

WAYNE CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION MEETING AGENDA



June 5, 2008 6:00 p.m. District Office Conference Room

6:00 Call to Order

Pledge of Allegiance

Approval of Agenda/Approval of Minutes

[Att. 1](#)

6:05 Public Comment

6:10 Board Member Comments

6:15 Board President Comments

6:20 Action Item

6:25 Superintendent's Report

1. Textbook Adoption
2. Freischlag Internship
3. Student Representative
4. Student Questions

[Att. 2](#)

[Att. 3](#)

6:40 Board Action

1. Approve Personnel Action
2. Approve CSE/CPSE Action
3. Approve Consent Agenda
 1. Accept Treasurer's Report
 2. Award Bids
 3. Accept Gifts to the District
 4. Approve Health Contract
 5. Superintendent Vacation Days

[Att. 4](#)

[Att. 5](#)

[Att. 6](#)

6:50 Policy

[Att. 7](#)

6:55 Public Comment

7:00 Board Member Comments

7:05 Adjournment

Next Meeting Date: June 19, 2008

7:00 p.m.

District Office

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: Thursday, May 22, 2008
TYPE: Regular Business Meeting
 Office

TIME: 7:00 p.m.
PLACE: District

PRESENT: Members Griswold, Lyke, Newman, Robusto, Schultz (entered @ 7:50 p.m.), Triou, Member-Elect Jacqueline Brunner; District Clerk Switzer; Administrators Havens, Siracuse, Shaffer, Pullen, Schiek, Atseff, Cox, Callahan & Blankenberg

ABSENT: Mr. Johnson, Mr. Nicholson & Mr. Wyse

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

I. CALL TO ORDER: 7:00 p.m. by Frank Robusto, Jr., School Board President

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF AGENDA & MINUTES (May 8 & 20 (annual school election), 2008)

Mr. Switzer presented the minutes of the annual school election of May 20, 2008, for consideration as an agenda item. Mr. Triou offered a **MOTION**, seconded by Mr. Griswold, to approve the agenda for this evening's meeting, as revised, and the minutes of the meetings of May 8 & 20, 2008 as presented. 5 Ayes, 0 Nays, 4 Absent (Mr. Johnson, Mr. Nicholson, Mr. Schultz, Mr. Wyse), Carried.

IV. PUBLIC COMMENT - None

V. BOARD MEMBER COMMENTS

- A. Mrs. Lyke stated that she attended the **second grade music recital at Ontario Primary School** and complimented Mr. La Ruche, principal, for stressing the importance of the arts and music in development of the full child in his opening remarks.
- B. Mrs. Lyke noted the program **planning meeting of the Four County School Boards Association** on June 17th. She believes that board members who attended the recent national seminar will find the program of interest; Mr. Wyse and Mr. Johnson are delegate and alternate for this committee for 2007-2008.
- C. Mr. Griswold extended **congratulations to newly elected and re-elected school board members** and to Mr. Havens and staff members for efforts in successful approval of the proposed school budget by the community. Mr. Havens thanked board members for their assistance in community budget presentations.
- D. Mrs. Newman stated that she attended the **arts showcase at the middle school** on May 20th and extended compliments on the work on display, ranging from portraits to pottery, and the acappella musical accompaniment at the event. She suggested incorporating events of this nature with the school election to encourage more community participation.

Mrs. Lyke noted that district-wide art displays have occurred at the school election in prior years.

- E. Mrs. Lyke noted the annual meeting of the **Four County School Boards Association** on May 29th in Geneva.
- F. Mr. Griswold **commended the staff at Ontario Elementary School** for sponsoring a presentation from The Advocacy Center of Rochester on planning for financial security and legal guardianship of persons with disabilities.

VI. BOARD PRESIDENT'S COMMENTS

- A. Mr. Robusto **complimented the superintendent of schools and district staff** on the successful approval of the proposed budget by the community.
- B. Mr. Robusto **thanked the community** for its support of the school budget & school district.
- C. Mr. Robusto **congratulated the middle school and Ontario Elementary School** on their distinction **as high achieving and gap closing schools**.

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

VIII. REPORTS OF THE SUPERINTENDENT OF SCHOOLS

A. ACADEMIC ACHIEVEMENT REPORT • THIRD QUARTER • 2007-2008

Mr. Havens presented the academic achievement report for the third quarter of the 2007-2008 school year for review and consideration by Board of Education.

He introduced Mrs. Kim Cox, assistant superintendent for instruction, to review the report. Mrs. Cox reviewed graphs and data in a Power Point presentation. (copy filed in clerk's agenda file, this meeting)

She noted that achievement in math and language arts, which includes reading, writing, listening and speaking, is at or above last year in **grades K to 5**. Teachers are examining local reporting systems to resolve discrepancies with state assessments. Efforts continue to monitor achievement among students with disabilities.

At the **middle school**, passing rates in the core areas of English, math, science and history were 85% or above. Passing and mastery rates have remained consistent for the increased number of students taking accelerated courses.

Teachers were complimented for adjustments in instruction that result in increased achievement. Each grade and department is engaged in training for differentiated instruction to meet needs of students. Additional attention is directed to the passing and mastery rates of students with disabilities.

Data from the **high school** illustrated an outstanding third quarter. Mastery and passing rates remained at 90% or better in all core subjects and efforts to address needs of individual

students resulted a significant reduction in instances of failure. Teachers continue to support literacy and reading in their content areas.

Mrs. Lyke noted the excellent results indicated by the report. She asked about preparation of students for the shift to the new algebra course and exams as the state introduces changes in math course sequences. Mrs. Cox provided details.

Mrs. Newman commented on the astounding results indicated in the report and asked how the school district can share them with the community at large. Mr. Havens reviewed options available.

Mrs. Newman believes that the Board of Education would have a better understanding of the additional efforts needed to meet the needs of students with disabilities if they knew the composition of that population. By **consensus**, board members requested this information from the superintendent of schools.

Mrs. Newman stated that the Board of Education should **formally congratulate staff members** for the excellent results as reflected by the third quarter report. By **consensus**, it was agreed to send a message from the Board of Education in this regard.

Mr. Havens thanked Mrs. Cox for her report and asked building principals to extend **congratulations to staff members** on their outstanding efforts.

B. STUDENT REPRESENTATIVE

Jamie Wisner, representing the junior class, was **student representative** for the meeting and shared current achievements and events at the high school ranging from top awards in national competition by high school musicians and a league sportsmanship for the varsity baseball team to the annual junior prom and positive internship experiences.

C. STUDENT QUESTIONS

Carl Quartlt .. 7620 Roder Parkway, Ontario, asked why it takes so long to meet graduation requirements. Mr. Havens stated that the amount of time seems shorter when the requirements are met and commencement exercises occur.

IX . RECESS: 7:50 p.m.

(Mr. Schultz entered the meeting at 7:50 p.m.)

X. RECONVENE: 8:00 p.m.

XI. WORKSHOP ON DISTRICT GOALS & OBJECTIVES

With several current and newly-elected board members unable to attend this evening, the workshop on goals and objectives was postponed.

Dates for scheduling a workshop in late June or early July were reviewed. By **consensus**, a full day session was preferred at a time when both retiring and newly-elected school board members could attend . Designation of the final date and location will occur at the next business meeting.

XII. ADDITIONAL PUBLIC COMMENT - None

XIII. ADDITIONAL BOARD MEMBER COMMENTS

- A. Mr. Triou extended ***thanks to the Wayne Teachers' Association (W.T.A.) for the reminder postcards*** which they sent to employees and past unit & NYSUT members who are eligible voters. He requested that the Board of Education send a formal letter of thanks to the W.T.A.
- B. Mrs. Lyke noted receipt of ***positive response to use of the Ed Connect automated telephone network*** by Mr. Havens to remind parents and employees of the annual school election.
- C. Mr. Griswold suggested ***note of pros and cons of efforts*** made to encourage voter turnout as starting points for the effort next year.
- D. Mrs. Lyke stated that the ***reminder calls by school board members*** to acquaintances are helpful.
- E. Mr. Griswold felt his efforts to ***visit his neighbor's homes and to attend the track meet underway on school election day*** to remind eligible voters to visit the polls were valuable and suggested a careful review of similar reminder opportunities at events planned on school election day in future years.
- F. Mr. Triou noted that ***student concerts*** were scheduled at the performing arts center on school election day in prior years.
- G. Mr. Robusto noted that students from the participation in government class conducted an ***exit poll*** at the school election which math students will compile in statistics' class. He suggested a review of signage at community locations in future years.
- H. Mr. Schultz felt the ***voter reminder contacts*** with PTA and parent groups worked well.
- I. Mr. Griswold would like to ***learn why 275 & 250 persons cast no votes*** on the proposed budget which carried a reduction in the tax rate and use of the bus purchase reserve fund, respectively.
- J. Mr. Triou asked if any other ***area district budgets*** carried reduced tax rates and what the level of approval of budgets was in those districts. Mr. Havens provided details.
- K. Mrs. Lyke stated that many residents apparently were unaware of the ***reduced tax rate***.
- L. Mrs. Lyke stated that the ***community presentations*** by Mr. Havens were valuable and she was pleased that he included Mr. Atseff and Mrs. Cox in them this year.
- M. Mrs. Lyke reported comments from ***local alumna who selected their residence*** to insure that their children attend our schools.
- N. Mr. Schultz stated that the high school's parent group has expressed an interest in hosting a ***school board candidates' night*** next year and to making plans earlier.

O. Mr. Griswold asked if some school districts in our region have **additional recess time for Memorial Day**. Mr. Havens stated that collective bargaining agreements in some school districts provide for such additional recess days if emergency days are not used during the school year.

P. Mr. Robusto recognized the **accomplishments of two alumna of the Class of 2006**: Leighana Krzyzanowski for Division 1 soccer honors at Coastal Carolina University, and Caitlyn Peterson for a national track and field title

Q. Mr. Schultz expressed **thanks to voters** for their support for another term as a school board member. He looks forward to serving on the Board of Education in the next three (3) years.

XIV. ADJOURNMENT

Mr. Triou offered a **MOTION**, seconded by Mr. Griswold, to adjourn the meeting at 8:19 p.m. 6 Ayes, 0 Nays, 3 Absent (Mr. Johnson, Mr. Nicholson, Mr. Wyse), Carried.

Respectfully submitted,

JAMES E. SWITZER
School District Clerk

APPROVAL OF MINUTES MINUTES

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

June 5, 2008

School District Clerk

**Wayne Central School District
Office of Instruction
Memo**



**To: The Wayne Central Board of Education, Michael Havens
From: Bob Armocida and Kim Cox
Re: 7th Grade Science Textbook Adoption
Date: Oct. 26, 2007**

Attached, please find a brief overview of the new textbook selection entitled, Science and Technology, of Holt, Rinehart and Winston. This book will provide an additional resource to both students and teachers engaged in the teaching and learning of 7th grade science. Further details will be presented at the June 5, 2008 Board of Education meeting.

If you have any questions about any of the information, please feel free to contact us ahead of time, or we will be happy to answer any of your questions during the presentation.

**Sincerely,
Bob Armocida
Kim Cox**

To: The Board of Education and School Administrators
From: The Middle School Science Teachers
Date: 5/13/08
Re: Textbook selection in 7th Grade Science for the 2008-2009 school year

Introduction: After careful selection of several textbook companies, we agreed up on the selection of Holt Science & Technology 7th Grade Science package. Please take a moment to review the chart below that compares various aspects of the available 7th grade science textbook companies.

Textbook Comparison Chart

Aspect	Glencoe / McGraw-Hill	McDougal Littell	Holt Rinehart Winston
1. Alignment to NYS MST standards	Yes- NYS Edition	Yes	Yes- NYS Edition
2. Meets Grade Requirements for Curriculum	Yes- Meets District Curriculum	No- Does Not Meet District Curriculum	Yes- Meets District Curriculum
3. Teacher Materials Package (worksheets, tests, activities, etc.)	Teacher Classroom Resources Kit, TEACHERWORKS CD, Trnsparencies Set, Video Labs DVD, ExamView Pro TestMaker CD, Mindjogger Videoquiz DVD	Test Generator, EasyPlanner DVD, Lab Generator, Audio Readings, Content Review CD-ROM, Standardized Test Practice, Problem Solving and Critical Thinking Guide	NYS Test Prep Workbook, Transparencies, Test Generator, Lesson Plan Book and CD, Chapter Resource CD-ROM, Reading Comprehension Guide, Special Needs Workbook, Guided Reading Audio CD Program, Study Guide, Lab Generator, Inquiry Labs, Lab Videos, Science Puzzlers, Twister's & Teasers
4. Readability (Flesch-Kincaid Grade Level Scale)	6.8	7.4	7.3
5. Illustrations/ Diagrams	Many Visuals, Pictures Easy to Understand Diagrams	Many Visuals	Many Visuals, Easy to Understand Diagrams
6. Lab Activities	Website Labs Video Labs DVD Textbook Labs	Student Lab Manual Lab Generator CD	Inquiry Lab Lab Generator CD Lab Videos DVD
7. Unit Objectives	Yes- Aligned with State Standards	Yes- Aligned with National Standards	Yes- Aligned with State Standards
8. Unit Vocabulary Identified	Yes	Yes	Yes

9. Section Review and Highlights (study tips)	Yes- Summary and Self-Check	Yes- Section Review Questions	Yes- Summary and Section Review Questions
10. Websites for Students and Teachers	Yes-for Teachers and Students	Yes-for Teachers and Students	Yes-for Teachers and Students
11. Chapter Review Questions	Yes- Chapter Summary, Range of Questions to Allow Low to Higher Level Thinking	Yes- Chapter Summary, Range of Questions to Allow Low to Higher Level Thinking	Yes- Chapter Summary, Range of Questions to Allow Low to Higher Level Thinking
12. Test Generator	Yes	Yes	Yes
13. Glossary	Yes	Yes	Yes
14. Cost per Book	\$67.50	\$67.89	\$67.95
15. Overall Rank (1-3)	2	3	1

To: Wayne Central School Administrative Council
From: The Middle School Science Teachers
Date: 5/13/08
Re: 7th Grade Science Textbook Information

Selected Areas of Review

1. Alignment to New York State Standards

The Holt Science & Technology *Life Science* is designed to meet or surpass the New York State MST Standards and National Standards. In the Teacher's Edition, each standard has been identified and has page number listed as to where to find the correlating information. To assist with preparation for the NYS Intermediate-Level Science Test, chapter reviews have been aligned to allow standardized test practice. Included in the Holt Science & Technology *Life Science* textbook package is a *NY Test Preparation* workbook for students. Additional test preparation is provided outside of the textbook on their website. There are also resources for differentiated instruction, building skills in reading and writing, and visual literacy.

2. Readability

The Holt Science & Technology *Life Science* is written at a 7.3 Grade level according to the Flesch-Kincaid Grade Level Scale.

3. Textbook Design

The textbook is divided into eight units of study. The eight units are then subdivided into 28 comprehensive chapters. At the beginning of each chapter, the enduring understanding is stated. Each chapter provides a chapter enrichment section, “start-up” activities, “pre-reading” activities, crucial course information, laboratory opportunities (“quick labs”, “model-making” laboratory activities, inquiry activities, skills practice, and internet activities), cross-curricular readings, and study organizers. In addition, objectives, vocabulary list, section review, highlights, chapter review, and NYS test preparation sections are included in each chapter of this book.

4. Units of Study

Unit 1: The Study of Living Things

Chapter 1: The World of Life Science

Chapter 2: It's Alive!!! Or Is It?

Unit 2: Cells

Chapter 3: Cells: The Basic Unit of Life

Chapter 4: Cells in Action

Unit 3: Heredity, Evolution, and Classification

Chapter 5: Heredity

Chapter 6: Genes and DNA

Chapter 7: The Evolution of Living Things

Chapter 8: The History of Life on Earth

Chapter 9: Classification

Unit 4: Simple Organisms, Fungi, and Plants

Chapter 10: Bacteria and Viruses

Chapter 11: Protist and Fungi

Chapter 12: Introduction to Plants

Chapter 13: Plant Processes

Unit 5: Animals

Chapter 14: Animals and Behavior

Chapter 15: Invertebrates

Chapter 16: Fishes, Amphibians, and Reptiles

Chapter 17: Birds and Mammals

Unit 6: Ecology

Chapter 18: Interactions of Living Things

Chapter 19: Cycles in Nature

Chapter 20: The Earth's Ecosystems

Chapter 21: Environmental Problems and Solutions

Unit 7: Human Body Systems

Chapter 22: Body Organization and Structure

Chapter 23: Circulation and Respiration

Chapter 24: The Digestive and Urinary Systems

Chapter 25: Communication and Control

Chapter 26: Development and Reproduction

Unit 8: Human Health

Chapter 27: Body Defenses and Disease

Chapter 28: Staying Healthy

5. Unit Vocabulary

Key vocabulary words are identified at the beginning of each section. In the readings for each chapter, the key vocabulary words are highlighted with bright yellow color for students to identify their definition. In the border of the page with the highlighted vocabulary word, the definition is restated. At the end of each chapter, there is a section in the chapter review for students to use the key terms to complete review questions.

6. Visuals (Photographs, Charts, Diagrams, Tables, etc.)

The visuals and diagrams found in the Holt Science & Technology– *Life Science* textbook are one of the main reasons why the committee chose this textbook. The design and arrangement of each visual enhances the written text to provide a more in depth understanding of the science concepts being taught. Each are easy to read and understand with the just the right amount of detail to not overwhelm the student learner.

7. Laboratory Activities

Another reason for choosing Holt Science & Technology– *Life Science* textbook was the plethora of laboratory activities provided in their package. Listed below is the list of laboratory activities included:

- Skill Practice Laboratories (In Textbook)
- Model-Making Laboratories (In Textbook)
- Quick Labs (In Textbook)
- Laboratory Generator
- Laboratory Videos
- Ecology Laboratory and Field Activities
- “Labs You Can Eat”
- Laboratory Manager’s Professional Reference
- Long-Term Projects & Research Ideas
- Science Fair Guide
- Wiz-Bang Demonstrations
- LabBank

8. Coherence with District Initiatives

Professional Development

90% Passing Rate for NYS Intermediate Science Test

As part of the Holt Science & Technology– *Life Science* package is a NYS Test Prep workbook for students to work on to prepare for the NYS Intermediate Science test. Included at the end of each textbook chapter is a section that allows students to receive additional practice with questions found on the NYS science test.

Reading in the Content Area

This package includes a textbook full of reading passages that tie science to society, its past, practical applications, and to other curricular areas. Most chapters begin with a pre-reading activity to help students organize information as they read. There are reading strategies such as brainstorming, discussion activities, mnemonics, paired summarizing, prediction guides, and reading organizers included in this textbook. A separate reading

comprehension guide is included as well along with a guided reading audio CD program, strategies for English Language Learners in the teacher's edition textbook, and a special needs workbook.

Differentiated Instructional Resources

Multiple Learning Style logos are used throughout the teacher edition to indicate strategies that address different learning styles. Within the chapters, there are activities and strategies that are identified to engage students whose learning exceptionalities may range from learning disabilities, developmental delays, attention deficit disorder, gift and talented, visual impaired, and behavior control issues. Included in the Holt Science & Technology–*Life Science* package are leveled worksheets and workbooks that provide differentiated instruction for the variety of learning levels.

9. Websites for Students and Teachers

The Holt Science website provides both students and teachers a great resource that extends the learning outside of the classroom. As part of the website, students and teachers can access the entire Holt Science & Technology–*Life Science* textbook online. To assist with the readings, this website offers online activities such as arranging concepts for each chapter, interactive tutors to aid with review of the main concepts of each chapter, along with self-check quizzes. To aid with students with reading disabilities, students may listen to the textbook using the audio section of this website. For enrichment, the Holt Science website is linked to NSTA SciLinks, which is developed and maintained by the National Science Teacher Association. This website offers interactive tutorials to enhance student learning. To assist teachers, there are online lab generator and a Learning Management Center that allows teachers to generate assessments that can be accessed online by students.

10. Section/ Chapter Review Questions

Section Reviews Included:

- Section Summary
- Using Key Terms Task
- Using Key Ideas Questions
- Math Skills Question
- Critical Thinking Tasks
- SciLinks Review

Chapter Review Includes:

- Review of Main Ideas for Each Section
- Using Key Terms Task
- Using Key Ideas Questions
- Critical Thinking Tasks
- Interpreting Graphs Tasks
- Standardized Test Practice Related to Chapter

11. Materials Package

Student Materials:

- NY Student Edition Textbook
- Guided Reading Audio CD Program
- Student Workbooks
 - NYS Test Prep
 - Special Needs Workbook

Teacher Materials:

- NYS Teacher Edition Textbook
- One-Stop Planner with Test Planner
- Transparencies
- Study Guides
- Strategies for English Language Learners
- Lab Generator CD-ROM and Video
- Virtual Investigations
- Visual Concepts CD-ROM
- Assessment Checklist & Rubrics
- Inquiry Labs
- Professional Reference for Laboratory Management and Teachers

12. Holt Science In-Service Training

A sales representative is available to offer free workshops for the life of the program.

13. Key Additions

Inquiry Laboratory Activities

Separation of Monera Kingdom into Archaea Domain and Bacteria Domain

Scientific Method Described as a Process That Does Not Follow a Specific Order

14. Other Districts Using This Textbook

See Attachment

Committee Members:

Molly VanOrman

Scott Partridge

Wayne Central School District Office of Instruction Memo



To: The Wayne Central Board of Education, Michael Havens
From: Kim Cox, Holly Armitage, Marc Blankenberg, Chris Shaffer
Re: Administrative Internship for Scott Freischlag
Date: May 29, 2008

Please take a few minutes to review the attached Administrative Internship Plan for Mr. Scott Freischlag. Details of the plan will be presented for your approval at the June 5, 2008, Board of Education meeting.

If you have any questions about any of the information, please feel free to contact us ahead of time, or we will be happy to answer any of your questions during the presentation.

**Sincerely,
Kim Cox
Holly Armitage
Marc Blankenberg
Chris Shaffer**

Scott Freischlag
Administrative Internship Plan
Wayne Central School District
2008-09 School Year



1. Student Management

Mentor – Chris Shaffer

<u>Objectives:</u>	<u>Performance Tasks</u>	<u>Assessment</u>
<ol style="list-style-type: none"> 1. The administrator will be able to successfully interpret and administer Middle School discipline plan 2. The administrator will be able to effectively work with students to make good choices 3. The administrator will be able to gain support and assistance of parents in implementing discipline 4. The administrator will work with teachers to develop and maintain a positive but discipline learning environment 	<ul style="list-style-type: none"> •Mr. Freischlag will familiarize himself with the Middle School discipline plan. • Mr. Freischlag will devote one block each day to work on discipline referrals received by Mr. Shaffer. • Mr. Freischlag will process discipline referrals, investigating issues and assigning discipline as needed. • Mr. Freischlag will contact parents and conduct parent meeting as needed, first with the support of Mr. Shaffer then independently •Mr. Freischlag will work with two new teachers, selected by Mr. Freischlag and Mr. Armocida who need classroom management assistance and work to improve their skills in that area. - Mr. Freischlag will participate in new teacher orientation by assisting with the introduction of the student and classroom management plans. 	<ol style="list-style-type: none"> 1. A scoring rubric will be jointly developed by Mr. Freischlag and Mr. Shaffer measuring these objectives. The rubric will be completed and discussed by both on a quarterly basis. 2. Mr. Shaffer will attest that Mr. Freischlag’s rubrics indicate he has mastered the objectives

2. Program Organization (To be determined by the curriculum audit)

Mentor – Kim Cox/Marc Blankenberg

Objectives:	Performance Tasks	Assessment
1. Complete an audit of the PE curriculum.	1. Work with Mrs. Cox to learn how to complete a curriculum audit.	1. The curriculum audit will be completed and reviewed by Mr. Blankenberg and Mrs. Cox by September 08.
2. Identification of gaps within the PE curriculum based on NY state standards and assessments, most importantly the new PE Profile.	2. Work with Mr. Blankenberg to analyze the results of the audit against the criteria defined by NY state standards and the PE Profile to determine needs and next steps for the Physical Education department.	2. Completion of the analysis by Dec. 2008
3. Create a plan for curriculum development to begin its implementation during the school year.	3. Work with Mrs. Cox to develop a plan for curriculum writing.	3. Completed plan Dec. 08
4. Conduct a curriculum writing institute, acting as a facilitator in the process of unit development using the Understanding by Design structure.	4. Work with Mrs. Cox to design the curriculum writing project and learn the UBD design method.	4. Mrs. Cox and Mr. Blankenberg will review the curriculum document and sign off that the curriculum was complete, of a high standard and in the UBD format.

Leadership: Summer School

Mentor: Holly Armitage

Objectives:	Performance Task	Assessment
1. The administrator will be able to hire appropriate staff	-develop criteria for hiring staff -interview staff -screen teachers -work with Mr. Callahan to learn how to notify successful and unsuccessful candidates	Mr. Freischlag will provide all pertinent documentation, hiring criteria, interview questions, correspondence, and applications, to Mrs. Armitage for her review.
2. The administrator will be able to lead a team in organizing a summer school program.	-conduct staff meetings around goals -create teacher handbook -create student handbook	Mrs. Armitage will review the handbooks and receive copies of staff meeting agendas and minutes.
3. The administrator will be able to successfully implement and manage a summer school program	-create and manage the budget -assess staff	Mrs..Armitige will attest that the budget is completed in an appropriate fashion. Mrs. Armitage will review observations with Mr. Freischlag.
4. The administrator will be able to manage successfully student management issues		Mrs. Armitige will attest that Mr. Freischlag's rubrics indicate he has mastered the objectives.
5. The administrator will complete all paperwork associated with summer school including the assessment of the program		Completed paperwork and student files associated with summer school.

3. Teacher Evaluation

Mentor: Kim Cox

Objectives:	Performance Tasks	Assessment
1. The administrator will be able to successfully complete an observation of a fellow teacher providing meaningful feedback on how the teacher can grow in the profession.	<ul style="list-style-type: none"> • Meet with ASI Mrs. Cox to review the district observation process • Conduct a co-observation with an administrator from a building other than the Middle School. • Review the write up of this first Observation with Mrs. Cox • Conduct a minimum of 6 observations total. 	<ul style="list-style-type: none"> • The intern will conduct at least three co-observations by December 2008. • The intern will conduct at least three independent observations by June 2009. • Mrs. Cox will review the observations and certify that Mr. Freischlag has met the competencies

WAYNE CENTRAL SCHOOL DISTRICT

To: Board of Education.

From: Michael Havens, Superintendent of Schools
(Prepared by Mark D. Callahan, Director of Human Resources)

Re: Personnel Action

Date: June 5, 2008

The following is submitted for your review and approval.

ADMINISTRATIVE STAFF

Tenure Recommendation:

The following administrator is being recommended by the Superintendent for appointment to tenure according to the tenure area and date listed:

Name	Tenure Area	Date
Michelle Scheik	Director of Student Services	June 30, 2008

INSTRUCTIONAL STAFF

Tenure Recommendation:

The following teachers are being recommended by the Superintendent for appointment to tenure according to the tenure area and date listed:

Name	Tenure Area	Date
Janis Becker	Science	August 31, 2008
Lisa Clemons	K-6 Elementary Education	August 31, 2008
Michele Farley	Special Education	August 31, 2008
Jaime Gallo	Special Education	August 31, 2008
Lois Harris	Teaching Assistant	August 31, 2008
Janiece Jackman	Foreign Language	August 31, 2008
Justin Marino	Social Studies	August 31, 2008
Anna McGrath	Science	August 31, 2008
Jennifer Saul Agnitti	English	August 31, 2008
Julie Schwartz	School Counseling	August 31, 2008
Name	Tenure Area	Date

Kristina Stiles
Jeffrey UGINE

Special Education
Science

August 31, 2008
August 31, 2008

RESIGNATIONS: None

LEAVE OF ABSENCE: None

APPOINTMENTS:

Matthew Angell, Math Teacher, NYS Control No. 520668041 (Initial, valid through 9/1/2009), assigned to the James A. Beneway High School, a two year probationary appointment effective September 1, 2008 through August 31, 2010 at \$41,529 (base + MS) credited with four years experience. *Replacement for Kathy Emison (retirement).*

Stephanie Bounds, Reading Teacher, NYS Control No. 58779061 (Initial, valid through 9/1/2011), assigned to the Thomas C. Armstrong Middle School, a seven week temporary appointment effective May 8, 2008 through June 30, 2008 at \$37,850 (base + MS). *Replacement for Rae Jagoda (FMLA LOA).*

Sarah Francis, Internship Coordinator, NYS Control No. 206342081 (Initial, valid through 9/1/2013), assigned to the James A. Beneway High School, a three year probationary appointment effective September 1, 2008 through August 31, 2011 at \$38,650 (base + MS) credited with no experience. *New position created through this resolution.*

2008 SUMMER ELEMENTARY SCHOOL READING PROGRAM APPOINTMENTS:

Teachers (Rate of \$25 per hour): Julie Diffenderfer, Jeanne Robillard, Jennifer Becker, Brenda Drexler, Jennifer Putnam, Carrie Eldred, Andrea Dysart, Cindy Rutan, Carrie St. Pierre, Alex Balta, Sarah Lohr, Shari Hurny

2008 SUMMER MIDDLE SCHOOL BRIDGE PROGRAM APPOINTMENTS:

Teachers (Rate of \$25 per hour): Kevin Shoemaker, Kim Shultz, Amy McGinn, Jennifer Laux, Jennifer Cotton, Brittney Hiller

2008 SUMMER 9th GRADE TRANSITION PROGRAM APPOINTMENTS:

Teachers (Rate of \$25 per hour): Julie Green, Lisa Marino

SUPPORT STAFF

RESIGNATIONS:

Anna Prinsen, Bus Driver, assigned to the Transportation Department, effective June 25, 2008. *For the purpose of retirement.*

LEAVE OF ABSENCE: None

APPOINTMENTS:

Nanette Coro, Senior Typist, assigned to the Human Resources Department, having successfully completed a six month probationary review, a permanent Civil Service appointment effective July 6, 2008 at \$13.31 per hour.

2008-09 COACHING APPOINTMENTS:

Fall 2008 – Season Length (8-16-08 to 11-7-08)

Name	Team	Step	WCS Years	Level	Incentive	Salary	Total
Elena Bernard	Fall Varsity Cheerleading	1	1	E		2826	2826

Winter 2008-09 Season Length (11-3-08 to 3-6-09)

Name	Team	Step	WCS Years	Level	Incentive	Salary	Total
Jessica Quick	Girls Varsity Basketball	5	2	A		5495	5495
Ron Gross	Head Varsity Wrestling	18	4	A		6174	6174

2007-08 ANNUAL SUBSTITUTE TEACHER APPOINTMENTS (AMENDED):

First Name	Last Name
Ashley	Casey
Julie	Thurley
Dillion	Nachbar
Sam	Allen
Thomas	Morgan

2008 SUMMER LABOR APPOINTMENTS:

Cleaners: 35 days, 6 hr./day

Eric Aman	\$7.40/hour
Steven DeRidder	\$7.40/hour
Daniel Frederes	\$7.65/hour
Colton Howard	\$7.40/hour
Gage Howard	\$7.40/hour
Jeff Korff	\$7.65/hour
Kyle Lieberman	\$7.65/hour
Courtney Miller	\$7.90/hour
Jeremy Miller	\$8.40/hour
Kevin Miller	\$7.40/hour
Tyler Miller	\$7.40/hour
Matt Saxby	\$8.15/hour
Christopher Sharpe	\$7.40/hour
Adam Taillie	\$7.40/hour
Tim Rutan	\$7.40/hour

Grounds Helpers: 35 days, 7.5 hr./day

Tim VanLare	\$7.90/hour
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Central Stores: approximately 30 days, 7.5 hr./day

Joyce Hargarther	\$7.65/hour
------------------	-------------

Lindsi Wernert

\$7.65/hour

Committee Recommendations for Board of Education Review (June 5, 2008)

Meeting	Alt. ID#	Age	Committee	Grade	Reason	Decision	Disability	Rec. School	Rec. Program
04/25/2008	101019	10:3	CSE	04	Initial Eligibility Determination Mtg.	Classified	Learning Disability	Ontario Elementary	Consultant Teacher Resource Teacher Speech/Language Therapy

WAYNE CENTRAL SCHOOL DISTRICT

Consensus Agenda



TO: Board of Education

FROM: Michael Havens

RE: Consensus Agenda

DATE: June 5, 2008

The following items are being recommended for approval in a consensus agenda:

[Item #1](#) Accept Treasurer's Report - April

[Item #2](#) Award Technology & Art Bid

[Item #3](#) Accept Gift to the District from the MS PTO of \$4,800 for the purchase of smartboards

[Item #4](#) Approve health contract with the Penfield Central School District for the 2007-2008 school year

[Item #5](#) Approve pay for unused Vacation Days per Superintendent Contract

TREASURER'S MONTHLY REPORT
 ENDING BALANCES OF ALL WCS D FUNDS AS OF APRIL 30, 2008

GENERAL FUND

Checking Account	150,276.40
Money Market	9,649,711.73
TOTAL AVAILABLE CASH	<u>9,799,988.13</u>

SCHOOL LUNCH FUND

Checking Account	86,332.71
Money Market Account	36,997.45
Certificate of Deposit	300,000.00
TOTAL AVAILABLE CASH	<u>423,330.16</u>

CAPITAL RESERVE FUND

Checking Account	545.55
Money Market Account	4,777,028.96
TOTAL AVAILABLE CASH	<u>4,777,574.51</u>

CAPITAL PROJECTS

Checking Account	125,008.02
Money Market Account	1,673,370.55
TOTAL AVAILABLE CASH	<u>1,798,378.57</u>

BUS RESERVE

Checking Account	876.76
Money Market Account	1,586,991.24
TOTAL AVAILABLE CASH	<u>1,587,868.00</u>

TRUST AND AGENCY ACCOUNT

Checking Account (Now)	191,318.57
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<u>FLEX ACCOUNT</u>	213,027.05
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UNEMPLOYMENT INSURANCE ACCOUNT

Money Market	400,006.62
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LIABILITY INSURANCE ACCOUNT

Money Market	890,506.76
--------------	------------

DEDUCTIBLE INSURANCE ACCOUNT

Money Market	590,141.61
--------------	------------

RETIREMENT BENEFITS RESERVE

Money Market	247,933.64
--------------	------------

EMPLOYEES RETIREMENT RESERVE

Money Market	440,770.95
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SPECIAL AID ACCOUNT

Checking Account	701,169.21
------------------	------------

Date _____ Leora L. Stramonine, Treasurer

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

 Clerk of Board of Education

GENERAL FUND
 TREASURER'S MONTHLY REPORT
 APRIL 1 - 30, 2008

Prior period available balance \$65,284.28

RECEIPTS DURING MONTH

DATE	SOURCE	AMOUNT
04/ 02/ 08	County of Monroe	8,503.14
04/ 02/ 08	Medicaid	17,863.50
04/ 02/ 08	Wayne County Treasurer	847,425.15
04/ 07/ 08	Utica National Ins Group	4,206.37
04/ 16/ 08	Utica National Ins Group	7,248.40
04/ 16/ 08	Wayne Finger Lakes BOCES	34,616.76
04/ 22/ 08	Coca-Cola Bottling	678.63
04/ 29/ 08	State Aid, Medi St. Share	17,863.50
04/ 30/ 08	Marion Central	49,767.40
04/ 30/ 08	Medical/ Dental Reimbursement	45,481.37
04/ 01-30/ 08	Building Use	198.91
04/ 01-30/ 08	Sale of Surplus	693.60
04/ 01-30/ 08	Transfer from Money Market	2,200,000.00
04/ 01-30/ 08	Miscellaneous	394.85
Total Receipts		3,234,941.58
Total receipts, including balance		\$3,300,225.86

DISBURSEMENTS MADE DURING MONTH

By check			
From Check No.	20293	To Check No.	20579
	Payrolls		1,197,816.01
	BANK DEBITS		1,952,133.45
	TRANSFERS TO MM		
Total disbursements			3,149,949.46
Cash Balance			\$150,276.40

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement	549,978.18
Less total of outstanding checks	400,617.43
Net balance in bank	149,360.75
Amount of receipts undeposited (add)	915.65
 Total available balance	 150,276.40

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

'20

Clerk of Board of Education

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

Treasurer of School District Date

SCHOOL LUNCH FUND
 TREASURER'S MONTHLY REPORT
 April 1 - 30, 2008

Prior period available balance \$142,171.42

RECEIPTS DURING MONTH

DATE	SOURCE	AMOUNT
04/ 11/ 08	CON-AGRA FOODS	137.23
04/ 01-30/ 08	ACH Deposit	6,302.54
04/ 01-30/ 08	OTHER SALES	170.06
04/ 01-30/ 08	FR LUNCH/ BREAK	4,994.95
04/ 01-30/ 08	OP LUNCH/ BREAK	4,020.75
04/ 01-30/ 08	OE LUNCH/ BREAK	6,862.58
04/ 01-30/ 08	HSLUNCH/ BREAK	20,300.75
04/ 01-30/ 08	MSLUNCH/ BREAK	13,124.29
04/ 01-30/ 08	HSENDING	1,997.85
04/ 01-30/ 08	BANK CREDITS	1.40

Total Receipts \$57,912.40

Total receipts, including balance \$200,083.82

DISBURSEMENTS MADE DURING MONTH

By check				
From Check No.	1841	To Check No.	1860	76,033.82
		Payroll		37,338.04
By Debit Charge	Bank Debits	NSF, dep slips		379.25
Total disbursements				<u>113,751.11</u>
Cash Balance				<u>\$86,332.71</u>

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement	100,381.74
Less total of outstanding checks	<u>20,895.58</u>
Net balance in bank	79,486.16
Amount of receipts undeposited (add)	<u>6,846.55</u>
 Total available balance	 <u><u>86,332.71</u></u>

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

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 Cash balance is in agreement with
 my bank statement as reconciled

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 Clerk of Board of Education

 Treasurer of School District Date

CAPITAL RESERVE
 TREASURER'S MONTHLY REPORT
 APRIL 1 - 30, 2008

Prior period available balance \$545.55

RECEIPTS DURING MONTH

DATE	SOURCE	AMOUNT
Total Receipts		\$0.00
Total receipts, including balance		\$545.55
DISBURSEMENTS MADE DURING MONTH		
By check		
From Check No.	To Check No.	-
By Debit Charge Purchase od		
Total disbursements		\$0.00
Cash Balance		\$545.55

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement	545.55
Less total of outstanding checks	-
Net balance in bank	545.55
Amount of receipts undeposited (add)	-
Total available balance	\$545.55

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 and entered as a part of the
 minutes of the Board meeting held

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 Cash balance is in agreement with
 my bank statement as reconciled

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 Clerk of Board of Education

 Treasurer of School District Date

CAPITAL PROJECTS
TREASURER'S MONTHLY REPORT
APRIL 1 - 30, 2008

Prior period available balance \$125,008.02

RECEIPTS DURING MONTH

DATE	SOURCE	AMOUNT
Total Receipts		-

Total receipts, including balance \$125,008.02

DISBURSEMENTS MADE DURING MONTH

By check		
From Check No.	346 To Check No.	
By Debit Charge		
Total disbursements		\$0.00

Cash Balance \$125,008.02

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement	125,008.02	
Less total of outstanding checks		
Net balance in bank	125,008.02	
Amount of receipts undeposited (add)	-	
Total available balance		\$125,008.02

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Cash balance is in agreement with
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Clerk of Board of Education

Treasurer of School District Date

BUS RESERVE
 TREASURER'S MONTHLY REPORT
 APRIL 1 - 30, 2008

Prior period available balance 876.76

RECEIPTS DURING MONTH

DATE	SOURCE	AMOUNT
Total Receipts		\$0.00
Total receipts, including balance		\$876.76

DISBURSEMENTS MADE DURING MONTH

By check		
From Check No.	To Check No.	
By Debit Charge	Purchase CD	
	Total disbursements	\$0.00
	Cash Balance	\$876.76

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement	876.76
Less total of outstanding checks	_____
Net balance in bank	876.76
Amount of receipts undeposited (add)	_____
Total available balance	\$876.76

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 minutes of the Board meeting held

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 Cash balance is in agreement with
 my bank statement as reconciled

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 Clerk of Board of Education

 Treasurer of School District Date

TRUST AND AGENCY
TREASURER'S MONTHLY REPORT
APRIL 1 - 30, 2008

Prior period available balance \$145,107.35

RECEIPTS DURING MONTH

DATE	SOURCE	AMOUNT
04/ 02/ 08	Wayne Education Foundator	1,000.00
04/ 02/ 08	Freewill Parent Group	4,000.00
04/ 02/ 08	Target	61.58
04/ 10/ 08	General Fund - PR	963,478.41
04/ 11/ 08	Cafeteria - PR	17,884.68
04/ 11/ 08	Special Olympics of NY	314.00
04/ 17/ 08	OE Fundraiser	7,810.00
04/ 17/ 08	Bank Credit, OE fundraiser	100.00
04/ 25/ 08	General Fund - PR	988,655.04
04/ 30/ 08	Cafeteria - PR	19,453.36
04/ 30/ 08	TCA, PTO, Gift for MSDarien Lake Trip	2,000.00
04/ 30/ 08	Retirees, Med/ Dent Reimbursment	20,562.25
04/ 01-30/ 08	Interest	64.00

Total Receipts 2,025,383.32

Total receipts, including balance \$2,170,490.67

DISBURSEMENTS MADE DURING MONTH

By check			
From Check No.	2658 To Check No.	2682	72,949.84
	NSF CHECKS		84.00
By Debit Charge	Transfers for payroll		<u>1,906,138.26</u>
	Total disbursements		<u>1,979,172.10</u>
	Cash Balance		<u>\$191,318.57</u>

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement	320,786.84
Less total of outstanding checks	<u>129,468.27</u>
Net balance in bank	191,318.57
Amount of receipts undeposited (add)	<u>-</u>
Total available balance	<u><u>\$191,318.57</u></u>

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

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Cash balance is in agreement with
my bank statement as reconciled

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Clerk of Board of Education

Treasurer of School District

Date

FLEX ACCOUNT
 TREASURER'S MONTHLY REPORT
 APRIL 1 - 30, 2008

Prior period available balance \$230,884.75

RECEIPTS DURING MONTH

DATE	SOURCE	AMOUNT
Total Receipts		-

Total receipts, including balance \$230,884.75

DISBURSEMENTS MADE DURING MONTH

By check		
From Check No.	To Check No.	
By Debit Charge	BENEFIT RESOURCE DEBIT:	17,857.70
Total disbursements		\$17,857.70
Cash Balance		\$213,027.05

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement	213,027.05
Less total of outstanding checks	-
Net balance in bank	213,027.05
Amount of receipts undeposited (add)	-
Total available balance	\$213,027.05

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 and entered as a part of the
 minutes of the Board meeting held

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 Cash balance is in agreement with
 my bank statement as reconciled

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 Clerk of Board of Education

 Treasurer of School District Date

UNEMPLOYMENT INSURANCE RESERVE
 TREASURER'S MONTHLY REPORT
 APRIL 1 - 30, 2008

Prior period available balance

RECEIPTS DURING MONTH

DATE	SOURCE	AMOUNT
	Total Receipts	_____
	Total receipts, including balance	
DISBURSEMENTS MADE DURING MONTH		
By check		
From Check No.	To Check No.	
By Debit Charge		_____
	Total disbursements	_____
	Cash Balance	_____

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement		
Less total of outstanding checks		_____
Net balance in bank		
Amount of receipts undeposited (add)		_____
Total available balance		_____
	MONEY MARKET	400,006.62

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

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 Cash balance is in agreement with
 my bank statement as reconciled

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 Clerk of Board of Education

 Treasurer of School District Date

LIABILITY INSURANCE RESERVE
 TREASURER'S MONTHLY REPORT
 APRIL 1 - 30, 2008

Prior period available balance

RECEIPTS DURING MONTH

DATE	SOURCE	AMOUNT
	Total Receipts	_____

Total receipts, including balance

DISBURSEMENTS MADE DURING MONTH

By check		
From Check No.	To Check No.	
By Debit Charge		_____
	Total disbursements	_____
	Cash Balance	=====

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement	
Less total of outstanding checks	_____
Net balance in bank	
Amount of receipts undeposited (add)	_____
Total available balance	=====
MONEY MARKET	890,506.76

Received by the Board of Education
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 minutes of the Board meeting held

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 Cash balance is in agreement with
 my bank statement as reconciled

_____ 20

 Clerk of Board of Education

 Treasurer of School District Date

DEDUCTIBLE INSURANCE RESERVE
 TREASURER'S MONTHLY REPORT
 APRIL 1 - 30, 2008

Prior period available balance

RECEIPTS DURING MONTH

DATE	SOURCE	AMOUNT
	Total Receipts	_____
	Total receipts, including balance	
DISBURSEMENTS MADE DURING MONTH		
By check		
From Check No.	To Check No.	
	By Debit Charge	_____
	Total disbursements	_____
	Cash Balance	=====

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement		
Less total of outstanding checks	_____	
Net balance in bank		
Amount of receipts undeposited (add)	_____	
Total available balance		=====
	MONEY MARKET	590,141.61

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 my bank statement as reconciled

_____ 20

 Clerk of Board of Education

 Treasurer of School District Date

RETIREMENT BENEFITS RESERVE
 TREASURER'S MONTHLY REPORT
 APRIL 1 - 30, 2008

Prior period available balance

RECEIPTS DURING MONTH

DATE	SOURCE	AMOUNT
	Total Receipts	_____
	Total receipts, including balance	
DISBURSEMENTS MADE DURING MONTH		
By check		
From Check No.	To Check No.	
	By Debit Charge	_____
	Total disbursements	_____
	Cash Balance	=====

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement	
Less total of outstanding checks	_____
Net balance in bank	
Amount of receipts undeposited (add)	_____
Total available balance	=====
MONEY MARKET	247,933.64

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 minutes of the Board meeting held

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 my bank statement as reconciled

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 Clerk of Board of Education

 Treasurer of School District Date

EMPLOYEES RETIREMENT RESERVE
 TREASURER'S MONTHLY REPORT
 APRIL 1 - 30, 2008

Prior period available balance

RECEIPTS DURING MONTH

DATE	SOURCE	AMOUNT
	Total Receipts	_____

Total receipts, including balance

DISBURSEMENTS MADE DURING MONTH

By check		
From Check No.	To Check No.	
By Debit Charge		_____
	Total disbursements	_____
	Cash Balance	_____

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement	
Less total of outstanding checks	_____
Net balance in bank	
Amount of receipts undeposited (add)	_____
Total available balance	_____

MONEY MARKET

440,770.95

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

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 my bank statement as reconciled

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 Clerk of Board of Education

 Treasurer of School District Date

SPECIAL AID
 TREASURER'S MONTHLY REPORT
 APRIL 1 - 30, 2008

Prior period available balance \$720,777.23

RECEIPTS DURING MONTH

DATE	SOURCE	AMOUNT
04/ 11/ 08	Wayne Finger Lakes Boces	500.00

Total Receipts \$500.00

Total receipts, including balance \$721,277.23

DISBURSEMENTS MADE DURING MONTH

By check				
From Check No.	1346	To Check	1375	20,108.02

By Debit Charge	Trans to GF
-----------------	-------------

Total disbursements \$20,108.02

Cash Balance \$701,169.21

RECONCILIATION WITH BANK STATEMENT

Balance as given on bank statement 707,821.35

Less total of outstanding checks 6,652.14

Net balance in bank 701,169.21

Amount of receipts undeposited (add)

Total available balance \$701,169.21

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

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 Cash balance is in agreement with
 my bank statement as reconciled

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 Clerk of Board of Education

 Treasurer of School District Date

TO: Michael Havens
 Superintendent of Schools
FROM: Gregory J. Atseff
 Assistant Superintendent for Business
DATE: June 5, 2008
RE: Technology/Art Bid

In accordance with Section 103A, Article 5-A, of the New York State General Municipal Law, a legal notice was advertised in the official school newspapers inviting the submission of sealed bids for Technology and Art Supplies and Equipment for use by the school district.

Sealed bids were received and opened publicly on Thursday, April 3, 2008 at 1:00 p.m. at the district administrative offices.

Bids were advertised to be evaluated on either an item-by-item basis or total basis, whichever best suited the district. Prices submitted are to be f.o.b. Wayne Central School District. Where indicated, the vendor responded to a request for a discount for non-bid items purchased during the school year.

Recommend that the Board of Education award Technology and Art Supplies and Equipment to the lowest responsible bidders meeting bid specifications as identified below:

Vendor	Discount	Bid Total
1. Kurtz Bros PO Box 392 Clearfield, PA 16830	NYS Contract – 30%	\$ 866.08
2. Rochester Ceramics 102 Commercial St. Webster, NY 14580	40&32%	320.40
3. Valley Litho Supply Co. 1047 Haugen Ave. Rice Lake, WI 54868	10%	1,404.60
4. Freestyle Photographic Supplies 5124 Sunset Blvd. Los Angeles, CA 90027	5&7%	908.63
5. Porter’s Camera Stores Inc. 411 Viking Rd. Cedar Falls, IA 50613		85.36
6. Cook Iron PO Box 31237 Rochester, NY 14603	NYS Contract - 1%	480.46
7. Downes & Reader Hardwood Co., Inc. PO Box 456, 60 Evans Dr. Stoughton, MA 02072		3,076.75
8. IASCO 5724 West 36 th St. Minneapolis, MN 55416	5%	100.00
9. Jackson Saw & Knife co. 517 State Street Rochester, NY 14608		49.96
10. Kelvin Electronics 280 Adams Blvd. Farmingdale, NY 11735		357.45

Vendor	Discount	Bid Total
11. Metco 81 Kiski Ave. Leechburg, PA 15656		1,538.91
12. Midwest Technology Products PO Box 3717 Sioux City, IA 51102	10%	2,958.92
13. Paxton-Patterson 5719 W. 65 th St. Chicago, IL 60638	3%	575.98
14. Pitsco, Inc. Box 1708 Pittsburg, KS 66762		119.00
15. SATCO Supply 441 Old Highway 8 NW, Suite 202 St. Paul, MN 55112	5%	196.03
16. Williamson Hardware, Inc. PO Box 163 Williamson, NY 14589	10%	1,203.18
Total		<u>\$14,241.71</u>

The following companies were not awarded any items but have offered a discount during the school year:

Sheffield Pottery, inc. U.S. Route 7, PO 399 Sheffield, MA 01257-0399	5%
---	----

Attached is a copy of the vendor bid list for your reference.

/db

Attachment

TECHNOLOGY& ART BID
2008

ART Vendors

Dick Blick
Ms.Kelly Cramer
PO Box 1267
Galesburgh, IL 61402

Kurtz Bros.
Mr. Tom Kelly
11 Seward St.
Dansville, NY 14437

Modern School Supply
PO Box 958
Hartford, CT 06143

Nasco
901 Janesville Ave, PO 901
Fort Atkinson, WI 53538-0901

Rochester Ceramics
102 Commercial St.
Webster, NY 14580

Sheffield Pottery, Inc.
U.S. Route 7, PO 399
Sheffield, MA 01257-0399

Valley Litho Supply Co.
1047 Haugen Ave.
Rice Lake, WI 54868

Photo Vendors

Freestyle Photographic Supplies
5124 Sunset Blvd
Los Angeles, CA 90027

HPI International, Inc.
186-188 21st Street
Brooklyn, NY 11232

Porter's Camera Stores Inc.
PO Box 628
Cedar Falls, IA 50613

Rowe Professional Photographers,
Inc.
1737 Mt. Hope Ave.
Rochester, NY 14620-4595
Wright Image Camera & Video
3333 W. Henrietta Rd.
Rochester, NY 14623

Technology Vendors

Brodhead Garrett
100 Paragon Pkwy
Mansfield, OH 44905

Cook Iron
Matt Kurtz
PO Box 31237
Rochester, NY 14603

Danes Welding
264 Route 104
Ontario, NY 14519

Downes & Reader Hardwood Co.,
Inc.
PO Box 456, 60 Evans Drive
Stoughton, MA 02072

Esha Corp.
Ms. Jessica Patel
44-D West Ferris St.
East Brunswick, NJ 08816

Fastenal
Mr. Steven Saraceni
1238 Route 104
Ontario, NY 14519

Fasteners Direct
Mr. Wes Parr
545 Basket Rd.
Webster, NY 14580

Hearlihy & Co.
1002 E. Adams, PO Box 1747
Pittsburg, KS 66762

IASCO
5724 West 36th St.
Minneapolis, MN 55416

Jackson Saw & Knife Co.
517 State Street
Rochester, NY 14608

Kelvin Electronics
280 Adams Blvd.
Farmingdale, NY 11735

Kemp Enterprise
PO Box 824
Farmington, ME 04938

Lowe's Commercial Service
Mr. Robert Kelly
900 Five Mile Line Rd.
Webster, NY 14580

Metco
81 Kiski Avenue
Leechburg, PA 15656

Midwest Technology Products
PO Box 3717
Sioux City, IA 51102

Paxton-Patterson
7523 S. SAYRE AVE.
Chicago, IL 60638

Pitsco, Inc.
Box 1708
Pittsburg, KS 66762

SATCO Supply
441 Old Highway 8 NW, Suite 202
St. Paul, MN 55112

Sax Arts & Crafts
Contract Sales
PO 51710
New Berlin, WI 53151

School Specialty
Mr. David Korody
Consumable Bid Group, PO Box
1579
Appleton, WI 54912-1579

Secor Hardware
Mr. John Robert
6260 Furnace Rd.
Ontario, NY 14519

Specialty Tools Inc.
Mr. Frank Amico
3861 Buffalo Rd
Rochester, NY 14624

Triarco
Ms. Cynthia Lonto
2600 Fernbrook Lane, Ste 100
Plymouth, MN 55447

Williamson Hardware, Inc.
PO Box 163
Williamson, NY 14589

TO: Michael Havens
Superintendent of Schools
FROM: Gregory J. Atseff
Assistant Superintendent for Business
DATE: June 5, 2008
RE: Gifts to the District

Recommend that the Board of Education, at their regular meeting to be held on Thursday, June 5, 2008, accept a gift of \$4,800 from the Middle School PTO to purchase Smart Boards for the Middle School.

/db

c: Bob Armocida
Lee Stramonine
Helen Jensen

TO: Michael Havens
Superintendent of Schools
FROM: Gregory J. Atseff
Assistant Superintendent for Business
DATE: June 5, 2008
RE: Health Service Contract - Penfield Central School District

Attached is the contract for health services for Wayne students attending a private or parochial school in the Penfield Central School District for the 2007-2008 school year.

The cost of the contract is:

29 Student(s) @ \$ 468.96 = \$13,599.84

The student(s) listed on the health service contract have been verified by the attendance office.

RESOLUTION

Be it resolved, that the Board of Education of the Wayne Central School District hereby approves the contract for health services with the Penfield Central School District for the 2007-2008 school year, and hereby authorizes the Board President, School Superintendent, and District Clerk to execute the contract.

/db

Attachment



Memorandum

Michael Havens

Superintendent of Schools

Phone: 315-524-1001

Fax: 315-524-1049

To: Board of Education

From: Michael Havens

Date: 5/30/08

Re: Unused Vacation Days

As per section 1.7 of my contract I request reimbursement for 10 of my unused vacation days from the 2007-08 school year. This is the same number as requested last year.

First Reading

Policies Subject to Annual Review – Proposed Revisions

5511	Policy	Audit Committee – Charter
7112	Policy	Attendance Regulations – Grades 6 to 8
7113	Policy	Attendance Regulations – Grades 9 to 12

Single Reading

Regulations Subject to Annual Review – Proposed Revisions

3410	Regulation	Public Conduct on School Property
3420	Regulation	Sexual Harassment & Discrimination
5400	Regulation	Procedures for Purchase of Goods & Services
5402	Regulation	The Purchasing Process
5405	Regulation	Procedures for Central Stores & Inventory Control
8295	Regulation	Guidelines – Use of Privately Owned Computers by Staff Members
8296	Regulation	Guidelines – Use of Privately Owned Computers by Students

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6/5/08 Board Meeting

Non-Instructional/Business Operations

AUDIT COMMITTEE CHARTER

COMMITTEE AUTHORITY

Pursuant to resolution of the Board of Education, dated June 8, 2006, an audit committee was formed to assist the Board of Education of Education in the oversight of both the internal and external audit functions. The requirement to create an audit committee was established by Education Law §2116-c.

In accordance with Education Law §2116-c (4), the role of an audit committee shall be advisory and any recommendations it provides to the Board of Education shall not be substituted for any required review and acceptance by the Board of Education of Education.

MISSION

The Board of Education of Education has established an audit committee to provide independent advice, assistance, and recommendations to the Board of Education in the oversight of the internal and external audit functions of the district.

COMPOSITION AND REQUISITE SKILLS

The audit committee is comprised of a committee of the whole whose three (3) members **of the Board of Education who** collectively possess the knowledge in accounting, auditing, financial reporting and school district finances needed to understand and evaluate the school district's financial statements, the external audit and the district's internal audit activities.

Accordingly, the audit committee's members, collectively, should:

- > Possess the requisite knowledge necessary to understand technical and complex financial reporting issues.
- > Have the ability to communicate with auditors, public finance officers and the school Board of Education.
- > Be knowledgeable about internal controls, financial statement audits and management/operational audits.

Adopted **January 11, 2007**

Revised: **June ..., 2008**

Non-Instructional/Business Operations

AUDIT COMMITTEE CHARTER (continued)

Duties and Responsibilities

The duties and responsibilities of the audit committee include the following:

(1) External Audit Focus

- > Provide recommendations regarding the selection of the external auditor to the Board of Education of Education.
- > Meet with the external auditor prior to commencement of the audit to, among other things, review the engagement letter.
- > Review and discuss with the external auditor any risk assessment of the district's fiscal operations developed as part of the auditor's responsibilities under governmental auditing standards for a financial statement audit and federal single audit standards, if applicable.
- > Receive and review the draft annual audit report and accompanying draft management letter, including the external auditor's assessment of the district's system of internal controls, and, working directly with the external auditor, assist the Board of Education of Education in interpreting such documents.
- > Make a recommendation to the Board of Education of Education on accepting the annual audit report.
- > Review every corrective action plan developed by the school district and assist the Board of Education of Education in the implementation of such plans.

(2) Internal Claims Audit Focus

- > Appoint the internal claims officer each year at the re-organizational meeting of the Board of Education
- > Meet with the internal claims auditor on not less than a quarterly basis to review and discuss any concerns or findings of his or her review of all claims presented for payment by the school district
- > Meet with the internal claims auditor on not less than a quarterly basis for a risk assessment of the district's fiscal operations or recommendations for modifications or improvement of the process for internal claims

(3) Internal Audit Focus

- > Make recommendations to the Board of Education of Education regarding the appointment of the internal auditor.
- > Assist in the oversight of the internal audit function, including reviewing the annual internal audit plan to ensure that high risk areas and key control activities are periodically evaluated and tested, and reviewing the results of internal audit activities.
- > Review significant recommendations and findings of the internal auditor.
- > Monitor implementation of the internal auditor's recommendations by management.
- > Participate in the evaluation of the performance of the internal audit function.

Adopted : January 11, 2007

Revised: June ..., 2008

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Non-Instructional/Business Operations

AUDIT COMMITTEE CHARTER (continued)

(3) Internal Claims Audit Focus

- > Assist in the oversight of the internal claims audit function, including review of reports by the internal claims auditor and the results of internal claims audit activities.
- > Review significant recommendations and findings of the internal claims auditor.
- > Monitor implementation recommendations of the internal claims auditor by management personnel
- > Participate in the evaluation of the performance of the internal claims audit function.

(4) Administrative Matters

- > Hold regularly scheduled meetings.
- > Review and revise the audit committee charter, as necessary.

Performance of Duties

The membership duties of the audit committee include the following:

Good Faith

Committee members shall perform their duties in good faith in a manner they reasonably believe to be in the best interests of the committee and the school district with such care as a generally prudent person in a similar position would use under similar circumstances.

Independence

An individual, other than members of the Board of Education of Education, may not serve on an audit committee constituted as an advisory committee if he or she:

- > Is employed by the district.
- > Currently provides, or within the prior two years, has provided, goods or services to the school district.
- > Is an immediate family member (spouse, spouse equivalent or dependent [whether or not related]) or close family member (parent, sibling or nondependent child) of an individual who is an employee, officer or contractor providing services to the district.
- > Is the owner of or has a direct and material interest in a company providing goods or services to the district.

Adopted January 11, 2007

Revised: June ..., 2008

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Non-Instructional/Business Operations

AUDIT COMMITTEE CHARTER (continued)

Confidentiality

During the exercise of duties and responsibilities, the committee members may have access to confidential information. The committee shall have an obligation to the district to maintain the confidentiality of such information.

MEETINGS AND NOTIFICATION

The audit committee shall meet a minimum of [insert number] times each year. An agenda of each meeting should be clearly determined in advance and the audit committee should receive supporting documents in advance, for reasonable review and consideration. *Any member of the Board of Education, who is not a member of the audit committee, may attend audit committee meetings if authorized by a resolution of the Board of Education.*

The audit committee shall give notice and prepare minutes of each meeting. At a minimum, the minutes will include the following:

- The meeting agenda
- Date, attendance and location of the meeting
- Except as otherwise provided by law in connection with executive sessions, summaries of the topics discussed, and all motions, proposals, resolutions and any other matter formally voted upon and the vote thereon, including recommendations agreed to by the committee.
- As appropriate, copies of materials discussed or presented at the meeting.

DECISION-MAKING PROCESS

All decisions shall be reached by vote of a simple majority of the total membership of the committee. A quorum constitutes a simple majority of the total membership and meetings will not be conducted unless a quorum is present.

Adopted: January 11, 2007

Revised: June ..., 2008

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AUDIT COMMITTEE CHARTER (continued)

REPORTING REQUIREMENTS

The audit committee has the duty and responsibility to report its activities to the Board of Education as needed, but not less than annually. Periodic written reports of audit committee activities are an important communication link between the committee and the Board of Education on key decisions and responsibilities.

The audit committee's reporting requirements are to:

- Report on the scope and breadth of committee activities so that the Board of Education is kept informed of its work.
- Provide minutes or a summary of minutes of meetings which clearly record the actions and recommendations of the committee.
- Report on their review of the school district's draft annual audit report and accompanying management letter and their review of significant findings.
- Report on suspected fraud, waste or abuse, or significant internal control findings and activities of the internal control function.
- Report on indications of material or significant non-compliances with laws or district policies and regulations.
- Report on any other matters that the committee believes should be disclosed to the Board of Education

REVIEW OF THIS CHARTER

The audit committee shall assess and report to the Board of Education on the adequacy of this charter no less than an annual basis or as necessary. Charter modifications, as recommended by the audit committee, should be presented to the Board of Education in writing for their review and action.

Adopted: January 11, 2007

Revised: June ..., 2008

A. ATTENDANCE REGULATIONS – Grades 6 to 8

Comprehensive Student Attendance Policy for Students in Grades 6-8

NEW YORK STATE LAW

NYS Education Law, Article 65, §3205, Re: Compulsory Education, provides that:

*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.*

NYS Education Law is designed to require school attendance and ensure that no child is denied the opportunity to receive an education.

NYS Education Law specifies 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 1st 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 1st.

STATEMENT OF OVERALL OBJECTIVES AND PHILOSOPHY

School attendance is both a right and a responsibility. The Board of Education recognizes that consistent school attendance, academic success, school completion, and success in the workplace have a direct correlation. The school district also wishes to become 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.

Therefore, it has developed this comprehensive student attendance policy to meet the following objectives:

- (1) To increase school graduation rates;
- (2) To raise student achievement and performance;
- (3) To identify attendance patterns in order to decrease the number of tardy arrivals to school;
- (4) To know the whereabouts of every student for safety and other reasons;
- (5) To verify that individual students are complying with education laws relating to compulsory attendance
- (6) to determine the school district's average daily attendance for state aid purposes

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

ATTENDANCE REGULATIONS – Grades 6 to 8

A.

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 encourages 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 attendance policy development team that includes representation from the Board of Education, administrators, teachers, students, parents and the community. The Board of Education will hold at least one (1) public hearing prior to the adoption/modification of this collaboratively developed comprehensive student attendance policy.
- Maintain accurate records of 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 OF ATTENDANCE POLICIES

Successful implementation of any attendance policy requires cooperation among all members of the educational 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

Beginning in September of 2003, students in grades 6-8 will be made aware of the attendance policy and procedures via the student handbook and/or agenda handbook. Teachers will review this policy with students during the first month of school.

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

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ATTENDANCE REGULATIONS – Grades 6 to 8

Parent/Guardian Notice

Parents/guardians 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(s) and will be notified of the attendance policy and procedures via the school handbook. A copy will also be posted on the school district's web page.

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 clarification of individual responsibilities and the necessary procedures, forms and guidelines for implementation of the policy. A copy of the attendance policy will be added to the staff handbook and be posted in the school nurse's office and on the school district's 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 of absence. Students with verified excused 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 absence from class. Alternate equivalent instruction, or work sent home, will commence as soon as possible upon suspension.

Counseling appointments, appointments with administrators or the school nurse 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.

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

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

STUDENT RECORD KEEPING & DATA COLLECTION

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

RESPONSIBILITIES OF STUDENTS, PARENTS & SCHOOL PERSONEL

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 the responsibility of the individual student to make up the missed work.
- It is understood that it is not the responsibility of the school or the individual teacher to ensure that missed work is made up.

Make-up Work Procedures

Students with unexcused absences should be given time to make up work. Such work 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.

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 this policy, students have ten (10) school days to make-up any work missed because of an excused absence.

Students with unexcused absences should be given time to make-up work. Students who are absent for legal reasons, as defined below, may request and will be allowed to make-up missed work.

The student will be required to make-up work. In accordance with school board policy, students have ten (10) school days to make-up any work missed because of an excused absence.

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

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

The following events are considered as legal reasons for excused absence or tardiness according to NYS Education Law.

- (1) Sickness Of Student
- (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/[Internship/Community Service](#)
- (10) Any Other School Approved Program/[Event](#)
- (11) College Visits

Any Other Absence Is Unexcused And Not A Legal Reason For Absence

The following events are not considered as legal reasons for excused absence or tardiness, according to NYS Education Law:

- (1) Late Ride
- (2) Missing The School Bus
- (3) Family Vacation
- (4) Hunting
- (5) Babysitting
- (6) Hair Cut
- (7) Oversleeping
- (8) Car Trouble

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

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

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ATTENDANCE REGULATIONS – Grades 6 to 8

Parent/Guardian Responsibilities

- When a student is to be absent from school or class, the parent/guardian must contact the school nurse's office within twenty-four (24) hours to report the absence
- In addition to contacting the school nurse's office, the parent/guardian must submit a written explanation of the absence to the nurse on the day the child returns to school.
- Parents/guardians are required to provide the school nurse with their current home address, telephone and emergency number(s) and list of adults to contact in their absence, and to keep the school nurse informed of any changes in this information.
- 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/guardians are expected to contact teachers and school personnel should they have any concerns.

Teacher's Responsibilities

- Classroom/subject area teachers are required to personally take accurate daily attendance in every class, as prescribed in §3211 of NYS Education Law regarding compulsory attendance.
- Report cards will reflect attendance data for each student
- 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 the parent/guardian 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.

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

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ATTENDANCE REGULATIONS – Grades 6 to 8

- When a student accumulates five (5) unexcused absences in any course during a ten (10) week marking period, a representative from the student's team will contact the parent/guardian by telephone to investigate the reasons for absence, make parents/guardians aware of the

academic impact class absence is having and promote good attendance at school. The team representative will complete a telephone log and give a copy to the assistant principal and counselor.

- When a student accumulates ten (10) unexcused absences from class in any course, a representative from the student's team will contact the parent/guardian by telephone to express the attendance concerns and contact the student's counselor and assistant principal. The team representative will complete a telephone log and provide a copy to the assistant principal and counselor.
- When a student accumulates fifteen (15) unexcused absences, the representative from the student's team will contact the parent/guardian by telephone to express the attendance concerns and contact the student's counselor and assistant principal. The team representative will complete a telephone 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's Responsibilities

- Monitor attendance of students on their caseload.
- Consult regularly with teachers and teams to proactively address attendance issues. It is the expectation that contact will be made to parents/guardians prior to the required notification procedures outlined in this policy
- Meet with students and contact parents/guardians when students accumulate five (5) unexcused days of absence in a marking period and ten (10) total days of unexcused absence.
- Arrange meetings with parents/guardians when a student reaches ten (10) days of unexcused absence or unexcused tardy arrivals to school and a total of fifteen (15) days of unexcused absence. This meeting will include the parent/guardian, student, assistant principal and a teacher representative.
- Consult regularly with the assistant principal to uncover the root causes of attendance issues
- Ensure that students are placed on the agenda of the Pupil Study Team (PST) at ten (10) days of unexcused absence and communicate actions that have been taken to ensure student attendance at school during the PST meeting.
- Complete all required paperwork for attendance interventions.

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

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ATTENDANCE REGULATIONS – Grades 6 to 8

School Nurse's Responsibilities

- Verify each student's absence from school by contacting and communicating with the parent or guardian.
- Monitor and collect each student's written excuse when they are absent from school.

- Clarify questions from parents or guardians in regard to the difference between excused and unexcused absences and tardiness
- Produce a written report each week listing unexcused absences and tardiness for each student and distribute it to team leaders, counselors, and the assistant principal.
- Communicate with teachers and administrators about student attendance issues and concerns.

Building Administrative Responsibilities

- Impress upon faculty and staff the need for accurate record keeping for student attendance
- Play an active role in implementation of attendance 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 implement the attendance policy.

District Office Responsibilities

Support the building attendance program as deemed necessary with regard to:

- Superintendent’s Hearings
- Student Records
- Family Court Issues
- Other Interventions

Teachers and the principal’s designee will jointly determine the need for informal school conferences or district office referrals

ADMINISTRATIVE GUIDELINES FOR NOTIFICATION, INTERVENTION AND HEARINGS

Notification I:

When a student receives seven (7) unexcused absences in a ten (10) 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/guardian by phone prior to this letter being sent.

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

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ATTENDANCE REGULATONS – Grades 6 to 8

Notification II:

When a student receives ten (10) 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 telephone and in writing and encourage them to attend.

Notification III:

When students reach fifteen (15) days of unexcused absence, a meeting between the parent/guardian, student, administrator and counselor will be requested.

Notice of Students Who Are Absent, Tardy or Depart Early Without Proper Excuse

The school nurse or principal's designee shall notify by telephone the parent/guardian of a student who is absent, tardy or departs early without proper excuse. If efforts to contact the parent/guardian are exhausted (e.g. home, work, cell, pager), the school nurse or principal's 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

B.

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:

- a) Classroom acknowledgment of the importance of good attendance
- b) School-based recognition programs (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 forty (40) weeks of school. At such time, a "*Certificate of Perfect Attendance*" will be issued to qualified students by the building principal.

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

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ATTENDANCE REGULATIONS – Grades 6 to 8

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 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 wishes to honor for special achievement in improving their attendance records.

DISCIPLINARY CONSEQUENCES FOR UNEXCUSED AND ABSENCES AND TARDIES TO SCHOOL

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in each building's 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.

- (1) When a student accumulates five (5) unexcused absences and/or tardy arrivals to school, he or she will receive one (1) administrative detention. The assistant principal will notify parents/guardians by telephone and provide written confirmation of the referral to them. The purpose of the communication is to investigate the causes of the referral and work collaboratively with the parents/guardians to ensure their child attends school on time. Additionally, the assistant principal will arrange a meeting between the student and his or her counselor to review the matter.

- (2) When a student reaches ten (10) unexcused absences and/or tardy arrivals to school, two (2)-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 telephone of the detention and PST meeting and provide written confirmation of the referral to them. At this point, counselors will arrange a meeting with the student, parent/guardian, and assistant principal to investigate the reasons for the absence or tardy arrivals and work collaboratively to encourage good attendance at school.

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

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ATTENDANCE REGULATIONS – Grades 6 to 8

- (3) When a student reaches fifteen (15) unexcused absences and/or tardy arrivals to school, three (3) administrative detentions will be assigned and a P.I.N.S.* petition will be filed in Family Court to promote attendance at school. This action will be taken after school actions have failed to consistently improve student attendance. Parents/guardians will be notified of this action by telephone and in writing by the assistant principal.

(*) Person In Need Of Supervision

Tardiness to An Individual Class Or Late To Class Without A Pass

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

Class Truancy

The first offense of class truancy will result in two (2) administrative detentions. Additional incidences of class truancy will result in more severe consequences according to the student management system at Thomas C. Armstrong Middle School. Parents will be notified by telephone and in writing of any infraction warranting an administrative referral.

Consequences for Students for Interscholastic and Extra-Curricular

Students involved in interscholastic and/or extracurricular activities will be subject to the school district's *Code of Conduct*. Chronic unexcused absences or tardiness may result in denial of participation in interscholastic or extracurricular activities.

STUDENTS WITH DISABILITIES

School-based personnel, including the school nurse, in consultation with the student's own physician or health-care provider, will carefully review excessive absences by students with disabilities due to health or medical reasons.

- 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 Section 504 Compliance Officer that s/he has a disability protected by §504 of the Rehabilitation Act of 1973, and may not meet the threshold of attendance/participation, make-up opportunities must be consistent with his or her Section 504 Plan. Consultation with the Section 504 Compliance Officer is recommended.

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

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ATTENDANCE REGULATIONS – Grades 6 to 8

- 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.

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.

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

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B. ATTENDANCE REGULATIONS – Grades 9 to 12

Comprehensive Student Attendance Policy For Students in Grades 9-12

NEW YORK STATE LAW

NYS Education Law, Article 65, §3205, Re: Compulsory Education, provides that:

*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.*

NYS Education Law is designed to require school attendance and ensure that no child is denied the opportunity to receive an education.

NYS Education Law specifies 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 1st 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 on July 1st.

STATEMENT OF OVERALL OBJECTIVES AND PHILOSOPHY

School attendance is both a right and a responsibility. The Board of Education recognizes that consistent school attendance, academic success, school completion, and success in the workplace have a direct correlation. The school district also wishes to become 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.

Therefore, it has developed this comprehensive student attendance policy to meet the following objectives:

- (7) To increase school graduation rates;
- (8) To raise student achievement and performance;
- (9) To identify attendance patterns in order to decrease the number of tardy arrivals to school;
- (10) To know the whereabouts of every student for safety and other reasons;
- (11) To verify that individual students are complying with education laws relating to compulsory attendance,
- (12) To determine the school district's average daily attendance for state aid purposes.

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

C. ATTENDANCE REGULATIONS – Grades 9 to 12**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 encourages 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 attendance policy development team that includes representation from the Board of Education, administrators, teachers, students, parents and the community. The Board of Education will conduct at least one public hearing prior to the adoption/modification of this collaboratively developed comprehensive student attendance policy.
- Maintain accurate records of attendance, absences, 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 OF ATTENDANCE POLICIES

Successful implementation of any attendance policy requires cooperation among all members of the educational 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

- Beginning in September of 2003, students in grades 9-12 will be made aware of the attendance policy and procedures via the student handbook and/or agenda handbook.
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Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

ATTENDANCE REGULATIONS – Grades 9 to 12**Parent/Guardian Notice**

- Parents of students in Grades 9-12 will be notified of the attendance policy and procedures via the school handbook and by publication of the policy in the September issue of the building newsletter for parents. A copy will also be posted on the school district's web page.

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 clarification of individual responsibilities and the necessary procedures, forms and guidelines for implementation of the policy. A copy of the attendance policy will be added to the staff handbook and be posted in the school nurse's office and on the school district's web page.

POLICY PARAMETERS

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 ninety-(90) days.

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

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

Participation in artistic events, sporting events, trips, community projects, and college visits approved by the school administration, are recorded as an absence from class, and subsequently will be added to the absence record 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.

- (1) Days for which a student is suspended from school will not be counted as absences..
- (2) NYS Education Law does not require alternative equivalent instruction after the school year in which the student turns sixteen-(16) years of age.
- (3) In those cases in which alternative instruction is deemed appropriate, it will commence as soon as possible.

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

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

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

ATTENDANCE REGULATIONS – Grades 9 to 12

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

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

Students will be considered in attendance if they are:

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

MAKE-UP 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) to make arrangements to make-up missed work, assignments and/or tests. In accordance with this policy, students have ten (10) school days to make-up any work missed because of an excused absence.

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

D. STUDENT RECORD KEEPING & DATA COLLECTION

- The record of each student’s presence, absence, tardiness or early departure shall be maintained 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 OF PARENTS, GUARDIANS, STUDENTS & SCHOOL PERSONNEL***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 will be made aware of each teacher’s make-up work policy at the beginning of the year/course.

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

E. ATTENDANCE REGULATIONS – Grades 9 to 12

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.

All absences, excused or unexcused, are counted toward the cumulative total days of absence.

The following events are considered as legal reasons for excused absence or tardiness according to NYS Education Law:

- (12) Sickness Of Student
- (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/[internship/Community Service](#)
- (21) Any Other School Approved Program/[Event](#)
- (22) College Visits

Any Other Absence Is Unexcused And Not A Legal Reason For Absence

- The following events are not considered as legal reasons for excused absence or tardiness according to NYS Education Law:

- (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 that any absence or tardiness, regardless of the reason, does not exempt them from attendance requirements.

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

F. ATTENDANCE REGULATIONS – Grades 9 to 12**Parent/Guardian Responsibilities**

- When a student is to be absent from school or class, the parent/guardian must contact the school nurse's office within twenty-four (24) hours to report the absence.
- In addition to contacting the school nurse's office, the parent/guardian must submit a written explanation of the absence to the school nurse on the day the child returns to school.
- Parents/guardians are required to provide the school nurse with their current home address, telephone number, emergency number(s), and a list of adults to contact in their absence and to keep the school nurse informed of any changes in this information
- 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.

Teacher's Responsibilities

- Classroom/subject area teachers are required to personally take accurate daily attendance in every class, as prescribed in §3211 of the NYS Education Law regarding compulsory attendance.
- Report Cards will reflect student attendance data.
- 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 about 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 telephone to investigate the reasons for absences, make parents/guardians aware of the academic impact that absence from class 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/guardian by telephone to express the attendance concerns and contact the student's counselor and the assistant principal.
- When a student is absent for fifteen (15) days of class in any course, the teacher will contact the parent/guardian by telephone to express the attendance concerns and contact the student's counselor and the assistant principal.
- Teachers will provide make-up work and instruction in a timely fashion and communicate attendance responsibilities to substitute teachers.

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

ATTENDANCE REGULATIONS – Grades 9 to 12

Counselor's Responsibilities

- Monitor attendance of students on their caseload.
- Regularly consult with teachers and teams to proactively address attendance issues.
- Meet with students when they reach five (5) days of absence in a marking period.
- When a student reaches ten (10) and fifteen (15) days of total absence, arrange meetings with parents/guardians, student, assistant principal and teacher (s).
- Consult regularly with the assistant principal to uncover the root causes of attendance issues
- Complete all required paperwork for attendance intervention

School Nurse's Responsibilities

- Verify each student's absence from school by contacting and communicating with the parent or guardian.
- Monitor and collect each student's written excuse when they are absent from school.
- Clarify questions from parents/guardians in regard to the difference between excused and unexcused absences and tardiness
- Communicate with teachers and administrators about student attendance issues and concerns.

Building Administrative Responsibilities

- Impress upon faculty and staff the need for accurate record keeping of student attendance
- Play an active role in implementation of attendance procedures in a 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 implement the attendance policy.

District Office Responsibilities

Support the building attendance program as deemed necessary with regard to:

- Superintendent's Hearings
- Student Records
- Family Court Issues
- Other Interventions

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

C. ATTENDANCE REGULATIONS – Grades 9 to 12**ADMINISTRATIVE GUIDELINES FOR
NOTIFICATION, INTERVENTION, AND HEARINGS****Notification I:**

- (1) When a student misses five (5) classes in a marking period, the teacher will notify the assistant principal.
- (2) The teacher will call the student's home.
- (3) The assistant principal or his/her designee will send a letter to the parent/guardian to open the lines of communication to improve attendance patterns.
- (4) Counselors will meet with the student and contact the parent/guardian by telephone.

Notification II:

- (1) When a student misses a total of ten (10) classes, the teacher will notify the assistant principal and call the student's home
- (2) The assistant principal or his/her designee will notify the parent/guardian and a meeting between the principal and parent/guardian, teacher and counselor will take place to verify the number and investigate the causes of the absences and assist the student in meeting the attendance requirements.
- (3) The student will be referred to the Pupil Study Team (PST) to discuss strategies to improve his/her attendance.

Notification III:

- (1) When students reach the fifteenth (15th) absence, the teacher will notify the assistant principal.
- (2) A meeting between the parent/guardian, student, teacher, administrator and/or counselor will also occur

NOTICE OF STUDENTS WHO ARE ABSENT, TARDY OR DEPART EARLY

- (1) The school nurse or principal's designee shall notify by telephone the parent/guardian of a student who is absent, tardy or departs early without proper excuse.
- (2) The school nurse or principal's designee will explain the district's comprehensive student attendance policy and the district and building level intervention procedures to them.
- (3) If the efforts to reach the parent/guardian have been exhausted (e.g. home, work, cell, pager), the school nurse or principal's 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 the United States Postal Service.

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

ATTENDANCE REGULATIONS – Grades 9 to 12

**G.
DISCIPLINARY CONSEQUENCES**

- Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the building *Code of Conduct*. Consequences may include, but are not limited to, in-school suspension, detention and denial of participation in interscholastic and extracurricular activities

H. 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 forty (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 (4) hours of absence for legal reasons

- 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.

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

ATTENDANCE REGULATIONS – Grades 9 to 12***STUDENTS WITH DISABILITIES***

- School-based personnel, including the school nurse in consultation with the student's own physician or health-care provider, will carefully review excessive absences by students with disabilities due to health or medical reasons.
- 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 Section 504 Compliance Officer that he or she has a disability protected by Section 504 of the Rehabilitation Act of 1973, and may not meet the threshold of attendance/participation, make-up opportunities must be consistent with his or her Section 504 Plan. Consultation with the Section 504 Compliance Officer is recommended.
- Procedures for make-up work must be developed and provided by each teacher.

I. *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.

Adopted: **September 10, 2003** Revised: **June 7, 2007** Revised: **June ..., 2008**

PUBLIC CONDUCT ON SCHOOL PROPERTY

These rules govern the conduct of students, faculty and other staff, licensees, invitees, and all other persons, whether or not their presence is authorized, upon district property, and also upon or with respect to any other premises or property under the control of the district and used in its teaching programs and activities, and in its administrative, cultural, recreational, athletic, and other programs and activities.

J. Prohibited Conduct

No person, either alone or in concert with others, shall:

- (1) obstruct or disrupt the teaching, research, administration, disciplinary procedures or other school district activities
- (2) willfully cause physical injury to any other person nor threaten to do so, for the purpose of compelling or inducing such other person to refrain from any act which he or she has a lawful right not to do
- (3) physically restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except that students may be restrained as permitted under Policy 7303 (Prohibited Student Conduct) or lawful defense of him or herself or another person
- (4) willfully damage or destroy property of the district or property under its jurisdiction, nor remove or use such property without authorization
- (5) without permission, expressed or implied, enter into any private office of an administrative officer, member of the faculty or staff member
- (6) enter upon and remain in any building or facility for any purpose other than its authorized uses or in such manner as to obstruct its authorized use by others
- (7) without authorization, remain in any building or facility after it is normally closed
- (8) refuse to leave any building or facility after being directed to do so by an officer or employee
- (9) obstruct the free movement of persons and vehicles in any place to which these rules apply
- (10) disrupt or prevent the peaceful and orderly conduct of classes, lectures and meetings or interfere with the freedom of any person to express his/her views, including invited speakers
- (11) have in his or her possession upon school premises any rifle, shotgun, pistol, revolver, other firearm, knives, dangerous chemicals, explosives, or any object that is not necessary for school activities and which could be used as a weapon.

A "*weapon*" is defined as any instrument capable of firing a projectile or the frame or receiver of any such weapon, firearm, muffler or silencer, any explosive device, or any other instrument capable of inflicting bodily harm (peace officers/police officers are excluded from this prohibition).

REGULATION APPROVED: July 24, 1996 RE-NUMBERED: August 25, 2005 REVISED: January 26, 2006
REVISED: June ..., 2008

PUBLIC CONDUCT ON SCHOOL PROPERTY

Prohibited Conduct (continued)

- (12) use, possess, sell or distribute alcohol or controlled substances as defined in Board of Education policy
- (13) willfully incite others to commit any of the acts herein prohibited with specific intent to procure them to do so; and/or
- (14) violate any federal or state statute, local ordinance, or policy of the Board of Education

Penalties and Procedures

A person who violates any of the provisions of these rules shall be subject to the following penalties and procedures:

- (1) If a licensee or invitee, his or her authorization to remain upon the grounds or other property shall be withdrawn and he or she shall be directed to leave the premises. In the event of failure to do so, he or she shall be subject to ejection from the premises.
- (2) If a trespasser or visitor without specific license or invitation, he or she shall be subject to ejection from the premises.
 - (3) If a student, he or she shall be subject to immediate ejection and to disciplinary action as the facts of the case may warrant, including suspension, probation, loss of privileges, reprimand or warning as prescribed by §3214 of the Education Law so long as the provisions pertaining to notice and hearing have been met.
- (4) If a tenured faculty member, he or she shall be subject to immediate ejection, and to warning, reprimand, suspension and/or other action as prescribed by and in accordance with §3020-a of the Education Law.
- (5) If a staff member in the classified service of the civil service, he or she shall be subject to immediate ejection and to the penalties and procedures prescribed in §75 of the Civil Service Law.
- (6) If a staff member other than one described in subdivisions 4 and 5, he or she shall be subject to immediate ejection and to dismissal, suspension without pay or censure.

Enforcement

The superintendent of schools shall be responsible for the enforcement of these rules, and he or she shall designate the other personnel who are authorized to take action in accordance with such rules when required or appropriate to carry them into effect.

Any violation of the above rules shall be reported immediately to the building principal or area supervisor who may report such violation to the superintendent of schools as the case may warrant.

REGULATION APPROVED: July 24, 1996 **RE-NUMBERED:** August 25, 2005 **REVISED:** January 26, 2006
REVISED: June ..., 2008

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Enforcement (continued)

In the case of any apparent violation of these rules by such persons, which, in the judgment of the superintendent of schools or his or her designee, does not pose any immediate threat of injury to person or property, the designated school official may make reasonable effort to learn the cause of the conduct in question and to persuade those engaged therein to desist and to resort to permissible methods for the resolution of any issues which may be presented.

In so doing, such school official shall warn such persons of the consequences of persistence in the prohibited conduct, including their ejection from any district properties where their continued presence and conduct is in violation of these regulations.

In any case where violation of these regulations does not cease after such warning and in other cases of willful violation of such regulations, the superintendent of schools or his or her designee shall cause the ejection of the violator from any premises that he or she occupies in such violation and/or, if appropriate, make recourse to law enforcement personnel. The school official may also initiate disciplinary action as hereinbefore provided.

The superintendent of schools or his/her designee may apply to the public authorities for any aid which he or she deems necessary in causing the ejection of any violator of these rules and he or she may request the school attorney to apply to any court of appropriate jurisdiction for an injunction to restrain the violation or threatened violation of such rules.

This regulation and the penalties contained herein are not considered to be inclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal law, state law, or local ordinance and the imposition of a fine or penalty provided for therein.

REGULATION APPROVED: July 24, 1996 **RE-NUMBERED:** August 25, 2005 **REVISED:** January 26, 2006
REVISED: June ..., 2008

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**COMMUNITY RELATIONS
REGULATION**

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PUBLIC CONDUCT ON SCHOOL PROPERTY

Sexual Misconduct

The Board of Education requires that the relationship between employees, volunteers and students is based upon mutual respect and professionalism. All employees and volunteers are expected to

exercise good judgment and maintain professional boundaries when interacting with students in all curricular and extra-curricular activities, both on and off school property.

Any behavior of a sexual nature that constitutes professional misconduct, is a violation of criminal or civil statutes, or a violation of the professional codes of ethics or policy or regulations of the Board of Education, is strictly prohibited.

Such behavior includes, but is not limited to, the following:

- Any conduct that would amount to sexual harassment, discrimination, or retaliation under Title IX of the Education Amendments of 1972.
- Any conduct that would constitute sexual abuse of a minor under the New York State Penal Law (e.g. rape, forcible touching, sexual intercourse, aggravated sexual conduct).
- Any sexual relationship by an employee or volunteer with
 - (1) any student in the school district, regardless of the student's age, or
 - (2) a former student under age 18.
- Any activity directed toward establishing a sexual relationship such as dating, sending intimate letters and/or engaging in sexualized dialogue whether in person, by phone, via the Internet, or in writing.

Individuals who are aware of any sexual misconduct by an administrator, employee or volunteer of the school district shall report such action to the Title IX Compliance Officer, the building principal, or the superintendent of schools.

After a thorough investigation, and depending on the nature of charges, the school district will take appropriate disciplinary action in accordance with school board policy, collective bargaining agreements and appropriate criminal and civil statutes.

Where appropriate, such disciplinary penalties might involve seeking revocation of certification and/or reporting such activity to appropriate law enforcement officials.

Amendment

These rules and regulations may be amended or modified by the Board of Education. All future amendments shall be filed with the Board of Regents and Commissioner of Education not later than ten (10) days after adoption or amendment.

REGULATION APPROVED: July 24, 1996 **RE-NUMBERED:** August 25, 2005 **REVISED:** January 26, 2006
REVISED: June ..., 2008

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K.

L. SEXUAL HARASSMENT & DISCRIMINATION

Anyone – student, employee or visitor – who believes he or she has been subjected to sexual harassment or discrimination or who knows of such sexual harassment or discrimination shall report the incident to a counselor, the building principal or the superintendent of schools.

Any student or employee or visitor may be subject to sexual harassment or discrimination by any other student or employee or visitor on school grounds or at school functions.

Examples may include, but are not limited to:

- unwanted behavior which may include touching, verbal comments, gestures, blocking a person's movement, attempted rape and rape
- a female in a predominantly male environment subjected to remarks by males who may regard such comments as joking, or the converse
- the questioning of a person's ability to handle work traditional to the opposite gender or suggesting that the person is "abnormal" for attempting to do so

Procedures

Anyone – student, employee or visitor – who believes s/he has been subjected to sexual harassment or discrimination or who knows of such sexual harassment or discrimination shall report the incident to a counselor, the building principal or the superintendent of schools.

Method of Filing Complaints

The complainant has the option of speaking to a counselor or administrator of the same sex. Upon receipt of an allegation of a complaint of sexual harassment or discrimination, a prompt, thorough and impartial investigation must follow.

- (1) A form detailing all relevant information must be filed with the building principal or superintendent of schools (See 7552E). Upon the receipt of a complaint form, the superintendent of schools will refer the matter to the Title IX Officer who will commence an investigation.
- (2) Original reports, investigation notes, witness statements and other evidence obtained by administrators shall be included in the file
- (3) The alleged harasser is notified and given the opportunity to admit, deny or explain the allegations. Parents or guardians of a student must have the option of being present during questioning. An employee who may be subject to disciplinary action as a result of a complaint of sexual harassment or discrimination is entitled to union representation during questioning and shall be notified in advance of such right

Voluntary Resolution

- (1) When, in the judgment of the superintendent of schools, a voluntary resolution would be satisfactory in lieu of disciplinary action, the building principal or superintendent of schools, or a designee or Title IX **Compliance** Officer, may discuss the option of voluntary resolution with the complainant
- (2) If the complainant indicates that voluntary remedial action by the alleged harasser may resolve the complaint, the possible remedial action will be discussed with the alleged harasser

(continued)

**Annual Review by Policy Committee; Deletions Underlined; Revisions in BLUE
Presented for First Reading by Board of Education on June 5, 2008**

**COMMUNITY RELATIONS
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SEXUAL HARASSMENT & DISCRIMINATION (continued)

Voluntary Resolution (continued)

- (3) If both the complainant and the alleged harasser agree to voluntary remedial action to resolve the complaint, the voluntary resolution shall be put in writing and signed by both parties and by the administrator who facilitated the agreement. A copy shall be provided to both parties and shall be retained in the file compiled for the investigation.
- (4) No disciplinary action may be taken against the alleged harasser on the basis of a case closed by voluntary resolution except in the event of any breach of the agreement by the alleged harasser. The complainant, any investigation notes and the agreement shall be admissible as evidence of a pattern of conduct in the event of a subsequent complaint against the harasser.

Involuntary Resolution

- (1) When, in the judgment of the superintendent of schools, or his or her designee, a voluntary resolution would not be satisfactory in lieu of disciplinary action, or when the complainant and the alleged harasser are unable to reach agreement concerned **concerning** a voluntary resolution, he or she shall determine whether or not sexual harassment or discrimination has occurred and issue written findings. Both the complainant and the alleged harassed **harasser** shall be given a copy of the findings of the superintendent of schools or his or her designee.
- (2) The Board of Education shall be notified if it is determined that sexual harassment or discrimination has taken place.
- (3) Immediate and appropriate action shall be taken, based on the determination, which may range from counseling to dismissal of an employee, counseling to suspension of a student, and warning to revocation of privileges of a visitor

Posting & Notifications

Prior to the start of each school year, the Title IX Compliance Officer will distribute the district's policy and regulations pertaining to sexual harassment and discrimination to each district and building administrator or supervisor who will post a copy of the policy in each building or work area.

REGULATION APPROVED:: February 2, 2000 **REVISED & RE-NUMBERED:** September 15, 2005 **REVISED:** June ..., 2008

PROCEDURES FOR PURCHASE OF GOODS & SERVICES

The following procedures are established for the procurement of goods and services by the Wayne Central School District.

A. Definitions

- (1) **Purchase Contract:** A purchase contract involves the acquisition of commodities, materials, supplies, or equipment
- (2) **Public Works Contract:** A public works contract involves services, labor, or construction services

B. New York State General Municipal Law

The New York State General Municipal Law requires that purchase contracts for materials, equipment, and supplies involving an estimated annual expenditure exceeding \$10,000 and public works contracts involving an expenditure of more than \$20,000 be awarded only after responsible bids have been received in response to a public advertisement soliciting formal bids.

Similar purchases made in a common fiscal year must be grouped together for the purpose of determining whether bidding is required for a particular item.

C. Competitive Bidding Required

1. Determining Whether Procurement is Subject to Competitive Bidding

- (a) The purchasing agent will determine if the proposed procurement is a purchase contract or a contract for public works.
- (b) If the procurement is either a purchase contract or a contract for public works, the purchasing agent will determine whether the amount of the procurement is above the applicable monetary threshold as set forth above in Item "B" above.
- (c) The purchasing agent will also determine whether any exceptions to the competitive bidding requirements exist as set forth below.

2. Contract Combining Professional Services and Purchase

In the event that a contract combines the provision of professional services and a purchase, the purchasing agent, in determining the appropriate monetary threshold criteria to apply to the contract, will determine whether the professional service or the purchase is the predominant part of the transaction.

PROCEDURES FOR PURCHASE OF GOODS & SERVICES

3. *Opening and Recording Bids & Awarding Contracts*

The purchasing agent is authorized to open and record bids. The Board of Education will award contracts to the lowest responsible bidder(s), who has/have furnished the required security deposit after responding to an advertisement for sealed bids, as recommended by the purchasing agent and the superintendent of schools.

4. *Documentation of Competitive Bids*

The purchasing agent will maintain proper written documentation that will set forth the method in which s/he determined whether the item is a purchase or a public contract and, when a quote is not awarded to the vendor submitting the lowest bid (s), setting forth the reason(s) therefore.

A quote which exceeds the bid limit will be awarded only when such award is in the best interests of the school district and otherwise furthers the purposes of § 104(b) of the General Municipal Law. The purchasing agent will provide justification and documentation of any such contract awarded.

5. *Leases of Personal Property*

In addition to the above-mentioned competitive bidding requirements, §1725 of the Education Law requires that the district be subject to competitive bidding requirements for purchase contracts when it enters into a lease of personal property.

The purchasing agent will maintain documentation such as quotes, cost-benefit analysis of leasing versus purchasing, and related items.

6. *Legal Issues*

Any legal issues regarding the applicability of competitive bidding requirements will be presented to the school attorney for review.

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PROCEDURES FOR PURCHASE OF GOODS & SERVICES**D. *Exceptions to Competitive Bidding Requirements***

The school district will not be subject to competitive bidding requirements when, in its discretion, the Board of Education determines that one of the following situations exists:

(1) When emergency situations exist:

- (a) the situation arises out of an accident or unforeseen occurrences or condition;
- (b) a district building, property, or the life, health or safety of an individual on district property is affected; or
- (c) the situation requires immediate action which cannot await competitive bidding.

However, when the Board of Education determines that an emergency situation exists, the purchasing agent will make purchases at the lowest possible costs, seeking competition by informal solicitation of quotes or otherwise, to the extent practicable under the circumstances. The purchasing agent will maintain records of verbal or written quotes;

(2) When surplus or secondhand supplies, materials, or equipment are purchased from the federal or state governments or from any other political subdivision or public benefit corporation within the state, the purchasing agent will maintain market price comparisons, both verbal or written quotes, and the name of the governmental entity;

(3) When the Board of Education separately purchases eggs, livestock, fish, and dairy products (other than milk), juice, grains, and species of fresh fruits and vegetables directly from the producers or growers, the amount expended in any fiscal year by the district may not exceed an amount equal to fifteen cents multiplied by the number of days in the school year multiplied by the total enrollment of the district.

The purchasing agent will maintain documentation consistent with § 114.3 and § 114.4 of the Regulations of the Commissioner of Education.

(4) When there is only one possible source from which to procure goods or services required in the public interest, the purchasing agent will maintain written documentation of

- (a) the unique benefits of the item or service purchased as compared to other items or services available in the marketplace.
- (b) the absence of any other item or service with substantially equivalent or similar benefits; and
- (c) that, considering the benefits received, the cost of the item or service is reasonable, when compared to conventional methods.

In addition, the documentation will provide that there is no possibility of competition for the procurement of the goods.

PROCEDURES FOR PURCHASE OF GOODS & SERVICES

E. ***Quotes When Competitive Bidding Not Required***

Goods and services which are not required by law to be purchased by the school district through competitive bidding will be purchased in a manner which ensures the prudent and economical use of public monies in the best interests of the taxpayers.

Alternative proposals or quotations will be secured by requests for proposals, written or verbal quotations or any other appropriate method of procurement, as set forth below.

1. ***Methods of Documentation***

- (a) **Verbal Quotations:** The telephone log or other record will set forth, at a minimum, the date, item or service desired, price quoted, name of vendor, and name of vendor's representative;
- (b) **Written Quotations:** Vendors will provide, at minimum, the date, description of the item or details of service to be provided, price quoted, and name of contact. Written or verbal quotation forms will serve as documentation if formal bidding is not required. "Requests for Proposals" (RFPs) documented in the same manner as described below, may also be used;
- (c) **Requests for Proposals:** The purchasing agent will contact a number of professionals (e.g. architects, engineers, accountants, lawyers, underwriters, fiscal consultants), and request that they submit written proposals. The RFPs may include negotiations on a fair and equal basis and evaluations of such proposals will consider price plus other factors such as the:
 - (1) special knowledge or expertise of the professional or consultant service;
 - (2) quality of the service to be provided;
 - (3) staffing of the service; and
 - (4) suitability for the district's needs

The purchasing agent will prepare a well-planned request for proposal that will contain critical details of the engagement, including the methods that it will use in selecting the service.

D. PROCEDURES FOR PURCHASE OF GOODS & SERVICES

2. Purchase/Public Works Non-Bid Items

The Board of Education requires the following methods of competition to be used and sources of documentation maintained when soliciting non-bid procurements in the most cost-effective manner possible:

(a) Purchase Contracts up to \$10,000

- (1) Contracts from \$501 to \$1,000 ~~-\$5000~~ Verbal quotes with notations
- (2) Contracts from \$1,001 ~~\$5001~~ to \$10,000 - Written quotes with notations

(b) Public Works Contracts up to \$20,000

- (1) Contracts from \$1,001 to \$5,000 - Verbal quotes with notation of verbal quotes.
- (2) Contracts from \$5,001 to \$20,000 - Written quotes.

(d) **Emergencies:** Verbal quotes with notation of verbal quotes with notations

(e) **Professional Services:** Formal "requests for proposals" in written form.

(f) **Leases of Personal Property:** Written quotes with notation of whether a true lease and not an installment purchase contract and a cost-benefit analysis of leasing versus purchasing

e) **Second Hand Equipment from Other Governments:** Written or verbal quotes with notation of market price comparisons and the name of the governmental agency

f) **Certain Food and Milk Purchases:** Written quotes with documentation consistent with § 114.3 and § 114.4 of the Regulations of the Commissioner of Education.

g) **Sole Source Items:** Written or verbal quotes with notation of, among other things, the unique benefits of the patented item as compared to other items available in the marketplace; that no other item provides substantially equivalent or similar benefits; and that considering the benefits received, the cost of the item is reasonable, when compared to conventional methods.

PROCEDURES FOR PURCHASE OF GOODS & SERVICES

In addition, the purchasing agent will maintain notation of verbal quotes and will document that there is no possibility of competition for the procurement of the goods.

F. Quotes Not Required When Competitive Bidding Not Required

The purchasing agent will not be required to secure alternative proposals or quotations for those procurements that are:

- (1) under a county contract;
- (2) under a state contract;
- (3) of articles manufactured in state correctional institutions or
- (4) from agencies for the blind and severely disabled.

In addition, the purchasing agent will not be required to secure such alternative proposals or quotations for:

- (1) emergencies where time is crucial factor
- (2) procurements for which there is no possibility of competition (e.g. sole source items);
- (3) procurements of professional services, which, because of the confidential nature of the services, do not lend themselves to procurement through solicitation; or
- (4) very small procurements when solicitations of competition would not be cost-effective.

G. *Procurements from Other than the Lowest Responsible Dollar Vendor*

The purchasing agent will provide justification and documentation of any contract awarded to a bidder other than the lowest responsible dollar bidder, setting forth the reasons why such award is in the best interests of the district and otherwise furthers the purposes of § 104-b of the General Municipal Law.

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PROCEDURES FOR PURCHASE OF GOODS & SERVICES**H. Internal Control**

The Board of Education authorizes the purchasing agent to establish and maintain an internal control structure to ensure, to the best of his or her ability, that the assets of the school district are safeguarded against loss from unauthorized use or disposition, that transactions will be executed in accordance with the law and district policies and regulations, and that they are recorded properly in the financial records of the school district.

Comments will be solicited from those administrators involved in the procurement process before enactment of the district's regulations regarding purchasing and from time to time thereafter. The regulations must be adopted by action of the Board of Education.

All district regulations regarding the procurement process will be reviewed annually by the Board of Education.

**EXPLANATION OF "OTHER" METHODS OF COMPETITION
TO BE USED FOR PROCUREMENT OF NON-BID ITEMS**

Emergencies: Informal solicitation of quotes or otherwise, to the extent practicable under the circumstance.

Leases of Personal Property: § 1725 of the Education Law requires that a district be subject to competitive bidding requirements for purchase contracts when it enters into a lease of personal property.

Second-Hand Equipment from Federal and State Governments: § 103(6) of the General Municipal Law provides a statutory exception to the competitive bidding requirement by permitting the purchase of surplus and second-hand supplies, materials, or equipment without competitive bidding from the federal or state governments or from any other political subdivision or public benefit corporation with the State of New York.

Certain Food and Milk Purchases: § 103(a) (10) of the General Municipal Law provides a statutory exception to the competitive bidding requirement by permitting a Board of Education to separately purchase eggs livestock, fish and dairy products (other than milk), juice, grains, and species of fresh fruits and vegetables directly from producers or growers without bidding.

Sole Source Items: § 103 of the General Municipal Law provides a statutory exception to the competitive bidding requirement in limited situation where there is only one possible source from which to procure goods or services required in the public interest (*i.e.* certain patented goods or services or public utility services).

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THE PURCHASING PROCESS

A. *Purchasing Process – General Information*

- (1) Only the person designated by the Board of Education as purchasing agent may commit the district to a purchase.
- (2) The materials, equipment, supplies, and/or services to be purchased shall be of the quality required to serve the function in a satisfactory manner as determined by the original requisitioner and the purchasing agent. Individual items are not to be ordered on "approval/trial" basis. The school district will not be responsible for payment of said order.
- (3) It is the responsibility of the original requisitioner to provide an adequate description as required by the purchasing agent, so that he or she may be able to prepare the specifications and to procure the desired commodity and/or service in the most expeditious and economical manner.
- (4) It is the responsibility of the purchasing agent to make alternate suggestions to the original requisitioner if, in the judgment of the purchasing agent, the specifications would restrict competition or otherwise preclude the most economical purchase of the required items. In the case of disagreement between the original requisitioner and the purchasing agent, either party may refer the matter in accordance with established procedure.
- (5) When a low bidder proposes an alternate as "an equal" to that specified, it is the responsibility of the purchasing agent to determine whether the proposed substitution is, in fact, an equal. Such decision shall be based on his or her evaluation and that of the original requisitioner. In the case of disagreement between the original requisitioner and the purchasing agent, either party may refer the matter in accordance with established procedures.
- (6) Standard supply lists of commonly used items for use as a basis for placing requisitions shall be jointly developed for all categories or groups of supplies by the purchasing agent and the appropriate original requisitioners.

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THE PURCHASING PROCESS

B. Steps in the Procurement (Purchasing) Process

The basic steps in the procurement process are outlined as follows:

1. Electronic Requisition

Initiated by original requisitioner using the electronic requisition program and submitted through approval process.

(a) To receive consideration for processing, a requisition shall meet the following requirements:

- (1) Entered into requisition program by an authorized requisitioner.
- (2) Contain adequate information to describe the product or service sought including ISBN & catalog numbers, state contract numbers, quote & bid information and any other pertinent information.
- (3) Record the budget code(s)
- (4) Be verified for adequacy of budgetary appropriation
- (5) Electronically submitted to next level for approval

(b) A copy of the purchase order will be sent to central stores for receiving documentation.

2. Specifications

If required, specifications will be prepared in detail by the purchasing agent and made available to prospective contractors or vendors. Results will be checked and tabulated by the business office. In the case of formal bids, the superintendent of schools will make recommendations to the Board of Education.

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THE PURCHASING PROCESS

C. Steps in the Procurement (Purchasing) Process (continued)

3. Purchase Orders

After all electronic approvals, purchase orders are printed by the business office and mailed to the vendor. Purchase order distribution shall be as follows:

- (a) Original (white) to vendor.
- (b) Green copy to be filed numerically in the business office until order is closed and then filed alphabetically in paid file. This copy is used for making payments.
- (c) White copy is filed in the business office, alphabetically by vendor.
- (d) Pink copy is sent to central stores or original requisitioner for receiving. Once delivery is made, the packing list is attached to this copy and returned to the business office indicating receipt in proper quantity and satisfactory condition.

For emergency purchases, or for those situations where it is not practical to issue a purchase order, the building or district credit card may be secured from the building principal or purchasing agent.

4. *Follow-up*

If required, follow-up is conducted by central stores' or accounts payable personnel.

5. *Receipt of Goods*

The receiving agent in central stores signs the pink copy of purchase order and forwards it to the business office indicating materials or services have been received and are in satisfactory condition.

6. *Invoice*

The invoice is checked for accuracy by the business office.

7. *Approval for Payment*

Once a purchase is complete, the business office will process for payment. Payments must be reviewed or approved by the internal claims auditor before being released to a vendor.

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THE PURCHASING PROCESS

D. *Steps in the Procurement (Purchasing) Process* (continued)

8. *Return of Merchandise*

When the need exists to return merchandise to a vendor, the following procedure will occur:

- (a) Notify central stores' personnel if merchandise is to be returned to the vendor (*i.e.* damaged goods, over-shipment, unacceptable substitutes). Notification should occur within two weeks from receipt of merchandise.
- (b) Central stores' personnel will contact the vendor for permission to return the merchandise and the vendor must issue a return authorization before the merchandise can be returned.

- (c) Central stores' personnel will coordinate shipping arrangements for return of merchandise.
- (d) Central stores' personnel will notify business office, in writing, of merchandise returned and provide the purchase order number for reference.
- (e) If the value of shipment returned is more than \$20.00, the shipment will be insured. Central stores' personnel will notify business office of the insurance number.

9. *Conferences & Workshops*

- (a) Conference and workshop approval forms must be submitted by conference or workshop attendee and approved by immediate supervisor and assistant superintendent for instruction
- (b) Conference and workshop approval forms must be submitted at least one (1) month prior to the registration and payment deadline of the conference or workshop. All backup necessary to substantiate required conference or workshop payments must be submitted with the conference and workshop approval form.
- (c) Building principals, district office administrators, and supervisors of auxiliary services are responsible for recommending the dollar amount and the budget code for the proposed conference or workshop and recording it on the approval form.

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THE PURCHASING PROCESS

E. *Purchasing Process – General Information*

- (1) Only the person designated by the Board of Education as purchasing agent may commit the district to a purchase.
- (2) The materials, equipment, supplies, and/or services to be purchased shall be of the quality required to serve the function in a satisfactory manner as determined by the original requisitioner and the purchasing agent. Individual items are not to be ordered on "approval/trial" basis. The school district will not be responsible for payment of said order.
- (3) It is the responsibility of the original requisitioner to provide an adequate description as required by the purchasing agent, so that he or she may be able to prepare the specifications and to procure the desired commodity and/or service in the most expeditious and economical manner.
- (4) It is the responsibility of the purchasing agent to make alternate suggestions to the original requisitioner if, in the judgment of the purchasing agent, the specifications would restrict competition or otherwise preclude the most economical purchase of the required items. In the case of disagreement between the original requisitioner and the purchasing agent, either party may refer the matter in accordance with established procedure.
- (7) When a low bidder proposes an alternate as "an equal" to that specified, it is the responsibility of the purchasing agent to determine whether the proposed substitution is, in fact, an equal. Such decision shall be based on his or her evaluation and that of the original requisitioner. In the case of disagreement between the original requisitioner and the purchasing agent, either party may refer the matter in accordance with established procedures.
- (8) Standard supply lists of commonly used items for use as a basis for placing requisitions shall be jointly developed for all categories or groups of supplies by the purchasing agent and the appropriate original requisitioners.

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THE PURCHASING PROCESS

F. Steps in the Procurement (Purchasing) Process

The basic steps in the procurement process are outlined as follows:

10. Electronic Requisition

Initiated by original requisitioner using the electronic requisition program and submitted through approval process.

(a) To receive consideration for processing, a requisition shall meet the following requirements:

- (6) Entered into requisition program by an authorized requisitioner.
- (7) Contain adequate information to describe the product or service sought including ISBN & catalog numbers, state contract numbers, quote & bid information and any other pertinent information.
- (8) Record the budget code(s)
- (9) Be verified for adequacy of budgetary appropriation
- (10) Electronically submitted to next level for approval

(b) A copy of the purchase order will be sent to central stores for receiving documentation.

11. Specifications

If required, specifications will be prepared in detail by the purchasing agent and made available to prospective contractors or vendors. Results will be checked and tabulated by the business office. In the case of formal bids, the superintendent of schools will make recommendations to the Board of Education.

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THE PURCHASING PROCESS

G. Steps in the Procurement (Purchasing) Process (continued)

12. Purchase Orders

After all electronic approvals, purchase orders are printed by the business office and mailed to the vendor. Purchase order distribution shall be as follows:

- (c) Original (white) to vendor.
- (d) Green copy to be filed numerically in the business office until order is closed and then filed alphabetically in paid file. This copy is used for making payments.
- (c) White copy is filed in the business office, alphabetically by vendor.
- (e) Pink copy is sent to central stores or original requisitioner for receiving. Once delivery is made, the packing list is attached to this copy and returned to the business office indicating receipt in proper quantity and satisfactory condition.

For emergency purchases, or for those situations where it is not practical to issue a purchase order, the building or district credit card may be secured from the building principal or purchasing agent.

13. Follow-up

If required, follow-up is conducted by central stores' or accounts payable personnel.

14. Receipt of Goods

The receiving agent in central stores signs the pink copy of purchase order and forwards it to the business office indicating materials or services have been received and are in satisfactory condition.

15. Invoice

The invoice is checked for accuracy by the business office.

16. Approval for Payment

Once a purchase is complete, the business office will process for payment. Payments must be reviewed or approved by the internal claims auditor before being released to a vendor.

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THE PURCHASING PROCESS

H. Steps in the Procurement (Purchasing) Process *(continued)*

17. Return of Merchandise

When the need exists to return merchandise to a vendor, the following procedure will occur:

- (f) Notify central stores' personnel if merchandise is to be returned to the vendor (*i.e.* damaged goods, over-shipment, unacceptable substitutes). Notification should occur within two weeks from receipt of merchandise.
- (g) Central stores' personnel will contact the vendor for permission to return the merchandise and the vendor must issue a return authorization before the merchandise can be returned.

- (h) Central stores' personnel will coordinate shipping arrangements for return of merchandise.
- (i) Central stores' personnel will notify business office, in writing, of merchandise returned and provide the purchase order number for reference.
- (j) If the value of shipment returned is more than \$20.00, the shipment will be insured. Central stores' personnel will notify business office of the insurance number.

18. Conferences & Workshops

- (d) Conference and workshop approval forms must be submitted by conference or workshop attendee and approved by immediate supervisor and assistant superintendent for instruction
- (e) Conference and workshop approval forms must be submitted at least one (1) month prior to the registration and payment deadline of the conference or workshop. All backup necessary to substantiate required conference or workshop payments must be submitted with the conference and workshop approval form.
- (f) Building principals, district office administrators, and supervisors of auxiliary services are responsible for recommending the dollar amount and the budget code for the proposed conference or workshop and recording it on the approval form.

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THE PURCHASING PROCESS

I. *Purchasing Process – General Information*

- (1) Only the person designated by the Board of Education as purchasing agent may commit the district to a purchase.
- (2) The materials, equipment, supplies, and/or services to be purchased shall be of the quality required to serve the function in a satisfactory manner as determined by the original requisitioner and the purchasing agent. Individual items are not to be ordered on "approval/trial" basis. The school district will not be responsible for payment of said order.
- (3) It is the responsibility of the original requisitioner to provide an adequate description as required by the purchasing agent, so that he or she may be able to prepare the specifications and to procure the desired commodity and/or service in the most expeditious and economical manner.
- (4) It is the responsibility of the purchasing agent to make alternate suggestions to the original requisitioner if, in the judgment of the purchasing agent, the specifications would restrict

competition or otherwise preclude the most economical purchase of the required items. In the case of disagreement between the original requisitioner and the purchasing agent, either party may refer the matter in accordance with established procedure.

- (9) When a low bidder proposes an alternate as "an equal" to that specified, it is the responsibility of the purchasing agent to determine whether the proposed substitution is, in fact, an equal. Such decision shall be based on his or her evaluation and that of the original requisitioner. In the case of disagreement between the original requisitioner and the purchasing agent, either party may refer the matter in accordance with established procedures.
- (10) Standard supply lists of commonly used items for use as a basis for placing requisitions shall be jointly developed for all categories or groups of supplies by the purchasing agent and the appropriate original requisitioners.

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THE PURCHASING PROCESS

J. Steps in the Procurement (Purchasing) Process

The basic steps in the procurement process are outlined as follows:

19. Electronic Requisition

Initiated by original requisitioner using the electronic requisition program and submitted through approval process.

(a) To receive consideration for processing, a requisition shall meet the following requirements:

- (11) Entered into requisition program by an authorized requisitioner.
- (12) Contain adequate information to describe the product or service sought including ISBN & catalog numbers, state contract numbers, quote & bid information and any other pertinent information.
- (13) Record the budget code(s)
- (14) Be verified for adequacy of budgetary appropriation
- (15) Electronically submitted to next level for approval

(b) A copy of the purchase order will be sent to central stores for receiving documentation.

20. Specifications

If required, specifications will be prepared in detail by the purchasing agent and made available to prospective contractors or vendors. Results will be checked and tabulated by the

business office. In the case of formal bids, the superintendent of schools will make recommendations to the Board of Education.

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THE PURCHASING PROCESS

K. Steps in the Procurement (Purchasing) Process *(continued)*

21. Purchase Orders

After all electronic approvals, purchase orders are printed by the business office and mailed to the vendor. Purchase order distribution shall be as follows:

- (e) Original (white) to vendor.
- (f) Green copy to be filed numerically in the business office until order is closed and then filed alphabetically in paid file. This copy is used for making payments.
- (c) White copy is filed in the business office, alphabetically by vendor.
- (f) Pink copy is sent to central stores or original requisitioner for receiving. Once delivery is made, the packing list is attached to this copy and returned to the business office indicating receipt in proper quantity and satisfactory condition.

For emergency purchases, or for those situations where it is not practical to issue a purchase order, the building or district credit card may be secured from the building principal or purchasing agent.

22. Follow-up

If required, follow-up is conducted by central stores' or accounts payable personnel.

23. Receipt of Goods

The receiving agent in central stores signs the pink copy of purchase order and forwards it to the business office indicating materials or services have been received and are in satisfactory condition.

24. Invoice

The invoice is checked for accuracy by the business office.

25. Approval for Payment

Once a purchase is complete, the business office will process for payment. Payments must be reviewed or approved by the internal claims auditor before being released to a vendor.

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THE PURCHASING PROCESS

L. Steps in the Procurement (Purchasing) Process *(continued)*

26. Return of Merchandise

When the need exists to return merchandise to a vendor, the following procedure will occur:

- (k) Notify central stores' personnel if merchandise is to be returned to the vendor (*i.e.* damaged goods, over-shipment, unacceptable substitutes). Notification should occur within two weeks from receipt of merchandise.
- (l) Central stores' personnel will contact the vendor for permission to return the merchandise and the vendor must issue a return authorization before the merchandise can be returned.
- (m) Central stores' personnel will coordinate shipping arrangements for return of merchandise.
- (n) Central stores' personnel will notify business office, in writing, of merchandise returned and provide the purchase order number for reference.
- (o) If the value of shipment returned is more than \$20.00, the shipment will be insured. Central stores' personnel will notify business office of the insurance number.

27. Conferences & Workshops

- (g) Conference and workshop approval forms must be submitted by conference or workshop attendee and approved by immediate supervisor and assistant superintendent for instruction
- (h) Conference and workshop approval forms must be submitted at least one (1) month prior to the registration and payment deadline of the conference or workshop. All backup necessary to substantiate required conference or workshop payments must be submitted with the conference and workshop approval form.
- (i) Building principals, district office administrators, and supervisors of auxiliary services are responsible for recommending the dollar amount and the budget code for the proposed conference or workshop and recording it on the approval form.

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Guidelines For Use Of Privately Owned Computers By Students

Students in the Wayne Central School District who bring their privately owned computer to school are personally responsible for the equipment. Responsibility for the maintenance and repair of the equipment, including installation of software and configuration of peripherals, rests solely with the student.

Any damage to the equipment, including results from viruses, is the responsibility of the individual. The student is also responsible for the security of the equipment when it is not being used.

Software residing on privately owned computers must be personally owned. Any software owned by the district that is also licensed for home use may be installed on one privately owned computer. The school district retains the right to determine where and when privately owned equipment may be connected to the district computer network.

A privately owned computer can be connected to the district's network, including access to the Internet, under the following conditions:

- (1) Use of the computer must adhere to the *Acceptable Use Procedures for Use of Computer Network & Internet* as outlined in district policy and/or regulations
- (2) All files on a privately owned computer must be appropriate and meet district standards for same.
- (3) If required by the school district, students must display their student ID card in the same manner as they would when using other district-owned equipment.
- (4) Students must complete and file a *Form for Personal Computer Use by Students* provided by the school district with the technology department prior to accessing the district network or Internet. A copy will be retained in the school office.
- (5) File storage and/or use of network resources from privately owned computers are limited to schoolwork only.
- (6) The individual must supply all necessary hardware, software and cabling to connect to the district's computer network.
- (7) Privately owned computers must be running district approved virus detection software prior to accessing the network or Internet. *The virus protection program must be updated weekly.*
- (8) The computer's operating system must be Windows 2000 XPS-P2 or greater. If using Windows XP, it must be XP Pro, not XP Home (due to network access features required).
- (9) The district's technology support staff must configure the computer to the district's computer network.
- (10) *Confidential information cannot be copied or exported to the hard drive nor burned to a CD-ROM of a privately owned computer.*

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Policy Regulations Handbook – Wayne Central School District

District Rights

As it relates to privately owned computers being used in district facilities, Wayne Central School District reserves the right to:

- (1) Monitor all activity.
- (2) Make determinations on whether specific uses of the computer are consistent with the *Acceptable Use Procedures for Use of Computer Network & Internet*
- (3) Log network use and monitor disk storage space utilized by such users.
- (4) Determine what is appropriate.
- (5) Remove the user's access to the network and suspend the right to use the privately owned computer in district facilities at any time it is determined that the user is engaged in unauthorized activity or is violating the *Acceptable Use Procedures for Use of Computer Network & Internet*

Disciplinary Action

Disciplinary action for students utilizing privately owned computers in district facilities shall be consistent with the district's standard policies and practices. Violations can constitute cause for revocation of access privileges, suspension of use of a privately owned computer in district facilities, other school disciplinary actions and/or appropriate legal action. Exact disciplinary measures will be determined on a case-by-case basis as outlined in the *Acceptable Use Procedures for Use of Computer Network & Internet*

Procedure for Connecting to District Computer Network

- (1) Contact district tech support for a list of approved anti-virus software.
- (2) Determine that you have the appropriate network card and cabling required connecting to district's computer network.
- (3) Make an appointment with tech support to have your computer configured for the district/building network

Annual Review

The guidelines included in this regulation are subject to review and revision on an annual basis, at a minimum, or more often as changes in technology merit. The superintendent of schools, or his or her designee, will arrange for said review.

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