

SACHEM CENTRAL SCHOOL DISTRICT
51 SCHOOL STREET, LAKE RONKONKOMA, NY 11779
REGULAR MEETING AGENDA

May 2, 2018

7:30 PM

Board of Education Room

The Board of Education welcomes all who are attending this meeting.

I. OPENING OF MEETING

1. **Roll Call**
2. **Call to Order**
3. **Salute to the Flag**
4. **Moment of Silence**
5. **WE ARE SACHEM - Pride/Presentations**
 - Superintendent's Report
 - Budget Hearing
 - Community Service Highlights – Seneca
 - Athletic Recognitions – Sachem East Girls Cross Country, Winter Track and Sachem North Cheerleading

II. VISITORS - (EACH VISITOR WILL BE LIMITED TO 3 MINUTES)

Upon the recommendation of the Superintendent of Schools, the Board of Education welcomes visitors who wish to address the Board on matters relating to this agenda.

If you wish to speak, please fill out a card (located on the table in the rear of the room) and turn in to the table in the front of the room adjacent to the Board of Education. The President of the Board will call speakers to the floor.

BUSINESS ITEMS

III. BUSINESS ITEM 3.A.1.

A. Bid Award

3.A.1. Bid Award

Certain supplies, materials, and equipment to be used in various school units have been advertised for bid and/or requests for proposal (RFP) in accordance with Section 103 of General Municipal Law. Bids/RFP's are utilized to establish firm prices for a variety of items/services that may be required by the District during the school year. There is no guarantee that the District will require any/all of the

items requested on bids/RFP’s. Actual usage will be on an “as needed” basis and may vary. Bids/RFPs have been evaluated by the staff and recommendations for action are ready to be made.

The bid/RFP awards presented for action are:

<u>RFP/Bid Number & Title</u>	<u>Action Required</u>
a. B 18-503 Utility Mark-Out Services	Approve
b. B 18-509 Window Air Conditioner Units	Approve
c. B 18-310 Automotive Springs and Spring Parts	Reject
d. B 18-506 Kitchen Hood Fire Suppression Systems Inspection, Service & Repairs	Approve
e. B 18-508 Fire Sprinkler Systems – Annual Testing & Service	Approve
f. B 18-558 Drainage Grates, Covers & Curb Inlets	Reject
g. B 18-516 Lawn Sprinkler System Parts	Approve
h. B 18-519 Utility Trailer Parts	Approve
i. B 18-4A Assistive Technology for Hearing & Vision – REBID	Approve
j. B 18-512 Swimming Pool Chemicals & Supplies	Approve
k. B 18-404 Athletic Team Uniforms	Approve
l. 2018-18 Capital Improvement Program—Contract 2 – Interior Reconstruction REBID	Approve

PERSONNEL ITEMS

IV. CONSENT AGENDA FOR PERSONNEL ITEMS 4.A.1. THROUGH 4.C.6.

A. Teachers

4.A.1. Termination of Teaching Personnel

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approve the termination of teaching personnel as follows”:

<u>Name</u>	<u>Grade/Subject</u>	<u>School</u>	<u>Dates</u>
Richardson, Barbara*	Hearing	Merrimac	4/13/18
*Deceased	Impaired		

4.A.2. Resignation of Teaching Personnel

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approve the resignation of teaching personnel as follows”:

<u>Name</u>	<u>Grade/Subject</u>	<u>School</u>	<u>Reason</u>	<u>Dates</u>
Genova, Jennifer	Math	East	Personal	7/1/18

4.A.3. Approval of Substitute Teachers

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approve the substitute teacher list as follows”:

<u>Name</u>
Sarfati, Brooke

B. Teacher Assistants

4.B.1. Retirement of Teaching Assistants

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approve the retirement of teacher assistants as follows”:

<u>Name</u>	<u>Grade/Subject</u>	<u>School</u>	<u>Dates</u>
Fishon, Barbara	Special Education Teaching Assistant	Sachem High School East	7/1/18

4.B.2. Probationary Appointments of Teaching Assistants

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approve the appointment of probationary teacher assistants as follows”:

<u>Name</u>	<u>Tenure Area</u>	<u>School</u>	<u>Step</u>	<u>Dates</u>
Alfano, Christina	Special Education Teacher Assistant	Tamarac	1-3	5/3/18- 5/2/2022

4.B.3. Appointment of Leave Replacement Teaching Assistants

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approve the appointment of leave replacement teacher assistants as follows”:

<u>Name</u>	<u>Tenure Area</u>	<u>School</u>	<u>Step</u>	<u>Dates</u>
Gonzalez, Justine	Special Education	Wenonah	1-2	4/25/18-6/30/18
Hausske, Ronald	Special Education	Waverly	1-3	4/25/18-6/30/18
	Teaching Assistant			

C. Support Staff

4.C.1. Resignation of Support Services Personnel (All Civil Service Classifications)

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approve the resignation of support services personnel (all Civil Service classifications) as follows”:

<u>Name</u>	<u>Position & Assignment</u>	<u>Service Ends</u>
Gonzalez, Justine	Special Ed Aide/ Wenonah	4/24/18
Lehmann, Barbara	Special Ed Aide/ Nokomis	5/2/18
Nolan, Jennifer	Special Ed Aide/North	3/29/18
Reilly, Debra	Special Ed Aide/ Waverly	5/4/18

4.C.2. Return from a Leave of Absence of Support Services Personnel

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approve the return from a leave of absence of support services personnel as follows”:

<u>Name</u>	<u>Position & Assignment</u>	<u>Reason</u>	<u>Dates</u>
Sardone, Joan	Special Ed Aide/Merrimac	Personal	5/3/18

4.C.3. Resignation/Termination of Substitute Support Services Personnel (Exempt, Labor and Non-Competitive)

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approve the resignation/termination of substitute support services personnel (exempt, labor and non-competitive) as follows”:

<u>Name</u>	<u>Service Ends</u>
<u>Custodian</u> Delaney, Ian *	5/3/18

Terminated*

4.C.4. Probationary Appointments of Support Services Personnel (Competitive)

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approve the probationary appointments of support services personnel (competitive) as follows”:

<u>Name</u>	<u>Position & Assignment</u>	<u>Base Salary</u>	<u>Service Begins</u>	<u>Probationary Appointment</u>
Lehmann, Barbara	Cont. Clerk Typist/ Seneca	\$47, 864	5/3/18	26 weeks 5/3/18 to 11/1/18

4.C.5. Appointment of Support Services Personnel (Exempt, Labor and Non-Competitive)

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approve the probationary appointment of support services personnel (exempt, labor and non-competitive) as follows”:

<u>Name</u>	<u>Position & Assignment</u>	<u>Base Salary</u>	<u>Service Begins</u>	<u>Probationary Appointment</u>
Goode, Torri	Recreation Aide/ Child Care	\$11.00/hr.	5/3/18	None
Riha, Erin	Recreation Aide/ Child Care	\$11.00/hr.	5/3/18	None
Sampayo, Damaris M.	Special Ed Aide/Nokomis	\$11.98/hr.	5/3/18	None
Sweeney, Dolores	Special Ed Aide/ Tamarac	\$11.98/hr.	4/25/18	None

4.C.6. Appointment of Substitute Support Services Personnel (Exempt, Labor and Non-Competitive)

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approve the substitute support services personnel (exempt, labor and non-competitive) as follows”:

<u>Name</u>	<u>Service Begins</u>
<u>Hall Monitor</u>	
Hudson, Marcel	5/3/18
 <u>Security Guard</u>	
Hope, Daniel	5/3/18
Rachut, John	5/3/18
Roond, Saul	5/3/18

V. ACTION ITEMS

1. Consent Agenda for Action Items 5.1.1. through 5.1.13.

5.1.1. Approval of Agreement with J.J. Stanis and Company, Inc. Third Party Administrative Services Long Term Disability 2018-19

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approves J.J. Stanis and Company, Inc. for third party administrative services for the self-insured employee long term disability benefit plan. Sachem CSD shall pay an administrative service fee in the amount of fifty dollars (\$50.00) per claim per month. Each claim will be included in the calculation of the amount of the monthly administrative service fee from the date J.J. Stanis receives notice until the claim is closed. Cost of the medical review (Inetico) will be billed as needed at \$140.00 per hour. The term of this agreement shall be from July 1, 2018 through June 30, 2019. This agreement may be renewed for one (1) additional year.”

5.1.2. Approval of Special Education Services Agreement with South Huntington Union Free School District 2017-18

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approves the agreement between Sachem Central School District and South Huntington Union Free School District to provide special education services to parentally-placed students with disabilities, when such students attend non-public schools in South Huntington UFSD, but reside in Sachem CSD. South Huntington UFSD shall be entitled to bill Sachem CSD in accordance with Education Law Section 3602-c and the Regulations of the Commissioner of Education. The term of this agreement shall

be from July 1, 2017 through June 30, 2018. This agreement has been reviewed and approved by the school district's attorney."

5.1.3. Approval of Health and Welfare Services Agreement with Bay Shore Union Free School District 2017-18

RECOMMENDED ACTION: "that, upon the recommendation of the Superintendent of Schools, the Board of Education approves the agreement between Sachem Central School District and Bay Shore Union Free School District to provide health and welfare services to students who reside in Sachem CSD attending non-public schools in Bay Shore UFSD. The rate for this service is \$817.81 per eligible student. The term of this agreement shall be from July 1, 2017 through June 30, 2018. This agreement has been reviewed and approved by the school district's attorney."

5.1.4. Approval of Health and Welfare Services Agreement with South Huntington Union Free School District 2017-18

RECOMMENDED ACTION: "that, upon the recommendation of the Superintendent of Schools, the Board of Education approves the agreement between Sachem Central School District and South Huntington Union Free School District to provide health and welfare services to students who reside in Sachem CSD attending non-public schools in South Huntington UFSD. The rate for this service is \$817.22 per eligible student. The term of this agreement shall be from July 1, 2017 through June 30, 2018. This agreement has been reviewed and approved by the school district's attorney."

5.1.5. Approval of Health and Welfare Services Agreement with Rockville Centre Union Free School District 2017-18

RECOMMENDED ACTION: "that, upon the recommendation of the Superintendent of Schools, the Board of Education approves the agreement between Sachem Central School District and Rockville Centre Union Free School District to provide health and welfare services to students who reside in Sachem CSD attending non-public schools in Rockville Centre UFSD. The rate for this service is \$1,295.81 per eligible student. The term of this agreement shall be from July 1, 2017 through June 30, 2018. This agreement has been reviewed and approved by the school district's attorney."

5.1.6. Approval of Health and Welfare Services Agreement with Deer Park Union Free School District 2017-18

RECOMMENDED ACTION: "that, upon the recommendation of the Superintendent of Schools, the Board of Education approves the agreement between Sachem Central School District and Deer Park Union Free School District to provide health and welfare services to students who reside in Sachem CSD attending non-public schools in Deer Park UFSD. The rate for this service is \$951.14 per eligible student. The term of this agreement shall be from September

1, 2017 through June 30, 2018. This agreement has been reviewed and approved by the school district's attorney.”

5.1.7. Approval of Health and Welfare Services Agreement with Half Hollow Hills Central School District 2017-18

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approves the agreement between Sachem Central School District and Half Hollow Hills Central School District to provide health and welfare services to students who reside in Sachem CSD attending non-public schools in Half Hollow Hills CSD. The rate for this service is \$984.19 per eligible student. The term of this agreement shall be from July 1, 2017 through June 30, 2018. This agreement has been reviewed and approved by the school district's attorney.”

5.1.8. Approval of Health and Welfare Services Agreement with Syosset Central School District 2017-18

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approves the agreement between Sachem Central School District and Syosset Central School District to provide health and welfare services to students who reside in Sachem CSD attending non-public schools in Syosset CSD. The rate for this service is \$927.57 per eligible student. The term of this agreement shall be from July 1, 2017 through June 30, 2018. This agreement has been reviewed and approved by the school district's attorney.”

5.1.9. Approval of Health and Welfare Services Agreement with Commack Union Free School District 2017-18

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approves the agreement between Sachem Central School District and Commack Union Free School District to provide health and welfare services to students who reside in Sachem CSD attending non-public schools in Commack UFSD. The rate for this service is \$1,211.60 per eligible student. The term of this agreement shall be from July 1, 2017 through June 30, 2018. This agreement has been reviewed and approved by the school district's attorney.”

5.1.10. Approval of Health and Welfare Services Agreement with Three Village Central School District 2017-18

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education approves the agreement between Sachem Central School District and Three Village Central School District to provide health and welfare services to students who reside in Sachem CSD attending non-public schools in Three Village CSD. The rate for this service is \$1,189.80 per eligible student. The term of this agreement shall be from

September 5, 2017 through June 22, 2018. This agreement has been reviewed and approved by the school district's attorney."

5.1.11. Approval of Instructional Service Agreement for the Extended School Year Program with Middle Country Central School District 2018

RECOMMENDED ACTION: "that, upon the recommendation of the Superintendent of Schools, the Board of Education approves the agreement between Sachem Central School District and Middle Country Central School District for Extended School Year Program to students who reside outside the Sachem CSD and would like to attend Sachem Special Education Summer School at Wenonah Elementary School. The cost for the Instructional program is based on SED/OMS Certified 2018-2019 Tuition Rate per student and for related services the cost is based on SED/OMS 2018-2019 Regional Weighted Average per diem rate for 1:1 Aide (as per student's IEP). These agreements shall be in effect for the period July 1, 2018 to August 30, 2018. These agreements have been reviewed and approved by the school district's attorney."

5.1.12. Approval of Amendment to the Agreement with Diana Kolhoff 2017-18

RECOMMENDED ACTION: "that, upon the recommendation of the Superintendent of Schools, the Board of Education approves the amendment to the agreement between Sachem Central School District and Diana Kolhoff. The payment schedule shall be amended and replaced with the following:

The School District agrees to pay consultant at the rate of \$900.00 per day, hours may vary, services not to exceed thirty-five (35) days total.

All other terms and conditions remain the same. This amendment has been reviewed and approved by the school district's attorney."

5.1.13. Approval of Agreement with Kevin Alter 2018

RECOMMENDED ACTION: "that, upon the recommendation of the Superintendent of Schools, the Board of Education approves the agreement between Sachem Central School District and Kevin Alter to provide the School District with the following services on dates to be mutually agreed upon:

- Presentation at Sachem North concerning drug prevention \$4,000
- Presentation at Sachem East concerning drug prevention \$4,000
- Presentation to parents of students concerning drug prevention \$1,000

This agreement shall be in effect from April 1, 2018 to June 30, 2018. This agreement has been reviewed and approved by the school district's attorney."

2. SEQRA

5.2.1. Approval of SEQRA Resolution Capital Improvement Projects

RECOMMENDED ACTION: that, upon the recommendation of the Superintendent of Schools, the Board of Education approve the following SEQRA resolution:”

WHEREAS, the Board of Education of the Sachem Central School District desires to embark upon the following capital improvement projects: partial roof replacement at Waverly Elementary School; replacement of Fuel tanks at the transportation garage; replacement of pool pumps and chlorination system at Sachem North High School (the “Projects”); and

WHEREAS, said capital improvements are subject to classification under the State Environmental Quality Review Act (SEQRA); and

WHEREAS, maintenance or repair involving no substantial changes in an existing structure or facility are classified as Type II Actions under the current Department of Environmental Conservation SEQR Regulations (Section 6 NYCRR 617.5 (c)(2)); and

WHEREAS, replacement, rehabilitation or reconstruction of a structure or a facility, in kind, on the same site, including upgrading buildings to meet building or fire codes, unless such action meets or exceeds any of the thresholds in section 617.4 are classified as Type II Actions under the current Department of Environmental Conservation SEQR Regulations (Section 6 NYCRR 617.5 (c)(2)); and

WHEREAS, routine activities such as renovations to, or expansions of existing public school facilities by less than 10,000 square feet are classified as Type II Actions under the current Department of Environmental Conservation SEQR Regulations (Section 6 NYCRR 617.5(c)(8)); and

WHEREAS, the SEQR Regulations declare Type II Actions to be actions that have no significant impact on the environment and require no further review under SEQR; and

WHEREAS, the Board of Education, as the only involved agency, has examined all information related to the capital improvement projects and has determined that the Projects are classified as Type II Actions pursuant to Section 617.5(c)(1),(2) and (8) of the SEQR Regulations;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby declares itself lead agency in connection with the requirements of the State Environmental Quality Review Act; and

BE IT FURTHER RESOLVED, that the Board of Education hereby declares that the Projects are Type II Actions, which require no further review under SEQR; and

BE IT FURTHER RESOLVED, that the Board of Education hereby shall forward an official copy of this Resolution to the New York State Education Department together with a copy of the correspondence from the New York State Office of Parks, Recreation and Historic Preservation in connection with its

request for approval of the listed project from the New York State Education Department.

3. Transfers

5.3.1. Approval of Budget Transfers \$50,000 or Greater

RECOMMENDED ACTION: "that, upon the recommendation of the Superintendent of Schools, the Board of Education approves budget transfers of \$50,000 or greater:"

- Transfers totaling \$643,589.70 to allocate funds to replenish custodial sub and overtime payroll codes, purchase of cafeteria tables district wide, and Medicare Part B.

4. Policy Reading and Adoption

5.4.1. 2nd Reading and Adoption

RECOMMENDED ACTION: "that, upon the recommendation of the Superintendent of Schools, the Board of Education approve the following:"

BE IT RESOLVED THAT the Board of Education approves the second reading and adoption of the following policies which were previously reviewed by the members of the Board of Education for the first reading on April 18, 2018.

Policies Adopted:

- Policy 4321.2 School-Wide Pre-Referral Approaches and Interventions
- Policy 4321.3 Allocation of Space for Special Education Programs and Services
- Policy 4321.5 Confidentiality and Access to Individualized Educational Programs and Individualized Education Services Programs
- Policy 4321.6 Availability of Alternative Format Instructional Materials for Students with Disabilities
- Policy 4321.7 District-Wide and State-Wide Assessments of Students with Disabilities or 504 Accommodation Plans
- Policy 4321.8 Impartial Hearing Officer Appointment and Compensation
- Policy 4321.11 Public Report on Revisions to District Policies, Practices and Procedures Upon A Finding Of Significant Disproportionality
- Policy 4321.14 Special Education Personnel

5. Recommendations from the Committee on Special Education

5.5.1. Recommendations from the Committee on Special Education

RECOMMENDED ACTION: “that, upon the recommendation of the Superintendent of Schools, the Board of Education accept the recommendation of the Committee on Special Education for the following meetings”:

4/19, 4/20, 4/23, 4/24, 4/25, 4/26, 4/27, 4/30, 5/1, 5/2

VI. MONTHLY REPORTS

A. Determinations from the Committee on Preschool Special Education

6.A.1. Determinations from the Committee on Preschool Special Education

The determinations from the Committee on Preschool Special Education for the following dates are on file in the office of the District Clerk:

4/19, 4/20, 4/23, 4/24, 4/25, 4/26, 4/27, 4/30, 5/1, 5/2

B. Board of Education Sub Committees

1. Sachem Legislative Committee
2. Sachem Citizens’ Advisory Audit Committee
3. Sachem Budget Advisory Committee
4. Sachem Policy Committee

C. 2017-18 Updates to the Board

D. 2017-18 Board Goals

Goal #1 - Provide Safe and Secure Schools

Ensure an educational environment where students are safe, supported and empowered in their learning for all school related activities as well as extra and co-curricular activities. Promote positive peer relationships, and successful student learning environments through a variety of avenues.

Student Success Indicator Alignment - Safety, Community Engagement, Physical and Mental Wellness, Social and Emotional Development

Actions Items

- Smart Schools Investment Plan - Security Vestibules, cameras, and visitor management systems
- Discipline work; Code of Conduct and suspension practices
- Review trainings with security staff

Goal #2 - Enhance Student Achievement, Quality of Instruction and Leadership Skills

Provide and implement a dynamic curriculum which incorporates critical thinking,

collaboration, creativity, technology and civic responsibility while preparing students to thrive in a global community. The curriculum is supported by a K-12 district committee of educators and administrators focused on curriculum and instructional practices. All students will be provided with the opportunities to be college and career ready.

Student Success Indicator Alignment - Creativity, Innovation, Performance Assessments, Standardized Assessments

Actions

- Establish consistency in all curricula, assessments and instructional practices K-12
- Deepen student engagement and provide opportunities for rigor
- Review and align all secondary course offerings to NYSED graduation pathways
- Revise the elementary day schedule
- FLEX-Establish an exploratory World Languages and CTE program
- Provide equitable support for student needs
- Monitor and make recommendations to reduce class sizes
- Improve classroom technology
- Develop a wireless infrastructure
- Robust software and Internet resources

Goal #3 - Improve Parent, Community and Staff Communication

Cultivate community relationships and engagement by enhancing communication.

Student Success Indicator Alignment - Community Engagement, School Climate and Culture

Actions

- Telling our academic story
- Clearly articulate expectations to parents and families
- Improve participation at school events
- Cultivate school/business partnerships

Goal #4 - Improve Fiscal Responsibility and Accountability throughout the District

Focus on balancing the needs of students with taxpayer sensitivity, while aligning district resources to the goals of the Board of Education.

Student Success Indicator Alignment - Community Engagement, School Climate and Culture, Safety

Actions

- District Reserves and establish a reserve plan
- Capital improvements
- Sustainable budgeting
- Review of grants
- Review of out of district placements

Goal #5 - Committed to Providing the Staff with the Necessary Tools and Support to Provide the Students with the Highest Quality Education

Create an environment that establishes a foundation for the highest quality instruction and learning through recruitment, support and retention of staff. Creating opportunities and encouraging all employees to reach their full potential and positively impact the Sachem students and community through professional growth and learning opportunities.

Student Success Indicator Alignment - Creativity, School Climate and Culture, Democracy and Citizenship

Actions

- Cultivate a Professional Development (PD) consistent with the district PD plan.
- Construct district and building data teams to review student performance data.
- Implement a PD model that is mindful of instructional time.
- Conduct PD sessions that lead to future sessions facilitated by our own staff.

Goal #6 - We Are Sachem

Promote and strive for one Sachem family, and cultivate a sense of individual and collective pride throughout the district. Develop deep collaboration amongst our 15 schools, for both vertical and horizontal articulation, to support the highest quality programs and activities throughout the district.

Student Success Indicator Alignment - Community Engagement, School Climate and Culture, Democracy and Citizenship

Actions

- Pride in our school district
- Consistent experiences by grade level
- Vertical/Horizontal experiences
- Clear focus on student achievement and wellness

VII. PRESENTATION/DISCUSSIONS

VIII. CLOSING

A. Visitors (Each visitor will be limited to 3 minutes)

Upon the recommendation of Superintendent of Schools, the Board of Education may hear from members of the audience who wish to present any matters of importance.

B. Board of Education Discussion of Future Agenda Items

Any member of the Board of Education wishing to propose a future agenda item present a motion to the Board of Education for consideration.

C. Next Meeting

The next Regular meeting of the Board of Education will be held on May 23, 2018 at 7:30 PM in the Board Room at Samoset Middle School.

IX. EXECUTIVE SESSION

After a ten minute break, the Board of Education will adjourn to discuss personnel, negotiations, and litigation in Executive Session. There will be no items requiring a vote.

X. ADJOURN

SACHEM CSD
POLICIES FOR 2nd READING
May 2, 2018

POLICY 4321.2

**SCHOOL-WIDE PRE-REFERRAL
APPROACHES AND INTERVENTIONS**

REVIEW REVISED POLICY

SACHEM CENTRAL SCHOOL DISTRICT

SCHOOL-WIDE PRE-REFERRAL APPROACHES AND INTERVENTIONS

Policy 4321.2

The Board of Education recognizes that the provision of academic and behavioral supports and targeted interventions for students who are not making academic progress at expected levels in the general curriculum may improve a student's performance, and help avert the need for referral for possible classification as a student with a disability. Therefore, the School District will implement on a school-wide basis practices appropriate to enable all of the School District's students to succeed in the general education environment.

The Superintendent of Schools or his/her designee will identify and take steps to implement a variety of practices appropriate to comply with this policy. Consistent with applicable law and regulation, those practices may include, for example:

1. Providing early intervention services with funds available to the School District, which may be coordinated with similar activities conducted pursuant to law. Such services would be made available to students not currently identified as needing special education and related services, but who need additional support to succeed in a general education setting. This may include professional development that enables teachers and other staff to deliver scientifically based academic instruction and behavioral interventions, such as scientifically based literacy instruction and, where appropriate, instruction on the use of adaptive instructional software. It also may include educational and behavioral evaluations, services and supports.
2. Implementation of a response to intervention (RTI) program that includes the minimum requirements established by commissioner's regulations, and allows teachers and other staff to determine whether a student responds to scientific, research-based instruction or requires interventions beyond those provided to all students in the general education classroom.
3. Implementation of a positive behavioral intervention and support (PBIS) system that reduces school and classroom behavioral problems, and creates and maintains a safe and positive learning environment by promoting positive behavior in all students.

The School District's implementation of any of the above practices will not impede or delay the appropriate evaluation of a student suspected of having a disability, and the student's right to a free appropriate public education.

Cross-ref: Policy 4321, Programs For Students with Disabilities *et. seq.*

Ref: Individuals with Disabilities Education Act, 20 USC §§1413(f); 1414(b)(6)(B)
34 CFR §§300.226; 300.307(a)(2)
8 NYCRR §§100.2(ii); 200.2(b)(7)

Adoption date:

POLICY 4321.3

ALLOCATION OF SPACE FOR SPECIAL EDUCATION PROGRAMS AND SERVICES

REVIEW NEW POLICY

SACHEM CENTRAL SCHOOL DISTRICT

ALLOCATION OF SPACE FOR SPECIAL EDUCATION PROGRAMS AND SERVICES

Policy 4321.3

The Board of Education recognizes that a school need not make each and every part of its existing facilities accessible, if it can relocate or reschedule enough classes so as to offer required courses and electives in accessible areas. No qualified student with a disability will be excluded from the School District because the facilities are inaccessible or unusable.

The Board of Education recognizes its responsibility to provide appropriate space for:

1. Special programs and services provided to meet the needs of students and preschool students with disabilities both within its own facilities, and in programs provided by the board of cooperative educational services (BOCES) and attended by School District residents; and
2. Serving students with disabilities in settings with non-disabled peers, as well.

The School District will address such space allocation needs as part of its annual budget cycle, during the annual or any more frequent re-evaluation of its long-range educational facilities plan, and as part of the biannual plan it must submit to the commissioner of education regarding the provision of services to students and preschool students with disabilities.

Through the Superintendent of Schools, the School District also will share with the BOCES District Superintendent information relevant for the BOCES to determine its own facility space needs for serving the School District's resident students and preschool students with disabilities.

As part of the process for the allocation of appropriate space for special education programs and services and serving students with disabilities in settings with non-disabled peers, the Superintendent of Schools, in consultation with appropriate school personnel will, at a minimum:

1. Periodically gather information regarding the number of students and preschool students with disabilities presently participating and anticipated to continue to participate in the School District's special education programs and services, the type of programming they presently receive and may receive in the future, as well as the setting in which those services are and/or will be provided.
2. Review the results of the School District's latest census, and other School District child find efforts, including child find activities conducted with respect to parentally-placed nonpublic school students with disabilities.
3. Anticipate any projected increase in the number of students and preschool students with disabilities the School District will be responsible for providing special education programs and services to, the anticipated type of services they will be receiving and the settings in which those services will be provided.

SACHEM CENTRAL SCHOOL DISTRICT

ALLOCATION OF SPACE FOR SPECIAL EDUCATION PROGRAMS AND SERVICES

Policy 4321.3

4. Based on the above information, review current space capacity, and identify any additional space requirements to meet both current and future needs.

Cross-ref: Policy 4321, Programs and Services for Students with Disabilities *et. seq.*

Ref: Individuals with Disabilities Education Act, 20 USC §§1400 et seq.
8 NYCRR §§155.1(a); 200.2(c)(iv),(v); 200.2(g)

Adoption date: November 9, 2017

POLICY 4321.5

CONFIDENTIALITY AND ACCESS TO INDIVIDUALIZED EDUCATION PROGRAMS AND INDIVIDUALIZED EDUCATION SERVICES PROGRAMS

REVIEW REVISED POLICY

SACHEM CENTRAL SCHOOL DISTRICT

CONFIDENTIALITY AND ACCESS TO INDIVIDUALIZED EDUCATION PROGRAMS AND INDIVIDUALIZED EDUCATION SERVICES PROGRAMS

Policy 4321.5

The Board of Education recognizes the importance of maintaining the confidentiality of personally identifiable data pertaining to a student with a disability. Personally identifiable data will not be disclosed by any School District employee or member of a CSE/CPSE to any person (other than the parent of such student), organization or agency unless the parent or guardian of the child provides written consent; there is a valid court order for such information; or disclosure is permitted by law.

The Board of Education, while acknowledging the confidentiality requirement, believes that in order for each student with disabilities to receive the full benefit of his/her Individualized Education Program (IEP), Individualized Education Services Program (IESP), or Service Plan (SP) individuals responsible for implementing the program or plan must, prior to the implementation, fully understand the scope of their responsibility and the specific accommodations, modifications and supports to be provided.

This policy establishes procedures for the provision of services, accommodations or program modifications for students with an IEP, IESP or SP in accordance with that student's IEP, IESP or SP.

I. IEP, IESP or SP Copies

At a CSE, CSE Subcommittee or CPSE meeting for each student, a determination will be made as to which general education teachers, special education teachers, related service providers and other service providers have responsibility to implement the recommendations on the student's IEP, IESP or SP. "Other service provider" means a representative of another public school district, charter school, BOCES program, child care institution school, Special Act school district, State-supported school, approved private in-state or out-of-state school and an approved preschool provider where the student receives or will receive IEP or IESP services.

The CSE, CSE Subcommittee and CPSE Chairpersons will provide a paper or electronic copy of each student's IEP, IESP or SP to each regular education teacher, special education teacher, related service provider and/or other service provider who is responsible for implementation of the program or plan. These individuals responsible for implementing an IEP or IESP shall, in turn, provide all paraprofessionals (teacher aides and teacher assistants) and other providers responsible for assisting in implementation with the opportunity to review their copy of the IEP, IESP or SP prior to program implementation, as well as have ongoing access to such copy. If a student's IEP, IESP or SP is revised during the school year, the School District will provide electronic access or copies of the IEP, IESP or SP to teachers and service providers consistent with law, regulations and this policy.

The Director of Special Education will provide a statement explaining that the IEP is a confidential document, and that any copy of a student's IEP provided pursuant to this policy shall remain confidential and shall not be re-disclosed to any other person in compliance with federal and state laws and regulations, including the Individuals with Disabilities in Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA).

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In addition, the Committee on Special Education chairperson shall designate a professional employee of the School District with knowledge of the student's disability and education program who shall, prior to the implementation of the IEP, inform each teacher, related service provider, assistant and support staff person of his or her responsibility relating to the implementation of the IEP and the specific accommodation, modifications and supports that must be provided for the student in accordance with the IEP.

The employee charged with the duty to inform each teacher, related service provider, assistant and support staff person of his or her responsibilities relating to the IEP shall also inform those individuals of the obligation to maintain the confidentiality of the IEP.

II. Confidentiality

All copies of a student's IEP or IESP provided or made accessible under this policy must remain confidential, and shall not be redisclosed to any other person, except in accordance with the Individuals with Disabilities Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA). For purposes of confidentiality, the CSE and CPSE Chairpersons shall include with each IEP, IESP or SP copy provided or made accessible under this policy, a copy of the Board's policy on student records (Policy 5500). All IEP or IESP copies must remain in a secure location on school grounds at all times. If IEP copies are transmitted and/or provided electronically, security systems (e.g., password protect a file or folder) must be implemented to prevent unauthorized internal and external access to the student's IEP or IESP.

III. Documentation

The designated professional employee(s) defined in section I above shall obtain the signature of each person covered by this policy, indicating that he or she:

1. has received either a copy of the student's IEP, IESP or SP or the opportunity to review the IEP, IESP or SP prior to its implementation, as required under state law and regulation;
2. has been informed of their responsibilities for implementation;
3. has knowledge of where the IEP, IESP or SP is to be maintained; and
4. has an understanding of the confidentiality requirements.

At the end of the school year, or whenever the IEP, IESP or SP has been revised, the CSE and CPSE Chairperson shall collect all IEP, IESP or SP copies provided under this policy and destroy them.

Cross-ref: 4321, Programs for Students with Disabilities Under IDEA and Article 89
5500, Student Records

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1400 et seq.
Family Educational Rights and Privacy Act (FERPA), 20 USC §1232g; 34 CFR Part 99
Education Law §4402

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Policy 4321.5

8 NYCRR §§200.2(b)(11); 200.4(e)(3); 200.16(e)(6)

Adoption date:

POLICY 4321.6

AVAILABILTY OF ALTERNATIVE FORMAT INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES

REVIEW REVISED POLICY

SACHEM CENTRAL SCHOOL DISTRICT

AVAILABILITY OF ALTERNATIVE FORMAT INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES

Policy 4321.6

The Board of Education recognizes its responsibility to provide instructional materials used in the District's schools in a usable alternative format for students with disabilities in accordance with their individual educational needs and course selection at the same time as those materials are available to non-disabled students. In accordance with applicable law and regulations, any such alternative format procured by the School District will meet the National Instructional Materials Accessibility Standard.

For purposes of this policy, alternative format will mean any medium or format for the presentation of instructional materials, other than a traditional print textbook, that is needed as an accommodation for a student with a disability enrolled in the School District, including but not limited to Braille, large print, open and closed captioned, audio, or an electronic file. An electronic file must be compatible with at least one alternative format conversion software program that is appropriate to meet the needs of the individual student.

The Superintendent of Schools or his/her designee will develop a plan to provide alternative format materials in accordance with the timeliness requirements of this policy. Such a plan will provide for:

1. Preference to vendors who agree to provide instructional materials in alternative formats, and to reflect this requirement in the bidding specifications used for the procurement of instructional materials. The same preference will be given to vendors of instructional materials ordered for the school library.
2. Consultation with appropriate school personnel regarding how students will access electronic files. The School District's technology staff will be notified of any need to convert electronic files into an accessible format such as Braille, large print, audio, or alternative display.
3. The availability of hardware and/or software a student with disabilities in need of alternative format materials might require to access the instructional material.
4. The yearly review of the School District's ordering timelines for the purchase of instructional materials to provide sufficient lead time for obtaining needed alternative format materials.
5. Notification to appropriate school personnel by the CSE, CSE subcommittee, CPSE and Section 504 Committee Chairperson whenever it is determined that a student needs instructional materials in alternative format. Such notice also will identify the particular alternative format needed, and any assistive technology devices or services the student might need to access the alternative format materials.
6. Notification by classroom teachers of the books they will be using in class and any list of required readings with sufficient lead time in anticipation of the School District's timelines for the purchase of instructional materials.
7. Consultation with the school librarian to make sure that specific library resources required by a student in need of alternative format materials to participate and progress in his or her selected courses are made available to the student in an accessible format.
8. Timely request of state assessments in alternative format.

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AVAILABILITY OF ALTERNATIVE FORMAT INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES

Policy 4321.6

9. As soon as the School District is made aware that a student with a disability in need of materials in an alternative format will be moving into the School District during the school year, the School District shall initiate the procedures to obtain such materials.

Cross-ref:

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1474(e)(3)(B)
Education Law § 1709(4-a); 3602(10)(b)
8 NYCRR §§200.2(b)(10)

Adoption date:

POLICY 4321.7

DISTRICT-WIDE AND STATE-WIDE ASSESSMENTS OF STUDENTS WITH DISABILITIES OR 504 ACCOMMODATION PLANS

REVIEW REVISED POLICY

SACHEM CENTRAL SCHOOL DISTRICT

DISTRICT-WIDE AND STATE-WIDE ASSESSMENTS OF STUDENTS WITH DISABILITIES OR 504 ACCOMMODATION PLANS

Policy 4321.7

The Board of Education recognizes the importance of offering access and appropriate testing accommodations to eligible students so that they can participate in assessment programs on an equal basis with their nondisabled peers. Two elements that contribute to an effective assessment program are proper use of accommodations and use of universal design principles in developing and administering tests.

Testing Accommodations

Testing accommodations provide an opportunity for students with disabilities to:

- participate in the instructional and assessment program;
- demonstrate their strengths, knowledge and skills without being restricted by their disability; and
- provide an accurate measure of the standards being assessed so that appropriate instruction and services can be provided.

Testing accommodations are changes made in the administration of the test in order to remove obstacles to the test-taking process that are presented by the disability without changing the constructs being tested. Testing accommodations include, but are not limited to: flexibility in scheduling/timing; flexibility in the setting for the administration of the test; changes in the method of presentation and changes in the method of response. Testing accommodations are neither intended nor permitted to: alter the construct being measured or invalidate the results, provide an unfair advantage for students with disabilities over students taking the test under standard conditions or substitute for knowledge or abilities that the student has not attained.

The Committee on Special Education, the Subcommittee on Special Education or the Committee on Preschool Special Education is responsible for recommending the appropriate test accommodations and including those recommendations on the student's Individualized Education Program (IEP) or Individualized Education Services Program (IESP). The 504 multidisciplinary committee will include the appropriate test accommodations as part the 504 plan. If it is determined that a student should participate in alternative assessments instead of the standard statewide or District-wide tests, the CSE must indicate the reasons for doing so on the IEP or IESP.

The recommendations will be reviewed annually by the CSE, CSE subcommittee, CPSE or 504 team. The Board of Education acknowledges the importance of integrating the assessment program with the instructional program and, to that end, encourages effective communication among School District staff so that implementation is consistent and fair. The goal is to provide effective assessments that allow students to benefit from their educational program.

In some situations, a building principal may authorize the use of testing accommodations in accordance with this policy. Those instances are limited to cases where a regular education student incurs a disability, such as, but not limited to, a broken arm, without sufficient time for

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DISTRICT-WIDE AND STATE-WIDE ASSESSMENTS OF STUDENTS WITH DISABILITIES OR 504 ACCOMMODATION PLANS

Policy 4321.7

the CSE, CPSE and/or Section 504 Committee to make a recommendation prior to a test. They do not include cases where the student is already being evaluated to determine his or her eligibility for status as a student with a disability. In exercising this authority, the building principal will rely on his or her professional judgment. He or she also may confer with CSE, CPSE and/or Section 504 Committee members.

Universal Design Principles in District-wide Assessments

The Board of Education recognizes the benefits of using the principles of universal design to further the goal of providing equal access to District-wide assessments and to provide the most accurate measure of the performance of all students. The Board of Education directs the Superintendent of Schools, in consultation with appropriate school staff, to examine how universal design principles can be incorporated into the School District's assessment program, and to facilitate its use to the extent feasible. Any steps taken in this regard will be consistent with this policy and applicable State Education Department policy and/or guidance on the use of universal design principles.

At a minimum, the Superintendent of Schools or his/her designee will explore how School District assessments can be:

1. made more usable by students with diverse abilities.
2. designed to better accommodate a wide range of individual preferences and abilities.
3. made more understandable.
4. made to communicate necessary information to students more effectively.
5. designed to minimize adverse consequences of accidental or unintended actions.
6. used more efficiently and comfortably and with a minimum of student fatigue.

Cross-ref: Policy 4321, Programs with Disabilities *et. seq.*

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1401(35); 1412(a)(16)(E);
34 CFR §§ 300.44
Assistive Technology Act, 29 USC 3002(19)
8 NYCRR §§200.1(jjj); 200.2(b)(13,14); 200.4(d)(2)(vi)
§ 504 of the Rehabilitation Act of 1973

Adoption date:

POLICY 4321.8

IMPARTIAL HEARING OFFICER

APPOINTMENT AND COMPENSATION

REVIEW REVISED POLICY

SACHEM CENTRAL SCHOOL DISTRICT

IMPARTIAL HEARING OFFICER APPOINTMENT AND COMPENSATION

Policy 4321.8

The Board of Education establishes the following policy to govern the appointment and compensation of impartial hearing officers for special education related impartial hearings pursuant to Part 200 of the Regulations of the Commissioner of Education.

The Board of Education will appoint impartial hearing officers (IHO), as needed, to hear complaints regarding the identification, evaluation, or placement of students with disabilities, or the provision of a free appropriate public education to such a student in accordance with the rotational selection process and other applicable procedures described in Commissioner's regulations.

Selection

The updated list of certified IHOs promulgated by the New York State Education Department will be used in connection with requests for impartial hearings. The list shall also include the names of those other certified IHOs whose names appear on the state list and who have indicated to the School District their interest in serving as an IHO in the School District.

The Superintendent or his designee, the Director of Pupil Services shall be responsible for recommending IHOs to the Board of Education for approval.

Upon receipt of a request for an impartial hearing, the rotational selection process for the IHO shall be initiated immediately and always within two (2) business days after receipt by the School District of such written request. Should an IHO decline appointment, or if within twenty-four (24) hours the IHO fails to respond or is unreachable after reasonable efforts by the District Clerk, such efforts will be documented through independently verifiable efforts.

The District Clerk will initiate the selection process by contacting the impartial hearing officer whose name first appears after the impartial hearing officer who last served. This will be by telephone, or if unsuccessful, by leaving a message and sending a letter by overnight mail. The District Clerk will canvass the list in alphabetical order as prescribed by the Regulations of the Commissioner of Education until an appointment is accepted. The District Clerk shall then proceed through the list to determine availability of the next successive IHO.

An IHO on the School District's rotational list may not accept appointment unless he or she is available to:

1. Make a determination on the sufficiency of the due process complaint that will be heard at the hearing within five (5) days of receiving such a request; and
2. Initiate the hearing within the first fourteen (14) days after either:
 - The School District appoints the hearing officer; or
 - The date on which he or she receives written notice that the parents and the School District waived their right to hold a resolution meeting to resolve their

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IMPARTIAL HEARING OFFICER APPOINTMENT AND COMPENSATION

Policy 4321.8

- differences prior to commencement of the hearing, or met but were unable to reach agreement; or
- The expiration of the thirty (30) day period beginning with the receipt of the due process complaint, whichever occurs first unless the parties agree in writing to continue mediation at the end of the thirty (30) day resolution period, in which case, the hearing or pre-hearing conference shall commence within the first fourteen (14) days after the impartial hearing officer is notified in writing that either party withdrew from mediation.

Appointment

The Board of Education by resolution, or Board President by letter (or Vice President in his/her absence or inability), will appoint an IHO immediately after the IHO selected from the rotational list indicates he or she is available.

The Board of Education will rescind the appointment of an IHO and appoint a new one if, the parties to the hearing mutually agree that the IHO is either incapacitated or otherwise unavailable or unwilling to continue the hearing or issue a decision. The appointment of a new IHO in such an instance will be made in accordance with the selection and appointment procedures established by this policy.

Compensation

The School District shall compensate an impartial hearing officer for his or her services at the maximum rate established for such purpose by the Director of the Division of the Budget. The School District will pay the impartial hearing office appointed at the rate of up to \$100 per hour for pre-hearing, hearing, and post-hearing activities. In addition, impartial hearing officers may be reimbursed for reasonable, actual and necessary expenses for automobile travel, meals and overnight lodging in accordance with the current School District reimbursement rate set for School District employees. Mailing costs associated with the hearing will also be reimbursed. The School District will not reimburse impartial hearing officers for administrative assistance, secretarial or other overhead expenses.

Cancellation

The School District shall attempt to provide an Impartial Hearing Officer with two (2) business days' advance notice of the cancellation or re-scheduling of an impartial hearing. Should the School District request the cancellation or re-scheduling of a hearing date and fail to provide an Impartial Hearing Officer with two (2) days' notice, the School District agrees to pay the Impartial Hearing Office a fee of \$100.00. The School District shall not be responsible for costs associated with a parent or guardian's cancellation or adjournment of a hearing.

A copy of this policy will be forwarded to the impartial hearing officer at the time of appointment.

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Policy 4321.8

Records relating to the IHO process including, but not limited to, the request for initiation and completion of each impartial hearing will be maintained by the School District and such information will be reported to the New York State Education Department's Office of Special Education as required by Commissioner's regulations.

Cross Ref:

Ref: 8 NYCRR §§200.2(b)(9), (e)(1); 200.5(j); 200.21

Adoption date:

POLICY 4321.11

PUBLIC REPORT ON REVISIONS TO DISTRICT POLICIES, PRACTICES AND PROCEDURES UPON A FINDING OF SIGNIFICANT DISPROPORTIONALITY

REVIEW NEW POLICY

SACHEM CENTRAL SCHOOL DISTRICT

PUBLIC REPORT ON REVISIONS TO DISTRICT POLICIES, PRACTICES AND PROCEDURES UPON A FINDING OF SIGNIFICANT DISPROPORTIONALITY

Policy 4321.11

The Board of Education recognizes that, despite the School District's best efforts, there may be times when there might be a disproportionate representation of racial and ethnic groups in its special education programs and services, and/or with respect to the suspension of students with disabilities. To minimize the risk of such an occurrence, the Board of Education has endeavored to adopt policies, practices and procedures for the School District that are consistent with the IDEA and Article 89 of New York's Education Law, and their implementing regulations.

Nonetheless, upon a determination of significant disproportionality either in the suspension, identification, classification and/or placement of the School District's students with disabilities, the Board of Education will review the School District's policies, practices and procedures to determine whether they are fully compliant with the requirements of the IDEA and Article 89, or require revisions. If changes are needed, the Board of Education will take steps to adopt and implement any and all necessary revisions.

The Board of Education will inform the public of any revisions to the School District's policies, practices and procedures undertaken as a result of a finding of significant disproportionality. The Superintendent of Schools will notify school personnel responsible for implementing the revisions.

Cross-ref: Policy 4321 Programs for Students with Disabilities *et seq.*

Ref: Individuals with Disabilities Education Act, 20 USC §§1412(a)(24); 1418(d)
34 CFR §§300.173; 300.646
8 NYCRR §§200.2(b)(15).

Adoption date:

POLICY 4321.14
SPECIAL EDUCATION PERSONNEL

REVIEW REVISED POLICY

SACHEM CENTRAL SCHOOL DISTRICT

SPECIAL EDUCATION PERSONNEL

Policy 4321.14

The Board of Education acknowledges its responsibility to recruit, hire, train and retain highly qualified personnel, as defined in the federal Individuals with Disabilities Education Act (IDEA) and its accompanying regulations and in Article 89 of New York State Education law and its accompanying regulations, to provide special education programs and services. In addition, the Board of Education is committed to appointing appropriately qualified personnel to the Committee (and subcommittee) on Special Education (CSE) and Committee (and subcommittee) on Preschool Special Education (CPSE).

The Board of Education will fulfill its obligation with regard to special education personnel by taking measurable steps including, but not limited to the following:

1. actively recruit personnel who possess prior experience working with students with disabilities.
2. solicit resumes from graduates of institutions of higher education that offer programs in special education.
3. seek candidates for teaching positions who are dually certified, to the extent possible.
4. facilitate the participation of every member of the professional staff in annual professional performance reviews and professional development plans.
5. provide appropriate on-going training and professional development to CSE and CPSE members, and other special education program and service providers to provide an opportunity for continuing awareness of their obligations and responsibilities under the law.

The Superintendent of Schools or his/her designee is responsible for documenting that the professional staff is appropriately certified, licensed and trained and that they meet the "highly qualified" standard established in federal and state law. In the event that highly qualified individuals are not available, despite the best efforts of the administration, the Board of Education recognizes its responsibilities to meet the alternative standards established by the State Education Department.

Cross-ref: Policy 4321, Programs for Students with Disabilities *et. seq.*

Ref: Individual with Disabilities Education Act, 20 USC §§ 1412(a)(14), 1413(a)(3)
34 CFR §§ 300.156, 300.207
Education Law §4410
8 NYCRR §§ 200.2(b)(3), (12)

Adoption date