

ONONDAGA-CORTLAND-MADISON  
SUPERINTENDENTS' ASSOCIATION MEETING

Wednesday, February 26, 2014

OCM BOCES Administration Building - Henry Large Conference Room

9:00 am - 11:30 am

**AGENDA**

- A. 2014-2015 OCM BOCES Program Budgets - Jody
- B. **Items for Discussion**
  - 1. CSA Meeting at WCNY
  - 2. S.I. Newhouse School of Public Communications - Bob
  - 3. William George Agency (att.)
  - 4. School Shooter Exercise at West Genesee (att.)
  - 5. Copyright Law
- C. **Update from the District Superintendents' Meeting**
- D. **Items for Information**
  - 1. SED Update - Jeff
  - 2. Community Forum - Rescheduled to March 12 - West Genesee HS (att.)
  - 3. State Aid Attendance Memo (att.)
- E. **Committee Reports:**
  - 1. Instructional Support and Instructional Technology
  - 2. Student Services
  - 3. Shared Non-Instructional Services
- F. **Roundtable**
  - 1. Budgets - Chris Brown/Jay Austin
    - What is the allowable tax cap for your district?
    - What is your anticipated tax levy for 2014-2015?
    - Will you make cuts to get to your tax levy and if so what dollar amount?
  - 2. NYSCOSS - Winter Institute and Lobby Day - Rob Price

# ***The William George Agency for Children's Services, Inc.***

*Specializing in Residential, Educational and Vocational Services for Troubled Youth*

*Founded 1895*

380 Freeville Road • Freeville, New York 13068 • 607-844-6460 • Fax 607-844-4053  
Admissions Office Fax 607-844-3764

## The Evolution of The George Junior Republic

William George, founder of the George Junior Republic, was born on a farm in West Dryden, New York. When he was fourteen, he and his parents moved to New York City. As he grew older his parents wanted him to attend college, but he rebelled and went into business for himself.

In the late 1800's, NYC conditions were cramped and unhealthy. Mr. George became concerned with the social conditions of the great city. He walked the slums of New York and talked with the boys in the streets. He organized the boys into club and mission houses, and also organized clubs for girls. Mr. George believed that if young people could live in a free, wholesome atmosphere, they could use their energies constructively and become adults with positive futures.

Mr. George was compelled to bring boys out to his farm in Dryden when he read an article in the April, 1890 issue of Evening World. This article told of a little boy in the New York slums who saw an orange peel and chased it down the street thinking it was a flower. Mr. George wanted this boy and others to see real flowers and real living things.

The New York Herald Tribune Fresh Air Fund provided funds for the transportation of fifty children (40 boys and 10 girls) to have a summer vacation with Mr. George. He had no money but nearby farmers provided a place to live and food for the youths. For two weeks the youths lived in a camp of tents in Freeville, New York. Mr. George continued the camping program for three consecutive summers with more and more campers, aid from people in Cortland and Elmira, and growing problems.

By the end of the third summer, Mr. George was very disturbed to see the young people taking food, clothing and luxuries, but never a thought of giving back. They were taking everything they received for granted, and he needed a solution. He decided they needed to learn how to earn their own living, and he developed the motto "Nothing Without Labor". This was the first motto developed for the Republic and it is still in use today. The first name given to the G.J.R. was the Freeville Fresh Air Camp.

The summer of 1894 was radically different. No money was used for sports; instead it was used for picks and shovels. Mr. George told the citizens to build a road in front of the Fresh Air Camp. He said they would learn responsibility and feel proud. The youths were happy and energetic at work, but only for a few days. Then, a shipment of clothing came in and instead of giving the clothing out, Mr. George suggested they work for it. Finally, one small boy worked for his clothing and soon others followed suit. A change

was noted. The young people took far better care of the clothing they earned compared to those they received for nothing. Mr. George was proud.

Mr. George wrote up rules for his community to follow, but they were not followed. Then one day some of the hard-earned clothing was stolen. The owners of the clothing went to Mr. George and he told them to take matters into their own hands. The youths found the thieves and among themselves conducted a trial. This idea has developed through the years as the idea of "self government".

On July 10, 1895, the founding date of the G.J.R., five boys out of two hundred campers decided to stay through the winter. This was the beginning of what we have today: a community of youths, growing and maturing together responsibly.

The George Junior Republic continued to evolve over many years. There were good times and bad. The one constant was providing opportunities for youth to return to their home communities as contributing members.

In 2005 the George Junior Republic changed its name to The William George Agency for Children's Services. The new name, it is felt, gives society at large a greater understanding of the work we do.

Today's residential programs preserve the Junior Republic's ideals of general fitness, social development and well-roundedness, in which responsibility is treated more as an opportunity than a burden – while providing more focused clinical oversight and treatment, and a strong educational emphasis.

Although the agency has seen many programmatic changes over the years as the needs of children have evolved, one thing has never changed, namely the enduring efforts of caring adults working to improve the lives of disadvantaged, troubled youth. Expansion in the service of providing additional treatment opportunities to children in need has been an agency priority since the early 1990's. The agency Board of Directors in concert with our senior leadership team have for the last 20 years made a concerted effort to serve high risk, high need populations who have historically been underserved in New York State. This expansion has taken the form of nine newly constructed, state of the art, residential homes, and many new and innovative programs.

In August, 1996 when Barber Cottage opened, the William George Agency became the first private residential treatment center in New York State to be licensed to provide sex offender specific treatment to adolescent males who have engaged in sexually abusive behavior. We currently have 20 such beds and are recognized as a leader in the field of adolescent S.O. treatment.

In July 2000, The William George Agency became one of only three private residential agencies in the state to open an OASAS licensed outpatient chemical dependency treatment clinic serving the needs of our residential population. It has been long

recognized that the rate of diagnosable alcohol and/or substance abuse among adolescents entering residential treatment is at least 60%, and for many youngsters, it represents a primary treatment issue. Our OASAS clinic currently serves up to 100 residents at any given time, and has consistently received superior performance reviews during OASAS program audits.

The fall of 2005 marked the opening of our dually diagnosed program for youngsters with both intellectual disabilities and serious emotional, psychiatric disturbance. Previously, many of these youngsters were mixed in with youngsters with normal cognitive functioning, and were often exploited or isolated. Our dually diagnosed program offers many specialized services and supports designed to improve their adaptive daily living skills, as well as their capacity to function independently. We currently have 27 dually diagnosed beds.

In November, 2011, we opened the Seidell Integrated Residential Chemical Dependency Program for adolescent males who are dually diagnosed with alcohol and/or substance dependence and a co-occurring mental health disorder. Most of the young men served in this program have a history of failed inpatient treatment experiences in OASAS licensed short-term residential programs as a result of their pattern of acting out behavior. The structure of our residential program is designed to offer these young men a safe, stable, and predictable living environment which will support and encourage their investment in treatment while our OASAS licensed clinic provides intensive chemical dependency services. Since the program's inception on November 1, 2011 through the present date, the utilization rate for this program has been 94%.

Finally, in December, 2011, we opened our girl's program at Lodge Cottage. The agency had not served adolescent females in almost twenty years. But in response to overwhelming and persistent consumer demand, the agency made the decision to serve girls with a history of trauma and abuse. Over the last year, the program has been highly utilized and continues to be in great demand.

In point of fact, during the twenty year period between 1993 and 2013, the agency has grown fourfold from approximately 45 beds to our present licensed capacity of 190 beds as part of our on-going commitment to serve at risk youth in New York State.

## **Points For Consideration From Recent School Shooter Exercise**

On Superintendent's Conference Day, January 31, 2014, the West Genesee Central School District conducted a school shooter exercise as a collaborative effort between the District, local Law Enforcement, local Fire and Emergency Medical Services. Local law enforcement was the lead agency and spearheaded the scope of the exercise and planning efforts. The District objectives were to provide the Administrative Team opportunity to witness local emergency response to a school shooter event and practice 9-1-1 call-out by support staff. The exercise allowed the Administrative Team to hear what gunfire might sound like inside a school. A realistic venue was provided for local law enforcement and emergency responders to practice multi-agency response plans to such an event. School staff and district students were involved as 'actors' within the exercise. Participants included representatives from the County Emergency 9-1-1 Center to simulate 9-1-1 call-out and practice call center response scripts.

The exercise occurred at about 2:00 p.m. at Stonehedge Elementary School. The main section of the building was cordoned off by barrier tape and access restricted. School staff was informed of the drill and teachers were allowed to remain in their rooms outside the restricted area during the exercise. Nearby residents were informed that a police exercise was planned. Media was not notified in advance.

In the scenario, an initial suspicious vehicle report by Main Office support staff rapidly evolves into an event where a single armed individual enters the school. Multiple shots are fired with multiple casualties. Responding officers neutralize the gunman in the Gymnasium. Ensuing police response unfolds and coordinates with EMS responders and paramedics from local fire department.

Local law enforcement provided a pre-exercise presentation, about an hour in advance of the exercise, to the Administrative Team to brief them on exercise objectives, observer roles/logistics, and planned evolution of the drill. Included in this presentation was general instructional information on the subject of school shooting events. **This presentation raised and highlighted several discussion points.**

1. Pre-planning efforts should encourage building staff to know their area and consider what would they do and under what circumstances would they 'Run, Hide and Fight'.
2. Staff should know what doors lock and which don't.
3. Staff should consider closing blinds or cover windows in classroom door and those facing hallway during Lockdown. (Note: 2013 NYS School Safety Guide does not include this suggestion)
4. Teachers should consider placing signs in exterior windows to identify injured persons ("Help").
5. Consider (in scenario of imminent threat) if exterior window can be used to escape and get occupants out of the building.
6. School staff calling 9-1-1 need to provide as much specific information as possible, i.e. specific location and number of intruders, race, gender, clothing/description, the type of weapon or gun, small gun or long gun, and etc. Staff calling 9-1-1 will be kept on the line and committed to converse with 9-1-1 call center. They will not be available for other duties.
7. Law enforcement's first goal is to locate, isolate and eliminate shooter. Wounded will not be addressed until this is accomplished. Encourage basic First Aid training for school staff that would buy precious time until wounded can be attended to.
8. School staff & student bystanders will be treated as suspects. Instructions from law enforcement must be immediately complied with.
9. Before event is over, law enforcement will conduct thorough room-to-room search of the building, every niche, which is time consuming. It is likely to take at least several hours and will likely involve K-9 units.

10. S.W.A.T. teams from Syracuse City, and Onondaga County are likely to respond. State Police SWAT teams have about a two-hour response time.
11. The entire area/building will be considered a crime scene and individuals will not be able to retrieve personal items, i.e. purses, keys & etc. Individuals on the scene will be de-briefed by law enforcement.

After the completion of the exercise, at about 3:00 p.m., a de-brief meeting was conducted. **Several discussion points were raised:**

1. Law enforcement will establish the Triage Area based upon situation. May be in a defensible interior location near an exit that is close to mobilization outside. First arriving EMS will be focused on setting up triage area and may initially walk by wounded. Law enforcement may direct walking wounded out of the building and may instruct adult bystanders to help them out (judgment call in harsh weather).
2. 'Dispatchers' from 9-1-1 asked main office caller if she was calling from a land line or cell phone. In our scenario, she called from a cell phone and was instructed to take her phone and leave the building, taking other staff with her, if it was safe to do so. 'Dispatcher' instructed to "let me know when you are out" to resume the conversation. If the secretary was on a land line, local law enforcement said that they would rather have her terminate the call (once information was conveyed) and leave the building if it was safe to do so. Additionally, it would be better to use a cell phone to make the 9-1-1 call for the sake of mobility.
3. In the scenario, the 9-1-1 caller was alone in the Main Office at the time. Once she made the call and was on the line with 9-1-1, she was not able to make the lockdown announcement over the PA system. If a support person is alone in the Office during such an event, she should take the few extra seconds to make the PA announcement before calling 9-1-1. Lockdown should happen first to get people secure as quickly as possible and to reduce injury potential. This is imperative to allow building occupants to be alerted to danger and afford them chance to secure their room. If there is another staff person in the office, they should make the PA announcement while the other calls 9-1-1.
4. The first person to witness/see danger needs to report that information to the Main Office and should be empowered to call 9-1-1 and even initiate lockdown if possible. The new phone system to be installed within the District will have IP capability and an "ALL CALL" feature on each phone to enable any staff member to make a building-wide announcement.
5. As warranted, law enforcement at the command post will determine location of helicopter Landing Zone, i.e. athletic field or other open area, and relay to EMS.
6. Injured students/staff may not be able to be evacuated from the school for 20 – 30 minutes. Staff knowing basic First Aid can 'buy' EMS valuable time to respond and care for injured. The injured will be transported to various hospitals which could likely include out-of-area hospitals. (The Superintendent, or designated administrator at the command post, should have access to this information.)
7. Local law enforcement will use fire department personnel to help cordon perimeter to keep parents and media away from the building. Media Staging Area will be at a nearby restaurant. The Building Administrators were asked to sit with the School Resource Officer to update the Traffic Control Points (TCP) of nearby streets/access points identified for their building. Building level safety plans are accessible via secure web access to administrators. Back-up copy to be kept off-site with Health & Safety at OCM BOCES.
8. Staff and students caught outdoors during this type of event should have a plan to go to another location, i.e. nearby community location or school.
9. It would take at least an hour to clear the building of remaining staff/students. Law enforcement will evacuate rooms/sections of the building as they secure. (Non-injured would be evacuated to another school or off-site relocation/staging area.)
10. If instructional staff deem it necessary/safe to evacuate the building, i.e. through a window, keep the students together but don't congregate into a parking lot and get away from the school building.

# OUR KIDS, OUR SCHOOLS... OUR FUTURE!



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**BOCES**  
*a celebration of learning*



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**We Are Running Out of Time, Money and Options!  
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An Effective Advocate for Our Public Schools!**

## **NEW DATE AND LOCATION!!!**

- Wednesday, **March 12, 2014**: 6:30 to 8:30 p.m., **West Genesee High School Auditorium**, 5201 West Genesee St., Camillus, NY 13031; **for school districts in the Onondaga-Cortland-Madison & Oswego County BOCES**

### **OUR PROGRAM WILL FEATURE:**

**Dr. Rick Timbs, Executive Director of the Statewide School Finance Consortium.**

Dr. Timbs will boil down the complexities of state aid into an easy-to-understand format that will clearly illustrate how your own school district has been negatively impacted for years by Albany's lack of fairness.

**IT IS VITAL that our elected officials in Albany know what we expect  
from them in the 2014-15 state budget.**

**PLEASE JOIN US AND SPEAK UP FOR OUR KIDS,  
OUR SCHOOLS & OUR FUTURE.**

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NEW YORK STATE EDUCATION DEPARTMENT

## State Aid

### ATTENDANCE AND THE SCHOOL CALENDAR: Guidelines and Reporting for State Aid Purposes (Revised April, 2013)

The following provides guidance and clarification regarding session days, the school calendar and reporting of attendance data for State Aid purposes.

#### 1. Days of Session

School districts must be in session for all students, including students with disabilities, for not less than 180 days. Included in the 180 days are days on which attendance is taken, days on which Regents examinations, State Assessments or local examinations are given and days on which superintendent's conference days are held. School year session days counting toward the 180 day requirement may not be scheduled on any day in July or August. Session days should not be scheduled after the June Regents examination period.

School district officials may not claim partial or full attendance on days when classes are not in actual session. This situation is most likely to occur on Regents examination days or superintendent's conference days. Such days do count toward the 180 required days, but, since they are not days of actual session, they do not affect and are not factored into aggregate attendance.

#### 2. Legal Holidays

School district officials may not schedule days of session on a Saturday or a legal holiday, except Election Day, Washington's Birthday or Lincoln's Birthday. (Education Law 3604(8)). Legal holidays include: New Year's Day, Dr. Martin Luther King, Jr. Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, Flag Day (second Sunday in June), Independence Day, Labor Day, Columbus Day, Election Day, Veteran's Day, Thanksgiving Day, Christmas Day. Pursuant to NYS General Municipal Law Section 24, if a legal holiday falls on a Sunday, the next day becomes a legal holiday. For example, if New Year's Day falls on a Sunday, Monday January 2nd would be a legal holiday on which a school district may not be in session.

#### 3. Extraordinary Conditions

The length of school day requirement does not apply if schools open late or close early due to extraordinary circumstances beyond their control (Commissioner's Regulation 175.5). However, each year, some school districts lose whole days of session, because of circumstances beyond their control (i.e., winter weather, utility failure). The Commissioner is authorized to excuse up to five days for extraordinary circumstances, if those lost days of session could not have been made up by using, for the secondary grades, all scheduled vacation days which occur prior to the first scheduled Regents examination day in June, and, for the elementary grades, all scheduled vacation days which occur prior to the last scheduled Regents examination day in June. The following are circumstances that may be approved by the Commissioner as extraordinary conditions: extraordinarily adverse weather conditions, an impairment of heating facilities, an insufficient water supply, a fuel shortage, a lack of electricity, a natural gas leak, unacceptable levels of chemical substances, or the destruction of a school building. Scheduled vacation days that may be used include days of religious observation associated with Passover, Easter and other religious holidays. Saturdays, Sundays and legal holidays may not be used for this purpose. Requests for excusal can be made anytime after the occurrence of the unscheduled day(s) off.



See the State Aid web posting [https://stateaid.nysed.gov/attendance/additional\\_info\\_extraordinary\\_conditions.htm](https://stateaid.nysed.gov/attendance/additional_info_extraordinary_conditions.htm) for additional information and requirements. If scheduled vacation days and days waived by the Commissioner are insufficient and the school district still remains one or more days short of the 180 days, the district may schedule additional session days after Regents examinations, through June 30, to satisfy the length of session requirement. In the event that only one building in a district will be short the required days of session because of some extraordinary condition, the day(s) for only that building must be made up by using all scheduled vacation days before an excusal can be given. The only exception is an occasion where a school opens late or closes early and the half-day kindergarten is excused from attendance as a result of that action. Under no circumstances may kindergarten pupils who miss a day of session be counted in attendance for that day. Further, the day may not be made up by having the half-day group meet twice on the same day. Because of the impracticability of opening schools, running buses, and bringing in teachers and pupils to make up half-day kindergarten classes at a time when other classes are not in session, excusals for half-day kindergarten (up to five for a.m. sessions and five for p.m. sessions) will be given under these special circumstances. Such requests for excusal of half-day kindergarten session days must be made on the State Aid claim forms (on Form A, Schedule A5) submitted to the Education Department. (Education Law 3604(7)).

A declaration of a State of Emergency by the Governor due to adverse weather conditions does not authorize the school districts affected to operate an annual session of less than 180 days.

Since statute requires a minimum of 180 days of session, school districts cannot extend the regular school day and count the extended times as additional days of session to make up lost days.

#### **IMPORTANT: NEW STATUTORY PROVISION APPLYING ONLY TO 2012-13 SCHOOL YEAR**

Legislation has been enacted potentially affecting school districts, which were closed for an extended period during the 2012-13 school year due to extraordinary weather conditions. Pursuant to NYSEL 3604(7)(b), some districts may be able to waive the 180 day minimum session day requirement for up to ten days instead of five.

The new provision also includes extraordinary conditions in addition to those in NYSEL 3604(7) that may make some districts eligible under the new provision: federal declarations of natural disaster, a state disaster emergency as defined in section 20 of Executive Law and the closing of transportation routes pursuant to a declared local state of emergency.

The new provision applies to districts that did not provide the 180 days of session required to receive full Foundation Aid, and were closed for an extended period during the 2012-13 school year; for example, due or related to extraordinary weather conditions that occurred in October/November 2012.

Districts that think they may be eligible for excusal under this new provision should email Andrea Hyary in the State Aid Office at [ahyary@mail.nysed.gov](mailto:ahyary@mail.nysed.gov) to discuss the district's specific situation and receive further guidance.

#### **4. Regents Days**

Regents examination days, including rating days, count toward fulfilling the 180 required days of instruction, but schools need not take attendance on such days. If grades 7-12 are housed in the same building, school district officials may excuse the junior high school pupils and the senior high school pupils from the daily instructional requirement if their class schedules are disrupted by the Regents examination schedule and if staff are needed to properly administer examinations. Under no circumstances may attendance be assumed and claimed for State Aid purposes on these days. (Commissioner's Regulations 175.2)

## 5. New York State Assessments

Days on which New York State Assessments are given are days on which attendance must be taken and which count toward the 180 required days of session. Under no circumstances may pupils be excused from the daily instructional requirement.

Some students with disabilities, who are in general education classrooms, do not participate in regular State or local assessments as determined by the Committee on Special Education. When students with disabilities are not participating in particular regular State or local assessments, instruction must be provided to them during the days that other children are being assessed in these regular assessments. Instruction must be provided regardless of what special education services the student receives or the setting in which that student's special education program is provided. The instruction may be provided by such individuals as a general education teacher, special education teacher or teacher assistant.

## 6. Local Final Examinations

If middle school, junior high school or senior high school pupils take local final examinations during the Regents examination period in January or the Regents examination period in June, in a block-time format similar to the format for Regents examinations; i.e., exams are scheduled for both the morning and the afternoon, then minimum length of school day requirements pursuant to NYCRR 175.5 (a) may be waived on such days. Such days will count toward the 180 required days of instruction and attendance for the grades taking the tests need not be taken.

If, however, local final exams in June are held on days before the Regents examination days, all students must be required to attend, attendance must be recorded and the day must meet the minimum length of school day requirements in order to be counted toward meeting the 180 day requirement for the year.

## 7. Last Day of School

Pupils must attend school on the last scheduled day of session for the school year unless a superintendent's conference day is held on that date. However, if the school schedules individual work for that day with students, such as conferences, special guidance or scheduling, school officials may schedule an early dismissal for pupils who do not require such attention.

## 8. Shortened Instruction Days and Minimum Session Requirements

Districts may schedule shortened instruction days for certain purposes:

- a. School district officials may schedule as many as four shortened instruction days each semester to hold parent-teacher or staff conferences for part of the day.

***During the week in which the shortened instruction days occur, the minimum number of hours of instruction for the week still must be provided:*** 25 hours for elementary schools and 27.5 hours for secondary schools, excluding lunch. For weeks in which a legal holiday occurs and a district wishes to schedule a shortened session, the minimum number of hours of instruction for the week may be prorated to 20 hours for elementary schools and 22 hours for secondary schools, excluding lunch. This means that only districts that normally provide more than the minimum hours of instruction per week can conduct shortened instruction days that counts toward the required 180 days.

Use of shortened sessions as described above does not reduce the number of superintendent's conference days the district is allowed; i.e., districts may schedule as many as four superintendent's conference days per year and four shortened sessions per semester in a given school year.

- b. School district officials may combine a shortened instruction day and one or more hours of a superintendent's conference day to satisfy the minimum daily session requirements.

*On such days the combined total of instructional time and superintendent's conference time must equal the minimum daily session required* of 5.0 hours in the elementary grades or 5.5 hours in the secondary grades, and the superintendent's conference hours must be used for staff development activities related to implementation of high learning standards and assessments. For half-day kindergartens, school officials must schedule kindergarten sessions alternately when schools are conducting shortened sessions. This procedure permits school officials to schedule the afternoon kindergarten classes on one short day and the morning kindergarten classes on another, with the net instructional time remaining the same for the morning and afternoon classes. (Education Law 3602(4)).

#### 9. Superintendent's Conference Days

Superintendent's conference days may include general staff orientation, curriculum development, in-service education or parent-teacher conferences. School officials may not use superintendent's conference days for routine administrative matters, such as grading examinations or pupil assignments, record keeping or lesson planning except for the provision of the amendment to the Commissioner's Regulation 175.5. The amendment to section 175.5 allows a school district to use up to two of the allowed four superintendent's conference days in each school year for teacher training and rating of State assessments, including but not limited to grades 3-8 assessments required under the federal No Child Left Behind act of 2001. This amendment is in effect through June 30, 2013.

Districts may use up to four superintendent's conference days per year, provided that at least two of the four days are used for staff development activities related to implementation of high learning standards and assessments, as adopted by the Board of Regents.

School districts may use one or more of the four superintendent's conference days in units of not less than one hour each for staff development activities related to implementation of high learning standards and assessments. **Days which are a combination of instruction time and superintendent's conference time devoted to such staff development activities count toward the 180 day requirement, as long as the combination of instruction and staff development time on that day meets the minimum daily session requirement of 5.0 hours (elementary grades) or 5.5 hours (secondary grades).**

Superintendent's conference days may occur before the first day of instruction, on the first day of instruction, at any time during the school year and on or after the last day of instruction. A conference day may not be claimed for any day during July, on a legal holiday, on a Saturday, or on a Sunday.

Effective July 1, 2012, a school district may elect to schedule such conference days in the last two weeks of August, subject to collective bargaining requirements pursuant to Article Fourteen of the Civil Service Law, and such days shall be counted toward the required 180 days of session, provided that such scheduling shall not alter the obligation of the school district to provide transportation to students in non-public elementary and secondary schools or charter schools. Prior approval of superintendent's conference days by the Education Department is not required. (Education Law 3604(8))

In no case may the number of conference days allowed for any school building, in a district or in a New York City community school district or the High School Division, exceed four days toward fulfilling the 180 required days of instruction.

#### 10. **Required Use of Superintendent's Conference Days in Conjunction with Project SAVE**

Chapter 181 of the Laws of 2000 enacted a comprehensive Safe Schools Against Violence in Education program (Project SAVE) that includes specific requirements that school district staff receive appropriate school violence prevention and intervention training through staff development programs provided on superintendent's conference days. The statute provides that the Commissioner of Education may require that up to one superintendent's conference day per year shall be dedicated for such purpose.

#### 11. **Length of School Day**

The minimum length of school day for purposes of generating State Aid is 2.5 hours for half-day kindergarten, 5.0 hours for full-day kindergarten through grade 6 and 5.5 hours for grades 7-12. These hours are exclusive of the time allowed for lunch. If school district officials establish a school calendar in excess of 180 required days, the excess days need not comply with the mandated daily time requirements. (Commissioner's Regulations 175.5)

Students of compulsory attendance age must be scheduled for attendance upon instruction for the entire time the school is in session. The term session refers to the period during which instruction is provided. However, such daily sessions may include supervised study periods, supervised cooperative work study, release time for college study or school-to-work programs, and as well as traditional classroom instructional activities. (Education Law 3210(1))

#### 12. **Inclusion in Average Daily Attendance of Full-Time Regular Day School Students**

Students included on the regular day school register generally should be enrolled or scheduled for a full day's session of schooling as such session is defined in Section 175.5 of Commissioner's Regulations. A student's enrollment or scheduling in such a daily session represents full-time instructional status and authorizes the school district to claim the aggregate attendance of such a student for State Aid purposes.

#### 13. **Inclusion in Average Daily Attendance of Students Receiving Homebound or Hospital Instruction**

Students receiving homebound or hospital instruction provided by a public school district may be included in the aggregate attendance of the school district's regular school day for the purposes of calculating State Aid, provided that each such student shall receive instruction as follows:

- a. At the elementary school level, each pupil shall receive at least five hours of instruction per week. To the extent possible, at least one hour of instruction shall be provided each day.
  - b. At the secondary school level, each pupil shall receive at least 10 hours of instruction per week. To the extent possible, at least two hours of instruction shall be provided each day.
- (Commissioner's Regulations 175.21)

#### 14. **Equivalent Attendance of Other Students Attending Upon Part-Time Instruction**

The attendance of students between the ages of 16 and 21 enrolled either in a regular day school part-time or in an alternative school not meeting the minimum session requirements of Section 175.5, and who are pursuing programs leading to a high school diploma or a high school equivalency diploma, should be recorded in hourly instructional units. One thousand such hourly units equal one unit of equivalent average daily attendance for the purposes of calculating State Aid. (Education Law sections 3602 1 d (1) and 3602 1 (l))

#### 15. **Curtailed Sessions Under Certain Conditions**

In certain instances it may be necessary for a school district to conduct curtailed, or shortened sessions in one or more grade levels or school buildings for a brief period in order to cope with an emergency situation such as the destruction of one school building requiring double or overlapping

sessions in another building to accommodate the displaced classes. Such curtailed sessions must be requested in writing by the school district and approved by the Commissioner. For further information regarding operation of curtailed sessions outside New York City, please contact the Office of State Aid, New York State Education Department, Room 507 West Wing, Education Building, Albany, New York 12234; attention: Grant Miller; telephone: (518) 474-2977; fax: (518) 473-2912. For information regarding operation of curtailed sessions in New York City, please contact the Office of New York City School and Community Services, New York State Education Department, Room 375 Education Building Annex, Albany, New York 12234; telephone: (518) 474-4715; fax: (518) 474-4275.

#### **Content of Updates**

4/12/13: Item #3 updated to reflect new 1-year provision potentially affecting 180 day minimum session requirement for school districts that were closed for an extended period during the 2012-13 school year due to extraordinary conditions.

10/1/12: Item #3 updated to reflect new 1-year provision potentially affecting 180 day minimum session requirement for school districts that were closed for an extended period during the 2011-12 school year due to extraordinary conditions.

9/11/12: Item #9 updated to reflect new legislation allowing districts to schedule conference days in the last two weeks of August.

08/16/11: Item #6 updated for the restoration of the January 2012 Regents Exams

6/27/11: Item #6 updated for the elimination of Regents exams in January beginning with the 2011-12 school year

6/14/11: Items #8 and #9 updated to clarify minimum session requirements when instruction days are shortened for Superintendent Conference time or parent teacher conferences