

WEST BABYLON UNION FREE SCHOOL DISTRICT
WEST BABYLON, NEW YORK

REGULAR MEETING

BOARD OF EDUCATION
BOARD ROOM - ADMINISTRATION BUILDING

TUESDAY – JANUARY 28, 2014

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): Regular Meeting: January 14, 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:

Board of Education: Mid-Year Goal Discussion

12. Business Agenda [****Consent Agenda Items**]

A. BOARD OF EDUCATION

- ** (R) Approval of Managed Services Agreement with Centris Group, LLC to provide Translation Services to Special Education West Babylon School District Resident Students during the 2013-2014 School Year (Res. #BE-1)
- ** (R) Approval of Deer Park Union Free School District to provide Health Services to West Babylon School District Resident Students during the 2013-2014 School Year (Res. #BE-2)
- ** (R) Approval of Bay Shore Union Free School District Contract to provide Health and Special Education Services to Parentally-Placed West Babylon School District Resident Students, with Disabilities, retroactively, for the 2012-2013 School Year (Res. #BE-3)
- ** (R) Approval of Bay Shore Union Free School District to provide Health and Welfare Services to West Babylon School District Resident Students during the 2013-2014 School Year (Res. #BE-4)

B. PERSONNEL

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

C. FINANCE

- ** (R) Approval of Corrective Action Plan (CAP) in Response to the External Auditor’s Memorandum on Accounting Procedures and Internal Controls for the Fiscal Year ending June 30, 2013 (Res. #FI-1)
- ** (R) Approval of WS BOCES Five Year Lease Agreement – Proposal No. 2013-2119 Secondary NOC (Res. #FI-2)
- ** (R) Acceptance of Donations (Res. #FI-3)

13. Policy Review:

- A. Board Review-Programs for Students with Disabilities under the IDEA and New York’s Education Law Article 89 (Third Time Adoption) (File:4321)
- B. Board Review-Diploma and Credential Options for Students with Disabilities (Third Time Adoption) (File:4773)
- C. Board Review-Evaluation of Staff-Not Covered by 3012c of Education Law (Second Time Discussion) (File:9420)
- D. Board Review-Building Principal and Classroom Teacher Evaluation (Second Time Discussion) (File:9420.1)

14. Board of Education Committee Reports

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 |
|--------------------|-----------------------------|------------------|
| January 14, 2014 | ----- | ----- |
| December 10, 2013 | ----- | ----- |
| 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 – JANUARY 28, 2014

RESOLUTIONS

BOARD OF EDUCATION

****#BE-1**

RESOLVED: that the West Babylon Board of Education approves the Managed Services Agreement with Centris Group, LLC, to provide translation services to special education West Babylon School District resident students, for the 2013-2014 school year.

****#BE-2**

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:

Deer Park Union Free School District

****#BE-3**

RESOLVED: that the West Babylon Board of Education, retroactively, approves the following school district to provide health and special education services to parentally-placed West Babylon School District resident students with disabilities, for the 2012-2013 school year:

Bay Shore Union Free School District

****#BE-4**

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

Bay Shore Union Free School District

PERSONNEL

**#PE-1

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

| | |
|----------------|-------------------------|
| <u>13-P-13</u> | Professional Personnel |
| <u>13-C-13</u> | Civil Service Personnel |

FINANCE

****#FI-1**

RESOLVED: that the West Babylon Board of Education approves the Corrective Action Plan (CAP) in response to the external auditor's memorandum of accounting procedures and internal controls for the fiscal year ending June 30, 2013. The Executive Director for Finance and Operations will file a copy of the CAP with the State Education Department and the Office of the State Comptroller pursuant to NYCRR Section 170.12(e)(4).

****#FI-2**

RESOLVED: that the West Babylon Board of Education approves the five year lease agreement, Proposal No. 2013-2119-Secondary NOC, between the West Babylon School District and WS BOCES.

****#FI-3**

RESOLVED: that the West Babylon Board of Education gratefully accepts the following donations:

\$700 from Target's Field Trip Grants Program

\$200 from Hofstra University/Bethpage Federal Credit Union

These donations will be deposited into the Senior High School's Trust and Agency account.

WEST BABYLON UNION FREE SCHOOL DISTRICT

REGULAR MEETING - BOARD OF EDUCATION - TUESDAY - JANUARY 28, 2014

PERSONNEL

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



PROFESSIONAL PERSONNEL SCHEDULE

- I. Professional Personnel Schedule 13-P-13**
 - A. Family Medical Leave
 - B. 2013-2014 Salary Adjustments
 - C. Spring, 2014 Student Teachers/Observers
 - D. 2013-2014 Per Diem Substitute

CIVIL SERVICE SCHEDULE

- II. Civil Service Schedule 13-C-13**
 - A. Leave of Absence Request
 - B. Resignation to Retire

SCHEDULE 13-P-13 Professional Personnel Schedule

Date of Meeting: January 28, 2014

Page 1 of 2 pages.

| NAME | POSITION | SCHOOL/ AREA | STEP/ SALARY | BEG/END APPT. | COMMENTS |
|------------------|------------------|-----------------|-----------------|------------------|----------------------|
| DiPreta, Jillian | Elementary Tchr. | JK | | 1/21/14 - | Family Medical Leave |

Salary Adjustments:

Lawton, Christine

FROM:

Step A-5-1/\$58,076.

TO:

Step A-6-1/\$60,617. 12/11/13
(prorate)

Stuart, Patricia

Step A-5-1/\$58,076.

Step A-7-1/\$63,158. 2/3/14
(prorate)

Student Teachers/Observers:

| | | |
|----------------------|----------------------------|----|
| Bello, Seralyn | Special Ed./Social Studies | HS |
| Columbia, Alexandria | Elementary | SA |
| Fogarty, Amber | Physical Education | HS |
| Simoncic, Marisa | Elementary | SB |

Spring, 2014

Registered Nurse Substitute:

*Abrams-Tucker, Jane

DW

\$120./day

2013-2014

*Emergency Conditional Appointment

SCHEDULE 13-C-13 Civil Service Personnel Schedule

Date of Meeting: January 28, 2014

Page 2 of 2 pages.

| NAME | POSITION | SCHOOL/ AREA | STEP/ SALARY | BEG/END APPT. | COMMENTS |
|------------------|------------------------------------|-------------------------|-------------------------|--------------------------|-----------------------|
| Campbell, Nancy | Paraprofessional (clerk-typist) | JK | | 2/3/14 - 6/30/14 | Leave of Absence |
| Onderdonk, Harry | School Bus Driver | Trans. | | 6/30/14 | Resignation to Retire |

WEST BABYLON UNION FREE SCHOOL DISTRICT

REGULAR MEETING - BOARD OF EDUCATION - TUESDAY - JANUARY 28, 2014

POLICY

- A. Board Review-Programs for Students with Disabilities under the IDEA and New York's Education Law Article 89 (Third Time Adoption) (File:4321)
- B. Board Review-Diploma and Credential Options for Students with Disabilities (Third Time Adoption) (File:4773)
- C. Board Review-Evaluation of Staff-Not Covered by 3012c of Education Law (Second Time Discussion) (File:9420)
- D. Board Review-Building Principal and Classroom Teacher Evaluation (Second Time Discussion) (File:9420.1)

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 her learning or that of others) to ascertain the physical, mental, behavioral and emotional factors that contribute to the suspected disabilities.

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

Parental Consent for Student Evaluations

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

1. If a parent refuses to give consent for an initial evaluation, or fails to respond to such a request, the parent will be given an opportunity to attend an informal conference and ask questions about the proposed evaluation. Unless the referral for evaluation is withdrawn, if the parent continues to withhold consent, the Board will commence due process proceedings to conduct an initial evaluation without parental consent within the time lines established in Commissioner's regulations.
2. If a parent refuses to give consent for a reevaluation, or fails to respond to such a request, district staff will proceed with the reevaluation without parental consent if it has engaged in documented reasonable efforts to obtain such consent and the parent has failed to respond. If the district cannot document its efforts to obtain consent, the Board will commence due process proceedings to conduct a reevaluation without parental consent.
3. If district staff is unable to obtain consent for the initial evaluation or reevaluation of a home schooled or a parentally-placed nonpublic school student, the Board will not commence due process proceedings to conduct the evaluation without parental consent, and will consider the student as not eligible for special education.

Conduct of Evaluations

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

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

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

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

Eligibility Determination

The CSE or CSE subcommittee will determine whether a student is eligible for special education and related services under the IDEA and Article 89, as well as the student's educational needs. The CSE or CSE subcommittee may not determine that a student is eligible for special education and related services if the determining factor is lack of appropriate instruction in the essential components of reading,

including phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), and reading comprehension strategies; or lack of appropriate instruction in math; or limited English proficiency.

Committee on Special Education

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

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

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

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

Provision of Services:

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

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

Parental Consent for the Provision of Services:

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

Transition Service and Diploma/Credential Options

In accordance with law and regulation, the Board will ensure the provision of transition services, which are a coordinated set of activities for students with disabilities that facilitates movement from school to post-school activities, which may include but are not limited to post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living or community

participation. At age 15, or younger if appropriate, the student's IEP will include a statement of transition service needs and will include undertaking activities in the following areas:

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

In developing the plan for transition services, 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.

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 Career Development and Occupational Studies Commencement Credential or a Skills and Achievement Commencement Credential is less than twenty-one years of age, the 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

**EVALUATION OF STAFF
(NOT COVERED BY 3012-c OF EDUCATION LAW)**

The Board of Education believes that the regular, rigorous and meaningful evaluation of all staff is necessary to continuously improve the achievement of students and the operation of the district. To this end, the Superintendent of Schools shall be responsible for ensuring that all district employees are evaluated annually and receive appropriate levels of support based upon that evaluation, if necessary, to improve their skills.

Administrators

All administrators, other than building principals who are covered by policy 9240.1, shall be evaluated annually by the Superintendent (or his/her designee) in accordance with this policy, applicable state law, regulation and collective bargaining agreements.

Professional Employees (not covered by 3012-c)

All professional employees (non-classroom teachers providing instructional services or pupil personnel services, counselors, school psychologists and social workers) shall be evaluated annually in accordance with state law and regulation, as well as any applicable collective bargaining agreement and the district's Part 100.2(o) Professional Performance Review Plan. The plan shall include the required regulatory elements such as: (a) criteria for evaluating teachers and other professional employees, (b) assessment methods, (c) how quality rating categories/criteria will be used to differentiate professional development, compensation and promotion; (d) how timely and constructive feedback from evaluations will be provided; (e) plans to improve teacher performance for those rated ineffective, and; (f) training for evaluators.

The Superintendent (or his/her designee) shall collaborate with teachers, pupil personnel professionals, administrators and parents in developing the plan, which may be a multi-year plan. The Superintendent (or his/her designee) shall be responsible for selecting those individuals with whom he or she will collaborate in the development of the plan. The Superintendent (or his/her designee) shall meet with a group of such individuals at least once each year to determine if changes are necessary after its initial adoption.

The Superintendent shall submit the district's Professional Performance Review Plan, with any recommended changes, to the Board. At that meeting, the Board may request that the Superintendent reconsider or reexamine certain aspects of the plan, in which case, the Superintendent will resubmit the plan to the Board.

Support Staff

Support staff (those staff not required to be evaluated under the Professional Performance Review Plan) shall be evaluated annually in accordance with any applicable collective bargaining agreement and this policy.

Training

The Superintendent shall ensure that all staff that are required to evaluate other staff are provided appropriate and sufficient training in assessment and evaluation, in accordance with state law and regulation.

Cross-ref: 9160, Personnel Records
9420.1, Building Principal and Classroom Teacher Evaluation

9700, Staff Development

Ref: Education Law §3012-c
8 NYCRR § 100.2(o) (Professional Performance Review Plans)

Adoption date:

BUILDING PRINCIPAL AND CLASSROOM TEACHER EVALUATION

In accordance with state law and regulation, it is the goal of the Board of Education to have a high quality evaluation program for staff including building principals and classroom teachers which results in an effective teacher in every classroom and an effective leader in every building in the district. In order to achieve that goal, the Superintendent of Schools shall be responsible for ensuring that building principals and classroom teachers are evaluated annually, in accordance with state law and regulation. Evaluations will be a significant factor in employment decisions, including, but not limited to, promotion, retention, tenure determination, termination and supplemental compensation.

Annual Professional Performance Review Plan

The district will submit the required annual professional performance review plan to the State Education Department in a timely manner, in conformance with state law, Regents Rules and Commissioner's Regulations. The Superintendent will provide periodic reports to the Board of Education on the progress of negotiations regarding the negotiable parts of the plan, salient information about the preparation of the plan, present the plan for Board approval and apprise the Board when the plan has been approved by the State.

The plan shall include a description of the required elements, including the following:

- (a) the process for transmitting accurate data to the State Education Department,
- (b) scoring methods that ensures the integrity of the testing process,
- (c) how quality rating categories/criteria will be used to differentiate professional development, compensation and promotion;
- (d) how timely and constructive feedback from evaluations will be provided;
- (e) plans to improve teacher performance for those rated ineffective, and
- (f) training for evaluators.

Once the district has received approval of the plan by the State Education Department, the plan will be posted on the district's website within 10 days, or by September 10th, whichever is later.

Classroom Teachers and Principals (covered by Education Law §3012-c)

Classroom teachers and buildings principals will receive a composite performance rating as part of the annual professional performance review, in accordance with state law, by September 1st (or the date in which all subcomponents are available) of the following school year. The composite performance rating will fall into one of four categories: highly effective; effective; developing and ineffective. This composite rating will be made up of multiple measures of effectiveness and will include student performance on state and local tests, in accordance with the terms of the annual professional performance review plan.

Teacher and Principal Improvement Plans

When a teacher or principal is rated as developing or ineffective as a result of the annual performance review, the Superintendent or his/her designee must formulate and commence an improvement plan (TIP/PIP). The improvement plan will be developed in accordance with negotiated agreements, but must be in place no later than 10 school days from the opening of classes in the school year following the school year for which the performance was rated. The TIPS/PIPS process is outlined in the annual professional performance review plan.

Appeals

For classroom teachers and principals, an appeal of an evaluation may be commenced once the composite evaluation score has been received. The right to appeal and the process of the appeal is prescribed by the annual professional performance review plan.

Training

The Superintendent shall ensure that all staff that are required to evaluate other staff are provided appropriate and sufficient training in assessment and evaluation, in accordance with state law and regulation.

Reporting and Public Disclosure

In accordance with state law, the district will make aggregate information from the classroom teacher and building principal annual professional performance system available on the district website. This summary information will not include personally identifiable data.

Upon request from a parent or legal guardian, the district will provide the final quality rating and composite effectiveness score for each of the classroom teachers and for the building principal to which the student is assigned. The district will take reasonable steps to review the request to verify that the parent/guardian is entitled to the information. The Superintendent will develop procedures to implement this provision of the policy.

Cross-ref: 9140.1, Employee Complaints and Grievances
9420, Staff Evaluation
9160, Personnel Records
9700, Staff Development

Ref: Education Law §3012-c
8 NYCRR Subpart 30-2
8 NYCRR § 100.2(o)(2) (Professional Performance Review Plans)
Guidance on New York State's Annual Professional Performance Review for Teachers and Principals to Implement Education law §3012-c and the Commissioner's Regulations, Updated, August 30, 2013

Adoption date: