

WAYNE CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION MEETING AGENDA



DATE: March 26, 2003
TIME: 6:30 p.m.
PLACE: District Office Board Room

- 6:30 Call to Order /Pledge of Allegiance
- 6:30 Executive Session
- 7:30 Approval of Agenda/Approval of [MINUTES](#) Att. 1
- 7:35 Public Comment
- 7:40 Board Member Comments
- 7:45 Board President's Comments
- 7:50 Action Item Report
- 7:55 Superintendent's Report
1. Wizard of Oz Performers
 2. School Report Card
 3. School Sponsored Trips
 4. Student Questions
- 8:35 Items for Board Action:
1. Approve Resolution for Annual School District [ELECTION](#) Att. 2
 2. [Personnel](#) Action Att. 3
 3. Approve 2003-2004 District [Calendar](#)
- 8:40 Policy – First Reading on [attendance](#) Att. 4
- 8:40 Public Comment/Board Comments
- Adjournment

Next Meeting: April 9, 2003 7:30 p.m. District Office Board Room

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 12, 2003
TYPE: Regular Business Meeting

TIME: 7:30 p.m.
PLACE: District Office

PRESENT: Trustees Brunner, Diller, Griswold, Johnson, Lyke, Triou, Wyse; District Clerk Switzer; Administrators Havens, Morrin, La Ruche, Siracuse, Woodard, Atseff, Spring, Buddington

ABSENT: Trustees Ratcliffe & Robusto

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

I. CALL TO ORDER: 7:30 p.m. by Richard A. Johnson, School Board President

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF AGENDA & MINUTES (February 26, 2003)

Mr. Johnson added a presentation on the school resource officer program by representatives of the New York State Police as an agenda item under the report of the superintendent of schools.

Mrs. Brunner offered a **MOTION** to approve the agenda for this evening's meeting, as revised, and the minutes of the meeting of February 26, 2003, as presented. 7 Ayes, 0 Nays, 2 Absent (Mr. Ratcliffe, Mr. Robusto), Carried.

A. IV. PUBLIC COMMENT

Mr. Johnson stated that public comment is some of the most valuable time spent by trustees who appreciate input from speakers. While immediate responses are not always possible, follow-up will occur if needed. He asked speakers to confine their remarks to five (5) minutes. Persons wishing to speak should first be recognized by the school board president, then identify themselves, any organization they may be representing at the meeting, and the agenda topic

A. Jeanne Durfee, 3947 Boynton Road, Walworth, was present to seek support for nomination to another term as a member of the Board of Education of Wayne-Finger Lakes BOCES. She presented a copy of her candidate profile and noted her participation in numerous local, regional and state educational organizations. She presently serves as president of the Four Co. School Boards Association, on the Advisory Committee to the Commissioner of Education and as a member of the Coalition of Local School Boards Associations, including its steering committee. She is a past member, vice-president and president of the Wayne Central Board of Education.

B. Mrs. Durfee, supra, noted a recent visit with state legislators in Albany where she learned that they hope to finalize a state budget prior to school elections in May since agreement on revenues has already occurred. They indicated that the budget might provide some legislative relief on the Governor's state aid proposals for education. Senators Kuhl and Nozzolio advised school districts use the Governor's state aid estimates in budget planning but have a back-up plan as well.

V. BOARD MEMBER COMMENTS

- A. Mrs. Diller extended compliments to musicians who performed in the county-wide **elementary vocal music festival** at Pal-Mac; the performances were a credit to our music instructors and the talents of our students.
- B. Mrs. Brunner extended **compliments** to students, staff and volunteers involved in presentation of the high school musical "Bye, Bye Birdie" last weekend.
- C. Mrs. Lyke reported that she and Mrs. Diller attended the recent program meeting of **Four Co. School Boards Association** on communications with the public. An excellent synopsis appears in the association's March newsletter.
- D. Mr. Wyse added his **congratulations** to everyone involved with the production of "Bye, Bye Birdie" and stated he was pleased to have the opportunity to work with the students on technical lighting and other details.
- E. Mr. Wyse introduced junior Tessa Rounds as the **Rotary International Exchange Student** who will travel to Australia in 2003-2004.

VI. BOARD PRESIDENT'S COMMENTS

- A. Mr. Johnson noted that **special meetings for budget workshops** are scheduled for Tuesday, March 18 and Wednesday, March 19, each from 5:30 to 8:00 p.m., and Thursday, March 20, at 6:00 p.m., each at Ontario Elementary School.
- B. Mr. Johnson extended **congratulations to athletes** for recent state honors in wrestling, skiing and bowling.
- C. Mr. Johnson extended **congratulations** to students, staff and volunteers who presented the student musical "Bye, Bye Birdie" at the high school.

VII. REPORT ON ACTION ITEMS BY THE SUPERINTENDENT OF SCHOOLS – None

VIII. REPORTS OF THE SUPERINTENDENT OF SCHOOLS

Mr. Havens extended **congratulations** to Joe Siracuse, principal of Ontario Elementary School, and his wife and family on the birth of a new daughter.

Mr. Havens thanked Mr. Wyse for his **volunteer assistance** on lighting for the recent high school musical.

Mr. Havens announced plans for **a rally on May 3** in Albany for parents, teachers, school officials, union officials and others to display support for education aid in the state budget. Efforts by everyone are needed to convince state legislators of the severity of the proposed reductions in state aid. The local teachers' association will contribute some funds toward transportation costs. He and Mr. Ratcliffe will be accompanying the high school chorus in Williamsburg at that time.

Mr. Havens shared positive comments from a parent at the recent meeting of the Ontario Chamber of Commerce on the **student trip to Spain** during winter recess.

PRESENTATION ON SCHOOL RESOURCE OFFICER PROGRAM

Mr. Havens introduced Sgt. McCormick and Trooper Mietlicki to make a presentation on the school resource officer program through the New York State Police. The school district is eligible for federal and state grants to support a school resource officer at the high school for four years from 2003 to 2007. Trustees will formally consider acceptance of the grant funds and participation in the program at a meeting in April.

The officers reviewed details of the program that provides a uniformed state trooper who is assigned full time to the high school. Troop E of the State Police will add seven (7) school resource officers to the seven (7) in service at the present time. The officer who fills the post is interviewed and selected by the school district and can work a flexible schedule during the school day or at afternoon or evening school events. When not on duty at school, the resource officer handles other law enforcement assignments.

Using a powerpoint presentation, the officers presented examples of the duties the resource officer fulfills ranging from a resource person for driver and traffic safety education programs and assisting school officials with emergency planning to effects of domestic violence, internet safety and maintaining a safe and secure learning environment. The program is in its fourth year. (copy of sample duties filed in clerk's agenda file, this meeting)

Mr. Havens noted the question raised by some trustees at the prior meeting about whether the resource officer is allowed to carry a weapon. The officers noted that do carry weapons while on duty; the school resource officers have found that students quickly overlook them as the resource officer assimilates into the school setting.

Mrs. Lyke asked Trooper Meilteck where she spent most of her time as a resource officer. She noted that the majority of her time was at the secondary level although she occasionally visited the lower grade levels to present lessons or read to children. The school district and the state police develop a memo of understanding that outlines the role, schedule and duties of the resource officer.

Mr. Johnson noted he viewed a presentation at the state school board's association workshop last fall and on successful experiences for the resource officer program. He cannot say enough good things about the program.

Mrs. Lyke asked what the longevity of the resource officers is in their assigned districts. Sgt. McCormack stated that the persons selected would be expected to remain in our district for the full four years unless changed by promotions or retirement or by agreement with the host district.

Mr. Havens noted that the school resource officer position is a highly coveted duty assignment among state troopers. He thanked the officers for their presentation.

MID YEAR REVIEW OF ACADEMIC PROGRESS

Mr. Havens introduced Mr. Spring to review the mid-year report of academic progress of students in grades K to 12 since September, 2002. Copies of the report were distributed to trustees (copy filed in clerk's agenda file)

Mr. Spring presented and narrated a powerpoint presentation on achievement data in reading and math beginning in kindergarten and continuing through state achievement tests and Regents exams in the child's senior year. The graphs illustrated areas of growth, progress and excellence as well as areas where additional effort and improvement is needed. (copy filed in clerk's agenda file, this meeting)

The **elementary data** reflects teacher assessments of student progress on report cards. They include measures of a student's ability to revise and persevere on a task, class participation and the amount of growth made over time. The data shows how many students are making adequate progress and how many are not. Mr. Spring noted the areas where additional attention is planned.

He noted that the elementary levels have a keen focus on literacy and math with specific targets in those two areas. A great deal of professional development time is also directed at those two areas. The ability of the staff to concentrate on these two priority areas has enabled them to realize some significant gains in recent years.

Mr. Johnson asked if the report reflects district-wide data; Mr. Spring stated it does.

Mr. Triou asked what the "benchmark document" represents; Mr. Spring provided details on efforts by staff members last summer to develop indicators they use to monitor student achievement at each grade level for reading, writing and listening skills.

At the **middle school level**, each subject area has a separate goal directed toward the number of students performing successfully on the Regents achievement tests. Literacy instruction is also included but is not the primary area of attention. Mr. Spring noted that student mastery is also a measure in the four core subject areas of science, math, social studies and English/language arts. On state exams, mastery is the achievement of a grade of 85% or better and is used in statewide comparison of student achievement.

The report noted that the largest discrepancies at the middle school exist between math and English/language arts versus other core areas. Efforts are underway to examine why students do well in some areas and not others and the trends those students reflect from their achievement levels in the elementary school.

Mr. Johnson asked if the student's adjustment to a new building, new course load and moving from class to class are factors. Mr. Spring stated those factors were more likely to occur in the first quarter of the school year and that was not the case.

Mr. Griswold asked if the district can and/or does exclude any students from this data and if we can determine what may have changed and what works for these students. Mr. Spring stated that it is possible to breakout data if needed and the data presented this evening includes all students at each grade level since we are responsible for and concerned about the achievement of all of our students.

Mrs. Lyke asked about passing grades and mastery levels. Mr. Spring provided details.

Mr. Spring reviewed student progress in the academic intervention services (AIS) at the middle school to help students meet state learning standards. The results present areas for continued attention by school personnel in some subject areas.

At the **high school level**, each subject area has a separate goal directed toward the number of students performing successfully on the Regents exam. Literacy instruction

continues as a secondary issue. Mastery on these exams is the same as the middle school at 85% or greater and is used for state-wide comparisons.

The data indicates a need to address why some passing rates decreased in the four core subject areas in the second quarter and what difficulties students may encounter despite their best efforts and to determine what some subject areas did to overcome those decreases. Each grade level seems to have one or two subject areas that stand above others and efforts are underway to determine successful efforts they have made which can be replicated in other subject areas. Additional scrutiny is also planned for math achievement scores at grade nine and ten.

Mr. Johnson asked if the results reflect advanced placement courses; Mr. Spring stated they do, adding that those courses and the pre-college Gemini courses contain more difficult material and our students continue to perform very well.

The high school's AIS program was very successful with more than 50% of the students no longer needing the additional support.

Mr. Triou asked if the intervention services are a mandatory class during the school day or if students have the option to participate after school hours. Mr. Spring stated that both options are used and available to the students.

Mrs. Lyke asked about the correlation of freshman math achievement on the Regents exam and success in passing the course and if parents are made aware of efforts needed to insure that students meet the achievement levels.

Mr. Spring stated that communication with parents occurs well before an exam score indicates a concern. The staff is analyzing factors behind the passing levels of students on report cards and their exam scores. The goal is to predict with accuracy how our students would do on the exam.

Trustees thanked Mr. Spring for his report and presentation.

Mr. Havens stated that review of academic achievement occurs on a quarterly basis to know exactly how well our students are doing and Mr. Spring will report to the Board of Education at those intervals and in the annual report in July.

DISCUSSION ON PROPOSED 2003-2004 BUDGET • Administration, Revenues

Mr. Havens presented the third component – administration – and proposed revenue appropriations for the 2003-2004 school year for review and consideration by the Board of Education. He noted that the administrative council is working diligently on options for modifications of programs and services to reach a proposed property tax levy increase of 9% to present at the budget workshop sessions next week.

Mr. Atseff noted that the **administrative component** represents appx. 12% of the total budget for 2003-2004. The total proposed budget is now \$31,129,036 and reflects an increase in expenditures of 3.6% and, over the past three years, an average increase of 1.5%. Preliminary estimates of decreases in state operating aid are responsible for decreased revenue estimates and projected increases in the property tax levy. Mr. Havens stated he is pleased that in each of the past three years, the portion of the budget for direct instruction to students has increased

Mr. Atseff reviewed the expenditures allocated to the administrative component in areas of school board operations, superintendent of schools, instructional management, building supervision, purchasing, central data processing, human resources, central printing and mailing, central warehouse, records retention, legal services, water and sewer charges for school facilities and the district's share of administrative services for Wayne-Finger Lakes BOCES.

He noted that the proposed budget includes an increase in expenses for tuition reimbursements as provided in the last collective bargaining agreement with the teachers' union as part of efforts to recruit and retain teachers.

Mr. Griswold stated he feels that is a good program for our staff.

Mr. Wyse stated he estimates a payback if the teacher remains with the district for seven (7) or more years.

Mr. Triou asked if we lease duplicating equipment; Mr. Atseff stated that we do.

Mr. Wyse asked if the increased use of duplicating is due to more local production of materials like the program for the recent student musical. Mr. Havens stated that copier volume is presently under review.

Mr. Atseff reviewed proposed **revenue appropriations** in areas of state aid, local sources, fund balance and the property tax levy.

Revenues from state aid reflects a \$500,000 decrease based on the Governor's state aid proposal. Sales tax revenues are projected with little change, earnings on investments reflect lower interest rates, the appropriated fund balance remains constant, as it must, and the property tax level is now projected to increase by 12.82%.

Mr. Havens noted that he and Mr. Atseff will present the amount of modifications needed to reduce the proposed property tax level to varied levels between 12.8% and 9.0%.

Mr. Havens thanked Mr. Atseff for his efforts in budget development.

Mr. Griswold stated that the projected expense and revenue appropriations clearly illustrate to the taxpayer that despite nearly flat increases in expenses over the past several years, the property tax levy continues to increase. It is also important to note the changes in state aid levels during that same period.

Mr. Johnson feels that the Board of Education should stress that fact in communications with the public and note that the situation is not expected to improve in future years.

Mr. Griswold feels that educating voters about these issues is essential this year; they need to understand the factors behind the projected tax levy increases.

Mr. Johnson added his compliments to Mr. Atseff for his efforts and presentations during budget development.

H. FINANCIAL AND BUDGET UPDATE

Mr. Havens introduced Mr. Atseff to present monthly financial reports for review and consideration by the Board of Education.

Mr. Atseff presented reports and information through February 28, 2003 as follows: (copies filed in clerk's agenda file, this meeting)

- (1) *Revenue Status Report*: 66% of budgeted revenues have arrived, including initial payments of sales tax and classroom rentals by Wayne-Finger BOCES.
- (2) *Expense Report – General Fund*: 52% of the general fund allocations spent to date; appropriations in good shape; some increases witnessed in diesel fuel;

Mr. Atseff noted the recommendation for a *revenue anticipation note* to address possible shift in state cash flow to local governments.

Mr. Griswold asked if the proposal is for a continuing resolution or if we have one in place from prior years. Mr. Atseff stated it is a proposal for a continuing resolution that is not presently in place,

Mr. Griswold asked if there is a limit on the amount of these revenue notes. Mr. Atseff said state law based on local spending levels and debts limits them.

Mr. Havens stated that borrowing funds under a continuing resolution would only occur with prior approval from the Board of Education. Mr. Atseff added that the signature of the school board president is required.

Mr. Griswold asked if the re-payment schedule is also defined in law. Mr. Atseff explained that the length of the note (loan) obtained determines the payment schedule (e.g. 60 or 90 days)

Mr. Triou asked if action is needed in future years on a continuing resolution; Mr. Atseff stated no.

Mr. Johnson suggested including this continuing resolution and authorization on the re-organizational meeting agenda each year for trustee review. By ***consensus***, trustees accepted that idea.

Mr. Griswold asked why a continuing resolution was not already in place. Mrs. Lyke noted the district may not have had this situation in the past. Mr. Havens noted that until three (3) years ago, the district's fund balance level did not require this kind of action. The fund balance amount has been diminished to the state approved level of 2% of budget in that time period.

I. STUDENT QUESTIONS

Tessa Rounds, 1991 Finley Road, Walworth, asked why the district does not offer courses in the performing arts. Mr. Havens noted that programs in drama dance, and technical theatre are included in the model school's program for future years.

Anna Tagliatela, 4245 West Walworth Road, Macedon, asked why our seniors do so well academically as reported this evening. Mr. Spring stated that some of the reasons are they student maturity, more choices in courses and options for students to enroll in electives.

Jack Heltzel, 193 Elm Drive, Ontario, asked if renovations planned at the high school include replacement of the TV monitors with 42-inch plasma screens and asked what would happen with the former monitors. Mr. Havens stated that the

replacement monitors are not the 42-inch plasma screens and the former units will be re-used, if possible, or disposed as surplus property.

Nicholas James, 21 McIntosh Road, Ontario, asked about definitions of "satisfactory" and "mastery" as noted in the academic achievement report; Mr. Havens stated that "satisfactory" is achieving a passing grade and "mastery" is 85% or greater.

Mrs. Morrin, high school principal, introduced seniors Nicholas James and Amberly De Rosie who were selected as salutatorian and valedictorian of the Class of 2003.

IX. **RECESS:** 9:21 p.m.

X. **RECONVENE:** 9:31 p.m.

XI. **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

RESIGNATIONS:

Michelle Goodwin, elementary education teacher, assigned to Ontario Elementary School, effective January 23, 2003 (personal reasons)

APPOINTMENTS:

Post Season Coaching Stipend - Winter 2003

See Listing, Clerk's Agenda File, This Meeting

SUPPORTIVE STAFF:

APPOINTMENTS:

Ann Blocher, teaching assistant (reading buddies coordinator), assigned to district-wide, permanent civil service appointment effective March 1, 2003 at \$9.55/hour (having served a successful probationary period)

Lynn Byrne, teacher aide, assigned to the middle school, (Eagle Ventures), a permanent civil service appointment effective March 1, 2003 at \$7.65/hour (having served a successful probationary period).

Patricia Genesky, teaching assistant, assigned to Ontario Elementary School (computer lab), a permanent civil service appointment effective March 4, 2003 at \$9.55/hour (having served a successful probationary period)

John Leone, food service worker assigned to the high school, a permanent part-time civil service appointment effective March 25, 2003 at \$7.05/hour (having served a successful probationary period)

Mr. Wyse offered a **MOTION** to approve the personnel changes as recommended by the superintendent of schools. 7 Ayes, 0 Nays, 2 Absent (Mr. Ratcliffe, Mr. Robusto), Carried.

B. CPSE PLACEMENT RECOMMENDATIONS

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

Mrs. Brunner offered a **MOTION**, seconded by Mr. Triou, to adopt a **RESOLUTION** for pupil placements Committee on Pre-School Special Education, **TO WIT:**

**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.

Mr. Triou asked how the Bright Start Pediatric Therapy programs were working for our students; Mrs. Woodard said they are working well and she is pleased that they continue to have openings for our children.

On the question, the **RESOLUTION** was adopted by a vote of 7 Ayes, 0 Nays, 2 Absent (Mr. Ratcliffe, Mr. Robusto).

C. CONSENSUS AGENDA

- (1) Reports of the School District Treasurer (A/O 1/31/03)
- (2) Adopt Resolution for Revenue Anticipation Notes (RANS)
- (3) Adopt Resolution to Nominate Member of Wayne-Finger Lakes BOCES Board of Education
- (4) Adopt Resolution Re: Enactment of NYS Budget

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

(1) REPORTS OF THE SCHOOL DISTRICT TREASURER

Mrs. Brunner offered a **MOTION** to receive & file **reports of the school district treasurer** for the period ending January 31, 2003. of 7 Ayes, 0 Nays, 2 Absent (Mr. Ratcliffe, Mr. Robusto), Carried. (copy attached to these minutes in the minute book)

(2) RESOLUTION FOR REVENUE ANTICIPATION NOTES

Mr. Havens noted that recent information indicates that there is a possibility that the Governor might delay state aid payments typically made in February or March, until April or May. The state fiscal year ends March 31st, so this delay would put the aid payments into a new fiscal year for the state.

Mr. Atseff stated that he does not believe that this delay would require the district to borrow money to meet cash flow needs. As a precaution, however, he proposes that the Board of Education adopt a resolution for a revenue anticipation note, which bond counsel has reviewed, in case the delay in state aid payments were longer than one to two months.

Upon adoption of the resolution, the district would be able to issue these debt instruments on an as-needed basis.

Mr. Wyse offered a **MOTION**, seconded by Mr. Triou, to adopt a **RESOLUTION** for Revenue Anticipation Notes (RANS), **TO WIT:**

**REVENUE ANTICIPATION NOTE RESOLUTION
DATED MARCH 12, 2003
DELEGATING POWER TO THE PRESIDENT OF THE BOARD OF EDUCATION
TO AUTHORIZE, FROM TIME TO TIME AND YEAR TO YEAR,
THE ISSUANCE AND SALE OF REVENUE ANTICIPATION NOTES
OF THE WAYNE CENTRAL SCHOOL DISTRICT, NEW YORK, IN
ANTICIPATION OF THE COLLECTION OF REVENUES**

To better provide for the accomplishment of the purposes and goals of the Wayne School District,

BE IT RESOLVED by the Board of Education of the Wayne Central School District, New York, as follows:

Section 1. The power to authorize, from time to time and year to year, the issuance and sale of revenue anticipation notes of the Wayne Central School District, New York, including renewals thereof, in anticipation of the collection of revenues to be received by the School District as state aid from the State of New York, is hereby delegated to the President of the Board of Education, the chief fiscal officer. Such notes shall be of such terms, and of such form and content as may be determined by said President of the Board of Education in accordance with the Local Finance Law of the State of New York.

Section 2. It is hereby determined that any notes which may be issued by the School District pursuant to this resolution in anticipation of the collection of such revenues to be received by the School District from the State of New York for any given fiscal year shall be issued during such fiscal year or during the two weeks prior to the commencement of such fiscal year and otherwise in accordance with Section 25.00 of the Local Finance Law of the State of New York.

Section 3. The Vice President of the Board of Education or the District Clerk may execute such notes in place of the Board President if the Board President shall so designate.

Section 4. It is hereby determined and declared that it is the intent of this Board of Education that this resolution remains in full force and effect in perpetuity for the issuance of the aforesaid notes from year to year, until this resolution is modified, amended, rescinded, revoked or repealed by this Board of Education.

Section 5. This resolution shall take effect immediately upon its adoption.

Mr. Griswold asked if the proposed resolution should contain a provision for review of this matter at the re-organizational meeting each year. Mr. Johnson stated that he would favor that approach.

Mr. Wyse suggested including the topic on the agenda for that organizational meeting in the district policy handbook. By **consensus**, this was accepted and referred to the policy committee for inclusion in the revisions now underway.

On the question, the **RESOLUTION** was adopted by a vote of 7 Ayes, 0 Nays, 2 Absent (Mr. Ratcliffe, Mr. Robusto).

**(3) RESOLUTION TO NOMINATE JEANNE DURFEE AS A CANDIDATE FOR
ELECTION TO THE BOARD OF EDUCATION OF WAYNE-FINGER
LAKES BOCES**

Mr. Wyse offered a **MOTION**, seconded by Mr. Griswold, to adopt a **RESOLUTION** to Nominate Jeanne A. Durfee as a Candidate for Election to the Board of Education of Wayne-Finger Lakes BOCES, **TO WIT:**

**RESOLUTION TO NOMINATE JEANNE A. DURFEE
AS A CANDIDATE FOR ELECTION TO MEMBERSHIP
ON THE BOARD OF EDUCATION OF THE
WAYNE-FINGER LAKES BOCES
COMMENCING JULY 1, 2003**

BE IT RESOLVED, that the Board of Education of the Wayne Central School District nominates Jeanne A. Durfee, whose address is 3947 Boynton Road, Walworth, New York 14568 and whose school district of residence is the Wayne Central School District, as a candidate for membership on the Board of Education of Wayne-Finger Lakes BOCES commencing July 1, 2003.

On the question, the **RESOLUTION** was adopted by a vote of 7 Ayes, 0 Nays, 2 Absent (Mr. Ratcliffe, Mr. Robusto).

(4) RESOLUTION ON STATE BUDGET (Four Co. School Boards Association)

Mr. Johnson offered a **MOTION**, seconded by Mr. Triou, to adopt a **RESOLUTION** relative Enactment of NYS Budget as presented by the Four Co. School Boards Association, **TO WIT**:

**RESOLUTION TO URGE THE GOVERNOR & LEGISLATURE
TO ENACT A STATE BUDGET REFLECTING MUTUAL INTERESTS**

WHEREAS, the members for the Four Co. School Boards Association believe the interests stated below should drive decisions regarding support from the State of New York for education with our region, *and*

WHEREAS, the mutual interests of all constituencies (e.g. students, parents, teachers, local taxpayers, school boards, legislators and the Governor) will be serving if funding from the State of New York:

- (1) Is adequate to retain quality instruction, enabling our students to meet New York State standards,
- (2) Allows school districts to meet New York State and federal mandates
- (3) Is known in sufficient time to allow for adoption of a budget in April and setting the local tax levy in August,
- (4) Provides for the rational development of a budget and tax increase our communities will support,
- (5) Allows districts to balance student needs with the economic realities of our communities,

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Wayne Central School District urges the Governor and the Legislature of the State of New York to enact a state budget in accordance with these mutual interests.

Mr. Johnson stated that there was some indifference to this item when presented as an informational item at the prior meeting and asked the pleasure of the Board of Education. He noted he personally feels the text needs to seek specific action and that an organization as large as Four Co. School Boards Association should have a much stronger statement.

Mrs. Lyke asked what happens if the resolution is not adopted. Mr. Havens stated it would not be forwarded to Four Co. School Boards Association or our legislators.

Mr. Wyse stated that if this board does not support the resolution or forward it to the Four Co. School Boards Association it represents less action than is reflected in the resolution as presented.

Mr. Griswold stated his feelings on this issue have not changed since the prior meeting and he intends to abstain. If trustees do not adopt the resolution due to dissatisfaction

with its content, perhaps it will lead someone to inquire why and we could seek a stronger resolution instead.

Mrs. Brunner stated that some of the responsibility for the lack of strong wording rests on us as well. She suggested adopting the resolution as proposed and including a letter than requests a stronger statement.

Mr. Griswold favors seeking a new, more strongly worded resolution to consider.

Mr. Havens noted we could also adopt a resolution of our own wording and forward that to Four Co. School Boards Association and our legislators.

Mrs. Lyke noted she expressed her view on another matter to Four Co. School Boards Association and responded to her input.

Mr. Triou asked if we run any risk by not adopting this resolution or by writing one of our own.

Mrs. Lyke favors adopting this resolution with a cover letter stating our desire for a much stronger stance.

Mr. Griswold asked what the deadline is to submit the resolution; Mr. Johnson stated today. He added that extensive discussion at a recent Four Co. School Boards Association meeting also centered on the resolution.

By **consensus**, trustees agreed to consider the resolution as presented and request that the superintendent of schools forward it with a letter stating our disappointment that it does not take a stronger position.

Mr. Griswold noted the quote by Margaret Mead on the recent model school's report that "... one should never doubt a small group of dedicated individuals could change the world, indeed it is the only thing that ever has ..."

On the question, the **RESOLUTION** was adopted by a vote of 5 Ayes, 0 Nays, 2 Abstentions (Mr. Griswold, Mr. Johnson) 2 Absent (Mr. Ratcliffe, Mr. Robusto).

XII. ADDITIONAL PUBLIC COMMENT - None

XIII. ADDITIONAL BOARD MEMBER COMMENTS

A. Mr. Griswold feels that the ***academic progress report*** was well prepared, well thought out and favors continuing the format at future quarterly intervals; he found it one of the agenda items he reviewed multiple times prior to the meeting.

B. Mrs. Lyke echoed Mr. Griswold's remarks on the content and on use of the same format for future reports on ***academic achievement***.

C. Mr. Triou stated he ***appreciates the efforts*** by Mr. Spring and Mr. Atseff to assemble the data in the academic achievement report and for the monthly budget and financial report, respectively.

D. Mr. Triou noted he volunteered as a parent helper in his daughter's class at Freewill Elementary School recently and was amazed and pleased to note the ***amount of***

materials and learning that are present; he also witnessed the value of funds for early reading work firsthand.

XIV. ADJOURNMENT

Mr. Triou offered a **MOTION** to adjourn the meeting at 9:49 p.m. 7 Ayes, 0 Nays, 2 Absent (Mr. Ratcliffe, Mr. Robusto), Carried.

Respectfully submitted,

JAMES E. SWITZER
School District Clerk

APPROVAL OF ES

The foregoing minutes of the Board of Education were submitted for review & (approved as presented)(corrected as noted) at the meeting of

March 26, 2003

School District Clerk

JES/jes:wp

WAYNE CENTRAL SCHOOL DISTRICT
Ontario Center, New York 14520

BOARD OF EDUCATION MINUTES
APPROVED

UNOFFICIAL UNTIL

DATE: Wednesday, March 19, 2003
TYPE: Special Meeting – Budget Workshop
School

TIME: 6:00 p.m.
PLACE: Ontario Elementary
School

PRESENT: Trustees Brunner, Diller, Griswold, Johnson, Lyke, Ratcliffe, Robusto, Triou, Wyse; District Clerk Switzer; Administrators Havens, Morrin, Armocida, La Ruche, Siracuse, Saxby, Woodard, Atseff, Spring, Buddington, Blankenberg, Green, Davis, Prince

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

I. CALL TO ORDER: 6:00 p.m. by Richard A. Johnson, School Board President

PLEDGE OF ALLEGIANCE

PUBLIC COMMENT – None

ITEMS FROM THE SUPERINTENDENT OF SCHOOLS

Mr. Havens noted the portion of the ***Eagle Ventures program*** conducted at the Manor House at RG&E's Ginna Nuclear Station has moved to an alternate location due to increased security at the power plant.

Mr. Havens noted that four ***extended trips*** for students are under review based on current events and potential travel restrictions; they include a trip to Germany, one to Ohio, one to Virginia and the senior trip to New York City. He will have additional information to share at the next meeting.

V. WORKSHOP SESSION ON PROPOSED BUDGET • 2003-2004

Mr. Havens reviewed the ***proposed property tax levy*** based on modifications in programs and services reviewed at the March 18th meeting. The result of those discussions is a projected tax levy increase of 8.8%.

Mr. Wyse ***commended the district-wide and building level administrators*** for the outstanding job they did in developing and presenting options for modifications in programs and services. He believes the choices they recommended were those with the least direct impact on programs for students.

He favors additional discussion this evening on the ***projected class sizes and staffing for first grade*** at Freewill Elementary School. He noted that several years ago the Board of Education was faced with a similar dilemma at Ontario Elementary School and the result was to maintain the smaller class sizes.

He feels it is essential for students to start their school careers properly and would favor including the funds for one additional 1.0 FTE to allow for enrollment growth at that grade level at Freewill Elementary School.

Mr. Johnson asked how the inclusion of the additional 1.0 FTE would impact the proposed tax levy increase; Mr. Havens stated it would change from 8.8% to 9.1%.

Mrs. Lyke stated that she supports including the additional 1.0 FTE for any enrollment increases in first grade at Freewill Elementary School and, in the next few years, to help implement the full-day kindergarten program, which she supports. She asked how staffing would change for a full-day kindergarten program. Mr. Havens noted extended day programs now exist at Ontario Primary School and Freewill Elementary School and will be expanded next year within the reading grant. He estimates the need for 4.5 FTE additional positions, district-wide, to implement a full day program.

Mr. Robusto asked about projected class sizes at Freewill Elementary School for next year. Mrs. Saxby, principal, provided details. Mr. Havens noted that staffing assignments also depend on leaves, retirements and resignations.

Mrs. Saxby noted that both shifting enrollment levels and financial constraints prompted review of the staffing and class size for first level in 2003-2004. If enrollment levels increase this spring or summer, the need for the additional position would remain.

Mrs. Diller favors retaining the allowance for the 1.0 FTE position based on the value of and need for consistency in the two-year looping program for first and second grades at Freewill Elementary School.

Mrs. Lyke asked about the looping concept; Mrs. Saxby provided details on the successful program and noted her staff is considering replicating it at other grade levels as well.

Mr. Griswold asked where funding would originate if enrollment levels required the additional position and the funds were not budgeted. Mr. Wyse asked a similar question. Mr. Havens reviewed funding options for such a scenario, noting more reliable data on state aid and other revenues would result by August.

Mrs. Lyke asked if the proposed tax levy of 8.8% includes the block-scheduling portion of the model school's program and if the high school staff feels they can begin to implement the program. Mrs. Morrin, high school principal, stated that block scheduling is included and the high school staff is working on ways to include other aspects of the model school's plan, such as character education, for 2003-2004 as well.

Mrs. Brunner noted that in prior years the Board of Education has responded to enrollment shifts that exceeded budgeted staffing levels by allocating necessary funding.

Mr. Triou asked what process is used for recruitment and selection of staff when additions are made late in the season due to enrollment shifts. Mr. Havens outlined the process and noted that there is generally a large pool of candidates for elementary education positions.

Mrs. Lyke noted that there are also persons who have served in substitute roles in our schools who may be available for employment.

Mr. Triou supports retaining the 1.0 FTE position for first level at Freewill Elementary School based on the need and value of support for reading and literacy early in a child's school career.

Mr. Robusto asked about projected class sizes at Ontario Primary School for 2003-2004; Mr. La Ruche provided details.

Mr. Griswold suggested retaining the additional 1.0 FTE position would allow for enrollment shifts at first level or other levels not anticipated at this time

Mr. Triou asked what certification is required for primary and elementary teachers; Mr. Havens provided details.

Mr. Triou asked if funding remains in the proposed budget for Red Ribbon Week at this time; Mr. Havens stated it does.

By **consensus**, trustees agreed to include the 1.0 FTE position for first grade at Freewill Elementary School with a resulting proposed tax levy increase of 9.1%.

Mr. Havens stated that he and Mr. Atseff would review final budget estimates again with the goal of keeping the proposed tax levy increase at 8.9% for 2003-2004.

Mr. Triou asked if a moratorium on some professional development activities was considered in lieu of reducing allocations. Mr. Havens stated that it was considered but the importance and value of providing staff with the latest instructional methods remains a priority. The potential for reductions in that area exists but the staff development is an essential part of school district operations.

Mr. Triou stated his preference is not to eliminate staff positions.

Mr. Havens echoed sentiments expressed at the start of the meeting by Mr. Wyse on the excellent effort by the administrative council. He said he has not had the opportunity to work with a better group in his 18 years in administration and 26 years in education.

Mr. Ratcliffe noted that reductions were made in **computer technology, operations and maintenance, transportation and interscholastic athletics** last year and asked Mrs. Green, Mr. Davis, Mr. Prince and Mr. Blankenberg how their areas fared in this time. He has a concern that we are able to maintain replacement schedules and related issues in those areas and that we not allow our infrastructure to erode.

Mrs. Green noted that **technology** reflects a zero increase in new spending for 2003-2004 with re-allocation of funds to continue a small portion (appx. 40 units) of the annual computer hardware replacement program. Those funds do not, however, fulfill the total annual replacement plan (appx. 200) outlined in the five-year technology plan nor are the replacement items state-of-the-art equipment as we as planned.

Mr. Triou asked what the total number of computers is; Mrs. Green stated 1,200, district-wide.

Mrs. Lyke asked if funds for replacement of computer equipment is included in the 2002 capital facilities plan as discussed last year. Mr. Havens noted that the Board of Education did cite that as a priority and stated that funds may become available if the bids for capital facilities items are less than estimated. In addition, the building-wide classroom renovations at the high school included in the capital facilities project do include new computers and new "Destination" systems and computers are included in the new classrooms planned at that school.

Mr. Prince noted that the **transportation** budget reflects no reductions and his department continues to work with operations and maintenance staff on providing used vehicles and having mechanics assist with snow plowing. The long-range school bus replacement program remains in place as well.

Mr. Davis noted that the purchase of a plow truck from current year funds would meet a need expressed in each of the three past years for **operations and maintenance**. He added that planned purchase of a used vehicle from the Ontario Town Highway Department is a positive item, noting that both Walworth and Ontario Highway Departments maintain their vehicles very well.

Mr. Davis noted that district-owned vehicles result in savings of nearly \$20,000 in snow plowing costs. He cited a savings in hauling fill for athletic field improvements as one of many examples of uses of those larger trucks throughout the year. He also noted the need to continue vehicle replacement plans for maintenance vehicles. He added that the roles of several of his staff members as coaches of district athletic teams provide them with a valuable and unique perspective of the district's instructional program and help them understand the priorities in funding for those areas when resources are limited.

Mr. Blankenberg noted that it is important to maintain **interscholastic athletic programs** we already have and his budget for next year does that. The uniform replacement cycle also remains in place.

Mr. Atseff noted that in difficult financial times it is important to consider how to make things work with what you already have as Mrs. Green illustrated and by purchase of the snow truck from current year funds.

Mrs. Woodard concurred with Mr. Atseff that the present financial dilemma has resulted in consideration of ways to operate smarter and to establish priorities to meet the needs of students in a cost-effective manner. In prior years when we had the luxury of adding items, that approach was not always used. The current effort has resulted in many new solutions to address needs of our students.

Mr. Havens noted that formal **adoption of the proposed budget** by the Board of Education is set for April 9th. He **congratulated trustees** on the wonderful effort they expended and for their continued concern for programs for our students. He feels the proposed budget is a solid plan and one in which trustees can have pride.

Mr. Johnson **thanked Mr. Havens and the administrative council** for their hard work and noted that the documentation was easy to understand and the review process worked very well.

Mr. Johnson noted that with the budget review completed this evening, the special meeting for a budget workshop on Thursday, March 21, is not required.

VI. ADJOURNMENT

Mr. Triou offered a **MOTION** to adjourn the meeting at 7:06 p.m. 9 Ayes, 0 Nays, Carried.

Respectfully submitted,

JAMES E. SWITZER
School District Clerk

APPROVAL OF _____ ES

The foregoing minutes of the Board of Education were submitted for review & (approved as presented)(corrected as noted) at the meeting of

March 26, 2003

School District Clerk

JES/jes:wp

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 20, 2003)**

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 High School, located at 6200 Ontario Center Road, Ontario Center, New York, in said school district, on the 20th day of May, 2003, 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 13, 2003, @ 7:00 p.m. at the district office in the north wing of James A. Beneway 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 20th day of May, 2003, in the lobby of the large gymnasium of James A. Beneway 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) **2003-2004 BUDGET PROPOSITION**
(which may include separate propositions for special budgetary expenditures)

(2) **EXPENDITURE FROM BUS PURCHASE RESERVE FUND 2002**

RESOLVED, that the Board of Education be authorized to make an expenditure from the Bus Purchase Reserve Fund 2002 for the authorized purpose of such fund in an amount not to exceed \$365,000 in the 2003-2004 fiscal year.

(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 13, 2003 @ 7:00 p.m. at the district office in the north wing of James A. Beneway 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 5:00 p.m., local time, on Monday, April 21, 2003,

(more)

Vacancies will occur for three (3) terms of three (3) years each to succeed the following incumbents:

Jacqueline M. Brunner
Scott W. Griswold
John D. Triou

Petitions to nominate a school trustee may be secured from the school district clerk at the district office located in James A. Beneway 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 22, 2003 at 9:00 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 attend 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 2003-2004 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 in the district office

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 is available for public inspection during regular business hours at the district office.

DATED: March 26, 2003 @ Ontario Center, Wayne County, New York

**BY ORDER OF THE BOARD OF EDUCATION
OF WAYNE CENTRAL SCHOOL DISTRICT**
Ontario Center, Wayne County, New York
BY: JAMES E. SWITZER

4T: Weeks of March 31, April 14 & 28 & May 12, 2003

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 13, 2003) and the annual school election (May 20, 2003), 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.

JES/jes:wp

WAYNE CENTRAL SCHOOL DISTRICT

To: Michael Havens, Superintendent of Schools
From: Abi Buddington, Director of Human Resources
Re: Personnel Action
Date: March 26, 2003

The following is submitted for your review and approval.

INSTRUCTIONAL STAFF

Resignations:

Amory Dunham – Special Education Teacher assigned to the Middle School, effective May 23, 2003 (*for personal reasons*).

Thomas Sousa – Instrumental Music Teacher assigned to the Middle School, effective May 23, 2003 (*for personal reasons*).

Leave of Absence:

None

Appointments:

Annual Coaching Recommendation 2003-2004

Fall 2003

Name	Team	Step	WCS Years	Level	Incentive	Salary
Scott Freischlag	Head Varsity Football	5	17	B	Yes	4036

SUPPORT STAFF

Resignations:

None

Leave of Absence:

None

Appointments:

None

July

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

August

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

September

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			20/21

October

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

November

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
				15/16

December

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

Wayne Central School District 2003-2004 School Calendar



DATE	DESCRIPTION
July 4	Independence Day Holiday
Sept 1	Labor Day Holiday
Sept 2	Staff Training Day
Sept 3	School Opens
Oct 10	Staff Training Day
Oct 13	Columbus Day Holiday
Nov 10	Staff Training Day
Nov 11	Veteran's Day Holiday
Nov 24-25	Parent/Teacher Conferences
Nov 26	Staff Training Day
Nov 27-28	Thanksgiving Holiday
Dec 24-Jan 2	Winter Recess
Jan 16	Early Release Day
Jan 19	Martin Luther King Holiday
Jan 26-29	NYS Regents Exams
Feb 16-20	Winter Recess
Mar 19	Early Release Day
Apr 9-16	Spring Recess
May 14	Early Release Day
May 31	Memorial Day Holiday
June 16-23	NYS Regents Exams
June 23	Last Day for K-5 Students
June 24	Staff Training Day
June 25	Regents Rating Day

- Staff Training Day
- Holiday/Recess
- P-T Conferences (half days)
- First/Last Day for Students
- Early Release Days
- Regents Exams

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

3/17/03

January

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

February

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

March

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

April

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

May

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

June

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		17/19

Comprehensive Student Attendance Policy for Students in Grades K-5

New York State Compulsory Education Law, Article 65, section 3205:

School age minors, ages 6 to 16, must attend school regularly as prescribed where a student resides. The student must attend school the entire time classes are in session.

The Compulsory Education Law is designated to require school attendance and ensure that no child is denied the opportunity to receive an education.

New York State Compulsory Education laws specify that each minor child from 6 to 16 years of age, mentally and physically fit, shall regularly attend school for the entire time schools are in session. A child who becomes 6 years of age on or before December 1 during a school year is required to attend school beginning in September. A child who turns 16 years of age during a school year must continue in attendance until the end of the school year. According to state law, the school year begins July 1.

Statement Of Overall Objectives And

School attendance is both a right and a responsibility. Wayne Central School District is an active partner with students, parents, and the community in the task of ensuring that all students meet or exceed the New York State Learning Standards. Wayne Central recognizes that consistent school attendance, academic success, school completion, and success in the workplace have a direct correlation. Therefore, the Wayne Central School District has developed a Comprehensive Student Attendance Policy to meet the following objectives:

- a) To increase school graduation rates;
- b) To raise student achievement and performance;
- c) To identify attendance patterns in order to decrease the number of tardies to school;
- d) To know the whereabouts of every student for safety and other reasons;
- e) To verify that individual students are complying with education laws relating to compulsory attendance;
- f) To determine the District's average daily attendance for State aid purposes.

Description of Strategies to Meet Objectives

Wayne Central School District will:

- Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourage respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
- Maintain a Comprehensive Student Attendance Policy based upon the recommendations of a multifaceted District Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, parents and the community. The District will hold at least one public hearing prior to the adoption/modification of this collaboratively developed Comprehensive Student Attendance Policy.
- Maintain accurate record keeping to record attendance, absence, tardiness, or early departure of each student.
- Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.
- Develop early intervention strategies to improve school attendance for all students.

Notification

Successful implementation of any attendance policy requires cooperation among all members of the education community including parents/guardians, students, teachers, administrators, and support staff.

All participants will be informed about the policy to understand its purpose, procedures and consequences of non-compliance. To ensure that students, parents/guardians, teachers, and administrators are notified of and understand the policy, the following procedures shall be implemented:

Student Notice: Students in grades K-5 will be made aware of the attendance policy and procedures via the school handbook beginning in September 2003. Teachers will review this policy with students during the first month of school.

Parent/Guardian Notice: Parents of students in grades K-5 will be notified of the policy and procedures via the school handbook. The attendance policy will be added to the annual September newsletter sent home to parents.

Faculty/Staff Notice: Faculty and staff will meet at the beginning of each school year to review the attendance policy and procedures. This meeting will include clarifying individual responsibilities, the attendance policy implementation procedures, and the necessary forms and guidelines for implementation. A copy of the attendance policy will be added to each staff handbook; be posted in the nurse's office, and will be posted on the Wayne Central School District Web Page by the Webmaster.

Policy Parameters

The Attendance Policy is based on a 180-day school year.

All absences, both excused and unexcused, are counted toward the cumulative total days absent. Students with verified legal absences will be given the opportunity to make up the missed work. The make-up work will count toward the student's class average but will not count towards attendance.

No distinction will be made between excused and unexcused absences for notification purposes.

Days for which a student is assigned home teaching or other school approved tutoring shall be counted as regular class attendance.

Days for which a student is suspended from school will not be counted as absences. Alternate equivalent instruction, or work sent home, will commence as soon as possible upon suspension.

School sanctioned field trips will not count as an absence from class.

Band and chorus lessons will not count as absences.

The approved attendance document will be the official record for student attendance with regard to this policy.

Makeup Work Procedures

Makeup work will be coordinated by the individual classroom teacher and subject to grade level expectations.

Student Record keeping/Data

The record of each student's presence, absence, tardiness and early departure shall be maintained on school management software. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the district code for the reason.

Student Responsibilities

- Students must attend school on time and every day that school is in session and participate fully.

All absences, legal and illegal, are counted toward the cumulative total days absent. The following reasons for absence or tardiness are accepted as legal, according to the New York State Educational Law.

1. Sickness
2. Sickness in the family
3. Death in the family
4. Impassable roads or weather making travel unsafe as determined by town, county, or state highway officials

5. Medical appointments or attendance at a medical clinic
6. Religious observance
7. Quarantine
8. Court Attendance
9. Approved Cooperative Work Program
10. Any other school approved program
11. College Visits

**Any other absence is unexcused
And not a legal absence**

The following are examples of illegal excuses for tardiness or absence:

1. Late ride
2. Missing the school bus
3. Family vacation
4. Hunting
5. Babysitting
6. Hair cut
7. Oversleeping
8. Car trouble

Parent/Guardian Responsibilities

- When a student is to be absent from school or class, the parent/guardian must contact the Nurse's Office to report the absence within 24 hours.
- In addition to calling, the parent/guardian should submit a written explanation of the absence to the nurse.
- Parents/Guardians are required to provide their current home address, telephone and emergency number(s), list of adults to contact in their absence, and keep the school abreast of any changes. This information should be provided to the school nurse.
- Parents/guardians are expected to work collaboratively with school personnel to attend meetings and respond to attendance concerns.
- Parents/guardians are expected to monitor the work of students when make-up opportunities are required.
- Parents are expected to contact teachers and school personnel should they have any concerns.

It is of the utmost importance that each family understands the fact that any absence or tardiness, regardless of the reason, does not exempt their student from attendance requirements.

Teacher Responsibilities

- Classroom/subject area teachers are required to personally take accurate daily attendance as prescribed in Section 3211 of the New York State Education Law regarding compulsory attendance.
- Report Cards will reflect attendance.
- Teachers and school personnel will continually stress to students the importance of promptness and regular attendance in educational, social and business matters, and set a positive example through their own contact with classes.
- Teachers are required to call parents/guardians any time there is a concern over attendance, academic progress, class behavior or other issues.
- When a student reaches ten absences from school in a semester(s) the classroom teacher will contact the parent by phone to express the attendance concerns and contact the schools counselor, nurse, and principal. The classroom teacher will complete a phone log and give a copy to the building principal.
- Provide make-up work in a timely fashion and communicate attendance responsibilities to substitutes.

Counselor Responsibilities

- Monitor student attendance of students.
- Regularly consult with teachers to proactively address attendance issues. It is the expectation that contact will be made to parents whenever there is an attendance concern.
- Consult regularly with the building principal to uncover the root causes of the attendance issues

School Nurse's Responsibilities

- Verify each student's absence from school by contacting and communicating with the parent or legal guardian.
- Monitor and collect each student's written excuse when they are absent from school.
- Clarify parent questions in regard to the difference between unexcused and excused tardies and absences.
- Communicate with the teaching staff and administration any student attendance issues or concerns.

Administrative Responsibilities

- Principals or designees are responsible for implementing the attendance policy and providing supplies and information to help implement the attendance policy.

Central Office Responsibilities

Support building programs as deemed necessary with regard to:

- Superintendent Hearings
- Student records
- Family Court Issues
- Other Interventions

*Teachers and principal's designee will jointly determine the need for informal school conferences of Central Office referrals.

Administrative Guidelines

Notification, Intervention, and Hearing

Notification I: Report cards reflecting student attendance will be distributed quarterly.

Notification II: When a student reaches 15 days of absence from school in a semester, the principal will send a letter to the parent/guardian. The purpose of this initial intervention is to open the lines of communication to improve attendance patterns.

Notification III: If attendance issues persist, the student may be referred to the Pupil Study Team (PST) to discuss strategies to improve the student's attendance at school. The principal will notify the parent/guardian about the PST meeting via phone and in writing, and encourage them to attend.

Notice of Students who are Absent, Tardy or Depart Early Without Proper

The school nurse or principals' designee shall notify by telephone the parent/guardian of a student who is absent, tardy or departs early without proper excuse. If the parent/person in parental relation cannot be reached by telephone (home, work, cell, pager, etc. numbers have been exhausted), the school nurse or principals designee will leave a message informing the parent/guardian of the absence. If no message can be left, notification of the absence will be provided through mail.

Attendance Incentives

In order to encourage student attendance, Ontario Primary School, Ontario Elementary School, and Freewill Elementary School will develop and implement grade-appropriate/building-level strategies and programs that may include but are not limited to:

- a) Classroom/school acknowledgment of the importance of good attendance (e.g., individual certificates, recognition chart, bulletin boards).

Attendance Awards

The Board of Education recognizes that the regular and consistent attendance of students is important to their success in the educational program.

Efforts by students to achieve exemplary attendance records will be recognized each year in the awards ceremony held at the conclusion of 40 weeks of school. At such time, a “Certificate of Perfect Attendance” will be issued to qualified students by the building principal. Criteria for award of this certificate include:

1. a record of attendance showing no absences or incidence of tardiness; and
2. a record showing no more than four hours of absence for legal reasons as outlined on page 5 of this policy.

Under special circumstances, efforts by students to correct or improve their records of attendance may be deemed worthy of recognition. A “Certificate of Excellence in Attendance” shall be presented to students whom the principal and/or school nurse wish to honor for special achievement in improving their attendance records.

Students with Disabilities

- For students with an educational disability, this policy will be applied in a manner that is consistent with their Individual Education Plan (I.E.P.)
- For students who can document to the District’s Section 504 Compliance Officer that he/she has a disability protected by Section 504 of the Rehabilitation Act, and may not meet the threshold of attendance/participation, make-up opportunities must be consistent with their Section 504 Plan. Consultation with the Section 504 Compliance Officer is recommended.
- For students with documented chronic illnesses, who are absent sporadically and may not meet the attendance threshold, make-up opportunities must be consistent with their capacity to complete them.
- Procedures for make-up work must be developed and provided by each teacher.

*Disabled students with excessive absences due to health or medical reasons will be carefully reviewed by school-based personnel, including the school nurse, in consultation with the student’s own physician.

The Board of Education shall ensure that appropriate school personnel annually review building level student attendance records. In addition, the the Superintendent of Schools shall advise the Board of Education of any recommended changes to the policy by April 1st of each year.

Comprehensive Student Attendance Policy for Thomas C. Armstrong Middle School Grades 6-8

New York State

New York State Compulsory Education Law, Article 65, section 3205:

School age minors, ages 6 to 16, must attend school regularly as prescribed where a student resides. The student must attend school the entire time classes are in session.

The Compulsory Education Law is designated to require school attendance and ensure that no child is denied the opportunity to receive an education.

New York State Compulsory Education laws specify that each minor child from 6 to 16 years of age, mentally and physically fit, shall regularly attend school for the entire time schools are in session. A child who becomes 6 years of age on or before December 1 during a school year is required to attend school beginning in September. A child who turns 16 years of age during a school year must continue in attendance until the end of the school year. According to state law, the school year begins July 1.

Statement Of Overall Objectives And

School attendance is both a right and a responsibility. Wayne Central School District is an active partner with students, parents, and the community in the task of ensuring that all students meet or exceed the New York State Learning Standards. Wayne Central recognizes that consistent school attendance, academic success, school completion, and success in the workplace have a direct correlation. Therefore, the Wayne Central School District has developed a Comprehensive Student Attendance Policy to meet the following objectives:

- a) To increase school graduation rates;
- b) To raise student achievement and performance;
- c) To identify attendance patterns in order to decrease the number of tardies to school;
- d) To know the whereabouts of every student for safety and other reasons;
- e) To verify that individual students are complying with education laws relating to compulsory attendance;
- f) To determine the District's average daily attendance for State aid purposes.

Description of Strategies to Meet Objectives

Wayne Central School District will:

- Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourage respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
- Maintain a Comprehensive Student Attendance Policy based upon the recommendations of a multifaceted District Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, parents and the community. The District will hold at least one public hearing prior to the adoption/modification of this collaboratively developed Comprehensive Student Attendance Policy.
- Maintain accurate record keeping to record attendance, absence, tardiness, or early departure of each student.
- Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.
- Develop early intervention strategies to improve school attendance for all students.

Notification

Successful implementation of any attendance policy requires cooperation among all members of the education community including parents/guardians, students, teachers, administrators, and support staff.

All participants will be informed about the policy to understand its purpose, procedures and consequences of non-compliance. To ensure that students, parents/guardians, teachers, and administrators are notified of and understand the policy, the following procedures shall be implemented:

Student Notice: Students in grades 6-8 will be made aware of the attendance policy and procedures via the Student Handbook and/or Agenda, beginning September 2003. Teachers will review this policy with with students during the first month of school.

Parent/Guardian Notice: Parents of students in grades 6-8 will be notified of the policy and procedures via a mailing directly to the household where the student(s) reside. The attendance policy will be added to the annual September newsletter sent home to parents.

Faculty/Staff Notice: Faculty and staff will meet at the beginning of each school year to

review the attendance policy and procedures. This meeting will include clarifying individual responsibilities, the attendance policy implementation procedures, and the necessary forms and guidelines for implementation. A copy of the attendance policy will be added to each staff handbook; be posted in the nurse's office, and will be posted on the Wayne Central School District Web Page.

Policy Parameters

The Attendance Policy is based on a 180-day school year.

All absences, both excused and unexcused, are counted toward the cumulative total days absent. Students with verified legal absences will be given the opportunity to make up the missed work. The make-up work will count toward the student's class average but will not count towards attendance.

No distinction will be made between excused and unexcused absences for notification purposes.

Days for which a student is assigned home teaching or other school approved tutoring shall be counted as regular class attendance.

Days for which a student is suspended from school will not be counted as absences. Alternate equivalent instruction, or work sent home, will commence as soon as possible upon suspension.

Counseling appointments, appointments with administrators, nurse appointments, and extenuating circumstances to be determined by administrators will not constitute an absence from class.

School sanctioned field trips will not count as an absence from class.

Band and chorus lessons will not count as absences if the student presents a legal pass from the band/chorus teacher to the class missed.

The approved attendance document will be the official record for student attendance with regard to this policy.

Makeup Work Procedures

Upon returning to school following a properly excused absence, tardiness or early departure, it shall be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up missed work, assignments and/or tests. In accordance with school board policy, students have ten schooldays to makeup any work missed because of an excused absence.

*Students receiving unexcused absences should be given time to make up work. Worked missed during an illegal absence should be provided, but may receive reduced credit. Students should be made aware of each teacher's individual policy at the beginning of the school year.

The record of each student's presence, absence, tardiness and early departure shall be maintained on school management software. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the district code for the reason.

Student Responsibilities

- Students must attend school on time and every day that school is in session.
- Students must attend all classes and are expected to participate fully.
- Students must request make-up opportunities.
- It is understood that it is not the responsibility of the school or the individual teacher to ensure that missed work is made up. It is the responsibility of the individual student to make up the missed work.

*Students receiving unexcused absences should be given time to make up work. Work missed during an unexcused absence should be provided, but may receive reduced credit. Students should be made aware of each teacher's make-up work policy at the beginning of the school year.

Students who are absent for legal reasons, as defined below, may request and will be allowed to make up missed work. It is the student's responsibility to contact the teacher to ascertain which assignments must be completed to make up the missed work. The student will be required to make up work. In accordance with school board policy, students have ten school days to make up any work missed because of an excused absence.

All absences, legal and illegal, are counted toward the cumulative total days absent. The following reasons for absence or tardiness are accepted as legal, according to the New York State Educational Law, **for the purpose of make-up work only.**

12. Sickness
13. Sickness in the family
14. Death in the family
15. Impassable roads or weather making travel unsafe as determined by town, county, or state highway officials
16. Medical appointments or attendance at a medical clinic
17. Religious observance
18. Quarantine
19. Court Attendance
20. Approved Cooperative Work Program
21. Any other school approved program
22. College Visits

**Any other absence is unexcused
And is not a legal absence**

Student Responsibilities (Continued)

The following are examples of illegal excuses for tardiness or absence:

9. Late ride
10. Missing the school bus
11. Family vacation
12. Hunting
13. Babysitting
14. Hair cut
15. Oversleeping
16. Car trouble

It is of the utmost importance that each student understands the fact that any absence or tardiness, regardless of the reason, does not exempt him or her from attendance requirements.

Parent/Guardian Responsibilities

- When a student is to be absent from school or class, the parent/guardian must contact the Nurse's Office to report the absence within 24 hours.
- In addition to calling, the parent/guardian should submit a written explanation of the absence to the nurse on the day the child returns to school.
- Parents/Guardians are required to provide their current home address, telephone and emergency number(s), list of adults to contact in their absence, and keep the school abreast of any changes. This information should be provided to the school nurse.
- Parents/guardians are expected to work collaboratively with school personnel to attend meetings and respond to attendance concerns.
- Parents/guardians are expected to monitor the work of students when make-up opportunities are required. Parents are expected to contact teachers and school personnel should they have any concerns.

Teacher Responsibilities

- Classroom/subject area teachers are required to personally take accurate daily attendance in every class, as prescribed in Section 3211 of New York State Educational Law regarding compulsory attendance.
- Report Cards will reflect attendance.
- Teachers and school personnel will continually stress to students the importance of promptness and regular attendance in educational, social and business matters, and set a positive example through their own contact with classes.
- Teachers will review the attendance policy with students during the first month of school.
- Teachers are required to call parents/guardians any time there is a concern over attendance, academic progress, class behavior or other issues.
- Teachers are expected to inform the counselor and assistant principal of interventions they have tried to improve a student's attendance in class.
- When a student reaches five unexcused absences in any course during a ten week marking period, a team representative (from the students team) will contact the parent/guardian by phone to investigate the reasons for absences, make parents aware of the academic impact class absence is having and promote good attendance at school. The team representative will complete a phone log and give a copy of this to the assistant principal and counselor.
- When a student reaches ten unexcused absences of class in any course, a team representative (from the students team) will contact the parent by phone to express the attendance concerns and contact the student's counselor and assistant principal. The team representative will complete a phone log and give a copy of this to the assistant principal and counselor.
- When a student reaches fifteen unexcused absences, the team representative (from the students team) will contact the parent by phone to express the attendance concerns and contact the student's counselor and assistant principal. The team representative will complete a phone log and give a copy of this to the assistant principal and counselor
- Provide make-up work in a timely fashion and communicate attendance responsibilities to substitutes.

Counselor Responsibilities

- Monitor student attendance of students on their caseload.
- Regular consult with teachers and teams to proactively address attendance issues. It is the expectation that contact will be made to parents prior to the required notification procedures outlined in this policy.
- Meet with students and contact parents when students reach five unexcused days of absence in a marking period and 10 total days of unexcused absence. Arrange meetings with parents when a student reaches 10 days of unexcused absence or unexcused tardy to school, and 15 days of total unexcused absence. This meeting will include the parent, student, and assistant principal. A teacher representative will be invited to attend this meeting.
- Consult regularly with the assistant principal to uncover the root causes of the attendance issues
- Ensure the students are placed on the PST agenda at 10 days of unexcused absence and communicate actions that have been taken to ensure students attendance at school during the Pupil Study Team (PST) meeting.
- Complete all required paperwork for attendance interventions.

School Nurse's Responsibilities

- Verify each student's absence from school by contacting and communicating with the parent or legal guardian.
- Monitor and collect each student's written excuse when they are absent from school.
- Clarify parent questions in regard to the difference between unexcused and excused tardies and absences.
- Produce a written report each week listing student unexcused absences and student unexcused tardies to school. These reports need to be distributed to the team leaders, counselors, and assistant principal.
- Communicate with the teaching staff and administration of any student attendance issues or concerns.

Administrative Responsibilities

- Impress upon faculty and staff the need for accurate record keeping.
- Play an active role in implementation procedures in timely fashion.
- Principals or designees will oversee the maintenance of accurate attendance records.
- Principals or designees are responsible for implementing the attendance policy and providing supplies and information to help implement the attendance policy.

Central Office Responsibilities

Support building program as deemed necessary with regard to:

- Superintendent Hearings
- Student records
- Family Court Issues
- Other Interventions

*Teachers and principal's designee will jointly determine the need for informal school conferences of Central Office referrals.

Administrative Guidelines

Notification, Intervention, and Hearing

Notification I: When a student receives seven unexcused absences in a ten week marking period, the assistant principal will send a letter to the parent/guardian. The purpose of this initial intervention is to open the lines of communication to improve attendance patterns. Counselors will meet with the student and contact the parent by phone prior to this letter being sent.

Notification II: When a student receives ten unexcused absences, the assistant principal will refer the student to the Pupil Study Team (PST) to discuss strategies to improve the student's attendance at school. The assistant principal will notify the parent/guardian about the PST meeting via phone and in writing, and encourage them to attend.

Notification III: When students reach fifteen days of unexcused absence a meeting between the parent, student, administrator and counselor will be requested.

Notice of Students who are Absent, Tardy or Depart Early Without Proper

The school nurse or principals' designee shall notify by telephone the parent/guardian of a student who is absent, tardy or departs early without proper excuse. If the parent/person in parental relation cannot be reached by telephone (home, work, cell, pager, etc. numbers have been exhausted), the school nurse or principals designee will leave a message informing the parent/guardian of the absence. If no message can be left, notification of the absence will be provided through the United States Postal Service.

Attendance Incentives

In order to encourage student attendance, Thomas C. Armstrong Middle School will develop and implement grade-appropriate/building-level strategies and programs including, but not limited to:

- b) Classroom acknowledgment of the importance of good attendance (e.g., individual certificates, recognition chart, bulletin boards).

Attendance Awards

The Board of Education recognizes that the regular and consistent attendance of students is important to their success in the in the educational program.

Efforts by students to achieve exemplary attendance records will be recognized each year in the awards ceremony held at the conclusion of 40 weeks of school. At such time, a "Certificate of Perfect Attendance" will be issued to qualified students by the building principal. Criteria for award of this certificate include:

3. a record of attendance showing no absences or incidence of tardiness; and
4. a record showing no more than four hours of absence for legal reasons as outlined on page 5 of this policy.

Under special circumstances, efforts by students to correct or improve their records of attendance may be deemed worthy of recognition. A "Certificate of Excellence in Attendance" shall be presented to students whom the principal and/or school nurse wish to honor for special achievement in improving their attendance records.

Disciplinary Consequences

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in each buildings code of conduct. Consequences may include, but are not limited to, in- school suspension, detention and denial of participation in interscholastic and extracurricular activities. Parents/Guardians will be notified by designated building personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions.

Disciplinary Consequences for Unexcused and Absences and Tardies to School

*When a student accumulates 5 unexcused tardies or unexcused absences to school, he/she will receive an administrative detention. The assistant principal will notify parents by phone and provide written confirmation of the referral to parents. The purpose of the communication would be to investigate the causes of the referral and work collectively with the parents to ensure their child attends school on time. Additionally, the assistant principal will arrange a meeting between the student and his/her counselor to assist as well.

*When a student reaches 10 unexcused tardies or unexcused absences to school, two administrative detentions will be assigned and the assistant principal will refer the student to the Pupil Study Team (PST) for review. The assistant principal will notify the parent/guardian by phone of the detention and PST meeting and they will also receive written confirmation of the referral. At this point, counselors will arrange a meeting with the student, parent, and assistant principal to investigate the reasons for the absence and work collectively to encourage good attendance at school.

*When a student reaches 15 unexcused tardies or unexcused absences to school, three administrative detentions will be assigned and a P.I.N.S. (Person in need of supervision) petition will be filed with the Wayne County Court System to promote attendance at school. This action will be taken after school actions have failed to consistently improve student attendance. Parents will be notified of this action in writing and by phone by the assistant principal.

Individual Class Tardy Or Late To Class Without A Pass

*Unexcused tardies to individual classes will be handled first by the individual teacher. Teachers will contact the assistant principal as needed to ensure students arrive to class on time or possess a pass upon late arrival.

Class Truancy

*The first offense of class truancy will result in two administrative detentions. Additional offenses of class truancy will result in more severe consequences according to the Thomas C. Armstrong Middle School Student Management System. Parents will be notified by phone and in writing of any infraction warranting an administrative referral.

Interscholastic and Extra-Curricular Consequences

*Students involved in extracurricular activities will be subject to the District Code of Conduct. Chronic unexcused absences or tardiness may result in denial of interscholastic or extracurricular participation.

Students with Disabilities

- For students with an educational disability, this policy will be applied in a manner that is consistent with their Individual Educational Plan (I.E.P.)
- For students who can document to the District's Section 504 Officer that he/she has a disability protected by Section 504 of the Rehabilitation Act, and may not meet the threshold of attendance/participation, make-up opportunities must be consistent with their Section 504 Plan. Consultation with the Section 504 Officer is recommended.
- For students with documented chronic illnesses, who are absent sporadically and may not meet the attendance threshold, make-up opportunities must be consistent with their capacity to complete them.
- Procedures for make-up work must be developed and provided by each teacher.

*Disabled students with excessive absences due to health or medical reasons will be carefully reviewed by school-based personnel, including the school nurse in consultation with the student's own physician.

Annual Review by the Board of Education

The Board of Education shall ensure that appropriate school personnel annually review building level student attendance records. In addition, the Superintendent of Schools shall advise the Board of Education of any recommended changes to the policy by April 1st of each year.

Comprehensive Student Attendance Policy For Students in Grades 9-12

New York State Law

New York State Compulsory Education Law, Article 65, section 3205:

School age minors, ages 6 to 16, must attend school regularly as prescribed where a student resides. The student must attend school the entire time classes are in session.

The Compulsory Education Law is designated to require school attendance and ensure that no child is denied the opportunity to receive an education.

New York State Compulsory Education laws specify that each minor child from 6 to 16 years of age, mentally and physically fit, shall regularly attend school for the entire time schools are in session. A child who becomes 6 years of age on or before December 1 during a school year is required to attend school beginning in September. A child who turns 16 years of age during a school year must continue in attendance until the end of the school year. According to state law, the school year begins July 1.

Objectives and Philosophy

School attendance is both a right and a responsibility. Wayne Central School District is an active partner with students, parents, and the community in the task of ensuring that all students meet or exceed the New York State Learning Standards. Wayne Central recognizes that consistent school attendance, academic success, school completion, and success in the workplace have a direct correlation. Therefore, the Wayne Central School District has developed this Comprehensive Student Attendance Policy to meet the following objectives:

- (a) To increase school graduation rates;
- (b) To raise student achievement and performance;
- (c) To identify attendance patterns in order to decrease the number of tardies to school;
- (d) To know the whereabouts of every student for safety and other reasons;
- (e) To verify that individual students are complying with education laws relating to compulsory attendance;
- (f) To determine the District's average daily attendance for State aid purposes.

Strategies to Meet Objectives

Wayne Central School District will:

- Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourage respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.

- Maintain a Comprehensive Student Attendance Policy based upon the recommendations

of a multifaceted District Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, parents and the community. The District will hold at least one public hearing prior to the adoption/modification of this collaboratively developed Comprehensive Student Attendance Policy.

- Maintain accurate record keeping to record attendance, absence, tardiness, or early departure of each student.
- Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.
- Develop early intervention strategies to improve school attendance for all students.

Notification

Successful implementation of any attendance policy requires cooperation among all members of the education community including parents/guardians, students, teachers, administrators, and support staff.

All participants will be informed of the policy. To ensure that students, parents/guardians, teachers, and administrators are notified of and understand the policy, the following procedures shall be implemented:

Student Notice: Students in grades 9-12 will be made aware of the attendance policy and procedures via the student handbook and/or agenda, beginning September 2003.

Parent/Guardian Notice: Parents of students in grades 9-12 will be notified of the policy and procedures via the school newsletter.

Faculty/Staff Notice: Faculty and staff will meet at the beginning of each school year to review the attendance policy and procedures. This meeting will include clarifying individual responsibilities, the attendance policy implementation procedures, and the necessary forms and guidelines for implementation. A copy of the attendance policy will be posted on the district web page

Policy

The Attendance Policy is based on a 180-day school year. For the purpose of the policy only, each semester will be considered to have 90 days.

All absences, both excused and unexcused, are counted toward the cumulative total days absent.

No distinction will be made between excused and unexcused absences for notification purposes.

Participation in artistic events, sporting events, trips, community projects, college visits though approved by the school administration, are recorded as an absences from class, and subsequently will be added to the absence tally for the purposes of attendance.

Days for which a student is assigned home teaching or other school approved tutoring shall be counted as regular class attendance.

Days for which a student is suspended from school will not be counted as absences. Alternate equivalent instruction, will commence as soon as possible upon suspension. New

York State Education Law does not require alternative equivalent instruction after the school year in which the student turns 16 years of age.

Approved field trips will not count as an absence from class.

Counseling appointments, appointments with administrators, nurse appointments, and extenuating circumstances to be determined by administrators will not constitute as an absence from class.

Band and chorus lessons will not count as absences if the student presents a legal pass from the band/chorus teacher to the class missed.

The approved attendance document will be the official record for student attendance with regard to this policy.

Students will be considered in attendance if the student is:

- a) **Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or**
- b) Working pursuant to an approved independent study program; or**
- c) Receiving approved alternative instruction.**

Makeup Work Procedures

Upon returning to class following an absence, tardiness or early departure, it shall be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up missed work, assignments and/or tests. In accordance with school board policy, students have ten school days to makeup any work missed because of an excused absence.

*** Worked missed during a “skip” from class may receive reduced or no credit. Students should be made aware of each teacher’s make-up work policy at the beginning of the year.**

Student Record Keeping/Data Collection

The record of each student's presence, absence, tardiness and early departure shall be kept in a student management software program. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the District code for the reason.

RESPONSIBILITIES

Student Responsibilities

- **Students must attend classes on time and every day that school is in session.**
- **Students should meet with teachers to request make-up opportunities after an absence.**

Work missed during a “skip” from class should be provided, but may receive reduced or no credit. Students should be made aware of each teacher’s make-up work policy at the beginning of the year.

Students who are absent may request and will be allowed to make up missed work. It is the student’s responsibility to contact the teacher to ascertain which assignments must be completed to make up the missed work. The student will be required to make up work. In accordance with school board policy, students have ten school days to makeup any work missed because of an excused absence.

All absences, excused or unexcused, are counted toward the cumulative total days absent. The following reasons for absence or tardiness are accepted as legal, according to the New York State Educational Law.

23. Sickness
24. Sickness in the family
25. Death in the family
26. Impassable roads or weather making travel unsafe as determined by town, county, or state highway officials
27. Medical appointments or attendance at a medical clinic
28. Religious observance
29. Quarantine
30. Court Attendance
31. Approved Cooperative Work Program
32. Any other school approved program
33. College Visits

Any other absence is unexcused and is not legal.

The following are examples of unexcused tardiness or absence:

17. Late ride
18. Missing the school bus
19. Family vacation
20. Hunting
21. Babysitting
22. Hair cut
23. Learner's permit/road test
24. Oversleeping
25. Car trouble

It is of the utmost importance that each student understands the fact that any absence or tardiness, regardless of the reason, does not exempt them from attendance requirements.

Parent/Guardian Responsibilities

- When a student is to be absent from school or class, the parent/guardian should contact the Nurse's Office to report the absence within 24 hours.
- In addition to calling, the parent/guardian should submit a written explanation of the absence to the nurse the day the child returns to school.
- Parents/Guardians are required to provide their current home address, telephone number, emergency number(s), and a list of adults to contact in their absence and keep the school apprised of any changes.
- Parents/guardians are expected to work collaboratively with the school personnel to attend meetings and respond to attendance concerns.
- Parents/guardians are expected to monitor the work of the students when make-up opportunities are required.
- Any absences from school where tutors are provided will not be counted as days missed toward the attendance requirement.

Teacher Responsibilities

- Classroom/subject area teachers are required to personally take accurate daily attendance in every class, as prescribed in Section 3211 of the New York State Education Law regarding compulsory attendance.
 - Report Cards will reflect attendance.
 - Teachers and school personnel will continually stress to students the importance of promptness and regular attendance in educational, social and business matters, and set a positive example through their own contact with classes.
 - Teachers will review the attendance policy with students during the first week of school.
 - Teachers are required to call parents/guardians any time there is a concern over attendance, academic progress, class behavior or other issues.
 - Teachers are expected to inform the counselor and assistant principal of interventions they have tried to improve a student's attendance in class.
-
- When a student is absent for 5 (five) days in any course during a marking period the teacher will contact the parent/guardian by phone to investigate the reasons for absences, make parents aware of the academic impact class absence is having and promote good attendance at school. The teacher will also notify the assistant principal.
 - When a student is absent for 10 (ten) cumulative days of class in any course, the teacher will contact the parent by phone to express the attendance concerns and contact the student's counselor and assistant principal.
 - When a student is absent for 15 (fifteen) days of class for any course, the teacher will contact the parent by phone to express the attendance concerns and contact the student's counselor and assistant principal.
 - Provide make-up work and instruction in a timely fashion and communicate attendance responsibilities to substitutes.

Counselor Responsibilities

- Monitor student attendance of students on their caseload.
- Regularly consult with teachers and teams to address attendance issues proactively.
- Meet with students when a student reaches five days of absence in a marking period. Arrange meetings with parents when a student reaches 10 and 15 days of total absence. This meeting will include the parent, student, and assistant principal and teacher.
- Consult regularly with the assistant principal to uncover the root causes of the attendance issues
- Complete all required paperwork for attendance interventions.

Administrative Responsibilities

- Impress upon faculty and staff the need for accurate record keeping.
- Play an active role in implementation procedures in timely fashion.
- Principals or designees will oversee the maintenance of accurate attendance records.
- Principals or designees are responsible for implementing the attendance policy and providing supplies and information to help implement the attendance policy.

Central Office Responsibilities

Support building program as deemed necessary with regard to:

- Student Records
- Family Court Issues
- Other Interventions

Administrative Guidelines

Notification, Intervention, and Hearing

Notification I: When a student misses five classes in a marking period, the teacher will notify the assistant principal. The teacher will place a call home. The assistant principal or his/her designee will send a letter to the parent/guardian. The purpose of this initial intervention is to open the lines of communication to improve attendance patterns. Counselors will meet with the student and contact the parent by phone.

Notification II: When a student misses a total of ten classes, the teacher will notify the assistant principal, the assistant principal or his/her designee will notify the parent/guardian and meeting between the principal and parent/guardian, teacher and counselor will take place. The purpose of this contact is to verify the number and investigate the causes of the absences. The goal would be to assist the student in meeting the attendance requirements. The students will be referred to the PST Team to discuss strategies to improve the student's attendance.

Notification III: When students reach the fifteenth absence, the teacher will notify the assistant principal, a meeting between the parent, student, teacher, administrator and/or counselor will also be held.

Notice of Students who are Absent, Tardy or Depart Early

The school nurse or principal's designee shall notify by telephone the parent/person in parental relation to a student who is absent, tardy or departs early without proper excuse. The school nurse or principals' designee will explain the District's Comprehensive Student Attendance Policy, and the District's/building level intervention procedures. If the parent/person in parental relation cannot be reached by telephone (home, work, cell, pager, etc. numbers have been exhausted), the school nurse or principals designee will leave a message informing the parent/guardian of the Comprehensive Student Attendance Policy. If no message can be left, notification of the absence will be provided through mail.

Disciplinary Consequences

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in each buildings code of conduct. Consequences may include, but are not limited to, in-school suspension, detention and denial of participation in interscholastic and extracurricular activities

Attendance Incentives

In order to encourage student attendance, the James A. Beneway High School will develop and implement grade-appropriate/building-level strategies and programs including, but not limited to:

- c) Classroom acknowledgment of the importance of good attendance.
- d) School based recognition programs.

Attendance Awards

The Board of Education recognizes that the regular and consistent attendance of students is important to their success in the educational program.

Efforts by students to achieve exemplary attendance records will be recognized each year in the awards ceremony held at the conclusion of 40 weeks of school. At such time, a "Certificate of Perfect Attendance" will be issued to qualified students by the building principal. Criteria for award of this certificate include:

1. a record of attendance showing no absences or incidence of tardiness; and
2. a record showing no more than four hours of absence for legal reasons as outlined in Policy 5160, Students Absences and Excuses.

Under special circumstances, efforts by students to correct or improve their records of attendance may be deemed worthy of recognition. A "Certificate of Excellence in Attendance" shall be presented to students whom the principal and/school nurse wishes to honor for special achievement in improving their attendance records.

Students with Disabilities

- For students with an educational disability, this policy will be applied in a manner that is consistent with their IEP (Individual Education Program).
- For students who can document to the District's Section 504 Officer that he/she has a disability protected by Section 504 of the Rehabilitation Act, and may not meet the threshold of attendance/participation, make-up opportunities must be consistent with their Section 504 Plan. Consultation with the Section 504 Officer is recommended.
- Procedures for make-up work must be developed and provided by each teacher.

Disabled students with excessive absences due to health or medical reasons will be carefully reviewed by school based personnel, including the CSE and school nurse, in consultation with the student's own physician.

Annual Review By Board of Education

The Board of Education shall ensure that appropriate school personnel annually review building level student attendance records. In addition, the Superintendent of Schools shall advise the Board of Education of any recommended changes to the policy by April 1st of each year.