

Special Meeting/State of School Address
Monday, March 24, 2014 5:30 PM
Library/ 6:00 pm-Gym
611 West 7th Street
Wayne, Nebraska 68787

- I. Call Meeting to Order
 - I.a. Pledge of Allegiance
 - I.b. Announce Open Meeting Act Posting and Location- Wayne Community Schools, Wayne Public Library, and Wayne Post Office.
 - I.c. Action on Absence and Roll Call
 - I.d. Approval of the Agenda- The Board may enter Executive Session to discuss any matter for which Executive Session is lawful and appropriate.
- II. Reports and Information
 - II.a. Superintendent Report
 - II.a.I. Staffing for 2014-15
- III. Action Items
 - III.a. New Business
 - III.a.I. Personnel- Teacher Resignation
 - III.a.II. Personnel - Staff Resignation
 - III.a.III. 1st Reading- Changes to Policy 5312- Admission Requirements
 - III.a.IV. Kindergarten -SPED position for 2014-15
- IV. State of Schools Presentation - 6:00 PM High School Gym
- V. Adjournment

March 16, 2014

Chelsee Bruening
309 Douglas Street
Wayne, NE 68787

Rocky Ruhl, Principal
Wayne Junior High School
611 W 7th Street
Wayne, NE 68787

Dear Principal Ruhl,

I regret to inform you that I will be resigning from my current position as a Wayne Middle School Teacher at the end of the 2013-2014 school year. I have truly enjoyed my experience and will not forget the time I have spent with the students and staff.

After carefully considering this decision, my husband and I will be relocating for his job. I will truly miss my job but this decision is the best for our growing family.

I would like to thank you for the wonderful opportunities I have had in the Wayne School District. I have had the opportunity to learn from the other teachers and administrators. The experiences I have had will impact my future teaching.

My resignation date will be May 21, the last contract day of the year. I will be sure to follow necessary protocol for leaving my teaching position. Please let me know if there are additional steps to take. I have truly enjoyed working with you and my fellow teachers.

Respectfully,


Chelsee Bruening

Joan G. Sudmann, LICSW
320 W 4th Street
Wayne, NE 68787
402 833 8089

Mr. Mark Lenihan
Superintendent
Wayne Community Schools
611 W. 7th Street
Wayne, NE 68787

March 8, 2014

RE: Retirement

Dear Mr. Lenihan,

I am writing to let you know that I plan to retire at the end of this school year. It has been my privilege to serve the students of this district for 25 years. This has been a very rewarding chapter of my career.

The decision to retire, particularly from a job that one loves, can be difficult. I have given the matter a great deal of thought and have come to the conclusion that, for me, the time is right.

Thank you for the support that you have given me over the years. I will always look back on my tenure as K-8 Counselor/Social Worker at Wayne Community Schools with pride, fondness for the staff, and, above all, gratitude for the opportunity to work with our wonderful students.

Sincerely,

A handwritten signature in cursive script that reads "Joan G. Sudmann". The signature is written in black ink and is positioned above the typed name.

Joan G. Sudmann, LICSW

cc: Jill Pickinpaugh
Rocky Ruhl

Policy 5312
Students

Admission Requirements

Minimum Age:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins. The School board shall admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (1) the child attended kindergarten in another jurisdiction in the current school year; (2) the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or (3) the child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the Board.

Early Admission to Kindergarten

The following assessment procedure for determining if a child is capable of carrying the work of kindergarten is approved and shall be made available to interested persons by request:

Early kindergarten enrollment exceptions may be made for younger children who are intellectually advanced. At a minimum, eligibility for the admission shall be based upon an analysis of the child's (1) social/emotional skills and (2) pre-academic/cognitive skills.

The kindergarten early entrance assessment procedures are designed to identify and place in kindergarten those children who:

- a. Will turn 5 years of age between August 1 and October 15;
- b. Are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
- c. Are selected on the basis of testing by professionals trained and certified to administer the assessments.

The assessment(s) will be administered by the School District's professional staff. The decision to regarding early entrance to kindergarten requires careful consideration of all factors that affect kindergarten success with final determination to be made based on the recommendation of the District Early Entrance Evaluation Team. The academic, social and emotional readiness, as well as the student's physical development and well-being, must be weighed with institutional factors also considered. Sound decision making in the area of early entrance to kindergarten is dependent upon reliable information regarding a student's readiness and a thoughtful balancing of the myriad of factors implicated by the decision. Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment and the determination of the District Early Entrance Evaluation Team in a timely fashion; not to exceed three weeks after the assessments are completed.

Families who seek early admission of their child into kindergarten must obtain an Early Entrance to Kindergarten packet from the School District Administrative office, and request the Kindergarten Entrance Assessment.

Parents must fill out the early entrance application forms, which include a parent questionnaire and a recommendation form to be filled out from someone who is well acquainted with the child but not a relative of the child. The person filling out this recommendation form should know the child well enough that they can speak with some expertise about the child's attributes and abilities. The recommendation form will indicate whether this person recommends the child be schooled with children who will be a year older than the child and, if so, the evidence this person has concerning the child's mental ability, fine and gross motor ability, visual and auditory discrimination, emotional/social development, and communication skills. Suggestions for this recommendation form are a preschool teacher, a Sunday school teacher, a day-care provider, or a physician.

The assessment request, recommendation form, and parent questionnaire must be completed and returned to the District no later than May 25th of the spring before fall enrollment to allow summer assessment to be completed.

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on race, color, gender, ancestry, national origin, marital status, age, disability, or sexual orientation of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Policy 5312

Students

Admission Requirements

Minimum Age:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins. The School Board shall admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year; (ii) the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or (iii) the child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure by The Board.

Early Admission to Kindergarten:

The following assessment procedure for determining if a child is capable of carrying the work of kindergarten is approve and shall be made available to interested persons:

Early kindergarten enrollment exceptions may be made for younger children who are intellectually advanced. At a minimum, eligibility for the admission shall be based upon an analysis of the child's: (1) mental ability, (2) emotional/social development, (3) pre academic skills, and (4) fine motor skills.

The kindergarten early entrance assessment procedures are designed to identify and place in kindergarten those children who:

- a. will turn 5 years of age between August 1 and October 15;
- b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
- c. are selected on the basis of testing by professionals trained and certified to administer the assessments that will produce evidence of strength in:
 1. a score ranging in the 75th percentile or greater on the Developmental Indicators for the Assessment of Learning – 4th Edition (DIAL4).
 2. mental ability defined as scoring 84th percentile or above on a standardized assessment of cognitive ability such as the Wechsler Pre Primary Scale of Intelligence III, or the Stanford-Binet V;
 3. a test of emotional/social development such as the Behavior Assessment System for Children, Second Edition (BASC-2);
 4. 75th percentile or greater on a test of pre academic skills such as the Woodcock Johnson III; and
 5. a test of fine motor ability, scoring 75th percentile or above on a standardized measurement such as the Beery VMI.

In the discretion of the Superintendent or designee, the assessments may be administered by the School District's professional staff, or the parents or guardians may be required, at their own

expense, to have all or some of the required assessments completed by reputable professionals and to submit the results of such assessments to the School District.

The decision regarding early entrance to kindergarten requires careful consideration of all factors that affect kindergarten success with final determination to be made based on the recommendation of the District Evaluation Team, to be composed of such individuals as the Superintendent or designee determine appropriate. The academic, social, and emotional readiness, as well as the student's physical development and well-being, must be weighed with institutional factors also considered. Sound decision making in the area of early entrance to kindergarten is dependent upon reliable information regarding a student's readiness and a thoughtful balancing of the myriad of factors implicated by the decision. Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment and the determination of the District Evaluation Team in a timely fashion; not to exceed three weeks after the assessments are completed.

Families who seek early admission of their child into kindergarten must obtain an *Early Entrance to Kindergarten Packet* from the School District Administrative Office.

Parents must fill out the early entrance application forms, which include a parent questionnaire and obtain and attach a reference letter from someone who is well acquainted with the child but not a relative of the child. The person providing this reference should know the child well enough that they can speak with some expertise about the child's attributes and abilities. The reference letter should indicate whether this person recommends the child be schooled with children who will be a year older than the child and, if so, the evidence this person has concerning the child's mental ability, fine and gross motor ability, visual and auditory discrimination, emotional/social development, and communication skills. Suggestions for this reference letter are a preschool teacher, a Sunday school teacher, a day-care provider, or a physician.

The assessment request, reference letter and parent questionnaire must be completed and returned to the District no later than May 25th of the spring before fall enrollment to allow summer assessment to be completed.

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on race, color, gender, religion, ancestry, national origin, marital status, age, disability, or sexual orientation of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Admission to First Grade:

A child may be eligible to enter first grade, even if the child has not attended kindergarten, if the child is six years of age or will be six years of age on or before October 15 of the current school year and school officials determine that first grade is the appropriate placement for the child.

Graduates:

A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment.

Age 21:

A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, shall be provided within 30 days of enrollment. Other reliable proof of the child's identify and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
- (3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
- (4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), Haemophilus Influenzae type b (Hib), invasive pneumococcal disease and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes than an exception to the immunization requirements are met.
- (5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

The Superintendent or Superintendent's designee shall notify the parent or guardian in writing of the foregoing requirements and of the right to submit affidavits or statements to object to the requirements, as applicable. The Superintendent or Superintendent's designee shall also provide a telephone number or other contact information to assist the parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify.

A student who fails to meet the foregoing requirements shall not be permitted to enroll or to enter school, or if provisionally enrolled or enrolled without compliance, shall not be permitted to continue in school until evidence of compliance or an exemption from compliance is given.

Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school district in its sole and absolute discretion upon a proper application approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. A student expelled from a private, denominational, or parochial school or from any public school in another state, will not be prohibited from enrolling in the public school district in which the student resides or in which the student has been accepted pursuant to the enrollment option program for any period of time beyond the time limits placed on expulsion, pursuant to the Student Discipline Act, or for any expulsion for an offense for which expulsion is not authorized for a public school student under such Act. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

First Reading (New Revision): October 14, 2013

Date of Adoption (or Last Revision): November 11, 2013

Related Policies and Regulations:

Legal Reference: Neb. Rev. Stat. §§ 43-2001 to 43-2012
 Neb. Rev. Stat. § 79-214
 Neb. Rev. Stat. §§ 79-217 to 79-223
 Neb. Rev. Stat. § 79-266.01
 173 NAC Chapters 3 and 4 (HHS Regulations)

Nebraska Association of School Boards

AIM (Agenda Item Management)

Date: 3/24/14

Subject: Request for the addition of 1.0 FTE - Special Education Teacher position

Coordinator: Misty Bear, Special Education Director

Building: Elementary

Purpose of Agenda Item: Action item

Proposed Action/Purpose of Need: The kindergarten class of 2014-15 has an estimated caseload of 13 students with diverse special needs. Due to the increase in numbers of students who qualify for Special Education services district-wide, I am requesting the addition of a 1.0 FTE Special Education teacher who will primarily work with the kindergarten class.

Authority for this Action: Rule 51 – requirement for district to follow IEP goals and programs as stated in each student’s individual education plan.

Data Assessed: Current SPED numbers, IEP plans, teaching staff, and para staff. As a special education team we looked at different scenarios in which we would be able to cover the incoming group of students from within. To meet the needs of all students it was decided that the addition of a 1.0 FTE Special Education teacher would be the most appropriate, with the understanding that this teacher would work primarily with the kindergarten class.

Strategic Objective, Goal or Need Addressed: The objective of the additional teacher position is to meet the needs of students with verified disabilities through Rule 51

Summary: Wayne Community Schools is able to serve almost all students within the district due to updated facilities, improved teacher training, and a common goal of meeting the needs of every student. The kindergarten class of 2014-15 has an estimated Special Education caseload of 13 with diverse needs. In order to best meet the needs of all students in our district I am requesting the addition of a 1.0 FTE Special Education teacher. This teacher would primarily work with the kindergarten class.

Alternatives considered: Alternatives considered included serving our students with special needs using the current SPED staff. It was decided that this option would not allow students with disabilities to receive FAPE. Another option considered was to hire

additional para-professional staff. This option was also rejected due to the diverse needs of the incoming kindergarten class and required caseload management.

Comments received and Administrative Recommendations: The addition of a Special Education teacher was discussed during weekly admin team meetings. The consensus was to seek board approval for an additional teacher to best meet the needs of the district.

My position as Special Education Director allows me the opportunity to work with children ages Birth-21. The incoming class of 2014-15 is unique in the diversity of the students. Many of the students entering kindergarten have been in Special Education for 3 or more years and a number of them will continue with the public school system until they are 21. I am confident that our Special Education Department can meet the needs of these students and provide them with an excellent education, as well as provide the support needed for their families and general education teachers. My recommendation is to hire a 1.0 FTE Special Education teacher who will work primarily with the kindergarten class during the 2014-15 school year.

Fiscal Impact:

Immediate Budget Impact: Base salary for 2014-15 is \$32,550 plus benefits.

Line-Item Budget-Department: This position would be paid for through SPED budget monies.

Future/on-going: The need for this position would be assessed annually.

Monitoring and Reporting Timeline:

Coordinator responsible for evaluating Goal and/or objective: Misty Bear

Evaluation method and timeline: Annually – using projected caseload numbers

Next scheduled report to the Board of Education: Annually or at board request