://www.emsc.nysed.gov/repcrd2002/similar.html>.

- For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
- These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.
- These students were enrolled at the time of testing but were not present to complete some part of the ELA assessment.
- To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Middle Level Mathematics



Performance at This School		Counts of Students								Mean Score
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	3	30	76	98	12	216	716
	Students with Disabilities	1	0	0	16	13	5	0	34	678
	All Students	1	0	3	46	89	103	12	250	711
May 2000	General Education		0	0	14	67	76	16	173	720
	Students with Disabilities	2	0	0	18	7	1	0	26	675
	All Students	2	0	0	32	74	77	16	199	714
May 2001	General Education		0	3	30	97	77	16	220	712
	Students with Disabilities	3	0	0	4	10	0	0	14	687
	All Students	3	0	3	34	107	77	16	234	711

Grade 8 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 760 to 882 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 716 to 759 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 681 to 715 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 517 to 680 are in this level.

* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School Profile** page of this report. Further explanation is available at <http://www.emsc.nysed.gov/reprcd2002/similar.html>

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of the mathematics assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

School Profile

Principal: Mr. Robert Armocida		Phone: (315)524-0246	
Organization 2000-01		School Staff ¹ (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
6-8	741	59	7

1999-00 School District-wide Total Expenditure per Pupil	\$10,360
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Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	245
Kindergarten	0	Grade 8	245
Grade 1	0	Grade 9	0
Grade 2	0	Grade 10	0
Grade 3	0	Grade 11	0
Grade 4	0	Grade 12	0
Grade 5	0	Ungraded Elementary with Disabilities	10
Grade 6	226	Ungraded Secondary with Disabilities	15

Student Demographics Used To Determine Similar School Groups	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	0	0.0%	0	0.0%	1	0.1%
Eligible For Free Lunch	102	13.7%	60	8.5%	52	7.0%

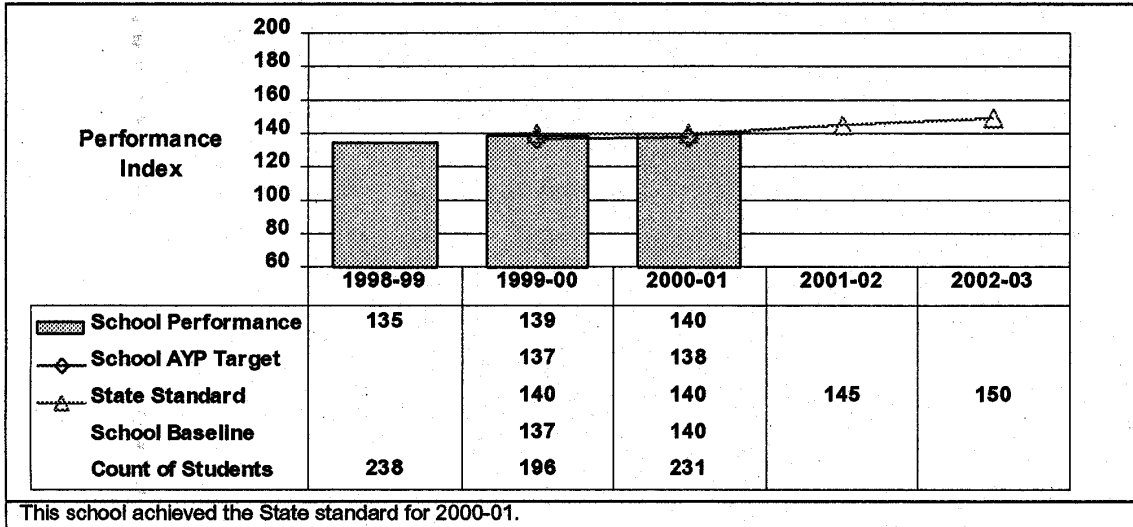
Similar Schools Group	This school is in Similar Schools Group 31. All schools in this group are middle level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for middle level schools in these districts.
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¹ Some district-employed staff serve in more than one school. These shared people are not reported here.

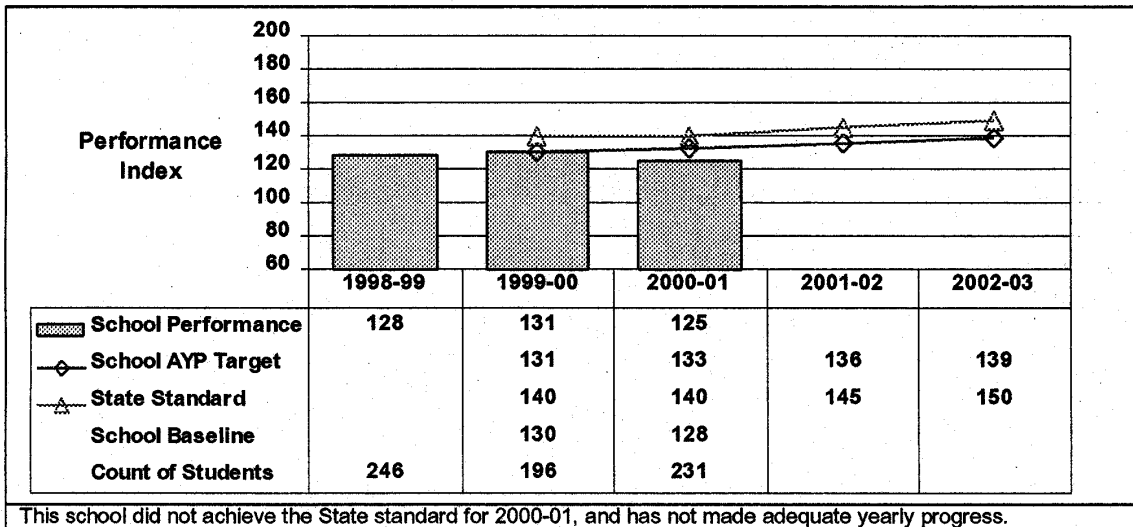
Middle-Level School Performance

The Performance Index used to measure elementary school performance is computed using aggregate results of the State Grade 8 assessments for continuously enrolled students.

English Language Arts Performance of Students in Grade 8



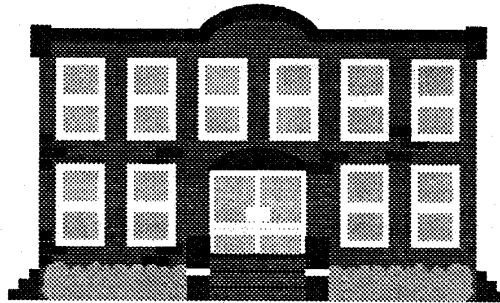
Mathematics Performance of Students in Grade 8



650801-06-0003

The New York State School Report Card
for
Wayne Senior High School
in
Wayne Central School District

An Overview of Academic Performance



March 2002

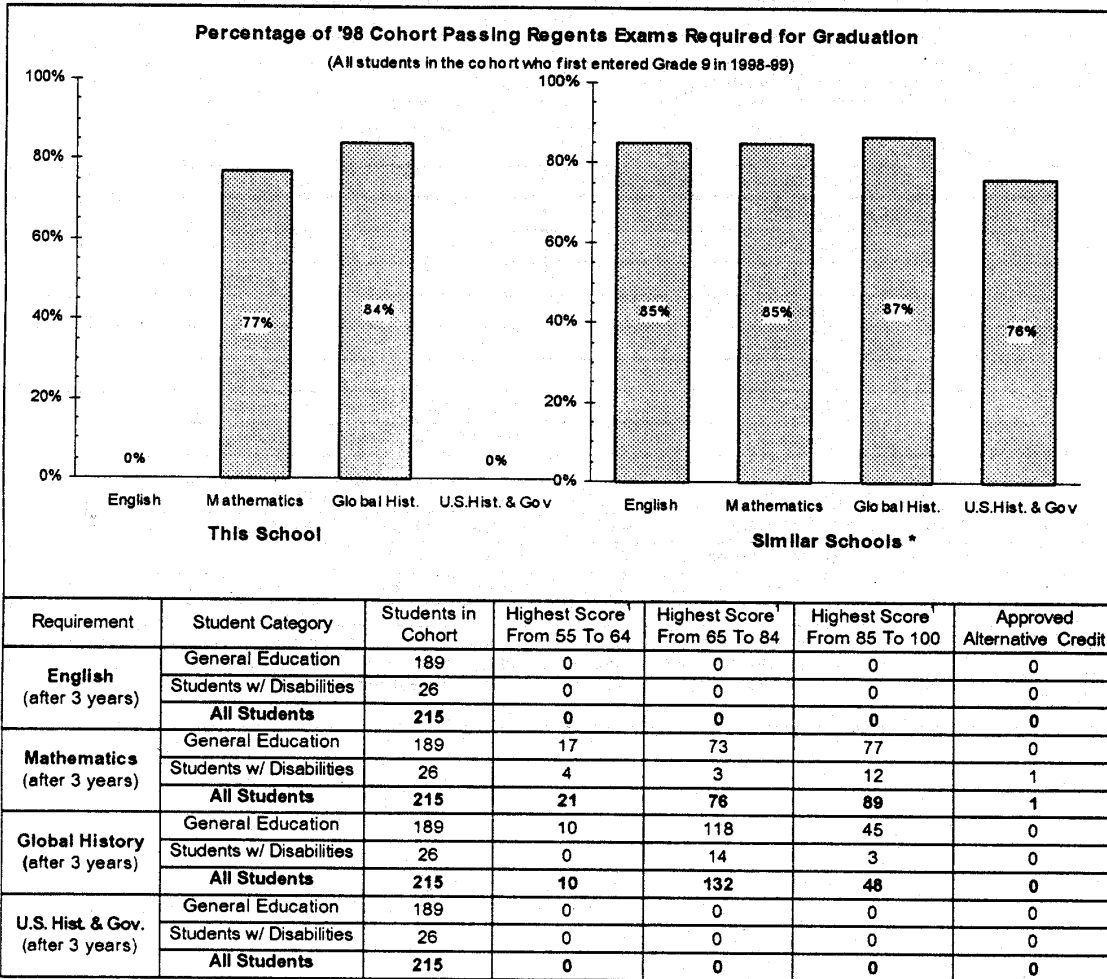


The University of the State of New York
The State Education Department

March 11, 2002

High School Achievement - After Three Years of Instruction

This section presents the success of students in this school on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at <http://www.emsc.nysed.gov/reprcd2002/similar.html>

Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "General-Education" category.

School Profile

Principal: Ms. Lory Morrin			Phone: (315)524-0226
Organization 2000-01		School Staff ¹ (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
9-12	822	64	10

1999-00 School District-wide Total Expenditure per Pupil	\$10,360
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Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	0
Kindergarten	0	Grade 8	0
Grade 1	0	Grade 9	204
Grade 2	0	Grade 10	225
Grade 3	0	Grade 11	183
Grade 4	0	Grade 12	184
Grade 5	0	Ungraded Elementary with Disabilities	0
Grade 6	0	Ungraded Secondary with Disabilities	26

Student Demographics Used To Determine Similar School Groups	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	2	0.3%	1	0.1%	1	0.1%
Eligible For Free Lunch	47	5.9%	41	5.1%	43	5.2%

Similar Schools Group	This school is in Similar Schools Group 49. All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.
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¹ Some district-employed staff serve in more than one school. These shared people are not reported here.

System of Accountability for Student Success (SASS)

This section presents this school's results relative to Commissioner's standards for school performance. To raise performance, the Commissioner has established State standards for schools for each school year through 2002-03.

Schools are expected to meet or exceed the Commissioner's standards. School districts must develop and implement local assistance plans (LAP) to bring every public school up to these levels. Schools that fall below a standard are assigned adequate yearly progress (AYP) targets. This school-specific program of attainable goals is intended to allow schools below standard to "compete against themselves" by showing adequate progress towards closing the gap between their baseline performance and the State standard.

A Performance Index is used to assess school performance relative to elementary- and middle-level State standards for English language arts and for mathematics. The Performance Index credits each school for the students demonstrating some of the Learning Standards (Level 2) and for the students demonstrating all of the assessed Learning Standards (Level 3 and Level 4). Students at the higher levels contribute more to the Performance Index than do Level 2 students. Level 1 performance earns no credit. As a guide to understanding, the Performance Index may be understood as the sum of the percentage of students performing at or above Level 2 plus the percentage of students performing at or above Level 3.

More information about this school accountability program is available from the State Education Department Web site (<http://www.emsc.nysed.gov/repcrd2002>). There you can find the rules for which students' results are included in the Performance Index, for how the performance of English language learners is included, for how the baseline numbers are calculated, for accountability for very small schools, and for when and how adequate yearly progress targets are assigned. Please note that Performance Index is only presented for schools that reported 20 or more continuously enrolled students' results. For this purpose continuously enrolled is defined as being enrolled in the school from October through the date of the State assessment.

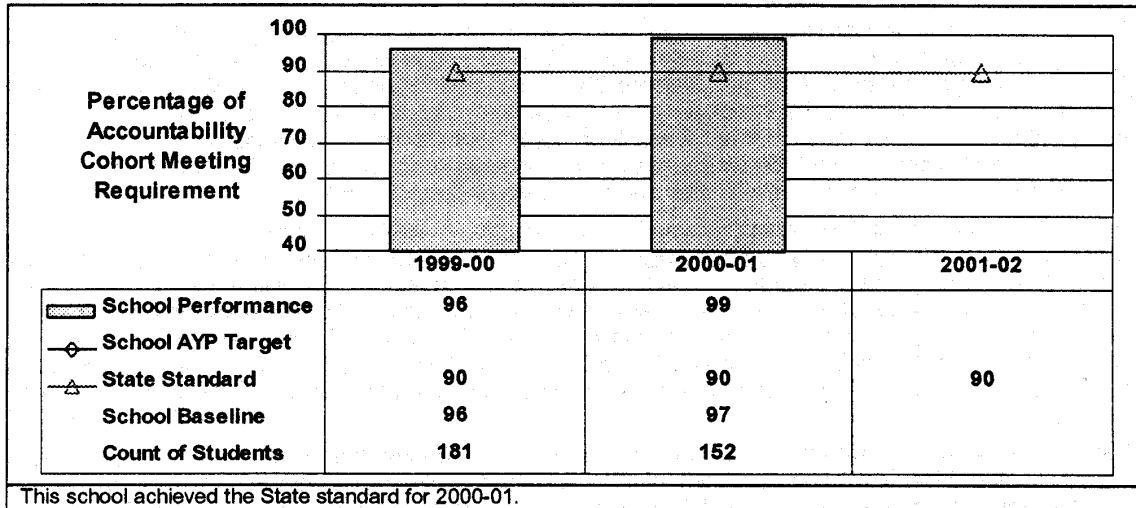
The Commissioner has decided that until there is a State plan to meet the requirements of the Federal "No Child Left Behind" legislation he will not establish a State SASS standard for the 2003-04 school year for the elementary- and middle-level State assessments for English language arts and for mathematics. Therefore, no AYP targets are computed for the 2003-04 school year at this time. Schools that met a State standard in 1999-00 but performed below the State standard in 2000-01 are assigned AYP targets for the 2001-02 and 2002-03 school years. These AYP targets are determined using the 2002-03 State SASS standard Performance Index value of 150. Schools that performed below a State standard in 1999-00 were previously assigned AYP targets for 2001-02 and 2002-03, while schools that met State standards in 2000-01 are not assigned AYP targets.

Secondary-Level School Performance

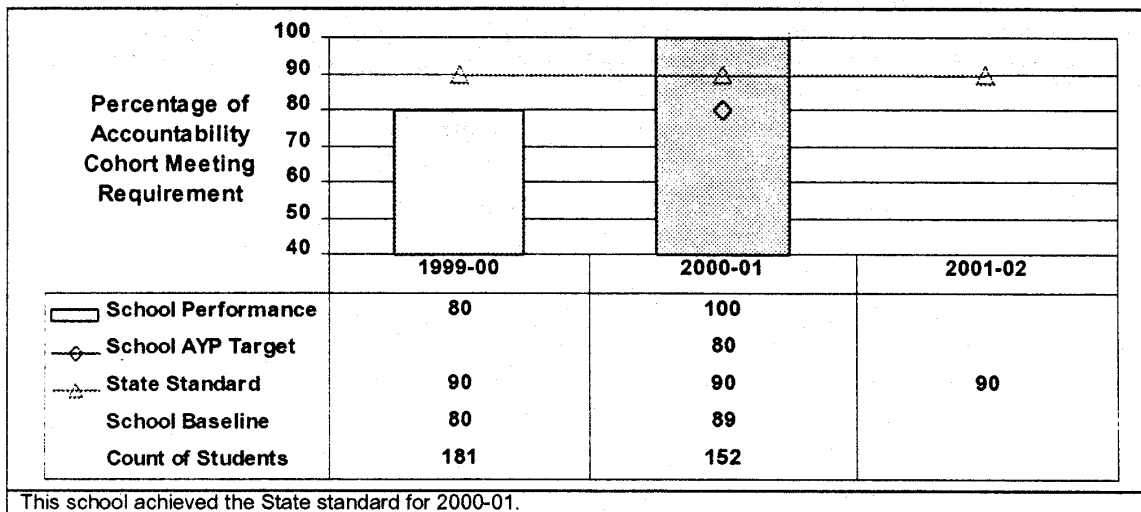
At the high school level, school performance is assessed based on the accumulated performance of students in the most recent four-year cohort. The Commissioner's standard is that 90 percent of the cohort meet graduation requirements for English and mathematics. Schools below these standards are assigned Adequate Yearly Progress (AYP) targets. Because of the increasing graduation requirements, maintaining current rates of achievement is considered AYP for the next year. After the requirements are fully "phased-in," there will be increasing AYP targets.

For this year, the cohort is defined as all students who first entered grade 9 in 1997-98, who entered a NY State school before October 1999 and who were enrolled at this school for the time from June 19, 2000 through June 16, 2001. Commissioner's Regulations allow certain students to be excluded from the cohort.

English Graduation Requirement Performance of High School Cohort After Four Years

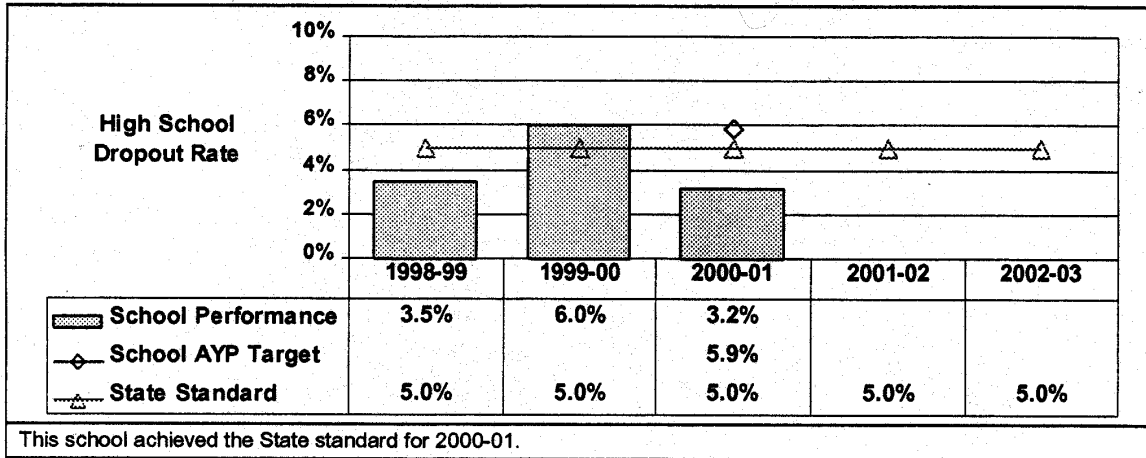


Mathematics Graduation Requirement Performance of High School Cohort After Four Years



High School Dropout Rate

A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.



TREASURER'S MONTHLY REPORT

Att. 3

ENDING BALANCES OF ALL WCSD FUNDS AS OF DECEMBER 31, 2001

GENERAL FUND

Checking Account

(12,678.24)

Money Market

7,880,484.39

TOTAL AVAILABLE CASH

7,867,806.15

SCHOOL LUNCH FUND

Checking Account

102,329.22

Money Market Account

57,787.62

TOTAL AVAILABLE CASH

160,116.84

CAPITAL RESERVE FUND

Checking Account

545.55

Certificates of Deposit Invested

535,892.03

TOTAL AVAILABLE CASH

536,437.58

CAPITAL PROJECTS

Checking Account

45,374.58

Certificates of Deposit Invested

567,472.81

BUS RESERVE

Checking Account

455.63

Certificates of Deposit Invested

207,901.25

TOTAL AVAILABLE CASH

208,356.88

TRUST AND AGENCY ACCOUNT

Checking Account (Now)

275,493.80

UNEMPLOYMENT INSURANCE ACCT

Interest Account

6.52

Certificate of Deposit

99,976.64

LIABILITY INSURANCE ACCT

Interest Account

58.64

Certificate of Deposit

73,991.48

SPECIAL AID ACCOUNT

Checking Account

180,690.90

Date
Leora L. Stramonine,
Treasurer

Received by the Board of
Education
and entered as a part of the
minutes of the Board meeting
held

20

Clerk of Board of Education

GENERAL FUND
TREASURER'S MONTHLY
REPORT

For the period of December 1 - 31, 2001

Prior period available balance \$14,005.54

RECEIPTS DURING
MONTH

DATE	SOURCE	AMOUNT
12/03/01	Star Admin. State Aid	1,384.25
12/04/01	State Aid Medicaid	4,507.00
12/05/01	Freewill Parent Group	401.50
12/10/01	Medicaid	4,507.00
12/27/01	Section V NYSPHSAA, Inc	705.00
12/01-31/01	NSF redeposits	2,260.38
12/01-31/01	Building Use	783.00
12/01-31/01	Admissions	1,897.00
12/01-31/01	Adult Ed.	846.00
12/01-31/01	Money Market	2,450,000.00
12/01-31/01	Miscellaneous	757.15

Total Receipts

2,468,048.28

Total receipts, including balance \$2,482,053.8

2

DISBURSEMENTS MADE DURING
MONTH

By check

From Check No.	21895 To	22117	
	Check		695,191.01
	No.		
	Payroll		
	s		1,534,069.80
	Bond Interest		
	transfers		265,471.25
	Total Disbursements		\$2,494,732.0
			6
	Cash Balance		<u>(\$12,678.24)</u>

RECONCILIATION WITH BANK
STATEMENT

Balance as given on bank
statement 199,697.87

Less total of outstanding
checks 217,258.11

Net balance in bank
(17,560.24)

Amount of receipts undeposited
(add) 4,882.00

Total available
balance (\$12,678.24)

Received by the Board of Education
and entered as a part of the
minutes of the Board meeting
held

=====

This is to certify that the above
Cash balance is in agreement with
my bank statement as reconciled

20

Clerk of Board of Education

Treasurer of School District
Date

SCHOOL LUNCH FUND

TREASURER'S MONTHLY
REPORT

For the period of December 1 - 31, 2001

Prior period available balance	\$95,111.87
--------------------------------	-------------

RECEIPTS DURING
MONTH

DATE	SOURCE	AMOUNT
12/14/01	Ontario Primary/Elem PTA	94.60
12/27/01	Freewill Parent Group	279.68
12/27/01	TCA Friends of Music	286.33
12/28/01	WCS General Fund	22.65
12/27/01	State Aid	23,045.00
12/01-31/01	OE Lunch/Break Rec	6,285.15
12/01-31/01	OP Lunch/Break Rec	3,524.50
12/01-31/01	FR Lunch/Break Rec	5,145.86
12/01-31/01	MS Lunch/Break Rec	13,292.58
12/01-31/01	HS Lunch/Break Rec	17,054.53
12/01-31/01	Miscellaneous	346.80
Total Receipts		<u>\$69,377.68</u>

Total receipts, including balance	\$164,489.55
-----------------------------------	--------------

DISBURSEMENTS MADE DURING
MONTH

By check	
From Check No. 2957	To Check No. 3000
	36,723.65
Payroll	
	25,426.98
By Debit Charge	<u>9.70</u>

Total disbursements	<u>\$62,160.33</u>
---------------------	--------------------

Cash Balance	\$102,329.2
	2

RECONCILIATION WITH BANK
STATEMENT

Balance as given on bank statement

103,712.82

Less total of outstanding
checks

1,384.10

Net balance in bank

102,328.72

Amount of receipts undeposited
(add)

0.50

Total available
balance

\$102,329.2

2

Received by the Board of Education
and entered as a part of the
minutes of the Board meeting
held

This is to certify that the above
Cash balance is in agreement with
my bank statement as reconciled

20

Clerk of Board of Education

Treasurer of School District
Date

CAPITAL RESERVE
TREASURER'S MONTHLY
REPORT

For the period of December 1 - 31, 2001

Prior period available balance	\$545.55
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RECEIPTS DURING
MONTH

DATE	SOURCE	AMOUNT
------	--------	--------

12/14/01	Certificate of Dep	
----------	--------------------	--

535,469.31

12/14/01 Interest

422.72

Total Receipts	\$535,892.0
	<u>3</u>

Total receipts, including balance	\$536,437.5
	8

DISBURSEMENTS MADE DURING
MONTH

By check

From Check No.

To Check No.

-

By Debit Charge Purchase cd

535,892.03

Total disbursements	\$535,892.0
	<u>3</u>

Cash Balance	\$545.55
--------------	----------

RECONCILIATION WITH BANK
STATEMENT

Balance as given on bank
statement

545.55

Less total of outstanding
checks

-

Net balance in bank

545.55

Amount of receipts undeposited
(add)

-

Total available
balance

\$545.55

Received by the Board of
Education
and entered as a part of the
minutes of the Board meeting
held

This is to certify that the above

Cash balance is in agreement with
my bank statement as reconciled

Clerk of Board of Education

Treasurer of School District
Date

CAPITAL PROJECTS
TREASURER'S MONTHLY
REPORT

For the period of December 1 - 31, 2001

Prior period available balance \$46,847.08

RECEIPTS DURING
MONTH

DATE	SOURCE	AMOUNT
12/14/01	Certificate of Dep	567,025.18
12/14/01	Interest	447.63

Total Receipts

567,472.81

Total receipts,
including balance

\$614,319.8
9

DISBURSEMENTS MADE DURING
MONTH

By check	
From Check No.	394 To Check No.
	1,472.50
By Debit Charge	Purchase CD
	567,472.81

Total disbursements

\$568,945.3
1

Cash Balance \$45,374.58

RECONCILIATION WITH BANK
STATEMENT

Balance as given on bank statement	45,374.58
Less total of outstanding checks	
Net balance in bank	45,374.58
Amount of receipts undeposited (add)	-
Total available balance	\$45,374.58

Received by the Board of Education
and entered as a part of the minutes of the Board meeting held

This is to certify that the above
Cash balance is in agreement with
my bank statement as reconciled

20

Clerk of Board of Education

Treasurer of School District
Date

BUS RESERVE
TREASURER'S MONTHLY
REPORT

For the period of December 1 - 31, 2001

Prior period available balance 455.63

RECEIPTS DURING
MONTH

DATE	SOURCE	AMOUNT
12/14/01	Certificate of Dep	207,737.25
12/14/01	Interest	164.00

Total Receipts	\$207,901.2
	<u>5</u>

Total receipts, including balance	\$208,356.8
	8

DISBURSEMENTS MADE DURING
MONTH

By check

From Check No.	To Check No.
----------------	--------------

By Debit Charge	Purchase CD	207,901.25
-----------------	-------------	------------

Total disbursements	<u>207,901.2</u>
	<u>5</u>

Cash Balance	\$455.63
	<u><u> </u></u>

RECONCILIATION WITH BANK
STATEMENT

Balance as given on bank statement	455.63
---------------------------------------	--------

Less total of outstanding checks	<u> </u>
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Net balance in bank	455.63
---------------------	--------

Amount of receipts undeposited (add)	<u> -</u>
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Total available balance	\$455.63
	<u><u> </u></u>

Received by the Board of
Education
and entered as a part of the
minutes of the Board meeting
held

This is to certify that the above

Cash balance is in agreement with
my bank statement as reconciled

Clerk of Board of Education

Treasurer of School District
Date

TRUST AND AGENCY
TREASURER'S MONTHLY
REPORT

For the period of December 1 - 31, 2001

Prior period available balance \$236,242.5
7

RECEIPTS DURING
MONTH

DATE	SOURCE	AMOUNT
12/03/01	Retiree med reimbursement	376.50
12/5/01	LaChase Gift	1800.00
12/5/01	NSF Redeposit	781.00
12/05/01	Cafeteria - PR	3,052.78
12/05/01	Cafeteria- fica/med	775.15
12/05/01	General Fund PR	239,403.47
12/05/01	General Fund fica/med	52,431.18
12/19/01	HS Sales Tax	311.28
12/19/01	MS Sales Tax	45.42
12/21/01	Cafeteria - PR	3,506.66
12/21/01	Cafeteria - fica/med	993.24
12/21/01	General Fund - PR	241,574.90
12/21/01	General Fund - fica/med	53,967.79
12/27/01	Retiree med reimbursement	15,680.31
12/01-31/01	Interest	238.85

Total Receipts	\$614,938.5
	<u>3</u>

Total receipts, including balance	\$851,181.1
	0

DISBURSEMENTS MADE DURING
MONTH

By check

From Check No.	To Check No.
----------------	--------------

67,183.46

By Debit Charge Transfers for

Payroll	<u>508,503.84</u>
---------	-------------------

Total disbursements	\$575,687.3
	0

Cash Balance	<u>\$275,493.8</u>
	0

RECONCILIATION WITH BANK
STATEMENT

Balance as given on bank
statement

343,151.37

Less total of outstanding
checks

67,657.57

Net balance in bank

275,493.80

Amount of receipts undeposited
(add)

-

Total available
balance

\$275,493.8
0

Received by the Board of
Education
and entered as a part of the
minutes of the Board meeting
held

This is to certify that the above

Cash balance is in agreement with
my bank statement as reconciled

20

Clerk of Board of Education

Treasurer of School District
Date

UNEMPLOYMENT INSURANCE RESERVE

TREASURER'S MONTHLY
REPORT
For the period of December 1 - 31, 2001

Prior period available balance \$0.00

RECEIPTS DURING
MONTH

DATE	SOURCE	AMOUNT
------	--------	--------

Total Receipts _____

Total receipts, including balance

DISBURSEMENTS MADE DURING
MONTH

By check

From Check No.	To Check No.
----------------	--------------

By Debit Charge _____

Total disbursements _____

Cash Balance =====

RECONCILIATION WITH BANK
STATEMENT

Balance as given on bank
statement

Less total of outstanding
checks _____

Net balance in bank

Amount of receipts undeposited
(add) _____

Total available
balance =====

CERTIFICATE OF
DEP
SAVINGS

99,976.64
6.52

Received by the Board of
Education
and entered as a part of the
minutes of the Board meeting
held

This is to certify that the above

Cash balance is in agreement with
my bank statement as reconciled

20

Clerk of Board of Education

Treasurer of School District
Date

LIABILITY INSURANCE RESERVE
TREASURER'S MONTHLY
REPORT
For the period of December 1 - 31, 2001

Prior period available balance

RECEIPTS DURING
MONTH

DATE	SOURCE	AMOUNT
------	--------	--------

Total Receipts

Total receipts,
including balance

DISBURSEMENTS MADE DURING
MONTH

By check

From Check No.

To Check No.

By Debit Charge

Total disbursements

Cash Balance

RECONCILIATION WITH BANK
STATEMENT

Balance as given on bank
statement

Less total of outstanding
checks

Net balance in bank

Amount of receipts undeposited
(add)

Total available
balance

CERTIFICATE OF		=====
	DEP	73,991.48
SAVINGS		58.64

Received by the Board of
Education
and entered as a part of the
minutes of the Board meeting
held

This is to certify that the above

Cash balance is in agreement with
my bank statement as reconciled

_____ 20

Clerk of Board of Education

Treasurer of School District
Date

SPECIAL AID
TREASURER'S MONTHLY
REPORT
For the period of December 1 - 31, 2001

Prior period available balance \$150,665.4
7

RECEIPTS DURING
MONTH

DATE	SOURCE	AMOUNT
------	--------	--------

12/3/01	State Aid	11,607.00
12/10/01	State Aid	65,021.00
12/11/01	State Aid	848.00
12/19/01	State Aid	1,575.00
12/20/01	State Aid	2,596.00

Total Receipts	<u>\$81,647.00</u>
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Total receipts, including balance	\$232,312.47
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DISBURSEMENTS MADE DURING MONTH

By check			
From Check No.	693	To	711
	Check		51,621.57
	No.		
By Debit Charge		Trans to GF	
	Total disbursements		<u>\$51,621.57</u>
Cash Balance			\$180,690.90
			0
			<u><u> </u></u>

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement	233,158.43
Less total of outstanding checks	<u>52,467.53</u>
Net balance in bank	180,690.90
Amount of receipts undeposited (add)	<u>-</u>
Total available balance	<u><u>\$180,690.90</u></u>
	0
	<u><u> </u></u>

Received by the Board of
Education
and entered as a part of the
minutes of the Board meeting
held

20

Clerk of Board of Education

This is to certify that the above

Cash balance is in agreement with
my bank statement as reconciled

Treasurer of School District
Date

WAYNE CENTRAL SCHOOL DISTRICT
6200 Ontario Center Road • P.O. Box 155 • Ontario Center, New York 14520-0155

Trusteeoffered a **MOTION**, seconded by Trustee, to adopt a **RESOLUTION** for notice of public hearing and call of the annual school district election, **TO WIT:**

**RESOLUTION FOR NOTICE OF PUBLIC HEARING
 AND CALL OF THE ANNUAL SCHOOL DISTRICT ELECTION
 (May 21, 2002)**

BE IT RESOLVED by the Board of Education as follows:

Section 1: That, pursuant to §2004 (1) of the Education Law, as amended, the annual school election of the Wayne Central School District, Ontario Center, Wayne County, New York, shall be conducted in the lobby of the large gymnasium of James A. Beneway Senior High School, located at 6200 Ontario Center Road, Ontario Center, New York, in said school district, on the 21st day of May, 2002, for the purpose of voting by voting machines upon the propositions hereinafter set forth. Polls for the purpose of voting shall be kept open between the hours of 9 a.m. and 9 p.m., local time.

Section 2: That, pursuant to §1707 (2) of the Education Law, the public hearing on the proposed school budget will occur on Tuesday, May 14, 2002, @ 7:00 p.m. at the district office in the north wing of James A. Beneway Senior High School, in said school district.

Section 3: That the notice of said public hearing and annual school election, including the propositions to be voted upon, shall be in substantially the following form, **TO WIT:**

LEGAL NOTICE

NOTICE OF ANNUAL SCHOOL DISTRICT ELECTION

Wayne Central School District
 Ontario Center, Wayne County, New York

NOTICE IS HEREBY GIVEN by the Board of Education of Wayne Central School District, Wayne County, New York, that the annual election of said school district shall occur on the 21st day of May, 2002, in the lobby of the large gymnasium of James A. Beneway Senior High School, located at 6200 Ontario Center Road, Ontario Center, Wayne County, New York, for the purpose of voting, by voting machine, upon the propositions hereinafter set forth.

(1) 2002-2003 BUDGET PROPOSITION

(which may include separate propositions for special budgetary expenditures)

(2) BUS PURCHASE RESERVE FUND 2002

RESOLVED, that the Board of Education be authorized to establish a reserve fund to be known as the Bus Purchase Reserve Fund 2002 for the purpose of financing the purchase of vehicles for student transportation as approved by voters of the district. The ultimate amount of such fund shall be \$1,250,000. The probable term of such fund shall be three (3) years. The source from which the funds shall be obtained will be: the transfer of all of the balance of the current Bus Purchase Reserve Fund at the time of the establishment of the Bus Purchase Reserve Fund 2002; state aid received

in 2001-2002 and any fiscal year thereafter on account of purchase of vehicles for student transportation; unencumbered fund balances in 2001-2002 and any fiscal year thereafter as designated by the Board of Education; budgetary appropriations as approved by voters; proceeds from the sale of used vehicles; insurance proceeds from damaged or destroyed vehicles and any other source approved by the voters, *and*

BE IT FURTHER RESOLVED that the Board of Education be authorized to make an initial expenditure from such reserve fund for the authorized purpose of such fund in an amount not to exceed \$360,000 in the 2002-2003 fiscal year. (more)

(3) ELECTION OF SCHOOL TRUSTEES

Polls for the purpose of voting will be kept open between the hours of 9:00 a.m. and 9:00 p.m, local time.

NOTICE IS FURTHER GIVEN that, pursuant to §1707 (2) of the Education Law a public hearing on the proposed budget is scheduled for May 14, 2002 @ 7:00 p.m. at the district office in the north wing of James A. Beneway Senior High School in said school district,

NOTICE IS FURTHER GIVEN that the petitions to nominate candidates for the office of school trustee must be filed with the school district clerk no later than 4:00 p.m., local time, on Monday, April 22, 2002,

Vacancies for school trustees are at large and will occur for three (3) terms of three (3) years each to succeed the following incumbents:

Donald M. Anderson
Richard A. Johnson
Tim Ratcliffe

Petitions to nominate a school trustee may be secured from the school district clerk at the district office located in James A. Beneway Senior High School (north wing), at 6200 Ontario Center Road, Ontario Center, New York, 14520, Monday thru Friday, exclusive of legal holidays, between the hours of 9:00 a.m. and 4:00 p.m. Such petition shall be signed by at least twenty-five (25)-qualified voters of the school district, shall state the name and residence address of the candidate, and the name and residence address of each signer.

Drawing for position of names of school trustee candidates on the school election ballot will occur on Tuesday, April 23, 2002 at 10:00 a.m., local time, in the district clerk's office, as required by law. Each candidate for school trustee, or proxy representative of same, may be present for this random drawing.

NOTICE IS FURTHER GIVEN that the election of school trustees is at large. The three-(3) candidates receiving the greatest number of votes cast for the three (3) offices shall be declared elected.

NOTICE IS FURTHER GIVEN THAT a copy of the statement of the estimated amount of monies which will be required, for school purposes, for the ensuing 2002-2003 school year may be obtained by any taxpayer of the school district during the fourteen (14) days immediately preceding the annual school election, except Saturdays, Sundays and holidays, between the hours of 8:00 a.m. and 4:00 p.m., local time, at any of the schools of the district or at the district office.

NOTICE IS FURTHER GIVEN THAT applications for absentee ballots may be sought by qualified voters of the school district from the school district clerk at his office beginning thirty (30) days prior to the May 21st school election.

Such applications must be received by the district clerk at least seven (7) days before the election, if the ballot is to be mailed to the voter, or by 5:00 p.m. on the day before the election, if the ballot is to be delivered personally to the voter.

A list of all persons to whom absentee ballots shall have been issued will be posted at the polling place on the date of the election.

DATED: March 27, 2002, Ontario Center New York

**BY ORDER OF THE BOARD OF EDUCATION
OF WAYNE CENTRAL SCHOOL DISTRICT**

Ontario Center, Wayne County, New York

BY: JAMES E. SWITZER

School District Clerk

(more)

4T: Weeks of April 1, 15, 29 & May 6, 2002

Section 4: That the school district clerk be, and hereby is, authorized and directed to cause such notice of the public hearing and annual school election to be given in substantially the form hereinbefore prescribed by publishing the same four (4) times within the seven (7) weeks next preceding the public hearing (May 14, 2002) and the annual school election (May 21, 2002), the first publication to appear at least forty-five (45) days before each event, in the *Wayne County Mail* (Ontario-Walworth) and the *The Times of Wayne County* (Walworth-Macedon), the official district newspapers, each having a general circulation in said school district, and by giving such other notice as, in his discretion, may be deemed advisable.

Section 5: This **RESOLUTION** shall take effect immediately upon adoption.

On the question, the **RESOLUTION** was adopted by a vote of

TO: Michael Havens
 Superintendent of Schools
FROM: Gregory J. Atseff
 Assistant Superintendent for Business
DATE: March 27, 2002
RE: Annual Fire Safety Report

The Wayne Central School District is required to conduct an annual fire safety inspection of all buildings owned, used, or leased by the district. The school district must file a Fire Safety Report with the New York State Department of Education. The fire inspection must be conducted between the dates of March 15 and April 30. The Fire Safety Report must be received by SED on or before June 1. A Certificate of Occupancy will be issued within thirty days of the end of the district's inspection period if the report was not filed late and if a plan for correcting violations, if any, has been filed.

Recommend that the board of education at the regular meeting to be held on March 27, 2002, approve the following:

1. Appointment of Fire Inspector

Recommend that Mr. Arthur Witt, 6 North Joy Street, Lyons, NY, be appointed as the Fire Inspector for the Wayne Central School District. Mr. Witt is a certified fire inspector. His fee is \$60 per inspection form. WCSD is required to file nine inspection forms. Mr. Witt was appointed as the Fire Inspector for Wayne Central last year.

The schedule for inspections is as follows:

March 29, 2002

Maintenance Building	8:00 - 8:10 a.m.
Middle School	8:15 - 8:35 a.m.
Bus Garage	8:40 - 8:50 a.m.
Ontario Primary	9:00 - 9:20 a.m.
Ontario Elementary	9:25 - 9:45 a.m.
JAB High School	9:50 - 10:15 a.m.
Press Box	
Concession Stand	
Freewill Elementary	10:25 - 11:00 a.m.

2. Establishment of Meeting Date

Section 807-a of the Education Law requires that a meeting be held among the board of education, the fire inspector, and the local fire chief when any violations are noted during the annual fire safety inspection. During the meeting between the board of education and the fire officials, Part 155.4 of the Regulations of the Commissioner of Education requires that a plan for correcting all violations must be approved. A plan must be approved for each facility. Plans are not required in those instances where violations are corrected either before the meeting or prior to submission of the reports to the State Education Department. The fact that the violation has been corrected does not relieve the board of education from its obligation to convene the meeting.

Recommend that the board of education include as an agenda item for their regular meeting to be held on April 10, 2002, a discussion with fire officials for the purpose of developing plans to correct violations as noted during the fire safety inspection. If the fire safety inspection results do not reveal violations, this discussion can be cancelled.

The school district must file a Fire Safety Report for each building it owns, uses, or leases. Each report requires three (3) signatures to serve as certification that the fire safety inspection was conducted, that the information reported is an accurate description of the building and the conditions observed, that public notice of report availability has been published, and that any non-conformances noted as corrected were corrected as of the date indicated. The three required signatures are those of the fire inspector, a building designee, and the school superintendent.

-over-

Recommend that the board of education appoint Mr. Donald Davis, Director of Facilities, as the building designee. Mr. Davis has experience from working with previous fire inspectors and Mr. John Patterson, school architect, in the interpretation of fire and building codes as they pertain to the Fire Safety Report. He will accompany the fire inspector during the inspection of school facilities and will be involved in the development of any district plans necessary to correct violations.

c: Ms. Lory Morrin, Wayne High School Principal
Mr. Robert Armocida, Wayne Middle School Principal
Mr. Robert LaRouche, Ontario Primary Principal
Mr. Joe Siracuse, Ontario Elementary Principal
Ms. Kim Saxby, Freewill Elementary Principal
Mr. Donald Davis, Director of Facilities
Mr. Fred Prince, Transportation Manager