

**BOARD OF EDUCATION
AGENDA**

updated

December 10, 2013

December 16, 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 November 12, 2013

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

VI. REPORTS

- A. Student Representative
- B. Superintendent of Schools
 - 2013 Advanced Placement Testing Results – *Mrs. Hull and Dr. Murphy*
 - Rollover Budget – *Mr. Leister*
- 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 ~~December 10, 2013~~ December 16, 2013 consent agenda:

- A. Personnel - resolutions numbered 1-10
- B. Finance - resolutions numbered 1-8
- C. Facilities and Operations – resolution numbered 1
- D. Education - resolution numbered 1

VIII. OLD BUSINESS

- A. Board Policy
 - 1. Board Policy 4770, Graduation Requirements – revisions presented for a second reading and adoption.

2. Board Policy 5100, Attendance Monitoring – revisions presented for a first reading.
3. Board Policy 4321, Programs for Students with Disabilities under the IDEA and New York’s Education Law Article 89 – revisions presented for a second reading and adoption.

IX. NEW BUSINESS

A. Board Policy

1. Board Policy 5410, Concussion Management – presented for a first reading
2. Board Policy 2520, Board Member Training – revision presented for a first reading and adoption
3. Board Policies presented for deletion:
 - 4322 – Programs for the Gifted and Talented
 - 4325 – Compensatory Education
 - 4350 - Multicultural/Global Education
 - 4340 – Adult Education Programs
 - 4430 – Student Schedules and Course Loads
 - 4531.2 – Senior Class Trip
 - 4720 – Testing Programs

B. Board of Education Association Memberships – review and discussion

X. PUBLIC COMMENT

XI. ADJOURNMENT

CONSENT AGENDA

~~December 10, 2013~~
December 16, 2013

A. Personnel

1. Rescission of Appointment – Guard

The Board rescinds the appointment of Geraldo Delvalle as a part-time Guard.

2. Change in Status – Teaching Assistant

The Board approves the change in status of Geri Marie Raso from .5 Teacher Aide/.5 Teaching Assistant to full time Teaching Assistant retroactive to September 3, 2013, in accordance with the negotiated agreement with the United Paraprofessionals Association of Port Jefferson.

3. Extension of Leave – Teaching Assistant

The Board approves the request of Elizabeth Cavanaugh, Teaching Assistant, for an extension of her current leave of absence to June 30, 2014, in accordance with Article XI.10 of the negotiated agreement with the United Paraprofessionals Association of Port Jefferson.

4. Leave Replacement Appointment – Teaching Assistant

The Board appoints Michele Connolly, as a Teaching Assistant, on a leave replacement basis (for Elizabeth Cavanaugh), retroactive to December 11, 2013 through June 30, 2014, in accordance with the negotiated agreement with the United Paraprofessionals Association of Port Jefferson.

5. Appointment – Co-curricular

The Board approves the following Elementary School co-curricular appointment for the 2013-2014 school year in accordance with the negotiated agreement with the Port Jefferson Teachers Association:

Art Club Advisor Richard Anderson (prorated January-June)

6. Appointment – Substitutes

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

Teacher	Kate Conard
	Scott Doumas (pending fingerprint clearance)
	Christine Makarius
	Carrie-Ann McGuirk
	Julia McLaughlin
	James Murray

Teaching Assistant

Kate Conard
Scott Doumas (pending fingerprint clearance)
Christine Makarius
Carrie-Ann McGuirk
Julia McLaughlin
Rene Sowers

7. 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 Wrestling	Douglas Lotten
Winter & Spring Track	David Okst (volunteer-unpaid)

8. Memorandum of Agreement – PJAA

The Board hereby approves and ratifies a certain Memorandum of Agreement dated December 4, 2013 between the negotiating representatives of the Port Jefferson Administrators' Association and the negotiating representatives of the Port Jefferson Union Free School District; and further, the Board authorizes the President of the Board of Education and Superintendent of Schools to prepare and execute a new collective bargaining agreement incorporating the terms of said Memorandum of Agreement.

9. Extension of Leave – Teacher

The Board approves the request of Melissa Corey, teacher of Elementary Education, for an extension of her current leave of absence to on or about March 3, 2014, in accordance with Article IX.B.9 of the negotiated agreement with the Port Jefferson Teachers Association.

10. Leave Replacement Appointment – Teacher

The Board extends the leave replacement appointment of Samantha Davidson (for Melissa Corey) from January 6, 2014 to on or about March 3, 2014.

B. Finance

1. Financial Reports

The Board approves the following financial reports:

1. Claims Audit Report - Month of October
2. Cash Flow Analysis - Month of October
3. New Budget Transfers – None
4. October Warrants & Treasurer Reports

- | <u>Fund Name</u> | <u>Warrant #</u> |
|----------------------|------------------|
| a. General Fund | 21-23 & 26-28 |
| b. School Lunch Fund | 5 |
| c. Federal Fund | 7 - 9 |
| d. Capital Fund | 2 & 3 |
| e. Trust & Agency | 2 |
| f. Payroll | 8 & 9 |
| g. Royal Fund | None |
| h. Scholarship Fund | None |
5. Trial Balance - July 2013 – October 2013
 6. Revenue Budget Status - July 2013-June 2014
 7. Appropriation Status Report - July 2013-June 2014
 8. Budget Transfers - Month of October

2. Multi-Year Service Agreement

The Board approves the Multi-Year Service Agreement with Eastern Suffolk BOCES for the lease of an additional copier/printer.

3. Acceptance of Donation

The Board gratefully accepts the donation of (22) Dell Computers from the CREATE Program through the State Education Department to be used for instructional purposes.

4. Acceptance of Scholarship Donation

The Board gratefully accepts a scholarship donation from MSG Cablevision in the amount of \$500.

5. Acceptance of Scholarship Fund Donations

The Board gratefully accepts the following donations to the Andrew Golub Scholarship Fund:

Mary J. Shurpik	\$ 27.00
Diane Toto	\$ 68.00
Teresa Messina	\$ 29.00
Teresa Messina	\$ 26.00
Valerie Guthrie	\$ 64.00
Smithtown Stitchers	\$144.00

6. Budget Increase

The Board approves the following resolution: BE IT RESOLVED, that as a result of the recent \$12,000.00 donation from the Port Jefferson Village Lacrosse Association, the Board of Education hereby increases the 2013-2014 budget in the amount of \$12,000.00 to support the continued implementation of our middle school and high school lacrosse teams.

7. Budget Increase

The Board approves the following resolution: BE IT RESOLVED, that as a result of the recent grant award from Senator LaValle, the Board of Education hereby increases the 2013-2014 budget in the amount of \$17,650 to fund participation in the STEM program at SUNY Stony Brook.

8. Budget Development Calendar

The Board approves the attached 2014-2015 Budget Development Calendar.

C. Facilities & Operations

1. Surplus Property

The Board declares the following items as surplus property; and authorizes the Assistant Superintendent for Business to dispose of same in the best interest of the district:

- (2) Portable Basketball Hoops
- (13) SMART Technologies Digital White Boards Model SB580

Serial Number:	Asset Tag:
SB580-77183	011622
159938	013775
SB580-159938	017433
193883	013047
142114	012758
193698	016562
SB580-93267	015562
SB580-92765	015560
SB580-93265	015563
126152	012759
SB580-193722	016544
125945	012760
SB580-93260	013710

D. Education

1. Committees on Special Education

The Board approves the recommendations of the Committees on Special Education for the period October 30, 2013 through November 22, 2013.

Required Action

Financial Reports Due to SED (ST-3, Forms A, FT, FB)
 Financial Statement (FS) & External Audit report submitted to SED and Comptrollers Office
 Single Audit of Federal Funds
 Reponse to External Audit Findings (Corrective Action Plan)
 Collection of Basic Education Data System (BEDS)
 Non-resident tuition and health services bills

Due Date

Anticipated Oct 1, 2013
 10/11/2013
 TBD
 90 days after receipt of FS
 10/2/2013 (distributed)
 TBD

Proposed Budget Calendar

Subject	Date
Finance Committee Reviews Budget Process & Calendar	October 1, 2013
BAC Recruitment	Oct 2013 - Nov 2013
BAC kickoff meeting	December 17, 2013
Principals, Directors, will submit	December 20, 2013
BOE Receives Rollover Budget	Dec 10, 2013 Dec 16, 2013
BAC Receives Rollover Budget	Jan 6-10, 2014
Superintendent and Assistant Superintendent for Business review Budget Draft #1	January 14, 2014
BOE review and discussion of Budget Draft #1	January 16, 2014
BAC review and discussion of Budget Draft #1	February 11, 2014
BOE review and discussion of Budget Draft #2	February 13, 2014
BAC review and discussion of Budget Draft #2	March 1, 2014
Report Levy Cap date to NYS Comptrollers Office	March 11, 2014
BOE review and discussion of Budget Draft #3	March 13, 2014
BAC review and discussion of Budget Draft #3	March 18, 2014
Public Budget Presentation Meeting	March 21, 2014
Legal notice of date, time, and place of budget hearing and budget vote. Must advertise 4 times within 7 weeks with the first legal notice publication occurring at least 45 days before the budget vote. Notice should appear in 2 general circulation newspapers.	April 8, 2014
Board receives FINAL Budget Draft	April 8, 2014
Board's final review and adoption of proposed budget	TBD
District wide Budget Informational Meeting - Administration 7:30 pm	TBD
Board votes on BOCES board candidates and BOCES administrative budget	April 9, 2014
Popular Budget to Printer	April 9, 2014
Property Tax Report Card must be submitted to SED by the end of the next business day following the adoption of the budget but no later than 24 days prior to the budget vote.	April 9, 2014
Salary Disclosure submitted to S.E.D	April 9, 2014
Property Tax Report Card Submitted to local newspapers	May 1, 2014
Budget statement and required attachments must be made available upon request at each school building at least 7 business days before the budget hearing and at least 14 days before the budget vote.	May 7, 2014
Latest date for Popular Budget (Brochure) to be mailed home to residents	May 13, 2014
Board Budget Hearing 7:30 p.m.	May 14, 2014
Budget Notice to be Mailed	May 20, 2014
BUDGET VOTE	

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:

1st reading – 11/12/13

2nd reading & adoption – ~~12/10/13~~ 12/16/13

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.

MINIMUM CREDIT REQUIREMENTS FOR GRADUATION

Required Core Subjects	Regents Diploma	Advanced Designation on Regents Diploma
English	4 Credits	4 Credits
Social Studies	4 Credits	4 Credits
Mathematics	3 Credits	3 Credits
Science +	3 Credits	3 Credits
Second Language	1 Credit	3 Credits
Art and/or Music	1 Credit	1 Credit
Health	.5 Credit	.5 Credit
ELVHS Requirements	.5 cr. Public Speaking	.5 cr. Public Speaking
Physical Education *	2 Credits	2 Credits
Electives	3.5 Credits	1.5 Credits
TOTAL	22.5 Credits	22.5 Credits

+ Of the three required science credits, one credit must be from the Living Environment core and one credit must be from the Physical Setting core.

* All students must take Physical Education each semester. Each year the student will earn one-half credit (one-quarter of a credit each semester). The student must earn the equivalent of 2 credits by graduation.

All students are required to have completed one credit in LOTE (Languages Other Than English). This credit may be earned in high school or middle school.

Community Service Requirement:

- In addition to credit requirements, students must also satisfy minimum testing assessments AND complete 32 hours of community service.

TESTING REQUIREMENTS FOR GRADUATION

Regents Diploma (5 Exams)	Advanced Designation on Regents Diploma (9 Exams)	Advanced Designation with Honors (9 Exams)
English 11 Regents	English 11 Regents	English 11 Regents
Integrated Algebra Regents	Integrated Algebra, Geometry, and Algebra 2/Trigonometry	Integrated Algebra, Geometry, and Algebra 2/Trigonometry
Global History & Geography Regents	Global History & Geography Regents	Global History & Geography Regents
U. S. History & Government Regents	U.S. History & Government Regents	U.S. History & Government Regents
Living Environment Regents	Physical Setting Regents and Living Environment Regents	Physical Setting Regents and Living Environment Regents
LOTE Check Point A Credit (Proficiency Exam)	**LOTE Check Point B (Regents Exam)	**LOTE Check Point B (Regents Exam)
A student must pass all Regents examinations with a minimum grade of 65%.	A student must pass all Regents examinations with a minimum grade of 65%.	A student must pass all Regents examinations with a minimum grade of 65%. A student must achieve an average of 90% or better on his/her Regents examinations in order to receive a diploma with Honors distinction.
	Mastery in Mathematics and/or Science on Regents Diploma with Advanced Designation: The graduating class of 2013 and thereafter who complete all coursework and testing requirements for the Regents diploma with advanced designation in mathematics and/or science, and who pass, with a score of 85 or better, three commencement level Regents examinations in mathematics and /or three commencement level Regents examinations in science will earn a Regents diploma with advanced designation, with an annotation on the diploma that denotes mastery in mathematics and/or science.	

****Students may substitute five credits of Art or Music or a combination; or students can earn 5 credits in Technology Education, which must include a two-year BOCES sequence. However, students who use this substitution option must still earn at least one credit in a language other than English (LOTE).**

Local Diploma:

- Special Education students who score 55-64 on any required Regents examinations may earn a local diploma.
- Special Education students entering grade 9 prior to 2011-12 who fail one or more Regents examinations and who pass the corresponding Regents Competency Tests (RCT) will receive a local diploma.

<p>Regents</p>	<p>Credit: 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>Assessment: 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 http://www.p12.nysed.gov/part100/pages/1005.html#regentsdiploma</p>
<p>Regents (through appeal)</p>	<p>Credit: 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>Assessment: 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 http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore</p>
<p>Regents with Honors</p>	<p>Credit: 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>Assessment: 5 required Regents exams with a computed average score of 90 or better as follows: 1 Math, 1 Science, ELA, Global History and Geography, US History and Government</p> <p>See http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</p>

<p>Regents with Advanced Designation</p>	<p>Credit: 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>Assessment: 8 required Regents exams with a score of 65 or better 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 http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</p>
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<p>Regents with Advanced Designation an annotation that denotes Mastery in Math</p>	<p>Credit: 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>Assessment: Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Mathematics.</p> <p>See 100.5(b)(7)(x) http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</p>
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<p>Regents with Advanced Designation an annotation that denotes Mastery in Science</p>	<p>Credit: 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>Assessment: Meets all assessment requirements for the Regents with Advanced Designation (see above) and, in addition, scores 85 or better on each of 3 Regents Examinations in Science</p> <p>See 100.5(b)(7)(x) http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</p>
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<p>Regents with Advanced Designation with Honors</p>	<p>Credit: 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>Assessment: 8 required Regents exams with a computed average score of 90 or better 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 http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</p>
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<p>Local <i>Available only to students with disabilities with an individualized education program or section 504 Accommodation Plan</i></p>	<p>Credit: 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>Assessment:</p> <p>Low Pass Safety Net Option: 5 required Regents exams with a score of 55 or better as follows: 1 Math, 1 Science, 1 ELA, 1 Global History and Geography, 1 US History and Government; See http://www.p12.nysed.gov/part100/pages/1005.html#assessment or;</p> <p>Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011: passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination See http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm or</p> <p>Compensatory Safety Net Option: 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>Local Diploma (through Appeal)</p>	<p>Credit: 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>Assessment: 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 http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore</p>
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<p>Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Career and Technical Education Endorsement</p>	<p>Credit: 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>Assessment: 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 http://www.p12.nysed.gov/part100/pages/1005.html#carteched</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"> • 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; <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Student meets criteria for a national work readiness credential <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 http://www.regents.nysed.gov/meetings/2013Meetings/April2013/413p12accesa1Revised.pdf</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 http://www.p12.nysed.gov/specialed/publications/SACCMemo.htm http://www.p12.nysed.gov/part100/pages/1006.html</p>

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.

The Board of Education shall annually review building-level student attendance records, and if such records show a decline in student attendance, the Board may revise this Comprehensive Attendance Policy and make any revisions to the District plan is deems necessary to improve student attendance.

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.

Dissemination of Comprehensive Attendance Policy

The Comprehensive Attendance Policy will be distributed to each teacher at the beginning of every school year. All families will receive an abbreviated version of the Comprehensive Attendance Policy before the beginning of each school year. The abbreviated version will reference the location where the entire policy can be located on the school website.

Attendance Data Collection Process

Teachers will take attendance at the beginning of each period. Attendance will be recorded on PowerSchool and parents will have access to view the attendance history on the parent portal. At the conclusion of each day, the secretary responsible for attendance will review the absences and the nature of the absence will be recorded. If additional information is received, the secretary responsible for attendance will make corrections to the student's record. The principal or designee will periodically review attendance data to identify patterns or trends in student's absences.

Attendance Codes

The following codes will be used to identify student's absence from class:

Code	Description	Code	Description
Athletics	Athletics	ISS	In school suspension
BOCES	BOCES	LES	Lessons
CRT	Court appearance	NUR	Nurse
DEA	Death or illness in family	OSS	Out of school suspension
ELTC	Excused late to class	REG	Religious
ETD	Excused tardy to school	SACT	School activity
EX	Excused entire day	SupportSvc	Support Services
FT	Field Trip	UNX	Unexcused
GUID	Guidance	UNXSH	Unexcused from study hall
HT	Home teaching	UTDY	Unexcused tardy to school
ILL	Illness		

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, 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. In addition, the principal or designee will contact local Child Protective Service (CPS) if it is suspected that the child is being educationally neglected. The principal or designee will provide CPS with information necessary to initiate a report.

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.

5. Incentive

Students that are in attendance at a minimum of 98% will be provided with a certificate from the school at the end of the school year acknowledging their exemplary attendance.

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 28th 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 14th 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 41st 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. With the possible exception of absences intended by the student as a means of gaining an unfair academic advantage, every effort will be made to provide students with the opportunity and assistance to make up all work missed as a result of absence from class.
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"> • Letter sent home to family. • Teacher will call home and speak with parent.
Second	14 absences	<ul style="list-style-type: none"> • Letter sent home to family. • Guidance counselors will meet with students and contact parents to discuss strategies to improve attendance.
Third	20 absences	<ul style="list-style-type: none"> • Principal or designee will arrange a meeting with family and the student to discuss attendance.
Fourth	28 absences	<ul style="list-style-type: none"> • Loss of credit. Parent has the right to appeal.
Fifth	35 absences	<ul style="list-style-type: none"> • Denial of eligibility for summer school.

Semester classes and Physical Education Classes

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

Lab Science Classes

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

Please Note: Beginning of 3rd marking period, notification for absences will begin only when a student reaches his/her 14th absence for a full-year course (lab science classes on the 25th 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:

4710, 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

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**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.

Cross ref: 1900, Parental Involvement (Title I)
 4000, Student Learning Objectives and District Instructional Goals
 4770, *Graduation Requirements*
 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

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CONCUSSION MANAGEMENT

The Board of Education of the Port Jefferson School District recognizes that concussions and head injuries are a commonly reported injury in children and adolescents who participate in sports and recreational activities. Therefore, the District adopts the following policy and guidelines to assist in the proper evaluation and management of head injuries.

A concussion is a mild traumatic brain injury. Concussions occurs when normal brain functioning is disrupted by a blow or jolt to the head. Recovery from concussion will vary depending on the severity, age and gender. Avoiding re-injury and over-exertion until fully recovered are the cornerstones of proper concussion management.

Any student demonstrating signs, symptoms or behaviors consistent with a mild traumatic brain injury (concussion) while participating in a school-sponsored class, extracurricular activity or interscholastic athletic activity shall be immediately removed from the game or activity and be evaluated as soon as possible by an appropriate health care professional. The District should notify the student's parents or guardian and recommend appropriate monitoring to parents and guardians. The student shall not resume athletic activity until the student has been symptom free at rest for not less than twenty-four (24) hours, and has been evaluated by and received written and signed authorization from a licensed physician; and for extra class athletic activities (those sessions organized for instruction and practice in skills, attitudes and knowledge through participation in individual, group and team activities organized on an intramural, extramural or interschool athletic basis to supplement regular physical education class instruction), has received clearance from the District's chief medical officer to participate in such activity.

Any student who continues to have signs or symptoms upon return to activity must be immediately removed from play and reevaluated by a licensed physician.

Education

Concussion education should be provided for all administrators, teachers, coaches, school nurses, athletic trainers and guidance counselors on a biennial basis, relating to recognizing the symptoms of mild traumatic brain injuries and monitoring and seeking proper medical treatment for pupils who suffer mild traumatic brain injuries. Components of such course shall include, but not be limited to: (i) the definition of a mild traumatic brain injury (concussion); (ii) signs and symptoms of mild traumatic brain injuries; (iii) how mild traumatic brain injuries may occur; (iv) practices regarding prevention; and (v) guidelines for the return to school and school activities of a pupil who has suffered a mild traumatic brain injury, regardless of whether such injury occurred outside of school. Education of parents should be accomplished through preseason meetings for sports and/or information sheets provided to parents/guardians and posted on the school website. Such education should include, but not be limited to (i) the definition of a mild traumatic brain injury (concussion); (ii) signs and symptoms of mild traumatic brain injuries; (iii) how mild traumatic brain injuries may occur; and (iv) department guidelines for return to school and school activities of a pupil who has suffered a mild traumatic brain injury, regardless of whether such injury occurred outside of school.

Concussion Management Team

The District will assemble a concussion management team (CMT). The CMT will consist of the Athletic Director, school nurse, a guidance counselor, athletic trainer and/ or the school physician. The District's CMT should coordinate training for all administrators, teachers, coaches and parents. Training will be mandatory for all District coaches prior to each season. In addition, information related to concussions should also be included in parent meetings and/or in information provided to parents at the beginning of the sports season. Parents need to be aware of the school district's policy and how these injuries will be managed by school officials.

Training should include: signs and symptoms of concussions, post-concussion and second impact syndromes, return to play and school protocols and available area resources for concussion management and treatment. Particular emphasis should be placed on the fact that no athlete will be allowed to return to play the day of the injury and also that all athletes will obtain appropriate medical clearance prior to returning to play or school. The CMT will act as a liaison for any student returning to school/or play following a concussion. The CMT will review and/or design and appropriate plan for the student while the student is recovering.

Concussion Management Protocol

Return to Athletic Participation (Return to Play)

The District shall require the immediate removal from athletic activities of any pupil who has sustained, or who is believed to have sustained, a mild traumatic brain injury (concussion). In the event that there is any doubt as to whether a pupil has sustained a mild traumatic brain injury (concussion), it shall be presumed that the pupil has been so injured until proven otherwise. Return to athletic participation following a concussion involves a stepwise progression once the individual is symptom free. There are many risks to premature return to play including: a greater risk for second concussion because of a lower concussion threshold, second impact syndrome (abnormal brain blood flow that can result in death), exacerbation of any current symptoms, and possibly increased risk for additional injury due to alteration in balance. Accordingly, no such pupil shall resume athletic activity until the pupil has been symptom free at rest for not less than twenty-four (24) hours, and has been evaluated by and received written and signed authorization from a licensed physician; and for extra class athletic activities, has received clearance from the District's chief medical officer to participate in such activity. If the district has concerns or questions about a student's licensed physician's orders, the district's chief medical officer will contact the student's physician to discuss and clarify. Such authorization and clearance shall be kept on file in the student's permanent health record. Once a student is symptom free at rest and has a signed release by the chief school medical officer, she/he may begin the return to play progression below (provided there are no other mitigating circumstances).

- *Stage 1: Low impact, light aerobic activity (walking, biking, etc.)*
- *Stage 2: High impact, moderate aerobic activity*
- *Stage 3: Sport-specific aerobic activity (running, sprinting, swimming, etc.)*
- *Stage 4: Non-contact practice (sport-specific activities)*
- *Stage 5: Full contact practice*
- *Stage 6: Return to play*

Students should be monitored by district staff daily following each progressive challenge, physical or cognitive, for any return of signs and symptoms of concussion. Staff members should report any observed return of signs and symptoms to the school nurse, certified athletic trainer, or administration. A student should only move to the next level of activity if they remain symptom free at the current level. Return to activity should occur with the introduction of one new activity every twenty-four (24) hours. If any post-concussion symptoms return, the student should drop back to the previous level of activity, then re-attempt the new activity after another twenty-four (24) hours have passed. A more gradual progression should be considered based on individual circumstances and a private medical provider's or other specialist's orders and recommendations. *Athletes may be required to complete more than one day at each step. Athletes will proceed through full rehabilitation protocol once they are asymptomatic at rest and with provocative exercise. If the athlete remains asymptomatic throughout all levels of testing, he/she may return to play. Return to play testing requirements may vary based on the sport or activity.*

¹ School District CMT's can utilize the NYSPHSAA website as well as www.keepyourheadinthegame.org for information related to the signs and symptoms of concussions and the appropriate return to play protocols. Support materials including an approved *Concussion Management Checklist* are available on the NYSPHSAA website at www.nysphsaa.org/.

Presented for:

1st reading - ~~12/10/13~~ 12/16/13

BOARD MEMBER TRAINING

Members of the Board of Education elected or appointed for a term beginning on or after July 1, 2005, shall, within the first year of their term, complete a minimum of six hours of training on the fiscal oversight, accountability and fiduciary responsibilities of a school board member. ~~Such training may be offered as part of a general course of training for the purpose of educating Board members on their powers, functions and duties.~~

Additionally, Board members elected or appointed for a first term beginning on or after July 1, 2011, shall, within the first year of his or her term, complete a training course to acquaint him or her with the powers, functions and duties of boards of education, as well as the powers and duties of other governing and administrative authorities affecting public education.

These mandatory trainings may be taken together as a single course or separately.

Each member shall demonstrate compliance with this requirement by filing with the District Clerk a certificate of completion of such course issued by the provider. Actual and necessary expenses incurred in complying with this requirement shall be a charge against the school district.

Cross-ref: 2510, New Board Member Orientation
2521, School Board Conferences, Conventions, and Workshops

Ref: Education Law §2102-1

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