

**BOARD OF EDUCATION  
AGENDA  
November 12, 2013  
Elementary School Large Group Room**

- 6:00 p.m. Call to Order / Executive Session (ES Library)  
7:30 p.m. Regular Business Meeting (ES LGR)

I. PLEDGE OF ALLEGIANCE

II. ROLL CALL OF BOARD MEMBERS

III. RECOGNITION

IV. MINUTES

**The Board approves the minutes of the following meeting:**

Regular Meeting held October 8, 2013

Work Session Meeting held October 22, 2013

V. PUBLIC COMMENT *(limited to 15 minutes - priority given to Agenda related items)*

VI. REPORTS

- A. Student Representative
- B. Superintendent of Schools
  - DASA Update – *Dr. Scheffer*
- C. Board President
- D. Committees
- E. Other

VII. BOARD CONSENT AGENDA

**As recommended by the Superintendent of Schools, the Board approves the following resolutions appearing on the November 12, 2013 consent agenda:**

- A. Personnel - resolutions numbered 1-16
- B. Finance - resolutions numbered 1-5
- C. Facilities and Operations
- D. Education - resolution numbered 1-4

VIII. OLD BUSINESS

- A. Board Policy 8505, Meal Charge – revision presented for a second reading and adoption.
- B. Goals
  - The Board adopts the attached goals for the 2013-2014 school year.

IX. NEW BUSINESS

- A. Board Policy 4770, Graduation Requirements – revisions presented for a first reading
- B. Board Policy 5100, Attendance Monitoring – revisions presented for a first reading
- C. Board Policy 4321, Programs for Students with Disabilities under the IDEA and New York’s Education Law Article 89 – revisions presented for a first reading
- D. Board Policy 4773, Individualized Education Program Diplomas – presented for deletion in its entirety
- E. Board Policy 6710, Purchasing Authority – presented for reading and adoption

X. PUBLIC COMMENT

XI. ADJOURNMENT

**CONSENT AGENDA**

**November 12, 2013**

**A. Personnel**

1. Appointment - PSAT/SAT Proctor

The Board approves the following PSAT /SAT Proctor appointment for the 2013-2014 school year at the rate of \$37.63 per hour, on an as needed basis:

Paige McLeod

2. Request for Leave Extension

The Board approves the request of Jessica Peterson, Guidance Counselor, for an extension of her current leave of absence to on or about March 3, 2014.

3. Extension of Leave Replacement Appointment

The Board approves the extension of the leave replacement appointment of Emily Somberg (for Jessica Peterson) from on or about December 11, 2013 to on or about March 5, 2014.

4. Appointment – Student Intern I

The Board approves the appointment of Jonathan Famularo as a Student Intern I, at the rate of \$10.00 per hour, for the 2013-2014 school year.

5. Appointment – Facility Use Monitor

The Board approves the appointment of Bernadine Devlin as a Facility Use Monitor for the 2013-2014 school year, at the rate of \$20.00 per hour.

6. Appointment - Substitutes

The Board approves the following substitute appointments for the 2013-2014 school year:

Teacher	Heather Holecek Carla Sutherland
Teaching Assistant	Bob Hidalgo (not to exceed 40 days)
Clerical	Bob Hidalgo

7. Appointment – Co-Curricular

The Board approves the appointment of Robert Dunlop as Middle School STEM (Science Technology Engineering Math) Club Advisor, at the rate of \$2,678 for the 2013-2014 school year.

8. Appointment – Part-time Guard

The Board approves the appointment of Geraldo Delvalle as a part-time Guard, for the 2013-2014 school year, at the rate of \$20.00 per hour, 17.5 hours per week, pending fingerprint clearance from the New York State Education Department and security guard license from the New York State Division of Licensing Services.

9. Appointment – Coaches

The Board approves the following coaching appointments for the 2013-2014 school year in accordance with the negotiated agreement with the Port Jefferson Teachers Association:

7/8 Girls Basketball	Paige Macleod (pending First Aid & CPR)
Volunteer Wrestling (unpaid)	Matteo DeVincenzo (pending First Aid and CPR)
Volunteer Basketball (unpaid)	Christopher Blohm (pending First Aid, CPR and NYSED temporary coaching license)

10. Appointment – Teaching Assistant

The Board approves the appointment of Sheila Albinson as a Teaching Assistant, on a probationary basis effective November 13, 2013, for a specific student as recommended by the Committee on Special Education, in accordance with the negotiated agreement with the Port Jefferson Paraprofessionals Association.

11. Appointment – Curriculum Projects

The Board approves the following Curriculum Project appointments for the 2013-2014 school year, in accordance with the negotiated agreement with the Port Jefferson Teachers Association:

English, Grades 9-12, Alignment of Literature Guidelines with the Common Core Standards for ELA and the NYSED Common Core Text List, not to exceed 16 hours -	Allison Anziano Paige Macleod Matthew Sefick
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Title I/AIS Program-Data Preparation for Funding and Programs, not to exceed 20 hours -	Lynne Pellegrino
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12. Resignation – Custodial Worker I

The Board accepts the resignation of Steven Metzler as a Custodial Worker I, effective October 29, 2013.

13. Creation/Appointment - STEM Initiative Advisor

The Board approves the creation of STEM Initiative Advisor, at the negotiated rate of \$6,000 (pro-rated) for the 2013-2014 school year; and further, the Board appoints Peter Burawa and Jonathan Maletta as STEM Initiative Co-Advisors for the 2013-2014 school year.

14. Appointment – MS Intramurals

The Board approves the following co-curricular appointments for the 2013-2014 school year, in accordance with the negotiated agreement with the Port Jefferson Teachers' Association:

MS Girls Volleyball Intramurals	Dinarae Camarda Elizabeth Manly (pending First Aid and CPR) James Mimnaugh
MS Boys Basketball Intramural	Jesse Rosen Charles Ruoff

15. Resignation – Senior Office Applications Specialist

The Board accepts the resignation of Gayle Tullo as Senior Office Applications Specialist, effective November 29, 2013.

16. Request for Leave – English Teacher

The Board approves the request of Kristyn Johnson, teacher of English, for a leave of absence from on or about January 17, 2014 until on or about April 29, 2014, in accordance with Board Policy 9510.2 Family and Medical Leave Act and Article IX.B.9 of the negotiated agreement with the Port Jefferson Teachers' Association.

**B. Finance**

1. Financial Reports

The Board approves the following financial reports:

Claims Audit Report - Month of September  
Cash Flow Analysis - Month of September  
New Budget Transfers – Current month - November  
September Warrants -

<u>Fund Name</u>	<u>Warrant #</u>
General Fund	17 - 20
School Lunch Fund	3 & 4
Federal Fund	4 - 6
Capital Fund	1
Trust & Agency	1

Payroll	6 & 7
Royal Fund	None
Scholarship Fund	None

Trial Balance - July 2013 – September 2013  
Revenue Budget Status - July 2013-June 2014  
Appropriation Status Report - July 2013-June 2014  
Budget Transfers - Month of September  
Extra Classroom Activity- July 2013 – September 2013

2. Acceptance of Donation

The Board gratefully accepts the donation of fourteen (14) Dell Computers from the CREATE program, through the New York State Education Department, to be used for instructional purposes.

3. Acceptance of Donation

The Board gratefully accepts the donation from the Incorporated Village of Belle Terre, in the amount of \$50.00, to the Andrew Golub Scholarship Fund.

4. Acceptance of Donation

The Board gratefully accepts the donation from the Port Jefferson Village Lacrosse Association in the amount of \$12,000 to support the continued implementation of our middle school and high school lacrosse teams.

5. Award of Bid – Fuel Oil

The Board awards the Fuel Oil bid to the lowest responsible bidder, Swezey Fuel Company.

**C. Facilities & Operations**

**D. Education**

1. Committees on Special Education

The Board approves the recommendations of the Committees on Special Education for the period September 18, 2013 through October 24, 2013.

2. Special Services Agreement

The Board approves the Agreement with FREE-Family Residences and Essential Enterprises for the 2013-2014 school year.

3. Textbook Adoption

The Board approves the adoption of the textbook, World History and Geography, by Spielvogel, published by McGraw Hill, for Global History, Grades 9 and 10, Honors level.

4. Approval of Services

The Board of Education approves the services of Educational Vistas, Inc. (EVI) for scoring of the NYS assessments for grades 3-8 ELA & Math, and grades 4 and 8 Science, for April - June of 2014.

8505

## MEAL CHARGE

The Board of Education recognizes that, on occasion, students may forget to bring meal money to school. To ensure that students do not go hungry, but also to promote responsible student behavior and to minimize the fiscal burden on the district, all district schools shall follow guidelines with regard to meal charges.

- No more than 2 meals (\$5.00) per student may be charged;
- Only regular meals may be charged, that is, only what is on the menu;
- No snacks may be charged;
- A computer-generated point of sale system shall be used for identifying and recording all charged meals, as well as for collecting repayments

This policy applies to all paying students whether they are paying full-price or reduced-price.

A student who abuses this policy may be denied a meal. If school authorities suspect that a student may be abusing this policy, they must first provide written notice to the parent that if he/she continues to abuse this policy, the privilege of charging meals will be refused.

All schools shall maintain a system for accounting for charged meals that follows state guidelines.

***All negative (unpaid) balances left on record by inactive students will be reimbursed to the Lunch Fund (C) by the General Fund (A).***

Ref: Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.  
National School Lunch Act, 42 U.S.C. 1715 et seq.  
Guidance Document, State Education Department, Child Nutrition Program;  
“Establishing a Meal Charge Policy”, August 2005

Presented for  
1<sup>st</sup> reading: 11/18/08  
2<sup>nd</sup> reading & adoption: 12/9/08  
Revision presented for  
1<sup>st</sup> reading: 10/8/13  
2<sup>nd</sup> reading & adoption: 11/12/13



## 2013-2014 SUPERINTENDENT'S GOALS

### ➤ **Student Achievement\***

Maximize student achievement through data informed instruction that is designed to meet the varied needs of all learners and maintain the level of excellence that has Port Jefferson Schools identified at the top of the County, State and Nation.

*Success will be measured through: New York State Report Card data, including; graduation rates, classification rates, Regents testing results, grades 3-8 Assessment results, AP Scores, and cohort tracking.*

### ➤ **Implementation of the Common Core Standards**

Provide the necessary professional development and resources from NYSED in order to continue a smooth transition to the common core standards and all associated assessments. This will include a thorough review of all instructional materials (textbooks, technology, etc.) being used in all Pre-K to 12 classrooms.

*Success will be measured through observation/evaluation in accordance with our newly adopted APPR plan as well as assessment results.*

### ➤ **Planning for New Economic Reality**

Use all available information to develop short and long-term financial plans for the district budget that meet the needs of our students and community alike.

*Success will be measured through: budget development, maximizing efficiencies, examples of shared sacrifice, identifying reductions that will allow for maintaining program, and forming financial partnerships with community groups.*

### ➤ **Increase Opportunities for Community Input/Communication**

Create opportunities to engage the community on all matters relating to the future of the PJS. An emphasis will be placed on identifying priorities that reflect the community in total.

*Success will be measured by value of input received, number of occasions created for community to engage in discussion, and successful long-term planning.*

*\*Administrative Team will identify specific areas for improvement based upon data provided by NYSED. Please note that Goal #1 has, and should, remain constant year to year.*

4770

**GRADUATION REQUIREMENTS**

In order to graduate from Port Jefferson Union Free School District, a student must complete the requirements set forth in Part 100 of the Commissioner's Regulations and in addition, earn 0.5 credit of Public Speaking and complete 32 hours of community service. Community service is prorated based on the year the student enters the high school. Each student is required to perform eight hours of community service per year.

## Cross-ref:

4334.1, High School Credit for College Courses

4771, Early Graduation

4770 R, Graduation Regulations

Ref: 8 NYCRR §§100.1-100.7

Matter of O'Neill, 29 EDR 297 (1990)

Revisions presented for:

1<sup>st</sup> reading – 11/12/13

## **GRADUATION REQUIREMENTS REGULATIONS**

The Board of Education reserves the right to establish requirements for graduation which exceed the minimum standards as defined by the New York State Regents. New York Code of Rules and Regulations (NYCRR) Section 100.5

In order to earn a diploma, a student must meet certain requirements in the area of credits and testing competencies. These requirements are outlined on the pages that follow.

<p><b>Regents</b></p>	<p><b>Credit:</b>  22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 Language other than English (LOTE), 2 Physical Education, 3 ½ Electives. Additionally, all students must take ½ credit of Public Speaking and complete 32 hours of community service.</p> <p><b>Assessment:</b>  5 required Regents exams with a score of 65 or better as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government.</p> <p>See <a href="http://www.p12.nysed.gov/part100/pages/1005.html#regentsdiploma">http://www.p12.nysed.gov/part100/pages/1005.html#regentsdiploma</a></p>
<p><b>Regents (through appeal)</b></p>	<p><b>Credit:</b>  22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. Additionally, all students must take ½ credit of Public Speaking and complete 32 hours of community service.</p> <p><b>Assessment:</b>  4 required Regents exams with a score of 65 or better and 1 Regents exam with a score of 62-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government.</p> <p>See <a href="http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore">http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore</a></p>
<p><b>Regents with Honors</b></p>	<p><b>Credit:</b>  22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 Language other than English (LOTE), 2 Physical Education, 3 ½ Electives. Additionally, all students must take ½ credit of Public Speaking and complete 32 hours of community service.</p> <p><b>Assessment:</b>  5 required Regents exams with a computed average score of <b>90 or better</b> as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government</p> <p>See <a href="http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors">http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</a></p>

<p><b>Regents with Advanced Designation</b></p>	<p><b>Credit:</b></p> <p>22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. Additionally, all students must take ½ credit of Public Speaking and complete 32 hours of community service.</p> <p><b>Assessment:</b></p> <p>8 required Regents exams with a score of <b>65 or better</b> as follows: 3 Math, 2 Science, ELA, Global History and Geography, US History and Government; and either a locally developed Checkpoint B LOTE examination or a 5 unit sequence in the Arts or CTE</p> <p>See <a href="http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD">http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</a></p>
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<p><b>Regents with Advanced Designation an annotation that denotes Mastery in Math</b></p>	<p><b>Credit:</b></p> <p>22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5 unit sequence Arts or CTE. These credits can be included in the 22 required in the credits. Additionally, all students must take ½ credit of Public Speaking and complete 32 hours of community service.</p> <p><b>Assessment:</b></p> <p>Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores <b>85 or better</b> on each of 3 Regents Examinations in Mathematics.</p> <p>See 100.5(b)(7)(x) <a href="http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD">http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</a></p>
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<p><b>Regents with Advanced Designation an annotation that denotes Mastery in Science</b></p>	<p><b>Credit:</b></p> <p>22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5 unit sequence Arts or CTE. These credits can be included in the 22 required in the credits. Additionally, all students must take ½ credit of Public Speaking and complete 32 hours of community service.</p> <p><b>Assessment:</b></p> <p>Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores <b>85 or better</b> on each of 3 Regents Examinations in Science</p> <p>See 100.5(b)(7)(x) <a href="http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD">http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</a></p>
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<p><b>Regents with Advanced Designation with Honors</b></p>	<p><b>Credit:</b>  22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. In addition, a student must earn an additional 2 units of credit in LOTE or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. Additionally, all students must take ½ credit of Public Speaking and complete 32 hours of community service.</p> <p><b>Assessment:</b>  8 required Regents exams with a computed average score of <b>90 or better</b> as follows: 3 Math, 2 Science, ELA, Global History and Geography, US History and Government; and either a locally developed Checkpoint B LOTE examination with a score of 65 or a 5 unit sequence in the Arts or CTE .</p> <p>See <a href="http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors">http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</a></p>
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<p><b>Local</b>  <i>Available only to students with disabilities with an individualized education program or section 504 Accommodation Plan</i></p>	<p><b>Credit:</b>  22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. Additionally, all students must take ½ credit of Public Speaking and complete 32 hours of community service.</p> <p><b>Assessment:</b></p> <p><b>Low Pass Safety Net Option:</b>  5 required Regents exams with a score of <b>55 or better</b> as follows: 1 Math, 1 Science, 1 ELA, 1 Global History and Geography, 1 US History and Government;  See <a href="http://www.p12.nysed.gov/part100/pages/1005.html#assessment">http://www.p12.nysed.gov/part100/pages/1005.html#assessment</a>  or;</p> <p><b>Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011:</b>  passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination  See <a href="http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm">http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm</a>  or</p> <p><b>Compensatory Safety Net Option:</b>  Scores between 45-54 on one or more of the five required Regents exams, other than the English Language Arts (ELA) or mathematics exam, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 must be earned on both the ELA and mathematics exams. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.</p>
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Note: the low pass (55-64) option for general education students to earn a local diploma has been phased out and students who entered high school in 2008 and thereafter no longer have access to this option. There are still students in our K-12 system that entered grade 9 in 2007 or earlier and still have access to this option.

<p><b>Local Diploma (through Appeal)</b></p>	<p><b>Credit:</b> 22 units of credit distributed as follows: 4 ELA, 4 Social Studies, 3 Science, 3 Mathematics, ½ Health, 1 Arts, 1 LOTE, 2 Physical Education, 3 ½ Electives. Additionally, all students must take ½ credit of Public Speaking and complete 32 hours of community service.</p> <p><b>Assessment:</b> 3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 62-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government</p> <p>See <a href="http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore">http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore</a></p>
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<p><b>Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Career and Technical Education Endorsement</b></p>	<p><b>Credit:</b> Completes all credit requirements as listed above for specific diploma types and completes an approved career and technical education program. Additionally, all students must take ½ credit of Public Speaking and complete 32 hours of community service.</p> <p><b>Assessment:</b> Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the technical assessment designated for the particular approved career and technical education program which the student has completed.</p> <p>See <a href="http://www.p12.nysed.gov/part100/pages/1005.html#carteched">http://www.p12.nysed.gov/part100/pages/1005.html#carteched</a></p>
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Please note that students must take Physical Education each semester. The Physical Education classes meet every-other day. Students will earn ¼ credit each semester and ½ credit each year. All students must earn a total of 2 credits.

### Non-diploma High School Exiting Credentials

Credential Type	Available to	Requirements
<p>Credential Type Career Development and Occupational Studies Commencement Credential</p>	<p>Students with disabilities other than those who are assessed using the NYS Alternate Assessment (NYSAA)</p>	<ul style="list-style-type: none"> <li>• Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile;</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Student meets criteria for a national work readiness credential</li> </ul> <p>Credential may be a supplement to a regular diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.</p> <p>See <a href="http://www.regents.nysed.gov/meetings/2013Meetings/April2013/413p12accesa1Revised.pdf">http://www.regents.nysed.gov/meetings/2013Meetings/April2013/413p12accesa1Revised.pdf</a></p>
<p>Skills and Achievement Commencement Credential</p>	<p>Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)</p>	<p>All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by a summary of the student's levels of achievement in academic and career development and occupational studies.</p> <p>See <a href="http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm">http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm</a>  <a href="http://www.p12.nysed.gov/part100/pages/1006.html">http://www.p12.nysed.gov/part100/pages/1006.html</a></p>



## STUDENT ATTENDANCE MONITORING COMPREHENSIVE ATTENDANCE POLICY

### Philosophy Statement

To be successful, students must actively participate in learning activities. To maintain academic standards, encourage progress and ensure student participation in the school experience, the Administration with the support of the Board of Education of Port Jefferson Union Free School District recognizes this attendance policy for the school district. The policy will ensure that students who receive credit for a course have attended 85% of the classes and have participated in the classroom. The policy affirms that classroom activities cannot be duplicated in an extra help session or by independent remediation. Even when specific work is made up, the valuable “time-on-task” is missed. Attendance is a critically important factor contributing to success in school.

By encouraging attendance and promptness through the policy, two essential components of self-discipline and responsibility will prepare our students for college or a career. It affirms that students will be aware that tardiness, cutting, excessive absence and/or truancy will jeopardize their successful completion of a course of instruction and/or their graduation. This value is one that society views as essential for success.

The attendance requirement for course credit shall apply to all students enrolled in Earl L. Vandermeulen High School in grades nine through twelve and middle school students in accelerated classes, except those students whose IEP (individualized educational plan) states otherwise. All other students Pre K – 8 will follow the attendance procedures set forth by NYSED Commissioner Regulations.

### Objectives

The objectives of the Comprehensive Attendance Policy are:

1. To accurately track the attendance, absence, tardiness and early departure of students to and from the school;
2. To ensure sufficient pupil attendance of classes so that pupils may achieve State mandated education standards;
3. To track student location for safety reasons and to account to parents regarding the location of children during school hours.

### Definitions

Whenever used within the Comprehensive Attendance Policy, the following terms shall mean:

1. Scheduled instruction: Every period that a pupil is scheduled to attend instructional or supervised study activities during the course of a school day during the school year.
2. Absent: The pupil is not present for at least half of the pupil’s scheduled class period instruction.
3. Tardy: The pupil arrives later than the starting time of the student’s scheduled instruction.
4. Early departure: The pupil leaves prior to the end of the pupil’s scheduled instruction.

5. Excused Absences: Any absence, tardiness, or early departure may be excused if the reason is due to illness, a death in the family, critical family illness, impassable roads due to inclement weather, religious observance, quarantine, required court appearance, attendance at a health clinic or other medical visit, approved college visit, approved cooperative work program, military obligation, or other such reason as may be approved by the principal or the Board of Education.
6. Unexcused Absences: An absence, tardiness, or early departure is considered unexcused if the reason for lack of attendance does not fall within the aforementioned categories (as noted in point 5). Family vacation, babysitting (except in the case of emergencies within a family situation), haircut, oversleeping, shopping trips, are examples of circumstances not to be considered as excused absences.

Note: It will be the determination of the Port Jefferson School District as to whether or not an absence is to be considered as excused or unexcused; the District will consider, among other things, explanatory notes written by parents or guardians setting forth the reasons for absence with the District reserving to itself the right to verify the circumstances/reasons for an absence or absences; such verification may include the authority of the District to require medical verification as to illness.

7. Unlawful detention: When a parent or guardian consents to a child being absent from school for a reason that is not excusable. This is an illegal absence.
8. Truant: A student is absent from school without parent or prior school approval. This is an illegal absence.

**PLEASE NOTE: The policy for the purpose of receiving course credit does not distinguish between an excused and unexcused absence.**

### **Strategies and Incentives**

1. Minimum Attendance for Course Credit
  - A. A student must be noted as present at 85% of a course's scheduled classes in order to earn credit for the course.
    - For purposes of minimum attendance requirements, **a student will be marked absent if the student misses more than one-half of a class**, whether through tardiness or early departure.
    - Students suspended from school instruction may not be marked as absent unless they fail to fulfill the scheduled alternative education on that day.
  - B. In order to prevent loss of credit for failure to attend, the district will take the following step.
    - The district shall notify the student and his/her parent(s) or persons in parental relation that the student is approaching the limit of absences for losing course credit for failure to attend class.

2. Parental/Guardian Notification of Absences:

The pupil's parent(s) or person in parental relation shall be notified of a pupil's absence, tardiness or early departure according to the following:

Where a pupil has not been marked as present for their homeroom and the school has not been previously notified of the absence, the district shall attempt to contact the pupil's parent(s) or person in parental relation to learn the nature of the pupil's absence and notify the parent that the pupil has not arrived at school.

3. Disciplinary Consequences

Truancy, class cuts, unauthorized tardiness or early departures are unexcused absences that will result in disciplinary sanctions as described in the District's Code of Conduct. Consequences may include, but not be limited to, out of school suspension, in-school suspension, detention, and denial of participation in interscholastic and extra-curricular activities. Parents/persons in parental relation will be notified by the designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions.

4. Intervention Strategy Development:

The Building Principal or designee shall meet each marking period with the attendance secretary and other administrators and teachers as the Principal determines necessary to review student attendance records, address identified patterns of unexcused pupil absence, tardiness and early departure, and review current intervention methods.

### **Attendance Requirements**

1. Students must attend each class a minimum or 85% of the time.

Full-year course – the minimum attendance shall be 85% or 153 days per year ( $.85 \times 180 = 153$ ); therefore, a student may be absent not more than 27 times per year per class. A student will be in violation on the 28<sup>th</sup> absence.

Half-year course – The minimum attendance shall be 85% or 77 days ( $.85 \times 90 = 76.5$  days); thus, a student may be absent no more than 13 times per semester per class. A student will be in violation on the 14<sup>th</sup> absence.

Lab science course – The minimum attendance shall be 85% or 229 periods per year ( $.85 \times 270 = 229.5$  periods); thus, a student may be absent no more than 40 times per year per lab science class. A student will be in violation on the 41<sup>st</sup> absence.

BOCES – The district reserves the right to withdraw students from vocational courses at BOCES at any time that they fail to maintain a minimum attendance rate of 85%.

All other classes (i.e. Physical Education) will follow the minimum attendance of 85%.

2. Three latenesses to a class results in one absence. Students shall be considered absent from a class if they are absent from a class for more than one-half of the class period.

3. Students attending approved alternative educational activities that include the following: field trip, music lesson, guidance appointment, suspension, assembly/class meeting, co-curricular activity, health office appointment, "pull out" program , home instruction (whether due to illness or suspension) are considered to be "in attendance" and shall not be considered absent.
4. Teachers are only required to provide make-up work for those students whose absences are excused or where said students are attending school-authorized activities such as meetings, music lessons, conferences with school personnel, field trips, out-of-district athletic trips, testing, in-school suspension and out-of-school suspension.
5. For each course, when a student reaches the maximum number of absences, the student's work will no longer be evaluated. The report card will show a CD to indicate "Credit-Denied" for all subsequent reporting periods and exams.
6. A student who does not meet the minimum attendance requirement in a course or courses will not be permitted to take class exams, tests, complete projects or papers and the like. A student eligible to take Regents exams (or RCTs), pursuant to Commissioner's Regulations, will have result(s) recorded on the student's permanent record.
7. Once a student is denied credit, he/she must attend class regularly and maintain appropriate behavior. Failure to continue to attend classes on a regular basis and maintain appropriate behavior will result in disciplinary action and may result in the student being permanently removed from the class.
8. Summer School Eligibility Requirement: Any student who fails to continue to attend classes on a regular basis will not be eligible to attend summer school. Summer school requires previous and continuous seat time.
9. The attendance requirement for course credit shall apply to all students enrolled in Earl L. Vandermeulen High School in grades nine through twelve and middle school students in accelerated classes, except those students whose IEP (individualized educational plan) states otherwise. All other students Pre K – 8 will follow the attendance procedures set forth by NYSED Commissioner Regulations. Students entering the school after the first day will have their attendance prorated. If a student enters a class after the first day, the number of days of attendance will be prorated using 85% as the minimum required.
10. The attendance record of a student making a schedule change in the same subject area will be forwarded to the new teacher. In other cases, attendance will be prorated based upon the entrance date into the new class.

### **Notification Sequence**

Students, parents, and teachers shall be notified annually, in writing, of the attendance policy and administrative regulations.

The following refers to absences in a single course; therefore, a student may very well be notified by several different teachers for different courses. The teacher, attendance secretary and/or Assistant Principal will send written notification of student absences to the student's parents at the following intervals:

Full Year Classes

Notice	# of absences	Follow up
First	7 absences	<ul style="list-style-type: none"><li>• Letter sent home to family.</li></ul>
Second	14 absences	<ul style="list-style-type: none"><li>• Letter sent home to family.</li><li>• Teacher will call home and speak with parent.</li><li>• Guidance counselors will meet with students and contact parents to discuss strategies to improve attendance.</li></ul>
Third	20 absences	<ul style="list-style-type: none"><li>• Principal or designee will arrange a meeting with family and the student to discuss attendance.</li></ul>
Fourth	28 absences	<ul style="list-style-type: none"><li>• Loss of credit. Parent has the right to appeal.</li></ul>
Fifth	35 absences	<ul style="list-style-type: none"><li>• Denial of eligibility for summer school.</li></ul>

Semester classes and Physical Education Classes

Notice	# of absences	Follow up
First	7 absences	<ul style="list-style-type: none"><li>• Letter sent home to family.</li></ul>
Second	10 absences	<ul style="list-style-type: none"><li>• Letter sent home to family.</li><li>• Teacher will call home and speak with parent.</li><li>• Guidance counselors will meet with students and contact parents to discuss strategies to improve attendance.</li></ul>
Third	12 absences	<ul style="list-style-type: none"><li>• Principal or designee will arrange a meeting with family and the student to discuss attendance.</li></ul>
Fourth	14 absences	<ul style="list-style-type: none"><li>• Loss of credit. Parent has the right to appeal.</li></ul>
Fifth	18 absences	<ul style="list-style-type: none"><li>• Denial of eligibility for summer school.</li></ul>

## Lab Science Classes

Notice	# of absences	Follow up
First	15 absences	<ul style="list-style-type: none"><li>• Letter sent home to family.</li></ul>
Second	25 absences	<ul style="list-style-type: none"><li>• Letter sent home to family.</li><li>• Teacher will call home and speak with parent.</li><li>• Guidance counselors will meet with students and contact parents to discuss strategies to improve attendance.</li></ul>
Third	35 absences	<ul style="list-style-type: none"><li>• Principal or designee will arrange a meeting with family and the student to discuss attendance.</li></ul>
Fourth	41 absences	<ul style="list-style-type: none"><li>• Loss of credit. Parent has the right to appeal.</li></ul>
Fifth	52 absences	<ul style="list-style-type: none"><li>• Denial of eligibility for summer school.</li></ul>

**Please Note:** Beginning of 3<sup>rd</sup> marking period, notification for absences will begin only when a student reaches his/her 14<sup>th</sup> absence for a full-year course (lab science classes on the 25<sup>th</sup> absence). The prime responsibility for the student's attendance in class rests squarely with the student.

### **Appeal Process**

- A student who has accumulated 28 or more absences (14 in semester and 41 in a science lab course) and has been notified of loss of course credit due to absenteeism, has the right to appeal the decision and request a hearing before the Appeals Committee. S/he must do so in writing to the Principal within 10 school days of the date of loss of credit notice. The student and parent(s) or guardian(s) may be asked to appear at this meeting with appropriate, verifiable documentation to present to the committee. The committee determines whether the student will continue as a regular student or be placed on a credit denied audit condition.
- The Appeals Committee will meet as needed because the review process is ongoing.
- The Appeals Committee is made up of two administrators, one guidance counselor, and one teacher.

*Note: To facilitate the appeals process and provide the committee with information that will allow them to make an appropriate determination, it is strongly advised that when medical circumstances are at the root of at least some absences, that parents request health care providers (physician, physician's assistant, nurse practitioner) detail the necessary medical explanations (in writing) to the extent that it allows the committee to make the most informed decision possible. Parents are again reminded that notes, even from health care providers (physician, physician's assistant, nurse practitioner) are **notes of explanation and not notes of excuse**. It remains the parent's choice as to what information is to be provided, but limited information without sufficient understanding will not aid in the review and appeal.*

*Second Note: When a student is absent from school for reasons of illness or medical necessity, a note of explanation (including health care provider documentation as appropriate) should be submitted to the attendance office within a short period of time, but in no instance more than three (3) weeks from the point of return to school. This is important. If, later, the student exceeds the course credit, absent limit and the student initiates an appeal for credit reinstatement, medical documentation not submitted in a timely manner as noted herein will not be accepted at the later date for explanation and appeal.*

### **Absence from School**

Parents should call (631) 791-4426, in the event of their child's absence or tardiness. The attendance office in the high school opens at 7:00 a.m. New York State Law requires that each student's attendance be verified daily. Any student who is absent from school must bring a note explaining the reason for his/her absence from his/her parents to their homeroom teacher or attendance secretary upon his/her return to school. As described earlier and under the circumstances noted in Attendance Requirements, point 4), a student is responsible for completing any work missed. **No student may participate or attend any school or after-school activity on a day he/she is absent from school.**

### **Lateness to School**

If a student is late to school, he/she should report to the attendance office for an admittance slip. Students who arrive late to school must bring a note of explanation from a parent, or guardian. The note should include a telephone number where the parent may be reached. Oversleeping or missing the bus is not considered a valid excuse. Three latenesses to school will result in a detention.

Detention will be assigned when a student is late. Failure to serve the detention will result in either additional days of detention or assignment to in-school suspension. Participation in extra-curricular activities or a job is not considered valid reasons for missing detention. Emergencies that are verified with a parent will be taken into consideration.

### **Lateness to Class**

Students are expected to be in their assigned class on time. Habitual lateness will result in administrative action. If students are detained, they must have a late pass from the faculty/staff member they were with.

**PLEASE NOTE:** No student may participate in any after school activity (athletics, clubs) on a day in which he/she does not attend a minimum of five periods. In addition, any student leaving school for reasons other than medical, legal, or educational/school related will not be allowed to participate in any after-school activities regardless of the time that he/she returns to school. Students leaving for medical, legal, or educational/school related reasons must bring a note from their health care professional, attorney, or educational institution and submit it to the attendance secretary, upon return, in order to be permitted to participate in any after-school activity. Students who are unable to return by the end of the school day but do so prior to the start of the after school activity may participate provided they show their "note" to the coach, advisor, etc. and then give it to the attendance secretary the subsequent day.

For the purposes of this section, students will be allowed the scheduling of a driver's test to be considered as an "educational" reason.

Cross ref: 710, Grading Systems; 5300, Code of Conduct; 5460, Child Abuse in a Domestic Setting  
Ref: Education Law §§1709; 3024; 3025; 3202; 3205-3213; 3225; 8 NYCRR §§104.1; 175.6  
Social Service Law §34-a

Revisions presented for:  
1<sup>st</sup> reading – 11/12/13



4773

**INDIVIDUALIZED EDUCATION PROGRAM DIPLOMAS**

~~The Board of Education and district staff shall comply with all federal and state requirements concerning the education of children with disabilities. All students, including those with disabilities, shall be given the greatest opportunity possible to earn a Regents or local diploma.~~

~~The Committee on Special Education (CSE) shall review the progress of all students with disabilities who will attain the age of twenty-one years prior to the end of the current school year and those students with disabilities who have received twelve years of education for whom an application for a high school individualized education program (IEP) diploma has been made. The CSE shall notify the Superintendent of Schools of those students eligible to receive an IEP diploma.~~

~~Pursuant to Section 100.6 of the Regulations of the Commissioner of Education, a student with a disability who has attained the age of twenty-one and has achieved the educational goals contained in his/her current IEP shall be awarded an IEP diploma. Upon application of a student with a disability, or the student's parent(s), an IEP diploma shall be issued if the student has attended school, or received a substantially equivalent education elsewhere, for twelve years exclusive of kindergarten, if the student has achieved the educational goals specified in the student's current IEP.~~

~~The Superintendent of Schools shall notify the Board, prior to graduation ceremonies in June, of those students eligible to receive an IEP diploma. The Board shall direct that an IEP diploma be issued to eligible students. The Superintendent shall file a report with the Commissioner of Education within fifteen days of graduation, in the form and containing such information required by the Commissioner.~~

~~Each IEP diploma shall indicate on its face that it is awarded on the basis of the student's successful achievement of the educational goals specified in the student's current IEP as recommended by the CSE.~~

~~If the student receiving an IEP diploma is less than twenty-one years of age, the diploma shall be accompanied by a written assurance of the student's continued right to attend public school until the end of the school year in which the student reaches the age of twenty-one or until the student has earned a high school diploma, whichever is earlier.~~

Cross ref: ~~4321, Programs for Students with Disabilities~~

Ref: ~~8 NYCRR §§100.6; 100.9~~

Note: ~~Policy added (replacing prior policy, Policy Manual, 5123.3)~~



**PROGRAMS FOR STUDENTS WITH DISABILITIES  
UNDER THE IDEA AND NEW YORK'S EDUCATION LAW ARTICLE 89**

The Board of Education shall make available a free appropriate public education to all students with disabilities who reside within its district and are eligible for special education and related services under the Individuals with Disabilities Education Act and Article 89 of New York's Education Law, and their implementing regulations. Special education and related services will be provided to resident eligible students with disabilities in conformity with their individualized education program (IEP) and in the least restrictive environment appropriate to meet their individual educational needs. Special education services or programs will be designed to enable a student with disabilities to be involved in and progress in the general education curriculum, to the extent appropriate to his/her needs.

The Board also shall make available special education and related services to eligible students with disabilities parentally placed in a nonpublic school located within the district, regardless of whether they are residents of the district. However, this obligation does not extend to resident students with disabilities who are placed by their parents in a nonpublic school within district boundaries because of a disagreement between the parents and the school district over the provision of a free appropriate public education. Nonpublic school students with disabilities who are not district residents but who reside within New York State will be provided programs and services in accordance with their individualized education services program (IESP). Nonpublic school students with disabilities who reside out-of-state will be provided services in accordance with their services plan (SP). (Refer to policy 4321.10, Programs and Services for Parentally-placed Nonpublic School Students with Disabilities under the IDEA and New York's Education Law Article 89 for more guidance on this topic).

In addition, to the maximum extent appropriate to their individual needs, eligible students with disabilities residing within the district and attending the district's public schools will be entitled to participate in school district academic, co-curricular and extracurricular activities available to all other students enrolled in the district's public schools. Such co-curricular and extracurricular activities may include athletics, transportation, recreational activities, school-sponsored special interest groups or clubs, and referrals to agencies that provide assistance to individuals with disabilities and the employment of students (including both employment by the school district and assistance in making outside employment available).

In providing a free appropriate public education to students with disabilities eligible under the IDEA and Article 89, the Board will afford the students and their parents the procedural safeguard rights they are entitled to under applicable law and regulations. The Board also will provide them with notice of such rights as required by law and regulation, using the form prescribed by the commissioner of education.

For purposes of this policy and others related to the provision of services to eligible students with disabilities, and consistent with applicable law and regulation, the word parent means a birth or adoptive parent, a legally appointed guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child; a person in parental relationship to the child as defined in section 3212 of the Education Law; an individual designated as a person in parental relation pursuant to title 15-A of the General Obligations Law, including an individual so designated who is acting in the place of a birth or adoptive parent (including a grandparent, stepparent, or other relative

with whom the child resides; or a surrogate parent who has been appointed in accordance with commissioner's regulations.

Eligible students with disabilities will be entitled to special education and related services until the end of the school year in which they turn 21 or until they receive a local high school or Regents diploma.

Students with disabilities may not be required to take medication as a condition for receiving a free appropriate public education.

To ensure the provision of a free appropriate public education to all eligible students with disabilities:

1. School district staff will take steps to locate, identify, evaluate and maintain information about all children with disabilities within the district, including homeless children and children who are wards of the state, and children attending nonpublic school within the district (including religious schools), who are in need of special education.

2. The district will establish a plan and practice for implementing school-wide approaches and interventions in order to remediate a student's performance prior to referral for special education services. The district will provide general education support services, instructional modifications, and/or alternative program options to address a student's performance before referring the student to the Committee on Special Education (CSE). The Child Study Team] will develop, implement and evaluate pre-referral intervention strategies (4321.2, School-wide Pre-referral Approaches and Interventions).

~~3. School district staff will refer for evaluation a student who has not made adequate progress after an appropriate period of time when provided instruction under a response to intervention program.~~

School district staff will initiate a request for evaluation of a student who has not made adequate progress after an appropriate period of time when provided instruction under a response to intervention program. In making the request the staff person will describe in writing intervention services, programs and methodologies used to remediate the student's performance prior to referral. In addition, the extent of parental contact will be described as well.

4. The Board will appoint a committee on special education (CSE), and, as appropriate, CSE subcommittees, to assure the timely identification, evaluation and placement of eligible students with disabilities.

5. The Board will arrange for special education programs and services based upon the recommendation of the CSE or CSE subcommittee.

6. The Superintendent shall establish a plan for the recruitment, hiring and retention of staff appropriately and adequately prepared to meet the needs of students with disabilities including, but not limited to, highly qualified special education teachers.

7. The Superintendent shall establish a comprehensive professional development plan designed to ensure that personnel necessary to carry out IDEA and Article 89 possess the skills and knowledge required to meet the needs of students with disabilities.

8. The Superintendent will establish a process for ensuring that district staff understand the right of students with disabilities to access and participate in the same academic, co-curricular and

extracurricular programs and activities as all other students enrolled in the district's public schools, to the maximum extent appropriate to their individual needs.

#### *Locate and Identify Students with Disabilities*

The district will conduct an annual census to locate and identify all students with disabilities who reside in the district, and establish a register of such students who are entitled to attend the public schools of the district during the next school year, including students with disabilities who are homeless or wards of the State. The census shall be conducted, and the registry maintained, in accordance with the requirements established in Commissioner's regulations.

The Superintendent will determine what other activities might be appropriate to help locate and identify students with disabilities. These may include, but are not limited to, the mailing of letters to all district residents regarding the availability of special education programs and services and their right to access such services, and/or the publication of a similar notice in school newsletters and other publications.

(Refer to policy 4321.10, Programs and Services for Parentally-placed Nonpublic School Students with Disabilities under the IDEA and New York's Education Law Article 89, for more information regarding how to locate and identify nonpublic school students with disabilities).

#### *Evaluation of Students with Disabilities*

To initially determine a student's eligibility for a free appropriate public education under the IDEA and Article 89, the district will conduct a full evaluation of the student in accordance within legally prescribed time lines. As set forth in Commissioner's regulations, the initial evaluation will include, at least, a physical examination, an individual psychological evaluation unless the school psychologist determines it unnecessary, a social history, an observation of the student in the student's learning environment to document the student's academic performance and behavior in the areas of difficulty, and other appropriate assessments or evaluations (including a functional behavioral assessment for a student whose behavior impedes his or her learning or that of others) to ascertain the physical, mental, behavioral and emotional factors that contribute to the suspected disabilities.

Once a student has been determined eligible to receive a free appropriate public education, the district will reevaluate the student with a disability whenever the student's parent requests a reevaluation, and when the district determines the educational and related services needs (including improved academic achievement and functional performance) of the child warrant a reevaluation. However, a reevaluation must take place at least once every three years, unless the student's parent and the district agree it is unnecessary.

#### *Parental Consent for Student Evaluations*

Before conducting any type of evaluation, district staff will take steps to obtain written informed consent from a student's parent, as required by applicable law and regulations. They also will keep a detailed record of those attempts and their results, including phone calls and correspondence, visits to the parent's home and any responses received.

1. If a parent refuses to give consent for an initial evaluation, or fails to respond to such a request, the parent will be given an opportunity to attend an informal conference and ask questions about the proposed evaluation. Unless the referral for evaluation is withdrawn, if the parent continues to

withhold consent, the Board will commence due process proceedings to conduct an initial evaluation without parental consent within the time lines established in Commissioner's regulations.

2. If a parent refuses to give consent for a reevaluation, or fails to respond to such a request, district staff will proceed with the reevaluation without parental consent if it has engaged in documented reasonable efforts to obtain such consent and the parent has failed to respond. If the district cannot document its efforts to obtain consent, the Board will commence due process proceedings to conduct a reevaluation without parental consent.

3. If district staff is unable to obtain consent for the initial evaluation or reevaluation of a home schooled or a parentally-placed nonpublic school student, the Board will not commence due process proceedings to conduct the evaluation without parental consent, and will consider the student as not eligible for special education.

### *Conduct of Evaluations*

In conducting evaluations of students with disabilities, the district will use a variety of assessment tools and strategies, including parent-provided information, to gather relevant functional, developmental, and academic information for determining a student's eligibility for special education and related services, and the content of the student's individualized education program or individualized education services program or services plan in the case of nonpublic school students with disabilities (including information related to enabling the student to be involved in and progress in the general education curriculum).

The district also will assess a student in all areas of suspected disability, and the assessment and other evaluation used will not be discriminatory on a racial or cultural basis. In addition, students will be assessed in the language and form most likely to yield accurate information on what the student actually knows and can do academically, developmentally, and functionally, unless it is not feasible to do so.

In the case of students suspected of having a specific learning disability, the district will follow the procedures established in commissioner's regulations.

The district will notify a student's parent of any determination that no additional data is needed and the reasons for such a determination. It will also inform the parent of his or her right to request an assessment, notwithstanding that determination.

### *Eligibility Determination*

The CSE or CSE subcommittee will determine whether a student is eligible for special education and related services under the IDEA and Article 89, as well as the student's educational needs.

The CSE or CSE subcommittee may not determine that a student is eligible for special education and related services if the determining factor is lack of appropriate instruction in the essential components of reading, including phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), and reading comprehension strategies; or lack of appropriate instruction in math; or limited English proficiency.

### *Committee on Special Education*

The members of the CSE and CSE subcommittees will include those individuals identified in applicable law and regulations, and their attendance at CSE and CSE subcommittee meetings will be required except as otherwise provided in law and regulations.

The parent of a student with disabilities is one of the mandated CSE and CSE subcommittee members and as such has a right to participate in CSE and CSE subcommittee meetings concerning the identification, evaluation, educational placement, and the provision of a free appropriate public education to their child. District staff will take steps to ensure the parent's participation, in accordance with the following:

1. CSE and CSE subcommittee meetings will be scheduled at a time and place that is mutually agreeable to the parent and the district.
2. The parent will be given at least five days notice of the time and place of a CSE or CSE subcommittee meeting, except as otherwise provided in law and regulation, along with notice of the purpose of the meeting, those who will attend (including name and title), and the parent's right to be accompanied to the meeting by person(s) the parent considers to have knowledge and special expertise about their child.
3. The parent and the district may agree to use alternative means of participation at CSE meetings, such as videoconferences or telephone conference calls.
4. District staff will take any action necessary to ensure that the parent understands the proceedings at CSE meetings, including arranging for an interpreter for deaf parents or parents whose native language is other than English.

The CSE or CSE subcommittee may meet without a student's parent only if district staff has been unable to obtain either parent's participation, and has a record of its attempts to arrange a mutually agreed upon time and place. Similarly, the CSE or CSE subcommittee may make a decision without the involvement of the student's parent only if district staff has been unable to obtain parental participation, even through the use of alternative means of participation, and has a record of its attempts to ensure parental involvement.

### *Provision of Services:*

The Board will arrange for appropriate special education and related services recommended by the CSE or CSE subcommittee within 60 school days of the district's receipt of parental consent to evaluate a student not previously identified as a student with a disability, or within 60 school days of referral for review of a student with a disability, except as otherwise provided in law and regulations.

All staff responsible for the implementation of a student's individualized education program, or an individualized education services program or services plan in the case of parentally placed nonpublic school students with disabilities, will be provided information regarding those responsibilities (Refer to policy 4321.5 for more information on this topic).

### *Parental Consent for the Provision of Services:*

The Board acknowledges that parental consent for initial evaluation does not constitute consent for placement for the provision of special education and related services. Therefore, district staff will take steps to obtain written informed consent for the initial provision of special education and related services to an eligible student. The Board will be precluded by applicable law and regulations from commencing due process proceedings to override the parent's refusal to provide such consent or override the parent's failure to respond to such a request.

### **Transition Service and Diploma/Credential Options**

In accordance with law and regulation, the Board will ensure the provision of transition services, which are a coordinated set of activities for students with disabilities that facilitates movement from school to post-school activities, which may include but are not limited to post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living or community participation. At age 15, or younger if appropriate, the student's IEP will include a statement of transition service needs and will include undertaking activities in the following areas:

- Instruction
- Related services
- Community experiences
- The development of employment and other post-school adult living objectives; and
- When appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

In developing the plan for transition services, students and parents will be made aware of the range of diploma and credential options available and the requirements associated with each option.

<u>Cross ref:</u>	1900,	Parental Involvement (Title I)
	4000,	Student Learning Objectives and District Instructional Goals
	4770,	<i>Graduation Requirements</i>
	5500,	Student Records
	6700,	Purchasing
	9700,	Staff Development

Ref: The Individuals with Disabilities Education Act (IDEA), 20 USC §§1400 *et seq.*;  
34 CFR Part 300; N.Y. Education Law Article 89, §§4401 *et seq.*; 8 NYCRR Part 200

1<sup>st</sup> reading - 2/12/08

2<sup>nd</sup> reading & adoption - 3/11/08

Revisions presented for:

1<sup>st</sup> reading – 11/12/13

6710

**PURCHASING AUTHORITY**

The Board of Education designates ~~Mark Flower~~ **Sean Leister**, Assistant Superintendent for Business, as Purchasing Agent for the school district. Under the general supervision of the Superintendent of Schools, the Purchasing Agent will be responsible for administering all purchasing activities and ensuring the quality and quantity of purchases made by the district.

All purchases shall be made through the Business Office by the Purchasing Agent or his/her designee, subject to the approval of the Superintendent.

The Purchasing Agent is authorized to issue purchase orders without prior approval of the Board when formal bidding procedures are not required by law and budget appropriations are adequate to cover such obligations.

The Purchasing Agent shall be responsible for preparing all bid specifications and a statement of general bidding conditions to be included in every notice or invitation to bid. If there are questions concerning specifications, the Purchasing Agent will consult with the requisitioner to clarify the matter so as to ensure that the appropriate goods or services are obtained.

Ref: Education Law §1709(20-a)

Note: Policy added

Revisions presented for:

1<sup>st</sup> reading: 11/9/10

2<sup>nd</sup> reading & adoption: 12/14/10

Revision presented for:

Reading & adoption: 11/12/13