

Shelter Island School Board of Education
Wednesday, October 14, 2026
Regular Meeting at 5:30 pm
Conference Room

Kathleen Lynch, President * Margaret Colligan, Vice President
Dawn Hedberg Karina Montalvo Anthony Rando Laurene H. Silvani

1. Call to Order

2. Pledge of Allegiance

3. Shelter Island School Mission Statement – Engage, Explore, Empower

The following statement will be read:

We want our students to cherish our small Island community while applying and expanding their learning about, understanding of, and engagement with the wider world. To do this they must be: ethical and moral individuals; respectful and responsible communicators; creative and analytical thinkers; knowledgeable and literate readers, writers, mathematicians and scientists; participants in and audiences for art, drama, music, athletics, and other artistic, cultural, and social activities; skilled and successful workers and consumers; and committed and active citizens.

4. Visitor Questions (Specific to the agenda)

To ask a question specific to the agenda, please step to the podium, state your name and position in the community. Thank you!

5. Consent Agenda – The Board President may seek a motion to approve and/or accept the following agenda items:

5.1 Approval of Minutes

- a. Regular Meeting of September 16, 2026

6. Correspondence

- a. Email from Leah Aron, Aron Law PLLC re: School Bus Stop-Arm Camera Program FOIL Request

7. Student Liaison Report

8. Presentations

8.1 Presentation Requiring Board Approval

- a. Christopher Angotta, Nawrocki Smith LLP External Auditors

The Board President may request a motion to accept the following action: 8.1a

8.1a Audit Reports Year End June 30, 2026

RESOLVED, that based on the recommendations of the Audit Committee of the Board of Education, the Board of Education of the Shelter Island Union Free School District hereby accepts the annual financial statements and independent auditor's reports (General and Extraclassroom Funds) for the fiscal year ending June 30, 2026 as performed and prepared by Nawrocki Smith for submittal to the New York State Education Department.

- b. Members of the National Honor Society Executive Team re: National Honor Society Cardboard Campout

The Board President may request a motion to approve the following action: 8.1b

8.1b NHS Cardboard Campout

Approve an overnight field trip on school property for the National Honor Society Cardboard Campout to be held on Tuesday, November 10, 2026, at 6:00 pm through Wednesday, November 11, 2026, at 6:00 am.

- c. Catherine Brigham and Members of the Class of 2027 re: Senior Class Trip 2027

The Board President may request a motion to approve the following action: 8.1c

8.1c Class of 2027 Senior Class Trip

Approve the Senior Class Trip to Yosemite National Park & Lake Tahoe, to be held Tuesday, June 1, 2027 through Tuesday, June 8, 2027.

9. Personnel - The Board President requests a motion to approve and/or accept the recommendations of the Superintendent on the following Personnel Actions: 9.1 - 9.4

9.1 Step Movement

a. Approval to move the following faculty on the salary scale, effective retroactively to September 1, 2026

- | | |
|------------------------|------------------------------|
| 1. Adrienne Pitch | Step 5 MA+15 to Step 5 MA+30 |
| 2. Jacqueline Sperling | Step 3 MA+30 to Step 3 MA+45 |
| 3. Kristin Sweeney | Step 6 MA+30 to Step 6 MA+45 |
| 4. Catherine Brigham | Step 7 MA+15 to Step 7 MA+30 |

9.2 Lead Evaluators of Teachers and Principals for the 2026-2027 School Year

a. BE IT RESOLVED, that Brian Doelger, Jennifer Rylott, Sean Brennan, Kristin Sweeney, and Allan Gerstenlauer are hereby certified as a Qualified Lead Evaluator of teachers and building principals, by successfully demonstrating the skills prescribed in 8 NYCRR §30-2.9(b), including:

1. The New York State Teaching Standards, and their related elements and performance indicators/ the Leadership Standards and their related functions;
2. Evidence-based observation techniques that are grounded in research;
3. Application and use of the student growth percentile model and the value-added growth model as defined in 8 NYCRR §30-2.2;
4. Application and use of the state-approved principal rubric selected by the Shelter Island Union Free School District for use in the evaluations of teachers and building principals, including training on the effective application of such rubrics to observe a teacher's and building principal's practice;
5. Application and use of the assessment tools that the Shelter Island Union Free School District utilizes to evaluate its teachers and building principals;
6. Application and use of the state-approved locally selected measures of student achievement used by Shelter Island Union Free School District to evaluate its principals;
7. The scoring methodology utilized by the State Education Department and Shelter Island Union Free School District to evaluate teachers and building principals under 8 NYCRR Subpart 30-2, including:
 - a. How scores are generated for each subcomponent and the composite effectiveness score of teachers and building principals, and
 - b. Application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the overall rating of teachers and principals and their subcomponent ratings; and
 - c. Specific considerations in evaluating teachers and building principals of English language learners and students with disabilities.

9.3 Additional Substitute Teacher for the 2026-2027 School Year at \$125 per Day

- a. Maria DiOrio, retroactive to October 1, 2026
- b. Sophia Clemente, retroactive to October 6, 2026
- c. Kimberly Atkins, retroactive to October 7, 2026

9.4 Non-Aligned Personnel Employment Agreement

a. BE IT RESOLVED THAT: The Board of Education hereby approves the annexed agreement between the Shelter Island Union Free School District and Jacqueline Dunning; and

BE IT FURTHER RESOLVED THAT: The Board of Education hereby authorizes the Board President to execute said agreement.

10. Program - The Board President requests a motion to approve and/or accept the recommendations of the Superintendent on the following Program Actions: 10.1 – 10.4

10.1 CPSE/CSE Recommendations for the 2026-2027 School Year

- a. Committee on Preschool Special Education
- b. Committee on Special Education

10.2 Second Reading and Adoption of Policy (Note: First Reading of these policies took place on February 9, 2026. District Clerk took leave of absence before Second Reading could take place.)

- a. Policy 1220 – Board of Education Members: Nomination and Election
- b. Policy 3311 – Notification of Disclosure of Employee Disciplinary Records
- c. Policy 5685 – Maximum Temperature for School Buildings and Indoor Facilities (NEW)
- d. Policy 6212 – Certification and Qualifications
- e. Policy 6213 – Registration and Professional Learning
- f. Policy 6214 – Incidental Teaching
- g. Policy 6215 – Probation and Tenure

10.3 First Reading of Policy

- a. Policy 4212 – Shelter Island UFSD Organization Chart
- b. Policy 6411 – Use of Email in the District (NEW)
- c. Policy 7150 – Remote Instruction (NEW)
- d. Policy 7212 – Response to Intervention (RTI) Process
- e. Policy 7222 – Diploma or Credential Options for Students with Disabilities
- f. Policy 7230 – Advanced Coursework

10.4 District Data Recovery & Disaster Recovery Plan

- a. Resolved, that the Board of Education of the Shelter Island Union Free School District hereby adopts the District Data Recovery and Disaster Recovery Plan and directs that such plan be held in the files of the District Clerk for use only by necessary parties at such times when implementation of the plan becomes necessary, and be it further

Resolved, that the Board of Education of the Shelter Island Union Free School District, recognizing importance of confidentiality concerning the District Data Recovery and Disaster Recovery Plan, hereby directs that said plan be held as a confidential document to the greatest extent allowable by law.

11. Finance – The Board President requests a motion to approve and/or accept the recommendations of the Superintendent on the following Finance Actions: 11.1 – 11.3

11.1 Financial Reports

- a. Treasurer's Report – September 2026
- b. Extra Class Report – September 2026
- c. Appropriations Status Report
- d. Revenue Status Report
- e. Claim Auditor's Report – September 2026
- f. Payroll Audit Report – September 2026

11.2 Budget Transfers and Journal Entries

- a. Accept and approve the Budget Transfers and Journal Entry Reports for the period of September 10, 2026 through October 3, 2026, that in accordance with Board Policy, the Superintendent has approved, as well as the transfers that need specific Board approval.

11.3 Donation

- a. Authorize the Shelter Island School District to accept a donation of \$100 from Susan Jones, for Art Department Materials and Supplies; and authorize an increase to the budget line of A.2110.450.00.0011 in the same amount.

12. Business – the Board President requests a motion to approve or accept the recommendations of the Superintendent on the following Business Action: 12.1 – 12.2

12.1 Contracts

- a. Approve the agreement between the Board of Education of the Shelter Island Union Free School District and Liberty Lawn and Landscape, LLC of Shelter Island, NY, for snow removal services, in the amount of \$8,750. The term of said agreement shall be December 1, 2026 through April 30, 2027; and authorize the Board President to execute said agreement.

12.2 Amend Motion

- a. Amend the motion of September 16, 2026 from:

Approval to transport twenty-seven (27) students to the following private schools for the 2026-2027 school year:

Our Lady of the Hamptons – 6 students
Hayground School – 9 students

Ross Upper School – 4 students
Peconic Community School – 8 students

to:

Approval to transport **twenty-five (25)** students to the following private schools for the 2026-2027 school year:

Our Lady of the Hamptons – **4 students**
Hayground School – 9 students

Ross Upper School – 4 students
Peconic Community School – 8 students

13. Facility – the Board President requests a motion to approve or accept the recommendations of the Superintendent on the following Facility Action: 13.1

13.1 SEQRA Resolution

- a. WHEREAS, the Board of Education of the Shelter Island Union Free School District desires to embark upon the following capital improvements at the District's facilities: installation of six (6) new doors with security features at main entrance lobby, three (3) exterior door replacements, five (5) exterior door hardware replacements, and one (1) window replacement in the tech room (hereinafter 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 (Section 6 NYCRR 617.5 (c)(1); 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 of educational institutions, including expansion of existing facilities by less than 10,000 square feet of gross floor area and school closings, but not changes in use related to such closings (Section 6 NYCRR 617.5(c)(10));

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 (10) 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.

14. Items for Consideration – None

15. Old Business

- a. Open Board Seat
- b. Finalize Board Committees for the 2026-2027 School Year
 - Building & Grounds/Health & Safety Committee (Kathleen Lynch & Anthony Rando)
 - Audit Committee (Kathleen Lynch & Margaret Colligan)
 - Policy Committee (Margaret Colligan, Kathleen Lynch & Dawn Hedberg)
 - Wellness Committee (Karina Montalvo, Anthony Rando & Laurene Silvani)
 - Joint Professional Practice Committee (JPPC) (Margaret Colligan & Dawn Hedberg)

16. Assistant Principal Report

17. Assistant Superintendent Report

18. Superintendent Report

19. Board Member Reports

20. Visitor Comments

To make a comment, please step to the podium, state your name and position in the community. Thank you!

21. Adjournment

Bylaws

SUBJECT: BOARD MEMBERS: NOMINATION AND ELECTION

- a) Candidates for the office of member of the Board must be nominated by a petition directed to the District Clerk which is signed by at least 25 qualified voters of the District, or by 2% of the number of voters who voted in the previous annual election, whichever is greater. Petitions must state the residence of each signer and the name and residence of each candidate.
- b) The notice of the Annual District Meeting must state that petitions nominating candidates for the Board must be filed with the Clerk of the District, between 8 a.m. and 3 p.m., no later than 30 days before the Annual or Special District Meeting at which the school board election will occur.
- c) Voting will be by machine or paper ballot, and provision will be made for the election by "write-in-vote" of any candidate not previously nominated. The position of candidates on ballots will be determined by lot at a drawing conducted by the District Clerk after 5:00 pm on the day of the last filing. Candidates or their proxies may be present for the drawing.
- d) The hours of voting will be as indicated by Board resolution.
- e) The candidates receiving the largest number of votes, will be declared elected in accordance with Education Law.
- f) At least ten days prior to the election, the Board will appoint at least two inspectors of election for each voting machine or ballot box, and set their salary.
- g) The District Clerk will oversee the election. The Clerk will also give notice immediately to each person declared elected to the Board, informing him or her of the election and his or her term of office.
- h) Only qualified voters, as determined by Education Law Section 2012, may vote at any District meeting or election.
- i) No electioneering will be allowed within 100 feet of the polling place.
- j) When a term of office expires at the end of a school year and the office has become vacant at the time of election, the person elected to fill the new full-term vacancy also fills the remaining days of the previous term, beginning his or her term of office immediately upon election and the taking and filing of the oath of office.

Ex Officio Student Board Members (Student Liaison)

The Board will have at least one ex officio student Board member. Ex officio student Board members will be entitled to sit with Board members at all public meetings and hearings of the Board and may participate in other Board activities and responsibilities at the discretion of the Board. However, ex officio student Board members will:

- a) Not be allowed to vote;

(Continued)

Bylaws

SUBJECT: BOARD MEMBERS: NOMINATION AND ELECTION (Cont'd.)

- b) Not be allowed to attend executive sessions or any other meetings or hearings not open to the public; and
- c) Not be entitled to receive compensation of any form for participating at Board meetings.

Ex officio student Board members will serve on the Board for a term of one year, commencing July 1 and ending June 30.

Selecting Ex Officio Student Board Members

To be designated as an ex officio student Board member the student must have attended a District high school for at least one year prior to selection.

The ex officio student members of the Board may be any of the following:

- a) The student that has been duly elected as
- b) A student duly elected by the student body;
- c) A student selected by the high school student government;
- d) A student selected by the high school principal;
- e) A student selected by the Superintendent; or
- f) A student selected by a majority vote of the Board.

Education Law Sections 1702, 1703, 1804, 1901, 1950, 2004, 2012, 2018, 2025, 2029, 2031-a, 2031, 2032, 2034, 2105(14), 2121, 2502, 2602, 2608(1), and 2610

Adoption Date: 09/17/07
Revised:

SUBJECT: NOTIFICATION OF DISCLOSURE OF EMPLOYEE DISCIPLINARY RECORDS**Overview**

In accordance with New York State Public Officers Law, this policy establishes a process to notify District employees when the District is responding to a request for their disciplinary records.

Scope

This policy applies to all current and former employees of the District whose disciplinary records may be subject to public disclosure under the Freedom of Information Law (FOIL).

What Constitutes an Employee Disciplinary Record

For purposes of this policy, disciplinary records are any record created in furtherance of a disciplinary proceeding, including, but not limited to:

- a) The complaints, allegations, and charges against an employee;
- b) The name of the employee complained of or charged;
- c) The transcript of any disciplinary trial or hearing, including any exhibits introduced at such trial or hearing;
- d) The disposition of any disciplinary proceeding; and
- e) The final written opinion or memorandum supporting the disposition and discipline imposed including the District's complete factual findings and its analysis of the conduct and appropriate discipline of the covered employee.

Notification Upon Release of Disciplinary Records

When the District releases an employee's disciplinary records in response to a FOIL request, it will promptly provide written notification to the affected employee, unless the request is from the employee for their own records.

For current employees, this notification will be sent to the employee's work email address or, if unavailable, their home address on file with human resources.

For former employees, this notification will be sent to the employee's last known home address on file with human resources. The District will make every reasonable effort to notify former employees, and will document the steps taken to do so.

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**SUBJECT: NOTIFICATION OF DISCLOSURE OF EMPLOYEE DISCIPLINARY
RECORDS (Cont'd.)**Content of Notification

The notification will include a brief description of the released records. This notification is for informational purposes only and does not require employee consent. Its purpose is to ensure employees are aware of the disclosure.

Public Officers Law Section 87

NOTE: Refer also to Policy #3310 -- Public Access to Records

Adoption Date

SUBJECT: MAXIMUM TEMPERATURE FOR SCHOOL BUILDINGS AND INDOOR FACILITIES

The District is responsible for addressing the health, safety, and comfort of students and staff on extreme heat conditions days.

For purposes of this policy, the following definitions apply:

- a) Extreme heat condition days means days when occupiable educational and support services spaces are 82 degrees Fahrenheit or higher.
- b) Room temperature means the temperature measured at a shaded location, three feet above the floor near the center of the room.
- c) Support services spaces do not include kitchen areas used in the preparation of food for consumption by students.

Implementation Plan When the Temperature Reaches Eighty-Two Degrees Fahrenheit

The District is required to take action to relieve heat-related discomfort when the occupiable educational and support services spaces temperatures reach 82 degrees Fahrenheit. These actions may include, but are not limited to:

- a) Turning off the overhead lights;
- b) Pulling down shades or blinds;
- c) Turning on fans;
- d) Opening classroom doors and windows to increase circulation, if permitted;
- e) Turning off unused electronics that produce heat; and
- f) Providing water breaks.

Air conditioners, where available, may also be used to keep room temperatures from reaching 82 degrees Fahrenheit. The District may take the actions above earlier in the day or before school starts in an effort to keep the room temperature below 82 degrees Fahrenheit. This does not prohibit using air conditioning in response to a student's Individualized Education Plan, Section 504 Plan, or in response to a documented student medical need.

Implementation Plan When the Temperature Reaches Eighty-Eight Degrees Fahrenheit

The District will remove students and staff from educational and support services spaces when the room temperature reaches 88 degrees Fahrenheit where practicable. The Superintendent or designee may direct building principals to evacuate the space by:

- a) Moving students and staff to cooler spaces within the school building(s); or

(Continued)

SUBJECT: MAXIMUM TEMPERATURE FOR SCHOOL BUILDINGS AND INDOOR FACILITIES (Cont'd.)

- b) Closing school early and sending students and staff home according to the District's emergency school closing policy and/or procedure which include communicating with parents and persons in parental relation.

The Board will consider the anticipated number of extreme heat condition days when adopting or adjusting the District's school calendar. The District will also be mindful of collective bargaining agreements.

Education Law Section 409-n

NOTE: Refer also to Policy #3510 -- Emergency School Closings

Adoption Date:

Personnel

SUBJECT: CERTIFICATION AND QUALIFICATIONS

The following provisions will govern certification and qualifications of District personnel:

- a) In accordance with applicable statutes, Rules of the Board of Regents, and Commissioner's regulations, each employee whose employment requires certification or other licensure must inform the Superintendent immediately of any change in his or her certification or licensure status. The changes may include the granting, revocation, upgrading, expiration, conversion, and/or extension of documents as to their periods of validity or their titles.
- b) Commissioner's regulations extend the expiration dates for various certificate holders engaged in active military service for the period of active service and an additional 12 months from the end of the service. The regulations also reduce the professional development requirements for certification holders called to active duty for the time of active service.
- c) Online verification of an employment applicant's certification status will be used in lieu of printed certificates for current and potential employees. The District will also check the TEACH database to ensure that any Permanent or Professional certificates for new hires remain valid.
- d) It is the responsibility of the employee to ensure that he or she maintains the appropriate certification and/or licensure required for his or her assignment.

Parent Notification

The District is required to provide parents, upon request, with specific information about the professional qualifications of their children's classroom teachers. The following will be provided by the District upon request:

- a) If the teacher has met New York State qualifications and licensing criteria for the grade levels and subject areas he or she teaches;
- b) Whether the teacher is teaching under emergency or other provisional status through which the state qualification or licensing criteria have been waived;
- c) The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees; and
- d) If the child is provided services by any instructional aides or similar paraprofessionals and, if so, their qualifications.

20 USC § 7801(23)
34 CFR §§ 200.55 and 200.56
Education Law §§ 210, 305, 3001, 3001-a, 3004, 3006 and 3008
8 NYCRR Subparts 57-3, 80-1, 80-2, 80-3, 80.4, and 80.5
8 NYCRR §§ 100.2(dd) and 100.2(o)

Adoption Date:

Personnel

SUBJECT: REGISTRATION AND PROFESSIONAL LEARNING**Registration**

All employees who are certificate holders must register with the State Education Department (SED) every five years through the TEACH system. An employee is a certificate holder if they hold a permanent or professional certificate in the classroom teaching service, a permanent or professional certificate in the educational leadership service (i.e., school building leader, school district leader, or school district business leader), or a Level III Teaching Assistant certificate. Only registered employees may teach or supervise in the District.

Employees who were certificate holders prior to July 1, 2016 had to apply for initial registration during the 2016-2017 school year and each subsequent five-year period thereafter.

Any individual who is issued a new certificate is automatically registered with SED. These certificate holders must renew their registration every five years during their birth month.

Any certificate holder who fails to register by the beginning of the appropriate registration period may be subject to late filing penalties.

Certificate holders must notify SED of any change of name or mailing address within 30 days of such change through the TEACH system. Any certificate holder who willfully fails to inform SED of changes to their name and/or address within 180 days of such change may be subject to moral character review.

Continuing Teacher and Leader Education (CTLE) Credit Hours

All continuing teacher and leader education certificate holders (CTLE certificate holders) must successfully complete a minimum of 100 hours of acceptable CTLE hours during each five-year registration period to maintain a valid certificate. An employee is a CTLE certificate holder if they hold a professional certificate in the classroom teaching service, a professional certificate in educational leadership service, or a Level III Teaching Assistant certificate. This requirement may be completed at any time over the course of a five-year period. Credit hours cannot carry over to subsequent registration periods.

SED sets high standards for courses, programs, and activities that qualify for CTLE credit, and it must approve all CTLE sponsors. Generally, acceptable CTLE will be in the content area of any certificate title held by an individual or in pedagogy.

The District will describe opportunities for teachers and administrators to engage in CTLE in its professional learning plan. The District will annually certify, in a format and on a timetable prescribed by the Commissioner of Education, that the requirements to have a professional learning plan for the succeeding school year have been met and that it has complied with the professional learning plan for the current school year.

The District will provide CTLE opportunities that are designed to improve the teacher or leader's pedagogical and/or leadership skills and are targeted at improving student performance, among other things. A peer-review teacher or principal acting as an independent trained evaluator who conducts a

(Continued)

Personnel

SUBJECT: REGISTRATION AND PROFESSIONAL LEARNING (Cont'd.)

classroom observation as part of a teacher evaluation under relevant sections of the Education Law may apply the observation time to fulfilling CTLE requirements. Time spent mentoring may also be counted toward required CTLE credit hours.

Language Acquisition CTLE and Exemption

Employees holding an English to speakers of other languages (all grades) certificate or a bilingual extension are required to complete a minimum of 50% of the required CTLE hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English Language Learner (ELL) students. All other certificate holders must complete a minimum of 15% of the required CTLE hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. A minimum of 15% of the required CTLE hours for employees holding a Level III Teaching Assistant certificate will be dedicated to language acquisition addressing the needs of ELLs and integrating language and content instruction for ELLs.

Employees holding school district business leader certificates are exempt from the language acquisition CTLE requirements for each year that they are employed in the District. Instead, they must complete a minimum of 15% of the required CTLE hours dedicated to the needs of ELLs and federal, state, and local mandates for ELLs.

Employees may be eligible for a waiver of language acquisition CTLE requirements. Each school year when there are fewer than 30 ELLs enrolled in the District or ELLs make up less than 5% of the total student population, the District may obtain an exemption. If the District obtains this exemption, employees would be exempt from the language acquisition CTLE requirement for each year that they are employed in the District.

CTLE Adjustments

The Commissioner may adjust an employee's number of CTLE hours and/or time to complete them due to poor health, as certified by a health-care provider; extended active duty in the Armed Forces; or other acceptable good cause.

Any employee holding a certificate in the classroom teaching service who obtains certification from the National Board for Professional Teaching Standards will be considered CTLE-compliant for the registration period in which they obtain this certification. However, the employee must still meet any language acquisition requirements.

Recordkeeping and Reporting Requirements

Employees must maintain a record of completed CTLE hours for at least three years from the end of the applicable registration period. The record must include the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of ELLs, the sponsor's name, any identifying number, attendance verification, and the date and location of the program.

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SUBJECT: REGISTRATION AND PROFESSIONAL LEARNING (Cont'd.)

The District will maintain a record of any professional learning it conducts or provides for educators for at least seven years from the date of completion. These records will be available for review by SED.

Education Law Sections 3006, 3006-a, and 3012-d
8 NYCRR Subpart 80-6
8 NYCRR Sections 100.2(dd) and 154-2.3(k)

NOTE: Refer also to Policy #6160 -- Professional Growth/Staff Development

Adoption Date

Personnel

SUBJECT: INCIDENTAL TEACHING

The Board will comply with all applicable laws and regulations regarding incidental teaching. Any updates to applicable laws and regulations, whether temporary or permanent, will supersede any conflicting language in this policy. As a result, different incidental teaching rules may apply in certain years.

Generally, the Superintendent may assign a teacher to teach a subject not covered by that teacher's certificate or license for a period not to exceed five classroom hours a week, when no certified or qualified teacher is available after extensive and documented recruitment efforts, and provided that approval of the District Superintendent is obtained.

Not later than 20 business days after this assignment, the Superintendent must submit for approval an application, in a form satisfactory to the District Superintendent, containing the following information:

- a) Evidence of extensive recruitment of a teacher certified in the appropriate area;
- b) The name and certification status of the teacher given the assignment;
- c) The subject which the teacher is being assigned to teach on an incidental basis and the total number of classes in the subject being taught on an incidental basis;
- d) The qualifications of the teacher to teach that subject on an incidental basis;
- e) The specific reasons why an incidental assignment is necessary;
- f) The anticipated duration of the incidental teaching assignment; and
- g) The number of applications, approved or pending, for authorization to make incidental teaching assignments in the same certification area for which the current authorization is being sought.

To be approved, the application must demonstrate to the satisfaction of the District Superintendent that an incidental teaching assignment is necessary, that the teacher assigned is the best qualified to teach the subject on an incidental basis, and that the requirements of Commissioner's regulations have been met.

The District Superintendent will issue a determination within 20 business days of receipt of the District's application.

(Continued)

Personnel

SUBJECT: INCIDENTAL TEACHING (Cont'd.)

If the application is disapproved, the Superintendent, within seven business days of receipt of the notice of disapproval, will terminate the incidental teaching assignment. If the application is approved, this approval will be deemed to have commenced on the date of the incidental teaching assignment and will terminate on the last day of the school year for which it is granted.

The Superintendent may renew an incidental teaching assignment, in accordance with the requirements of Commissioner's regulations, for any subsequent school year.

To obtain a renewal, the Superintendent, as soon as possible after learning that the continued assignment of an incidental teacher is necessary, must submit an application which, in addition to including the information noted above for the initial approval of an incidental teaching assignment, must provide assurances by the Superintendent that:

- a) The teacher who previously taught the course on an incidental basis has been offered the opportunity to continue to teach the course or has not been offered an opportunity because the Superintendent has evidence that the course was not taught in an acceptable manner;
- b) The teacher assigned a course on an incidental basis has completed, or has agreed to complete, within the prescribed time period, at least three semester hours of credit or a satisfactory equivalent leading to certification in the subject area of the incidental assignment; and
- c) The teacher assigned to teach the course will be reimbursed by the District for the tuition cost of any portion of the three semester hours of credit or the equivalent required that is taken by the teacher at the request of the District, and satisfactory evidence that the teacher has been reimbursed in the event the teacher who is assigned has previously taught the course on an incidental basis, under a previous renewed approval.

8 NYCRR Section 80-5.3

Adoption Date

Personnel

SUBJECT: PROBATION AND TENURE

The Board will comply with all applicable laws and regulations regarding probation and tenure. Any updates to applicable laws and regulations, whether temporary or permanent, will supersede any conflicting language in this policy. As a result, different probationary and tenure rules may apply for teachers or building principals in certain circumstances.

Probation

Generally, teachers, all other members of the teaching staff, principals, administrators, supervisors, and all other members of the supervising staff will be appointed by the Board upon the recommendation of the Superintendent for a probationary period of four years.

The probationary period will not exceed three years for teachers previously appointed to tenure in any district or BOCES within the state, provided that the teacher was not dismissed from that district or BOCES as a result of charges brought pursuant to Education Law Section 3020-a or 3020-b and met the required annual professional performance review (APPR) rating in their final year of service there.

Additionally, up to two years of service as a regular substitute teacher may be applied toward probationary service. (This is sometimes referred to as Jarema Credit.)

The probationary period will not exceed three years for principals, administrators, supervisors, or other members of the supervising staff appointed on or after June 1, 2020 who were previously appointed to tenure as an administrator within an authorized administrative tenure area in any district or BOCES within the state provided that the individual was not dismissed from that district or BOCES as a result of charges brought pursuant to Education Law Section 3020-a or 3020-b.

During the probationary period, a staff member will be given assistance in adjusting to the new position, but the essential qualifications for acceptable performance will be assumed because the staff member attained the required certification or license.

A staff member's appointment may be discontinued at any time during their probationary period upon the recommendation of the Superintendent and by majority vote of the Board.

Any staff member not recommended for tenure appointment will be notified in writing by the Superintendent no later than 60 days before their probationary period expires.

Tenure

At the expiration of the probationary period or within six months prior, the Superintendent will make a written report to the Board recommending for appointment to tenure those who have been found competent, efficient, and satisfactory and, in the case of teachers and building principals, those who have received APPR ratings of effective or highly effective in at least three of the preceding four years, exclusive of any breaks in service.

If a teacher or building principal receives an APPR rating of ineffective in their final probationary year after receiving APPR ratings of effective or highly effective in the preceding probationary years, they will not be eligible for tenure. However, the Board may extend that teacher's or building principal's probationary time by an additional year. The teacher or building principal may be eligible for immediate tenure if they successfully appeal the ineffective rating.

(Continued)

SUBJECT: PROBATION AND TENURE (Cont'd.)

The Board may then—by a majority vote—appoint to tenure any or all of the persons recommended by the Superintendent.

A teacher or building principal will remain on probationary status until the end of the school year in which they have received APPR ratings of effective or highly effective for at least three of the four preceding school years, exclusive of any breaks in service. During this time, the Board may grant tenure contingent upon a teacher's or building principal's receipt of a minimum APPR rating in the final year of their probationary period. If the contingency is not met after all appeals are exhausted, the grant of tenure will be void and unenforceable and the teacher's or building principal's probationary period may be extended for an additional year in accordance with law.

Resolutions Making Appointments

Each Board resolution making a probationary appointment or an appointment on tenure will specify:

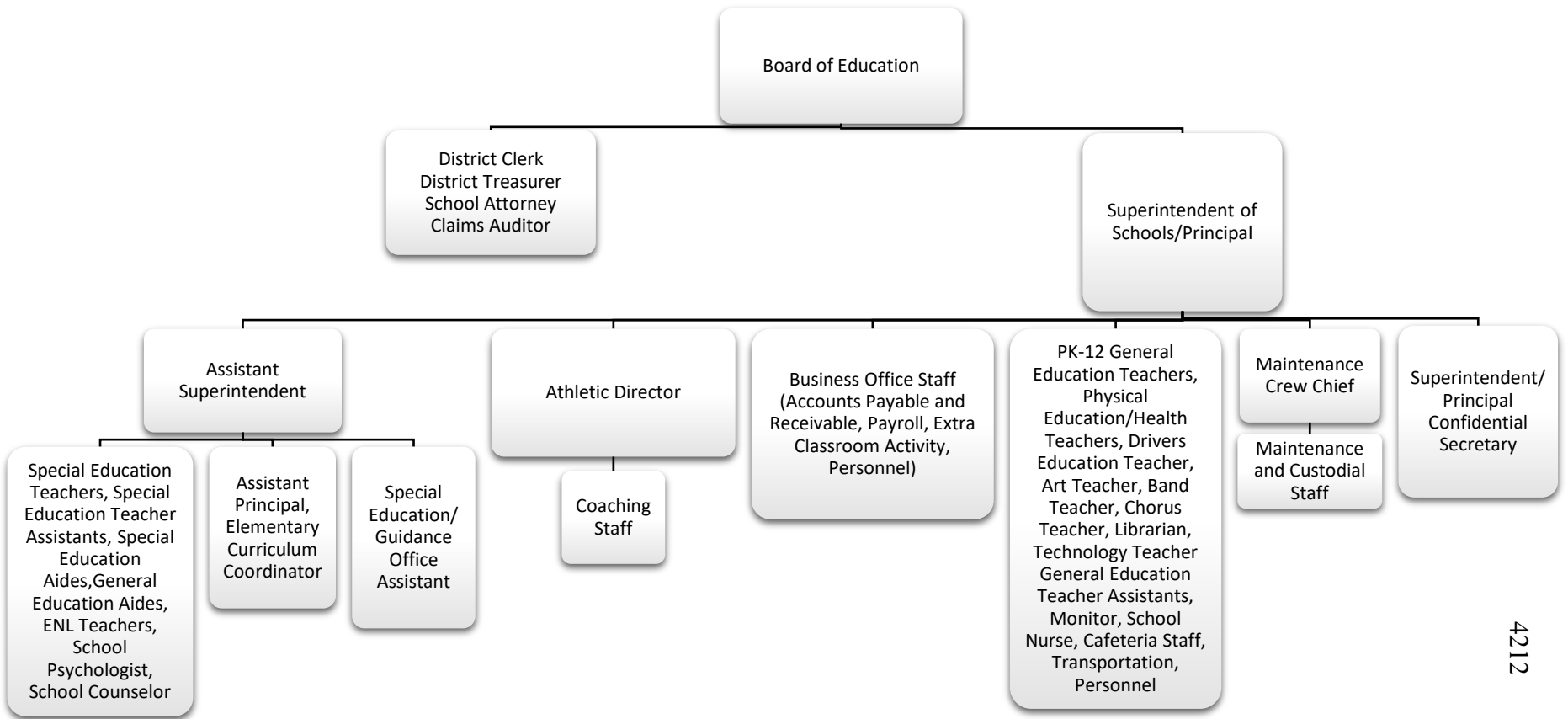
- a) The name of the appointee;
- b) The tenure area or areas in which the professional will devote a substantial portion of their time;
- c) The date probationary service or service on tenure commences in each area;
- d) The expiration date of the appointment, if made on a probationary basis. For appointments of classroom teachers and building principals, the resolution must state that:
 1. To receive tenure, the individual must receive composite or overall APPR ratings of effective or highly effective in at least three of the four preceding years; and
 2. If the teacher or building principal receives an ineffective composite or overall APPR rating in their final year of probation, they will not be eligible for tenure at that time; and
- e) The certification status of the appointee in reference to the position to which the individual is appointed.

Education Law §§ 2509, 2573, 3012, 3012-d, 3014, and 3031
8 NYCRR § 30-1.3

NOTE: Refer also to Policy #6217 -- Professional Staff: Separation

Adoption Date:

Shelter Island Union Free School District Organization Chart



SUBJECT: USE OF EMAIL IN THE DISTRICT**Overview**

Email is a valuable tool that allows for quick and efficient communication. However, careless, unacceptable, or illegal use of email may place the District and members of its community at risk. Use of email in the District must be consistent with the District's educational goals and comply with federal and state laws and regulations, as well as all applicable District policies, regulations, procedures, collective bargaining agreements, and other related documents such as the District's *Code of Conduct*. This includes, but is not limited to, this policy and the District's policies on non-discrimination and anti-harassment, protecting the personal information of District employees and students, acceptable use, and record management.

District-related emails are most secure and best managed when District email services are used. Accordingly, the District's email services should be used for all district-related emails, including emails in which students or student issues are involved. Personal email accounts should not be used to conduct District-related business. Further, District email accounts should not be used as any individual's primary personal email address.

Scope and Application of Policy

This policy applies to all District employees and any individual assigned a District email address to conduct District-related business (authorized user).

Sending Emails with Personal, Private, and Sensitive Information

Personal, private, and sensitive information (PPSI) is any information to which unauthorized access, disclosure, modification, destruction, use, or disruption of access or use could have or cause a severe impact on critical District functions, employees, students, third parties, or other individuals or entities. For purposes of this policy, PPSI includes, but is not limited to:

- a) District assessment data;
- b) Protected student records;
- c) Information subject to laws protecting personal information such as Family Educational Rights and Privacy Act (FERPA), Individuals with Disabilities Act (IDEA), Health Insurance Portability and Accountability Act (HIPAA);
- d) Social security numbers;
- e) Driver's license or non-driver identification card numbers;
- f) Credit or debit card numbers;
- g) Account numbers;
- h) Passwords; and
- i) Access codes.

(Continued)

SUBJECT: USE OF EMAIL IN THE DISTRICT (Cont'd.)

The failure to follow proper security protocols when emailing PPSI increases the risk that unauthorized individuals could access and misuse PPSI.

Any questions regarding the District's protocols for sending emails with PPSI or what information may or may not be emailed should be directed to a supervisor.

Receiving Suspicious Emails

Social engineering attacks are prevalent in email. In a social engineering attack, an attacker uses human interaction (social skills) to obtain confidential or sensitive information.

Phishing attacks are a form of social engineering. Phishing attacks use fake email messages pretending to represent a legitimate person or entity to request information such as names, passwords, and account numbers. They may also deceive an individual into opening a malicious webpage or downloading a file attachment that leads to malware being installed.

Malware is malicious software that is designed to harm computer systems. Malware may be inadvertently installed after an individual opens an email attachment, downloads content from the Internet, or visits an infected website.

Before responding to any emails, clicking on any hyperlinks, or opening any attachments, District employees and authorized users should review emails for indicators of suspicious activity. These indicators include, but are not limited to:

- a) Attachments that were not expected or make no sense in relation to the email message;
- b) When the recipient hovers the mouse over a hyperlink that is displayed in the email, the link to the address is for a different website;
- c) Hyperlinks with misspellings of known websites;
- d) The sender is not someone with whom the recipient ordinarily communicates;
- e) The sender's email address is from a suspicious domain;
- f) Emails that are unexpected, unusual, or have bad grammar or spelling errors; and
- g) Emails asking the recipient to click on a link or open an attachment to avoid a negative consequence or to gain something of value.

District employees and authorized users **should not forward suspicious emails to the District's information technology (IT) staff or anyone else.** Instead, employees should mark the suspicious email as "Spam" and email support to let them know. Forwarding the message aids the email and future emails from the suspicious account to bypassing filtering rules.

(Continued)

SUBJECT: USE OF EMAIL IN THE DISTRICT (Cont'd.)**No Expectation of Privacy**

District employees and authorized users should have no expectation of privacy for any email messages they create, receive, or maintain on their District email account. The District has the right to monitor, review, and audit each District employee's and authorized user's District email account.

Accessing District Email Services on Personal Devices

In the event a District employee or authorized user loses a personal device that has been used to access the District's email service, that District employee or authorized user should notify the District's IT staff so that measures can be taken to secure the email account.

Personal Use

The District's email services are intended for District-related business only. Incidental or limited personal use of the District's email services is allowed so long as the use does not interfere with job performance. However, District employees and authorized users should have no expectation of privacy in this email use.

The District's email services should not be used to conduct job searches, post personal information to bulletin boards, blogs, chat groups, and list services, etc. without authorization from a building principal or supervisor.

It is prohibited to use the District's email services for:

- a) Illegal purposes;
- b) Transmitting threatening, obscene, discriminatory, or harassing materials or messages;
- c) Personal gain or profit;
- d) Promoting religious or political causes; and/or
- e) Sending spam, chain letters, or any other type of unauthorized widespread distribution of unsolicited mail.

Personal email accounts or services (Yahoo, Gmail, etc.) should not be accessed via the District Computer System (DCS) without authorization from a building principal or supervisor.

Confidentiality Notice

A standard confidentiality notice will automatically be added to each email as determined by the District.

Training

District employees and authorized users will receive ongoing training related to the use of email in the District. This training may cover topics such as:

(Continued)

Personnel

SUBJECT: USE OF EMAIL IN THE DISTRICT (Cont'd.)

- a) What is expected of users, including the appropriate use of email with students, parents, and other individuals to avoid issues regarding harassment and/or charges of fraternization;
- b) How to identify suspicious emails, as well as what to do after receipt of a suspicious email;
- c) Emailing PPSI;
- d) How to reduce risk to the District;
- e) Cost of policy non-compliance;
- f) Permanence of email, including how email is never truly deleted, as the data can reside in many different places and in many different forms; and
- g) How users should have no expectation of privacy when using the DCS or any District email service.

Notification

The District will provide annual notification of this policy and any corresponding regulations to all District employees and authorized users. The District will then require that all employees and authorized users acknowledge that they have read, understood, and will comply with the policy and regulations.

Records Management and Retention

The same laws and business records requirements apply to email as to other forms of written communication.

Email will be maintained and archived in accordance with Retention and Disposition Schedule for New York Local Government Records (LGS-1) and as outlined in any records management policies, regulations, and/or procedures.

Additionally, emails may be subject to disclosure under the Freedom of Information Law (FOIL), a court action, an audit, or as otherwise required or permitted by law or regulation.

Disciplinary Measures

Failure to comply with this policy and any corresponding regulations or procedures may subject a District employee and authorized user to discipline such as loss of email use, loss of access to the DCS, and/or other disciplinary action up to and including termination. When applicable, law enforcement agencies may be contacted.

The District's IT staff may report inappropriate use of email by a District employee or authorized user to the District employee or authorized user's building principal or supervisor who may take appropriate action which may include disciplinary measures.

SUBJECT: USE OF EMAIL IN THE DISTRICT (Cont'd.)

NOTE: Refer also to Policies #3320 -- [Confidentiality of Computerized Information](#)
#3420 -- [Non-Discrimination and Anti-Harassment in the District](#)
#5670 -- [Records Management](#)
#6410 -- [Staff Acceptable Use Policy](#)
#8271 -- [Internet Safety/Internet Content Filtering](#)

Adoption Date:

SUBJECT: REMOTE INSTRUCTION**Overview**

The District may offer remote or distance instruction to students at certain times including, but not limited to, independent study, enrichment courses, and in the event of an emergency condition, including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

In the event the District remains in session and provides remote instruction when it would otherwise close due to an emergency condition, the remote instruction provided by the District will be consistent with the District's emergency remote instruction plan, located in the District-wide school safety plan.

When making decisions about remote instruction, the District will consult with students, parents, teachers, administrators, community members, and other stakeholders as appropriate. When implementing remote instruction, the District will ensure that it is complying with applicable teaching and learning requirements.

Definitions

- a) "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.
- b) "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials where the student to teacher interaction occurs via telephone or other audio platforms.
- c) "Remote instruction" means instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.
 - 1. Remote instruction will encompass synchronous instruction provided through digital video-based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.
 - 2. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where this instruction is more appropriate for a student's educational needs.
- d) "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

Formats and Methods of Remote Instruction

Remote instruction may be delivered through a variety of formats and methods. Determinations about how to best deliver remote instruction will take into account a variety of factors including, but not

(Continued)

Students

SUBJECT: REMOTE INSTRUCTION (Cont'd.)

limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the District and students. Consideration will also be given to whether accommodations need to be made for students with disabilities or English language learners.

Remote Instruction During an Emergency ConditionEmergency Remote Instruction Plan

The District-wide school safety plan will include plans for the provision of remote instruction during any emergency school closure. The emergency remote instruction plan will include:

- a) Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction and policies and procedures to ensure students receiving remote instruction under emergency conditions will access Internet connectivity. The Superintendent will survey students and parents and persons in parental relation to obtain information on student access to computing devices and access to Internet connectivity to inform the emergency remote instruction plan;
- b) Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
- c) A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
- d) A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
- e) If the District receives foundation aid, the estimated number of instructional hours the District intends to claim for state aid purposes for each day spent in remote instruction due to emergency conditions.

Reporting of Computer and Connectivity Survey Results

No later than June 30 of each school year, the Superintendent will report to the Commissioner of Education the results of the survey on student access to computing devices and access to Internet connectivity on a form and format prescribed by the Commissioner.

Minimum Instructional Hours

Remote instruction provided on days when the District would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of state aid. The Superintendent will certify to the New York State Education Department, on a form prescribed by

(Continued)

Students

SUBJECT: REMOTE INSTRUCTION (Cont'd.)

the Commissioner, that an emergency condition existed on a previously scheduled school day and that the District was in session and provided remote instruction on that day and indicate how many instructional hours were provided on that day and certify that remote instruction was provided in accordance with the District's emergency remote instruction plan.

Remote Instruction Support

As necessary, the District will provide instruction on using remote instruction technology and IT support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote instruction experience.

Compliance with District Policies, Procedures, and the Code of Conduct

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the *Code of Conduct* at all times while engaged in remote instruction. Violations of the *Code of Conduct* and/or engaging in prohibited conduct may result in disciplinary action as warranted.

Privacy and Security of Student and Teacher Data

The District will take measures to protect the personally identifiable information of students and teachers from unauthorized disclosure or access when using remote instruction technologies in compliance with law, regulation, and District policy. Examples of these measures include, but are not limited to, minimizing the amount of data shared to only that which is necessary, deidentifying data, and using encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.

8 NYCRR Sections 100.1, 100.5, 155.17, and 175.5

NOTE: Refer also to Policies #5681 -- [School Safety Plans](#)
#7220 -- [Graduation Options/Early Graduation/Accelerated Programs](#)

Adoption Date:

Students

SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS

Response to Intervention (RtI) is a multi-tiered early prevention and intervention system designed to improve outcomes for all students. In accordance with Commissioner's regulations, the District has established administrative practices and procedures for implementing District-wide initiatives that address an RtI process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate RtI services pursuant to Commissioner's regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

The New York State Education Department (SED) has released a guidance document to assist school districts in designing and implementing an effective RtI process, which includes, but is not limited to, information regarding regulatory requirements, quality indicators, staff development, tools to assist districts in selecting a specific model and procedures for the use of RtI data in determining if a student has a learning disability. This guidance document is available on the SED's official website.

The District has established procedures for identifying students with learning disabilities that use a research-based RtI process prior to, or as part of, an individual evaluation to determine whether a student has a learning disability. An RtI process is required for all students in grades kindergarten through grade 4 suspected of having a learning disability in the area of reading. RtI cannot be utilized as a strategy to delay or deny a timely initial evaluation of a student suspected of having a disability under the Individuals with Disabilities Education Act (IDEA).

Minimum Requirements of District's RtI Program

The District's RtI process will include the following minimum requirements:

- a) Scientific, research-based instruction in reading and mathematics provided to all students in the general education class by qualified personnel. Instruction in reading, per Commissioner's regulations, means scientific, research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies;
- b) Screenings will be provided to all students in the class to identify those students who are not making academic progress at expected rates;
- c) Scientific, research-based instruction matched to student need with increasingly intensive levels of targeted interventions for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;
- d) Repeated assessments of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards;
- e) The application of information about the student's response to intervention to make educational decisions about changes in goals [i.e., goals for all students, not just Individualized Education Program (IEP) goals], instruction and/or services and the decision to make a referral for special education programs and/or services; and
- f) Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:

(Continued)

Students

SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS (Cont'd.)

1. The amount and nature of student performance data that will be collected and the general education services that will be provided as enumerated in Commissioner's regulations;
2. Strategies for increasing the student's rate of learning; and
3. The parents' right to request an evaluation for special education programs and/or services.

Structure of RtI Program

The District's RtI program will consist of multiple tiers of instruction or assessments to address increasingly intensive levels of targeted intervention to promote early identification of student performance needs and/or rate of learning, and to help raise achievement levels for all students.

Multi-Tiered System of Supports (MTSS) team; whose members may include, but are not limited to, regular education teachers, special education personnel, the school psychologist, reading and math specialists, designated administrators, and other individuals deemed appropriate by the District, will be available for each building or grade level classification to address the implementation of the District's RtI process.

The MTSS team's responsibilities will include, but are not limited to, the following:

- a) Determining the level of interventions and student performance criteria appropriate for each tier of the RtI model;
- b) Analyzing information and assessments concerning a student's RtI and making educational decisions about changes in goals, instruction, or services;
- c) Determining whether to make a referral for special education programs or services.

Criteria for Determining the Levels of Intervention to be Provided to Students

If a parent or teacher has concerns about a child's behavior or academic progress, they meet with each other to discuss the concerns. If warranted, the teacher works with the district coaches (academic or behavioral) to develop some short-term Tier 1 classroom intervention to see if there's any change in the targeted behavior/skill area. The intervention attempted will depend on the concern.

During the interventions, data is collected. The teacher must keep notes on the effectiveness of the intervention. Anecdotal notes, data and graphs are among the acceptable forms of documentation. If there is a lack of progress, despite several teacher interventions with district coaching support, then the teacher initiates filling out a referral packet, which is given to the Multi-Tiered System of Supports (MTSS) team for consideration.

The MTSS team meets to discuss students who have been referred. They will review the data, student history, and make suggestions for further interventions, if warranted. A Tier 1, 2, or 3 intervention may result. A comprehensive list of MTSS Support Services is available in the District's MTSS Manual. If a recommended intervention is successful, the child could be discontinued from the intervention or returned to the previous tier. If the intervention is unsuccessful, the team may suggest increasing the frequency and/or duration of the same intervention or implementing a more intensive intervention at a higher tier. Decisions for further assessment or services will need approval from an administrator.

(Continued)

Students

SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS (Cont'd.)**Types of Interventions**

The District will provide multiple tiers of increasingly intensive levels of targeted intervention and instruction for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

It is expected that use of the Tier Level of instruction will be specific to each student's needs and will be an ongoing process, with students entering and exiting tiers of intervention according to the analysis of student performance data and progress monitoring.

Tier One Instruction

All students in Tier 1 receive high quality, scientific, research-based instruction from general education teachers in the core curriculum. The core curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. Tier 1 instruction occurs in the general education setting through either differentiated instruction or grade-level instruction. This tier includes all developmental domains such as behavioral and social development along with instruction in academic content areas. Tier 1 instruction must be both differentiated and culturally-responsive to serve approximately 80-90% of the student body and is effective for the vast majority of students. At this phase, general education teachers match students' prerequisite skills with course content to create an appropriate instructional match and use instructional strategies with fidelity that are evidence-based.

The analysis of Tier One student performance data will be used to identify those students who need additional intervention at the Tier Two Level of instruction.

Tier Two Instruction

In Tier Two, strategic interventions are provided to students who are not achieving the desired standards through the core curriculum alone, despite differentiated high-quality instruction. Tier 2 typically consists of 5-10% of the student body. Strategic interventions supplement (not replace) the instruction in the core curriculum provided in Tier 1 and should be targeted at identifying student needs and stated in an intervention plan. Decisions about selecting the appropriate strategic interventions should be made when a student begins to receive the strategic support and then reviewed through progress monitoring at appropriate intervals after interventions are implemented.

Tier Two instruction may be provided by specialized staff such as reading and math specialists, speech therapists, school psychologists, and/or school counselors as determined by the MTSS team.

At the conclusion of Tier Two instruction, the MTSS team will review the student's progress and decide as to whether Tier Two interventions should be maintained, the student returned to the general education classroom instruction if satisfactory progress is shown, or referred for Tier Three instruction.

Tier Three Instruction

Tier Three instruction is the provision of more intensive instructional interventions, tailored to the needs of the individual student, and is provided to those students who do not achieve adequate progress after receiving interventions at Tier Two level. Tier Three instruction may include longer periods of

(Continued)

Students

SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS (Cont'd.)

intervention program and services than those provided in the first two Tiers based upon the significant needs of the student.

Tier Three instruction will be provided by those specialists, as determined by the MTSS team, best qualified to address the individual student's targeted area(s) of need. If deemed appropriate by the Team, and in accordance with applicable law and regulation, a referral of the student may be made to the CSE.

Progress monitoring on a continuous basis is an integral part of Tier Three and the student's response to the intervention process will determine the need or level of further intervention services and/or educational placement.

Amount and Nature of Student Performance Data to be Collected

The MTSS team will determine the amount and nature of student performance data that will be collected to assess, on an ongoing basis, student performance results and address ongoing academic needs as warranted. This data collection will reflect the Tier Level of intervention provided to the student. Student performance data will also be used to review the District's RtI program and make modifications to the program as deemed necessary.

Manner and Frequency for Progress Monitoring

The MTSS team will monitor the progress of those students receiving intervention services beyond that provided to all students in the general education classroom. The Team will meet with the student's teacher(s) and determine if further adjustments must be made to the student's current instructional program and/or a change made to the Tier Level of intervention provided. Monitoring of student progress will be an ongoing part of the RtI program from the initial screening to completion of the RtI process as applicable. Parents may also request that the MTSS team review their child's progress.

Fidelity measures (e.g., an observational checklist of designated teaching behaviors in accordance with the RtI process being implemented) will also be completed by Team members to assess whether the intervention was implemented as intended and uniformly applied. Clear benchmarks will be established for student performance and performance charts will be plotted at the completion of the instructional period or intervention process.

Staff Development

All staff members involved in the development, provision, and/or assessment of the District's RtI program, including both general education and special education instructional personnel, will receive appropriate training necessary to implement the District's RtI program. Staff development will include the criteria for determining the levels of intervention provided to students, the types of interventions, collection of student performance data, and the manner and frequency for monitoring progress.

34 CFR Sections 300.309 and 300.311

Education Law Sections 3208, 4002, 4401, 4401-a, and 4410

8 NYCRR Sections 100.2(ii), 200.2(b)(7), 200.4(a), 200.4(j)(3)(i), and 200.4(j)(5)(i)(g)

Adoption Date:

Students

SUBJECT: DIPLOMA OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES

The District will provide students with disabilities appropriate opportunities to earn a diploma or ~~other non-diploma~~ high school exiting ~~commencement~~ credential in accordance with Commissioner's regulations. ~~During~~ Students with disabilities may be eligible for one or more of the following student's annual review, the District will evaluate graduation opportunities and identify the means to achieve them. As part of this process, the District:

- ~~a) Will coordinate activities with guidance personnel and BOCES staff to ensure that students meet credit and sequence requirements and to consider them for vocational opportunities.~~
- ~~b) May modify instructional techniques and materials. Any modifications will be included on a student's Individualized Education Program (IEP) so that they can be implemented consistently throughout the student's program.~~
- ~~c) Will review special education instructional programs to ensure equivalency with the same courses taught in the general education program.~~
- ~~d) Will coordinate communication between special and general education staff so that all staff members understand required skills and competencies, and to establish equivalency of instruction in special education classes.~~

Diploma Options

- a) Regents Diploma, including with honors, an advanced designation, a career and technical education endorsement, and/or any other designation or endorsement as may be available from time to time.
- b) Local Diploma, including with
~~Graduation and transition plans will take into account the various pathways available to these students. For students with IEPs, the District will plan transition services for post-secondary life as early as possible, but no later than the school year in which the student turns age 15. Transition activities will focus on improving both the student's academic and functional achievement. The plan will explore post-secondary opportunities and employment options and, if applicable, connection with adult service agencies that may provide the student with services after exiting school.~~

The District may award these diplomas or credentials, or both:

- a) Local diploma: ~~be~~ available to students with an IEP or a Section 504 accommodation plan that specifies a local diploma. Students must comply with credit requirements. The available assessments to earn a local diploma include: ~~from time to time.~~
 - ~~1. Low pass safety net option: students must achieve a score of 55 or higher on five required Regents exams.~~
 - ~~2. Low pass safety net and appeal: available to students who score 52-54 on up to two Regents exams, successfully appeal those scores, and meet other applicable conditions.~~

- ~~3. Regents Competency Test (RCT) safety net option: a student who enters grade 9 before September 2011 must pass a corresponding RCT if he or she does not attain a score of 55 or higher on the Regents examination.~~

~~(Continued)~~

Students

SUBJECT: ~~DIPLOMA OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES (Cont'd.)~~

- ~~4. Compensatory safety net option: except for scores on ELA and math exams, students may use one Regents exam score of 65 or above to compensate for a Regents exam score of 45-54. Students must score at least 55 (or successfully appeal a score of 52-54) on both the ELA and a math exam.~~
- ~~5. Superintendent's determination: students who are unable to demonstrate their proficiency on standard state assessments because of one or more disabilities may be able to graduate upon the Superintendent's review and written certification of their eligibility. The Superintendent will make a determination after receiving a written request from an eligible student's parent or guardian. (Students with a Section 504 accommodation plan may not use this option.)~~

Existing Credentials Options

- ~~a)b) Career Development and Occupational Studies (CDOS) Commencement Credential, which may be earned (CDOS): any student who is not assessed using the New York State Alternate Assessment (NYSAA) may earn the CDOS Commencement Credential as a supplement to a Regents or local diploma or as his or her a student's only exiting credential if the student attended school for at least 12 years, excluding kindergarten. The student must meet criteria specified by the State Education Department confirming that he or she has attained the standards-based knowledge, skills, and abilities necessary for entry-level employment.~~
- ~~b)e) Skills and Achievement (SA) Commencement Credential: students with severe disabilities, who~~

~~Specific requirements and detailed information for each diploma and non-diploma high school exiting credential are assessed using specified in the Commissioner's regulations and various guidance materials issued by the NYSAANew York State Department of Education. may earn the SA Commencement Credential. They must attend school for at least 12 years, excluding kindergarten. The District must document the student's skills, strengths, and levels of independence in academic, career development, and foundation skills needed for post-secondary life.~~

~~Education Law §§ 3202 and 4402~~

~~8 NYCRR §§ 100.1, 100.2, 100.5, and 100.6, 200.4, and 200.5~~

NOTE: Refer also to Policies #7220 -- Graduation Options/Early Graduation/Accelerated Programs
#7221 -- Participation in Graduation Ceremonies
#7641 -- Transition Services

Adoption Date: 03/14/11
Revised:

Students

SUBJECT: ~~DUAL CREDIT FOR COLLEGE COURSES~~ ADVANCED COURSEWORK

~~Students who wish to enroll in college level coursework shall meet all academic, grade level and coursework requirements as set forth by administrative guidelines. Students who have demonstrated intellectual and social maturity may choose to matriculate at any one (1) of the colleges that have a cooperative agreement with our School District. Such opportunities may include early admission to college, collegiate level work offered in the high school, or other means of providing advanced work. Review and approval by the administration are necessary before any college courses may be taken during the school day.~~

~~The Board shall not be required to pay tuition and other related costs for those high school students enrolled in college courses.~~

Overview

The District acknowledges that advanced coursework can foster academic excellence, enhance critical thinking skills, and prepare students for college and career success. In light of the potential benefits and opportunities, the District is committed to offering a variety of advanced coursework options.

For purposes of this policy, "advanced coursework" means any middle, high school, or college level honors, gifted, accelerated, advanced placement, international baccalaureate, dual enrollment, or concurrent-enrollment course, or a course that would offer the ability for a student to earn college credit and/or an industry recognized certification.

Types of Advanced Coursework

The District offers a variety of advanced coursework options, including but not limited to:

- a) Accelerated Coursework for Eighth Grade Students
Eighth grade students have the opportunity to take high school courses in mathematics and in at least one of the following areas: English, social studies, world languages, art, music, career and technical education subjects or science courses. Using written criteria, the Superintendent or designee will determine whether an eighth grade student has demonstrated readiness to take high school courses.

By the end of seventh grade, accelerated students must receive instruction designed to facilitate their attainment of the state intermediate learning standards in each subject area in which they are accelerated.

Credit may be awarded upon successful completion of an accelerated course and passing related examinations if certain conditions are satisfied.

- b) Advanced Placement (AP)
Advanced Placement examinations afford students the opportunity to earn credit or advanced standing in many colleges and universities. The College Board administers a variety of AP examinations in May of each year. The District will determine a student's readiness for enrollment in any AP class.

SUBJECT: ADVANCED COURSEWORK (Cont'd.)c) Dual Credit for College Courses

Students who have demonstrated readiness for college-level courses and meet all necessary prerequisites may matriculate at any college that has a cooperative agreement with the District. Collegiate opportunities may include early admission to college, collegiate-level work offered in the high school, or other means of providing advanced work. The administration will review and approve any college courses before they are taken during the school day.

Notification

By June 1 of each school year, the District will annually notify students and parents of the benefits and opportunities within the District of participating in advanced courses. This notification will be provided electronically or by mail. This notification must also be posted on the District website.

Notification of advanced coursework must be provided to all students in every grade beginning in either grade 5 or one grade prior to the first year that advanced coursework is offered by the District, whichever grade comes first.

This notification will include:

- a) The benefits of participating in advanced courses;
- b) A description of the advanced courses offered by the District in middle and high school and how to prepare for and enroll in them;
- c) A description of the advanced courses to be offered by the District in the following school year; and
- d) A description of the academic and non-academic support the District provides to help students succeed in advanced courses, as well as any financial assistance available to reduce or eliminate any costs associated with participation in advanced courses, including, but not limited to, related fees, supplies, and assessments.

Education Law Section 817
8 NYCRR Section 100.2(l)(2) and 100.4(d)

Adoption Date: 03/14/11