

WEST BABYLON UNION FREE SCHOOL DISTRICT
WEST BABYLON, NEW YORK
REGULAR MEETING
BOARD OF EDUCATION
BOARD ROOM - ADMINISTRATION BUILDING
TUESDAY – DECEMBER 10, 2013

AGENDA

The order of business at all regular meetings shall be as follows:

1. Call to order by presiding officer
2. Pledge of Allegiance to the Flag

[7:00 P.M. - Meeting Convenes Followed by Student Presentation(s) and/or Executive Session]

[8:00 P.M. - Public Session Resumes Beginning with Item #3]

3. Approval of minutes of previous meeting(s):

Emergency Meeting:	November 22, 2013
Regular Meeting:	November 26, 2013
Special Meeting:	December 3, 2013
4. Statement of the Board and/or Superintendent
5. Statement of West Babylon Teachers' Association Representatives
6. Statement of School Administrators' Association Representatives
7. Statement of C.S.E.A. Representatives
8. Statement of Student Association Representatives
9. Statement of PTA Council Representatives
10. Statement of Residents re: agenda items [15 minutes-limited to 3 minutes per speaker]*
11. Report of the Superintendent and/or Educational Presentation
12. Business Agenda [****Consent Agenda Items**]

A. BOARD OF EDUCATION

- ** (R) Approval of Managed Services Agreement between Eastern Suffolk BOCES and the West Babylon Union Free School District (Res. #BE-1)
- ** (R) Approval of Professional Development Contract with Insight Consulting Services, Inc. for the 2013-2014 School Year (Res. #BE-2)
- ** (R) Approval of Amityville Union Free School District to provide Health Services to West Babylon School District Resident Students during the 2013-2014 School Year (Res. #BE-3)
- ** (R) Approval of Visionary Adventure Inc. Contract Relating to District-wide Project Adventure Equipment Repairs (Res. #BE-4)
- ** (R) Approval of Junior High School Community Service Club and Student Council for the 2013-2014 School Year (Res. #BE-5 through Res. #BE-6)
- ** (R) Retirement Incentive Resolution (Res. #BE-7)
- ** (R) Resolution of Support and Endorsement of Suffolk County School Superintendents Association's Letter to Commissioner John King (Res. #BE-8)

B. PERSONNEL

- ** (R) 13-P-11 Professional Personnel
- ** (R) 13-C-11 Civil Service Personnel (Res. #PE-1)

C. CURRICULUM

- ** (R) Adoption of Senior High School Foreign Language Textbooks
(Res. #CU-1 through #CU-2)
- ** (R) Establishment of Senior High School Technology Education Honor Society
(Res. #CU-3)
- ** (R) Declaration of Obsolete Junior High School Earth Science Textbook (Res. #CU-4)

D. FACILITIES

- ** (R) Declaration of Obsolete Equipment (Res. #FA-1)

13. Policy Review:

- A. Board Review-Programs for Students with Disabilities under the IDEA and New York's Education Law Article 89 (First Time Reading) (File:4321)
- B. Board Review-Diploma and Credential Options for Students with Disabilities (First Time Reading) (File:4773)

14. Board of Education Committee Reports: Operations Committee

15. Old Business

16. New Business

17. Follow-Up to Residents' Statements

18. Statements of Residents re: other district items [15 minutes-limited to 3 minutes per speaker]*

19. Adjournment [This should take place by 11:00 P.M.]

*Per Board Policy 1230: The Board of Education encourages participation of residents at open Board meetings. The President of the Board shall ask for brief statements from residents and set a time limit (three minutes per resident) on such statements. To allow for public participation, a period not to exceed 15 minutes shall be set aside during the first and last part of each Board meeting. The President shall be responsible for the orderly conduct of the meeting and shall rule on such matters as the time to be allowed for public discussion and the appropriateness of the subject being presented. The President shall have the right to discontinue any presentation which violates this policy. Residents wishing to speak should identify themselves, their address, any organization they may be representing at the meeting, and the topic they wish to discuss. Statements during the first part of the meeting will relate to agenda items. Statements during the second part of the meeting will relate to other district matters.

Follow-Up to Residents' Unanswered Questions

Date	Residents' Questions	Responses
November 26, 2013	-----	-----
November 12, 2013	-----	-----
October 22, 2013	-----	-----
October 8, 2013	-----	-----
September 24, 2013	-----	-----
September 12, 2013	-----	-----
August 27, 2013	-----	-----
August 13, 2013	-----	-----
July 23, 2013	-----	-----
July 9, 2013	-----	-----

WEST BABYLON UNION FREE SCHOOL DISTRICT
WEST BABYLON, NEW YORK
REGULAR MEETING
BOARD OF EDUCATION
BOARD ROOM - ADMINISTRATION BUILDING
TUESDAY – DECEMBER 10, 2013
RESOLUTIONS

BOARD OF EDUCATION

****#BE-1**

RESOLVED: that the West Babylon Board of Education approves the Managed Services Agreement between Eastern Suffolk BOCES and the West Babylon Union Free School District covering Centris products for the 2013-2014 school year.

****#BE-2**

RESOLVED: that the West Babylon Board of Education approves the signing of the Professional Development Contract, for the 2013-2014 school year, between the West Babylon Union Free School District and Daniel A. Drance, Insight Consulting Services, Inc.

****#BE-3**

RESOLVED: that the West Babylon Board of Education approves the following school district to provide health services to West Babylon School District resident students, for the 2013-2014 school year:

Amityville Union Free School District

****#BE-4**

RESOLVED: that the West Babylon Board of Education retroactively approves the contract with Visionary Adventure Inc. to repair district-wide Project Adventure equipment and authorizes the Superintendent to sign the contract authorizing payment from the Carol M. White Physical Education Program (PEP) Grant for an amount not to exceed \$18,300.

****#BE-5**

RESOLVED: that the Junior High School Community Service Club is approved for the 2013-2014 school year:

Faculty Advisor:	Lorraine Zemba
President:	Chelsea Karim
Treasurer:	Rebecca Hertel

****#BE-6**

RESOLVED: that the Junior High School Student Council is approved for the 2013-2014 school year:

Faculty Advisor:	Eileen Moran
President:	Eric Donohue
Treasurer:	Jason Arthur

****#BE-7**

BE IT RESOLVED: that the West Babylon Board of Education hereby approves retirement incentive agreements with the West Babylon Administrators Association, West Babylon Teachers Association and West Babylon Chief and Head Custodians Association in accordance with specific provisions set forth in December 11, 2013 memos from the Superintendent of Schools to the respective Association presidents.

BE IT FURTHER RESOLVED: that such approval is contingent upon the respective Associations executing agreements consistent with the December 11th memos. In addition, the Superintendent of Schools is authorized to sign retirement incentive agreements with the above identified Associations in accordance with December 11, 2013 memos referenced above.

****#BE-8**

RESOLVED: that the West Babylon Board of Education fully supports and endorses the recommendations and suggestions contained within the Suffolk County School Superintendents Association's letter to Commissioner John King, dated November 8, 2013.

PERSONNEL

***#PE-1

RESOLVED: that the following schedules, as attached, are approved:

13-P-11

Professional Personnel

13-C-11

Civil Service Personnel

CURRICULUM

****#CU-1**

RESOLVED: that the textbook titled, Sentieri, by Julia M. Cozzarelli, published by Vista Higher Learning, copyright 2011, is adopted, by the West Babylon Board of Education, for use in the Italian 2 and Italian 3 courses, for grades 9 and 10, effective September 2014.

****#CU-2**

RESOLVED: that the textbook titled, Abriendo paso Temas y Lecturas, by Jose Diaz and Maria F. Nadel, published by Pearson Education, copyright 2014, is adopted, by the West Babylon Board of Education, for use in the Spanish AP course, for grade12, effective January 2014.

****#CU-3**

RESOLVED: that the West Babylon Board of Education endorses the establishment of the Senior High School Technology Education Honor Society.

****#CU-4**

RESOLVED: that the West Babylon Board of Education declares 50 copies of the Junior High School Earth Science textbook titled, A Study of a Changing Planet, obsolete. The textbook was published by Cebo/Allyn and Bacon, Inc., copyright 1986.

FACILITIES

****#FA-1**

RESOLVED: that the West Babylon Board of Education declares the following vehicle obsolete and removed from the transportation department roster:

Year:	1994
Make:	Ford
Plate #.:	K50793
VIN #:	1FDJE37M7RHA27853

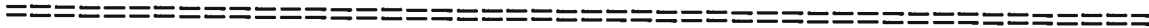
This vehicle requires expensive repair and based on its overall condition, it is not feasible to have the repair work done.

WEST BABYLON UNION FREE SCHOOL DISTRICT

REGULAR MEETING - BOARD OF EDUCATION - TUESDAY - DECEMBER 10, 2013

PERSONNEL

(R) Schedules: 13-P-11 Professional Personnel
 13-C-11 Civil Service Personnel



PROFESSIONAL PERSONNEL SCHEDULE

I. Professional Personnel Schedule 13-P-11

- A. Family Medical Leave
- B. Leave of Absence Request
- C. Probationary Appointment
- D. Regular Substitute Appointment
- E. 2013-2014 Club & Advisors
- F. Spring, 2014 Student Teachers/Observers/Interns
- G. 2013-2014 Home Tutor
- H. 2013-2014 Per Diem Substitute

CIVIL SERVICE SCHEDULE

II. Civil Service Schedule 13-C-11

- A. Family Medical Leave
- B. Probationary Appointments
- C. 2013-2014 Per Diem Substitute

SCHEDULE 13-P-11 Professional Personnel Schedule

Date of Meeting: December 10, 2013

Page 1 of 4 pages.

NAME	POSITION	SCHOOL/ AREA	STEP/ SALARY	BEG/END APPT.	COMMENTS
DeBiccari, Thomas	Elementary Tchr.	TA		12/3/13 -	Family Medical Leave
Levy, Kara	School Media Specialist	SB		12/6/13 - end of First Semester	Leave of Absence
Lawton, Christine	Special Education Tchr.	JH	Step A-5-1/ \$58,076. (prorate)	12/11/13	Probationary Appt. [certs: Ch. Ed. 1-6, SWD 1-6, SWD 7-12]
Stuart, Patricia	Regular Substitute/ Elementary Tchr.	FA	Step A-5-1/ \$58,076. (prorate)	Second Semester, 2013-2014 or earlier at district's discretion	[certs: Ch. Ed. 1-6, Literacy B-Gr. 6]
<u>Club & Advisors Adjustment:</u>			\$38.40/rehearsal		24 rehearsals
Saraceno, Christine	Orchestra Asst.			12/3/13,12/10/13,12/17/13	[3 rehearsals]
Cicogna, Deborah	Orchestra Asst.			10/1/13-4/8/14	[21 rehearsals]
<u>Student Teachers/Observers:</u>				Spring, 2014	
Anderson, Nicole	Special Education	JK			
Beyers, David	Elementary	JK			
Castrogiovanni, Joseph	English	HS			
Celentano, Daniel	Elementary	TA			
Corrado, Joseph	Special Education	JH/HS			
DeMarco, Samantha	Special Education	SB			
DiMaio, Brianna	Special Education	JK			
Guardino, Michael	Science	HS/JH			
Kuffo, Nicole	Elementary	TA			
Leonard, Matthew	Social Studies	JH/HS			
Maxwell, Michael	Mathematics	HS			
Napolitano, Cody	Foreign Language	HS			
Skidmore, Justin	Physical Education	TA/HS			

SCHEDULE 13-P-11 Professional Personnel Schedule

Date of Meeting: December 10, 2013

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NAME	POSITION	SCHOOL/ AREA	STEP/ SALARY	BEG/END APPT.	COMMENTS
<u>Guidance Intern:</u>					
*DelGiudice, Samantha	Guidance	HS		Spring, 2014	
<u>Psychology Intern:</u>					
*Maccario, Megan	Psychology	TA		Spring, 2014	
<u>Home Tutor:</u>					
Phillips, Deanna			\$58.93/hr.	11/27/13 - 6/26/14	[3 hrs./week]
<u>Per Diem Substitute:</u>					
Sheldon-Bender, Karen		DW	\$90./day	2013-2014	Certifications Ch. Ed. 1-6, SWD 1-6

* Emergency Conditional Appointment

SCHEDULE 13-C-11 Civil Service Personnel Schedule

Date of Meeting: December 10, 2013

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REPLACEMENT PAGE 3

NAME	POSITION	SCHOOL/ AREA	STEP/ SALARY	BEG/END APPT.	COMMENTS
Caton, Michael	Maintenance Mechanic II	DW		11/25/13 -	Family Medical Leave
Waszak, Barbara	Paraprofessional (school monitor)	FA	Step 1/ \$13.37/hr.	12/11/13	Probationary Appt.
Rodriguez, Carrie	Paraprofessional (school monitor)	TA	Step 1/ \$13.37/hr.	12/11/13	Probationary Appt.
Cappellini, Rosemary	Paraprofessional (school monitor)	FA	Step 1/ \$13.37/hr.	12/11/13	Probationary Appt.
Baumgardt, Jean	Paraprofessional (school monitor)	TA	Step 1/ \$13.37/hr.	12/11/13	Probationary Appt.
Pisano, Anna	Paraprofessional (clerk typist)	SB	Step 1/ \$13.37/hr.	12/16/13	Probationary Appt.

SCHEDULE 13-C-11 Civil Service Personnel Schedule

Date of Meeting: December 10, 2013

Page 4 of 4 pages.

NAME	POSITION	SCHOOL/ AREA	STEP/ SALARY	BEG/END APPT.	COMMENTS
Reina, Christy	Food Service Wrkr. 'B'	HS	Step 1/ \$11.49/hr.	12/11/13	Probationary Appt.
<u>Per Diem Substitute:</u> Goldenbaum, Adrienne		DW	\$9./hr.	1/6/14 - 6/30/14	Clerical

WEST BABYLON UNION FREE SCHOOL DISTRICT

REGULAR MEETING - BOARD OF EDUCATION - TUESDAY – DECEMBER 10, 2013

POLICY

- A. **Board Review-Programs for Students with Disabilities under the IDEA and New York's Education Law Article 89 (First Time Reading) (File:4321)**

- B. **Board Review-Diploma and Credential Options for Students with Disabilities (First Time Reading) (File:4773)**

**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 Instructional Support 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.
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 he 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, student 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
5500, Student Records
6700, Purchasing

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

DIPLOMA AND CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES

The Board of Education is committed to supporting all students so they are college- and career-ready upon graduation. The Committee on Special Education (CSE), which includes parents/guardians, will work with students with disabilities to attain the appropriate diploma *or credential* based on their Individualized Education Plan (IEP).

Regents Diploma or Regents Diploma with Advanced Designation

Students with disabilities are encouraged to work toward the completion of requirements for a Regents diploma or Regents diploma with an advanced designation, as established by New York State and the Board.

Local Diploma

Students with disabilities may work toward completion of the requirements of a local diploma. The local diploma may be earned by meeting the standards set forth in state regulations.

Career Development and Occupational Studies Commencement Credential

Students with disabilities, who are not students with severe disabilities under Commissioner's Regulations, may be issued a New York State Career Development and Occupational Studies Commencement Credential (CDOS) pursuant to the requirements of those regulations. The student may pursue a CDOS either in addition to or instead of a high school diploma. The District shall ensure that such students have been provided with appropriate opportunities to earn a high school diploma.

IEP Diploma

Students with disabilities may work toward completion of an Individualized Education Plan (IEP) diploma in accordance with the requirements as set forth in their IEP.

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

Skills and Achievement Commencement Credential

A student who meets the state definition of a student with severe disabilities, who has taken the State assessment for students with severe disabilities, may be issued a skills and achievement commencement credential pursuant to the requirements of Commissioner's Regulations 8 NYCRR §100.6.

Continued Right to Educational Services

If a student receiving a [IEP diploma] *Career Development and Occupational Studies Commencement Credential* or a Skills and Achievement Commencement Credential is less than twenty-one years of age, the [diploma or] credential shall be accompanied by a written assurance of the student's continued right to attend public school until the end of the school year in which the student reaches the age of twenty-one or until the student has earned a high school diploma, whichever is earlier.

Cross-ref: 4321, Programs for Students with Disabilities
4770, Graduation Requirements

Ref: 8 NYCRR §§100.1; 100.5; 100.6; 100.9

Adopted: 9/24/13