STAFF HANDBOOK



MILLER PLACE SCHOOL DISTRICT

BOARD OF EDUCATION

Ms. Lisa Reitan, President

Ms. Andrea Spaniolas, Vice President

Mr. John Galligan, Trustee

Ms. Jennifer Keller, Trustee

Mr. Bryan Makarius, Trustee

Dear Colleagues,

Welcome to the start of the 2026-27 school year. In my role as Director of Human Resources, I look forward to supporting you and the students at the Miller Place School District. If you are a new staff member – welcome! We are happy to have you on board and we look forward to your new ideas and suggestions. And, to all returning employees, thank you for your continuing commitment to our students and for all you do on their behalf.

As in years prior, the Staff Handbook has been updated and should be used as a resource to answer questions regarding work expectations, policies, and procedures throughout the District. Please refer to it often and do not hesitate to contact the Personnel Office or Building Administration if any policy or regulation needs clarification. We are here to support you, as you support the students across the District.

All employees are required to review the Staff Handbook and adhere to the information and regulations contained in it. This handbook is available on the Personnel home page of the District Website for future reference. Once again, thank you for your dedication and I look forward to working with you over the course of the upcoming school year.

Sincerely,



Chris Herrschaft
Director of Human Resources

District Mission, Vision, and Values

Mission Statement:

Our mission is to provide a dynamic educational environment that prioritizes academic achievement but also encompasses holistic growth. We envision Miller Place School District as a place where students embark on a journey toward their highest ambitions. We aim to establish strong connections among our families, educators, staff, administration and community members who serve as the foundation of support for an outstanding educational environment. Our primary goal is to guide every student towards their unique aspirations while fostering a deep sense of Panther Pride. Through dedication, collaborative efforts, and a commitment to excellence we aim to empower our students to reach their goals, become lifelong learners, possess an unwavering belief in their unique capabilities and emerge as positive contributors to society.

Vision Statement:

Empowering excellence today, developing tomorrow's achievers, forever Miller Place proud.

Values

Perseverance: We embrace the power of determination and resilience, teaching our students that setbacks are temporary, and challenges are opportunities for growth. Through perseverance, our students develop the strength to overcome obstacles and reach new heights.

Problem Solving: We foster a culture of critical thinking and innovative problem solving. By encouraging students to approach challenges with curiosity and creativity, we equip them with the skills to identify solutions and make informed decisions.

Collaboration: We believe in the strength of working together. Our students learn the art of collaboration, communication and teamwork. By embracing diverse perspectives and combining their strengths, students develop the ability to achieve greater goals collectively than they could individually.

Pride: We take pride in our achievements, our community and our shared values. Our students are taught to value their accomplishments and feel proud, to recognize the worth of their efforts, and to take ownership of their learning journey which will build a strong foundation for lifelong success.

Responsibility: Our students are taught to embrace responsibility, as they acquire the ability to assume control over their education, conduct and decisions. They also learn to acknowledge and appreciate diverse cultures and perspectives. By comprehending the influence they have on their community and the world, students grow into conscientious global citizens.

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Directory

MILLER PLACE UNION FREE SCHOOL DISTRICT
TELEPHONE DIRECTORY

DISTRICT ADMINISTRATION (631-474-2700)

Marc J. Ferris, Superintendent of Schools (ext. 722)
- Coreen Moschella, Superintendent's Assistant (ext. 722)

Susan G. Craddock, Assistant Superintendent (ext. 728)
- Nicholas Corleto, Curriculum Specialist, Math and Science (ext. 374)
- Evan Curran, Elementary Curriculum Specialist (ext. 504)
- Matthew Nicoletti, Curriculum Specialist, Humanities (ext. 324),
- Elizabeth Cascione, Assistant Superintendent's Assistant (ext. 728)

Bruce Singer, Interim School Business Official
- Madison LePage, District Treasurer (ext. 731)
- Ray Swartz, Transportation (ext. 730)
- Tracy Camarda, Health, Dental, Life Insurance, Vision, Aflac (ext. 734)
- Denean McDonnell, Payroll, Tax Deferred Annuities (ext. 724)
- Carrie Little, Purchasing (ext. 729)
- Jacqueline Peteres, Accounts Payable (ext. 739)
- Louise Tromba, District Clerk (ext. 738)
- Cathy Schretzmayer, Food Service Coordinator (ext. 753)
- Food Service Director (ext. 361)
- Ron Petrie, Facilities Use (ext. 333)

Christopher Herrschaft, Director of Human Resources (ext.723 & ext. 736)
- Nadine Steffens, Personnel Assistant/Teacher and Administrative Attendance (ext. 723)
- Bonnie Sannito, Personnel/AESOP/Frontline/Salary Notices (ext. 754)
- Diane Williams, Personnel/Clerical and Custodial Attendance/FMLA/Workers Comp (ext. 736)

Wayne Casey, Director of Facilities (631-474-2731)
- Lisa Smith, Director of Facilities Assistant (631-474-2731) (ext. 362)

Jeremy Koch, Director for Pupil Personnel Services (ext. 726)
- Leigh Ann Coleman, Assistant Director for Pupil Personnel Services (ext. 732)
- Jennifer Smith, Special Education Office (ext. 737)
- Carolann Franks, Special Education Office (ext. 758)
- Kelly Dobias, Special Education Office (ext. 733)
- Shanna Doyle, Special Education Office (ext. 757)

Ronald Petrie, Administrator for Physical Education, Health, Athletics and Intramurals (631-474-2860)
- Ronald Petrie, Facilities Use (ext. 333)
- Stacey Hammond, Athletic Director's Assistant (631-474-2860) (ext. 307)

Kurt Roth, Administrator for Instruction and Data Reporting (ext. 743)
- Elizabeth Cascione, Assistant to Administrator for Instruction and Data Reporting (ext. 728)

Barbara Weir, Director of Information Technology (ext. 759)
- Marybeth Hutchinson, Assistant to the Director of Information Technology (ext. 764)

Courtney Biondo, District Office Front Desk (ext. 721)

COORDINATORS

Kerri Kaszubski, NCRMS Special Education Coordinator (631-474-2710)
Christine MacDowell MPHS Special Education Coordinator (631-474-3787)

ANDREW MULLER PRIMARY SCHOOL (631-474-2715)

Laura Gewurz, Principal (ext. 623)
- Tricia Cucinello, Assistant Principal (ext. 602)
  - Holly Schierwagen (ext. 622)
  - Josephine Randone, Principal's Office (ext. 621)
- Teacher's Room (ext. 632)
- Office Work Room (ext. 624)
- Robert McCann, Security (ext. 635)
- Grace Delaney, Library (ext. 628)
- Amanda Mission, R.N., Nurse's Office (631-474-2717) (ext. 626)
- Kathleen Houck, Office Assistant (ext. 627)
- Kelly McGuinness, Psychologist (ext. 629)
- Cara Biondo, Psychologist (ext. 638)
- John McMorris, Elementary Guidance Counselor (ext. 634)
- TBD -Behavior Counselor (ext. 630)
- Eric Swanson, Head Custodian (ext. 633)
- Kitchen (ext. 631)

LADDIE A. DECKER SOUND BEACH SCHOOL (631-474-2719)

Jean Marie D'Aversa, Principal (ext. 535)
- Tricia Cucinello, Assistant Principal (ext. 524)
  - Kimberly Caravello, Principal's Assistant (ext. 531)
  - Megan Mangano Principal's Office (ext. 521)
- Justine Jacobs, R.N., Nurse's Office (631-474-2721) (ext. 527)
  - Margaret Guido, Office Assistant (ext. 526)
- Jamie Mistretta, Psychologist (ext. 536)
- Shannon McNulty, Psychologist (ext. 536)
- Brittany Schreiber, Psychologist (ext. 505)
- John McMorris, Elementary Guidance Counselor (ext. 505)
- TBD, Behavior Counselor
- Jenna Ely, Library (ext. 525)
- Nicole Ventura, Head Custodian (ext. 530)
- Teacher's Room (ext. 533)
- Kitchen (ext. 532)

NORTH COUNTRY ROAD SCHOOL (631-474-2710)

Christine Mangiamele, Principal (ext. 438)
- Katrina Picarella, Principal's Assistant (ext. 437)
- Diana Tufaro, Assistant Principal (ext. 447)
  - Jamie Richardsen, Assistant Principal's Assistant (ext. 446)
- Donald Denning, Part-Time Dean (ext. 435)
  - Kelly Carter, Attendance (ext. 450)
  - Johanna Testa, Clerk/Typist (ext. 436)
- Tara Melucci, Guidance Counselor (ext. 453)
- Marisa Raptis, Guidance Counselor (ext. 434)
- Jamie Mistretta, Psychologist (ext. 452)
- Danielle Quiroz, Psychologist (ext. 452)
- Marissa Prager, Behavior Counselor (ext. 422)
- Melanie Fales, Library (ext. 444)
- Jessalyn Barrett, Head Custodian (ext. 441)
- Erin Southworth, R.N., Nurse's Office (474-7258) (ext. 461)
  - Kelly O'Reilly, Office Assistant (ext. 442)
- Physical Education Office (ext. 445); Music Suite (ext. 460); Faculty Room (ext. 443)

HIGH SCHOOL OFFICE (631-474-2723)

Kevin Slavin, Principal (ext. 302)
- Ashleigh Kiezel-Lohmann, Principal's Assistant (ext. 301)
- Katherine Perera, Account Clerk Typist (ext. 364)

Sean White, Assistant Principal/Director of Guidance (ext. 379)
- Christine Ingenito, Assistant Principal's Assistant/Guidance (ext. 341)

Debra White, Assistant Principal (ext. 315)
- Jessica Bird, Assistant Principal's Assistant (ext. 303)
- JoAnn DaSilva, Attendance (ext. 308)

Catherine Lynch, Library (ext. 323)

Kimberlee Gelibter, R.N., Nurse's Office (631-474-2723) (ext. 317)
- Claudia Duffy, Office Assistant (ext. 343)

David Gonzalez, Head Custodian (ext. 335)

Travus Gustafson, Night Head Custodian (ext. 335)

GUIDANCE OFFICE (631-474-2728) (ext. 313/314)

Sean White, Assistant Principal/Director of Guidance (ext. 379)
- Melissa Johnson, Guidance Assistant (ext. 313)
- Maria Tyler, Guidance Assistant (ext. 314)

Josephine Fiumano, Guidance Counselor (ext. 311)

Meghan Gallo, Guidance Counselor (ext. 309)

Jane Hayden, Guidance Counselor (ext. 310)

John Scherer, Guidance Counselor (ext. 312)

Jamie Mistretta, Psychologist (ext. 313 & ext. 314)

Desiree Shanks, Psychologist (ext. 350)

TBD, Student Assistance Counselor (ext. 384)



GENERAL INFORMATION

DISTRICT PROFILE

The Miller Place School District is located on the North Shore of Suffolk County, approximately 65 miles east of Manhattan. The district includes all of Miller Place and part of the Sound Beach community. The area encompassed by the district is six and two-thirds square miles, with a population of approximately 16,000. The school system is an integral part of the community and works with many community organizations.

Miller Place is a community of long standing, with several homes predating the Revolution and as such, constitutes a Federal Historic District. The area developed very slowly, and it was not until the mid-1960's that the community population began to increase substantially. The growth occurred through the construction of a large number of one-family homes. By 1972, the school enrollment was large enough to justify Miller Place having its own high school, which opened that year, and held its first graduation in 1975. Recently, the District built several new classrooms on each of the four campuses and every classroom is equipped with modern technology resources that includes a SMARTBoard.

The community is primarily residential in nature, with little industrial development and some shops and shopping centers. The economic base of the school district is concentrated in private, attractive and well-kept homes.

Stony Brook University, Suffolk County Community College, and the Stony Brook Museums are all located within a short distance of the district, providing the opportunity for varied cultural and intellectual experiences. There are several modern hospitals nearby; including the Stony Brook Medical Center, Mather Hospital and St. Charles Hospital.

Miller Place is readily accessible from all parts of the metropolitan area. The Long Island Expressway, Northern State Parkway, Long Island MacArthur Airport, Long Island Rail Road, and Port Jefferson and Bridgeport Ferry Company are all within reasonable distances.

The Miller Place Union Free School district has an enrollment of 2,294 pupils in grades K-12. Many of the school districts in Suffolk County are experiencing declines in enrollment, as well as Miller Place School District.

The district operates two elementary schools, a middle school, and a high school. The buildings were all constructed in the late 1960's and early 1970's, with the exception of the North Country Road Middle School, which was erected in 1937, and has had several additions. The District Office facilities are housed at 7 Memorial Drive. The buildings and grounds provide an excellent setting for the quality educational program offered by the district.

The varied educational needs and interests of the district are served by a well-trained and dedicated professional staff, and support staff. In addition to the Superintendent, there is an Assistant Superintendent, Executive Director for Education Services, Administrator for Pupil Personnel Services, School Business Official, Director of Human Resources, Administrator for Physical Education, Health, Athletics and Intramurals, Administrator for Instruction and Data Reporting, four building Principals, six Assistant Principals, two Part-Time Dean, Curriculum Specialist for Humanities and Curriculum Specialist for Math and Science, Director of Technology and Director of Facilities. The governance of the district consists of a five member Board of Education, each elected at large for a term of three years.

The educational programs and services offered at Miller Place reflect a quest for scholastic excellence, combined with a genuine respect and concern for the worth and development of the individual students. The curriculum is aligned with New York Standards and provides numerous educational opportunities through enrichment programs and BOCES placements. In addition to its strong academic traditions and offerings, Miller Place offers after school programs of clubs and sports at the secondary level. The Miller Place School District is proud of its academic record, 92% of Miller Place graduates attend college.

MILLER PLACE SCHOOLS

"Empowering excellence today, developing tomorrow's achievers, forever Miller Place proud."

The Miller Place School District's mission is to educate all students to their fullest potential by providing opportunities for learning that is challenging and effective.

The education will enable all students to master the knowledgeable skills, strategies, and attitudes necessary to become lifelong learners and responsible citizens.

AN UNDERSTANDING OF SYSTEMS

Students will possess the ability to understand and apply systems of reasoning and logic to Solve problems and create new concepts

CAREER PREPARATION

Students will be able to identify career and employment opportunities related to their aptitude and interest and will be prepared to enter upon post/secondary education and/or career level employment.

COMMUNICATION SKILLS

Using the standards and conventions of written and spoken English, students will read, write, listen and speak clearly, confidently and effectively for information and understanding, for critical analysis and evaluation, for literary response and expression, and for social interaction.

CITIZENSHIP

Students will possess the skills, knowledge, understanding and attitudes necessary to participate in our democratic society.

CULTURAL AND ARTISTIC AWARENESS

Students will know, recognize, and understand artistic, cultural, and intellectual accomplishments of past and present civilizations, and will have the skills for personal artistic expression.

INTERPERSONAL RELATIONSHIP

Students will have the skills necessary to work cooperatively as a contributing group/member of a team.

ENVIRONMENTAL STEWARDSHIP

Students will understand the ecological and economic consequences of choices in the use of the environment and natural resources.

LIFE-LONG LEARNERS

Students will be directed learners having the motivation, capacity and skills to undertake new studies and synthesizing new knowledge and experiences.

GLOBAL UNDERSTANDING

Students will be able to understand, analyze, compare, contrast, and evaluate: political, economic, and social systems, past and present of this country and other countries.

PROBLEM SOLVING

Students will use intellectual skills critically, and creatively for: analysis, synthesis, and evaluation when planning and developing goals, solving problems and making decisions.

TECHNOLOGICAL SKILLS

Students will understand the use of diverse technologies in personal academic, and work environments to compete in a global economy and to enhance the quality of life.

SOCIAL RESPONSIBILITY

Students will take responsibility for their actions and demonstrate ethical and non-bias behavior, towards self and others.

MILLER PLACE SCHOOLS

"Empowering excellence today, developing tomorrow's achievers, forever Miller Place proud."

THE ABILITY TO ACQUIRE AND USE INFORMATION

Students will possess the ability to locate, manage, evaluate, integrate, and expand information using a variety of print and non-print resources and information facilities.

WELLNESS

Students will possess the knowledge and responsibility needed for physical, intellectual and emotional wellness in their daily lives.

THE MILLER PLACE SCHOOL DISTRICT BELIEVES THAT:

- Children are our community's most valuable asset.
- All children can succeed in learning.
- Every individual has inherent worth.
- Children learn at different rates and in different ways.
- Learning is a lifelong process.
- Our democratic form of government thrives upon an educated citizenry.
- Parents bear primary responsibility for the welfare and development of their children.
- Excellence in learning is directly related to excellence in teaching.
- The school district is accountable to the public.
- Understanding and appreciation of cultural diversity are critical to world peace and harmony.
- Education is shared responsibility of the school, student, family, government, and the entire community.
- A core of common values and ethical conduct are fundamental to sustaining our society.
- All children have the capacity to become responsible citizens.
- Each individual is entitled to equal opportunities.

DISTRICT POLICY OF NONDISCRIMINATION

It is the policy of this district to provide equal educational and employment opportunities without regard to sex, race, color, national origin or handicap. The Miller Place Board of Education has appointed the Superintendent of Schools, Miller Place Union Free School District, 7 Memorial Drive, Miller Place NY, 11764, (631) 474-2700, and the administrative staff as the district officials responsible for the coordination of activities relating to compliance with Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. Refer to Equal Employment Opportunity Policy # 9010.

DISTRICT-WIDE SCHOOL SAFETY PLAN AND BUILDING LEVEL EMERGENCY RESPONSE PLAN

A copy of the "District Wide School Safety Plan and Building Level Emergency Response Plan" can be found on the District Website.

Care for the safety of students in a teacher's charge cannot be overemphasized. The minimum precaution is a conscious awareness on the part of the teacher of all safety hazards in a given supervisory area. A teacher must always be present within the area that a group of students occupies.

It is important that the teacher takes the necessary time to instruct the students on safety rules in the classroom, on the playground, on the school bus and going to and from school. Be certain to review your Building's Handbook regarding safety procedures with your students. Instilling safety rules concerning all aspects of a child's school life must be a prime concern of each classroom teacher.

Such things as firecrackers, matches, weapons, bullets, should be confiscated immediately by the teacher. In addition, the student should be sent to the principal's office immediately so that an investigation can be undertaken to determine the source of such material and how widespread it is throughout the school. (see "Instructional Distractions" and "Dangerous Weapons".)

BOMB THREATS AND PROCEDURES

1. School operators or other school personnel receiving bomb threats should immediately notify the principal, or in his/her absence his/her designee.

2. The Building Principal or his/her designee should then immediately contact the Superintendent and the local police, fire or other emergency squad.

3. The Building Principal should order the immediate evacuation of the school building; if practicable, students should be allowed to wear outer garments and take along their personal belongings, and in some instances may be ordered to open their lockers for searches.

4. Students should be allowed back into the school only upon the authorization of the Superintendent, after he/she has consulted with police, fire or other emergency response team members; and

5. Finally, written reports of all bomb threat incidents should be prepared by the Principal and sent to the Superintendent.

Due to the number of lives at risk, all personnel should be instructed to treat all bomb threats seriously, no matter how remote actual danger may appear.
Any individual who has participated in making a bomb threat to the District shall be prosecuted to the fullest extent under the law.

It should also be noted that Sect. 240.55 of the Penal Law states that any person who, knowing the information to be false, initiates or circulates a false warning of an alleged occurrence or impending occurrence of a fire or explosion, or reports such information to an official or quasi-official agency that deals with emergencies, is guilty of a misdemeanor.

DISTRACTION-FREE DRIVING REQUIREMENTS

Traffic crashes are among the leading causes of death and injuries in New York. Because Miller Place Union Free School District is committed to establishing and following practices that make working here safer, and because we value the safety and well-being of all employees, students and parents and guardians of Miller Place Union Free School District, we are establishing distraction-free driving protocols to promote safe driving habits when employees are using their personal or District-owned vehicles within the scope of their employment.

Using a cell phone while driving increases the risk of a crash by four times, and texting increases crash risk by 23 times**. Miller Place Union Free School District employees must refrain from using tablets, computers, cell phones, or other electronic devices, whether hand-held or hands-free (unless being operated on a hands-free Bluetooth speaker), while operating a motor vehicle within the scope of their employment for the District. Miller Place Union Free School District employees must not initiate or respond to phone calls, read or respond to text messages or emails while driving a passenger or commercial vehicle while operating a personal or District-owned vehicle within the scope of their employment (unless being operated on a hands-free Bluetooth speaker).** Miller Place Union Free School District employees who need to make an emergency call while on the road must first park the vehicle in a safe location.

Failure to follow the District Distraction-Free Driving Requirements and refrain from talking on the phone, texting or emailing while driving on the job may result in discipline in accordance with applicable laws and contractual provisions.

NO SMOKING ON SCHOOL PREMISES

Smoking or other tobacco use including electronic-cigarettes is prohibited in all school buildings, on school property or at school-sponsored activities. Please refer to District Policy #1530 and #9530 for further information.

In addition, please check the "Miller Place North Country Road Middle School and High School Discipline Policy" for information regarding penalties students face for smoking in school and on school property.

DRUG-FREE WORKPLACE

The Federal Drug-Free Workplace Act of 1988, P. L. 100-690, and the Drug-Free Schools and Communities Act Amendments of 1989, P. L. 101 -226, require that public schools maintain a drug-free and alcohol-free school environment. The unlawful manufacture, distribution, dispensation, possession, or use of controlled and/or illicit substances is prohibited on school premises or as a part of any school activity. Such activity is also prohibited on work time, anywhere on Miller Place UFSD property regardless of work time, and while performing employment services outside the workplace. Disciplinary action, including termination, will be taken against employees for violation of such prohibitions.

"Controlled substances" includes all drugs banned or controlled under federal or state law, including those for which a physician's prescription is required, as well as any other chemical substance which is deliberately ingested to produce psychological or physiological effects, other than accepted food or beverages.

Employees are also reminded that they must notify their immediate supervisor in writing of any criminal drug conviction for a violation occurring in the workplace or while on working time, no later than five calendar days after such conviction. Failure to provide such notification may result in disciplinary action up to, and including, discharge. Faculty and staff are afforded confidentiality status in reporting suspected or actual drug use, and are required to refer all cases of suspected or actual substance abuse, by either students or staff, to the Principal or the Principal's designee.

The Board of Education prohibits the illegal, improper or unauthorized manufacture, distribution, dispensing, possession or use of any controlled substances in the workplace. "Workplace" shall mean any site on school grounds, at school-sponsored activities, or any place in which an employee is working within the scope of his/her employment or duties. "Controlled substances" shall include all drugs which are banned or controlled under federal or state law, including those for which a physician's prescription is required, as well as any other chemical substance which is deliberately ingested to produce psychological or physiological effects, other than accepted foods or beverages. The Superintendent of Schools or his/her designee shall implement regulations which meet the requirements of the federal Drug-Free Workplace Act of 1988. Please refer to District Policy # 9320.

CORPORAL PUNISHMENT

Corporal punishment, including hitting, pushing, shaking, pulling by the ear or hair and slapping, is not permitted in accordance with policy established by the Board of Education of the Miller Place Union Free School District. Teachers inflicting corporal punishment, as explained above, are subject to dismissal by the Board of Education. When, in a teacher's judgment, sterner punishment is needed which he or she cannot administer, the pupil should be taken to the appropriate building administrator as outlined in the Code of Conduct.

COLLECTION OF FUNDS BY PUPILS

For the protection of staff and pupils both, the collection of funds for various purposes, laudable though many of these purposes are, is not permitted without prior approval from the Superintendent. Faculty and/or Staff who are contemplating projects, including class advisors and advisors of extracurricular clubs, must receive preliminary approval from the Building Principal or their designee prior to entering into commitments. Staff should then work with building administration in formulating a written request to the Superintendent.

In the conduct of any authorized campaign for funds, no quotas may be set for pupils, including the comparison of student giving/collection against each other. In addition, donations must be entirely voluntary without any pressure.

Class or extracurricular projects must be implemented without interrupting classroom activities. Funds collected must be forwarded to the Business Office for deposit within three school days of their receipt.

PRIVATE PROPERTY & MONEY COLLECTIONS

Personal belongings of employees or pupils are not covered by school district insurance if such property is lost, stolen or damaged while on school premises. Additionally, all staff members who bring personal property on school premises are required to remove these same items from the school no later than June 30th in order to enhance summer cleanup operations by the custodial staff.

Money collected should be handled in accordance with District Policy #5251 - Fundraising. The district cannot and will not be responsible for money left in classrooms, lockers or teachers' desks.

EMERGENCY SCHOOL CLOSING

When necessary, due to extreme weather conditions or emergency, announcement of "*no school*" will be made between the hours of 6:00 a.m. and 8:30 a.m. on Cable TV News 12 Long Island and radio stations WALK (AM 1370; FM 97.5). In addition, you will be notified via a "Connect Ed" phone call at home. **Be sure to notify the Personnel Office of any changes regarding phone numbers.**

SNOW (EMERGENCY MAKE-UP) DAYS

In recent years, the District has had to schedule make-up school days because of an excessive number of days in which schools had to be closed due to snow or other emergencies. These days are marked on the calendar to signify that they are holidays only if there are no emergencies during the year that would cause the District to schedule make-up days. Faculty and staff should not make any vacation plans that cannot be cancelled if these days must be used for school. The District's expectation is that if these days are scheduled for classes to make up for other days closed for emergencies, faculty and staff will report for work.

DELAYED SCHOOL OPENINGS

Sometimes weather conditions are such that a delayed opening is preferable to closing school for the entire day. The purpose of a delayed opening is to provide additional time for the clearing of roads and facilities, as well as to provide staff and students additional commuting time, as it is anticipated it will take longer than usual to travel safely. **The district may decide on a 2- or 3-hour delay depending on weather conditions.** In addition, you will be notified via a "Connect Ed" phone call at home.

EMERGENCY GO-HOME PLAN

In the event of an emergency, it is essential that:

1. Faculty, staff, and students are dispersed as quickly as possible.
2. All pupils in grades K-5 should be sent home by district transportation.
3. All secondary pupils in grades 6-12 must take district transportation home.
4. Any child who is temporarily or permanently handicapped and who is unable to use the regular buses will be transported home by minibus from their respective buildings.


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FOREVER MILLER PLACE PROUD

STAFF

CERTIFICATION

There are significant changes associated with the revised certification regulations. The most prominent modification is the replacement of the 'Permanent' certification with a 'Professional' certification, which is valid for five years and renewable upon completion of 100 hours of CTLE professional development.

Certification is the responsibility of the teacher/administrator. Each teacher/administrator should make sure that the State Education Department receives the necessary information to process applications for certification. *It is the responsibility of the teacher/administrator to inform the Personnel Office of any changes in certification status*.

Teachers/administrators are advised that lapsed certification is cause for termination of employment.

BOCES Regional Certification Office is located at the James Hines Administration Center in Patchogue. This office acts as a liaison between an individual seeking certification and the New York State Education Department, Office of Teaching Initiatives. All concerns regarding teaching, administrative, pupil personnel and coaching certificates should be addressed to this office as well as the Personnel Office.

All teaching assistants employed by the District must be certified. Individuals being hired as teaching assistants should contact BOCES Regional Certification Office or the Personnel Office for the appropriate application, coursework and testing needed to become certified. You may contact BOCES Regional Certification Office at 631-687-3020. Information regarding applications, certification requirements and testing may also be obtained at the Office of Teaching Initiatives website: www.highered.nysed.gov/tcert.

Additional questions regarding certification, visit the SED Office of Teacher Certification & Licensing web site at http://usny.nysed.gov/teachers/teachercertlic.html.

DUTIES

Teacher duties are those which require a teacher's supervision other than in the regular classroom situation. Hall duty, lunch or cafeteria duty, bus duty, office duty, and playground duty are examples. Teachers assigned to duties should report promptly to the area assigned. Teachers on duty should not leave until their replacement arrives if pupils who remain need to be supervised. Such assignments should be carried out in an active manner; intervene as necessary to maintain good order.

Secretaries, clerks and aides have specific duties and assignments based upon district needs. Some of their duties are restricted for special projects based upon funding sources or are constricted by state or federal law. Secretaries, clerks, teaching assistants, and aides are asked to check with the Principal or Assistant Principal if extra help is needed in understanding their responsibilities.

School custodians have regularly assigned duties in connection with the operation, maintenance, and cleaning of the school plant. If you require special maintenance or custodial services, please use the School Dude Program.

NURSES, HEALTH, ACCIDENTS

A registered nurse has been assigned to supervise the health office of each building. The nurse is not a doctor and may not treat or prescribe medicine. The nurse can provide first aid. However, responsibility for care and treatment of individuals is shifted to the parent or guardian as soon as possible. Always send a very sick or injured child to the nurse with an escort. Student health information provided to teachers is confidential and should be handled accordingly.

ALL STAFF ATTENDANCE

Please follow the appropriate instructions below to report your absence.

TEACHER ATTENDANCE

All teachers should enter their absence(s) into AESOP as soon as they know that they will not be in. The earlier the absence is entered, the more assurance you have that a substitute will be available. All absences must be reported to AESOP even if a substitute is not required. If you need assistance, please call AESOP between 5:30 a.m. and 11:30 a.m. at (631) 218-5350.

SUPPORT STAFF ATTENDANCE

In the event of an absence, all support staff should secure a substitute and must report their absence to the appropriate Main Office. All support staff should obtain a list of substitutes from the appropriate Main Office.

PERSONAL DAYS

Personal business days may not be taken contiguous to vacation periods or holidays. An employee may be allowed days per year for reasons of personal business (see contract for specifics regarding allowed number of days). All requests for personal business days must be submitted to the Superintendent in writing for approval three days prior to the leave, whenever possible. One of the following reasons shall be indicated as the reason for personal leave day(s): (1) legal, (2) family, (3) financial, (4) medical. The requirement for prior notice shall be waived for "illness in household."

JURY DUTY

An employee of the school district who is called upon to serve as a juror in any court shall be excused for the period of his/her service as a juror and will continue to receive his or her salary during the absence. *The attendance verification provided by the Court must be submitted to the Personnel Office.* A recent change in New York State Law has eliminated stipends for jury duty in County and State Courts. If a stipend for Federal Court service is received, it must be paid over to the school district if service occurs during the school year.

LEAVES OF ABSENCE

Family and Medical Leave Act: Pursuant to the Family and Medical Leave Act, eligible employees may be provided with up to twelve weeks of unpaid leave during a 12-month period to care for a newborn, adopted or foster child or because of a serious health condition of the employee or certain family members of the employee. *Staff members anticipating an extended absence must contact the Personnel Office to schedule a meeting as soon as possible, prior to expected date of the requested leave*. Please refer to District Policy #9520.2.

Request for Paid Leave Time for Cancer Screening: In accordance with state law, the district will provide employees with up to four (4) hours of paid leave time **annually (January 1-December 31)** for the purpose of obtaining cancer screening. If you intend to obtain this cancer screening during your normal work hours, you must complete the required form (refer to Appendix E) at least one (1) week prior to your doctor's appointment and submit it to your immediate supervisor for his/her signature. After your supervisor signs this form, it will be returned to you. *You must bring the form to the healthcare provider where they will confirm the date and time of*

your appointment and sign or acknowledge the form. When you return to work, please send the completed form to the Personnel Office. All ten (10) month employees should make every effort to schedule screening appointments during the summer months in order to avoid disruption and continuity of instruction.

RESIGNATIONS

Pursuant to Section 3019 of NY State Education Law, teachers who desire to terminate their services to the school district at any time must file a written notice thereof with the Director of Human Resources and a copy to the building principal at least thirty (30) days prior to the date of such termination of service.

RETIREMENT

In order that the Superintendent's Office may make all necessary plans for staff replacements, it is requested that staff members who are planning to resign during the coming year or retire at the end of the year notify the Superintendent of Schools as soon as possible. The Business Office conducts a meeting for certificated TRS employees in the late spring of every school year.

VACANCIES

Certificated Staff:

The District will notify the professional staff of vacancies as they become known according to the following terms and conditions:

1. Notice will be given for full-time vacancies, which are non-promotional and are newly created additions or replacement positions. Notice shall be in the form of announcements emailed to each building principal to be forwarded on to all building staff as well as posted to the personnel page of the district website.
2. Notices will be posted as soon as practical after a vacancy becomes known officially to the administration. In the case of new positions, Board of Education approval for the creation of the position may be required before such notice can be posted.
3. The agreement to post vacancies shall in no way inhibit or delay the administration's ability and right to fill vacancies immediately either from outside the District staff or by transfer of District staff, if conditions require such action. The decision to fill vacancies immediately because of emergency conditions shall be at the sole discretion of the administration.
4. Miller Place teachers, who apply for posted vacancies or who have previously filed with program Directors a statement of desire to transfer to such vacancies, will be interviewed if in the sole judgment of the administration, time permits and qualifications are appropriate for the vacancy.
5. The posting of vacancies is intended for information only and does not impute any rights to District teachers or obligations on District administrators not specified herein, or contained in negotiated agreement.

Civil Service Staff:

The District will notify the civil service staff of vacancies, as they become known.

1. Notices shall be in the form of announcements emailed to each Building Principal for forwarding on to their building staff, emailed to the appropriate Unit President and posted on the personnel page of the district website.
2. All contract employees who meet the minimum qualifications for the position will be given consideration for the opening.
3. The posting is to give all qualified employees a chance to apply and be considered; however, the supervisor determines and recommends the most qualified applicant for the position.
4. Civil Service competitive job postings require that the applicant:
    a. Be listed on a current list.
    b. Be "reachable" as per Civil Service regulations.

CIVIL SERVICE EMPLOYEE INFORMATION

Types of Civil Service Vacancies:

1. *Existing Position* - occurs due to retirement, resignation, termination or death.
2. *New Position* - created with the recommendation of the Superintendent of Schools and the approval of the Board of Education.

The District posts all Civil Service non-confidential vacancies internally for 7 business days.

Initial Civil Service Requirements:

1. An *existing position* five (5) years or older and all *new positions* require a Duty Statement.
2. The Personnel office provides the supervising administrator with the Civil Service position specifications.
3. The administrator reviews the Civil Service position specifications and makes recommendations to the personnel office who will prepare the new or updated duties statement.
4. The Personnel Administrator reviews and signs the Duty Statement. The Personnel Office submits the Duty Statement and a signed request for the district or county-wide Certification of "Eligibles" (the list of candidates) to Civil Service.
5. Civil Service reviews the signed request and the appropriateness of the Duty Statement to the job title. If approved, Civil Service sends Personnel two types of lists within three to seven days.
6. *Promotional List* denotes current district employees who have had the required length of service in the specified position and have passed the appropriate examination. Current district employees may appear on both the promotional and open-competitive lists. When appointments to the position are made, however, candidates on the promotional list are canvassed and appointed before those on the open-competitive list.
7. *Open-Competitive List* designates individuals who have passed the examination and met the minimum education and experience qualifications for the position.

Canvassing and Interview Procedures:

1. The Personnel office contacts the administrator of the open position to establish interview time and place. Respondents to the District posting must appear on the list for consideration.
2. The Personnel office sends canvass letters via postal mail to candidates. The canvass letters must be postmarked eight business days prior to the scheduled time and place of the interview. Candidates must call and schedule an interview per the instructions in the canvass letter.
3. The administrator interviews and selects one of the three top willing acceptors for the position.



PAYROLL AND BENEFITS

Please refer all questions for payroll and employee benefits to the Business Office.

- Aflac
- Change in Family Status Notification
- Flexible Benefits
- Payroll Schedule (Appendix C)
- Extra-Compensatory Activities
- Payroll Deductions
- Payroll Deductions For Repayments/Investments
- Long Term Disability
- Tax-Sheltered Annuity Plans
- Health Insurance
- Dental Insurance
- Life Insurance
- Vision Plan

Please refer all questions regarding Salary Classifications Procedures to the Personnel Office.

- Change of Salary Classification Procedures
- Change of Contact Information – Address or Telephone

Miller Place Union Free School District
Employee Benefits

The District offers Health Insurance, Dental Insurance, Life Insurance, Long Term Disability, Flexible Benefits, Vision Plan, and AFLAC. The District's open enrollment period is the first two weeks in November every year. The benefits will then be effective in January of the following year. Please contact Employee Benefits with any questions, concerns or life events at (631) 474-2700 ext. 734.

Health Insurance:
The District offers NYSHIP (NYS Health Insurance Program) as the Health Insurance. Please visit www.cs.ny.us or call (877) 769-7447 for an updated list of providers.

The District offers an alternative plan called EmblemHealth (HIP Prime HMO). Please visit www.emblemhealth.com or call (877) 411-3625 for an updated list of providers.

The District also offers a Waiver of Health Insurance if you can document health insurance thru another source.

Dental Insurance:
The District offers Aetna Dental Freedom of Choice. The employee pays one price, and can choose from Aetna PPO and Aetna DMO. Please visit Aetna.com or call (877) 238-6200 for an updated list of providers.

Life Insurance:
The District provides basic Hartford Life Insurance, Hartford Accidental Death, and Hartford Long Term Disability Policy as per your individual contract. The employee has the option of buying supplemental and spousal life insurance at a cost to you. Please visit www.hartford.com/employee-benefits or call (800) 523-2233 with any questions.

Flexible Benefits:
The District offers Health Care Flexible Benefits and/or Dependent Care Flexible Benefits through TASC. Please visit www.tasconline.com or call (800) 422-4661 with any questions.

Vision Plan:
The District offers EyeMed as a Vision Plan. Please visit www.eyemed.com or call (866) 939-3633 for an updated list of providers.

Aflac:
The District offers Aflac Cancer/Specified-Disease, Aflac Accident, Aflac Hospital Confinement Indemnity, and Aflac Vision. Aflac's open enrollment is in January of every year with an effective date of March 1. Please contact Jaime Baum (Jaime_baum@us.aflac.com) or call (631) 566-0638 with any questions



School District Organization and Procedures

WHERE TO GET INFORMATION

Questions About:	Whom to See:
Accounts Payable	District Office/Jaqueline Peters
Behavior Referrals	Principal/Asst. Principal
Child Abuse Referrals	Principal/Student Assistance Counselor
Classroom Maintenance	Building Head Custodian
Conference Approval	Building Administration (refer to form in Appendix E)
Course Approval/Graduate or In-Service	My Learning Plan
District Policies	District Website
Employee Assistance Program (Appendix F)	Director of Human Resources or Bargaining Unit
Employee Change of Name	Personnel Office/Bonnie Sannito
Employee Change of Address, Telephone, etc	Personnel Office/Bonnie Sannito
Extra-Class Activities	District Office/Carrie Little & Caterina Schretzmayer
Family and Medical Leave Concerns	Director of Human Resources
Field Trip Approval	Building Administration (refer to form in Appendix E)
Health Insurance	District Office/Tracy Camarda
Home Schooling	Administrator for Instruction and Data Reporting/Kurt Roth
Life Insurance	District Office/Tracy Camarda
Curriculum Mapping and Curriculum Management	Assistant Superintendent/Susan Craddock
Payroll	District Office Denean McDonnell
Personnel File	District Office/Nadine Steffens
Purchasing	District Office/Carrie Little
Registration	Administrator for Instruction and Data Reporting/Kurt Roth
SchoolTool	Administrator for Instruction and Data Reporting/Kurt Roth
Sick and Personal Days (totals)	Personnel Office
Special Education Services/Referrals	Principal
Substitute Teacher (procedure for requesting) Principal, AESOP	Director of Human Resources
Technology Questions	Director of Technology, Barbara Weir
Use of Facilities	Ron Petrie (refer to form in Appendix E)
Workman's Compensation	District Office/Diane Williams

SCHOOL DISTRICT ORGANIZATION AND PROCEDURES

10.0 Board of Education
10.1 Administration
10.2 Superintendent of Schools
10.3 Assistant Superintendent
10.4 Director of Human Resources
10.5 District Policy Book
10.5 Index of Policies
10.6 Shared Decision-Making Teams
10.8 Code of Ethics

20.1 The Standard School Curriculum in New York State
20.2 Curriculum Guide
20.3 Reading, Writing, Mathematics
20.4 School Media Services
20.5 Testing
20.6 Field Trips
20.7 Homework
20.8 Academic Freedom (Teaching Controversial Issues)
20.9 Code of Conduct
20.10 Dignity for All Students Act
20.11 Home Schooling
20.12 Tutoring for a Fee
20.13 Animals in School
20.14 Instructional Distractions
20.15 Dangerous Weapons
20.16 Identification and Reporting of Child Abuse and Maltreatment

30.0 School Buses

40.0 Fire and Bus Safety Drills
40.1 Safety
40.2 Releasing Children from School

50.0 Community Relations
50.1 Letters to Parents
50.2 Parent-Teacher Conferences
50.3 District Newsletter
50.4 Use of School Facilities
50.5 Disease Prevention

SCHOOL DISTRICT ORGANIZATION, POLICY, AND PROCEDURES

10.0 BOARD OF EDUCATION

A five-member Board of Education elected by the residents, is responsible for policies and regulations governing public education in the district. The Board usually meets once a month at 8:00 p.m. Please check the District website for the board schedule and locations.

The Annual Meeting of the tax payers annual budget vote and election of school board members is held the third Tuesday in May.

10.1 ADMINISTRATION

The district administration consists of the Superintendent; Assistant Superintendent; Executive Director for Educational Services; School Business Official; Director of Human Resources; Administrator for Athletics, Intramurals, Physical Education, and Health; Administrator for Instruction and Data Reporting; Director of Technology; Director of Facilities; Administrator for Pupil Personnel Services; Curriculum Specialist for Humanities, Curriculum Specialist for Math and Science, and Curriculum Specialist for Elementary; Miller Place High School consists of a Principal, one Assistant Principal, Assistant Principal/Director of Guidance, and Part-Time Dean of Students; North Country Road Middle School consists of a Principal, Assistant Principal and Part-Time Dean of Students; Laddie A. Decker Sound Beach School consists of a Principal and Assistant Principal; Andrew Muller Primary School consists of a Principal and Assistant Principal.

10.2 SUPERINTENDENT OF SCHOOLS

The Superintendent of Schools is the Chief Executive Officer of the Board of Education. The Superintendent is responsible for planning, making recommendations to the Board of Education concerning governance of the schools, and for administering all aspects of the school operation.

10.3 ASSISTANT SUPERINTENDENT

The Assistant Superintendent is a confidential employee and is responsible for providing the planning, developing, implementing and evaluating all instructional and curriculum programs. She/he provides assistance on the assessment and analysis of student performance, curriculum development and instructional improvement, developing responses to identified needs and incorporating processes for continuous quality review and improvement.

10.4 DIRECTOR OF HUMAN RESOURCES

Director of Human Resources is a confidential employee and is responsible for planning, coordinating, and supervising the operation of the personnel service office in such a way as to provide the highest quality certified staff possible, maximize the professional development opportunities, and benefits available to each individual certified employee, and promote the overall efficiency and effectiveness of the school system’s personnel function.

10.5 **DISTRICT POLICY**

Available on District Website.

10.6 **INDEX OF POLICIES**

Available on District Website. As policies are updated, staff will be informed via e-mail.

10.7 **SHARED DECISION MAKING TEAMS**

Each building in the Miller Place School District has a Shared Decision-Making Team. The number of members differs among the buildings but is regulated by district guidelines. Members consist of administrators, teachers, and parents, (PTO, CSE groups). The purpose of building teams is to improve student achievement.

A copy of the "Plan for Participation", by Teachers and Parents in School Based Planning & Shared Decision Making is available at each school and at the district's District Office. Refer to District Policy #2265 for further information.

10.8 **CODE OF ETHICS**

I.A. No officer or employee of Miller Place Union Free School District, Suffolk County, New York, shall:

1. Be or become interested directly or indirectly in any manner whatsoever except by operation of law, in any business or professional dealings with Miller Place U.F.S.D., Suffolk County, N.Y.

2. Act as attorney, agent broker, representative or employee in business or professional dealings with Miller Place U.F.S.D., Suffolk County, N.Y., for any person or corporation in which he has a direct or indirect interest.

3. Accept other employment or engage in any business transaction or make any investments directly or indirectly, which create a conflict with his official duties.

B. For the purpose of this CODE OF ETHICS "interest" shall be deemed to include the affairs of: the officer's or employee's spouse, minor children and dependents; a firm, partnership or association in which such officer or employee is a member or employee; a corporation of which such officer or employee is an officer, director or employee and a corporation, any stock of which is owned or controlled directly or indirectly by such officer or employee.

C. Notwithstanding any provision to the contrary stated herein, any person serving Miller Place U.F.S.D., Suffolk County, New York, without compensation shall not be deemed to be in violation of this CODE OF ETHICS unless such interest is in conflict with the proper discharge of his official duties.

D. The provisions of this CODE OF ETHICS shall not apply to the designation of a bank as a depository, paying agency, registration agent or other investment in fund of Miller Place U.F.S.D., Suffolk County, N.Y., in which the municipal officer or employee has an interest by reason of stock holdings when less than five percent of the outstanding stock of the corporation is owned or

controlled directly or indirectly by such officer or employee except when the Chief Fiscal Officer, Treasurer, or his deputy has an interest in such bank.

E. The provisions of this section shall not apply to the designation of a newspaper including, but not limited to, an official newspaper for the publication of any notice, resolution, ordinance, or the proceeding where such publication is required or authorized by law.

F. No conflict shall be deemed to arise by virtue of stock ownership where such ownership constitutes less than five percent (5%) of the outstanding stock of the corporation.

II. A. No officer or employee of Miller Place U.F.S.D., Suffolk County, N.Y., whether paid or unpaid shall:

1. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him/her, in the performance of his/her official duties or was intended as a reward for any official action on his/her part.

2. Disclose confidential information acquired by him/her in the course of his/her official duties or use such information to further his/her personal interest.

3. Receive or enter into any agreement, express or implied, for compensation by others for services to be rendered in relation to any matter before Miller Place U.F.S.D., Suffolk County, N.Y., whether or not his/her compensation is to be dependent or contingent upon action taken by Miller Place U.F.S.D., Suffolk County N.Y., with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of services rendered.

4. Participate in the discussion of, or give an official opinion on any matter pending before the district, without publicly disclosing on the official record the nature and extent of any direct or indirect financial or other private interest he/she has in such matter.

5. After the termination of service or employment with the district, appear before any board or agency of the district in relation to any case, proceeding or application in which he/she personally participated during the period of his/her service or employment, or which was under his/her active consideration.

III. Any person who shall knowingly and intentionally violate any of the provisions expressed in the CODE OF ETHICS may be fined, suspended or removed from office or employment in the manner provided by law.

20.1 THE STANDARD SCHOOL CURRICULUM IN NEW YORK STATE

The program of instruction in the New York State Schools is based upon Education Law, Regulations of the Commissioner of Education, and Rules of the Regents as well as the New York State Learning Standards. Refer to your building's handbook or the District Website regarding the Commissioner's Regulations concerning areas of instruction, as well as graduation requirements.

20.2 CURRICULUM GUIDE

The Curriculum Guide contains the official course of study for Miller Place School District as per the New York State Education Department Standards and Next Generation Standards and is approved by the Board of Education.

The Curriculum Guide contains the scope and sequence of the curriculum of Miller Place Schools. It serves as a guide to classroom teachers in that they may quickly ascertain the subject matter covered on, below, and above their particular grade level. For the experienced teacher, and administrator, this guide represents a tool for the evaluation and development of the operational curriculum. The guide is not intended to be used in place of short-term planning. Short term planning is the daily lesson plan which is documented in the teacher's plan book. You can also find electronic curriculum maps on the District shared curriculum drive.

20.3 READING, WRITING, MATHEMATICS

In addition to regular developmental instruction in reading, writing and mathematics, the District also provides Response to Intervention (RtI), Academic Intervention Services and remedial programs for those children who require additional support in these subjects. The criteria used for identifying those in need of additional instruction support are the same as those outlined in State guidelines.

20.4 SCHOOL LIBRARY MEDIA RESOURCE SERVICES

The Library Media Resource Centers offer many services to both students and faculty members. In addition to books and periodicals, other reading and research materials are available such as books on CD, DVD's, and reference books. The Virtual Reference Collection (VRC) of Databases contains approximately 45 different subscription databases including thousands of periodical articles, reference books, ebooks, and images. Each Library Media Resource Center provides opportunities for Maker Space exploration and discovery and technology integration through iPads and desktop computers. Requisition of media and audio equipment at all schools is circulated through the building Library Media Specialist.

20.5 TESTING

A number of standardized tests are administered in the Miller Place School District. These tests are administered in spring, except where indicated:

PRE-KINDERGARTEN SCREENING
DIAL (Developmental Indicators for Assessment of Learning) screening test administered the spring before entrance.

KINDERGARTEN
Common Assessments (ELA and Math)
Fountas and Pinnell Benchmarking
AIMSWEB Progress Monitor (as needed)

GRADE 1
Common Assessments (ELA and Math)
Fountas and Pinnell Benchmarking
AIMSWEB Progress Monitor (as needed)

GRADE 2
Common Assessments (ELA and Math)
AIMSWEB Progress Monitor
NWEA

GRADE 3
AIMSWEB Progress Monitor
NWEA
NYS ELA for Language Arts
NYS Math

GRADE 4
AIMSWEB NYS Progress Monitor
NWEA
ELA for Language Arts
NYS Math

GRADE 5
AIMSWEB Progress Monitor
NWEA
NYS ELA for Language Arts
NYS Science
NYS Math

GRADE 6
NYS ELA for Language Arts
NYS Math
NWEA

GRADE 7
NYS ELA for Language Arts
NYS Math
NWEA

GRADE 8
NYS ELA for Language Arts
NYS Math
NYS Science
NWEA
Algebra I and Earth Science Regents (as applicable)

GRADE 9-12
NYS Regents
Regents Competency Tests for Special Education Students
Preliminary Scholastic Aptitude Test (PSAT)
Scholastic Aptitude Test (SAT)
American College Test (ACT)
Armed Services Vocational Aptitude Battery (ASVAB)
Advanced Placement Examinations

20.6 FIELD TRIPS

All trips requiring a contract must have Board approval. Keep in mind that field trips are financed by student (parent) contributions and should therefore meet the guidelines listed below so that the experience is beneficial to the student and educationally sound. Refer to District Policy #4531.

1. CRITERIA FOR FIELD TRIPS

In determining whether a particular field trip is aligned with the curriculum, the teacher should ask, does this experience:

a. Enrich, stimulate and/or strengthen a theme or unit of study?

b. Allow for the observation of unique operations or equipment, not available, but introduced and discussed, in the classroom?

c. Encourage the use of higher-level thinking skills in order to synthesize classroom knowledge with hands-on/real life experiences?

2. PROCEDURES FOR FIELD TRIPS

Once it has been determined that the field trip meets one or more of the criteria listed above, the teacher must:

a. Complete the Field Trip form (see the Appendix E) and submit it to the Building Principal for approval at least four weeks prior to the field trip date. Trips in excess of one day involving overnight travel or requiring a contract, must be approved by the Superintendent of Schools and the Board of Education prior to making any commitment or arrangements, a minimum of **three months** in advance.

b. Prepare a letter to be sent home with the students outlining the trip in detail for parents. The letter should include time of return, student money contribution, method of transportation, highlights of the visit, etc. The letter should be sent home ONLY AFTER THE FIELD TRIP FORM (referenced above) HAS BEEN APPROVED and returned from the Business Office.

c. Parents must give written permission for each child taking the trip. This must be done for each and every trip. Verbal permission does not meet this requirement. All signed Permission slips must be kept until the end of the school year.

d. Plans for any student not attending or not permitted to go on the field trip should provide for a meaningful day of school in the District.

e. A first aid kit must be taken along on all field trips and if deemed necessary a school nurse will accompany the field trip to administer medication.

f. Cost of field trips, including admissions, lunches, and bus service, is underwritten through student contributions.

3. **BEFORE THE FIELD TRIP, THE TEACHER SHOULD**:

a. Discuss with the students well in advance the cost of the field trip and develop a manageable system for collecting all monies. Discuss with the building Principals those students who may qualify for financial assistance or who will not attend because of financial cost.

b. Discuss with the students the purpose of the field trip. Materials provided by the field trip personnel or created by the teacher should highlight key elements of the trip and motivate student interest in the experience.

c. Discuss with the students proper manners on the bus, and at the field trip site. Remind them that their behavior is a reflection of our school district, as well as the Miller Place Community.

d. Reinforce all safety procedures.

e. Remind students that they are to remain with their chaperones; they are to respect and follow their chaperone's directions.

f. Remind students of departure times, necessary items, (e.g. bag lunch, water bottles, proper attire, etc.); as well as items which are not permitted (e.g. electronic devices, toys, etc.)

4. **FOLLOW-UP TO THE FIELD TRIP EXPERIENCE**

After the completion of the field trip, the teacher should:

a. Evaluate the objectives of the trip to determine if they were met.

b. Complete all follow-up activities with students and discuss how the trip enhanced the knowledge presented in the classroom.

c. Complete building evaluation forms (See Appendix E) and submit to building's Main Office.

Please refer to District Policy #4531 for additional information about field trips.

20.7 HOMEWORK

Guidelines have been developed concerning homework given on each grade level. A teacher should consider the following guidelines not as hard and fast rules, but rather as a suggestion so that difficulties with regard to homework may be eliminated. Teachers are expected to assign homework as an extension of the classroom experiences. The guidelines contain five major areas as follows:

Purpose of Homework

In all grades this should attempt to (a) reinforce classroom instruction through practice or drill, (b) prepare or motivate a student for a new area of study, and (c) allow for individual creativity and interest when a student

wishes to work on a project. Teachers should be constantly testing the type of homework given to check the time that various students take to do these assignments. Make allowances for individual differences among the students to establish the length of their assignments. Please keep in mind, however, that the teacher should take considerable care to stay within the general time limits outlined and that homework should never be given as punishment.

Length of Homework

The teacher has the responsibility to individualize homework assignments as deemed appropriate by the teacher and as necessary to meet individual student needs. The teacher has the flexibility to assign homework as indicated by the maximum minutes per grade level below inclusive of nightly reading, trimester and/or content specific project work, and online remediation or enrichment but not inclusive of instrumental practice.

Kindergarten homework will not exceed a maximum of 15 minutes.
Grade 1 homework will not exceed a maximum of 25 minutes.
Grade 2 homework will not exceed a maximum of 30 minutes.
Grade 3 homework will not exceed a maximum of 40 minutes.
Grade 4 homework will not exceed a maximum of 50 minutes.
Grade 5 homework will not exceed a maximum of 60 minutes.

Homework assignments required (independent) reading assignments, instrumental music practice, trimester and/or content specific project work, and "optional" projects will not be assigned during vacation, recess, and holiday periods to students in grades Kindergarten through five.

Middle School/Secondary Grades: Total homework for secondary students should vary based on student's course selection. Students should be cognizant of timely completion and submission of assignments. The teacher has the responsibility to individualize homework assignments as deemed appropriate by the teacher and as necessary to meet individual student needs.

Parents' Role

A parent should:

1. Provide a study area free of distractions and with good lighting;
2. Ask questions about the content of student homework;
3. Give requested assistance, but letting the student do his or her own work;
4. Avoid undue pressure; and
5. Help create a "homework habit" at the same time each night.

Teachers should discourage parents from being actively engaged in "teaching" assignments to students. This does not infer, however, that a parent should not listen to spelling words, critically listen to a speech, etc.

Collection of Homework

As a general rule, teachers should personally check all written homework assignments.

A note from the parent may excuse a student from completing an assignment in the case of extenuating circumstances.

Note: Music assignments are given each evening and are in the form of practice on the student's instrument. The most meaningful way to complete the music assignment is to practice for short (5-6 minute) intervals. This provides an excellent way for a student to break up the one-hour assignments in the other subject areas.

Penalties for Not Doing Assignments

Before a teacher penalizes a student for not doing the homework, the teacher should take extreme care not to make the penalty too severe. One step that should be taken is to investigate the home conditions of the child not submitting homework. This can be extremely revealing and on occasion may completely change the mind of a teacher concerning the laxity of a student who has not submitted a given assignment. Please be aware that homework is also an opportunity for the home and school to better understand each other's aim.

Please refer to District Policy #4730 and #4730.R for further information.

20.8 ACADEMIC FREEDOM (TEACHING CONTROVERSIAL ISSUES)

American democracy has its roots in the heritage of many cultures. In considering controversial subjects the teacher should be aware of the issues that grow from fundamental and historic factors in American development. An unbiased and objective discussion of controversial issues is necessary in a free and healthy system of learning.

Students should be encouraged to acquire such attitudes as the following: Respect for the opinions of others and a sense of responsibility with regard to working with those who hold different opinions, a willingness to think critically and analytically, to reach decisions based on consideration of facts, to seek new facts and to accept new evidence, and to reserve judgment until the full issue is presented.

Teachers have the professional responsibility to abstain from imposing their personal opinions and beliefs upon their pupils. It is their responsibility to teach their pupils to distinguish between "fact" and "opinion," to urge reservation of judgment and opinion until thorough analysis of all data is made, and to encourage understanding of the existence of honest differences of opinion about a subject.

20.9 CODE OF STUDENT CONDUCT: RIGHTS AND RESPONSIBILITIES

The Board of Education ("Board") is committed to providing a safe and orderly school environment where students may receive, and district staff may deliver, quality educational services without disruption or interference. Responsible behavior by students, teachers, other district staff, parents, and other visitors is essential to achieving this goal.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity. The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. The Board further recognizes that such a Code of Conduct needs to be developed collaboratively with students, teachers, administrators, parent organizations, school safety staff, and other school staff. To this end, the Board adopted a Code of Conduct ("Code"), which is in compliance with the SAVE Legislation.

Unless otherwise indicated, this Code applies to all students, school staff, parents, and other visitors while on school property or attending school functions. Please review this Code regarding student discipline procedures. The Code of Student Conduct: Rights and Responsibilities can be found on the District Website.

The Board of Education policy regarding the use of corporal punishment is that reasonable physical force by school personnel would be permitted in the following specific situations, and state law guidelines:

1. Self-defense
2. Prevent physical injury

3. Protect property
4. Restrain or remove a pupil whose behavior is disrupting the orderly exercise and performance of school district functions.

20.10 DIGNITY FOR ALL STUDENTS ACT

Refer to **"Code of Conduct",** page **"8"** regarding the Dignity for All Students Act concerning the roles and responsibilities for all employees.

20.11 HOME SCHOOLING

If a parent or guardian elects to home instruct, the parent or guardian is required to submit a letter of intent to the Superintendent of schools by July 1 each year, or within 14 days of commencing home instruction. In addition, in order to home instruct the following is required:

- Submit a separate, written Individualized Home Instruction Plan (IHIP) for each child being instructed at home. A single set of documents may not be used for more than one child. A separate plan must be submitted for each child individually. IHIP's are due by August 15 or within four weeks of receiving a response to a letter of intent from the district, whichever is later.

- If notified that the IHIP submitted is not acceptable, a revised IHIP correcting the deficiencies must be submitted within 15 days of notification, or by September 15, whichever is later.

- Submit four Quarterly Reports on or before the dates specified on the IHIP.

- Submit a separate Annual Assessment for each child being instructed at home at the time the fourth quarterly report is submitted.

- If notified that achievement levels do not meet state minimums, a remedial plan to correct deficiencies must be submitted with the IHIP for the next school year.

- Conduct all communication with the Superintendent.

20.12 TUTORING FOR A FEE

No property or building of the Miller Place Union Free School District shall be used for instruction or tutoring of any kind where a private payment to the instructor for such service is involved.

A teacher employed by the School District **shall not give tutoring in any subject whatsoever for a private fee to any pupil currently enrolled in any class taught by that teacher**. This condition also applies to summer tutoring if the pupil has been assigned to that teacher's class in the fall.

No teacher employed by the School District may directly solicit District pupils or parents for private tutoring for a fee.

20.13 **ANIMALS IN SCHOOL**

If a teacher wishes to use an animal as part of a lesson, prior permission must be secured from the building principal. The principal will inquire as to what safety precautions will be employed while the animal is in school.

The teacher who desires to use a dead animal as part of a lesson may do so without the prior permission of the building principal as long as the animal is odorless, properly mounted, and adequate care has been taken to prevent the spread of disease.

Students wishing to bring an animal to school for a specific class activity must have parents transport the animal to and from school. Animals are not permitted on the school bus.

20.14 **INSTRUCTIONAL DISTRACTIONS**

The display of cellular phones and other electronic devices are prohibited by students beginning with the time they arrive at school until the instructional day is over for all students. Students' cellular telephones must be turned off during this period, which includes school-sponsored events and activities occurring during the academic day. Students are prohibited from taking photos or videos on school grounds unless it is for appropriate academic purpose or school related event with prior approval. If a student is observed displaying their phone or electronic device, the devise will be confiscated and reported to administration.

The display and/or use of cellular phones are prohibited by students beginning with the time they arrive at school until the instructional day is over for all students. Students' cellular telephones must be turned off during this period. This prohibition remains in effect during attendance at school-sponsored events, activities and/or while on school-sponsored transportation. An exception to the use of a cellular telephone may be granted by the supervising adult in an emergency. Misuse of a cellular telephone/electronic device will result in its confiscation until a parent comes in to pick it up.

Other electronic devices that may cause disruptions to the learning process are prohibited in school. All such equipment will be confiscated and held until a parent comes in to pick the item(s) up.

Parents and students should be encouraged not to send/bring toys, dolls, etc., to school unless expressly requested by the classroom teacher for show and tell or other curricula reasons.

Sports equipment--balls, bats, etc., should be provided by the Physical Education Department. Students should not bring such items to school except under conditions mentioned above.

20.15 **DANGEROUS WEAPONS**

No student shall knowingly have in his or her possession upon any school premises any rifle, shotgun, pistol, revolver, other firearm, explosives, dangerous chemicals, including MACE, or any object which is not necessary for school activities which could be used as a weapon. Please refer to District Code of Conduct for information regarding the consequences of said actions.

20.16 IDENTIFICATION AND REPORTING OF CHILD ABUSE AND MALTREATMENT

All mandated reporters, as defined by legislation, employed by the Miller Place School District, are required to report orally to the appropriate Central Register of the New York State Department of Social Services any situation where they have reasonable cause to suspect a child has been abused or maltreated based upon information obtained in their capacity.

In addition, all cases reported to the New York State Department of Social Services must be reported to the building principal. The reporter is responsible for submitting a written report to the appropriate agency within 48 hours of the incident. A copy of the written report must also be given to the building principal. Mandated reporters who do not report an incident are liable under the law and may be disciplined by the district.

Please refer to District Policy #9620 for further information.

30.0 SCHOOL BUSES

Refer to School Bus Procedures District Policy #5320R.

Idling School Buses on School Grounds

Commissioner's Regulations - 156.3(h)

Pursuant to Education Law sections 207, 305 and 3637 and Chapter 670 of the Laws of 2007 Subdivision (h) of section 156.3 of the Regulations of the Commissioner of Education is added, effective July 1, 2008, as follows:
(h) Idling school buses on school grounds.

1. General provisions.
   i. Except as provided in paragraph (2) of this subdivision, each school district shall ensure that each driver of a school bus, as defined in Vehicle and Traffic Law section 142, or other vehicle owned, leased or contracted for by such school district, shall turn off the engine of such school bus or vehicle while waiting for passengers to load or off load on school grounds, or while such vehicle is parked or standing on school grounds or in front of or adjacent to any school.
   ii. School districts shall consider adopting policies which provide for the prompt loading and unloading of individual school buses rather than a policy of waiting for all buses to arrive before loading or unloading.

2. Exceptions. Notwithstanding the provisions of paragraph (1) of this subdivision and unless otherwise required by State or local law, the idling of a school bus or vehicle engine may be permitted to the extent necessary to achieve the following purposes: (i) for mechanical work; or (ii) to maintain an appropriate temperature for passenger comfort; or (iii) in emergency evacuations where necessary to operate wheelchair lifts.

3. Driver requirements. Each school district shall ensure that each driver of a school bus shall:
i. instruct pupils on the necessity to board the school bus promptly in the afternoon in order to reduce loading time;
ii. whenever possible, park the school bus diagonally in school loading areas to minimize the exhaust from adjacent buses that may enter the school bus and school buildings; and
iii. turn off the bus engine during sporting or other events.

4. Notice. Each school district shall annually provide their school personnel, no later than five school days after the start of school, with notice of the provisions of Education Law section 3637 and of this section, in a format prescribed and provided by the Commissioner to such school districts for dissemination.

5. Monitoring and reports. Each school district shall periodically but at least semi-annually monitor compliance

with the provisions of this subdivision by school bus drivers and drivers of vehicles owned, leased or contracted for by such school district. Each school district shall prepare a written report of such review, which shall describe the actions taken to review compliance and the degree of adherence found with the provisions of this subdivision. Copies of the report shall be retained in the school district's files for a period of six years and made available upon request. The Commissioner may also require specific school districts to provide additional information as necessary to address health concerns related to their compliance with the provisions of this subdivision.

6. Private vendor transportation contracts. All contracts for pupil transportation services between a school district and a private vendor that are entered into on or after July 1, 2008, shall include a provision requiring such vendor's compliance with the provisions of this subdivision.

§ 3637. Idling school buses on school grounds

1. On or before July first, two thousand eight, the commissioner shall promulgate regulations requiring school districts to minimize, to the extent practicable, the idling of the engine of any school bus, as defined in section one hundred forty-two of the vehicle and traffic law, and other vehicles owned or leased by the school district while such bus or vehicle is parked or standing on school grounds, or in front of any school. Such regulations shall apply to school districts identified by the commissioner, in consultation with the department of health, with a significant number of children with asthma and those other school districts deemed by the commissioner as appropriate.

2. Such regulations shall include, but not be limited to, a requirement that the engines of all school buses and vehicles owned or leased by the school district be turned off while waiting for passengers to load or off load on school grounds. When necessary for heating, mechanical or emergency circumstances, the regulations may allow idling to the extent necessary to achieve such purpose. Provided, however, that such regulations shall not conflict with applicable state regulations and local laws.

3. School districts shall be required to annually provide their school personnel with notice of the provisions of this section, and the regulations promulgated pursuant to this section by the commissioner. The commissioner shall provide such notice for school districts to disseminate.

40.0 FIRE, LOCKDOWN AND BUS SAFETY DRILLS

A. Fire Drills

Fire drills are held to ensure the safety of all persons while leaving the building rapidly and with a minimum of confusion in the event of fire.

B. Lockdown Drills

In addition to eight Fire Drills, there must be four lockdown drills. There will be notification at least one week in advance for all lockdown drills.

In order to prepare staff and students for unexpected emergencies various drills will be conducted a minimum of twelve times per school year with at least eight held before December 31.

C. Bus Safety Drills

Bus safety drills must be held at least three times per year. The first is held during the first week of the fall term. The second must be held prior to January 1st; the third prior to May 1st. Classroom instruction sessions are required for all students.

40.1 **SAFETY**

Care for the safety of students in a teacher's charge cannot be overemphasized. The minimum precaution is a conscious awareness on the part of the teacher regarding all safety hazards in a given supervisory area. A teacher must always be present within the area that a group of students occupies.

It is important that the teacher takes the necessary time to instruct the students on safety rules in the classroom, on the playground, on the school bus, and going to and from school. Teachers will be responsible to review the staff handbook and student agenda. Instilling safety rules concerning all aspects of a child's school life must be a prime concern of each classroom teacher.

40.2 **RELEASING CHILDREN FROM SCHOOL**

A child who rides to school in the morning on a school bus is expected to return home in the afternoon on the school bus.

If a parent wishes to pick up the child at school at the close of the school day, or wishes the child to walk home, or wants the child to ride home with someone other than the parent, a note clearly stating this information must be sent to the homeroom teacher of the child on the day this is to take place and the school office should be advised of the request.

A child who becomes ill during the school day, and must be released from school early because of illness, will be released in the custody of the parents, guardians, or the person named on the emergency address card when a parent cannot be reached.

A child may be released before the school day terminates if the child submits a signed note from the parent stating the reason and the exact time that the child must leave. The child should be instructed to give the note to his homeroom teacher on the day he is to be released early. This note should be sent to the Building's Main Office for approval and duplication. Parents who come to the school to pick up children before the school day ends should report to the school office. The child will then be released at the school office only, and into the custody of the parent, legal guardian or the person named in writing by parent. If someone other than the parent is to pick up the child at the school office, this information must be clearly stated in the note from the parent or guardian and school office advised.

50.0 **COMMUNITY RELATIONS**

The school and the teacher benefit greatly when there is a good relationship between the school and the community. The teacher is the key person in establishing the type of parent and community relationship desired.

Some helpful hints:

1. Take personal interest in pupils absent due to illness.
2. Encourage the class to write or contact pupils who are out due to serious or prolonged illness.
3. Cooperate whenever possible with local organizations (e.g. local fire department--posters, etc.)
4. Keep parents informed frequently of progress or lack of progress on an individual basis.
5. Take special care in the working of letters and email correspondences sent home (All notices sent home and press releases must be approved by the Principal.).
6. Attend PTO, PTA, or meetings and other special events whenever possible. It is an investment of time that often pays profitable dividends.
7. Above all, never be critical of your co-workers in public.

50.1 LETTERS & E-MAILS SENT HOME TO PARENTS

Letters and e-mails sent to parents concerning a child's grades, conduct, and class activities, should be written and worded carefully so that their meaning cannot be misinterpreted. Copies of letters sent home must be provided to the building principal.

50.2 PARENT-TEACHER CONFERENCES

Parent-teacher conferences can be a valuable aid to parents, teachers and children. Parents are encouraged to attend all scheduled conferences.

50.3 DISTRICT NEWSLETTER

The Newsletter is published 3-4 times per year and is the official newspaper of the Board of Education. Staff members are advised to read it carefully upon receipt. The Newsletter will be posted on the District's website.

50.4 USE OF SCHOOL FACILITIES

The guidelines regarding "Use of School Facilities" can be found on the District Website Policy #7000. If you are requesting the use of a classroom, gymnasium, etc., you must fill out the form "Request for Use of School Facilities and/or Authorization" and submit it to Victoria Freeman, District Office or emailed to: facilitiesuse@millerplace.k12.ny.us.

50.5 DISEASE PREVENTION

Occupational Safety and Health Administration (OSHA) issued final regulations on job exposure to blood-borne pathogens. These are bacteria and viruses present in human blood and body fluids that can cause disease in humans. OSHA has determined that employees are at risk when they are exposed on the job to blood and other materials that may cause infections, such as Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV), which causes Acquired Immune Deficiency Syndrome (AIDS).

Miller Place School District employees are required to attend an informational meeting regarding these health concerns. The building nurse can also answer any other questions concerning this matter.



APPENDIX A

BOE Policies and Superintendent's Regulations

POLICIES AND REGULATIONS DEFINED

Similar to State and Federal law, District policies and regulations establish goals and objectives that govern the day-to-day operations of a school district. In defining the difference between policies and regulations, it is appropriate to include other rules and directives that affect our schools.

The following definitions represent the chain of regulatory language that governs school systems. While not all-encompassing, these examples should provide staff a basic understanding of the relationship between law, Commissioner's regulations, Board policy, Superintendent's regulation, and building procedures.

While providing all policies and regulations is unnecessary and impractical, many are of utmost importance to staff, and are therefore included in this section. Should you have further questions in this area, please feel free to contact the administrative team at your building.

Federal & NY State Law

1. Created by Federal & State legislators, laws are the most overarching of all regulatory language.
2. Examples include the Family Educational Rights & Privacy Act (FERPA), Public Health Law regarding required immunizations, and No Child Left Behind (NCLB).

NY State Education Commissioner's Regulation

1. Created by the State Commissioner of Education, Commissioner's Regulations are established to further define the governance of State and Federal laws, as well as directives of the NY State Board of Regents. No Commissioner's Regulation can override State or Federal law.
2. Examples include Part 200 Regulations governing special education and Part 80 Regulations governing teacher certification.

Board of Education Policy

1. Policies are developed by Boards of Education to institute goals and objectives for their school district, as well as to establish clear expectations for managing the district. They are also established to provide guidance for the implementation of laws and Commissioner's Regulations. No Board policy can override law or NY State Commissioner's Regulation.
2. Examples include policies established by the Board for the public use of facilities, curriculum development, textbook adoption, as well as the Code of Conduct.

Superintendent's Regulation

1. The Superintendent of Schools will establish regulations for the implementation of certain Board of Education policies. While policies are designed to be overarching and goal-oriented, Superintendent's Regulations are more specific and define the day-to-day management of those policies. No Superintendent's Regulation can override law, NY State Commissioner's Regulation, or Board Policy.
2. Examples include Field Trips & Excursions Regulation, Student Health Services Regulation, and Library Materials Selection Regulation.
3. Building Procedures Building procedures are established by building and department administration to manage the regular operations of the school building. No building procedure can override any of the aforementioned laws, regulations, or policies.
4. Examples would include procedures established by the building principal for student arrival and dismissal and for the submission of field trip requests.



APPENDIX B

SPECIAL EDUCATION
SPECIAL SERVICES
SPECIAL PROGRAMS

SPECIAL EDUCATION

Special Education consists of educational and related services, which provide assistance to pupils who are designated by the District's Committee on Special Education (CSE). The district is committed to providing all services in the least restrictive environment possible.

The Committee on Special Education is appointed by the Board of Education for the purpose of determining the educational needs of students in the district who are suspected of having or have been diagnosed as having disabilities as defined by the Individual with Disabilities Education Act (IDEA). In addition to the chairperson, members of the committee include a psychologist, the child's parent, a parent member, school physician (if requested), the child's general education teacher, a teacher who can provide special education or related services, and/or teacher/administrator who can interpret instructional implications of evaluations to predict success in the least restrictive environment. Both parent and district may also invite others who are knowledgeable of the child.

Additionally, each school in the district has a Committee on Special Education, (CSE) sub-committee, which meets at least annually to review the progress of classified students in the Elementary Schools, Middle School and High School.

NATURE AND SCOPE OF SPECIAL EDUCATION PROGRAMS AND SERVICES

The Miller Place School District provides a wide range of programs and services designed to meet the educational needs of pupils with a disability. Every effort is made to place special needs students in an educational setting within the district that affords them the opportunity to maximize their potential in the Least Restrictive Environment. If this option is not appropriate, other educational placements will be explored. In the event that a pupil's needs cannot be met within the district's special education programs, placement services in the following order will be considered, following the tenet of the Least Restrictive Environment.

1. Neighboring districts
2. BOCES programs
3. State approved private day schools
4. State approved residential services
5. Hospital and homebound instruction
6. Other agencies and facilities

IN DISTRICT PROGRAMS

1. **General Class Program:**
   In this setting the student with a disability receives whatever services are available to all students. Consultation and/or training may be provided to the general education teacher from instructional specialists, administrators, or other members of the school staff. This provides the pupil with an educational program in the LRE. Some students with disabilities may be provided with a general education class program with related services, which facilitates his/her own involvement in the general program. Students, who have been declassified, but require monitoring or testing services are placed in this setting.

2. **Committee on Special Education (CSE)**
   The CSE is made up of the following staff members: Chairperson, School Psychologist, Special Education teacher, Regular Education teacher, related service providers if appropriate (Speech, OT, PT, etc.), parent(s) and the student (if 15 years of age). The purpose of the CSE is develop an Individual Education Plan (IEP) that will support students with a disability. The IEP is a legal document; thus all staff members

of that specific student must adhere to it at all times. Teaching staff can view the IEP by clicking on the icon under the student's picture in the student management system. Should a staff member need further clarification on an individual student, they should seek out the school psychologist for clarification.

3. **504 Committee**
   The 504 Committee is made up of the following staff members: Chairperson, school nurse, regular education teacher, parent(s) and student (if 15 years of age). The purpose of the 504 committee is to support a student who has a medical condition that substantially impacts a major life activity that adversely affects their educational progress. All staff members of that specific student must adhere to the 504 plan as it is a legal document. The 504 plan can be viewed by clicking the icon under the student's picture in the student management system. Should a staff member need further clarification on an individual student, they should seek out the school nurse/school psychologist for further clarification.

4. **Consultant Teacher**
   Consultant teacher services means direct and/or indirect services provided to a student with disability who attends regular education classes on a full-time basis and/or to student's general education teacher(s). Direct consultation is provided to the student to aid the student to benefit from general education classes. Indirect consultation is provided by a certified special education teacher to a general education teacher(s) to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who attends their classes.

5. **Resource Room**
   Resource Room programs are provided to students K-12 who require special education services in order to function successfully in the general education setting. The purpose of the resource room program is to provide a special education program for a student with a disability registered in either a special class or a regular class who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day. Each student does not receive less than three hours of instruction per week nor spend more than 50% of their time during the day in this program. A 'push in' resource room is provided to some students in a general classroom by the special education teacher who daily co-teaches and consults with the teacher of the general classroom.

6. **Integrated Co-Teaching**
   These services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. These students are included in a general classroom setting for a portion of the school day.

7. **Special (S/C) Class**
   Students placed in this class setting are grouped according to their individual needs and are provided with mainstreaming opportunities determined as appropriate by the CSE. On the secondary level, special class students are afforded the opportunity to attend pre-vocational classes at BOCES, as part of their daily school program. Some students in this class participate in an inclusionary setting for part of the day.

RELATED SERVICES

1. **Speech/Language services** are provided for students who have been determined by the CSE as needing such services. They are provided by certified teachers of speech and hearing for no less than two 30-minute periods per week, except for those students whose IEP requires only consultant speech services to the general education teacher. Speech/language services are given either in a 'push-in' or 'pull-out' setting, depending on the CSE recommendations for each student.

2. **Counseling** is provided to students with a disability when it is determined by the CSE that a formal counseling program is required in order for the student to benefit from his/her general or special education program. Counseling as a related service may be provided by a school psychologist, guidance counselor or social worker.

3. **Occupational Therapy and/or Physical Therapy** is provided when the results of a complete evaluation indicate that delayed fine or gross motor development is interfering with the ability of a pupil to perform his/her general or special education program. These services are provided by a duly licensed occupational and/or physical therapist under the prescription of a physician.

4. **Adaptive Physical Education (APE)** is provided when the results of a complete multi-disciplinary evaluation, including occupational and physical therapists, indicate that delayed motor development is interfering with the ability of the student to perform in a general physical education program. These services are provided by a duly licensed physical education teacher.

5. **Hearing or Vision Services** are provided when the results of medical and educational evaluations indicate that a hearing or vision disability is interfering with the ability of the student to successfully participate in his/her educational setting. These services are provided by duly licensed vision and/or hearing teachers.

6. **Other Related Services** as designated in Part 200 are necessary in order for the student with a disability to successfully participate in his/her special or general education program. These services may include medical services, special transportation or a job coach.

7. **Preschool Special Education Services and Program**
   The Miller Place School District does not offer an approved program of special education to preschool students with disabilities but is responsible through the CPSE for the educational placement of such children in approved NYS special education preschool programs administered under Suffolk County auspices.

SPECIAL SERVICES

1. **Behavior Counselors** - The district Behavior Counselors and Student Assistance Counselors provide support and counseling to all members of the school community. This support includes counseling, peer mediation, conflict resolution and referrals to the School Psychologist. Such assistance may involve visits to the home, interviews with the students, contacts with school personnel and referrals to or involvement of community resources.

2. **Instructional Support Team/Response to Intervention Teams/IST/RTI** – The IST/RtI team meets regularly in each building to discuss children who are demonstrating either academic or social/emotional issues and to ascertain the services required to assure their instructional psychological, academic and social growth. In all schools, the team may consist of the social worker, classroom teacher(s), psychologist, nurse, guidance counselor, administrator and or any other school professional who can contribute to the evaluation of the child.

3. **Home Bound Instruction** - Home teaching is available for pupils who, because of illness or injury, will be absent from school for at least two weeks. For pupils needing and requesting home teaching, the procedure is as follows:

a. Receipt by Principal of a letter from pupil's doctor certifying the pupil will be out of school for at least two weeks. Receipt by Principal of a letter from parent requesting home tutoring.

b. Principal notifies the Administrator for Student Services or PPS Administrator if the student is CSE or 504.

c. Medical Officer must review requests and notify the parent and school district on approval or denial of Home Tutoring Request.

d. Superintendent initials letters; he/she then returns them for Principal's files.

e. Principal arranges for tutor whenever possible and sends tutor's name to Personnel.

f. Principal notifies parent.

g. Principal signs timecard for tutor and forwards it to District Office.

SPECIAL PROGRAMS

1. Academic Intervention Services (AIS) – The district provides AIS both within the school day and beyond the school day. This program is designed to assist and support students who are in need of remediation in order to meet the NYS Standards and Assessments.

2. ELL - The district provides services for students whose primary language is not English. The ELL curriculum provides instruction in the four basic areas of communication: speaking, listening, reading and writing in English.



APPENDIX C

Payroll Schedule

Miller Place Union Free School District

Payroll Schedule 2026-27

6/9/2026

Friday	July 10, 2026	12 Month Employees - Full Bi-Weekly Check;
Friday	July 24, 2026	10 Month Employees - No Bi-Weekly Checks unless earnings
Friday	August 7, 2026	Regular Tax Deductions, TSA Deductions,
Friday	August 21, 2026	No Insurance and Flex Benefit Deductions
Friday	August 28, 2026	12 Months 1/2 Bi-Weekly - 1/2 TSA Deduction
12 Month and 10-Month Employees Full Bi-Weekly Payroll with All Deductions (All TSA, taxes, insurances, flexible benefits)		
Friday	September 11, 2026	
Friday	September 25, 2026	Fall Varsity & JV Coaches 1/2 Pay
Friday	October 9, 2026	Fall MS Coaches 1/2 Pay
Friday	October 23, 2026	
Friday	November 6, 2026	Fall Varsity & JV Coaches 1/2 Pay; Teachers Horizontal Advance Adjustment Retroactive to 9/1/26
Friday	November 20, 2026	Fall MS Coaches 1/2 Pay
Friday	December 4, 2026	
Friday	December 18, 2026	Winter Varsity & JV 1/2 Pay; Early Winter MS Coaches 1/2 Pay
Monday	January 4, 2027	
Friday	January 15, 2027	Lead Teacher 1/2 Pay; Mentors 1/2 Pay
Friday	January 29, 2027	Early Winter MS Coaches 1/2 Pay; Club Stipends 1/2 Pay W-2's Mailed Home; 2026 Health Insurance Declinations
Friday	February 12, 2027	Extra 1/5 Teaching Assignment 50%
Friday	February 26, 2027	Winter Varsity & JV Coaches 1/2 Pay; Late Winter MS Coaches 1/2 Pay
Friday	March 12, 2027	
Friday	March 26, 2027	Late Winter MS Coaches 1/2 Pay
Friday	April 9, 2027	Spring Varsity & JV Coaches 1/2 Pay; Teachers Horizontal Advance Adjustment Retroactive to 2/1/27
Friday	April 23, 2027	
Friday	May 7, 2027	Spring MS Coaches 1/2 Pay
Friday	May 21, 2027	Spring Varsity & JV Coaches 1/2 Pay
Friday	June 4, 2027	MS School Coaches 1/2 Pay; Extra 1/5 Teaching Assignments 50%; Lead Teacher 1/2 Pay; Mentors 1/2 Pay; Club Stipends 1/2 Pay; Full NCR Drama Stipends; Last Insurance Deductions; Confidential & Nurses 2026-27 Longevity Payment
Thursday	June 17, 2027	12 Months Full Bi-Weekly - Full TSA Deduction 10 Months 1/2 Bi-Weekly - 1/2 TSA Deduction
Friday	June 25, 2027	12 Months 1/2 Bi-Weekly - 1/2 TSA Deduction 10 Months 1/2 Bi-Weekly - 1/2 TSA Deduction All Year End Contractual Checks (26 Pays)

REMINDER: In order to keep timesheets processed in a timely manner, they must be filled out completely and correctly, and sent to your principal or supervisor <u>two weeks</u> prior to the pay date. Any timesheets missing this schedule will be held until the next available scheduled payroll.



APPENDIX D

Calendars

MILLER PLACE UFSD

2026-2027 School Calendar

*Please note possible calendar adjustments:
If 0 emergency days used, no school 5/27/27.
If 1 emergency days used, calendar unchanged.
If 2 emergency days used, calendar unchanged.
If 3 emergency days used, school in session 5/28/27.

July 2026

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

July 0
2 Independence Day (observed)

August 2026

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
{31}				

Aug. 1
31 Superintendents Conference Day

September 2026

M	T	W	T	F
	{1}	[2]	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Sept. 19
1 Superintendent's Conference Day
2 First Day for Students
4-7 Labor Day Holiday
12-13 Rosh Hashanah
21 Yom Kippur

October 2026

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Oct. 21
12 Columbus Day

November 2026

M	T	W	T	F
2	{3}	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Nov. 17
3 Election/Conference Day
11 Veterans Day (observed)
25-27 Thanksgiving Recess

December 2026

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Dec. 17
24-31 Winter Recess

January 2027

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Jan. 19
1 New Year's Day/Winter Recess
18 Martin Luther King Jr. Day

February 2027

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

Feb. 15
6 Lunar New Year
15-19 Mid-Winter Recess

March 2027

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Mar. 21
26-29 Spring Recess I

April 2027

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April 17
19-23 Spring Recess II

May 2027

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

May 19
28-31 Memorial Day

June 2027

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	[24]	{25}
28	29	30		

June 19
19 Juneteenth
24 Last Day for students
25 Superintendent's Conference Day

KEY

School Closed | { } Conference Days | [ ] First & Last Day of Classes

Updated: 3/11/2026

NOTE: The Board of Education of the Miller Place UFSD reserves the right to revise this calendar if emergency school closings during the school year require additional days of attendance.

MILLER PLACE UNION FREE SCHOOL DISTRICT
BOARD OF EDUCATION

2026-27 Schedule of Meetings

DATE	TYPE OF MEETING	LOCATION	PDF Agenda
July 1, 2026	Organizational / Business	MPHS LIBRARY	Business Agenda Video
August 3, 2026	Business	District Office	Business Agenda
August 26, 2026	Business	MPHS	
September 29, 2026	Business	MPHS	
October 28, 2026	Business	MPHS	
November 18, 2026	Business	MPHS	
December 16, 2026	Business	MPHS	
January 27, 2027	Business	MPHS	
February 24, 2027	Business & Budget Workshop	MPHS LIBRARY	
March 10, 2027	Budget Workshop	MPHS	
March 31, 2027	Business & Budget Workshop	MPHS	
April 27, 2027	Business / BOCES Vote	MPHS	
April 28, 2027	Business	MPHS	
May 4, 2027	Budget Hearing	MPHS	
May 18, 2027	Budget Vote	NCRMS 6:00 a.m. - 9:00 p.m.	
May 26, 2027	Business	MPHS	
June 16, 2027	Business	MPHS	
July 1, 2027	Organizational / Business	MPHS	



APPENDIX E

District Forms

MILLER PLACE UNION FREE SCHOOL DISTRICT
Miller Place, New York 11764

REQUEST FOR PROFESSIONAL VISITATION OR CONFERENCE DAY(S)

Instructional Staff _____
Non-Instructional Staff _____

Employee's Name _____ Date Submitted _____
School _____ Grade/Subject _____ Hours: Arrive _____
Depart _____

Dates(s) of Professional Day(s):_____

Field Trip Code		Please Check Box	Conference Code			
☐ FD	Field Trip Day		☐ 1P	In-District Staff Develop.	☐ 6P	Out-Dist Sports/Club
☐ FO	Field Trip Overnight		☐ 2P	Student Testing/Grading	☐ 7P	Out Dist. Special Ed.
			☐ 3P	In-District Parent Conf.	☐ 8P	TLC Staff Development
			☐ 4P	In-District CSE/CPSE	☐ 9P	Technology Staff Develop.
			☐ 5P	Out-Dist Conference/WKSHP	☐ 10P	Mentoring

Justification for taking Professional Visitation or Conference Day(s). Please attach all correspondence with other schools or universities, as well as a copy of conference agenda.

_____
_____
_____
_____

Indicate Plans for In-District Reporting to Administrators and Staff Members.

_____
_____
_____
_____

Registration Deadline: _____

The following must be completed and attached:

_____ **Purchase Order** _____ **Registration Form**

Note: It is understood that expenses will be reimbursed only if prior approval has been obtained. No expense may be reimbursed if it is not supported by a receipt.

Your request for Professional Day(s) is _____ granted _____ denied

Employee _____ Date _____
Director Of Human Resources_____ Date _____
Principal -_____ Date _____
Educational Services (Spec. Ed. Only) _____ Date _____
Assistant Superintendent _____ Date _____
Superintendent _____ Date _____

c: Principal
Attendance Clerk
Purchasing/Accounts Payable

S:\Personnel\Forms\Attendance\Professional Visitation or Conference.doc Revised 8/23

REQUEST FOR PERSONAL/BEREAVEMENT DAY(S)

Instructional Staff ____
Non-Instructional Staff____

Employee's Name _____ Date Submitted _____

School _____ Instructional: Grade/Subj. _____ Hours: Arrive _____
Non-instructional Area _____ Depart _____

Date(s) of Personal Day(s) Requested: ☐ _____ -or-

Date(s) of Bereavement Days(s) Requested ☐ _____

PERSONAL BUSINESS LEAVE:

An employee may be allowed days per year for reasons of personal business (see contract for specifics regarding allowed number of days). All requests for personal business days must be submitted to the Superintendent in writing for approval three days prior to the leave, whenever possible. Personal business days may not be taken contiguous to vacation periods or holidays. One of the following reasons shall be indicated as the reason for personal leave day(s): (1) legal, (2) family, (3) financial, (4) medical. The requirement for prior notice shall be waived for "illness in household."

Reason for Taking Personal Day(s):

Legal ☐ _____ Family ☐ _____

Financial ☐ _____ Medical ☐ _____

Bereavement ☐ relationship to deceased: _____

Your request for Personal/Bereavement Day(s) is Hereby Granted.

Principal _____ Date _____

Admin. For Pupil Personnel (Spec. Ed. staff only) _____ Date _____

Director of Human Resources_____ Date _____

Superintendent _____ Date _____

c: Building Principal
Attendance Officer

MILLER PLACE UNION FREE SCHOOL DISTRICT
Miller Place, New York 11764

REQUEST FOR PAID LEAVE TIME FOR CANCER SCREENING

In accordance with state law, the district will provide employees with up to four (4) hours of paid leave time **annually (January 1-December 31)** for the purpose of obtaining screening for any type of cancer. If you intend to obtain cancer screening during your normal work hours, you must complete this form at least one (1) week prior to your appointment and submit it to your immediate supervisor for his/her signature. After your supervisor signs this form, it will be returned to you. You must bring the form to the healthcare provider where they will confirm the date and time of your appointment and sign or acknowledge the form. When you return to work, please send the completed form to the Personnel Office. If you should have any questions related to your request for excused medical leave, contact Mr. Christopher Herrschaft, Director of Human Resources at 474-2700, ext. 723.

PART I: TO BE COMPLETED BY EMPLOYEE

Employee Name (Please Print)	Date

Position (Check one)

❑ *Administrator* ❑ *Teacher* ❑ *School Nurse* ❑ *Teacher Assistant* ❑ *Clerical* ❑ *Aide* ❑ *Operations*

Building Location

❑ *District Office* ❑ *Facilities* ❑ *MPHS* ❑ *NCRMS* ❑ *LADSBS* ❑ *AMPS*

Appointment Date	Appointment Time (Indicate a.m. or p.m.)

Employee Signature	Date

Supervisor Signature	Date

PART II: TO BE COMPLETED BY PHYSICIAN OR BLOOD DONATION FACILITY

Name of Patient

Appointment Date	Appointment Time

for the purpose of: ❑ *Ca*ncer screening (maximum 4 hours annually)

Signature of Healthcare Provider or Acknowledgement	Date

In District Standardized Mileage

From		To	Distance
CO	~	AMPS	2.5
CO	~	LADSBS	2.2
CO	~	NCR	2.1
CO	~	HS	0.0
AMPS	~	CO	2.5
AMPS	~	LADSBS	0.9
AMPS	~	NCR	0.7
AMPS	~	HS	2.5
LADSBS	~	CO	2.2
LADSBS	~	AMPS	0.9
LADSBS	~	HS	2.2
NCR	~	CO	2.1
NCR	~	AMPS	0.7
NCR	~	HS	2.1
HS	~	CO	0.0
HS	~	AMPS	2.5
HS	~	LADSBS	2.2
HS	~	NCR	2.1

*NCR and LADSBS have a shared parking lot. No mileage.

All completed Mileage Reimbursement Claim forms should be submitted on a monthly basis to the Business Office.

Miller Place UFSD

Mileage Reimbursement Claim Form

2026

Name: Title: Mileage Reimbursement Rate: $0.725

Date	Description			Miles	Tolls	Parking	Other	Total
	Beginning location:	**Ending location:**	**Description:**					
			Total Amount of Reimbursement Claimed					

Submitted by ____________________ Date: ________ Approved by ______________________________

Miller Place Union Free School District

Field Trip Application

Revised 07-26-22

All Field Trip Applications will be returned if they do not include the required forms. Any contracts must be submitted three (3) months prior to the trip in order to get Board of Education approval.

Requestor Name: _____ Date of Application: _____

School Name: _____ Grade(s): _____ Department or Club: _____

Date of Trip: _____ Trip Destination: _____

Trip Destination Address: _____

Pick Up Location (Circle One): AMPS LADSBS NCMRS MPHS or Other _____

Pickup Time at School: _____ Departure Time from School: _____

Return Time to School: _____ Student Dismissal: Bus at Regular Dismissal Time: _____

or Parent Pick-Up at School: _____

No. of Pupils* _____ No. of Staff _____ No. of Parents _____ = Total _____ No. of Buses _____

*If the entire class or club is not afforded the option of participating in the trip, please indicate criteria used to determine participation: _____

Names of teachers making the trip: _____

_____

Purpose/Description (including curriculum connections): _____

_____

EXPENSE:		**INCOME:**	
Cost of Transportation	$ _____	Student Contribution (Each)	$ _____
Cost of Admissions	$ _____	Student Contribution (Total)	$ _____
Other Costs	$ _____	Other Contribution (Donation)	$ _____
Total Expenses	$ _____	Total Income/Contributions	$ _____

Is there any District financial obligation? _____Yes _____No. If YES, what is the obligation and has it been authorized by the School Business Official? Explain: _____

Bus Company: _____ First Student Coach Bus (through BOCES only): _____(ordered by teacher/administrator)

FUND:

General Acct. # _____	**Trust & Agency Acct. #** _____	**Extra Class Acct. #** _____
Requisition for Bus	Requisition for Bus	Payment Form for Bus
Requisition for Trip Destination	Requisition for Cost of Destination	Payment Form for Destination
Application/Registration Form	Application/Registration Form	Application/Registration Form
Permission Slip Copy	Permission Slip Copy	Permission Slip Copy
Field Trip Request Signature Form(s)	Field Trip Request Signature Form(s)	Field Trip Request Signature Form(s)

TRIP APPROVED BY:

Principal	Director of HR	School Business Official	Superintendent
Date: _____	Date: _____	Date: _____	Date: _____

Please return all completed paperwork to the Transportation Department at District Office.

Field Trip Form-Rev. 07-2022 example highlighted

Miller Place Union Free School District

Instructions for Processing Field Trip Applications

The **Field Trip Application Form** must be filled out completely and have all the necessary paperwork and documentation required.

1. Complete the requested information on the application regarding date, destination, etc.

2. Please **include a copy of the Permission Slip** that will be sent to parents.

3. First Student school buses are used for most field trips and you can call the Transportation Office at (631) 474-2700 x730 for an estimated cost. If you choose to use a **coach bus**, arrangements **must** be made by you through the BOCES Transportation Department at (631) 472-6480. Please attach a copy of the BOCES Request/Confirmation to your paperwork.

4. The **EXPENSE** portion of the application should include all requested information regarding the cost of the bus/buses, admission fees and any other related expenses.

5. The **INCOME** portion of the application should include all student contributions and any other contributions that will be used to fund the field trip.

6. The Total Expenses and Total Income/Contributions amounts **need to match**.

7. The **FUND** portion of the application must include the method of payment.

8. For payment through **General Fund** and **Trust & Agency** include:
   - Requisition for the bus
   - Requisition for the trip destination
   - Application/Registration form

9. For payment through **Extra Classroom Activity Account** include:
   - Extra Classroom Activity Account Payment Form for transportation
   - **Reminder** – form must have a Student Officer, Advisor and Principal signature
   - Application/Registration form

10. Attach all supporting documentation to this form including the completed **Field Trip Request Signature Form** for each staff member taking the trip and submit to the building Principal for their approval.

11. **Please forward the complete signed field trip application package to the Transportation Office at Central Office.** A signed field trip application will be forwarded back to the requestor.

REMINDER: ANY TRIP REQUIRING A CONTRACT FOR REGISTRATION OR TRANSPORTATION MUST BE SUBMITTED FOR APPROVAL AT LEAST THREE (3) MONTHS IN ADVANCE IN ORDER TO OBTAIN BOARD OF EDUCATION APPROVAL.

Field Trip Form-Rev. 07-2022 example highlighted

MILLER PLACE UNON FREE SCHOOL DISTRICT
Miller Place, New York 11764

FIELD TRIP REQUEST SIGNATURE FORM

School_____ **Grade/Subject**_____

Field Trip Destination_____

Trip Departure Time_____ **Date(s)**_____

Please check one:

☐FD FIELD TRIP DAY ☐FO FIELD TRIP OVERNIGHT ☐6P EXTRA-CURRICULAR

☐OUTSIDE SCHOOL HOURS ☐IA INTERSCHOLASTIC ATHLETICS

EMPLOYEE NAME (Please Print):	EMPLOYEE SIGNATURE:

Director Of Human Resources_____ **Date**_____

Principal_____ **Date**_____

Educational Services (Spec. Ed. Only)_____ **Date**_____

Assistant Superintendent_____ **Date**_____

Superintendent_____ **Date**_____

District Office – White **Transportation – Yellow** **Principal – Pink**

Rev. 8/23

Miller Place Union Free School District

Field Trip
Evaluation Form

Teacher's Name:_____ Date:_____

School:_____ Grade:_____

Field Trip Destination: _____

Objective/Description of Trip:_____

_____

Please rate your experience.
5=Excellent; 4=Very Good; 3=Average; 2=Below Average; 1=Poor

1. Did the field trip meet your objectives? 1 2 3 4 5

   Comments:_____

2. Did the field trip enhance your curriculum? 1 2 3 4 5

   Comments:_____

3. Quality of the program content. 1 2 3 4 5

   Comments:_____

4. Students interest throughout the field trip. 1 2 3 4 5

   Comments:_____

5. How likely are you to return in the future? 1 2 3 4 5

   Comments:_____

6. Overall Rating. 1 2 3 4 5

   Comments:_____

Miller Place Union Free School District

APPLICATION FOR PUBLIC USE OF SCHOOL FACILITIES

Submit to: Facilities Use
7 Memorial Drive, Miller Place, NY 11764
Phone: 631-474-2700 ext.727
FacilitiesUse@millerplace.k12.ny.us
Fax: 631-331-8832

Organization Name: **Purpose:**

Applicant's Name: **Phone:**

Address: **E-mail:**

Facility Requested	# Of Attendees	Date(s)	Time

Special Requests:

Admission Charge / Participation Fee $ **Proceeds used for:**

My signature below certifies that I have received, read, and understand copies of Board policies 1530 and 7000, as well as section XIV of policy 5310.04.

A current, accurate, complete roster of active members in good standing in our organization is attached and evidences our status as a:
[ ] Community Group [ ] Non-Community Group

If this application is granted and a permit issued, we agree to comply with all the rules and regulations of the Board of Education governing the use of school facilities; not to deny to any person participation in the use of school facilities on the grounds of race, color, creed, religion, national origin, gender, age, marital status, or disability; to take the utmost care in the use of school property; to provide adequate adult supervision at all times; and to make good any and all claims, damages, or causes of action for damages arising from our use of school facilities and will indemnify the school district facilities. Non-compliance of said policies, rules and regulations will result in immediate revocation of this permit and immediate dismissal from school district premises.

Date: **Applicant's Signature:**

***Athletic Director's Signature:** **Principal's Signature:**

*when applicable for field and gym request.

PERMIT FOR PUBLIC USE OF SCHOOL FACILITIES

* This section to be completed by Miller Place School District Designee

Organization			
Permit Holder		**Telephone**	
Facility			
Date(s)		**Time**	

ACCEPTED _____ **DENIED _____**

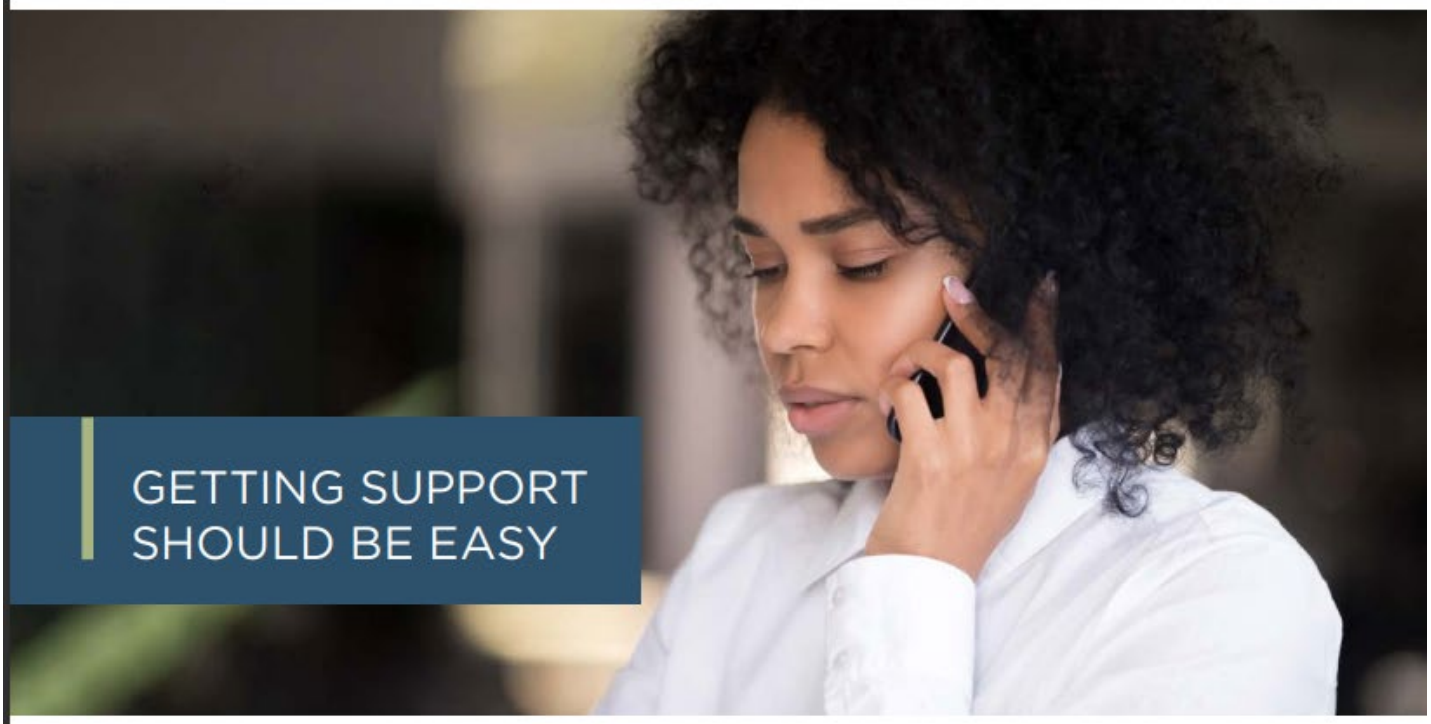
COMMENTS_____

This permit is valid only when signed by the Superintendent of Schools or Designee and then only as specified above. The permit holder must carry this permit and a photo I.D. on his/her person at all times while on school district property and must show this permit and photo I.D. to any and every school district employee upon request.

Date: _____ **Signature:** _____
Designee

APPENDIX F

The Hartford Life Insurance Additional Employee Services



GETTING SUPPORT SHOULD BE EASY

EXTRAS THAT SUPPORT AND ASSIST

For access over the phone, simply call toll-free

800-96-HELPS
(800-964-3577)

Visit guidanceresources.com to access hundreds of personal health topics and resources for child care, elder care, attorneys or financial planners.

If you're a first-time user, click on the Register tab.

1. In the Organization Web ID field, enter: HLF902
2. In the Company Name field at the bottom of personalization page enter: ABILI
3. After selecting "Ability Assist program", create your own confidential user name and password.

Snap a photo with a mobile device to capture information above.

For employees covered under a fully-insured group policy or Leave Management services with The Hartford.

Life presents complex challenges. If the unexpected happens, you should have simple solutions to help cope with the stress and life changes that may result. That's why The Hartford Ability Assist® Counseling Services, offered by ComPsych®,[1] can play such an important role. Our straightforward approach takes the complexity out of benefits when life throws you a curve.

COMPASSIONATE SOLUTIONS FOR COMMON CHALLENGES

From everyday issues like job pressures, relationships and retirement planning to highly impactful issues like grief, loss, or a disability, Ability Assist is your resource for professional support.

You and your family, including spouse and dependents can access Ability Assist at any time, as long as you are covered under a fully-insured group policy or Leave Management services with The Hartford.

SERVICE FEATURES

The service includes up to three face-to-face emotional counseling sessions per occurrence per year. This means you and your family members won't have to share visits. You can each get counseling help for your own unique needs. Work-life services and counseling for your legal, financial, medical and benefit-related concerns are also available by phone.

THE HARTFORD

ABILITY ASSIST COUNSELING SERVICES

Emotional or Work-Life Counseling

Helps address stress, relationship or other personal issues you or your dependents may face. It is staffed by GuidanceExperts℠ – highly trained master's-level clinicians – who listen to concerns and quickly make referrals to in-person counseling or other valuable resources. Situations may include:

- Job pressures
- Relationship/marital conflicts
- Stress, anxiety and depression
- Work/school disagreements
- Substance abuse
- Child and elder care referral services

Financial Information and Resources

Provides unlimited telephonic support for the complicated financial decisions you or your dependents may face. Speak by phone with a Certified Public Accountant and Certified Financial Planners on a wide range of financial issues. Topics may include:

- Managing a budget
- Retirement
- Getting out of debt
- Tax questions
- Saving for college

Legal Support and Resources

Offers unlimited telephonic assistance if legal uncertainties arise. Talk to an attorney by phone about the issues that are important to you or your dependents. If you require representation, you'll be referred to a qualified attorney in your area with a 25% reduction in customary legal fees thereafter. Topics may include:

- Debt and bankruptcy
- Guardianship
- Buying a home
- Power of attorney
- Divorce

Health Care Navigation Services

HealthChampion℠ is a service that supports you through all aspects of your health care issues.[2] HealthChampion is staffed by both administrative and clinical experts who understand the nuances of any given health care concern. Situations may include:

- One-on-one review of your health concerns
- Preparation for upcoming doctor's visits/lab work/tests/surgeries
- Answers regarding diagnosis and treatment options
- Coordination with appropriate health care plan provider(s)
- An easy-to-understand explanation of your benefits–what's covered and what's not
- Cost estimation for covered/non-covered treatment
- Guidance on claims and billing issues
- Fee/payment plan negotiation

Check with your benefits manager for more information on **Ability Assist Counseling Services**

THE HARTFORD

Business Insurance
Employee Benefits
Auto
Home

The Hartford® is The Hartford Financial Services Group, Inc. and its subsidiaries, including underwriting companies Hartford Life and Accident Insurance Company and Hartford Fire Insurance Company. Home Office is Hartford, CT. © 2022 The Hartford.

[1] Ability Assist® and HealthChampion℠ are offered through The Hartford by ComPsych® Corporation. ComPsych is not affiliated with The Hartford and is not a provider of insurance services. The Hartford is not responsible and assumes no liability for the goods and services provided by ComPsych and reserves the right to discontinue any of these services at any time. Services may vary and may not be available in all states. Visit TheHartford.com/employee-benefits/value-added-services for more information.

[2] HealthChampion℠ specialists are only available during business hours. Inquiries outside of this timeframe can either request a call-back the next day or schedule an appointment.

4264 <5K 01/22

TRAVEL ASSISTANCE AND IDENTITY THEFT SUPPORT SERVICES

WHAT DO I DO FIRST?

In the event of a life-threatening emergency, call the local emergency authorities first to receive immediate assistance and then contact International Medical Group (IMG).

WHAT TO HAVE READY

- Your employer's name
- Phone number where you can be reached

(Please cut here and keep in your wallet.)

INTERNATIONAL MEDICAL GROUP (IMG) CONTACT INFORMATION

U.S. and Canada: 800-243-6108 (toll-free)
Outside U.S.: 202-828-5885
assist@imglobal.com

THE HARTFORD

EVEN THE BEST PLANNED TRIPS CAN BE FULL OF SURPRISES

The best laid travel plans can go wrong, leaving travelers vulnerable and potentially unable to find the right help. When the unexpected happens far from home, it's important to know whom to call for assistance. If you're covered under a group policy with The Hartford, you and your family may have access to travel assistance and identity theft support services provided by International Medical Group (IMG).[1]

Since 1990, IMG has provided global travel assistance services to millions of customers worldwide. IMG has extensive experience handling complex and remote medical transport situations, as well as providing support for travel concerns when they arise. Their team of international, multilingual specialists are accustomed to working across time zones and with different languages and currencies. Utilizing IMG's extensive global network of medical care providers, the on-site 24/7/365 U.S.-based call center is available day or night to arrange high-quality care you can depend on.

Additionally, IMG stands ready to provide identity theft support services that include assistance on the steps to take once a theft has occurred.

TRAVEL EMERGENCY TRANSPORT SERVICES

IMG will provide payment for transportation expenses associated with the following services up to a $1 million combined single limit per person. For services to be paid for by IMG, they must be contacted to approve and arrange all services in advance.[2]

- **Medical evacuation and repatriation:** IMG will arrange a medically necessary transportation to a medical facility capable of providing adequate treatment.
- **Repatriation of mortal remains:** IMG will arrange and coordinate the preparation and transportation of mortal remains to the deceased's place of residence or to the place of burial.
- **Return of dependent children:** IMG can arrange the transport of dependent children home or to the residence of a family member in the event the parent is hospitalized due to an unforeseen medical situation and the children are left unattended.
- **Return of travel companion:** If someone is hospitalized due to an unforeseen medical situation, IMG can arrange for a travel companion to accompany them on their medical evacuation or repatriation back home.
- **Visit by a family member or friend:** If someone is traveling alone and hospitalized due to an unforeseen medical situation and an emergency evacuation or repatriation is not imminent, IMG can arrange to bring a chosen family member or friend to their location.

THE HARTFORD

Travel assistance and identity theft support services through IMG are available to eligible employees who are covered under certain group insurance policies from The Hartford. The services are also available to eligible employees' spouses and dependent children up to age 26. Identity Theft Support and Pre-Trip Services are available 24/7/365. The services listed for Travel Emergency Transport Services and Travel Medical Assistance are only available when traveling more than 100 miles from home (or while in a foreign country) and while traveling for 90 consecutive days or less.

TRAVEL MEDICAL ASSISTANCE

IMG will provide assistance services only for the following items:

- **Medical and dental referrals:** IMG provides referrals within their global medical network that includes physicians, clinics, hospitals and other healthcare providers worldwide.
- **Medical monitoring:** IMG will continually monitor the medical situation until the traveler is either healthy or transferred to their home hospital. IMG medical staff review and analyze each situation to ensure quality of care.
- **Pre-transport patient assessments:** Prior to coordination of a medical transport such as an emergency evacuation, IMG provides an assessment to determine fitness to travel and identify any risks associated with the transfer.
- **Arrange or facilitate filling prescriptions:** If a traveler requires an emergency prescription, IMG can arrange for or facilitate filling prescriptions locally.
- **Replacement of medical devices and corrective lenses:** IMG will arrange for the replacement of corrective lenses or medical devices if they are lost, stolen or broken during travel.
- **Emergency medical payments:** Upon securing payment or a guarantee to reimburse from the travelers' insurance provider, IMG will coordinate payment to the treating facility.

ADDITIONAL TRAVEL ASSISTANCE SERVICES

IMG will provide assistance services only for the following items:

- **Pre-trip and cultural information:** IMG can provide certain country-specific information such as travel advisories, passport and visa information, general info on local customs and more.
- **Lost luggage assistance:** If luggage is lost, IMG can communicate with commercial flight carriers to coordinate the return of lost luggage and file the requisite reports.
- **Lost document assistance:** When a passport, visa, or other crucial document is lost during travel, IMG can provide support on the next steps to obtain emergency replacements.
- **Legal referrals:** IMG can provide the contact information for local attorneys.
- **Emergency cash:** If a traveler's money is lost or stolen, this service provides for the coordination of a cash advance through Western Union.
- **Pet and vehicle return:** IMG will assist with returning a pet home or returning a rented vehicle in the event of an emergency while traveling.

IDENTITY THEFT SUPPORT SERVICES

IMG will provide assistance services only for the following items:

- **Education:** Assistance to help prevent theft and support on the steps to take following theft.
- **Credit bureau notification:** Assistance notifying all three major credit reporting agencies to obtain a copy of your credit report and place an alert on your records.
- **Credit information review:** Assistance to review your credit information and history over the phone to determine if fraud or theft has occurred.
- **Identity theft affidavit:** Assistance with completing an identity theft affidavit and direction on who to send it to.
- **Card replacement:** Assistance replacing credit, debit and membership cards.
- **Translation services:** Assistance when you're overseas and need help communicating with the local police to file a report of an identity theft incident.

(Please cut here and keep in your wallet.) ✂

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[2] IMG will provide payment for third-party transport expenses related to a qualified medical evacuation or repatriation, return of dependent children, return of travel companion, return of mortal remains, or visit of a family member or friend. Payment will be limited to $1,000,000 combined single limit per person; however, any non-transport related expenses, such as medical expenses, related to these services is the responsibility of the traveler. IMG will not provide evacuation services if the transport is not medically advisable or necessary or if the injury or illness can be treated locally. All emergency medical transport services must be arranged by IMG-designated personnel to be eligible for services under this program. No payment for reimbursement of services not approved by IMG in advance will be accepted.

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ACRONYM LIST

8NYCRR	New York code, Rules and Regulations (Education)
34 CFR	Code of Federal Regulations
§	Section
AAHPERD	American Assoc. Health, Physical Ed, Recreation & Dance
ACT	American College Testing
ADA	Average Daily Attendance
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention-Deficit/Hyperactivity Disorder
AED	Automatic Electronic Defibrillator
AFT	American Federation of Teachers
AIMS	Academic Intervention Management System
AIS	Academic Intervention Services
AMO	Annual Measurable Objective
AMPS	Andrew Muller Primary School
AOE	Approved Operating Expense
AOR	Accountability and Overview Report
AP	Advanced Placement
APE	Adaptive Physical Education
APPR	Annual Professional Performance Review
APRP	Annual Professional Review Plan
ARRA	American Recovery and Reinvestment Act
ASBO	Association School Business Officials
ASCD	Association for Supervision and Curriculum Development
ASESP	Approved Supplemental Ed Services Provider
AT	Assistive Technology
ATT	Attendance Output Report
AYP	Adequate Yearly Progress
BANS	Bond Anticipation Notes
BEDS	Basic Education Data System
BCS	Building Condition Survey Output Report
BIP	Behavioral Intervention Plan
BLD	Building Aid Output Report
BLDCAP	Capital Outlay Transition Grant Output Report
BLD-SBA	Building Aid Summary Output Report
BETAC	Bilingual Education Technical Assistance Center
BOCES	Board of Cooperative Education Services
BOE	Board of Education
BTANYS	Business Teachers' Association of New York State
CA	Claims Auditor
CAD	Commissioner's Approval Date
CAD	Corrective Action District
CAR	Comprehensive Assessment Report
CCR	Central Contractor Registration
CCLS	Common Core Learning Standards
CCSS	Common Core State Standards
CDEP	Comprehensive District Educational Plan
CDOS	Career Development and Occupational Studies
CEP	Comprehensive Educational Plan
CFE	Campaign for Fiscal Equity
CO	Central Office

COA	Comprehensive Operating Aide
COSER	Cooperative Service Agreements
COTG	Capital Outlay Transition Grant
CNP	Child Nutrition Program
CPI	Consumer Price Index
CPLR	Civil Practice Law and Rules
CPS	Child Protective Services
CPSE	Committee on Pre-School Special Education
CSE	Committee on Special Education
CSEA	Civil Service Employee Association
CST	Child Study Team
CTE	Career and Technical Education
CWR	Combined Wealth Ratio
DASA	Dignity for All Students Act
DASNY	Dormitory Authority of the State of New York
DCEP	District Comprehensive Education Plan (NYC)
DDI	Data Driven Instruction
DEA	Data Entry Assistant
DFY	Division of Youth
DIAL	Developmental Indicators for Assessment of Learning
DINI	District in Need of Improvement
DO	District Office
DOH	Department of Health
DRAP	District Requiring Academic Progress
DRP	Degrees of Reading Power
DSSA	Declassification Support Services Aid
DRA	Deficit Reduction Assessment
DRP	Degrees of Reading Power
DUNS	Data Universal Numbering System
EA	External Auditor
EAP	Employees Assistance Program
EAP	Equivalent Attendance Program
EBALR	Employee Benefit Accrued Liability Reserve
EBSR	Evidence-Based Selected Response
ED	Economically Disadvantage
Ed.L.	Education Law
edTPA	Educational Teacher Performance Assessment
EEB	Evaluation of Existing Building
EI	Early Intervention
ELA	English Language Arts
ELL	English Language Learner
EMSC	Elementary, Middle, Secondary, and Continuing Education
EN	Extraordinary Needs
EPE	Employment Preparation Education
E-Rate	E-Rate Universal Discount Program
ERS	Employees' Retirement Services
ERSS	Educationally Related Support Services
ESEA	Elementary and Secondary Education Act
ESF	Education Stabilization Funds
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
FACS	Family and Consumer Sciences
FAPE	Free and Appropriate Public Education
FAQ	Frequently Asked Questions

FBA	Functional Behavior Assessment
FBLA	Future Business Leaders of America
FEJF	Federal Education Job Funds
FERPA	Family Education Rights and Privacy Act
FMAP	Federal Medical Assistance Percentage
FMIS	Office of Facilities, Management and Information Services
FOIL	Freedom of Information Law
FRPL	Free and Reduced-Price Lunch
FS-10	Budget Form
FTE	Full-Time Equivalent
FY	Fiscal Year
GASB	Governmental Accounting Standards Board
GATE	Gifted and Talented Education
GED	General Equivalency Diploma
GEN	General Formula Aid Output Report
HCS	Health Commerce System
HQT	Highly Qualified Teachers
IA	Internal Auditor
IAES	Interim Alternative Educational Setting
IC	Infinite Campus-Current Student Management System
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Plan
IESP	Individualized Educational Service Program
IHO	Impartial Hearing Officer
IST	Instructional Support Team
IT	Instructional Technology
LADSBS	Laddie A. Decker Sound Beach School
LAP	Local Assistance Plan
LAN	Local Area Network
TLC	The Literacy Collaborative
LEA	Local Educational Agency
LEAP	Local Educational Agency Program
LEP	Limited English Proficient
LICSS	Long Island Council for Social Studies
LIFSDA	Long Island Food Service Directors' Association
LILT	Long Island Language Teachers
LIPAP	Long Island Performance Assessment Project
LOTE	Languages other than English
LRE	Least Restrictive Environment
LTD	Long-Term Disabilities
MADD	Mothers Against Drunk Driving
MESTC	Mid East Suffolk Teacher Center
MET	Metropolitan Achievement Test
MI	Math Initiative
MPAA	Miller Place Administrator's Association
MPHS	Miller Place High School
MPTA	Miller Place Teachers' Association
MPUFSD	Miller Place Union Free School District
MTIP	Mentor Teacher Intern Program
NAESP	National Association Elementary School Principals
NAPD	Non-Allowable Pupil Decimal
NAPM	Non-Allowable Pupil Miles
NASN	National Association of School Nurses

NASSP	National Association Secondary School Principals
NCLB	No Child Left Behind
NCRMS	North Country Road Middle School
NEA	National Education Association
NGSS	Next Generation Science Standards
NPV	Net Present Value
NRT	Non-Resident Tuition Output Report
NSYC	North Shore Youth Council
NWEA	Northwest Educational Assessment
NYAPT	New York Association Public Transportation
NYBEAS	New York Benefits Eligibility & Accounting System
NYC	New York City
NY Learns	New York Learns
NYS	New York State
NYSAA	New York State Alternate Assessment
NYSAAA	New York State Athletic Administrators' Association
NYSAFLT	New York State Association for Foreign Language Teachers
NYSASBO	New York State Assoc. of School Business Officials
NYSASN	New York State Association of School Nurses
NYSCOSS	New York State Council of School Superintendents
NYSED	New York State Education Department
NYSESLAT	New York State Second Language Achievement Test
NYSHIP	New York State Health Insurance Program
NYSTART	New York State Testing and Accountability Reporting Tool
NYSSBA	New York State School Boards Association
NYSSBGA	New York State Superintendent Buildings & Grounds Assoc.
NYSSHSC	New York Statewide School Health Services Center
NYSSIS	New York State Student Identification System
NYSSMA	New York State School Music Association
NYSUT	New York State United Teachers
NTI	Network Team Institute (NYSED)
OCFS	Office of Children and Family Services
OCIFS	Office of Curriculum, Instruction and Field Services
OGS	Office of General Services
OMB	Office of Management and Budget
OMIG	Office of the Medicaid Inspector General
OMRDD	Office of Mental Retardation and Developmental Disabilities
OOD	Out of District (Placement)
OSA	Office of State Assessment
OSC	Office of the State Comptroller
OSEP	Office of Special Education Programs
OT	Occupational Therapy
PAR	Pupil Attendance Report
PARCC	Partnership for Assessment of Readiness for College and Careers
P&P	Private & Parochial
PBSP	Positive Behavioral Support Plans
PCR	Range of Prose Constructed Responses
PCT	Preliminary Competency Test
PD	Professional Development
PDP	Professional Development Plan
PDF	Portable Document Format
PE	Physical Education
PEP	Pupil Evaluation Program
PERB	Public Employment Relations Board

PET	Program Evaluation Test
PI	Performance Index
PILOT	Payment in Lieu of Taxes
PPS	Pupil Personnel Services
PFR	Planning for Restructuring
PRI	Private Excess Coast Output Report
PRIDE	Parent Resource Institute for Drug Education
PSAT	Preliminary Scholastic Achievement and Aptitude Tests
PSEN	Pupils with Special Educational Needs
PT	Physical Therapy
PTA	Parent/Teacher Association
PTO	Parent/Teacher Organization
PTSA	Parent/Teacher/Student Association
PUB	Public Excess Cost Output Report
PYA	Prior Year Adjustment
RA	Regional Associate
RANS	Revenue Anticipation Notes
RCT	Regency Competency Test
R.E.F.I.T.	Reform Educational Financing Inequities Today
REP	Minor Maintenance and Repair Output Report
RFP	Request for Proposals
RIC	Regional Information Center
RTI	Response to Intervention
RRT	Right Reason Technology
RTTT	Race to the Top
RSSC	Regional School Support Center
RWADA	Resident Weighted Average Daily Attendance
S/C	Self-Contained
SADD	Students Against Drunk Driving
SAG	State Attorney General
SASI	School Management System
SASS	Systems for Accountability for Student Success
SAT	Scholastic Achievement and Aptitude Test
SAVE	Safe Schools Against Violence in Education
SBM	Site-Based Management
SBS	Laddie A. Decker Sound Beach School
SCA	School in Corrective Action
SCASN	Suffolk County Association of School Nurses
SCBTA	Suffolk County Business Teacher Association
SCDN	Staff and Curriculum Development Network
SCMEA	Suffolk County Music Educators Association
SCOPE	Suffolk County Organization for the Promotion of Education
SDM	Shared Decision Making
SDFSCA	Safe & Drug Free Schools & Communities Act
SEA	State Educational Agency
SED	State Education Department
SEDCAR	Strategic Evaluation Data Collection Analysis and Reporting
SEDDAS	SED Delegated Account System
SEIT	Special Education Itinerant Teacher
SEPTA	Special Education Parents/Teacher Association
SEQA	Special Education Quality Assurance
SEQRA	State Environmental Quality Review Act
SES	Supplemental Educational Services
SETRC	Special Education Training and Resource Center

SFSF	State Fiscal Stabilization Fund
SIG	State Improvement Grant
SIN	School in Need of Improvement
SINI	School in Need of Improvement
SIRS	Student Information Repository System
SIT	School Improvement Team
SLO	Student Learning Objective
SLP	Speech Language Pathologist
SMS	Student Management System
SP	Services Plan
SQRI	School Quality Review Initiative
SRAP	School Requiring Academic Progress
SSSN	Student Support Service Network
ST-3	School District Annual Financial Report
STAC	System for Tracking & Accounting for Children
STAR	School Tax Relief Program
STEM	Science Technology, Engineering, and Mathematics
STEP	System for Tracking Education Performance
SURR	Schools Under Registration Review
SWD	Student with Disabilities
TANS	Tax Anticipation Notes
TAPU	Total Aidable Pupil Units
TECR	Technology-Enhanced Constructed Response
TOEFL	Test of English as a Foreign Language
TRS	Teacher's Retirement System
TSA	Tax Sheltered Annuity
TWPU	Total Wealth Pupil Units
UFSD	Union Free School District
USC	United Sates Code
VADIR	Violent and Disruptive Incident Reporting
VESID	Vocational & Educational Services Individuals w/Disabilities
WAN	Wide Area Network
WSCA	Western Suffolk Councilors' Association